

Level 2 Award/Certificate/ Diploma in Creative Techniques - Interiors (7157)

September 2017 Version 1.2



Qualification at a glance

Subject area	Interiors
City & Guilds number	7157
Age group approved	All
Assessment	Assignment
Fast track	Available
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Award in Creative Techniques - Interiors	43	60	7157-02	601/2099/X
Level 2 Certificate in Creative Techniques - Interiors	154	200	7157-12	601/2071/X
Level 2 Diploma in Creative Techniques - Interiors	350	460	7157-13	601/2074/5

Version and date	Change detail	Section
1.1 Jan 2014	General formatting amends	Various
1.2 September 2017	Added GLH and TQT	Structure



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1 Introduction

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

Area	Description
Who are the qualifications for?	For learners who want to develop their skills and who are wishing to progress to obtain a strong foundation in the Interior design subject area. The level teaches skills to the designer with who want to develop a business, excel in interior design or are working their way to Higher Education or onto a Craft Apprenticeship. This level is based on strong practical skills needed in Interior Design Industry.
What do the qualifications cover?	They allow candidates to learn, develop and practise the creative skills required for career progression in the Interior design Industry. You will become a well informed Interior designer in your chosen area. As an added option you can also learn the vital knowledge of how to run a creative business
What opportunities for progression are there?	They allow learners to progress to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 3 Diploma in Creative Techniques (7113-53)• Level 3 Diploma in Craft Skills for Creative Industries (7168 – 01)

Structure

To achieve the **Level 2 Award in Creative Techniques - Interiors**, learners must achieve a minimum of **6** credits from the optional units available.

Optional			
Y/505/7369	203	Design and make interlined curtains with hand made headings	6
L/505/7370	204	Design and make coordinated decorative cushions	6
R/505/7371	205	Making interlined Roman blinds	6
M/505/7376	206	Design and make a lined tailored lampshade	6
A/505/7378	207	Making a stuff over seat	7
F/505/7379	208	Upholster a modern ottoman or box with a buttoned lid	7
T/505/7380	209	Making a traditional upholstered stool	7
J/505/7383	210	Designing and applying decorative techniques to textiles for interiors	6
L/505/7384	211	Design an interior loft space	6
R/505/7385	212	Design interiors for a home based office	6
Y/505/7386	213	Design interiors for a bedroom with en suite shower room	6

D/505/7387	214	Using decorative colour techniques	6
K/505/7389	215	Creating decorative faux effects	6

To achieve the **Level 2 Certificate in Creative Techniques - Interiors**, learners must achieve a minimum of **20** credits. **8** credits from the mandatory units and a minimum of **12** credits from the optional units available

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/503/7147	201	Developing design ideas	4
R/505/7564	202	Sampling techniques and processes for Interiors	4
Optional			
Y/505/7369	203	Design and make interlined curtains with hand made headings	6
L/505/7370	204	Design and make coordinated decorative cushions	6
R/505/7371	205	Making interlined Roman blinds	6
M/505/7376	206	Design and make a lined tailored lampshade	6
A/505/7378	207	Making a stuff over seat	7
F/505/7379	208	Upholster a modern ottoman or box with a buttoned lid	7

T/505/7380	209	Making a traditional upholstered stool	7
J/505/7383	210	Design and apply decorative techniques to textiles for interiors	6
L/505/7384	211	Design an interior loft space	6
R/505/7385	212	Design interiors for a home based office	6
Y/505/7386	213	Design interiors for a bedroom with en suite shower room	6
D/505/7387	214	Using decorative colour techniques	6
K/505/7389	215	Creating decorative faux effects	6

To achieve the **Level 2 Diploma in Creative Techniques - Interiors**, learners must achieve a minimum of **46** credits. **16** credits from the mandatory units and a minimum of **30** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/503/7147	201	Developing design ideas	4
R/505/7564	202	Sampling techniques and processes for Interiors	4
M/504/5907	216	Understand how to work for a client to create a product	2

T/504/5908	217	Create a website using web design application templates	2
A/504/5909	218	Product promotion using social media	2
M/504/5910	219	Producing promotional publications	2
Optional			
Y/505/7369	203	Design and make interlined curtains with hand made headings	6
L/505/7370	204	Design and make coordinated decorative cushions	6
R/505/7371	205	Making interlined Roman blinds	6
M/505/7376	206	Design and make a lined tailored lampshade	6
A/505/7378	207	Making a stuff over seat	7
F/505/7379	208	Upholster a modern ottoman or box with a buttoned lid	7
T/505/7380	209	Making a traditional upholstered stool	7
J/505/7383	210	Design and apply decorative techniques to textiles for interiors	6
L/505/7384	211	Design an interior loft space	6

R/505/7385	212	Design interiors for a home based office	6
Y/505/7386	213	Design interiors for a bedroom with en suite shower room	6
D/505/7387	214	Using decorative colour techniques	6
K/505/7389	215	Creating decorative faux effects	6

Total Qualification Time

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

Title and level	GLH	TQT
Level 2 Award in Creative Techniques - Interiors	43	60
Level 2 Certificate in Creative Techniques - Interiors	154	200
Level 2 Diploma in Creative Techniques - Interiors	350	460



2 Centre requirements

Approval

If your Centre is approved to offer the Level 2 Award/Certificate/Diploma in Creative Techniques-Interiors you can apply for the new Level 2 Award in Creative Techniques – Interiors (7157-02), Level 2 Certificate in Creative Techniques - Interiors (7157-12) and the Level 2 Diploma in Creative Techniques - Interiors (7157-13) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

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

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

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

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

Resource requirements

Centre staffing

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

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

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

Continuing professional development (CPD)

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

Candidate entry requirements

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

Age restrictions

There is no age restriction for these qualifications unless this is a legal requirement of the process or the environment.



3 Delivering the qualification

Initial assessment and induction

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

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

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

Support materials

The following resources are available for these qualifications:

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

Recording documents

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

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



4 Assessment

Assessment of the qualification

All units are assessed by assignments.

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

Assessment strategy

Assessments

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

- practical tasks
- knowledge and understanding tasks.

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

For further details please refer to the Assessment Pack.

Recognition of prior learning (RPL)

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

RPL is not allowed for this qualification.



5 Units

Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to www.cityandguilds.com

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance

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

Learning outcome
The learner will: 1. know how to work safely and effectively when developing design ideas.
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to tools and equipment used in design work 1.2 identify health and safety risks relating to materials used in design work.

Range
Regulations COSHH, Health and Safety at Work Act.
Tools and equipment Adhesive, cutting tools, drawing tools, applicators.
Materials Colouring mediums, drawing mediums, papers, card.

Learning outcome
The learner will: 2. be able to prepare for design work.
Assessment criteria
The learner can: 2.1 select craft materials to sample design ideas 2.2 select tools and equipment to sample design ideas 2.3 store craft materials, tools and equipment correctly.

Range
<p>Craft materials Craft materials related to design – colouring mediums, drawing mediums, papers, card and similar items.</p> <p>Tools and equipment Adhesive, cutting tools, drawing tools, applicators.</p>

Learning outcome
The learner will:
3. be able to experiment with design ideas.
Assessment criteria
The learner can:
3.1 experiment with design materials to create visuals
3.2 explore the potential of design materials through experimentation.

Range
<p>Experiment eg bend, fold, ease, cut, colour.</p> <p>Explore the potential Use materials to experiment where there is no known outcome.</p>

Learning outcome
The learner will:
4. be able to use different materials, mediums and techniques to create designs.
Assessment criteria
The learner can:
4.1 create a primary and secondary colour wheel by mixing colouring materials
4.2 create tints, tones and shades using colouring materials
4.3 create greyscale using colouring materials
4.4 make lines and marks using mediums
4.5 use lines and marks to evoke mood
4.6 produce low relief using a variety of materials
4.7 make overlays
4.8 create contrast using overlays
4.9 create textures using materials.

Range
<p>Primary Magenta, cyan and yellow.</p>

<p>Secondary Violet, green and orange.</p> <p>Tints, tones and shades Add white, grey and black to primary colours.</p> <p>Greyscale Make a gradation ladder from white to black through the grey tones.</p> <p>Lines and marks eg contrasting lines, expressive lines, straight, curvilinear, angular lines, hatching, dots, dashes and similar drawn expressions.</p> <p>Mediums Wet mediums eg Ink, paint and similar items. Dry mediums eg crayon, graphite, wax and similar items.</p> <p>Mood eg anger, tranquillity, excitement and similar expressive ideas.</p> <p>Low relief Low 3D effects, surface texture created by the addition and mixture of mediums.</p> <p>Overlays Transparent or translucent materials layered over underlying materials.</p> <p>Textures Visual texture eg colour discharge, rubbing, sponging, spraying, stippling, resists and similar. Texture eg surface created by pleating, folding, embossing, crumpling and similar techniques.</p>
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Learning outcome
The learner will: 5. be able to develop shape.
Assessment criteria
The learner can: 5.1 create shapes using lines and marks 5.2 manipulate shapes to form pattern 5.3 use areas of void .

Range
Shapes • Random - freely formed.

- Geometric - regular or mathematical shapes.

Void

Space occurring between designed shapes, negative space.

Learning outcome

The learner will:

6. be able to develop form.

Assessment criteria

The learner can:

- 6.1 create 3D form using construction methods
- 6.2 construct 3D form using **2D materials**.

