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

February 2018 Version 2.1
Qualification at a glance

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

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

<table>
<thead>
<tr>
<th>Version and date</th>
<th>Change detail</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 February 2018</td>
<td>Added GLH and TQT details</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Removed QCF</td>
<td>Appendix 1</td>
</tr>
<tr>
<td>2.0 April 2013</td>
<td>Amendment to the structure, a new award ‘Sampling Techniques for Textile Design’ has been added</td>
<td>1. Introduction</td>
</tr>
</tbody>
</table>
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   - Unit 102 Sampling techniques for textile design  
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   - Unit 106 Design and make an item of patchwork with quilting  
   - Unit 107 Design and make a hand knitted item  
   - Unit 108 Sewing machine skills  
   - Unit 109 Feltmaking  

Appendix 1 Sources of general information
1 Introduction

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the qualifications for?</td>
<td>For learners who want to develop their skills and creativity in textiles</td>
</tr>
<tr>
<td>What do the qualifications cover?</td>
<td>They allow learners to learn, develop and practise the creative skills required for career progression in the textiles sector.</td>
</tr>
<tr>
<td>What opportunities for progression are there?</td>
<td>They allow learners to progress to the following City &amp; Guilds qualifications:</td>
</tr>
<tr>
<td></td>
<td>• Level 2 Award in Textiles (7161-02)</td>
</tr>
<tr>
<td></td>
<td>• Level 2 Certificate in Textiles (7161-12)</td>
</tr>
<tr>
<td></td>
<td>• Level 2 Diploma in Textiles (7161-22)</td>
</tr>
</tbody>
</table>
**Structure**

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

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y/504/5545</td>
<td>102</td>
<td>Sampling techniques for textile design</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>R/504/5544</td>
<td>103</td>
<td>Textile decoration</td>
<td>4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>D/504/5546</td>
<td>104</td>
<td>Hand embroidery</td>
<td>4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>H/504/5547</td>
<td>105</td>
<td>Create machine embroidery samples</td>
<td>4</td>
</tr>
</tbody>
</table>
To achieve the **Level 1 Award in Textiles (Patchwork and Quilting)** learners must achieve 4 credits from the mandatory unit.

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K/504/5548</td>
<td>106</td>
<td>Design and make an item of patchwork with quilting</td>
<td>4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M/504/5549</td>
<td>107</td>
<td>Design and make a hand knitted item</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K/504/5551</td>
<td>109</td>
<td>Feltmaking</td>
<td>4</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H/504/5550</td>
<td>108</td>
<td>Sewing machine skills</td>
<td>4</td>
</tr>
</tbody>
</table>
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.

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

**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.

<table>
<thead>
<tr>
<th>Title and level</th>
<th>GLH</th>
<th>TQT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 Award in Textiles (Create Machine Embroidery Samples)</td>
<td>33</td>
<td>40</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Pack for centres</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>Fast track approval forms</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
</tbody>
</table>
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

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

**UAN:** H/503/7139  
**Level:** 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:
1. know how to work safely and effectively when exploring design ideas

## Assessment criteria
The learner can:
1.1 identify health and safety regulations relating to tools and equipment used in basic design work
1.2 identify health and safety risks relating to materials used in basic design work

## Range
**Regulations**  
COSHH, Health and Safety at Work Act

**Tools and equipment**  
Adhesive, cutting tools, drawing tools, applicators

**Materials**  
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

<table>
<thead>
<tr>
<th>UAN:</th>
<th>Y/504/5545</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>Level 1</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td>GLH:</td>
<td>29</td>
</tr>
</tbody>
</table>

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

### Assessment criteria
The learner can:
1.1 identify health and safety regulations relating to tools and equipment used for textile design
1.2 identify health and safety risks relating to materials used for textile design
1.3 use tools, equipment and materials safely for textile design

### Range
#### Regulations
COSHH, Health and Safety at Work Act, 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:

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
<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>3. be able to evaluate and present samples of textile design techniques</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>3.1 evaluate results of textiles techniques sampled</td>
</tr>
<tr>
<td>3.2 present finished samples in a style for display purposes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate</td>
</tr>
<tr>
<td>Identify strengths and weaknesses of the techniques and sampling undertaken</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Style for display purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present samples of experimentations undertaken in an organised manner in a folio, sketch book or similar.</td>
</tr>
</tbody>
</table>
**Unit 103  Textile decoration**

