



City & Guilds

Level 1 Award/Certificate in Textiles

(7161-01-11)

Version 2.3 (September 2024)

Qualification Handbook

Qualification at a glance

Subject area	Crafts, creative arts and design
City & Guilds number	7161
Age group approved	All, unless the restriction is a legal requirement of the process or the environment.
Entry requirements	None
Assessment	Portfolio of Evidence Practical Demonstration/Assignment
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Qualification handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 1 Award in Textiles (Sampling Techniques for Textile Design)*	7161-01	600/8748/1	29	30
City & Guilds Level 1 Award in Textiles (Textile Decoration)	7161-01	600/7390/1	30	40
City & Guilds Level 1 Award in Textiles (Hand Embroidery)*	7161-01	600/7391/3	30	40
City & Guilds Level 1 Award in Textiles (Create Machine Embroidery Samples)*	7161-01	600/7392/5	33	40
City & Guilds Level 1 Award in Textiles (Patchwork and Quilting)*	7161-01	600/7393/7	32	40
City & Guilds Level 1 Award in Textiles (Hand Knit Textiles)*	7161-01	600/7394/9	27	-
City & Guilds Level 1 Award in Fashion (Sewing Machine Skills)*	7161-01	600/7408/5	30	40
City & Guilds Level 1 Award in Textiles (Feltmaking)*	7161-01	600/7395/0	32	-
City & Guilds Level 1 Certificate in Textiles**	7161-11	600/7406/1	114	130

* This qualification has been withdrawn and is no longer available for new candidate registrations or certification.

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Version and date	Change detail	Section
1.0 November 2012	Initial version	All
2.0 April 2013	Amendment to the structure, a new award 'Sampling Techniques for Textile Design' has been added	1. Introduction
2.2 March 2022	Added GLH and TQT details Removed QCF	Introduction Appendix 1
2.3 September 2024	Handbook reviewed and updated to new template	Throughout

Contents

Qualification at a glance	2
Contents	4
1 Introduction	6
Structure	6
Total Qualification Time (TQT)	10
2 Centre requirements	11
Approval	11
Resource requirements	11
Quality assurance	11
Learner entry requirements	12
Age restrictions	12
Access arrangements and reasonable adjustments	12
3 Delivering the qualification	13
Initial assessment and induction	13
Inclusion and diversity	13
Sustainability	13
Support materials	14
4 Assessment	15
Assessment of the qualification	15
Assessment strategy	15
Portfolio of evidence	15
Evidence sources	15
Time constraints	16
Recognition of prior learning (RPL)	16
Test specifications	Error! Bookmark not defined.
5 Units	17
Structure of the units	17
Guidance for delivery of the units	17
Unit 101 Exploring design ideas	18
Unit 102 Sampling techniques for textile design	21
Unit 103 Textile decoration	24
City & Guilds Level 1 Award/Certificate in Textiles (7161-01-11)	4

Unit 104	Hand embroidery	28
Unit 105	Create machine embroidery samples	32
Unit 106	Design and make an item of patchwork with quilting	36
Unit 107	Design and make a hand knitted item	41
Unit 108	Sewing machine skills	45
Unit 109	Feltmaking	48
Appendix 1	Sources of general information	52

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 creativity in textiles
What do the qualifications cover?	They allow learners to learn, develop and practise the creative skills required for career progression in the textiles sector.
What opportunities for progression are there?	They allow learners to progress to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 2 Award in Textiles (7161-02)• Level 2 Certificate in Textiles (7161-12)

Structure

To achieve the City & Guilds **Level 1 Award in Textiles (Sampling Techniques for Textile Design)*** learners must achieve **3** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory unit				
Y/504/5545	102	Sampling techniques for textile design	3	29

To achieve the City & Guilds **Level 1 Award in Textiles (Textile Decoration)** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory unit				
R/504/5544	103	Textile decoration	4	30

To achieve the City & Guilds **Level 1 Award in Textiles (Hand Embroidery)*** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory unit				
D/504/5546	104	Hand embroidery	4	30

To achieve the City & Guilds **Level 1 Award in Textiles (Create Machine Embroidery Samples)*** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory unit				
H/504/5547	105	Create machine embroidery samples	4	33

To achieve the City & Guilds **Level 1 Award in Textiles (Patchwork and Quilting)*** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory unit				
K/504/5548	106	Design and make an item of patchwork with quilting	4	32

To achieve the City & Guilds **Level 1 Award in Textiles (Hand Knit Textiles)*** learners must achieve **3** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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Mandatory unit

M/504/5549	107	Design and make a hand knitted item	3	27
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To achieve the City & Guilds **Level 1 Award in Textiles (Feltmaking)*** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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Mandatory unit

K/504/5551	109	Feltmaking	4	32
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Please note there is one pathway (shown below) from the 7160-01 Level 1 Award in Fashion that can be achieved under the 7161-01 Level 1 Award in Textiles.

