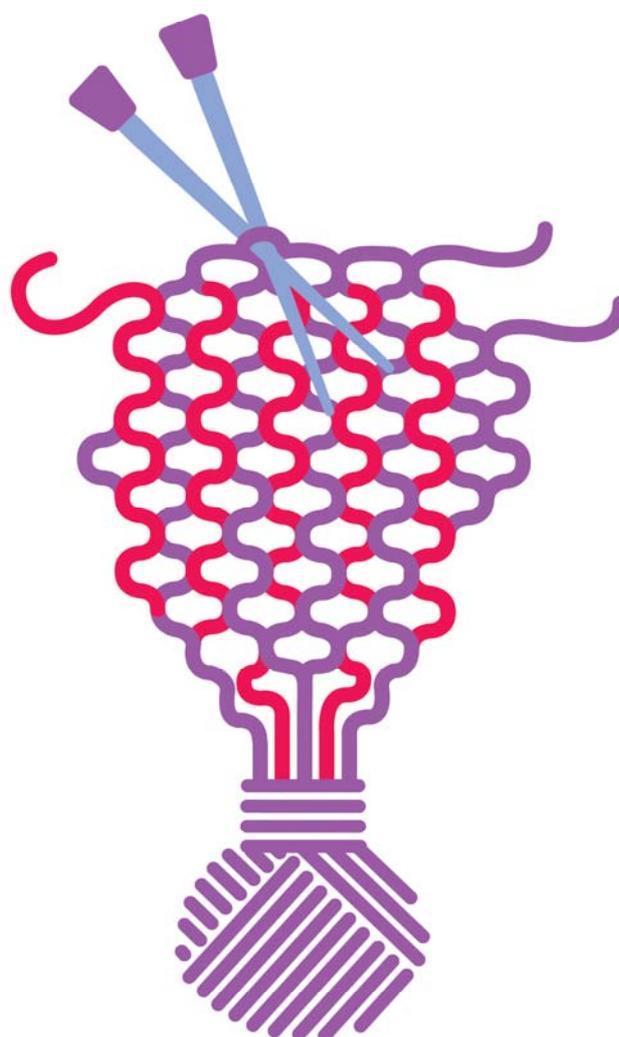


# Level 3 Award, Certificate and Diploma in Creative Techniques [7113]

## Level 3 Textile units



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## **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 Textile units

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City & Guilds ref no:	7113 – 200	
Title:	Textiles – Experimental Collection of Hand Embroidery	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a collection of experimental hand embroidery 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 hand embroidery</li> <li>2 Use advanced and innovative design ideas to inform the making of a collection of embroidery</li> <li>3 Plan and manage the making of the embroidery collection to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed embroidery collection to a professional standard</li> <li>6 Use presentation skills to display the embroidery collection</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 hand embroidery	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to hand embroidery</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 embroidery	<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 embroidery</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 embroidery</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the embroidery collection, to the working design</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of samples using advanced and innovative techniques and processes  3.3 List and describe the characteristics of materials, advanced techniques and processes sampled  3.4 Produce a costing and time estimate for making the embroidery collection</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the embroidery  4.2 Describe the care and safety requirements of tools, equipment and materials required to make the embroidery  4.3 Use tools, equipment, materials and advanced techniques safely  4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed embroidery collection to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly  5.2 List adjustments made during the making process  5.3 Make a well constructed professional embroidery collection to the following specifications –</p> <ul style="list-style-type: none"> <li>• The embroidery collection, of an advanced nature, will use a range of materials – natural, man-made, recycled, fibres, fabric, paper .....</li> <li>• The embroideries will be the same size, minimum A5, to reflect the creation of a collection</li> <li>• Machine made stitches may be used to create a base where hand stitching is the dominant feature of an integrated textile</li> </ul> <p>5.4 Store and finish the completed embroidery collection  5.5 Produce a full cost sheet and production timescale  5.6 Evaluate and describe the finished embroidery 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</p>

	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 embroidery collection	6.1 List and describe a range of presentation styles and methods suitable for use with the embroidery collection 6.2 Select and use a method to present the embroidery collection 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:	
Measure and record sizes accurately	
Transfer the design to the fabric	
Create <b>three</b> experimental samples, each extending the use of one stitch	
Create <b>three</b> experimental samples using different manipulative fabric techniques	
Create experimental samples to incorporate stitches - textured, straight, line, composite, surface and counted methods	
Create experimental samples using colouring mediums and methods – crayon, paint, dye, spray, stencilling, printing, stippling .....	
Label correctly for the care requirements of the embroidery	

City & Guilds ref no:	7113 – 201	
Title:	Textiles – Hand Embroidered Panel or Hanging	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce an embroidered panel or hanging	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to embroidered panels and hangings</li> <li>2 Use advanced and innovative design ideas to inform the making of an embroidered panel or hanging</li> <li>3 Plan and manage the making of the embroidery to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed embroidery to a professional standard</li> <li>6 Use presentation skills to display the embroidery</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to embroidered panels and hangings	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of three contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to embroidered panels and hangings</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 an embroidered panel or 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 embroidery</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 embroidery</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the embroidery, to the working design	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples 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 making the embroidery</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the embroidery</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the embroidery</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed embroidery to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional embroidery to the following specifications –</p> <ul style="list-style-type: none"> <li>• The embroidery, of an advanced nature, will use a range of materials – natural, man-made and re-cycled</li> <li>• Items may be for, secular, regalia, theatrical, fashion, domestic, ornamental or leisure purposes</li> <li>• Machine made stitches may be used to create a base where hand stitching is the dominant feature of an integrated textile</li> <li>• Any method of suspension must be an integral part of the design</li> </ul> <p>5.4 Store and finish the completed embroidery</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished embroidery –</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</p>

	format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the embroidery	6.1 List and describe a range of presentation styles and methods suitable for use with the embroidery 6.2 Select and use a method to present the embroidery 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:	
Measure and record sizes accurately	
Draft patterns, make templates and prototypes, as appropriate	
Sample and use as required, design interpretations, edgings and decorative finishes	
Sample and use as required, applied colour using a range of products and processes – dye, print, spray .....	
Sample and use as required, a range of products applied to fabric – wax, discharge paste, etching fluid, foil .....	
Sample and use as required, manipulated fabrics – folding, tucking, pleating, fringing, dispersing, distressing .....	
Sample and use stitches to create textured surfaces	
Transfer the design to the fabric	
Sample and use as required, dispersible materials	
Sample and use as required, the incorporation of found objects	
Sample and use as required, methods of suspending hangings integral to the design of the piece	
Label correctly for the care requirements of the embroidery	

City & Guilds ref no:	7113 – 202	
Title:	Textiles – Hand Embroidered Accessory or Set of Accessories	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce an embroidered accessory or set of accessories for body adornment	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of embroidered accessories</li> <li>2 Use advanced and innovative design ideas to inform the making of an embroidered accessory</li> <li>3 Plan and manage the making of the embroidery to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed embroidery to a professional standard</li> <li>6 Use presentation skills to display the embroidery</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of embroidered accessories	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of three contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to embroidered accessories</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 an embroidered 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 embroidery</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 embroidery</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the embroidery, to the working design</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of samples using advanced and innovative techniques and processes  3.3 List and describe the characteristics of materials, advanced techniques and processes sampled  3.4 Produce a costing and time estimate for making the embroidery</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the embroidery  4.2 Describe the care and safety requirements of tools, equipment and materials required to make the embroidery  4.3 Use tools, equipment, materials and advanced techniques safely  4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed embroidery to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly  5.2 List adjustments made during the making process  5.3 Make a well constructed professional embroidery to the following specifications-</p> <ul style="list-style-type: none"> <li>• The embroidery, of an advanced nature, will use a range of materials – natural, man-made and re-cycled</li> <li>• Accessories for body adornment may be chosen from jewellery, mask, gloves, bag, fan .....</li> <li>• Machine made stitches may be used to create a base where hand stitching is the dominant feature of an integrated textile</li> </ul> <p>5.4 Store and finish the completed embroidery  5.5 Produce a full cost sheet and production timescale  5.6 Evaluate and describe the finished embroidery –</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</p>

	format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the embroidery	6.1 List and describe a range of presentation styles and methods suitable for use with the embroidery 6.2 Select and use a method to present the embroidery 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:	
Measure and record sizes accurately	
Draft patterns, make templates and prototypes, as appropriate	
Transfer the design to the fabric	
Sample and use as required, decorative finishes – beading, sequins, rouleau loops, buttons, braids, cords, tassels, toggles, ribbons, lace ...	
Sample and use as required, applied colour using a range of products and processes – dye, print, spray, foils, crayon, metallic wax ...	
Sample and use stitches to create textured surfaces	
Sample and use as required, dispersible materials	
Sample and use as required, the incorporation of found objects	
Sample and use as required, edgings and edge finishes – loops, bindings, fringing, stitches, braids, manipulated fabrics ...	
Ensure that the safety of the wearer is paramount	
Label correctly for the care requirements of the embroidery	