<table>
<thead>
<tr>
<th>UAN:</th>
<th>R/504/5544</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>Level 1</td>
</tr>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>GLH:</td>
<td>30</td>
</tr>
</tbody>
</table>

**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:

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 decorating textiles

1.2 list *tools, equipment and materials* used to decorate textiles

1.3 *use tools, equipment and materials* safely to decorate textiles

**Range**

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

**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:

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

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Range of fabrics</strong></td>
</tr>
<tr>
<td>eg natural, synthetic, man made</td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
</tr>
<tr>
<td>Match fibre content to colouring medium</td>
</tr>
<tr>
<td><strong>Colouring materials</strong></td>
</tr>
<tr>
<td>eg dyes, paint, coloured wax</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
</tr>
<tr>
<td>Research and collect a range of images from eg natural and man made environments, books, magazines, high street, websites</td>
</tr>
<tr>
<td><strong>Own design ideas</strong></td>
</tr>
<tr>
<td>Develop original ideas eg thumbnails, quick sketches, collages etc</td>
</tr>
</tbody>
</table>
### 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
<table>
<thead>
<tr>
<th><strong>Range</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Statement of intent</strong></td>
</tr>
<tr>
<td>Brief description of suggested design to satisfy stated client requirements</td>
</tr>
</tbody>
</table>

| **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:
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 embroidery
1.2 list tools, equipment and materials used for hand embroidery
1.3 use tools, equipment and materials safely to hand embroider

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

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:

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
### Learning outcome
The learner will:
4. be able to plan, prepare and sample hand embroidery

### Assessment criteria
The learner can:
4.1 select **materials** for a chosen design
4.2 **prepare** materials ready for hand embroidery
4.3 use materials, to sample **techniques and processes**
4.4 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:
5. be able to produce hand embroidered samples

### Assessment criteria
The learner can:
5.1 develop a **statement of intent**
5.2 **produce** hand embroidered samples to selected designs
5.3 **present** hand embroidered samples
5.4 produce a **cost sheet**
5.5 produce **production timescales**
5.6 **evaluate** hand embroidered samples
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<thead>
<tr>
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<tbody>
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<tr>
<td>Brief description of suggested design to satisfy stated client requirements</td>
</tr>
<tr>
<td><strong>Produce</strong></td>
</tr>
<tr>
<td>Use techniques sampled to create hand embroidery</td>
</tr>
<tr>
<td>Record the steps followed during the hand embroidery process including any modifications e.g. photographic, written</td>
</tr>
<tr>
<td><strong>Present</strong></td>
</tr>
<tr>
<td>Photograph and display the finished samples e.g. mounted</td>
</tr>
<tr>
<td><strong>Cost sheet</strong></td>
</tr>
<tr>
<td>Material costs</td>
</tr>
<tr>
<td><strong>Production timescales</strong></td>
</tr>
<tr>
<td>Time taken to plan and create hand embroidery</td>
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<tr>
<td><strong>Evaluate</strong></td>
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<tr>
<td>Identify strengths and areas for improvement of the design and process.</td>
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</table>
**Unit 105  **
Create machine embroidery samples

<table>
<thead>
<tr>
<th>UAN:</th>
<th>H/504/5547</th>
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<tbody>
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<td>GLH:</td>
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<td>Endorsement by a sector or regulatory body:</td>
<td>This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.</td>
</tr>
</tbody>
</table>

**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:
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 machine embroidery
1.2 list **tools, equipment and materials** used for machine embroidery
1.3 **use tools, equipment and materials safely** for machine embroidery

**Range**

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

**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:
2. know the characteristics of materials used to make machine embroidery samples

Assessment criteria
The learner can:
2.1 identify a range of fabrics for machine embroidery
2.2 list the characteristics of a range of fabrics
2.3 identify a range of haberdashery required for making machine embroidery samples
2.4 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:
3. 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:
4. be able to plan, prepare and sample machine embroidery

Assessment criteria
The learner can:
4.1 select **materials** for a chosen design
4.2 prepare materials for machine embroidery
4.3 use materials to sample **techniques and processes**
4.4 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:

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

UAN: K/504/5548
Level: 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:
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 patchwork and quilting
1.2 list tools, equipment and materials used for patchwork and quilting
1.3 use tools, equipment and materials safely for patchwork and quilting

Range

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

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:
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
### Learning outcome
The learner will:
4. 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

