

# Level 1 Award/Certificate in Textiles (7161-01/11)

February 2018 Version 2.1



## Qualification at a glance

<b>Subject area</b>	<b>Textiles</b>
<b>City &amp; Guilds number</b>	7161
<b>Age group approved</b>	All
<b>Assessment</b>	Units will be assessed by assignments
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 1 Award in Textiles (Sampling Techniques for Textile Design)	7161-01	600/8748/1
Level 1 Award in Textiles (Textile Decoration)	7161-01	600/7390/1
Level 1 Award in Textiles (Hand Embroidery)	7161-01	600/7391/3
Level 1 Award in Textiles (Create Machine Embroidery Samples)	7161-01	600/7392/5
Level 1 Award in Textiles (Patchwork and Quilting)	7161-01	600/7393/7
Level 1 Award in Textiles (Hand Knit Textiles)	7161-01	600/7394/9
Level 1 Award in Fashion (Sewing Machine Skills)	7161-01	600/7408/5
Level 1 Award in Textiles (Feltmaking)	7161-01	600/7395/0
Level 1 Certificate in Textiles	7161-11	600/7406/1

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.1 February 2018	Added GLH and TQT details	Introduction
	Removed QCF	Appendix 1
2.0 April 2013	Amendment to the structure, a new award 'Sampling Techniques for Textile Design' has been added	1. Introduction



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# 1 Introduction

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

<b>Area</b>	<b>Description</b>
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"><li>• Level 2 Award in Textiles (7161-02)</li><li>• Level 2 Certificate in Textiles (7161-12)</li><li>• Level 2 Diploma in Textiles (7161-22)</li></ul>

## Structure

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

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
Y/504/5545	102	Sampling techniques for textile design	3

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

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
R/504/5544	103	Textile decoration	4

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

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
D/504/5546	104	Hand embroidery	4

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

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/504/5547	105	Create machine embroidery samples	4

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

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
K/504/5548	106	Design and make an item of patchwork with quilting	4

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

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
M/504/5549	107	Design and make a hand knitted item	3

To achieve the **Level 1 Award in Textiles (Feltmaking)** learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
K/504/5551	109	Feltmaking	4

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

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/504/5550	108	Sewing machine skills	4

To achieve the **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.

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

### **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.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 1 Award in Textiles (Create Machine Embroidery Samples)	33	40



## 2 Centre requirements

### Approval

If your Centre is approved to offer the qualification Level 1 Award/Certificate in Creative Techniques -Textiles (7111-02/12) you can apply for the new Level 1 Award in Textiles (7161-01) and Level 1 Certificate in Textiles (7161-11) 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.

### **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that learners 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

<b>Description</b>	<b>How to access</b>
Assessment Pack for centres	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Fast track approval forms	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>



## 4 Assessment

### **Assessment of the qualifications**

All units are assessed by assignments.

Please refer to the City & Guilds assessment pack which can be found at [www.cityandguilds.com](http://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 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 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

The following units are also on The Register of Regulated Qualifications:  
**<http://register.ofqual.gov.uk/Unit>**

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Unit 101

## Exploring design ideas

<b>UAN:</b>	H/503/7139
<b>Level:</b>	Level 1
<b>Credit value:</b>	3
<b>GLH:</b>	28
<b>Relationship to NOS:</b>	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
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Creative and Cultural Skills, the Sector Skills Council for Craft and Design.
<b>Aim:</b>	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.

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

<b>Range</b>
<b>Regulations</b> COSHH, Health and Safety at Work Act
<b>Tools and equipment</b> Adhesive , cutting tools, drawing tools, applicators
<b>Materials</b> Colouring mediums, graphite, papers

**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****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:

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****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:

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

**Assessment criteria**

The learner can:

- 4.1 create a **primary** and **secondary** colour wheel with colouring materials
- 4.2 create **gradations of primary colours** with colouring materials
- 4.3 create **accent colours**
- 4.4 create marks and lines using **mediums**
- 4.5 create low relief using mediums
- 4.6 make **overlays**
- 4.7 create contrast using overlays
- 4.8 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:

5. be able to evaluate and record design work

**Assessment criteria**

The learner can:

5.1 produce **records** of design ideas

5.2 **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

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

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively when using tools, equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> relating to <b>tools and equipment</b> used for textile design 1.2 identify health and safety <b>risks</b> relating to <b>materials</b> used for textile design 1.3 <b>use tools, equipment and materials safely</b> for textile design

<b>Range</b>
<b>Regulations</b> COSHH, Health and Safety at Work Act, Portable Appliance Testing (PAT)
<b>Tools and equipment</b> eg tools for colouring, cutting, pressing, stitching
<b>Risks</b> eg fumes, irritation, melting point
<b>Materials</b> eg adhesives, colouring materials
<b>Use tools, equipment and materials safely</b> 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:

