

# Level 2 Award / Certificate / Diploma in Textiles (7161-02/12/22)

Version 3.1 (September 2017)



## Qualification at a glance

<b>Subject area</b>	<b>Creative</b>
<b>City &amp; Guilds number</b>	7161
<b>Age group approved</b>	All
<b>Assessment</b>	Assignment
<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 2 Award in Textiles (Sampling Techniques for Textile Design)	7161-02	600/8749/3
Level 2 Award in Textiles (Textile Decoration)	7161-02	600/7422/X
Level 2 Award in Textiles (Hand Embroidery)	7161-02	600/7419/X
Level 2 Award in Textiles (Patchwork and Quilting)	7161-02	600/7418/8
Level 2 Award in Textiles (Appliqué and Quilting)	7161-02	600/7417/6
Level 2 Award in Textiles (Machine Embroidery)	7161-02	600/7415/2
Level 2 Award in Textiles (Collection of Machine Embroidered Textiles)	7161-02	600/7414/0
Level 2 Award in Textiles (3D Felt Item)	7161-02	600/8377/3
Level 2 Certificate in Textiles	7161-12	600/7420/6
Level 2 Diploma in Textiles	7161-22	600/7546/6

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 March 2013	Addition of unit 213. Amendment to structure. New Level 2 Award	5. Units
3.0 April 2013	Addition of a new Award, therefore amendment to the structure page	1. Introduction
3.1 September 2017	Added GLH and TQT Removed QCF	Structure Appendix 1

City & Guilds  
**Believe you can**



[www.cityandguilds.com](http://www.cityandguilds.com)



# Contents

<b>1</b>	<b>Introduction</b>	<b>6</b>
	Structure	7
<b>2</b>	<b>Centre requirements</b>	<b>13</b>
	Approval	13
	Resource requirements	13
	Learner entry requirements	14
<b>3</b>	<b>Delivering the qualification</b>	<b>15</b>
	Initial assessment and induction	15
	Support materials	15
	Recording documents	15
<b>4</b>	<b>Assessment</b>	<b>16</b>
	Assessment of the qualification	16
	Assessment strategy	16
	Recognition of prior learning (RPL)	16
<b>5</b>	<b>Units</b>	<b>17</b>
<b>Unit 201</b>	<b>Developing design ideas</b>	<b>18</b>
<b>Unit 202</b>	<b>Sampling techniques for textile design</b>	<b>22</b>
<b>Unit 203</b>	<b>Textile decoration</b>	<b>25</b>
<b>Unit 204</b>	<b>Design and make a hand embroidered item</b>	<b>29</b>
<b>Unit 205</b>	<b>Design and make an item of patchwork with quilting</b>	<b>33</b>
<b>Unit 206</b>	<b>Design and make an item of appliqué with quilting</b>	<b>37</b>
<b>Unit 207</b>	<b>Create a collection of machine embroidery samples</b>	<b>41</b>
<b>Unit 208</b>	<b>Design and make a machine embroidered item</b>	<b>45</b>
<b>Unit 209</b>	<b>Understand how to work for a client to create a product</b>	<b>49</b>
<b>Unit 210</b>	<b>Create a website using web design application templates</b>	<b>51</b>
<b>Unit 211</b>	<b>Product promotion using social media</b>	<b>53</b>
<b>Unit 212</b>	<b>Producing promotional publications</b>	<b>56</b>
<b>Unit 213</b>	<b>Design and make a 3D felt item</b>	<b>59</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>63</b>



# 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 3 Award in Textiles (7161-03)</li><li>• Level 3 Certificate in Textiles (7161-13)</li></ul>

## Structure

To achieve the **7161-02 Level 2 Award in Textiles (Sampling Techniques for Textile Design)** 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>			
M/504/5647	202	Sampling techniques for textile design	4

To achieve the **7161-02 Level 2 Award in Textiles (Textile Decoration)** learners must achieve **6** 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>			
T/504/5648	203	Textile decoration	6

To achieve the **7161-02 Level 2 Award in Textiles (Hand Embroidery)** learners must achieve **6** 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/504/5650	204	Design and make a hand embroidered item	6