City & Guilds ref no:	7113 – 203	
Title:	Textiles – Hand Embroidered Functional Item	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce an embroidered functional item – a box, bag, container, bowl, cushion ...	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of embroidered functional items</li> <li>2 Use advanced and innovative design ideas to inform the making of an embroidered functional item</li> <li>3 Plan and manage the making of the embroidery to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed embroidery to a professional standard</li> <li>6 Use presentation skills to display the embroidery</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of embroidered functional items	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of three contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to embroidered accessories</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 an embroidered functional item	<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 embroidery</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 embroidery</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the embroidery, to the working design	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples 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 making the embroidery</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the embroidery</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the embroidery</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed embroidery to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional embroidery to the following specifications –</p> <ul style="list-style-type: none"> <li>• The embroidery, of an advanced nature, will use a range of materials – natural, man-made and re-cycled</li> <li>• The functional item will be 3D</li> <li>• Machine made stitches may be used to create a base where hand stitching is the dominant feature of an integrated textile</li> </ul> <p>5.4 Store and finish the completed embroidery</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished embroidery –</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 embroidery	6.1 List and describe a range of presentation styles and methods suitable for use with the embroidery 6.2 Select and use a method to present the embroidery 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:	
Measure and record sizes accurately	
Draft patterns, make templates and prototypes, as appropriate	
Transfer the design to the fabric	
Sample and use as required, decorative finishes – beading, sequins, rouleau loops, buttons, braids, cords, tassels, toggles, ribbons, lace ...	
Sample and use as required, applied colour using a range of products and processes – dye, print, spray, foils, crayon, metallic wax ...	
Sample and use stitches to create textured surfaces	
Sample and use as required, dispersible materials	
Sample and use as required, the incorporation of found objects	
Sample and use as required, edgings and edge finishes – loops, bindings, fringing, stitches, braids, manipulated fabrics ...	
Label correctly for the care requirements of the embroidery	

City & Guilds ref no:	7113 – 204	
Title:	Textiles – Advanced Textile Decoration	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce one length of decorated textiles created for a fashion purpose and one for a theatrical performance	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to fashion and performance fabrics</li> <li>2 Use advanced and innovative design ideas to inform the making of decorated fabrics</li> <li>3 Plan and manage the making of the fabric lengths to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed set of decorated fabrics to a professional standard</li> <li>6 Use presentation skills to display the fabrics</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to fashion and performance fabrics	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to fashion and performance fabric</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 decorated fabrics	<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 fabrics</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 fabrics</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the fabric lengths to the working design</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of samples using advanced and innovative techniques and processes  3.3 List and describe the characteristics of materials, advanced techniques and processes sampled  3.4 Produce a costing and time estimate for making the fabric lengths</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the lengths of decorated fabric  4.2 Describe the care and safety requirements of tools, equipment and materials required to make the lengths of decorated fabric  4.3 Use tools, equipment, materials and advanced techniques safely  4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed set of decorated fabrics to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly  5.2 List adjustments made during the making process  5.3 Make a well constructed professional set of lengths of fabric to the following specifications-</p> <ul style="list-style-type: none"> <li>• The fabrics will be for a stated fashion item and a stated character</li> <li>• Two different fabrics will be used for the lengths</li> <li>• Sample pieces will be a minimum size A3 and will include natural and man-made fabrics, woven, knitted, non woven, brushed, felted, glazed, mercerised, flameproofed, crease resistant, transparent</li> <li>• The complete lengths will be of minimum <b>one</b> metre by the full width of the fabric</li> </ul> <p>5.4 Store and finish the completed fabrics  5.5 Produce a full cost sheet and production timescale  5.6 Evaluate and describe the finished fabrics</p> <ul style="list-style-type: none"> <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 fabrics	6.1 List and describe a range of presentation styles and methods suitable for use with the fabrics 6.2 Select and use a method to present the fabrics 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately before applying decorative techniques	
Sample and use as required colour applied to fabrics – dyeing, stencilling, printing, stippling, crayon, heat transfer paint	
Sample and use as required a range of resist techniques - batik, starch, shibori, gutta, masks, stencils, folding, machining and pleating, false batik	
Sample and use as required block prints, screen printing, printing with dye and fabric paints	
Sample and use as required discharge techniques - controlled use of bleach, discharge paste, proprietary brands of bleaching products and potassium permanganate	
Sample and use as required metallic finishes including bronze and lustre powders, metallic paint powders and appropriate mediums, acrylic and cellulose paint	
Sample and use as required decorative techniques and embellishment	
Fit and adjust the garment accurately throughout the making up processes	
Press work correctly during the making drying and pressing-off processes	
Label correctly for the care requirements of the decorated fabrics	

City & Guilds ref no:	7113 – 205
Title:	Textiles – Experimental Collection of Quilting, Patchwork and Appliqué
Level:	3
Credit value:	9
Unit aim:	In this unit the learner will produce a collection of experimental quilting, patchwork and appliqué 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 quilting, patchwork and appliqué</li> <li>2 Use advanced and innovative design ideas to inform the making of a collection of quilting, patchwork and appliqué</li> <li>3 Plan and manage the making of the collection to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed collection to a professional standard</li> <li>6 Use presentation skills to display the collection</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 quilting, patchwork and appliqué	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to quilting, patchwork and appliqué</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 quilting, patchwork and embroidery	<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 collection</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 collection</li> </ol>
Learning outcome 3	Assessment criteria

The learner can:	The learner will:
3 Plan and manage the making of the collection, to the working design	3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the collection
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 make the collection 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the collection 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 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 to the following specifications- <ul style="list-style-type: none"> <li>• The collection, of an advanced nature, will use a range of materials – natural, man-made, re-cycled, fibres, fabric, paper .....</li> <li>• Both hand and machine stitches <b>must</b> be used</li> <li>• More than <b>one</b> technique can be demonstrated on <b>one</b> sample</li> <li>• The textiles will be the same size, minimum A5, to reflect the creation of a collection</li> </ul> 5.4 Store and finish the completed collection 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished collection – <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 collection	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the collection</p> <p>6.2 Select and use a method to present the 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	
Transfer the design to the fabric	
Create experimental samples using colouring mediums and methods – crayon, paint, dye, spray, stencilling, printing, stippling ...	
Create experimental samples of quilting - wholecloth quilting by hand and machine, tied quilting including knotting and tufting, corded quilting, padded quilting, non European techniques including Sashiko and Kantha	
Create experimental samples of patchwork - mosaic patchwork sewn English method over papers, rotary cut template free strip patchwork, crazy patchwork, folded patchwork including mitred and cathedral window, American block patchwork produced using templates and template free using a rotary cutter, curved seam patchwork, foundation piecing	
Create experimental samples of appliqué - basic appliqué, Hawaiian appliqué, reverse appliqué, broderie perse, bias strip appliqué, shadow appliqué, layering and slashing	
Label correctly for the care requirements of the samples	

City & Guilds ref no:	7113 – 206	
Title:	Textiles – Quilted Patchwork Panel or Hanging	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a quilted patchwork panel or hanging with an integral hanging mechanism	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to quilted patchwork panels and hangings</li> <li>2 Use advanced and innovative design ideas to inform the making of a quilted patchwork panel or hanging</li> <li>3 Plan and manage the making of the panel or hanging to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed panel or hanging to a professional standard</li> <li>6 Use presentation skills to display the panel or hanging</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to quilted patchwork panels and hangings	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to quilted patchwork panels and hangings</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 quilted patchwork panel or 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 panel or 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 panel or hanging</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the	3.1 Select, obtain and prepare materials	

panel or hanging, to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the panel or hanging</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the panel or hanging</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the panel or hanging</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed panel or hanging to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional panel or hanging to the following specifications-</p> <ul style="list-style-type: none"> <li>• The panel or hanging, of an advanced nature, will use a range of materials and threads – natural, man-made</li> <li>• Quilting may be by hand or machine</li> <li>• Any method of suspension <b>must</b> be an integral part of the design</li> </ul> <p>5.4 Store and finish the completed panel or hanging</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished panel or hanging –</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 panel or hanging	6.1 List and describe a range of presentation styles and methods suitable for use with the panel or hanging 6.2 Select and use a method to present the panel or hanging 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:	
Measure and record sizes accurately	
Draft patterns, make templates and prototypes, as appropriate	
Transfer the design to the fabric	
Sample and use as required, design interpretations, edgings and decorative finishes	
Sample and use as required, applied colour using a range of products and processes – dye, print, crayon, spray ...	
Sample and use as required, a range of products applied to fabric – wax, discharge paste, foil ...	
Sample and use as required, manipulated fabrics – folding, tucking, pleating, fringing, dispersing, distressing ...	
Sample and use stitches to create textured surfaces	
Sample and use as required, bound edges with mitred square corners, bound edges with curves, piped edges, decorative edges, tabs and loops, quilt labels	
Sample and use as required, methods of suspending panels or hangings integral to the design of the piece	
Label correctly for the care requirements of the panel or hanging	

City & Guilds ref no:	7113 – 207	
Title:	Textiles – Wholecloth Quilt	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a wholecloth quilt for a bed, cot, wall or throw, where hand or machine quilting is the main focus of the piece	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to wholecloth quilts</li> <li>2 Use advanced and innovative design ideas to inform the making of a wholecloth quilt</li> <li>3 Plan and manage the making of the quilt to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed quilt to a professional standard</li> <li>6 Use presentation skills to display the quilt</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to wholecloth quilts	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to quilts</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 wholecloth quilt	<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 quilt</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 quilt</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the quilt to the working design	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples using advanced and innovative techniques and processes</li> </ol>	

	<p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the quilt</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the quilt</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the quilt</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed quilt to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional quilt to the following specifications-</p> <ul style="list-style-type: none"> <li>• The wholecloth quilt, of an advanced nature, will use a range of materials and threads – natural, man-made</li> <li>• Quilting may be by hand or machine</li> <li>• Where a wall quilt is produced, the method of hanging must be integral to the piece</li> </ul> <p>5.4 Store and finish the completed quilt</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished quilt –</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 quilt	6.1 List and describe a range of presentation styles and methods suitable for use with the quilt