2. be able to experiment with materials and techniques for textile design

**Assessment criteria**

The learner can:

- 2.1 identify tools and equipment to sample textile design ideas for a range **of techniques**
- 2.2 select **materials** to sample textile design ideas and techniques
- 2.3 **manipulate** textile design materials
  - traditional
  - **non-traditional**
- 2.4 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:

3. be able to evaluate and present samples of textile design techniques

**Assessment criteria**

The learner can:

3.1 **evaluate** results of textiles techniques sampled

3.2 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

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

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> relating to decorating textiles 1.2 list <b>tools, equipment and materials</b> used to decorate textiles 1.3 <b>use tools, equipment and materials</b> safely to decorate textiles

<b>Range</b>
<b>Regulations:</b> Portable Appliance Testing (PAT), COSHH, Health and Safety at Work Act
<b>Tools, equipment and materials</b> eg Sewing Machines, overlocker, needles pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, dyes
<b>Use tools, equipment and materials</b> 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:

2. know the characteristics of materials used for textile decoration

**Assessment criteria**

The learner can:

- 2.1 identify a **range of fabrics** for textile decoration
- 2.2 list **characteristics** of a range of fabrics
- 2.3 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:

3. be able to research and produce designs for decorated textiles

**Assessment criteria**

The learner can:

- 3.1 **research** designs for textile decoration
- 3.2 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:

4. be able to plan, prepare and sample materials for textile decoration

**Assessment criteria**

The learner can:

- 4.1 select **materials** for a chosen design
- 4.2 **prepare** materials ready for textile decoration
- 4.3 use materials to sample **techniques and processes**
- 4.4 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:

5. be able to produce decorated textiles

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **produce** swatches of decorated textiles to a selected design
- 5.3 **finish** decorated textiles
- 5.4 **present** decorated textiles
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **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

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

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> relating to hand embroidery 1.2 list <b>tools, equipment and materials</b> used for hand embroidery 1.3 <b>use tools, equipment and materials</b> safely to hand embroider

<b>Range</b>
<b>Regulations:</b> Portable Appliance Testing (PAT), COSHH, Health and Safety at Work Act
<b>Tools, equipment and materials</b> eg Needles, pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, dyes
<b>Use tools, equipment and materials</b> 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:

2. know the characteristics of materials used for hand embroidery

**Assessment criteria**

The learner can:

- 2.1 identify a **range of materials** for hand embroidery
- 2.2 list **characteristics** of a range of materials
- 2.3 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:

3. be able to research and produce designs for hand embroidery

**Assessment criteria**

The learner can:

- 3.1 **research** 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 & man made environments, books, magazines, high street, websites

**Own design ideas**

Develop original ideas eg thumbnails, quick sketches, collages etc

<b>Learning outcome</b>
The learner will: 4. be able to plan, prepare and sample hand embroidery
<b>Assessment criteria</b>
The learner can: 4.1 select <b>materials</b> for a chosen design 4.2 <b>prepare</b> materials ready for hand embroidery 4.3 use materials, to sample <b>techniques and processes</b> 4.4 estimate the cost and time required to embroider by hand

<b>Range</b>
<b>Materials</b> Natural woven fabrics and Eg colouring mediums, beads, threads, stencils, print blocks  <b>Prepare</b> eg press, stretch, finish edges  <b>Techniques and Processes:</b> Stitch eg linear surface stitch and textural stitch effects Record with a brief description of techniques for samples produced

<b>Learning outcome</b>
The learner will: 5. be able to produce hand embroidered samples
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 <b>produce</b> hand embroidered samples to selected designs 5.3 <b>present</b> hand embroidered samples 5.4 produce a <b>cost sheet</b> 5.5 produce <b>production timescales</b> 5.6 <b>evaluate</b> 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

<b>UAN:</b>	<b>H/504/5547</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	4
<b>GLH:</b>	33
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> relating to machine embroidery 1.2 list <b>tools, equipment and materials</b> used for machine embroidery 1.3 <b>use tools, equipment and materials safely</b> for machine embroidery

<b>Range</b>
<b>Regulations</b> Portable Appliance Testing (PAT), COSHH, Health and Safety at Work Act
<b>Tools, equipment and materials</b> eg, Sewing Machines, needles, pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, dyes
<b>Use tools, equipment and materials</b> Daily use and maintenance eg care, cleaning and storage, visual checks Use of PPE: masks gloves, goggles, apron, surface protection.