To achieve the **City & Guilds Level 1 Award in Fashion (Sewing Machine Skills)*** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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Mandatory unit

H/504/5550	108	Sewing machine skills	4	30
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To achieve the **City & Guilds Level 1 Certificate in Textiles**** learners must achieve a minimum of **13** credits. **6** credits from the mandatory units and a minimum of **7** credits from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory units:				
H/503/7139	101	Exploring design ideas	3	28
Y/504/5545	102	Sampling techniques for textile design	3	29
Optional units:				
R/504/5544	103	Textile decoration	4	30
D/504/5546	104	Hand embroidery	4	30
H/504/5547	105	Create machine embroidery samples	4	33
K/504/5548	106	Design and make an item of patchwork with quilting	4	32
M/504/5549	107	Design and make a hand knitted item	3	27
H/504/5550	108	Sewing machine skills	4	30
K/504/5551	109	Feltmaking	4	32

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Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 1 Award in Textiles (Create Machine Embroidery Samples)*	33	40
City & Guilds Level 1 Award in Textiles (Textile Decoration)	30	40
City & Guilds Level 1 Award in Fashion (Sewing Machine Skills)*	30	40
City & Guilds Level 1 Certificate in Textiles**	14	130

2 Centre requirements

Approval

Full approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification 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 area(s) 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.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the **What is CASS?** and **Quality Assurance Standards** documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

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

Age restrictions

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

Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

Equality legislation requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments and access arrangements - when and how applications need to be made to City & Guilds. For more information documents are available on the City & Guilds website.

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 qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

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

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)

- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for these qualifications:

Description	How to access
Qualification handbook	www.cityandguilds.com
Assessment pack	www.cityandguilds.com

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

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

- practical tasks
- knowledge and understanding tasks.

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

For further details please refer to the Assessment pack.

Portfolio of evidence

Candidate 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 candidates' progress towards achieving qualifications. Further details are available at www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of **recording forms** including examples of completed forms for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurers, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

Evidence sources

A portfolio of evidence will typically include several pieces of evidence – it must contain sufficient evidence to demonstrate the knowledge and skills required for each appropriate unit.

Evidence sources may include:

- training logbooks
- centre-produced worksheets and activities
- annotated photographs

- video clips (maximum duration in total = 10 minutes)
- workplace documentation/records, for example job cards/job sheets, equipment check/maintenance/service records, parts order records.

This is not a definitive list; other evidence sources are permitted.

The evidence provided must be valid and attributable to the candidate; the portfolio of evidence must contain a statement from the centre confirming this.

Evidence **must not** include:

- any methods of self-assessment
- any employer contributions should focus on direct observation of evidence (for example witness statements) of competence rather than opinions.

Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- All assignments must be completed and assessed within the learner's period of registration.
- Centres should advise learners of any internal timescales for the completion and marking of individual assignments.

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

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- unit accreditation number (UAN)
- level
- credit value
- guided learning hours (GLH)
- relationship to NOS/mapping to occupational/apprenticeship standards.
- endorsement by a sector or other appropriate body
- unit aim
- learning outcomes, which are comprised of a number of assessment criteria
- range statements
- supporting information.

Guidance for delivery of the units

This qualification comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Supporting information provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

Unit 101

Exploring design ideas

UAN:	H/503/7139
Level:	1
Credit value:	3
GLH:	28
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills : CR 6, 8, 9, 13, 14, 15, 17, 21, 22, 24, 30, 31 DES 5, 8, 10, 11
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills, the Sector Skills Council for Craft and Design.
Aim:	This unit provides the learner with the practical skills and knowledge needed to understand how simple design ideas are created using materials for colour, line and texture.

Learning outcome

The learner will:

LO1 know how to work safely and effectively when exploring design ideas

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to **tools and equipment** used in basic design work

AC1.2 identify health and safety risks relating to **materials** used in basic design work

Range

Regulations

OSHH, Health and Safety Legislation

Tools and equipment

Adhesive, cutting tools, drawing tools, applicators

Materials

Colouring mediums, graphite, papers

Learning outcome

The learner will:

LO2 be able to prepare for design work

Assessment criteria

The learner can:

AC2.1 select **craft materials** to sample design ideas

AC2.2 select **tools and equipment** to sample design ideas

AC2.3 store craft materials, tools and equipment correctly

Range

Craft materials

Common craft materials related to design – papers, drawing mediums, colouring mediums and similar items