Range

2D materials

eg acetate, balsa, card, paper, and similar items.

Learning outcome

The learner will:

7. be able to evaluate and record design work.

Assessment criteria

The learner can:

- 7.1 produce **records** of design ideas
- 7.2 **evaluate** results of design work.

Range

Records

- written record
- visual record

The experimentations undertaken, or photographs where the life of the materials renders storage impractical.

Evaluate

Identify/record strengths and weaknesses of the designs undertaken.

Unit 202 Sampling techniques and processes for Interiors

UAN:	R/505/7564
Level:	2
Credit value:	4
GLH:	35

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to tools and equipment used for sampling techniques for interior design and décor 1.2 describe health and safety risks relating to materials used for sampling techniques for interior design and décor 1.3 use tools, equipment and materials safely when sampling techniques used for interior design and décor

<p>Range</p> <p>Regulations Health and Safety at Work Act, PAT testing. COSHH, General Product Safety Regulations,</p> <p>The following as appropriate to the craft -</p> <p>Tools Eg. Measuring tools, cutting tools, brushes, scrapers, sanding equipment, mark making tools, upholstery tools</p> <p>Equipment Eg. Sewing Machines, drawing boards</p> <p>Risks Eg fumes, irritation, dust, foreign bodies, fabric dressings</p> <p>Materials Eg. Paper, card, drawing materials, fabrics, fillings and stuffings, colouring materials, varnishes, pins, needles, tacks, threads, dust repellent sprays</p> <p>Use tools, equipment and materials safely Daily use and maintenance e.g. care of tools, cleaning and storage, visual checks</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>2. be able to prepare for sampling techniques and processes for interior design and decor.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 select tools and equipment to sample techniques and processes for interior design and décor</p> <p>2.2 calculate quantities of materials required</p> <p>2.3 prepare materials for use</p>

<p>Range</p> <p>Calculate quantities Eg. Measure accurately Calculate the amount of materials required for a technique or process</p> <p>The following as appropriate to the craft -</p> <p>Prepare materials for use Eg. Prepare surfaces for working a technique or processes Mix colouring materials Press fabrics</p>

Measure accurately

Learning outcome

The learner will:

3. be able to sample techniques and processes for interior design and decor

Assessment criteria

The learner can:

3.1 select materials

3.2 produce samples using a range of **techniques and processes**

3.3 **experiment** with materials and techniques to explore their potential using

- colour
- line
- texture
- shape
- form

3.4 record techniques and processes

Range

Techniques and processes

The following as appropriate to the craft -

Eg. Drawing, layering, stripping, application of colour, application of surface protection – varnish, dust repellents, stitching, pattern matching, application of components - webbing, stuffing, filling, tapes, headings, application of decorative techniques

Experiment

Create samples using techniques and processes to achieve the anticipated or desired result, avoiding damage. Record the processes using written and visual records – photographs or simple sketches.

Learning outcome

The learner will:

4. be able to evaluate and present samples

Assessment criteria

The learner can:

4.1 **evaluate** results of processes sampled

4.2 **present finished samples** in a style to use as a visual aid with a client

Range

Evaluate

Identify / record strengths and weaknesses of the techniques and sampling undertaken.

Present finished samples

Present samples of techniques undertaken in an organised manner in a folio or similar

Unit 202 Sampling techniques and processes for Interiors

Supporting information

Evidence requirements

- Sketches for processes undertaken
- Samples of making processes and techniques explored within the craft undertaken
- Evaluation
- Presentation style appropriate to the item to be displayed

Guidance

Sampling of processes and techniques applicable to the craft undertaken at this level

Unit 203

Design and make interlined curtains with handmade headings

UAN:	Y/505/7369
Level:	2
Credit value:	6
GLH:	45

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 describe health and safety regulations relating to making interlined curtains 1.2 describe tools, equipment and materials used to make interlined curtains 1.3 describe the care of tools and equipment used for making interlined curtains 1.4 use tools, equipment and materials safely to make interlined curtains

Range
Regulations Health and Safety at Work Act, (PAT testing). COSHH and current legislations, Fire Regulations
Tools pins, needles, scissors, metre stick, set square, retractable steel tape
Equipment sewing machine, iron, ironing board, steamer
Materials paper, pencils, crayons, fabrics, threads, heading tapes, tailors chalk, design materials eg colouring materials, pencils, paper
Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome

The learner will:

2. understand materials and techniques for making interlined curtains

Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of a range of **fabrics and linings** suitable to make interlined curtains
- 2.2 describe a range of **haberdashery** required
- 2.3 describe **techniques and processes** to make interlined curtains

Range

Characteristics

draping qualities, care requirements, fire retardation,

Fabrics - light, medium, heavyweight - natural, manmade, mixed fibres

linings – woven, natural, manmade, mixed fibres, blackout

interlinings - standard, thermal, synthetic, natural.

Haberdashery

threads: machine and hand. needles: machine and hand, buckrams, curtain weights and curtain hooks

Techniques –

hand-stitches – herring bone, lock stitch, invisible hemming stitch, ladder stitch, slip stitch

lining – machine stitched bottom hem, hand stitched to side hem

interlined mitred corner

join widths of interlining fabrics

pattern match join

curtain – mitred corners with weights, hand-stitched hems, lock stitch

linings and interlinings, chain link lining and curtain hem, attach buckram

handmade headings –cartridge pleats, goblets, triple pleats

dress the curtains

Learning outcome

The learner will:

3. be able to research contextual influences relating to making interlined curtains

Assessment criteria

The learner can:

- 3.1 **research** ideas for curtain designs

<p>3.2 research contextual influences</p> <ul style="list-style-type: none"> a. historical b. cultural c. contemporary <p>3.3 present research in a logical format</p>
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<p>Range/Guidance</p> <p>Research from primary and secondary sources, eg current trends, key designer makers, printed sources, retail outlets, museums, websites</p> <p>Logical format research and designs presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>4. be able to sample techniques and processes to make interlined curtains with handmade headings</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>4.1 produce visuals of design ideas using</p> <ul style="list-style-type: none"> a. colour b. line c. texture d. form e. shape <p>4.2 select materials</p> <p>4.3 use materials, techniques and processes to make inter lined curtain samples</p> <p>4.4 estimate the time and cost to make interlined curtains</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>5. be able to design and make a pair of interlined curtains with a handmade heading</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>5.1 develop a statement of intent</p> <p>5.2 produce a working drawing</p> <p>5.3 prepare selected materials</p> <p>5.4 make a pair of interlined curtains</p> <p>5.5 record the stages followed to make a pair of interlined curtains</p> <p>5.6 present interlined curtains</p> <p>5.7 produce a cost sheet</p>

- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed interlined curtains

Range**Statement of intent;**

Written description of the suggested design which satisfies client requirements

Working drawing

Annotated sketch of the curtains with fabric swatches and measurements clearly showing chosen heading

Record

record order of work, eg photographic or written; including any adjustments made during construction, photograph completed curtains

Present

All work produced for this unit will be collated and presented. eg folio, electronic presentation

curtains to be labelled with details of fabric composition, care requirements

Cost sheet

itemised costing of all materials used

Timescale

time taken to plan, prepare and make a pair of interlined curtains with a handmade heading

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

UAN:	L/505/7370
Level:	2
Credit value:	6
GLH:	46

Learning outcome
The learner will:
1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can:
1.1 describe health and safety regulations relating to the making of a decorative cushion
1.2 describe tools, equipment and materials used to make decorative cushions
1.3 describe the care of tools and equipment used for making decorative cushions
1.4 use tools, equipment and materials safely to make decorative cushions

Range
Regulations Health and Safety at Work Act, (PAT testing). COSHH and current legislations, Fire Regulations
Tools pins, needles, scissors, tape measures, retractable steel tape, set square
Equipment sewing machine, iron, ironing board
Materials paper, pencils, crayons, fabrics, threads, tailors chalk, fabric colouring mediums, zips, buttons, design materials eg colouring materials, pencils, paper
Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. understand materials and techniques for making decorative cushions
Assessment criteria
The learner can: 2.1 describe the characteristics of a range of materials used to make decorative cushions 2.2 describe a range of haberdashery required 2.3 describe techniques and processes to make decorative cushions

Range
<p>Materials fabrics - light, medium and heavyweight, synthetic, natural, fire retardation, care requirements trimmings - fringing, piping, braids, ribbons, beads, lace decorative materials - surface colouring, fabric crayons, fabric paints, dye</p> <p>Characteristics synthetic – pressing temperatures natural – care, washability fringing – loop, cut, woven edge piping – sizes, density braids – woven, flexibility ribbons – woven, lack of flexibility beads – sizes, composition, care fabric crayons – composition, suitability fabric paints – suitability, finish</p> <p>Haberdashery threads; machine and hand, needles: machine and hand, zips, buttons</p> <p>Techniques and processes insertions – frill, gathered, pleated, fringing, piping, lace application of colouring materials – stencilling, stamping, painting, decorative - beads, ribbons, braids, appliqué, hand and machine quilting fabric manipulation – pintucks, tucks, smocking closures - zip, button/buttonholes</p>

Learning outcome
The learner will: 3. be able to research contextual influences relating to making decorative cushions
Assessment criteria
The learner can:

3.1	research styles and ideas for cushion designs
3.2	research contextual influences <ul style="list-style-type: none"> a. historical b. cultural c. contemporary
3.3	present research in a logical format