To achieve the **7161-02 Level 2 Award in Textiles (Patchwork and Quilting)** learners must achieve **6** 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>			
T/504/5651	205	Design and make an item of patchwork with quilting	6

To achieve the **7161-02 Level 2 Award in Textiles (Appliqué and Quilting)** learners must achieve **6** 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>			
F/504/5653	206	Design and make an item of appliqué with quilting	6

To achieve the **7161-02 Level 2 Award in Textiles (Collection of Machine Embroidered Textiles)** learners must achieve **6** 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>			
J/504/5654	207	Create a collection of machine embroidery samples	6



To achieve the **7161-02 Level 2 Award in Textiles (Machine Embroidery)** learners must achieve **6** 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/504/5656	208	Design and make a machine embroidered item	6

To achieve the **7161-02 Level 2 Award in Textiles (3D Felt Item)** learners must achieve **6** 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>			
L/504/7289	213	Design and make a 3D felt item	6

To achieve the **7161-12 Level 2 Certificate in Textiles**, learners must achieve a minimum of **20** credits, **8** credits must come from the mandatory units and a minimum of **12** credits must come 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>			
F/503/7147	201	Developing design ideas	4
M/504/5647	202	Sampling techniques for textile design	4
<b>Optional</b>			
T/504/5648	203	Textile decoration	6
M/504/5650	204	Design and make a hand embroidered item	6
T/504/5651	205	Design and make an item of patchwork with quilting	6
F/504/5653	206	Design and make an item of appliqué with quilting	6
J/504/5654	207	Create a collection of machine embroidery samples	6
R/504/5656	208	Design and make a machine embroidered item	6
L/504/7289	213	Design and make a 3D felt item	6

To achieve the **7161-22 Level 2 Diploma in Textiles**, learners must achieve a minimum of **50** credits, **14** credits must come from the mandatory units and a minimum of **36** credits must come 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>			
F/503/7147	201	Developing design ideas	4
M/504/5647	202	Sampling techniques for textile design	4
M/504/5907	209	Understand how to work for a client to create a product	2
T/504/5908	210	Create a website using web design application templates	2
M/504/5910	212	Producing promotional publications	2
<b>Optional</b>			
T/504/5648	203	Textile decoration	6
M/504/5650	204	Design and make a hand embroidered item	6
T/504/5651	205	Design and make an item of patchwork with quilting	6
F/504/5653	206	Design and make an item of appliqué with quilting	6
J/504/5654	207	Create a collection of machine embroidery samples	6
R/504/5656	208	Design and make a machine embroidered item	6
A/504/5909	211	Product promotion using social media	2
L/504/7289	213	Design and make a 3D felt item	6

## Total Qualification Time

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

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 2 Award in Textiles (Patchwork and Quilting)	39	60
Level 2 Award in Textiles (Appliqué and Quilting)	39	60
Level 2 Certificate In Textiles	128	200
Level 2 Award In Textiles - Textile Decoration	33	60



## 2 Centre requirements

### Approval

If your Centre is approved to offer the Level 2 Award/Certificate/Diploma in Creative Techniques-Textiles (7112-02/12) you can apply for the new Level 2 Award in Textiles (7161-02) and Level 2 Certificate in Textiles (7161-12) and the Level 2 Diploma in Textiles (7161-22) 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.

## **Assessors and Internal Quality Assurer**

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications.

## **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

The following resources are available for these qualifications:

Description	How to access
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>

### Recording documents

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

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



## 4 Assessment

### Assessment of the qualification

All units are assessed by assignments.