Tools and equipment

Adhesive, cutting tools, drawing tools, applicators

Learning outcome

The learner will:

LO3 be able to experiment with design ideas

Assessment criteria

The learner can:

AC3.1 **experiment** with design materials to create visuals

AC3.2 **explore the potential** of design materials through experimentation

Range

Experiment

eg bend, fold, ease, cut, colour

Explore the potential

use materials to experiment where there is no known outcome

Learning outcome

The learner will:

LO4 be able to experiment with different materials, mediums and techniques to create designs

Assessment criteria

The learner can:

AC4.1 create a **primary** and **secondary** colour wheel with colouring materials

AC4.2 create **gradations** of **primary** colours with colouring materials

AC4.3 create **accent colours**
AC4.4 create marks and lines using **mediums**
AC4.5 create low relief using mediums
AC4.6 make **overlays**
AC4.7 create contrast using overlays
AC4.8 create **visual texture** using mediums

Range

Primary

magenta, cyan and yellow

Secondary

violet, green and orange

Gradations of primary colours

a colour ladder to show the central primary colour working out in stages, to white and to black

Accent colours

a small proportion of the complimentary colour adjacent to its primary

Mediums

Wet mediums: eg Ink, paint and similar items

Dry mediums: eg crayon, graphite, wax and similar items

Marks

contrasting lines, expressive lines, dots, dashes and similar drawn expressions

Low relief

low level 3D effects

Overlays

Transparent or translucent materials layered over underlying materials

Visual texture

eg colour discharge, resists, rubbing, sponging, spraying, stippling, and similar

Learning outcome

The learner will:

LO5 be able to evaluate and record design work

Assessment criteria

The learner can:

AC5.1 produce **records** of design ideas

AC5.2 **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 102

Sampling techniques for textile design

UAN:	Y/504/5545
Level:	1
Credit value:	3
GLH:	29
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit enables the learner to experiment with a range of techniques and materials used in textile design.

Learning outcome

The learner will:

LO1 be able to work safely and effectively when using tools, equipment and materials

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to **tools and equipment** used for textile design

AC1.2 identify health and safety **risks** relating to **materials** used for textile design

AC1.3 **use tools, equipment and materials safely** for textile design

Range

Regulations

COSHH, Health and Safety Legislation, Portable Appliance Testing (PAT)

Tools and equipment

eg tools for colouring, cutting, pressing, stitching

Risks

eg fumes, irritation, melting point

Materials

eg adhesives, colouring materials

Use tools, equipment and materials safely

Daily use and maintenance eg care, cleaning and storage, visual checks of electrical equipment

Use of PPE: masks gloves, goggles, apron, surface protection.

Learning outcome

The learner will:

LO2 be able to experiment with materials and techniques for textile design

Assessment criteria

The learner can:

AC2.1 identify tools and equipment to sample textile design ideas for a range of **techniques**

AC2.2 select **materials** to sample textile design ideas and techniques

AC2.3 **manipulate** textile design materials

- traditional
- non-traditional

AC2.4 experiment with materials and techniques to explore their potential using

- colour
- line
- texture

Range

Range of techniques

Ensure a range of basic disciplines are explored: hand and machine stitch, felt, knit, weave

Materials

eg colouring materials, natural and man made fibres and fabrics, paper, thread, yarn, adhesives

Manipulate

eg bend, fold, pleat, ease, cut, thread

non-traditional

eg cellophane, metallics

Experiment

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

Explore their potential

Use materials to experiment where there is no known outcome

Learning outcome

The learner will:

LO3 be able to evaluate and present samples of textile design techniques

Assessment criteria

The learner can:

AC3.1 **evaluate** results of textiles techniques sampled

AC3.2 present finished samples in a **style for display purposes**

Range

Evaluate

Identify strengths and weaknesses of the techniques and sampling undertaken

Style for display purposes

Present samples of experimentations undertaken in an organised manner in a folio, sketch book or similar.

Unit 103

Textile decoration

UAN:	R/504/5544
Level:	1
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the learner with the practical skills and knowledge required to produce samples of decorated textiles by applying textile decoration techniques.

Learning outcome

The learner will:

LO1 be able to work safely and effectively using tools, equipment and materials

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to decorating textiles

AC1.2 list **tools, equipment and materials** used to decorate textiles

AC1.3 **use tools, equipment and materials** safely to decorate textiles

Range

Regulations:

Portable Appliance Testing (PAT), COSHH, Health and Safety Legislation

Tools, equipment and materials

eg Sewing Machines, overlocker, needles pressing tools, cutting tools, pins, measuring tools.