Range/Guidance
<p>Research from primary and secondary sources, current trends, key interior decorators, printed sources, retail outlets, museums, websites</p> <p>Styles Geometric shapes sketches or templates showing suggested fabric swatches clearly showing a decorative feature</p> <p>Logical format research and designs presented in an organised manner to present to an individual - folio, sketch book, electronic presentation</p>

Learning outcome
The learner will: 4. be able to sample materials and techniques to make decorative cushions
Assessment criteria
The learner can: 4.1 produce visuals of design ideas using <ul style="list-style-type: none"> a. colour b. line c. texture d. form e. shape 4.2 select materials 4.3 use materials and techniques to make decorative cushions 4.4 estimate the time and cost to make decorative cushions

Learning outcome
The learner will: 5. be able to design and make decorative cushions
Assessment criteria
The learner can: 5.1 develop a statement of intent 5.2 produce a working drawing

- 5.3 prepare selected materials
- 5.4 make a decorative cushion
- 5.5 **record** the stages followed to make decorative cushions
- 5.6 **present** decorative cushions
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed decorative cushions

Range/Guidance
<p>Statement of intent Written description of the suggested design which satisfies client requirements</p> <p>Working drawing Annotated sketch of the cushions with fabric swatches and measurements clearly showing decorative techniques</p> <p>Record Record stages of work eg photographic or written; including any adjustments made during construction, photograph completed cushion</p> <p>Present Folio, electronic presentation cushion to be labelled with details of fabric composition and care requirements</p> <p>Cost sheet Material costs</p> <p>Production timescale Time taken to plan, prepare and complete the item</p> <p>Evaluate Identify / record strengths and areas for improvement and any adjustment made to the design and process</p>

Unit 204 **Design and make coordinated decorative cushions**

Supporting information

Guidance

Construct

The cushion will have a decorative technique applied as the major design feature; the cushion cover must have a lining attached, this may be attached by hand or machine. Minimum size of cushion 40 cm diameter or side edge, use construction and decorative technique from those sampled, piping alone will not be sufficient. A commercial obtained cushion pad may be used.

UAN:	R/505/7371
Level:	2
Credit value:	6
GLH:	45

Learning outcome
The learner will:
1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can:
1.1 describe health and safety regulations relating to the making of a interlined Roman blinds
1.2 describe tools, equipment and materials used to make interlined Roman blinds
1.3 describe the care of tools and equipment used for making interlined Roman blinds
1.4 use tools, equipment and materials safely to make interlined Roman blinds

Range
Regulations Health and Safety at Work Act, (PAT testing). COSHH and current legislations; ie. Fire Regulations. European Standard for Internal Blinds (EN13120), cord breakers for blinds
Tools Pins, needles, scissors
Equipment Sewing machine, iron, ironing board, tape measures, retractable steel tape, set square
Materials Paper, pencils, crayons, fabrics, threads, tailors chalk, rods, cord, cord guides, rings, hook and loop tape, head rails (wooden, commercial), design materials eg colouring materials, pencils, paper

Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome

The learner will:

2. understand materials and techniques for making interlined Roman blinds

Assessment criteria

The learner can:

- 2.1 describe a range of **materials** to make interlined Roman blinds
- 2.2 describe the **characteristics** of a range of materials
- 2.3 describe a range of **haberdashery** required to make interlined Roman blinds
- 2.4 describe the **calculations** required for making Roman blinds
- 2.5 describe **components** used for Roman blinds
- 2.6 describe **techniques and processes** to make Roman blinds

Range**Materials**

Fabrics - light, medium, heavyweight - natural, manmade, mixed fibres
 linings – woven, natural, manmade, mixed fibres, blackout
 interlinings standard, thermal, synthetic, natural

Characteristics

Synthetic – pressing temperatures
 Natural – care, washability
 Fringing – loop, cut, woven edge
 Braids – woven, flexibility
 Blackout – handling, stitching

Haberdashery

Threads - machine and hand. Needles - machine and hand. Braids and trims, hook and loop tape, cords, acorns, rings, cleats

Calculations

Measuring window – height, width, interior/exterior of the recess
 Applying adjustments – thickness of fabric, functional spacing
 Fabric requirement – pattern matching, hem allowances
 Rod pocket spacing – effective division of length for spacing
 Cord length calculations

Components

Head rails – wooden batten, commercially available systems
 cord control mechanisms and retainers (cleats)
 Cord guides, bottom bar, rods

Techniques and processes

Hand-stitches – herring bone, stab stitch, lock stitch, ladder stitch, slip stitch

hook and loop tape attached

Rings attached - hand, machine

Cording applied to the left or right

Decorative techniques eg braids and trims inserted and applied

Rod/dowel pockets integrated or applied to lining

Interlined mitres

pattern match

Learning outcome

The learner will:

3. be able to research contextual influences relating to making interlined Roman blinds

Assessment criteria

The learner can:

- 3.1 **research** styles and ideas for blinds designs
- 3.2 research contextual influences
 - a. historical
 - b. cultural
 - c. contemporary
- 3.3 present research in a **logical format**

Range/Guidance

Research

From primary and secondary sources, current trends, key soft furnishers, printed sources, retail outlets, museums, websites

Logical format

Research and designs presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation

Learning outcome

The learner will:

4. be able to sample materials and techniques to make interlined Roman blinds

Assessment criteria

The learner can:

- 4.1 produce visuals of design ideas using
 - a. colour
 - b. line
 - c. texture
 - d. form

e. shape

4.2 select materials

4.3 use materials and techniques to make interlined Roman blinds

4.4 estimate the time and cost to make interlined Roman blinds

Learning outcome
The learner will: 5. be able to design and make interlined Roman blinds
Assessment criteria
The learner can: 5.1 develop a statement of intent 5.2 produce a working drawing 5.3 prepare selected materials 5.4 make a interlined Roman blinds 5.5 record the stages followed to make interlined Roman blinds 5.6 present interlined Roman blinds 5.7 produce a cost sheet 5.8 produce production timescales 5.9 evaluate the completed interlined Roman blinds

Range/Guidance
Statement of intent Written description of the suggested design which satisfies client requirements
Working drawing annotated sketch of interlined Roman blind with fabric swatch and measurements
Record Record stages of work, eg photographic or written; including any adjustments made during construction, photograph completed blind
Present Folio, electronic presentation Roman blind to be labelled with details of fabric composition and care requirements
Cost sheet Material costs
Production timescale Time taken to plan, prepare and complete the item
Evaluate Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 205 Making interlined Roman blinds

Supporting information

Guidance

2.5 Identify their **suppliers and cost** Use appropriate fabric to machine stitch a pattern match, minimum size A3 finished with pattern match on long side

Construct

Make a Roman blind minimum size of 1m drop, 60cm width. Use construction techniques from those sampled, machine stitching must not be visible from right side of blind

Unit 206

Design and make a lined tailored lampshade

UAN:	M/505/7376
Level:	2
Credit value:	6
GLH:	47

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 describe fire safety and health and safety regulations relating to the making of a lined tailored lampshade 1.2 describe tools, equipment and materials used to make a lined tailored lampshade 1.3 describe the care of tools and equipment used for making lined tailored lampshade 1.4 use tools and equipment safely to make a lined tailored lampshade

Range
Regulations: Furniture and Furnishings (Fire Safety) Regulations 1988/1989, 1993 and 2010 or An understanding of the domestic Fire Regulations Portable Appliance Testing (PAT), Health and Safety at Work Act COSHH
Tools and equipment Sewing machine, Pins, Needles, scissors, thimble, threads, tape measure, lampshade frame
Materials Woven and knitted fabrics, natural man-made fibres, lampshade tape, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome

The learner will:

2. understand the characteristics of materials and techniques required to produce a lined tailored lampshade

Assessment criteria

The learner can:

- 2.1 describe types of **lampshade frames** suitable for a lined tailored lampshade
- 2.2 describe the **characteristics** of lampshade materials
- 2.3 describe the **techniques** for making a lined tailored lampshade and hand-made trimmings

Range**Lampshade Frames****Styles**

Empire

Bowed

Fluted

Oval

With or without collar

Height in relation to size of base

Characteristics:

Woven – good bias stretch, close-weave, natural, man-made fibres

Knitted fabrics – man-made, silk

Narrow tape – cotton, loose-weave with bias stretch

Techniques

Strip old materials from frame

Restore frame

Tape frame

Establish centre point for pattern placement, measuring width and length of segment

Fit fabric to frame segments

mark strut placement

Stitch – by hand -streatly stitch, machine stitch

Lining pattern

Fit and stitch to the frame

Neaten gimple fitting

hand-made trimming - pleated, gathered ribbons, manipulated fabric edge, beaded trim, piped edge, placement of join

Learning outcome
The learner will: 3. be able to research contextual influences relating to the design of a lined tailored lampshade
Assessment criteria
The learner can: 3.1 research lined tailored lampshades a. historical b. cultural c. contemporary 3.2 present research in a logical format

Range/Guidance
Research From primary and secondary sources, e.g. current trends, key designer makers (national and international), websites, books, journals, exhibitions and shows, museums
Logical format Research presented in an organised manner to present to an individual e.g. folio, electronic presentation