<b>Learning outcome</b>
The learner will: 2. know the characteristics of materials used to make machine embroidery samples
<b>Assessment criteria</b>
The learner can: 2.1 identify a <b>range of fabrics</b> for machine embroidery 2.2 list the <b>characteristics</b> of a range of fabrics 2.3 identify a range of <b>haberdashery</b> required for making machine embroidery samples 2.4 list <b>colouring materials</b> used for machine embroidery

<b>Range</b>
<b>Range of fabrics</b> eg woven natural, mesh, transparent
<b>Characteristics</b> Care and cleaning instructions, flammability
<b>Haberdashery</b> eg Threads, embellishments, fabric stabilisers
<b>Colouring materials</b> eg dyes, paint, coloured wax, fabric crayons

<b>Learning outcome</b>
The learner will: 3. be able to research and produce designs for machine embroidery
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> machine embroidery designs 3.2 sketch <b>own design ideas</b> for machine embroidery to show the use of <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• texture</li> </ul>

<b>Range</b>
<p><b>Research</b> Research and collect a range of images eg natural and man made environment; books; magazines; high street, websites</p> <p><b>Own design ideas</b> Develop original ideas eg thumbnails, quick sketches, collages, etc.</p>

<b>Learning outcome</b>
The learner will: 4. be able to plan, prepare and sample machine embroidery
<b>Assessment criteria</b>
The learner can: 4.1 select <b>materials</b> for a chosen design 4.2 <b>prepare</b> materials for machine embroidery 4.3 use materials to sample <b>techniques and processes</b> 4.4 estimate the cost and time required to make machine embroidered samples

<b>Range</b>
<p><b>Materials</b> Fabrics and haberdashery, colouring mediums , print blocks, stencils</p> <p><b>Prepare</b> eg remove dressing, press, stretch</p> <p><b>Techniques and Processes</b> 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</p>

**Learning outcome**

The learner will:

5. be able to create machine embroidery samples

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **create** machine embroidery samples to a **selected design**
- 5.3 **finish** machine embroidery samples
- 5.4 **present** embroidery samples
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **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

<b>UAN:</b>	<b>K/504/5548</b>
<b>Level:</b>	Level 1
<b>Credit value:</b>	4
<b>GLH:</b>	32
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> relating to patchwork and quilting 1.2 list <b>tools, equipment and materials</b> used for patchwork and quilting 1.3 <b>use tools, equipment and materials</b> safely for patchwork and quilting

<b>Range</b>
<b>Regulations</b> Portable Appliance Testing (PAT), COSHH, Health and Safety at Work Act
<b>Tools, equipment and materials</b> eg Sewing Machines, needles pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper
<b>Use tools, equipment and materials</b> 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:

2. know the characteristics of materials used for patchwork and quilting

**Assessment criteria**

The learner can:

- 2.1 identify a **range of fabrics** for patchwork and quilting
- 2.2 list **characteristics** of a range of fabrics used for patchwork and quilting
- 2.3 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:

3. be able to research and produce designs for patchwork and quilting

**Assessment criteria**

The learner can:

- 3.1 **research** designs for patchwork and quilting
- 3.2 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

<b>Learning outcome</b>
The learner will: 4. be able to plan, prepare and sample materials for patchwork and quilting
<b>Assessment criteria</b>
The learner can: 4.1 select <b>materials</b> for a chosen design 4.2 use materials to sample <b>processes</b> for colouring fabric 4.3 create <b>templates</b> 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

<b>Range</b>
<b>Materials</b> Fabrics, colouring mediums, threads
<b>Processes:</b> Fabric paints, transfer crayons and transfer paints
<b>Templates</b> Square, half square triangle, hexagon

<b>Learning outcome</b>
The learner will: 5. be able to create an item of patchwork with quilting
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 <b>create</b> an item of patchwork with quilting to a selected design 5.3 present an <b>item</b> of patchwork with quilting 5.4 produce a <b>cost sheet</b> 5.5 produce production <b>timescales</b> 5.6 <b>evaluate</b> a completed item of patchwork with quilting

<b>Range</b>
<b>Statement of intent</b> Brief description of suggested design to satisfy stated client requirements
<b>Create</b> 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.