Design materials eg colouring materials, pencils, paper, dyes

Use tools, equipment and materials

Daily use and maintenance eg care, cleaning and storage, visual checks

Use of PPE: masks, gloves, goggles, apron, surface protection

Learning outcome

The learner will:

LO2 know the characteristics of materials used for textile decoration

Assessment criteria

The learner can:

AC2.1 identify a **range of fabrics** for textile decoration

AC2.2 list **characteristics** of a range of fabrics

AC2.3 list **colouring materials** for creating simple decorative effects

Range

Range of fabrics

eg natural, synthetic, man made

Characteristics

Match fibre content to colouring medium

Colouring materials

eg dyes, paint, coloured wax

Learning outcome

The learner will:

LO3 be able to research and produce designs for decorated textiles

Assessment criteria

The learner can:

AC3.1 **research** designs for textile decoration

AC3.2 sketch **own design ideas** for textile decoration to show the use of

- colour
 - line
 - texture
-

Range

Research

Research and collect a range of images from eg natural and man made environments, books, magazines, high street, websites

Own design ideas

Develop original ideas eg thumbnails, quick sketches, collages etc

Learning outcome

The learner will:

LO4 be able to research and produce designs for decorated textiles

Assessment criteria

The learner can:

AC4.1 **select materials** for a chosen design

AC4.2 **prepare** materials ready for textile decoration

AC4.3 use materials to sample **techniques and processes**

AC4.4 estimate the cost and time required to decorate textiles

Range

Materials

Fabrics, colouring mediums, beads, threads, stencils, print blocks

Prepare

eg wash out dressing, iron, stretch, finish edges

Techniques and Processes

eg Appliqué, stencil, dye, stitch, embellish, slash, block print

Record with a brief description the techniques used for the samples produced

Learning outcome

The learner will:

LO5 be able to research and produce designs for decorated textiles

Assessment criteria

The learner can:

AC5.1 develop a **statement of intent**

AC5.2 **produce** swatches of decorated textiles to a selected design

AC5.3 **finish** decorated textiles

AC5.4 **present** decorated textiles

AC5.5 produce a **cost sheet**

AC5.6 produce **production timescales**

AC5.7 **evaluate** decorated textiles

Range

Statement of intent

Brief description of suggested design to satisfy stated client requirements

Produce

Use techniques sampled to create swatches of decorated textiles

Record the steps followed during the decorative process including any modifications eg photographic, written

Finish

Fixing the colour eg steam, heat, dry, press, presentation edge

Present

Photograph and display the finished length eg folded, on a hanger, mounted

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish decorated textiles

Evaluate

Identify strengths and areas for improvement of the design and process.

Unit 104

Hand embroidery

UAN:	D/504/5546
Level:	Level 1
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the learner with the practical skills and knowledge required to produce hand embroidered samples using a variety of surface stitch techniques.

Learning outcome

The learner will:

LO1 be able to work safely and effectively using tools, equipment and materials

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to hand embroidery

AC1.2 list **tools, equipment and materials** used for hand embroidery

AC1.3 **use tools, equipment and materials** safely to hand embroider

Range

Regulations:

Portable Appliance Testing (PAT), COSHH, Health and Safety Legislation

Tools, equipment and materials

eg Needles, pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, dyes

Use tools, equipment and materials

Daily use and maintenance eg care, cleaning and storage, visual checks

Use of PPE: masks, gloves, goggles, apron, surface protection

Learning outcome

The learner will:

LO2 know the characteristics of materials used for hand embroidery

Assessment criteria

The learner can:

AC2.1 identify a **range of materials** for hand embroidery

AC2.2 list **characteristics** of a range of materials

AC2.3 list **colouring materials** used for hand embroidery

Range

Range of materials

Threads, natural woven fabrics eg silk, linen, wool, bamboo

Characteristics:

Care and cleaning instructions for fabrics and threads

Colouring materials

eg dyes, paint, coloured wax

Learning outcome

The learner will:

LO3 be able to research and produce designs for hand embroidery

Assessment criteria

The learner can:

3.1 **research** designs for hand embroidery designs

3.2 sketch **own design ideas** for hand embroidery to show the use of

- colour
 - line
 - texture
-

Range

Research

Research and collect a range of images from eg natural and man-made environments, books, magazines, high street, websites

Own design ideas

Develop original ideas eg thumbnails, quick sketches, collages etc

Learning outcome

The learner will:

LO4 be able to plan, prepare and sample hand embroidery

Assessment criteria

The learner can:

AC4.1 select **materials** for a chosen design

AC4.2 **prepare** materials ready for hand embroidery

AC4.3 use materials, to sample **techniques and processes**

AC4.4 estimate the cost and time required to embroider by hand

Range

Materials

Natural woven fabrics and eg colouring mediums, beads, threads, stencils, print blocks