<table>
<thead>
<tr>
<th>Range</th>
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<tbody>
<tr>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td>Fabrics, colouring mediums, threads</td>
</tr>
</tbody>
</table>

| Processes: |
| Fabric paints, transfer crayons and transfer paints |

| Templates |
| Square, half square triangle, hexagon |

### Learning outcome
The learner will:
5. be able to create an item of patchwork with quilting

### Assessment criteria
The learner can:
5.1 develop a **statement of intent**
5.2 create an item of patchwork with quilting to a selected design
5.3 present an **item** of patchwork with quilting
5.4 produce a **cost sheet**
5.5 produce production **timescales**
5.6 evaluate a completed item of patchwork with quilting

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</table>

| 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 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

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:
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

<table>
<thead>
<tr>
<th><strong>Statement of intent</strong></th>
<th>Brief description of suggested design to satisfy stated client requirements</th>
</tr>
</thead>
</table>

| **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

<table>
<thead>
<tr>
<th>UAN:</th>
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<tbody>
<tr>
<td>Level:</td>
<td>Level 1</td>
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<td>Credit value:</td>
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<tr>
<td>GLH:</td>
<td>30</td>
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<tr>
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<td>This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.</td>
</tr>
<tr>
<td>Aim:</td>
<td>This unit provides the learner with the practical skills and knowledge needed to make stitched samples using a sewing machine and its accessories.</td>
</tr>
</tbody>
</table>

Learning outcome
The learner will:
1. be able to work safely and effectively using a sewing machine and accessories

Assessment criteria
The learner can:
1.1 identify health and safety regulations relating to using a sewing machine
1.2 use tools, equipment and materials safely

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

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:
2. know the functions, controls and features on a sewing machine

Assessment criteria
The learner can:
2.1 identify types of domestic sewing machines
2.2 describe the controls and functions on a sewing machine
2.3 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, button hole, other accessories eg quilting guide, spool carrier, sewing machine needles.

### Learning outcome

The learner will:
3. know the characteristics of materials required to make samples

### Assessment criteria

The learner can:
3.1 identify a range of **light, medium and heavy weight fabrics**
3.2 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:
4. be able to produce samples using a sewing machine

### Assessment criteria

The learner can:
4.1 set-up a **sewing machine for use**
4.2 select **machine needle, fabric, and threads** suitable for a range of samples
4.3 use a variety of threads, **fabrics**, needles and tensions to produce samples
4.4 construct samples showing the use of
   - **practical stitches**
   - **decorative stitches**
   - **accessories**
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
Unit 109  Feltmaking

<table>
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<tr>
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<th>K/504/5551</th>
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<tr>
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<td>Endorsement by a sector or regulatory body:</td>
<td>This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.</td>
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<tr>
<td>Aim:</td>
<td>This unit enables the learner to sample a range of feltmaking techniques and design and make a simple 3D felt item.</td>
</tr>
</tbody>
</table>

### 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 feltmaking
1.2 list tools, equipment and materials used for feltmaking
1.3 use tools, equipment and materials safely for feltmaking

### Range

#### Regulations

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

#### 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:

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
Unit 109  Feltmaking

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

#### UK learners
General qualification information

| T: +44 (0)844 543 0033 |
| E: learnersupport@cityandguilds.com |

#### International learners
General qualification information

| T: +44 (0)844 543 0033 |
| F: +44 (0)20 7294 2413 |
| E: intcg@cityandguilds.com |

#### Centres
Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

| T: +44 (0)844 543 0000 |
| F: +44 (0)20 7294 2413 |
| E: centresupport@cityandguilds.com |

#### Single subject qualifications
Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

| T: +44 (0)844 543 0000 |
| F: +44 (0)20 7294 2413 |
| E: singlesubjects@cityandguilds.com |

#### International awards
Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

| T: +44 (0)844 543 0000 |
| F: +44 (0)20 7294 2413 |
| E: intops@cityandguilds.com |

#### Walled Garden
Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

| T: +44 (0)844 543 0000 |
| F: +44 (0)20 7294 2413 |
| E: walledgarden@cityandguilds.com |

#### Employer
Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

| T: +44 (0)121 503 8993 |
| E: business@cityandguilds.com |

#### Publications
Logbooks, Centre documents, Forms, Free literature

| T: +44 (0)844 543 0000 |
| F: +44 (0)20 7294 2413 |

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

City & Guilds Group
The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds 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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