	6.2 Select and use a method to present the quilt 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:	
Measure and record sizes accurately	
Draft patterns, make templates and prototypes, as appropriate	
Transfer the design to the fabric	
Sample and use as required, design interpretations, edgings and decorative finishes	
Sample and use as required, applied colour using a range of products and processes – dye, print, crayon, spray .....	
Sample and use as required, a range of products applied to fabric – wax, discharge paste.....	
Sample and use stitches to create textured surfaces	
Sample and use as required, bound edges with mitred square corners, bound edges with curves, piped edges, decorative edges, tabs and loops, quilt labels	
Sample and use as required, methods of suspending quilts integral to the design of the piece	
Label correctly for the care requirements of the quilt	

7113 – 208

## Textiles – Quilting, Patchwork and Appliqué, Container or Box

City & Guilds ref no:	7113 – 208	
Title:	Textiles – Quilting, Patchwork and Appliqué, Container or Box	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a container or box using patchwork or appliqué techniques with appropriate quilting	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to quilted containers and boxes</li> <li>2 Use advanced and innovative design ideas to inform the making of a quilted container or box</li> <li>3 Plan and manage the making of the container or box to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed container or box to a professional standard</li> <li>6 Use presentation skills to display the container or box</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to quilted containers and boxes	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to quilted containers and boxes</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 quilted container or box	<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 container or box</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 container or box</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the container or box to the working design</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of samples using advanced and innovative techniques and processes  3.3 List and describe the characteristics of materials, advanced techniques and processes sampled  3.4 Produce a costing and time estimate for making the container or box</p>
<p>Learning outcome 4  The learner can:</p>	<p>Assessment criteria  The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the container or box  4.2 Describe the care and safety requirements of tools, equipment and materials required to make the container or box  4.3 Use tools, equipment, materials and advanced techniques safely  4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5  The learner can:</p>	<p>Assessment criteria  The learner will:</p>
<p>5 Make a well constructed container or box to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly  5.2 List adjustments made during the making process  5.3 Make a well constructed professional container or box to the following specifications-  <ul style="list-style-type: none"> <li>• The container or box, of an advanced nature, will use a range of materials and threads – natural, man-made</li> <li>• Quilting may be by hand or machine</li> </ul> 5.4 Store and finish the completed container or box  5.5 Produce a full cost sheet and production timescale  5.6 Evaluate and describe the finished container or box -  <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</p>
<p>Learning outcome 6  The learner can:</p>	<p>Assessment criteria  The learner will:</p>

6 Use presentation skills to display the container or box	6.1 List and describe a range of presentation styles and methods suitable for use with the container or box 6.2 Select and use a method to present the container or box 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:	
Measure and record sizes accurately	
Draft patterns, make templates and prototypes, as appropriate	
Transfer the design to the fabric	
Sample and use as required, design interpretations, edgings and decorative finishes	
Sample and use as required, styles of patchwork and appliqué suited to the making of containers and boxes	
Sample and use as required, applied colour using a range of products and processes – dye, print, crayon, spray ...	
Sample and use as required, a range of products applied to fabric – wax, discharge paste...	
Sample and use stitches to create textured surfaces	
Sample and use as required, bound edges with mitred square corners, bound edges with curves, piped edges, decorative edges, fastenings	
Label correctly for the care requirements of the quilt	

City & Guilds ref no:	7113 – 209	
Title:	Textiles – Experimental Collection of Machine Embroidery	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a collection of experimental machine embroidery 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 machine embroidery</li> <li>2 Use advanced and innovative design ideas to inform the making of a collection of machine embroidery</li> <li>3 Plan and manage the making of the embroidery collection to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed machine embroidery collection to a professional standard</li> <li>6 Use presentation skills to display the embroidery collection</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 machine embroidery	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to machine embroidery</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 machine embroidery	<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 machine embroidery</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 machine embroidery</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the embroidery collection, to the working design</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of samples using advanced and innovative techniques and processes  3.3 List and describe the characteristics of materials, advanced techniques and processes sampled  3.4 Produce a costing and time estimate for making the embroidery collection</p>
<p>Learning outcome 4  The learner can:</p>	<p>Assessment criteria  The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the embroidery  4.2 Describe the care and safety requirements of tools, equipment and materials required to make the embroidery  4.3 Use tools, equipment, materials and advanced techniques safely  4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5  The learner can:</p>	<p>Assessment criteria  The learner will:</p>
<p>5 Make a well constructed machine embroidery collection to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly  5.2 List adjustments made during the making process  5.3 Make a well constructed professional machine embroidery collection to the following specifications-  <ul style="list-style-type: none"> <li>• The machine embroidery collection, of an advanced nature, will use a range of materials and threads – natural, man-made, re-cycled, fibres, fabric, paper ... The embroideries will be the same size, minimum A5, to reflect the creation of a collection</li> <li>• More than <b>one</b> technique can be demonstrated on <b>one</b> sample</li> </ul> 5.4 Store and finish the completed embroidery collection  5.5 Produce a full cost sheet and production timescale  5.6 Evaluate and describe the finished machine embroidery collection –  <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</p>

	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 machine embroidery collection	6.1 List and describe a range of presentation styles and methods suitable for use with the machine embroidery collection 6.2 Select and use a method to present the machine embroidery collection 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:	
Measure and record sizes accurately	
Transfer the design to the fabric	
Create <b>three</b> experimental samples, each extending the use of one automatic stitch	
Create experimental samples using different free stitch techniques – straight stitch, whip stitch, feather stitch, moss stitch, swing needle stitching, cable stitch, stitching on canvas	
Create experimental samples using appliqué, quilting, shadow techniques, cut through and layering, bonding, insertions, fraying, melting, singeing, distressing, couching, drawn thread, drawn fabric, dissolvable fabrics	
Create experimental samples using colouring mediums and methods – crayon, paint, dye, spray, stencilling, printing, stippling ...	
Create experimental samples showing the use of beads, sequins, braids, cords, tassels, ribbons, lace and fringing. Beads, sequins and ribbons used will be both commercially made and made by the candidate. Cords, tassels, lace and fringing used for these samples, will be made by the candidate	
Label correctly for the care requirements of the machine embroidery	

City & Guilds ref no:	7113 – 210	
Title:	Textiles – Machine Embroidered Hanging	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a hanging using a variety of texture in stitch and incorporating non woven fabric.	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to machine embroidered hangings</li> <li>2 Use advanced and innovative design ideas to inform the making of a machine embroidered hanging</li> <li>3 Plan and manage the making of the hanging to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed hanging to a professional standard</li> <li>6 Use presentation skills to display the hanging</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to machine embroidered hangings	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to machine embroidered hangings</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 machine embroidered 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 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 hanging</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the	3.1 Select, obtain and prepare materials	

hanging, to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the hanging</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the hanging</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the hanging</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed hanging to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional hanging to the following specifications-</p> <ul style="list-style-type: none"> <li>• The hanging, of an advanced nature, will use a range of materials and threads – natural, man-made</li> <li>• Hand stitches may be used in the construction of items</li> <li>• Hand stitches can be used in partnership for structure or for creating a textural base where the machine stitching is the dominant feature of an integrated textile.</li> <li>• Any method of suspension <b>must</b> be an integral part of the design</li> </ul> <p>5.4 Store and finish the completed hanging</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished hanging –</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 The learner can:	Assessment criteria The learner will:
6 Use presentation skills to display the hanging	6.1 List and describe a range of presentation styles and methods suitable for use with the hanging 6.2 Select and use a method to present the hanging 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:	
Measure and record sizes accurately	
Draft patterns, make templates and prototypes, as appropriate	
Transfer the design to the fabric	
Sample and use as required, design interpretations, edgings and decorative finishes	
Sample and use as required, applied colour using a range of products and processes – dye, print, crayon, spray .....	
Sample and use stitches to create textured surfaces	
Sample and use as required, decorative edges used as finishes – bindings, piping, loops, Prairie points, braids, dissolvable techniques and	
Sample and use as required, methods of suspending hangings integral to the design of the piece	
Label correctly for the care requirements of the panel or hanging	

City & Guilds ref no:	7113 – 211
Title:	Textiles – Machine Embroidered Accessory or Set of Accessories
Level:	3
Credit value:	9
Unit aim:	In this unit the learner will produce a machine embroidered accessory or set of accessories selected from jewellery, gloves, cuffs, bag, fan, shawl, scarf, belt ...
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to machine embroidered accessories</li> <li>2 Use advanced and innovative design ideas to inform the making of machine embroidered accessories</li> <li>3 Plan and manage the making of the accessory to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed accessory to a professional standard</li> <li>6 Use presentation skills to display the accessory</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Research contextual influences relating to machine embroidered accessories	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to machine embroidered accessories</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 machine embroidered 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 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 accessory</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:

3 Plan and manage the making of the accessory to the working design	3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the accessory
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 make the accessory 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the accessory 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 well constructed accessory 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 accessory to the following specifications- <ul style="list-style-type: none"> <li>• The accessory, of an advanced nature, will use a range of materials and threads – natural, man-made</li> <li>• Hand stitches may be used in the construction of items</li> </ul> 5.4 Store and finish the completed accessory 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished accessory – <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 accessory	6.1 List and describe a range of presentation styles and methods suitable for use with the accessory 6.2 Select and use a method to present the hanging 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:	
Measure and record sizes accurately	
Draft patterns, make templates and prototypes, as appropriate	
Transfer the design to the fabric	
Sample and use as required, design interpretations, edgings and decorative finishes	
Sample and use as required, applied colour using a range of products and processes – dye, print, crayon, spray ...	
Sample and use stitches to create textured surfaces	
Sample and use as required, decorative edges used as finishes – bindings, piping, loops, Prairie points, braids, dissolvable techniques and fringes	
Ensure that the safety of the wearer is paramount	
Label correctly for the care requirements of the accessory	