Prepare

eg press, stretch, finish edges

Techniques and Processes

Stitch eg linear surface stitch and textural stitch effects Record with a brief description of techniques for samples produced

Learning outcome

The learner will:

LO5 be able to produce hand embroidered samples

Assessment criteria

The learner can:

AC5.1 develop a **statement of intent**

AC5.2 **produce** hand embroidered samples to selected designs

AC5.3 **present** hand embroidered samples

AC5.4 produce a **cost sheet**

AC5.5 produce **production timescales**

AC5.6 **evaluate** hand embroidered samples

Range

Statement of intent

Brief description of suggested design to satisfy stated client requirements

Produce

Use techniques sampled to create hand embroidery Record the steps followed during the hand embroidery process including any modifications eg photographic, written

Present

Photograph and display the finished samples eg mounted

Cost sheet

Material costs

Production timescales

Time taken to plan and create hand embroidery

Evaluate

Identify strengths and areas for improvement of the design and process

Unit 105

Create machine embroidery samples

UAN:	H/504/5547
Level:	1
Credit value:	4
GLH:	33
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the learner with the practical skills and knowledge needed to make simple machine embroidery samples. The learner will develop basic practical skills using a range of materials, techniques and equipment.

Learning outcome

The learner will:

LO1 be able to work safely and effectively using tools, equipment and materials

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to machine embroidery

AC1.2 list **tools, equipment and materials** used for machine embroidery

AC1.3 **use tools, equipment and materials** safely for machine embroidery

Range

Regulations:

Portable Appliance Testing (PAT), COSHH, Health and Safety Legislation

Tools, equipment and materials

eg, Sewing Machines, needles, pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, dyes

Use tools, equipment and materials

Daily use and maintenance eg care, cleaning and storage, visual checks

Use of PPE: masks, gloves, goggles, apron, surface protection

Learning outcome

The learner will:

LO2 know the characteristics of materials used to make machine embroidery samples

Assessment criteria

The learner can:

AC2.1 identify a **range of fabrics** for machine embroidery

AC2.2 list the **characteristics** of a range of fabrics

AC2.3 identify a range of **haberdashery** required for making machine embroidery samples

AC2.4 list **colouring materials** used for machine embroidery

Range

Range of fabrics

eg woven natural, mesh, transparent

Characteristics

Care and cleaning instructions, flammability

Haberdashery

eg Threads, embellishments, fabric stabilisers

Colouring materials

eg dyes, paint, coloured wax, fabric crayons

Learning outcome

The learner will:

LO3 be able to research and produce designs for machine embroidery

Assessment criteria

The learner can:

3.1 **research** machine embroidery designs

3.2 sketch **own design ideas** for machine embroidery to show the use of

- colour
 - line
 - texture
-

Range

Research

Research and collect a range of images eg natural and man-made environment; books; magazines; high street, websites

Own design ideas

Develop original ideas eg thumbnails, quick sketches, collages, etc.

Learning outcome

The learner will:

LO4 be able to plan, prepare and sample machine embroidery

Assessment criteria

The learner can:

AC4.1 select **materials** for a chosen design

AC4.2 **prepare** materials for machine embroidery

AC4.3 use materials to sample **techniques and processes**

AC4.4 estimate the cost and time required to make machine embroidered samples

Range

Materials

Fabrics and haberdashery, colouring mediums, print blocks, stencils

Prepare

eg remove dressing, press, stretch

Techniques and Processes

Stitch length and tension, straight, zig-zag and automatic stitches, variety of stitch patterns and effects using different threads and needles, free-motion eg free running stitch.

Variety of fabrics – eg, woven, natural, mesh, transparent. Create appliqué, quilting, simple layering, trapped threads and fibres, water soluble fabrics.

Record with a brief description of techniques for samples produced

Learning outcome

The learner will:

LO5 be able to produce hand embroidered samples

Assessment criteria

The learner can:

AC5.1 develop a **statement of intent**

AC5.2 **create** machine embroidery samples to a **selected design**

AC5.3 **finish** machine embroidery samples

AC5.4 **present** embroidery samples

AC5.5 produce a **cost sheet**

AC5.6 produce **production timescales**

AC5.7 **evaluate** machine embroidery samples

Range

Statement of intent

brief description of suggested design to satisfy stated client requirements

Create

Use the selected machine embroidery techniques to make a folio of samples

Record the steps followed during the machine embroidery process including any modifications eg photographic, written

Selected design

Developed drawing in colour with fabric swatches and threads

Finish

Press off the samples without marking the surface of the fabric, neaten edges, trim loose threads

Present

Display the finished samples, developed design drawing and swatches as a folio eg sketchbook, folder

Cost sheet

Material costs

Production timescale

Time taken to plan, make and complete machine embroidery samples

Evaluate

Identify strengths, areas for improvement and adjustments made to the design and process

Unit 106

Design and make an item of patchwork with quilting

UAN:	K/504/5548
Level:	1
Credit value:	4
GLH:	32
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the learner with the practical skills and knowledge needed to make a stitched item using patchwork and quilting. The learner will develop basic practical skills using a range of patchwork and quilting techniques and equipment.