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

### 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.

### Summary of units

<b>Unit</b>	<b>Title</b>	<b>UAN</b>	<b>Credits</b>
201	Developing design ideas	F/503/7147	4
202	Sampling techniques for textile design	M/504/5647	4
203	Textile decoration	T/504/5648	6
204	Design and make a hand embroidered item	M/504/5650	6
205	Design and make an item of patchwork with quilting	T/504/5651	6
206	Design and make an item of appliqué with quilting	F/504/5653	6
207	Create a collection of machine embroidery samples	J/504/5654	6
208	Design and make a machine embroidered item	R/504/5656	6
209	Understand how to work for a client to create a product	M/504/5907	2
210	Create a website using web design application templates	T/504/5908	2
211	Product promotion using social media	A/504/5656	2
212	Producing promotional publications	M/504/5910	2
213	Design and make a 3D felt item	L/504/7289	6

<b>UAN:</b>	<b>F/503/7147</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	4
<b>GLH:</b>	31
<b>Relationship to NOS:</b>	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills : CR 2, 5, 6, 8, 9, 11, 13, 14, 15, 17, 19, 21, 22, 24, 30, 31 DES 3, 4, 5, 8, 10, 11, 18
<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 use a range of materials to create and develop design ideas using colour, line, texture, shape and form.

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

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

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

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

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

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 4.1 create a **primary** and **secondary** colour wheel by mixing colouring materials
- 4.2 create **tints, tones and shades** using colouring materials
- 4.3 create **greyscale** using colouring materials
- 4.4 make lines and marks using **mediums**
- 4.5 use lines and marks to evoke **mood**
- 4.6 produce **low relief** using a variety of materials
- 4.7 make **overlays**
- 4.8 create contrast using overlays
- 4.9 create **textures** using materials.

**Range****Primary**

Magenta, cyan and yellow.

**Secondary**

Violet, green and orange.

**Tints, tones and shades**

Add white, grey and black to primary colours.

**Greyscale**

Make a gradation ladder from white to black through the grey tones.

**Lines and marks**

eg contrasting lines, expressive lines, straight, curvilinear, angular lines, hatching, dots, dashes and similar drawn expressions.

**Mediums**

Wet mediums

eg Ink, paint and similar items.

Dry mediums

eg crayon, graphite, wax and similar items.

**Mood**

eg anger, tranquillity, excitement and similar expressive ideas.

**Low relief**

Low 3D effects, surface texture created by the addition and mixture of mediums.

**Overlays**

Transparent or translucent materials layered over underlying materials.

**Textures**

Visual texture eg colour discharge, rubbing, sponging, spraying, stippling, resists and similar.

Texture eg surface created by pleating, folding, embossing, crumpling and similar techniques.

<b>Learning outcome</b>
The learner will: 5. be able to develop shape
<b>Assessment criteria</b>
The learner can: 5.1 create <b>shapes</b> using lines and marks 5.2 manipulate shapes to form pattern 5.3 use areas of <b>void</b> .

<b>Range</b>
<b>Shapes</b> <ul style="list-style-type: none"> <li>• Random - shape freely formed.</li> <li>• Geometric - shape regular or mathematical shapes.</li> </ul>
<b>Void</b> Space occurring between designed shapes, negative space.

<b>Learning outcome</b>
The learner will: 6. be able to develop form
<b>Assessment criteria</b>
The learner can: 6.1 create 3D form using construction methods 6.2 construct 3D form using <b>2D materials</b> .

<b>Range</b>
<b>2D materials</b> eg acetate, balsa, card, paper, and similar items.

<b>Learning outcome</b>
The learner will: 7. be able to evaluate and record design work
<b>Assessment criteria</b>
The learner can: 7.1 produce <b>records</b> of design ideas 7.2 <b>evaluate</b> results of design work.

<b>Range</b>
<b>Records</b> <ul style="list-style-type: none"> <li>• written record</li> <li>• visual record</li> </ul> <p>The experimentations undertaken, or photographs where the life of the materials renders storage impractical.</p>
<b>Evaluate</b> Identify/record strengths and weaknesses of the designs undertaken.

## Unit 202

## Sampling techniques for textile design

<b>UAN:</b>	<b>M/504/5647</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	4
<b>GLH:</b>	31
<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 learners to experiment with 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 describe 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, burns. <b>Materials</b> eg adhesives, colouring materials, wax, discharge 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 Personal Protective Equipment (PPE): masks gloves, goggles, apron, and 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 **prepare** materials for textile design techniques
- 2.4 **manipulate** textile design materials
  - traditional
  - non-traditional
- 2.5 **experiment** with materials and techniques to explore their potential using
  - colour
  - line
  - texture
  - shape
  - form.