## 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 ¼ 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

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

### 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 identify health and safety **regulations** relating to hand knitted textiles
- 1.2 list **tools, equipment and materials** used for hand knitted textiles
- 1.3 **use tools, equipment and materials safely** for hand knitted textiles

### Range

#### Regulations

Portable Appliance Testing (PAT), COSHH, Health and Safety at Work Act

#### 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:

2. know the characteristics of materials used for hand knitting

**Assessment criteria**

The learner can:

- 2.1 identify a **range of yarn** for knitted textiles
- 2.2 list the **characteristics** of a range of yarns
- 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:

3. be able to research and produce designs for knitted textiles

**Assessment criteria**

The learner can:

- 3.1 **research** designs for knitted textiles
- 3.2 **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:

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

**Assessment criteria**

The learner can:

- 4.1 select **yarn and knitting needles** for a chosen design
- 4.2 make **stitch samples** to create knitted textiles
- 4.3 make a **tension square**
- 4.4 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:

5. be able to create a hand knitted item

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 select **materials** for a chosen design
- 5.3 produce a tension square to a **selected design**
- 5.4 knit an **item** to a selected design
- 5.5 **present** a knitted item
- 5.6 produce a **cost sheet**
- 5.7 produce **production timescales**
- 5.8 **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

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

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using a sewing machine and accessories
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> relating to using a sewing machine 1.2 <b>use tools, equipment and materials</b> safely

<b>Range</b>
<b>Regulations</b> Portable Appliance Testing (PAT), Health and Safety at Work Act
<b>Use tools, equipment and materials</b> 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

<b>Learning outcome</b>
The learner will: 2. know the functions, controls and features on a sewing machine
<b>Assessment criteria</b>
The learner can: 2.1 identify <b>types of domestic sewing machines</b> 2.2 describe the <b>controls and functions</b> on a sewing machine 2.3 identify the uses of a range of <b>machine accessories</b>

<b>Range</b>
<p><b>Types of domestic sewing machines</b> Mechanical, computerised, semi-automatic</p> <p><b>Controls and functions</b> Stitch length and width, tensioning, threading and bobbin winding, practical and automatic decorative stitches</p> <p><b>Machine accessories</b> Feet eg zipper, piping, darning/free machining, blind hem, button hole, other accessories eg quilting guide, spool carrier, sewing machine needles.</p>

<b>Learning outcome</b>
The learner will: 3. know the characteristics of materials required to make samples
<b>Assessment criteria</b>
The learner can: 3.1 identify a range of <b>light, medium and heavy weight fabrics</b> 3.2 list a range of <b>haberdashery</b> required for making samples

<b>Range</b>
<p><b>Light, medium and heavy weight fabrics</b> Non-stretch fabric types (ie cotton, linen, crepe, denim) Stretch fabric eg Jersey</p> <p><b>Haberdashery</b> eg Threads, pins, needles, ribbon, cord etc</p>

<b>Learning outcome</b>
The learner will: 4. be able to produce samples using a sewing machine
<b>Assessment criteria</b>
The learner can: 4.1 set-up a <b>sewing machine for use</b> 4.2 select <b>machine needle, fabric, and threads</b> suitable for a range of samples 4.3 use a variety of threads, <b>fabrics</b> , needles and tensions to produce samples 4.4 construct samples showing the use of <ul style="list-style-type: none"> <li>• <b>practical stitches</b></li> <li>• <b>decorative stitches</b></li> <li>• <b>accessories</b></li> </ul> 4.5 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

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

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> relating to feltmaking 1.2 list <b>tools, equipment and materials</b> used for feltmaking 1.3 <b>use tools, equipment and materials</b> safely for feltmaking

<b>Range</b>
<b>Regulations</b> Portable Appliance Testing (PAT), COSHH, Health and Safety at Work Act
<b>Tools, equipment and materials</b> eg kettle, carders, felting needles, pressing tools, measuring tools. Design materials eg colouring materials, pencils, paper
<b>Use tools, equipment and materials</b> 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:

2. know the characteristics of materials used for feltmaking

**Assessment criteria**

The learner can:

- 2.1 identify a **range of fibres** for feltmaking
- 2.2 list **characteristics** of a range of fibres used for feltmaking
- 2.3 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:

3. be able to research and produce designs for making felt samples

**Assessment criteria**

The learner can:

- 3.1 **research** designs for feltmaking
- 3.2 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:

4. be able to plan, prepare and sample materials for feltmaking

**Assessment criteria**

The learner can:

- 4.1 select fibres for making felt samples
- 4.2 calculate shrinkage of wool fibres when making felt
- 4.3 make **felt samples** to show
  - colour blending
  - textured surfaces
  - embellished surfaces
  - 3D techniques
- 4.4 estimate the time required and cost to make felt samples

**Learning outcome**

The learner will:

5. be able to make a 3D item in felt

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 select fibres for a chosen design
- 5.3 make a resist template for a specific design
- 5.4 make a felted **3D item** to a chosen design
- 5.5 **present** a felted 3D item
- 5.6 produce a **cost sheet**
- 5.7 produce **production timescales**
- 5.8 **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 **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 learners
- 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:

- 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 learners who are eligible for adjustments in assessment.

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

- **Walled Garden:** how to register and certificate learners on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve 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 learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> 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: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> 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: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> 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: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> 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: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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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.

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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 Land Based Services (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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