Learning outcome

The learner will:

LO1 be able to work safely and effectively using tools, equipment and materials

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to patchwork and quilting

AC1.2 list **tools, equipment and materials** used for patchwork and quilting

AC1.3 **use tools, equipment and materials** safely for patchwork and quilting

Range

Regulations

Portable Appliance Testing (PAT), COSHH, Health and Safety Legislation

Tools, equipment and materials

eg Sewing Machines, needles pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper

Use tools, equipment and materials

Daily use and maintenance eg care, cleaning and storage, visual checks

Use of PPE: masks, gloves, goggles, apron, surface protection

Learning outcome

The learner will:

LO2 know the characteristics of materials used for patchwork and quilting

Assessment criteria

The learner can:

AC2.1 identify a **range of fabrics** for patchwork and quilting

AC2.2 list **characteristics** of a range of fabrics used for patchwork and quilting

AC2.3 list **colouring materials** for creating simple decorative effects

Range

Range of fabrics

Natural fibre printed/coloured fabrics

Wadding/batting, natural and man made

Characteristics

Match fibre content to colouring medium

Colouring materials

eg paint, coloured wax

Learning outcome

The learner will:

LO3 be able to research and produce designs for patchwork and quilting

Assessment criteria

The learner can:

AC3.1 **research** designs for patchwork and quilting

AC3.2 sketch **own design ideas** for patchwork and quilting to show the use of

- colour
 - line
 - texture
-

Range

Research

Research and collect a range of images from eg natural & man made environments, books, magazines, websites

Own design ideas

Develop original ideas eg quick sketches, collages etc

Learning outcome

The learner will:

LO4 be able to plan, prepare and sample materials for patchwork and quilting

Assessment criteria

The learner can:

- 4.1 select **materials** for a chosen design
- 4.2 use materials to sample **processes** for colouring fabric
- 4.3 create **templates** for patchwork
- 4.4 sample a range of techniques used in patchwork and quilting
- 4.5 estimate the cost and time required to make a patchwork item

Range

Materials

Fabrics, colouring mediums, threads

Processes:

Fabric paints, transfer crayons and transfer paints

Templates

Square, half square triangle, hexagon

Learning outcome

The learner will:

LO5 be able to create an item of patchwork with quilting

Assessment criteria

The learner can:

- AC5.1 develop a **statement of intent**
- AC5.2 **create** an item of patchwork with quilting to a selected design
- AC5.3 present an **item** of patchwork with quilting
- AC5.4 produce a **cost sheet**
- AC5.5 produce production **timescales**
- AC5.6 **evaluate** a completed item of patchwork with quilting

Range

Statement of intent

Brief description of suggested design to satisfy stated client requirements

Create

Use hand or machine stitching to make the patchwork, layer in the wadding and back, quilt and finish

Record the steps followed during the creating process including any modifications eg photographic, written

Item

eg small quilt, accessory, cushion, book cover

Present

Photograph and display the finished patchwork item on a flat surface or hanging

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish the item of patchwork with quilting

Evaluate

Identify strengths and areas for improvement of the design and process.

Unit 106

Design and make an item of patchwork with quilting

Supporting information

Techniques

- Methods of suspension for hanging quilts
- Using templates made during the course, plan, cut and sew a simple nine patch block and a simple hexagon block. Stitch using a $\frac{1}{4}$ inch seam and press seam allowance to one side
- Rotary cut fabrics for strip piecing or Log Cabin
- Sample hand and machine quilting
- Sample binding for edge of quilt
- Record with a brief description the techniques used for the samples produced

Unit 107

Design and make a hand knitted item

UAN:	M/504/5549
Level:	Level 1
Credit value:	3
GLH:	27
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the learner with the practical skills and knowledge needed make a simple hand knitted item.

Learning outcome

The learner will:

LO1 be able to work safely and effectively using tools, equipment and materials

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to hand embroidery

AC1.2 list **tools, equipment and materials** used for hand embroidery

AC1.3 **use tools, equipment and materials** safely to hand embroider

Range

Regulations

Portable Appliance Testing (PAT), COSHH, Health and Safety Legislation

Tools, equipment and materials

eg, Knitting needles, sewing needles, scissors, pins, pressing equipment, measuring tools.