**7113 – 212**

**Textiles – Machine Embroidered Functional Item**

City & Guilds ref no:	7113 – 212	
Title:	Textiles – Machine Embroidered Functional Item	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a machine embroidered functional item – a box, bag, container, bowl, cushion ...	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to machine embroidered functional items</li> <li>2 Use advanced and innovative design ideas to inform the making of machine embroidered accessories</li> <li>3 Plan and manage the making of the item to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed functional item to a professional standard</li> <li>6 Use presentation skills to display the item</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to machine embroidered functional items	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to machine embroidered functional items</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 machine embroidered functional item	<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 item</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 functional item</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the item to the working design</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of samples using advanced and innovative techniques and processes  3.3 List and describe the characteristics of materials, advanced techniques and processes sampled  3.4 Produce a costing and time estimate for making the functional item</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the functional item  4.2 Describe the care and safety requirements of tools, equipment and materials required to make the item  4.3 Use tools, equipment, materials and advanced techniques safely  4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed functional item to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly  5.2 List adjustments made during the making process  5.3 Make a well constructed professional item to the following specifications- <ul style="list-style-type: none"> <li>• The functional item, of an advanced nature, will use a range of materials and threads – natural, man-made</li> <li>• The functional item will be 3D</li> <li>• Hand stitches may be used in the construction of items</li> </ul> 5.4 Store and finish the completed item  5.5 Produce a full cost sheet and production timescale  5.6 Evaluate and describe the finished functional item – <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</p>
<p>Learning outcome 6</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>6 Use presentation skills to display the functional item</p>	<p>6.1 List and describe a range of presentation styles and methods</p>

	<p>suitable for use with the item</p> <p>6.2 Select and use a method to present the item</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	
Draft patterns, make templates and prototypes, as appropriate	
Transfer the design to the fabric	
Sample and use as required, decorative finishes – beading, sequins, rouleau loops, buttons, braids, cords, tassels, toggles, ribbons, lace ...	
Sample and use as required, applied colour using a range of products and processes – dye, print, spray, foils, crayon, metallic wax ...	
Sample and use stitches to create textured surfaces	
Sample and use as required, dispersible materials	
Sample and use as required, decorative edges used as finishes – bindings, piping, loops, Prairie points, braids, dissolvable techniques and fringes	
Label correctly for the care requirements of the machine embroidered functional item	

City & Guilds ref no:	7113 – 213	
Title:	Textiles – Experimental Collection of Basketry Techniques	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a collection of experimental traditional and innovative basketry techniques	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in basketry</li> <li>2 Use advanced and innovative design ideas to inform the making of a collection of basketry techniques</li> <li>3 Plan and manage the making of the collection of basketry techniques to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed collection of basketry techniques to a professional standard</li> <li>6 Use presentation skills to display the collection</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 basketry	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to basketry techniques</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 basketry techniques	<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 basketry techniques</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 basketry techniques</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the collection of basketry techniques to the	3.1 Select, obtain and prepare materials	

working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the collection of basketry techniques</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the basketry collection</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the basketry</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed collection of basketry techniques to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional collection of basketry techniques to the following specifications-</p> <ul style="list-style-type: none"> <li>• The collection of basketry techniques, of an advanced nature, will use a range of materials</li> </ul> <p>5.4 Store and finish the completed collection</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished collection of basketry techniques –</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	6.1 List and describe a range of

collection of basketry techniques	<p>presentation styles and methods suitable for use with the collection of basketry techniques</p> <p>6.2 Select and use a method to present the 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>
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Create experimental samples of <b>coiling</b> - <i>round base</i> – soft materials in the core, rigid materials in the core, a ring start, <i>oval base</i> – joining soft elements of the core, joining rigid elements of the core, joining new stitching material, shaping the side, <i>finishing</i> – a soft element, a rigid element, <i>stitches</i> – lazy stitches, figure-of-eight, mariposa, one other, <i>additional</i> – formation of patterns and surface decoration, formation of handles</p>	
<p>Create experimental samples of <b>twining</b> - larkshead start, plain weave: one colour and half twist, introducing other colours, adding extra warps, reverse twist: S and Z, full twist/2 colours for taaniko, working pattern in taaniko, diamond base, upsetting, increase by adding extra hairpins, increasing and decreasing, use of corrugated card and tensioned warps, packing, hard and soft warps, thick and thin warps and wefts, surface decoration, incorporating handles, finishing methods</p>	
<p>Create experimental samples of <b>plaiting</b> - straight check-weave plaiting for base, forming basket sides with check-weave plaiting, formation and placement of handles, <i>bias check-weave plaiting for</i> – square and rectangular bases, forming square corners and tight corners, forming sides, forming purse shapes, forming open and tight cone shapes, forming diamond based structures, <i>open hexagonal plaiting for</i> – hexagonal bases, forming straight sides, <i>methods of finishing</i> – sandwich and sew borders, zig-zag collar, fold and tuck borders, <i>surface decoration</i> – three techniques, <i>preparation of materials</i> – cardboard, flat band cane, paper cords, and a variety of papers</p>	
<p>Create experimental samples - <b>rushwork</b> - <i>bases</i> – <i>round</i>: check-weave, spider, <i>oval</i>: check-weave, spider, <i>square</i>: check-weave, twill, <i>foot tracs</i> – single rod, wale, <i>weaves</i> – check-weave, pairing, reverse pairing, waling, blackberry (spiral), blockweave, twill, <i>borders</i> – thread-away, 2 and 3 rod, plait, <i>handles</i> – twisted rod, plaited, <i>lids</i> – trunk, <i>general</i> – use of moulds, measuring for stakes, joining weavers, replacing broken stakes, adding and reducing the number of stakes</p>	
<p>Create experimental samples – <b>cane</b> - <i>slath bases</i> – round, oval, staking up and the upset showing changes of stroke, use of bye-stakes, use of colour and pattern, where appropriate</p> <p><i>weaves</i> – randing, pairing and reverse pairing, waling and reverse, pairing, rib randing, double randing/slewing, chain pairing, chain waling, packing, joins: cross over, laid in, invisible, <i>borders</i> – tracs, 3 rod, 4 rod, 3 pair plait, follow-on borders</p>	
<p>Label correctly for the care requirements of the basketry techniques</p>	

City & Guilds ref no:	7113 – 214	
Title:	Textiles – Basket using Coiling Techniques	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a coiled basket	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to coiled baskets</li> <li>2 Use advanced and innovative design ideas to inform the making of a coiled basket</li> <li>3 Plan and manage the making of the coiled basket to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed basket to a professional standard</li> <li>6 Use presentation skills to display the basket</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to coiled baskets	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to coiled baskets</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 coiled basket	<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 basket</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 basket</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the coiled basket to the working design	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples using advanced and innovative techniques and processes</li> </ol>	

	<p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the basket</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the basket</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the basket</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed coiled basket to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional coiled basket to the following specifications –</p> <ul style="list-style-type: none"> <li>• The coiled basket, of an advanced nature, will use a range of materials – natural, man-made, re-cycled</li> </ul> <p>5.4 Store and finish the completed basket</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished basket</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 coiled basket	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the coiled basket</p> <p>6.2 Select and use a method to present the basket</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> </ul>

	<ul style="list-style-type: none"> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Make prototypes, as appropriate	
Sample and use as required, applied colour using a range of products and processes – dye, print, spray ...	
Sample and use as required, coiled bases - <i>round base</i> – soft materials in the core, rigid materials in the core, a ring start, <i>oval base</i> – joining soft elements of the core, joining rigid elements of the core, joining new stitching material, shaping the side,	
Sample and use as required, <i>finishing</i> – a soft element, a rigid element,	
Sample and use as required, <i>stitches</i> – lazy stitches, figure-of-eight, mariposa, one other,	
Sample and use as required, decorative treatments – formation of patterns and surface decoration	
Sample and use as required, formation of handles	
Label correctly for the care requirements of the coiled basket	

City & Guilds ref no:	7113 – 215	
Title:	Textiles – Basket using Twining Techniques	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a basket using twining techniques	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to baskets using twining techniques</li> <li>2 Use advanced and innovative design ideas to inform the making of a basket using twining techniques</li> <li>3 Plan and manage the making of the basket to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed basket to a professional standard</li> <li>6 Use presentation skills to display the basket</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to baskets using twining techniques	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to baskets using twining techniques</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 basket using twining techniques	<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 basket</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 basket</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the basket to the working design	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples 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 making the basket</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the basket</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the basket</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed basket with twining to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional basket to the following specifications-</p> <ul style="list-style-type: none"> <li>• The basket, of an advanced nature, will use a range of materials – natural, man-made, re-cycled</li> </ul> <p>5.4 Store and finish the completed basket</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished basket</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 basket	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the basket</p> <p>6.2 Select and use a method to present the basket</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	
Make prototypes, as appropriate	
Sample and use as required, applied colour using a range of products and processes – dye, print, spray .....	
Sample and use as required, larkshead start, plain weave: one colour and half twist, introducing other colours, adding extra warps, reverse twist: S and Z	
Sample and use as required, full twist/2 colours for taaniko, working pattern in taaniko, diamond base, upsetting, increase by adding extra hairpins	
Sample and use as required, increasing and decreasing, use of corrugated card and tensioned warps, packing	
Sample and use as required, hard and soft warps, thick and thin warps and wefts, surface decoration	
Sample and use as required, incorporation of handles and finishing methods	
Label correctly for the care requirements of the basket with twining techniques	