Learning outcome
The learner will: 4. be able to sample techniques and processes for a lined tailored lampshade and hand-made trimmings
Assessment criteria
The learner can: 4.1 produce visuals of design ideas using a. colour b. line c. texture d. form e. shape 4.2 select materials and fabric suited to lined tailored lampshade 4.3 use materials to sample techniques 4.4 estimate the cost and time required to produce lined tailored lampshade

Range/Guidance
Estimate cost and time to produce a lined tailored lampshade, Estimate fabric quantity req

Learning outcome
The learner will: 5. be able to produce a lined tailored lampshade with handmade trimmings
Assessment criteria
The learner can: 5.1 develop statements of intent for a lined tailored lampshade 5.2 make the lined tailored lampshade 5.3 make a cutting plan 5.4 record the steps followed during the production construction process 5.5 present the lined tailored lampshade 5.6 produce a cost sheet 5.7 produce production timescales 5.8 evaluate the finished lined tailored lampshade against the statement of intent

Range/Guidance
<p>Statement of intent Written description of the suggested design which satisfies client requirements. Include a story board showing fabric and trimming samples and how they would compliment the and style of the lampshade and lamp base.</p> <p>cutting plan measure the lampshade, produce a cutting plan to scale, avoiding waste</p> <p>Record the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation</p> <p>Present: display the finished Lined tailored lampshade</p> <p>Cost sheet Material costs</p> <p>Production Timescales time taken to plan, construct and complete Lined tailored lampshade</p> <p>Evaluate Identify / record strengths and areas for improvement and any adjustment made to the design and process</p>

Unit 207

Making a stuff over seat

UAN:	A/505/7378
Level:	2
Credit value:	7
GLH:	48

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 describe the fire safety and health and safety regulations relating to the making of stuff over seat 1.2 describe tools, equipment and materials used to make stuff over seat 1.3 describe the care of tools and equipment used for making stuff over seat 1.4 use tools and equipment safely to make stuff over seat

Range
Regulations: Current furniture and Furnishings (Fire Safety) Regulations Portable Appliance Testing (PAT), Health and Safety at Work Act COSHH
Tools and equipment Stripping down Ripping chisel, wooden mallet, tack lifter, craft knife, pliers and pincers, wire cutters
Upholstery Magnetic tack hammer, webbing stretcher, needles, pins, scissors, adhesive, stuffing regulator, measuring tools, upholsterer's horse
Materials Threads, twine, needles, fixings, webbings, Hessian, calico, wadding, stuffing

Use tools and equipment

Daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome

The learner will:

2. understand the characteristics of materials required to produce stuff over seats

Assessment criteria

The learner can:

- 2.1 identify a range of **woven upholstery fabrics**
- 2.2 describe the **characteristics** of a range of materials and covering fabrics
- 2.3 describe **types of traditional techniques** and processes for stuff over seat
- 2.4 state the importance of **material care**
- 2.5 describe **storage requirements** for a range of upholstery fabrics and materials

Range**Woven upholstery fabrics**

Woven fabric (e.g., natural and man made fibres)

Edge trimmings- fringes, braids, studs – single, strip

Characteristics:

Webbing – inflexible and stable

Hessian – strong, tight-weave

Calico – smooth, tight- weave

Wadding – softness, malleable

Stuffing – softness, structure

Bottoming – firm, tight-weave

Fabrics – functional and decorative

Covering Fabrics

Size of pattern – large single patterns - to be contained within seat size

All patterns to be centred

Durability – weave not to contain floating threads

Colour – to compliment colour of show wood

Types of traditional functional techniques and processes

webbing

tacking

bridle ties

stuffing

stitching – blind, ladder, edge roll

<p>regulating calico covering wadding top covering – taut, matching corners</p> <p>Material Care Scotch guard</p> <p>Storage requirements Dry Storage for all Fabrics – rolled, horizontal Stuffings/Waddings – in contained packaging</p>
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Learning outcome
The learner will:
3. be able to research contextual influences relating to the design of stuff over seats
Assessment criteria
The learner can:
3.1 research stuff over seats
a. historical
b. cultural
c. contemporary
3.2 present research in a logical format

Range/Guidance
Research
From primary and secondary sources, e.g. current trends, websites, books, exhibitions and museums, historic houses
Logical format
Research presented in an organised manner to present to an individual e.g. folio, electronic presentation

Learning outcome
The learner will:
4. be able to produce samples for traditional stuff over seats
Assessment criteria
The learner can:
4.1 produce visuals of design ideas using
a. colour
b. line
c. texture
d. form
e. shape
4.2 measure the stuff over seat

4.3	estimate fabric quantity required
4.4	select upholstery materials and fabrics suited to stuff over seats
4.5	use materials to sample traditional techniques and processes
4.6	estimate the cost and time required to produce stuff over seats

Range/Guidance
<p>Measure</p> <p>Establish centre point for pattern placement, measuring width and length, front to back and side to side at widest point taking into account depth of seat and under-wrap allowance for fixing</p> <p>Estimate cost and time to produce a traditional upholstered stuff over seat</p>

Learning outcome
<p>The learner will:</p> <p>5. be able to make a stuff over seat</p>
Assessment criteria
<p>The learner can:</p> <p>5.1 develop statements of intent for a stuff over seat</p> <p>5.2 prepare the frame for the stuff over seat</p> <p>5.3 make a cutting plan</p> <p>5.4 make the stuff over seat using traditional techniques and processes</p> <p>5.5 record the steps followed during the production process</p> <p>5.6 present the stuff over seat</p> <p>5.7 produce a cost sheet</p> <p>5.8 produce production timescales</p> <p>5.9 evaluate the finished stuff over seat against the statement of intent</p>

Range
<p>Statement of intent</p> <p>Written description of the suggested design which satisfies client requirements. Include a Story board showing fabric and trimming samples and how they would compliment the style</p> <p>Prepare the frame</p> <p>Strip - Repairing wooden joints, replacing losses, Show wood - stripping finishes, staining, replacing and restoring finishes, polishing, colour matching new to old finishes, wax or varnish.</p> <p>Cutting plan</p> <p>Measure the stuff over seat, produce a cutting plan to scale, avoiding waste</p> <p>Record the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation Present: display the finished traditional upholstered stuff over seat</p>

Cost sheet

Material costs

Production Timescales

Time taken to plan, construct and complete stuff over seat

Evaluate

Identify / record strengths and areas for improvement in the construction process.

Unit 208**Upholster a modern ottoman or box, with a buttoned lid**UAN: F/505/7379Level: 2Credit value: 7GLH: 47**Learning outcome**

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

Assessment criteria

The learner can:

- 1.1 describe fire safety and health and safety **regulations** relating to the making of a modern upholstered ottoman or box, with a buttoned lid
- 1.2 describe **tools, equipment and materials** used to make a modern upholstered ottoman or box with a lid
- 1.3 describe the **care** of tools and equipment used for making modern upholstered ottoman or box with a lid
- 1.4 use tools and equipment safely to make a modern upholstered ottoman or box with a lid

Range**Regulations:**

Current furniture and Furnishings (Fire Safety) Regulations
 Portable Appliance Testing (PAT), Health and Safety at Work Act
 COSHH

Tools and equipment

Stripping down: Ripping chisel, wooden mallet, tack lifter, craft knife,

foam cutter, pliers and pincers

Upholstery: Hammer, Staple gun, needles, pins, scissors, adhesives, measuring tools, design materials eg colouring materials, pencils, paper

Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. understand the characteristics of materials and techniques required to produce a ottoman or box with a lid
Assessment criteria
The learner can: 2.1 describe a range of woven upholstery fabrics and trimmings 2.2 describe the characteristics of a range of materials and covering fabrics and trimmings 2.3 describe types of techniques and processes for a modern upholstered ottoman or box with a lid 2.4 state the importance of material care 2.5 describe storage requirements for a range of upholstery fabrics and materials

Range
<p>Woven upholstery fabrics Woven fabric (e.g., natural and man made fibres)</p> <p>Characteristics: Calico – smooth, tight- weave Bottoming – firm, tight-weave Seating foam – firm, depth: not less than 7.5cm for the top, not more than 2 cm from the sides Stay chain – strong, fixed, angle of open lid</p> <p>Fabrics Functional and Decorative</p> <p>Covering Fabrics Size of pattern – large single patterns - to be contained within seat size All patterns to be centred Durability – weave not to contain floating threads Colour – to compliment colour of show wood</p> <p>Trimmings Needs to compliment style of stool Woven braid Piping – single and double Durability – weave not to contain long floating threads Colour – to compliment show wood and top fabric Handle – tassel/knob</p> <p>Types of techniques and processes Smooth wooden surfaces Identify button placement</p>

<p>Drill buttoning holes</p> <p>Adhere foam to wood</p> <p>Consideration of placement of join for side covering</p> <p>Attach calico sub-cover to achieve clean lines</p> <p>Attach top cover side and lid</p> <p>Attach button/s</p> <p>Attach lining to box and lid</p> <p>Add trimming</p> <p>Attach stay chain</p>
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<p>Learning outcome</p>
<p>The learner will:</p> <p>3. be able to research contextual influences relating to the design of a modern ottoman or box with a lid</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>3.1 research upholstered ottomans and boxes with button lids</p> <ul style="list-style-type: none"> a. historical b. cultural c. contemporary <p>3.2 present research in a logical format</p>