Design materials eg colouring materials, pencils, paper

Use tools, equipment and materials safely

Daily use and maintenance eg care, cleaning and storage, visual checks

Learning outcome

The learner will:

LO2 know the characteristics of materials used for hand knitting

Assessment criteria

The learner can:

AC2.1 identify a **range of yarn** for knitted textiles

AC2.2 list the **characteristics** of a range of yarns

AC 2.3 identify a range of **haberdashery** required for hand knitted textiles

Range

Range of yarn

eg natural, synthetic and man-made, different types of novelty/specialist yarns

Characteristics

Care and cleaning instructions, flammability

Haberdashery

eg Threads, embellishments, buttons

Learning outcome

The learner will:

LO3 be able to research and produce designs for knitted textiles

Assessment criteria

The learner can:

AC3.1 **research** designs for knitted textiles

AC3.2 **sketch own design ideas** for knitted textiles to show the use of

- colour
 - line
 - texture
-

Range

Research

Research and collect a range of images from eg natural & man made environments, books, magazines, websites

Sketch own design ideas

Develop original ideas eg quick sketches, collages etc

Learning outcome

The learner will:

LO4 be able to plan, prepare and sample materials for hand knitted textiles

Assessment criteria

The learner can:

- AC4.1 select **yarn and knitting needles** for a chosen design
AC4.2 make **stitch samples** to create knitted textiles
AC4.3 make a **tension square**
AC4.4 estimate the cost and time required to knit an item
-

Range

Yarn and knitting needles

Match the size of the needles to the weight of the yarn to produce an acceptable density of fabric

Stitch samples

Casting on, knit stitches, purl stitches, combined stitches, a simple increase and decrease method, casting off.

Record - brief description of techniques for samples produced

Tension square

A sample of the knitted fabric for assessing the number of stitches and rows.

Learning outcome

The learner will:

LO5 be able to create a hand knitted item

Assessment criteria

The learner can:

- AC5.1 develop a **statement of intent**
AC5.2 select **materials** for a chosen design
AC5.3 produce a tension square to a **selected design**
AC5.4 knit an **item** to a selected design
AC5.5 **present** a knitted item
AC5.6 produce a **cost sheet**
AC5.7 produce **production timescales**
AC5.8 **evaluate** a completed knitted item
-

Range

Statement of intent

Brief description of suggested design to satisfy stated client requirements

Materials

Pattern, Yarn, needles and haberdashery

Selected design

The yarn used for the tension square must be that selected for the item

Item

Use of knit and/or purl stitches

simple items suitable for this level may include: hat, scarf, bag, laptop case

Present

Press the finished item without damaging the knitted structure

Display the finished item

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish the knitted item

Evaluate

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

Unit 108

Sewing machine skills

UAN:	H/504/5550
Level:	Level 1
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the learner with the practical skills and knowledge needed to make stitched samples using a sewing machine and its accessories.

Learning outcome

The learner will:

LO1 be able to work safely and effectively using a sewing machine and accessories

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to using a sewing machine

AC1.2 **use tools, equipment and materials** safely

Range

Regulations

Portable Appliance Testing (PAT), Health and Safety Legislation

Use tools, equipment and materials

Sewing Machines and accessories, machine needles, cutting tools, pins.

Daily use and maintenance ie. care, cleaning and storage, visual checks, brush out the bobbin case

Learning outcome

The learner will:

LO2 know the functions, controls and features on a sewing machine

Assessment criteria

The learner can:

AC2.1 identify **types of domestic sewing machines**

AC2.2 describe the **controls and functions** on a sewing machine

AC2.3 identify the uses of a range of **machine accessories**

Range

Types of domestic sewing machines

Mechanical, computerised, semi-automatic

Controls and functions

Stitch length and width, tensioning, threading and bobbin winding, practical and automatic decorative stitches

Machine accessories

Feet eg zipper, piping, darning/free machining, blind hem, buttonhole, other accessories eg quilting guide, spool carrier, sewing machine needles.