City & Guilds ref no:	7113 – 216	
Title:	Textiles – Basket using Plaiting Techniques	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a plaited basket	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to plaited baskets</li> <li>2 Use advanced and innovative design ideas to inform the making of a plaited basket</li> <li>3 Plan and manage the making of the basket to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed basket to a professional standard</li> <li>6 Use presentation skills to display the basket</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to plaited baskets	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to plaited baskets</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 plaited basket	<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 basket</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 basket</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the basket to the working design	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples 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 making the basket</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the basket</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the basket</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed plaited basket to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional basket to the following specifications –</p> <ul style="list-style-type: none"> <li>• The basket, of an advanced nature, will use a range of materials – natural, man-made, re-cycled</li> </ul> <p>5.4 Store and finish the completed basket</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished basket</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 basket	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the basket</p> <p>6.2 Select and use a method to present the basket</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> </ul>

	<ul style="list-style-type: none"> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Make prototypes, as appropriate	
Sample and use as required, <i>prepared materials</i> – cardboard, flat band cane, paper cords, and a variety of papers	
Sample and use as required, applied colour using a range of products and processes – dye, print, spray ...	
Sample and use as required, straight check-weave plaiting for base, forming basket sides with check-weave plaiting, formation and placement of handles, <i>bias check-weave plaiting for</i> – square and rectangular bases	
Sample and use as required, , forming square corners and tight corners, forming sides, forming purse shapes, forming open and tight cone shapes, forming diamond based structures	
Sample and use as required, <i>open hexagonal plaiting for</i> – hexagonal bases, forming straight sides	
Sample and use as required, <i>methods of finishing</i> – sandwich and sew borders, zig-zag collar, fold and tuck borders,	
Sample and use as required, <i>surface decoration</i> – <b>three</b> techniques	
Label correctly for the care requirements of the plaited basket	

City & Guilds ref no:	7113 – 217	
Title:	Textiles – Basket using Rush, Cane, or Willow Techniques	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce an advanced style basket with handles	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to rush, cane, or willow baskets</li> <li>2 Use advanced and innovative design ideas to inform the making of a rush, cane, or willow basket</li> <li>3 Plan and manage the making of the basket to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed basket to a professional standard</li> <li>6 Use presentation skills to display the basket</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to rush, cane, or willow baskets	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to rush, cane, or willow baskets</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 rush, cane, or willow basket	<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 basket</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 basket</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the	3.1 Select, obtain and prepare materials	

basket to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the basket</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the basket</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the basket</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed rush, cane or willow basket to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional basket to the following specifications –</p> <ul style="list-style-type: none"> <li>• The basket, of an advanced nature, will be created from rush, cane or willow</li> </ul> <p>5.4 Store and finish the completed basket</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished basket</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 basket	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the basket</p> <p>6.2 Select and use a method to present the basket</p>

	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:	
Measure and record sizes accurately	
Make prototypes, as appropriate	
Sample and use as required rush techniques - <i>bases</i> – <i>round</i> : check-weave, spider, <i>oval</i> : check-weave, spider, <i>square</i> : check-weave, twill, <i>foot tracs</i> – single rod, wale, <i>weaves</i> – check-weave, pairing, reverse pairing, waling, blackberry (spiral), blockweave, twill, <i>borders</i> – thread-away, 2 and 3 rod, plait, <i>handles</i> – twisted rod, plaited, <i>lids</i> – trunk, <i>general</i> – use of moulds, measuring for stakes, joining weavers, replacing broken stakes, adding and reducing the number of stakes	
Sample and use as required, cane techniques - - <i>slath bases</i> – round, oval, staking up and the upset showing changes of stroke, use of bye-stakes, use of colour and pattern, where appropriate <i>weaves</i> – randing, pairing and reverse pairing, waling and reverse, pairing, rib randing, double randing/slewing, chain pairing, chain waling, packing, joins: cross over, laid in, invisible, <i>borders</i> – tracs, 3 rod, 4 rod, 3 pair plait, follow-on borders	
Sample and use as required, willow techniques	
Label correctly for the care requirements of the basket	

City & Guilds ref no:	7113 – 218	
Title:	Textiles – Experimental Collection of Hand Made Felt	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a collection of experimental hand made felt 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 hand made felt</li> <li>2 Use advanced and innovative design ideas to inform the making of a collection of hand made felt</li> <li>3 Plan and manage the making of the felt collection to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed felt collection to a professional standard</li> <li>6 Use presentation skills to display the felt collection</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 hand made felt	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of three contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to hand made felt</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 hand made felt	<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 felt</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 felt</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the felt	3.1 Select, obtain and prepare materials	

collection, to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the felt collection</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the felt</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the felt</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed felt collection to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional felt collection to the following specifications-</p> <ul style="list-style-type: none"> <li>• Materials other than fibres may be incorporated - natural, man-made, re-cycled, fibres, fabric, leather, plastics, papers, foils, wood, mesh, metallics and metals ... The felt samples will be the same size, minimum A5, to reflect the creation of a collection</li> </ul> <p>5.4 Store and finish the completed felt collection</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished felt 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:

<p>6 Use presentation skills to display the felt collection</p>	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the felt collection</p> <p>6.2 Select and use a method to present the felt 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>
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Measure and record sizes accurately</p>	
<p>Transfer designs to felt</p>	
<p>Sample and use as required, colouring mediums with felt - transfer crayons, dyes, paints and spray</p>	
<p>Sample and use as required, methods and techniques of applying colour to felt – stencilling, screen painting, dyeing, stippling ...</p>	
<p>Create experimental samples to add line to felt</p>	
<p>Create experimental samples to add texture to the surface of felt</p>	
<p>Create experimental samples to add shapes and patterns to felt</p>	
<p>Create experimental samples to produce felt in 3D form</p>	
<p>Label correctly for the care requirements of the felt collection</p>	

City & Guilds ref no:	7113 – 219	
Title:	Textiles – Hand Made Felt Panel or Hanging	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a hand made felt panel or hanging	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to hand made felt panels and hangings</li> <li>2 Use advanced and innovative design ideas to inform the making of a hand made felt panel or hanging</li> <li>3 Plan and manage the making of the felt to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed item of hand made felt to a professional standard</li> <li>6 Use presentation skills to display the felt</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to hand made felt panels and hangings	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to hand made felt panels and hangings</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 hand made felt panel or 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 felt</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 felt</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the felt, to the working design	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples 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 making the felt</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the felt</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the felt</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed hand made felt panel or hanging to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional felt panel or hanging to the following specifications-</p> <ul style="list-style-type: none"> <li>• The felt panel or hanging, of an advanced nature, will use a range of materials – natural, man-made, , re-cycled, fibres, fabric, leather, plastics, papers, foils, wood, mesh, metallics and metals ... stitches may be used to enhance the item where felt is the dominant feature of an integrated textile</li> <li>• Any method of suspension must be an integral part of the design</li> </ul> <p>5.4 Store and finish the completed felt</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished felt –</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 felt	6.1 List and describe a range of presentation styles and methods suitable for use with the felt 6.2 Select and use a method to present the felt 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:	
Measure and record sizes accurately	
Draft patterns, make templates and prototypes, as appropriate	
Sample and use as required, design interpretations, edgings and decorative finishes	
Sample and use as required, applied colour using a range of products and processes – dye, print, spray ...	
Sample and use as required, dye techniques – shibori, rainbow, stitch resist	
Sample and use as required, the techniques of folding, gathering, pleating, singeing, distressing	
Sample and use hand and machine stitches to create additional texture on surfaces	
Sample and use as required, the incorporation of found objects	
Sample and use as required, methods of suspending hangings integral to the design of the piece	
Label correctly for the care requirements of the felt	

**7113 – 220**

**Textiles – Hand Made Felt Accessory or Set of Accessories**

City & Guilds ref no:	7113 – 220	
Title:	Textiles – Hand Made Felt Accessory or Set of Accessories	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a hand made felt accessory or set of accessories for body adornment	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of hand made felt accessories</li> <li>2 Use advanced and innovative design ideas to inform the making of hand made felt accessory</li> <li>3 Plan and manage the making of the felt to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed felt accessory to a professional standard</li> <li>6 Use presentation skills to display the felt</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of hand made felt accessories	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to hand made felt accessories</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 hand made felt 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 felt</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 felt</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the felt accessory, to the working design</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of samples using advanced and innovative techniques and processes  3.3 List and describe the characteristics of materials, advanced techniques and processes sampled  3.4 Produce a costing and time estimate for making the felt accessory</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the felt accessory  4.2 Describe the care and safety requirements of tools, equipment and materials required to make the felt accessory  4.3 Use tools, equipment, materials and advanced techniques safely  4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed felt accessory to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly  5.2 List adjustments made during the making process  5.3 Make a well constructed professional felt accessory to the following specifications-</p> <ul style="list-style-type: none"> <li>• The felt accessory, of an advanced nature, will use a range of materials – natural, man-made and re-cycled</li> <li>• Accessories for body adornment may be chosen from jewellery, mask, gloves, bag, headwear, hair/body/shoe ornament ... stitches may be used to enhance the item where felt is the dominant feature of an integrated textile</li> </ul> <p>5.4 Store and finish the completed felt  5.5 Produce a full cost sheet and production timescale  5.6 Evaluate and describe the finished felt –</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 felt	6.1 List and describe a range of presentation styles and methods suitable for use with the felt 6.2 Select and use a method to present the felt 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:	
Measure and record sizes accurately	
Draft patterns, make templates and prototypes, as appropriate	
Sample and use as required, decorative finishes – beading, sequins, rouleau loops, buttons, braids, cords, tassels, toggles, ribbons, lace ...	
Sample and use as required, applied colour using a range of products and processes – dye, print, spray, foils, crayon ...	
Sample and use stitches to create textured surfaces	
Sample and use as required, various weights and densities of felt suitable for felt accessories	
Sample and use as required, the incorporation of found objects	
Sample and use as required, edgings and edge finishes – loops, bindings, fringing...	
Ensure that the safety of the wearer is paramount	
Label correctly for the care requirements of the felt accessory	