<p>Range/Guidance</p>
<p>Research</p> <p>From primary and secondary sources, e.g. current trends, key designer makers (national and international), websites, books, journals, exhibitions and shows, museums</p>
<p>Logical format</p> <p>Research presented in an organised manner to present to an individual e.g. folio, electronic presentation</p>

<p>Learning outcome</p>
<p>The learner will:</p> <p>4. be able to sample the techniques and processes for a upholstered modern ottoman or box with a lid</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>4.1 produce visuals of design ideas using</p> <ul style="list-style-type: none"> a. colour b. line c. texture d. form e. shape <p>4.2 measure the modern upholstered ottoman or box with a lid</p>

4.3	estimate fabric quantity required
4.4	select a upholstery materials and fabric suited to upholstered ottoman or box with a lid
4.5	use materials to sample techniques and processes
4.6	estimate the cost and time required to produce modern upholstered ottoman or box with a lids

Range/Guidance
<p>Measure</p> <p>Establish centre point for pattern placement, measuring width and length, front to back and side to side. lid measurements to include any under-wrap allowance needed for fixing.</p> <p>Estimate cost and time to produce a traditional upholstered stuff over seat</p>

Learning outcome
The learner will:
5. be able to upholster a modern ottoman or box with a lid
Assessment criteria
The learner can:
5.1 develop statements of intent for a modern ottoman or box with a lid
5.2 prepare the modern ottoman or box with a lid
5.3 use techniques and processes
5.4 make cutting plans
5.5 record the steps followed during the production process
5.6 present the modern ottoman or box with a lid
5.7 produce a cost sheet
5.8 produce production timescales
5.9 evaluate the finished modern ottoman or box with a lid against the statement of intent

Range/Guidance
<p>Statement of intent</p> <p>Written description of the suggested design which satisfies client requirements. Include a story board showing fabric and trimming samples and how they would compliment the style.</p> <p>Prepare</p> <p>Strip - Make good any defects</p> <p>Cutting plan</p> <p>measure the ottoman or box , produce a cutting plan to scale, avoiding waste</p> <p>Record the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation</p>

Present: display the finished traditional upholstered Ottoman or box

Production Cost sheet

Material costs,

Production Timescales

time taken to plan and construct ottoman

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 209

Making a traditional upholstered stool

UAN:	T/505/7380
Level:	2
Credit value:	7
GLH:	47

Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment

Assessment criteria

The learner can:

- 1.1 describe fire safety and health and safety **regulations** relating to the making of a traditional upholstered stool
- 1.2 describe **tools, equipment and materials** used to make a traditional upholstered stool
- 1.3 describe the **care** of tools and equipment used for making traditional upholstered stool
- 1.4 use tools and equipment safely to make a traditional upholstered stool

Range

Regulations

Furniture and Furnishings (Fire Safety) Regulations 1988/1989, 1993 and 2010 or An understanding of the domestic Fire Regulations
Portable Appliance Testing (PAT), Health and Safety at Work Act
COSHH

Tools and equipment

Stripping down Ripping chisel, wooden mallet, tack lifter, craft knife,

<p>pliers and pincers Upholstery Magnetic tack hammer, webbing stretcher, needles, pins, scissors, adhesive, stuffing regulator, measuring tools, upholsterer's horse</p> <p>Materials Threads, twine, needles, fixings, webbings, Hessian, calico, wadding, stuffing, design materials eg colouring, materials, pencils, paper</p> <p>Care daily use and maintenance e.g. care, cleaning and storage, visual checks</p>
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Learning outcome
The learner will:
2. understand the characteristics of materials, fabrics and trimmings required to produce a traditional upholstered stool
Assessment criteria
The learner can:
2.1 describe a range of woven upholstery fabrics and trimmings
2.2 describe the functional and decorative characteristics of a range of materials and covering fabrics and trimmings
2.3 describe types of traditional functional techniques and processes for traditional upholstered stools
2.4 state the importance of material care
2.5 describe storage requirements for a range of upholstery fabrics and materials

Range
<p>Woven upholstery fabrics Woven fabric (e.g., natural and man made fibres)</p> <p>Functional Characteristics: Webbings – inflexible, stable Hessian – strong, tight-weave Calico – smooth, tight- weave Wadding – softness, malleable Stuffing – softness, structure Bottoming – firm, tight-weave</p> <p>Decorative Characteristics Covering Fabrics Size of pattern – large single patterns - to be contained within seat size All patterns to be centred Durability – weave not to contain floating threads Colour – to compliment colour of show wood</p>

Trimming

Needs to compliment style of stool

Woven braid

Piping – single and double

Durability – weave not to contain long floating threads

Colour – to compliment show wood and top fabric

Types of traditional functional techniques and processes

Webbing

Tacking

Bridle ties

Stuffing ties

Stuffing

Blind stitching

Regulating

Edge roll

Wadding

Learning outcome

The learner will:

3. be able to research contextual influences relating to the design of a traditional upholstered stool

Assessment criteria

The learner can:

- 3.1 **research** exemplar pieces of furniture
 - a. historical
 - b. cultural
 - c. contemporary
- 3.2 present research in a **logical format**

Range/Guidance

Research

From primary and secondary sources, e.g. current trends, websites, books, exhibitions and museums, historic houses

Logical format

Research presented in an organised manner to present to an individual e.g. folio, electronic presentation

Learning outcome

The learner will:

4. be able to produce samples for traditional upholstered stools

Assessment criteria

The learner can:

- 4.1 produce visuals of design ideas using
 - a. colour
 - b. line
 - c. texture
 - d. form
 - e. shape
- 4.2 **measure** the upholstered stool
- 4.3 estimate fabric quantity required
- 4.4 select a upholstery **materials and fabric** suited to upholstered seats
- 4.5 use materials to sample **traditional functional techniques and processes**
- 4.6 **estimate the cost and time** required to produce upholstered stools

Range/Guidance
<p>Measure Establish centre point for pattern placement, measuring width and length, front to back and side taking into account depth of stool and under-wrap allowance for fixing</p> <p>Traditional functional techniques and processes Webbing Tacking Bridle ties Stuffing ties Stuffing Regulating Wadding Calico cover Trimming Braid: attachment by stitching, attachment by gluing Piping: Attachment with tacks Consideration of placement of join</p> <p>Estimate cost and time to produce a traditional upholstered stuff over seat</p>

Learning outcome
The learner will: 5. be able to produce a traditional upholstered stool
Assessment criteria
The learner can: 5.1 develop statements of intent for a traditional upholstered stuff over seat 5.2 produce a story board for upholstered stools 5.3 strip the upholstered stools 5.4 use traditional functional techniques and processes 5.5 cut out fabric avoiding waste 5.6 record the steps followed during the production process 5.7 present the upholstered stools 5.8 produce a cost sheet 5.9 produce production timescales 5.10 evaluate the finished upholstered stools against the statement of intent

Range
<p>Statement of intent Written description of the suggested design which satisfies client requirements</p>

Story board

Fabric and trimming samples to show how they would compliment the colour of show wood and style of piece.

Visuals of piece of furniture, in-situ to show the setting

Sketch of the piece with selected fabric indicated

Strip, clean and restore The stool will have wooden legs finished by the candidate with stain varnish or polish,

Use traditional production techniques

Webbing, tacking, hessian, stuffing ties, bridle ties, stuffing, regulating, edge roll, felt, and fitting of a calico sub cover, to achieve clean lines prior to top cover. Fit top cover with tacks, mitre corners, Fix trimmings with gip pins or stitching Attach bottoming, secure legs in place.

Cut out

Prepare and handle fabrics correctly

Record the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation

Present: display the finished traditional upholstered stuff over seat

Production Cost sheet

Material costs,

Production Timescales

time taken to plan, construct and complete Stuff over seat

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 210

Design and apply decorative techniques to textiles for interiors

UAN:	J/505/7383
Level:	2
Credit value:	6
GLH:	46

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** relating to the making of decorative textiles for interiors
- 1.2 describe **tools, equipment and materials** used to make decorative textiles for interiors
- 1.3 describe the **care** of tools and equipment used for making decorative textiles for interiors
- 1.4 use tools, equipment and materials safely to make decorative textiles for interiors

Range

Regulations

Health and Safety at Work Act, (PAT testing), COSHH and current legislations, Fire Regulations, PPE

Tools

pins, needles, scissors, stamps, stencil, paint brushes, printing blocks

Equipment

sewing machine, iron, ironing board, tape measures, retractable steel

tape, set square
<p>Materials paper, pencils, crayons, fabrics, threads, fabric colouring mediums, dye, design materials eg colouring materials, pencils, paper</p>
<p>Care daily use and maintenance e.g. care, cleaning and storage, visual checks</p>

Learning outcome
The learner will:
2. understand the characteristics of materials used for decorative textiles for interiors
Assessment criteria
The learner can:
2.1 describe a range of materials to make decorative textiles for interiors
2.2 describe the characteristics of a range of fabrics to make decorative textiles for interiors
2.3 describe the characteristics of colouring materials to make decorative textiles for interiors
2.4 describe techniques and processes to make decorative textiles for interiors

Range
<p>Materials fabrics - light, medium and heavyweight, synthetic, natural colouring - surface colouring, fabric crayons, fabric paints, dye, wax, foils thread</p>
<p>Characteristics (fabrics) synthetic – pressing temperatures, pile, weave, washability, fire retardation natural – care, washability, weave, pile, fire retardation</p>
<p>Characteristics (colouring) fabric crayons – ease of use fabric paints - finish dye – solid colour wax - resist foils - patina</p>
<p>Techniques and process shibori, painting, fabric crayon, dyeing marbling, printing, heat transfer, discharge, batik, stencilling, stitch - line stitches, texture stitches</p>

appliqué
pattern repeat
edge techniques - fraying, hemming.