Learning outcome

The learner will:

LO3 know the characteristics of materials required to make samples

Assessment criteria

The learner can:

AC3.1 identify a range of **light, medium and heavy weight fabrics**

AC3.2 list a range of **haberdashery** required for making samples

Range

Light, medium and heavy weight fabrics

Non-stretch fabric types (ie cotton, linen, crepe, denim)

Stretch fabric eg Jersey

Haberdashery

eg Threads, pins, needles, ribbon, cord etc

Learning outcome

The learner will:

LO4 able to produce samples using a sewing machine

Assessment criteria

The learner can:

AC4.1 set-up a **sewing machine for use**

AC4.2 select **machine needle, fabric, and threads** suitable for a range of samples

AC4.3 use a variety of threads, **fabrics**, needles and tensions to produce samples

AC4.4 construct samples showing the use of

- **practical stitches**
-

- **decorative stitches**
- **accessories**

AC4.5 record the stitch details and accessories used when creating samples

Range

Sewing machine for use

Wind the bobbin

thread the machine

adjust stitch patterns, lengths, widths

change machine feet

Machine needle, fabric and threads

Ensure machine needle and thread used is appropriate for chosen fabric

Fabrics

Woven, light, medium and heavy weight, knitted medium weight

Practical stitches

1.5 cm seams using a light, medium, heavy weight and jersey fabrics. Neatened with zig zag or 3 step zig zag.

A 4 square patch stitched to match the corners

Gathers, Blind hem stitch, top stitching, stitching on elastic

Decorative stitches

Automatic decorative stitches, applied threads cords, ribbons

Accessories

Piping around a corner

Unit 109

Feltmaking

UAN:	K/504/5551
Level:	1
Credit value:	4
GLH:	32
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit enables the learner to sample a range of feltmaking techniques and design and make a simple 3D felt item.

Learning outcome

The learner will:

LO1 be able to work safely and effectively using tools, equipment and materials

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to feltmaking

AC1.2 list **tools, equipment and materials** used for feltmaking

AC1.3 **use tools, equipment and materials** safely for feltmaking

Range

Regulations

Portable Appliance Testing (PAT), COSHH, Health and Safety Legislation

Tools, equipment and materials

eg kettle, carders, felting needles, pressing tools, measuring tools. Design materials eg colouring materials, pencils, paper

Use tools, equipment and materials

Daily use and maintenance eg storage, visual checks.

Avoid water slippage

Use of PPE: masks, gloves, goggles, apron, surface protection

Learning outcome

The learner will:

LO2 know the characteristics of materials used for feltmaking

Assessment criteria

The learner can:

AC2.1 identify a **range of fibres** for feltmaking

AC2.2 list **characteristics** of a range of fibres used for feltmaking

AC2.3 list **colouring materials** used with fibres and felt

Range

Range of fibres

Wool, silk and man-made fibres, undyed and dyed

Characteristics

Fibres which felt and fibres which are for surface decoration.

Care and cleaning instructions, flammability

Colouring materials

eg Paint, crayon, dyes

Learning outcome

The learner will:

LO3 be able to research and produce designs for making felt samples

Assessment criteria

The learner can:

AC3.1 **research** designs for feltmaking

AC3.2 sketch **own design ideas** for felt samples to show the use of

- colour
 - line
 - Texture
-

Range

Research

Research and collect a range of images from eg nature, books, magazines, websites

Own design ideas

Develop original ideas eg quick sketches, collages etc

Learning outcome

The learner will:

LO4 be able to plan, prepare and sample materials for feltmaking

Assessment criteria

The learner can:

AC4.1 select fibres for making felt samples

AC4.2 calculate shrinkage of wool fibres when making felt

AC4.3 make **felt samples** to show:

- colour blending
- textured surfaces
- embellished surfaces
- 3D techniques

AC4.4 estimate the time required and cost to make felt samples

Learning outcome

The learner will:

LO5 be able to make a 3D item in felt

Assessment criteria

The learner can:

AC5.1 develop a **statement of intent**

AC5.2 select fibres for a chosen design

AC5.3 make a resist template for a specific design

AC5.4 make a felted **3D item** to a chosen design

AC5.5 **present** a felted 3D item

AC5.6 produce a **cost sheet**

AC5.7 produce **production timescales**

AC5.8 **evaluate** a completed felted 3D item

Range

Statement of intent

Brief description of suggested design to satisfy stated client requirements

3D item

A simple bag, hat, vessel or similar item made using a resist technique

Present

Press or steam the finished item without damaging the felted surface. Display the finished item

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish the felt item

Evaluate

review the felted item and the construction process identifying strengths and weaknesses

Supporting information

Guidance

Felt Samples

Make felt from wool tops using wet techniques and add to the surface with dry techniques. Prepare wool fibres by carding to produce blended colours, produce half and fully felted samples, use undyed wool to make felt with different surface effects, use dyed wool to make different surface effects, make felt samples to show inlay and mosaic effects, make samples with decorative surfaces created by the addition of other fibres and yarns. Use stitches to embellish the surface of felt samples, make a resist template and use it to produce a sample of three dimensional felt.

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 **Centre document library** on **www.cityandguilds.com** or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds

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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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