City & Guilds ref no:	7113 – 221	
Title:	Textiles – Hand Made Felt Functional Item	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce hand made felt functional item or set of functional items – a box, bag, container, bowl ...	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of hand made felt functional items</li> <li>2 Use advanced and innovative design ideas to inform the making of a hand made felt functional item</li> <li>3 Plan and manage the making of the felt to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed felt item to a professional standard</li> <li>6 Use presentation skills to display the felt</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of hand made felt functional items	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of three contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to hand made felt functional items</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 hand made felt functional item	<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 felt</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 felt</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the felt functional item, to the working design	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples 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 making the felt functional item</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the felt functional item</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the felt item</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed felt item to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional felt item to the following specifications-</p> <ul style="list-style-type: none"> <li>• The felt accessory, of an advanced nature, will use a range of materials – natural, man-made and re-cycled</li> <li>• Accessories for body adornment may be chosen from jewellery, mask, gloves, bag, headwear, hair/body/shoe ornament ... stitches may be used to enhance the item where felt is the dominant feature of an integrated textile</li> </ul> <p>5.4 Store and finish the completed felt</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished felt –</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 felt	6.1 List and describe a range of presentation styles and methods suitable for use with the felt 6.2 Select and use a method to present the felt 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:	
Measure and record sizes accurately	
Draft patterns, make templates and prototypes, as appropriate	
Sample and use as required, decorative finishes – beading, sequins, rouleau loops, buttons, braids, cords, tassels, toggles, ribbons, lace .....	
Sample and use as required, applied colour using a range of products and processes – dye, print, spray, foils, crayon ...	
Sample and use as required, various weights and densities of felt suitable for functional felt items	
Sample and use as required, the incorporation of found objects	
Sample and use as required, edgings and edge finishes – loops, bindings, fringing...	
Ensure that the safety of the wearer is paramount	
Label correctly for the care requirements of the felt functional item	

City & Guilds ref no:	7113 – 222	
Title:	Textiles – Experimental Collection of Hand Knit Textiles	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a collection of experimental hand knit textiles 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 hand knit textiles</li> <li>2 Use advanced and innovative design ideas to inform the making of a collection of hand knit textiles</li> <li>3 Plan and manage the making of the knitted textiles collection to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed knitted textile collection to a professional standard</li> <li>6 Use presentation skills to display the knitted textile collection</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 hand knit textiles	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to hand knit textiles</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 hand knit textiles	<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 knitted textiles</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 knitted textiles</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the knitted textile collection, to the working design</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of samples using advanced and innovative techniques and processes  3.3 List and describe the characteristics of materials, advanced techniques and processes sampled  3.4 Produce a costing and time estimate for making the knitted textile collection</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the knitted textile collection  4.2 Describe the care and safety requirements of tools, equipment and materials required to make the knitted textiles  4.3 Use tools, equipment, materials and advanced techniques safely  4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed knitted textile collection to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly  5.2 List adjustments made during the making process  5.3 Make a well constructed professional knitted textile collection to the following specifications-  <ul style="list-style-type: none"> <li>• The knitted textile collection, of an advanced nature, will use a range of materials – natural, man-made, recycled .....</li> <li>• The hand knit textiles will be the same size, minimum A5, to reflect the creation of a collection</li> </ul> 5.4 Store and finish the completed knitted textile collection  5.5 Produce a full cost sheet and production timescale  5.6 Evaluate and describe the finished knitted textile collection –  <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</p>
<p>Learning outcome 6</p>	<p>Assessment criteria</p>

The learner can:	The learner will:
6 Use presentation skills to display the knitted textile collection	6.1 List and describe a range of presentation styles and methods suitable for use with the knitted textile collection 6.2 Select and use a method to present the knitted textile collection 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:	
Measure and record sizes accurately	
Create samples from knit and purl stitches - stocking stitch, garter stitch, moss stitch, 1 x 1 rib, 2 X 2 rib, wide ribs	
Create samples of coloured knitting – intarsia, fairisle, weaving in	
Create samples of raised patterns - bobbles, popcorns, embossed patterns	
Create samples of open work - eyelets, faggots, lace, slits, slots and ladders, buttonholes - eyelet, horizontal, vertical	
Create samples using crossed stitches, cables, combined stitch structures	
Create samples using decorative techniques - beading (both as an integral part of the knitted structure and as surface embellishment), fringing, appliqué, Swiss darning, embroidery	
Block and press hand knitted textiles correctly without decreasing the loft of the fibre	
Label correctly for the care requirements of the knitted textiles	

City & Guilds ref no:	7113 – 223	
Title:	Textiles – Collection of Co-ordinated Hand Knit Items for an Interior	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a collection of three co-ordinated hand knit textiles for an interior setting	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of hand knit textiles for interiors</li> <li>2 Use advanced and innovative design ideas to inform the making of a collection of hand knit textiles</li> <li>3 Plan and manage the making of the knitted textiles collection to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed knitted textile collection to a professional standard</li> <li>6 Use presentation skills to display the knitted textile collection</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of hand knit textiles for interiors	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to hand knit textiles for interiors</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 hand knit textiles	<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 knitted textiles</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 knitted textiles</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the knitted textile collection, to the working design</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of samples using advanced and innovative techniques and processes  3.3 List and describe the characteristics of materials, advanced techniques and processes sampled  3.4 Produce a costing and time estimate for making the knitted textile collection</p>
<p>Learning outcome 4  The learner can:</p>	<p>Assessment criteria  The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the knitted textiles  4.2 Describe the care and safety requirements of tools, equipment and knitted textiles  4.3 Use tools, equipment, materials and advanced techniques safely  4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5  The learner can:</p>	<p>Assessment criteria  The learner will:</p>
<p>5 Make a well constructed knitted textile collection to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly  5.2 List adjustments made during the making process  5.3 Make a well constructed professional knitted textile collection to the following specifications-  <ul style="list-style-type: none"> <li>• The knitted textile collection, of an advanced nature, will use a range of materials – natural, man-made, recycled ...</li> <li>• The items in the co-ordinated collection can be selected from a throw, differently styled cushions, a hanging ...</li> <li>• The co-ordinating feature will be colour, texture, yarn type or stitch</li> <li>• The minimum yarn thickness used will be <b>four</b> ply</li> </ul> 5.4 Store and finish the completed knitted textile collection  5.5 Produce a full cost sheet and production timescale  5.6 Evaluate and describe the finished knitted textile collection –  <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
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the knitted textile collection	6.1 List and describe a range of presentation styles and methods suitable for use with the knitted textile collection 6.2 Select and use a method to present the knitted textile collection 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:	
Measure and record sizes accurately	
Create sample swatches to determine correct tensions	
Adjust needle sizes to visually alter knitted textiles	
Create a variety of stitch structure samples	
Produce a pattern for each item in the collection - written , diagrammatic or charted	
Block and press hand knitted textiles correctly without decreasing the loft of the fibre	
Sample and use as required, seams and joins - ladder/mattress stitch, backstitch, grafting, decorative seams	
Label correctly for the care requirements of the knitted textiles	

City & Guilds ref no:	7113 – 224	
Title:	Textiles – Set of Hand Knit Fashion Accessories	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a set of <b>two</b> hand knit fashion accessories	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of hand knit fashion accessories</li> <li>2 Use advanced and innovative design ideas to inform the making of hand knit fashion accessories</li> <li>3 Plan and manage the making of the knitted accessories to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed knitted fashion accessories to a professional standard</li> <li>6 Use presentation skills to display the knitted fashion accessories</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of hand knit fashion accessories	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to hand knit fashion accessories</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 set of hand knit fashion accessories	<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 knitted fashion accessories</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 knitted fashion accessories</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the set of knitted fashion accessories, to the working design</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of samples using advanced and innovative techniques and processes  3.3 List and describe the characteristics of materials, advanced techniques and processes sampled  3.4 Produce a costing and time estimate for making the knitted fashion accessories</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the knitted fashion accessories  4.2 Describe the care and safety requirements of tools, equipment and knitted fashion accessories  4.3 Use tools, equipment, materials and advanced techniques safely  4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed set of knitted fashion accessories to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly  5.2 List adjustments made during the making process  5.3 Make a well constructed professional set of knitted fashion accessories to the following specifications-</p> <ul style="list-style-type: none"> <li>• The knitted fashion accessories, of an advanced nature, will use a range of materials – natural, man-made, re-cycled ...</li> <li>• The items in the set can be selected from a hat, pair of gloves or fingerless mitts, scarf, shawl, leggings, socks, bag ...</li> <li>• A minimum of <b>two</b>, coloured yarns will be used (not rainbow or self patterning yarns)</li> <li>• The maximum yarn thickness used will be double knitting</li> </ul> <p>5.4 Store and finish the completed set of knitted fashion accessories  5.5 Produce a full cost sheet and production timescale  5.6 Evaluate and describe the finished set of knitted fashion accessories –</p> <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> 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 knitted fashion accessories	6.1 List and describe a range of presentation styles and methods suitable for use with the knitted fashion accessories 6.2 Select and use a method to present the knitted fashion accessories 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:	
Measure and record sizes accurately	
Create sample swatches to determine correct tensions	
Adjust needle sizes to alter knitted textiles	
Create a variety of stitch structure and striped samples	
Produce a pattern for each item in the collection - written , diagrammatic or charted	
Block and press hand knitted textiles correctly without decreasing the loft of the fibre	
Sample and use as required, seams and joins - ladder/mattress stitch, backstitch, grafting, decorative seams	
Label correctly for the care requirements of the knitted textiles	