Learning outcome
The learner will: 3. be able to research contextual influences relating to decorative textiles for interiors
Assessment criteria
The learner can: 3.1 research ideas for decorative textiles for interiors a. historical b. cultural c. contemporary 3.2 present research in a logical format .

Range/Guidance
Research from primary and secondary sources, current trends, key designer makers, printed sources, retail outlets, museums, websites
Logical format research and designs presented in an organised manner to present to an individual - folio, sketch book

Learning outcome
The learner will: 4. be able to apply decorative techniques to textiles for interiors
Assessment criteria
The learner can: 4.1 produce visuals using a. colour b. line c. texture d. shape e. form 4.2 select materials 4.3 use materials and techniques to apply decorative techniques to textiles 4.4 record techniques and processes used 4.5 estimate the time and cost to apply decorative techniques to textiles

Range/Guidance
Visuals develop original design ideas thumbnails, roughs, developed design ideas
Record label with details of the material composition and the care requirements

for fabrics and yarns.

Learning outcome

The learner will:

5. be able to apply decorative techniques to textiles for interiors

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **working drawing**
- 5.3 prepare selected materials
- 5.4 apply decorative techniques to textiles for interiors
- 5.5 record the stages followed to apply decorative techniques to textiles for interiors
- 5.6 **present** decorative textiles for interiors following a statement of intent
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed decorative textiles

Range/Guidance

Statement of intent

written description of the suggested design which satisfies client requirements

Working drawing

sketch of the designs for the length of fabric, showing the decoration

Finish

fixing colour, finish the presentation edge

Present

folio

decorated interior textile to be labelled with details of fabric composition and care requirements

Cost sheet

material costs for the decorated length of fabric

Production timescales

estimate of the time required to complete the design scheme

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 210

Design and apply decorative techniques to textiles for interiors

Supporting information

Guidance

Produce

A decorative length of embellished interior textile applying eg yarn, colouring mediums etc Record the steps followed during the decorative process including any modifications eg photographic, written

Unit 211

Design an interior loft space

UAN:	L/505/7384
Level:	2
Credit value:	6
GLH:	46

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 describe health and safety regulations related to creating an interior design scheme 1.2 describe tools, equipment and materials used for creating an interior design scheme. 1.3 describe the care of tools and equipment and materials used for creating interior design schemes 1.4 use tools, equipment and materials safely when producing an interior design scheme.

Range
Regulations Health and Safety at Work Act, PAT testing. COSHH, PPE
Tools pens, scale rule, set square, circle template, compass, cutting knife, steel rule
Equipment drawing board, cutting mat, retractable steel tape
Materials pencils, paper, fine markers, board, crayons, paint, adhesives, design materials eg colouring materials, pencils, paper

Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. understand the characteristics of materials and techniques required for designing an interior loft space
Assessment criteria
The learner can: 2.1 describe a range of materials for the design of a loft space 2.2 describe the characteristics of a range of materials used in designing an interior loft space 2.3 describe a range of techniques for interior design schemes 2.4 describe the importance of positioning requirements in designing an interior loft space

Range
Materials wall, floor, ceiling coverings, window treatments, furniture and furnishings incorporating colour, line, texture, shape and form.
Characteristics functional, decorative
Techniques create and adjust room designs to compliment a variety of interior styles colour rendering - applicable to scale
Positioning requirements Services - electric switches, sockets and appliances, heating sources, telecommunications equipment. Furniture and furnishings - safe traffic flow Accessories - mirrors, pictures, plants

Learning outcome
The learner will: 3. be able to research contextual influences on designing an interior loft space
Assessment criteria
The learner can: 3.1 research the design development of loft spaces a. historical b. cultural c. contemporary 3.2 present research in a logical format .

Range/Guidance
<p>Research primary and secondary sources eg designers, printed sources including design and architecture magazines/journals, exhibitions/ museums, websites</p> <p>Logical format research presented in an organised manner to present to an individual e.g. folio, sketchbook</p>

Learning outcome
<p>The learner will: 4. be able to plan and manage the designing of an interior loft space</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 develop visuals of design ideas using a. colour b. line c. texture d. shape e. form</p> <p>4.2 select materials 4.3 produce site surveys 4.4 sketch a range of layouts 4.5 estimate the time and cost to make the room design</p>

Range/Guidance
<p>Site survey measure and record room size accurately. record aspect</p> <p>Layout – plan space effectively for the function of the room, traffic flow, positioning of services, heating, lighting – full, accent, task</p>

sloping ceilings/walls, angles and skylights, dormers

Learning outcome

The learner will:

5. be able to create an interior design scheme for a domestic loft space

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce **plan and elevations** of loft space
- 5.3 produce a **design board**
- 5.4 produce a **cost sheets**
- 5.5 produce a **production timescale** for design work
- 5.6 **present** interior design scheme following a statement of intent
- 5.7 **evaluate** the completed design scheme

Range/Guidance

Statement of Intent

Written description of the suggested design which satisfies client requirements and considers the aspect of the room - to include a co-ordinated colour scheme for walls, floors, furniture, furnishings and accessories

Scale drawings

A scale of 1:50 and 1:20

Room Plan

Labelled floor plan

Wall elevations

Design board

Visual description of the colour scheme for a room and the style of furniture, furnishings fittings and accessories.

Cost sheet

Material costs for the design work

Material costs for the designed scheme

Production timescales

Estimate of the time required to complete the design scheme

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 211 Design an interior loft space

Supporting information

Guidance

Can use electronic drawing packages for some elements of work, but must be able to produce hand-drawn visuals to scale – LO5 must be hand-drawn,
Requirements- Primary use as sleeping accommodation with secondary use as a personal space. There will be no bathroom provision

UAN:	R/505/7385
Level:	2
Credit value:	6
GLH:	43

Learning outcome
The learner will:
1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can:
1.1 describe health and safety regulations related to creating an interior design scheme
1.2 describe tools, equipment and materials used for creating an interior design scheme
1.3 describe the care of tools and equipment and materials used for creating interior design schemes
1.4 use tools, equipment and materials safely when producing an interior design scheme

Range
Regulations Health and Safety at Work Act, PAT testing. COSHH
Tools, equipment and materials drawing board and drawing tools, measuring tools, cutting tools, painting tools. design materials e.g. colouring materials, pencils, paper, fine markers, board, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. understand the characteristics of materials required for the design of home based offices
Assessment criteria
The learner can: 2.1 describe a range of materials for the design of a home based office 2.2 describe the characteristics of a range of materials used in the design of home based offices 2.3 describe a range of techniques and processes for design of home based offices 2.4 describe the importance of positioning services in designing home based offices

Range
Materials Wall, floor and ceiling coverings window treatments, furniture and furnishings
Characteristics Functional Decorative
Techniques and processes Create and adjust room designs to compliment a variety of interior styles

Learning outcome
The learner will: 3. be able to research contextual influences on the design of a home based office
Assessment criteria
The learner can: 3.1 research the design development of home based offices a. historical b. cultural c. contemporary 3.2 present research in a logical format

Range/Guidance
Research primary and secondary sources eg current designers, printed

<p>sources including magazines/journals, exhibitions/ museums, websites.</p> <p>Logical format research presented in an organised manner to present to an individual e.g. folio, sketchbook</p>
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Learning outcome
The learner will:
4. be able to plan and manage the design of home based offices
Assessment criteria
The learner can:
4.1 develop visuals of design ideas using
a. colour
b. line
c. texture
d. shape
e. form
4.2 select materials
4.3 produce site surveys
4.4 sketch a range of layouts
4.5 estimate the time and cost to make the room design

Range/Guidance
Site survey Measure and record room size accurately, record aspect
Layout Plan space effectively for the function of the room, traffic flow, positioning of services, heating, lighting – full, accent, task

Learning outcome
The learner will:
5. be able to create an interior design scheme for a home based office
Assessment criteria
The learner can:
5.1 develop a statement of intent
5.2 produce scale drawings of a room plan

- 5.3 produce a design board
- 5.4 produce a cost sheet
- 5.5 produce a production timescale for design work
- 5.6 present interior design scheme following a statement of intent
- 5.7 evaluate the completed design scheme

Range/Guidance
<p>Statement of Intent written description of the suggested design which satisfies client requirements and considers the aspect of the room - to include a co-ordinated colour scheme for walls, floors, furniture, furnishings and accessories.</p>
<p>Scale drawings a scale of 1:50 and 1:20</p>
<p>Room Plan labelled floor plan wall elevations</p>
<p>Design board Visual description of the colour scheme for a room and the style of furniture, furnishings fittings and accessories.</p>
<p>Cost sheet material costs for the design work material costs for the designed scheme</p>
<p>Production timescales estimate of the time required to complete the design scheme</p>
<p>Evaluate Identify / record strengths and areas for improvement and any adjustment made to the design and process</p>

Unit 213

Design interiors for a bedroom with en suite shower room

UAN:	Y/505/7386
Level:	2
Credit value:	6
GLH:	46

Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

Assessment criteria

The learner can:

- 1.1 describe health and safety **regulations** related to creating an interior design scheme
- 1.2 describe **tools, equipment and materials** used for creating an interior design scheme
- 1.3 describe the **care** of tools and equipment and materials used for creating interior design schemes
- 1.4 use tools, equipment and materials safely when producing an interior design scheme

Range

Regulations

Health and Safety at Work Act, PAT testing, COSHH

Tools, equipment and materials

drawing board and drawing tools, measuring tools, cutting tools, painting tools. design materials e.g. colouring materials, pencils, paper/ fine markers, board, design materials eg colouring materials, pencils, paper

Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. understand the characteristics of materials required for designing interiors for bedrooms with en suite shower rooms
Assessment criteria
The learner can: 2.1 describe a range of materials for designing interiors for bedrooms with en suite shower rooms 2.2 describe the characteristics of a range of materials used for designing interiors for bedrooms with en suite shower rooms 2.3 describe a range of techniques and processes for interior design 2.4 describe the importance of positioning services in designing bedrooms with en suite shower rooms

Range
Materials wall, floor and ceiling coverings window treatments, furniture and furnishings
Characteristics Functional and decorative.
Techniques and processes Create and adjust room designs to compliment a variety of interior styles
Positioning requirements Services - electric switches, sockets and appliances, heating sources, water supply, waste water removal and telecommunications equipment. Furniture and furnishings - safe traffic flow Sanitary ware Accessories - mirrors, pictures, plants

Learning outcome
The learner will: 3. be able to research contextual influences on designing interiors for bedrooms with en suite shower rooms
Assessment criteria
The learner can: 3.1 research the design development of bedrooms with en suite shower rooms a. historical b. cultural c. contemporary 3.2 present research in a logical format

Range/Guidance
<p>Research primary and secondary sources eg current designers, printed sources including magazines/journals, exhibitions/ museums, websites</p> <p>Logical format research presented in an organised manner to present to an individual e.g. folio, sketchbook electronic presentation</p>

Learning outcome
<p>The learner will:</p> <p>4. be able to plan and manage the designing of interiors for bedrooms with en suite shower rooms</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 develop visuals of design ideas using</p> <ol style="list-style-type: none"> a. colour b. line c. texture d. shape e. form <p>4.2 select materials</p> <p>4.3 produce site surveys</p> <p>4.4 sketch a range of layouts</p> <p>4.5 estimate the time and cost to make the room design</p>

Range/Guidance
<p>Site survey Measure and record room size accurately, record aspect</p> <p>Layout Plan space effectively for the function of the room, traffic flow, positioning of services, heating, lighting – full, accent, task</p>

Learning outcome
<p>The learner will:</p> <p>5. be able to create a interior design scheme for bedrooms with en suite shower rooms</p>
Assessment criteria
<p>The learner can:</p> <p>5.1 develop a statement of intent</p> <p>5.2 produce scale drawings of room plans</p> <p>5.3 produce a design board</p> <p>5.4 produce a cost sheet</p> <p>5.5 produce a production timescale for design work</p>

- 5.6 present interior design scheme following a statement of intent
5.7 **evaluate** the completed design scheme

Range/Guidance

Statement of Intent

Written description of the suggested design which satisfies client requirements and considers the aspect of the room - to include a co-ordinated colour scheme for walls, floors, furniture, furnishings and accessories

Scale drawings

a scale of 1:50 and 1:20

Room Plan

labelled floor plan
wall elevations

Design board

Visual description of the colour scheme for a room and the style of furniture, furnishings, fittings and accessories.

Cost sheet

Material costs for the design work
Material costs for the designed scheme

Production timescales

Estimate of the time required to complete the design scheme

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 214

Using decorative colour techniques

UAN:	D/505/7387
Level:	2
Credit value:	6
GLH:	46

Learning outcome
The learner will: 1. Be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 describe health and safety regulations relating to using decorative colour techniques 1.2 describe tools, equipment and materials used for decorative colour techniques 1.3 describe the care of tools and equipment used for decorative colour techniques 1.4 use tools and equipment safely to create decorative colour techniques

Range
Regulations Health and Safety at Work Act, PAT testing. COSHH Safe wet cleaning of work stations
Tools Brushes, sponges, rag, texturing tools, stencils
Equipment Kettles, boards
Materials Paint, thinners, glazes, varnishes, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. understand the characteristics of materials for decorative colour techniques
Assessment criteria
The learner can: 2.1 describe characteristics of materials used for applying decorative colour techniques 2.2 describe decorative colour techniques 2.3 describe techniques for applying paint through stencils 2.4 describe processes for varnishing 2.5 explain the importance of drying times 2.6 describe storage requirements for decorated items in work and complete

Range
Materials Different types of each of the following materials: - paints, glazes, varnishes and brush cleansers
Characteristics Fluidity of materials Transparency – use of glazes Finish – gloss or matt Types – oil based, water based, acrylic Drying times
Techniques Application of flat surface colour Combing Dragging Sponging Rag rolling Ragging Stippling Stencilling Distressing for “shabby chic” effects
Storage requirements Temperature Atmospheric Dryness

Learning outcome
The learner will: 3. Be able to research contextual influences on the use of decorative colour techniques
Assessment criteria
The learner can: 3.1 research contextual influences in the use of decorative colour techniques a. historical b. cultural c. contemporary 3.2 present research in a logical format

Range/Guidance
Research From primary and secondary source material, websites; books, journals, exhibitions, shows, and museums
Logical format Research presented in an organised manner, eg folio, sketchbook electronic presentation

Learning outcome
The learner will: 4. Be able to plan, select materials to create decorative colour samples
Assessment criteria
The learner can: 4.1 select materials 4.2 use materials and techniques to produce decorative colour samples 4.3 create a stencil 4.4 produce sample boards using a. colour b. line c. texture d. shape e. form 4.5 record techniques used 4.6 estimate the time and cost to produce the samples

Range/Guidance
<p>Techniques Application of flat surface colour to all surfaces Application of techniques listed can be on diagonally split boards with two techniques per board –Combing, Dragging, Sponging, Rag rolling, Ragging, Stippling, Stencilling</p> <p>Create a stencil Design, cut and apply a stencil Stencilling can be applied to Sponged, Rag rolled, Ragged, Stippled or Distressed surfaces Each technique must be completed to final finish Samples must show half the technique left unvarnished and half varnished</p>

Learning outcome
The learner will: 5. Be able to finish an artefact with a decorative colour technique
Assessment criteria
The learner can: 5.1 develop a statement of intent 5.2 produce a working drawing 5.3 prepare selected materials 5.4 finish an item using a decorative colour technique, to the specified requirement 5.5 record the stages followed to finish an item using a decorative colour technique 5.6 present an item using a decorative colour technique 5.7 produce a production timescale 5.8 produce a cost sheet 5.9 evaluate an item using a decorative colour technique

Range/Guidance
<p>Statement of intent Written description of the suggested design which satisfies client requirements</p> <p>Working drawing Sketch of the artefact indicating, colour, line, texture, shape, form, surface decoration, dimensions, exploded drawing of any detailed areas</p> <p>Record Record the steps followed during the decorative process including any adjustments e.g. stage photographs, notes, electronic presentation</p> <p>Present</p>

Display the finished artefact

Production Timescales

Time taken to plan, produce and complete an artefact using decorative colour techniques

Cost sheet

Material costs

Evaluate

Identify / record strengths and areas for improvement in the

Unit 214 Using decorative colour techniques

Supporting Information

Guidance

The artefact may be selected from a wooden or metal product, functional or decorative

The artefact must be in a full state of repair. Surfaces must be clean, smooth and primed before flat surfaces are applied

Decorative colour techniques must be appropriate in scale to the size of the artefact

Unit 215

Creating decorative faux effects

UAN:	K/505/7389
Level:	2
Credit value:	6
GLH:	46

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 describe health and safety regulations relating to creating faux effects 1.2 describe tools, equipment and materials used for creating faux effects 1.3 describe the care of tools and equipment used for creating faux effects 1.4 use tools and equipment safely to create faux effects

Range
Regulations Health and Safety at Work Act, PAT testing. COSHH Safe wet cleaning of work stations
Tools Brushes, sponges, corks, feathers, rag, texturing tools
Equipment Kettles, boards
Materials Paint, glazes, thinners, varnishes, brush cleanser, design materials eg colouring materials, pencils, paper

Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. understand the characteristics of materials for faux effects work
Assessment criteria
The learner can: 2.1 describe characteristics of materials used for creating faux effects 2.2 describe techniques used for creating faux effects 2.3 describe processes for varnishing 2.4 explain the importance of drying times 2.5 describe storage requirements for decorated items in work and complete

Range
Materials paints, glazes, varnishes and brush cleanser
Characteristics Fluidity of materials Transparency – use of glazes Finish – gloss or matt Types – oil based, water based, acrylic Drying times
Techniques Application of flat surface colour Shading and blending Fantasy marble White vein marble Siena marble Lapis lazuli Polished concrete Oak graining Mahogany graining Cracklure for ageing effects
Storage requirements Temperature Atmospheric dryness

Learning outcome
The learner will: 3. be able to research contextual influences on the use of decorative faux effects
Assessment criteria