City & Guilds ref no:	7113 – 225	
Title:	Textiles – Hand Knit Fashion Garment	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a hand knit fashion garment with an opening – a sweater or a jacket, with set-in, raglan or drop shoulder sleeves	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of hand knit fashion garments</li> <li>2 Use advanced and innovative design ideas to inform the making of hand knit fashion garments</li> <li>3 Plan and manage the making of the knitted fashion garment to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed knitted fashion garment to a professional standard</li> <li>6 Use presentation skills to display the knitted fashion garment</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of hand knit fashion garments	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to hand knit fashion garments</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 hand knit fashion garment	<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 knitted fashion garment</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 knitted fashion garment</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the	3.1 Select, obtain and prepare materials	

knitted fashion garment, to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the knitted fashion garment</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the knitted fashion garment</p> <p>4.2 Describe the care and safety requirements of tools, equipment and knitted fashion garments</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>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
5 Make a well constructed knitted fashion garment to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional knitted fashion garment to the following specifications –</p> <ul style="list-style-type: none"> <li>• The knitted fashion garment, of an advanced nature, will use a range of materials – natural, man-made, recycled ...</li> <li>• The fashion garment <b>must</b> have an opening and closure requiring one or more buttonholes– front neckline, back neckline, shoulder or centre front</li> <li>• The maximum yarn thickness used will be Aran</li> </ul> <p>5.4 Store and finish the completed knitted fashion garment</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished knitted fashion garment –</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</p>

	format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the knitted fashion garment	6.1 List and describe a range of presentation styles and methods suitable for use with the knitted fashion garments 6.2 Select and use a method to present the knitted fashion garment 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:	
Measure and record sizes accurately	
Create sample swatches to determine correct tensions	
Adjust needle sizes to alter knitted textiles	
Create a variety of stitch structure samples	
Produce a pattern for the fashion garment - written, diagrammatic or charted	
Block and press hand knitted textiles correctly without decreasing the loft of the fibre	
Sample and use as required, seams and joins - ladder/mattress stitch, backstitch, grafting, decorative seams	
Label correctly for the care requirements of the knitted textiles	

City & Guilds ref no:	7113 – 226	
Title:	Textiles – Experimental Collection of Machine Knit Textiles	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a collection of experimental machine knit textiles 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 machine knit textiles</li> <li>2 Use advanced and innovative design ideas to inform the making of a collection of machine knit textiles</li> <li>3 Plan and manage the making of the knitted textiles collection to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed machine knitted textile collection to a professional standard</li> <li>6 Use presentation skills to display the machine knitted textile collection</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 machine knit textiles	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to machine knit textiles</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 machine knit textiles	<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 knitted textiles</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 knitted textiles</li> </ol>	
Learning outcome 3	Assessment criteria	

The learner can:	The learner will:
3 Plan and manage the making of the knitted textile collection, to the working design	3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the knitted textile collection
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 make the knitted textile collection 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the knitted textiles 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 machine knitted textile collection 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 knitted textile collection to the following specifications – <ul style="list-style-type: none"> <li>• The machine knitted textile collection, of an advanced nature, will use a range of materials – natural, man-made ...</li> <li>• The machine knit textiles will be the same size, minimum A5, to reflect the creation of a collection</li> </ul> 5.4 Store and finish the completed knitted textile collection 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished knitted textile collection – <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 machine knitted textile collection	6.1 List and describe a range of presentation styles and methods suitable for use with the machine knitted textile collection 6.2 Select and use a method to present the knitted textile collection 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:	
Measure and record sizes accurately	
Create samples from single bed knitted structures - two samples of each stitch showing different uses - stocking stitch, slip/skip stitch, tuck stitch, plating,	
Create samples of coloured knitting – intarsia, fairisle, knit weave	
Create samples of shaping techniques - simple increasing, simple decreasing, fully fashioning, partial knitting, multiple increasing and decreasing	
Create samples of open work - eyelets, transfer lace (by hand or carriage), slits, slots and ladders, buttonholes - transferred stitch/es, sideways knitted in a double band	
Create samples using cables, combined stitch structures	
Create samples using decorative techniques - appliqué, fringing, beading (as an integral part of the knitted structure and also as surface embellishment), Swiss darning, embroidery used as surface embellishment, decorative edge finishes	
Block and press machine knitted textiles correctly without decreasing the loft of the fibre	
Label correctly for the care requirements of the knitted textiles	

City & Guilds ref no:	7113 – 227	
Title:	Textiles – Collection of Co-ordinated Knitweave Items for an Interior	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a collection of <b>three</b> co-ordinated knitweave items for an interior setting.	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of machine knit textiles, in particular knitweave, for interiors</li> <li>2 Use advanced and innovative design ideas to inform the making of a collection of knitweave textiles</li> <li>3 Plan and manage the making of the knitweave textiles collection to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed knitweave textile collection to a professional standard</li> <li>6 Use presentation skills to display the knitweave textile collection</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of machine knit textiles, in particular knitweave for interiors	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to machine knit textiles for interiors</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 knitweave textiles	<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 knitted textiles</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 knitted textiles</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the knitweave textile collection, to the working design</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of samples using advanced and innovative techniques and processes  3.3 List and describe the characteristics of materials, advanced techniques and processes sampled  3.4 Produce a costing and time estimate for making the machine knitted textile collection</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the knitted textiles  4.2 Describe the care and safety requirements of tools, equipment and machine knitted textiles  4.3 Use tools, equipment, materials and advanced techniques safely  4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed knitweave textile collection to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly  5.2 List adjustments made during the making process  5.3 Make a well constructed professional machine knitted textile collection to the following specifications –</p> <ul style="list-style-type: none"> <li>• A single bed machine will be used</li> <li>• The machine knitted textile collection, of an advanced nature, will use a range of materials – natural, man-made ...</li> <li>• Knitweave techniques will be used to create the collection</li> <li>• The items in the co-ordinated collection can be selected from – a throw, rug, differently styled cushions, a hanging, seat cover, a screen ...</li> <li>• The co-ordinating feature will be colour, texture or yarn type</li> </ul> <p>5.4 Store and finish the completed knitted textile collection  5.5 Produce a full cost sheet and production timescale  5.6 Evaluate and describe the finished knitted textile 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 knitweave textile collection	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the knitted textile collection</p> <p>6.2 Select and use a method to present the knitted textile 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	
Create sample swatches to determine correct tensions	
Adjust tensions to alter knitted textiles	
Create a variety of knitweave samples	
Produce a pattern for each item in the collection - written , diagrammatic or charted	
Block and press machine knitted textiles correctly without decreasing the loft of the fibre	
Sample and use as required, seams and joins - ladder/mattress stitch, backstitch, grafting, decorative seams	
Label correctly for the care requirements of the knitted textiles	

City & Guilds ref no:	7113 – 228	
Title:	Textiles – Fashion Garment Created from an Open Machine Knit Fabric	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a fashion garment which uses an open machine knit fabric as the whole, or major part of the item	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of machine knit open fabric, for fashion garments</li> <li>2 Use advanced and innovative design ideas to inform the making of a machine knit open fabric fashion garment</li> <li>3 Plan and manage the making of the open fabric garment to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed open fabric garment to a professional standard</li> <li>6 Use presentation skills to display the open fabric fashion garment</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of machine knit open fabric, for fashion garments	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to machine knit open fabric, fashion garments</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 machine knit open fabric fashion garment	<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 knitted textiles</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 knitted textiles</li> </ol>	
Learning outcome 3	Assessment criteria	

The learner can:	The learner will:
3 Plan and manage the making of the open fabric garment to the working design	3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the machine knitted textile collection
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 make the knitted textiles 4.2 Describe the care and safety requirements of tools, equipment and open fabric machine knitted textiles 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 open fabric garment 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 machine knitted textile collection to the following specifications – <ul style="list-style-type: none"> <li>• A single bed, fine gauge machine will be used</li> <li>• The machine knitted textile, of an advanced nature, will use a range of materials – natural, man-made ...</li> <li>• Open fabric techniques will be used to create the major part of the fashion garment</li> <li>• Other knitting techniques may be used for small parts of the garment where open fabric is the dominant feature of an integrated item</li> </ul> 5.4 Store and finish the completed knitted textile 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished knitted textile – <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 open fabric fashion garment	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the knitted textile</p> <p>6.2 Select and use a method to present the knitted textile</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	
Create sample swatches to determine correct tensions	
Adjust tensions to alter knitted textiles	
Create a variety of open fabric samples	
Produce a pattern for the fashion garment - written , diagrammatic or charted	
Block and press machine knitted textiles correctly without decreasing the loft of the fibre	
Sample and use as required, seams and joins - ladder/mattress stitch, backstitch, grafting, decorative seams	
Label correctly for the care requirements of the knitted textiles	

City & Guilds ref no:	7113 – 229
Title:	Textiles – Fashion Garment Using Sideways Machine Knitting
Level:	3
Credit value:	9
Unit aim:	In this unit the learner will produce a fashion garment which uses sideways machine knit fabric as the whole, or major part of the item
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of sideways machine knit fabric, for fashion garments</li> <li>2 Use advanced and innovative design ideas to inform the making of a sideways knit fashion garment</li> <li>3 Plan and manage the making of the sideways knit garment to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed sideways knit garment to a professional standard</li> <li>6 Use presentation skills to display the sideways knit fashion garment</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Research contextual influences relating to the use of sideways machine knit fabric, for fashion garments	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to sideways machine knit fashion garments</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</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 sideways knit fashion garment	<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 knitted garment</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 knitted garment</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:

<p>3 Plan and manage the making of the sideways knit garment to the working design</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of samples using advanced and innovative techniques and processes  3.3 List and describe the characteristics of materials, advanced techniques and processes sampled  3.4 Produce a costing and time estimate for making the machine knitted garment</p>
<p>Learning outcome 4  The learner can:</p>	<p>Assessment criteria  The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the knitted garment  4.2 Describe the care and safety requirements of tools, equipment and sideways knit fabric  4.3 Use tools, equipment, materials and advanced techniques safely  4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5  The learner can:</p>	<p>Assessment criteria  The learner will:</p>
<p>5 Make a well constructed sideways knit garment to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly  5.2 List adjustments made during the making process  5.3 Make a well constructed professional machine knitted garment to the following specifications-  <ul style="list-style-type: none"> <li>• A single bed, fine gauge machine will be used</li> <li>• The machine knitted textile, of an advanced nature, will use a range of materials – natural, man-made ...</li> <li>• Sideways knit techniques will be used to create the major part of the fashion garment</li> <li>• Horizontal knitting may be used for small parts of the garment where sideways knitting is the dominant feature of an integrated item</li> </ul> 5.4 Store and finish the completed knitted garment  5.5 Produce a full cost sheet and production timescale  5.6 Evaluate and describe the finished knitted garment –  <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> </p>

	<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 sideways knit fashion garment	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the knitted garment</p> <p>6.2 Select and use a method to present the knitted garment</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	
Create sample swatches to determine correct tensions	
Adjust tensions to alter knitted textiles	
Create a variety of sideways machine knitted samples, including short row knitting	
Produce a pattern for the fashion garment - written , diagrammatic or charted	
Block and press machine knitted textiles correctly without decreasing the loft of the fibre	
Sample and use as required, seams and joins - ladder/mattress stitch, backstitch, grafting, decorative seams	
Label correctly for the care requirements of the knitted textiles	

City & Guilds ref no:	7113 – 230	
Title:	Textiles – Experimental Collection of Hand Woven Textiles	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a collection of experimental hand woven textiles 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 hand woven textiles</li> <li>2 Use advanced and innovative design ideas to inform the making of a collection of hand woven textiles</li> <li>3 Plan and manage the making of the hand woven textiles to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed hand woven textiles to a professional standard</li> <li>6 Use presentation skills to display the hand woven textiles</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 hand woven textiles	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to hand woven textiles</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 hand woven textiles	<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 woven textiles</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 woven textiles</li> </ol>	
Learning outcome 3	Assessment criteria	

The learner can:	The learner will:
3 Plan and manage the making of the hand woven textiles to the working design	3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the hand woven textiles
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 make the woven textiles 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the woven textiles 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 well constructed hand woven textiles 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 professional hand woven textiles to the following specifications- <ul style="list-style-type: none"> <li>• The hand woven textiles, of an advanced nature, will use a range of materials – natural, man-made, recycled ...</li> <li>• The hand woven textiles will be the same size, where possible, minimum A5, to reflect the creation of a collection</li> <li>• Fabric samples may be woven on 4 or 8 shafts</li> <li>• Samples are to be worked using different setts</li> <li>• Where appropriate, samples may be fabric or rug weight</li> <li>• Detailed pattern drafts must accompany the woven samples.</li> </ul> 5.4 Store and finish the completed hand woven textiles 5.5 Produce a full cost sheet and

	<p>production timescale</p> <p>5.6 Evaluate and describe the finished hand woven textiles –</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 hand woven textiles	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the hand woven textiles</p> <p>6.2 Select and use a method to present the hand woven textiles</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	
Create double weave samples demonstrating central opening, side opening and tube weaving techniques	
Create twill samples demonstrating straight, pointed, and broken twill threading sequences	
Create tapestry samples demonstrating hatching, interlocking, kilim slits, soumak, twining and knotted pile techniques	
Create decorative edges - Philippine edge, Damascus edge, knotted, plaited and plied and finishes ends (where appropriate, edging techniques may be demonstrated on the woven samples)	
Create braids - Japanese marudai braids (8 and 12 bobbins), self developed braid using innovative materials, finger manipulated braids and plaits	
Label correctly for the care requirements of the woven samples	

City & Guilds ref no:	7113 – 231	
Title:	Textiles – Hand Woven Panel or Hanging	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a hand woven panel or hanging	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to hand woven panels and hangings</li> <li>2 Use advanced and innovative design ideas to inform the making of a hand woven panel or hanging</li> <li>3 Plan and manage the making of the woven panel or hanging to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed hand woven panel or hanging to a professional standard</li> <li>6 Use presentation skills to display the woven panel or hanging</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to hand woven panels and hangings	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to hand woven panels and hangings</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 hand woven panel or 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 hand woven panel or 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 woven panel or hanging</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the	3.1 Select, obtain and prepare materials	

woven panel or hanging to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the woven panel or hanging</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the woven panel or hanging</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the panel or hanging</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed hand woven panel or hanging to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional woven panel or hanging to the following specifications-</p> <ul style="list-style-type: none"> <li>• The woven panel or hanging, of an advanced nature, will use a range of yarns – natural, man-made, handspun, hand dyed or commercially produced ...</li> <li>• Any method of suspension must be an integral part of the design</li> </ul> <p>5.4 Store and finish the completed panel or hanging</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished woven panel or hanging –</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 woven panel or hanging	6.1 List and describe a range of presentation styles and methods suitable for use with the woven panel or hanging 6.2 Select and use a method to present the panel or hanging 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:	
Measure and record sizes accurately	
Produce an accurate weave pattern draft	
Source yarns, quantities, equipment and sett	
Prepare and warp up selected equipment	
Sample selected woven structures in the yarns chosen	
Calculate yarn requirements for warp and weft	
Apply colour to yarn and warps by dyeing, painting, spraying and stencilling	
Apply finishing techniques for a variety of pure fibres and mixes – wool, linen, cotton, synthetics, metallics (wet finish, steaming, blocking)	
Sample and use as required, methods of suspending hangings integral to the design of the piece	
Label correctly for the care requirements of the woven textile	

City & Guilds ref no:	7113 – 232	
Title:	Textiles – Hand Woven Accessory or Set of Accessories	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce <b>two</b> co-ordinated hand woven accessories for body adornment. At least <b>one</b> will include braiding techniques	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of hand woven accessories</li> <li>2 Use advanced and innovative design ideas to inform the making of hand woven accessories</li> <li>3 Plan and manage the making of the woven accessories to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed woven accessories to a professional standard</li> <li>6 Use presentation skills to display the woven accessories</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of hand woven accessories	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to hand woven accessories</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 hand woven accessories	<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 woven accessories</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 woven accessory</li> </ol>	
Learning outcome 3	Assessment criteria	

The learner can:	The learner will:
3 Plan and manage the making of the woven accessories to the working design	3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the woven accessories
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 make the accessories 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the accessories 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 well constructed woven accessories 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 professional accessories to the following specifications- <ul style="list-style-type: none"> <li>• The accessories, of an advanced nature, will use a range of materials – natural, man-made ...</li> <li>• Handspun, hand dyed or commercially produced yarns may be used</li> <li>• Accessories for body adornment may be chosen from jewellery, bag, hair or body adornments, scarf, shawl, belt, decorative trims for a garment ...</li> </ul> 5.4 Store and finish the completed accessories 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished accessories – <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 woven accessories	6.1 List and describe a range of presentation styles and methods suitable for use with the accessories 6.2 Select and use a method to present the accessories 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:	
Measure and record sizes accurately	
Sample and use as required, decorative finishes – beading, sequins, buttons, braids, cords, tassels, toggles .....	
Sample and use as required, the incorporation of found objects	
Produce an accurate weave pattern draft	
Source yarns, quantities, equipment and sett	
Prepare and warp up selected equipment	
Sample selected woven structures in the yarns chosen	
Calculate yarn requirements for warp and weft	
Apply colour to yarn and warps by dyeing, painting, spraying and stencilling	
Apply finishing techniques for a variety of pure fibres and mixes – wool, linen, cotton, synthetics, metallics (wet finish, steaming, blocking)	
Ensure that the safety of the wearer is paramount	
Label correctly for the care requirements of the woven textiles	

City & Guilds ref no:	7113 – 233	
Title:	Textiles – Hand Woven Functional item	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a hand woven functional item – a bag, container, cushion, garment, rug, sculptural piece, item of household linen ...	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of hand woven functional items</li> <li>2 Use advanced and innovative design ideas to inform the making of a hand woven functional item</li> <li>3 Plan and manage the making of the item to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed hand woven item to a professional standard</li> <li>6 Use presentation skills to display the hand woven item</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of hand woven functional items	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to hand woven functional items</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 hand woven functional item	<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 hand woven item</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 hand woven item</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the item, to the working design	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples 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 making the hand woven item</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the hand woven item</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the hand woven item</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed hand woven item to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional hand woven item to the following specifications-</p> <ul style="list-style-type: none"> <li>• The hand woven, functional item, of an advanced nature, will use a range of yarns natural, man-made, re-cycled, handspun, hand dyed or commercially produced...</li> <li>• Hand or machine stitching may be used in the creation of the item</li> </ul> <p>5.4 Store and finish the completed hand woven item</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished hand woven item–</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 hand woven item	6.1 List and describe a range of presentation styles and methods suitable for use with the hand woven item 6.2 Select and use a method to present the hand woven item 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:	
Measure and record sizes accurately	
Draft patterns, make templates and prototypes, as appropriate	
Produce an accurate weave pattern draft	
Source yarns, quantities, equipment and sett	
Prepare and warp up selected equipment	
Sample selected woven structures in the yarns chosen	
Calculate yarn requirements for warp and weft	
Apply colour to yarn and warps by dyeing, painting, spraying and stencilling	
Apply finishing techniques for a variety of pure fibres and mixes – wool, linen, cotton, synthetics, metallics (wet finish, steaming, blocking)	
Label correctly for the care requirements of the embroidery	



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**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)**

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