<p>The learner can:</p> <p>3.1 research contextual influences in the use of decorative faux effects</p> <ul style="list-style-type: none"> a. historical b. cultural c. contemporary <p>3.2 present research in a logical format</p>

<p>Range/Guidance</p> <p>Research From primary and secondary source material, websites; books, journals, exhibitions, shows, and museums</p> <p>Logical format Research presented in an organised manner, eg folio, sketchbook electronic presentation</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>4. be able to plan and select materials to create decorative faux effect samples</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>4.1 select materials</p> <p>4.2 use materials and techniques to produce decorative faux effect samples</p> <p>4.3 produce sample boards using</p> <ul style="list-style-type: none"> a. colour b. line c. texture d. shape e. form <p>4.4 record techniques used</p> <p>4.5 estimate the time and cost to produce the samples</p>
<p>Range/Guidance</p> <p>Techniques Application of flat surface colour to all surfaces Shading and blending, Fantasy marble, White vein marble, Siena marble, Lapis lazuli, polished concrete, Oak graining, Mahogany graining. Cracklure ageing effects</p> <p>Each technique must be completed to final finish Samples must show half the technique left unvarnished and half varnished</p>

<p>Learning outcome</p> <p>The learner will:</p>

5. be able to finish an artefact with a decorative faux effect
Assessment criteria
<p>The learner can:</p> <p>5.1 develop a statement of intent</p> <p>5.2 produce a working drawing</p> <p>5.3 prepare selected materials</p> <p>5.4 finish an item using a decorative faux effect, to the specified requirement</p> <p>5.5 record the stages followed to finish an item using a decorative faux effect</p> <p>5.6 present an item using a decorative faux effect</p> <p>5.7 produce a production timescale</p> <p>5.8 produce a cost sheet</p> <p>5.9 evaluate an item using a decorative faux effect</p>

Range/Guidance
<p>Statement of intent Written description of the suggested design which satisfies client requirements</p> <p>Working drawing Sketch of the artefact indicating, colour, line, texture, shape, form, surface decoration, dimensions</p> <p>Record Record the steps followed during the decorative process including any adjustments e.g. stage photographs, notes, electronic presentation</p> <p>Present Display the finished artefact</p> <p>Production Timescales Time taken to plan, produce and complete the artefact decorated with faux effects</p> <p>Cost sheet Material costs</p> <p>Evaluate Identify / record strengths and areas for improvement in the</p>

Unit 215 Creating decorative faux effects

Supporting Information

Guidance

The artefact may be selected from a wooden or metal product, functional or decorative

The artefact must be in a full state of repair. Surfaces must be clean, smooth and primed before flat surfaces are applied

Faux effects must be appropriate in scale to the size of the artefact

Unit 216

Understand how to work for a client to create a product

UAN:	M/504/5907
Level:	2
Credit value:	2
GLH:	13

Learning outcome

The learner will:

1. understand conventions and practices for a meeting with a client.

Assessment criteria

The learner can:

- 1.1 describe **key aspects** of meeting processes and procedures
- 1.2 describe the importance of taking notes and **recording outcomes** at meetings
- 1.3 describe **professional practice** when dealing with clients.

Range

Key aspects

eg the notification of meeting, agenda, location, post meeting procedures.

Recording outcomes

Taking notes eg as a reminder, and the formal recording of outcomes and key decisions.

Professional practice

Maintaining personal safety, time keeping, appropriate dress, appropriate body language, polite and focused communication, respecting the contributions of others.

Learning outcome

The learner will:

2. know how to present a viable product to a client.

Assessment criteria

The learner can:

- 2.1 describe methods of **presenting** product ideas to a client
- 2.2 explain why a product meets the **requirements** of a particular client
- 2.3 describe the requirements for an **agreement to proceed** with a project.

Range**Presenting**

eg visuals, sketches, photographs, maquette, scale model, electronic presentation.

Requirements

Time, cost, specification, quality.

Agreement to proceed

Signed off drawings, dated, payment terms, staged payment, timescales for delivery.

Any special conditions eg delivery to a particular venue, installation.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 identify **stages in an action plan** for the production of a product
- 3.2 identify **considerations** for sourcing materials
- 3.3 describe the **importance of monitoring** a project.

Range**Stages in an action plan**

eg preparing for production, production timescales, evaluating.

Considerations

Catalogue specialist suppliers, check delivery times, check current costings, possible alternatives, risks.

Importance of monitoring

To ensure that timescales and budget are adhered to, to be able to update the client.

UAN:	T/504/5908
Level:	2
Credit value:	2
GLH:	15

Learning outcome
The learner will: 1. know the features of a website.
Assessment criteria
The learner can: 1.1 identify different styles of multiple page websites used to promote products 1.2 describe the effectiveness of different features used on websites 1.3 describe the features for navigating a website 1.4 describe the effects of image sizes in downloading web pages.

Learning outcome
The learner will: 2. know the implications for creating a website.
Assessment criteria
The learner can: 2.1 identify guidelines that affect the creation of websites 2.2 describe how copyright constraints affect the use of information 2.3 describe ways to make a website accessible to all users.

Range
<p>Guidelines WC3 Worldwide Web Consortium.</p> <p>Copyright constraints Having written permission to use text or images generated by others. Use of copyright to protect intellectual property rights.</p> <p>Ways to make a website accessible WC3 Websafe/browser safe colour palette.</p>

Learning outcome
<p>The learner will:</p> <p>3. be able to create a multiple page website using web design application templates.</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 plan the layout of website content</p> <p>3.2 input content for a website</p> <p>3.3 use templates, editing and formatting tools to create a website</p> <p>3.4 check size, alignment and orientation of images</p> <p>3.5 proof read a website to ensure quality</p> <p>3.6 publish a finished website.</p>

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

UAN:	A/504/5909
Level:	2
Credit value:	2
GLH:	16

Learning outcome
The learner will: 1. know the benefits and risks of promoting a product through social networks.
Assessment criteria
The learner can: 1.1 describe how social networks are used to promote products 1.2 describe the benefits of using social networks to promote a product 1.3 describe the risks of using social networks to promote a product.

Range
Social networks Web based means for users to interact via the internet.
Benefits Speed, accessibility, ease of use.
Risks Threats to privacy, personal safety, trustworthiness.

Learning outcome
The learner will: 2. know how social network applications are used.
Assessment criteria
The learner can: 2.1 define what is meant by social media 2.2 identify common social networking sites 2.3 outline what is meant by an online identity 2.4 identify ways in which social networks can be accessed 2.5 describe the concept of social media 'friends' 2.6 identify guidelines and ethical considerations concerning the use of

social networks.

Range

Ethical considerations

Moral issues or principles to be considered when using social networks.

Learning outcome

The learner will:

3. be able to create a social networking profile for a product.

Assessment criteria

The learner can:

- 3.1 use a social networking application template to create a **profile for a product**
- 3.2 upload **digital media** content to a social networking site to promote a product
- 3.3 add contacts to a social networking profile
- 3.4 take precautions to ensure own safety and privacy when working online.

Range

Profile for a product

A page on a web based site containing promotional details for a product.

Digital media

Digital images, scans of images or drawings.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 send messages to others using a social network to promote a product
- 4.2 create a group in a social networking site to share product information
- 4.3 post comments to a social network to promote a product.

UAN:	M/504/5910
Level:	2
Credit value:	2
GLH:	15

Learning outcome
The learner will: 1. know how designs and page layouts are used for promotional publications.
Assessment criteria
The learner can: 1.1 describe different types of documents used to promote products 1.2 identify restrictions on the use of promotional materials 1.3 describe how page design and layout increases the effectiveness of a publication 1.4 compare different types of paper and inks used for publications.

Range
Restrictions Distribution, placement, language, copyright, size.
Page design and layout Visual appeal, key information easily visible, visuals relevant to the product. Size, colour, position of logo, white space.
Paper and inks Weight and surface finish of papers and card stock, inks: eg gloss medium, satin, colour, permanence of ink CMYK.

Learning outcome
The learner will: 2. be able to create publications for creative products.
Assessment criteria
The learner can: 2.1 describe how copyright constraints affect the use of information

- 2.2 select page design and layout for promotional publications
- 2.3 input **product information** into templates for editing and formatting
- 2.4 save electronic files securely for retrieval.

Range
<p>Copyright constraints Having written permission to use text or images generated by others. Use of copyright to protect intellectual property rights.</p> <p>Product information Self developed text, image(s) of own product, artwork or craftwork.</p>

Learning outcome
The learner will:
3. be able to edit and format publications.
Assessment criteria
The learner can:
3.1 edit publications using template editing and formatting tools
3.2 manipulate images and graphics accurately
3.3 format page layout for effective presentation
3.4 proof read documents to ensure a quality output .

Range
<p>Accurately Image and font clarity and sizing.</p> <p>Effective presentation Visually appealing. Formatted to avoid 'widows and orphans' in columns and pages. Economical use of paper and card.</p> <p>Quality output Accuracy of content, quality of images, positioning on the page within printable boundaries, print quality.</p>

Learning outcome
The learner will:
4. be able to evaluate publications.
Assessment criteria
The learner can:
4.1 evaluate publications for impact .

Range

Impact

Visually appealing, concise information in a readable format.



Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

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

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

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

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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

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

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

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

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

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

City & Guilds
Believe you can



www.cityandguilds.com

Useful contacts

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

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About City & Guilds

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

City & Guilds Group

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

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