**Range****Range of techniques**

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

**Materials**

Traditional materials

eg colouring materials - fabric wax crayons, wax, fabric paint, fabric pens, resists, dye, print blocks, stencils, mask; natural man made and synthetic fibres and fabrics, thread, yarn, cane, raffia, rush, willow.

Non-traditional materials

eg sisal, hessian, metallic, wax, shim, handmade paper, plastics.

**Prepare**

eg remove dressing, press, steam.

**Manipulate**

eg Twist, turn, bend, fold, pleat, loop, thread, ease, cut, piece, pierce, weave, texture and similar

**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.

<b>Learning outcome</b>
The learner will: 3. be able to evaluate and present samples of textile design techniques
<b>Assessment criteria</b>
The learner can: 3.1 <b>evaluate</b> results of textile design techniques sampled 3.2 <b>display finished samples</b> in a style suitable for a client.

<b>Range</b>
<b>Evaluate</b> Describe strengths and weaknesses of the techniques and sampling undertaken.
<b>Display finished samples</b> Present samples of experimentations undertaken in an organised manner in a folio, sketch book or similar.



<b>UAN:</b>	<b>T/504/5648</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	6
<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>	The unit provides the learner with the practical skills and knowledge needed to decorate a length of textiles 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 describe <b>tools, equipment and materials</b> used to decorate textiles
1.3 use tools, equipment and materials safely to decorate textiles.

<b>Range</b>
<b>Regulations</b> COSHH, Health & Safety at Work, Portable Appliance Testing (PAT)
<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, and 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 for textile decoration
<b>Assessment criteria</b>
The learner can: 2.1 describe the characteristics of a range of fabrics 2.2 describe the characteristics of <b>colouring materials</b> .

<b>Range</b>
<b>Characteristics</b> Match fibre content to colouring medium.
<b>Range of fabrics</b> eg natural, synthetic, man made fabrics in light and medium weights, with pile and flat surfaces.
<b>Colouring materials</b> eg dyes, paint, coloured wax, metallic, sprays, 3D mediums.

<b>Learning outcome</b>
The learner will: 3. be able to research contextual influences on decorated textiles
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> designs in textile decoration <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> 3.2 present research in a <b>logical format</b> .

<b>Range</b>
<b>Research</b> From primary and secondary sources, eg key designer makers, the natural and man made environment; websites; books, journals; exhibitions and shows; museums.
<b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation.

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 4.1 develop a range of **own design ideas** incorporating
- colour
  - line
  - texture
  - shape
  - form
- 4.2 **experiment** with fabric to sample **techniques** and processes for textile decoration.
- 4.3 estimate the cost and time required to produce decorated textiles.

**Range****Own design ideas**

Develop original ideas eg roughs, collages, developed design drawing

**Experiment**

Prepare eg wash out dressing, iron, stretch, finish edges

Use colouring mediums, beads, threads, stencils, print blocks, woven fabrics eg natural, synthetic, and man made fabrics.

Record results of techniques used/experimentations eg Dye recipes, embellishment processes.

**Techniques**

eg Appliqué, stencil, dye, stitch, embellish, slash, block print, fabric manipulation.

**Learning outcome**

The learner will:

5. be able to produce a length of decorated textiles

**Assessment criteria**

The learner can:

- 5.1 develop a statement of intent
- 5.2 **produce** a length of decorated textiles to a selected design
- 5.3 **finish** decorated textiles
- 5.4 **present** decorated textiles following a design specification
- 5.5 produce a **cost sheet**
- 5.6 produce production timescales
- 5.7 **evaluate** completed decorated textiles.

**Range****Statement of intent**

Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the item to be created.

**Produce**

A length of embellished textile applying eg yarn/ colouring mediums etc. 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 eg fraying, couching, hemmed.

**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**

Describe strengths, areas for improvement and any adjustments made for the design and process.

## Unit 204

## Design and make a hand embroidered item

<b>UAN:</b>	<b>M/504/5650</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	6
<b>GLH:</b>	34
<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 produce an item of hand embroidery to a saleable standard using either traditional or innovative 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 describe <b>tools, equipment and materials</b> used for hand embroidery 1.3 use tools, equipment and materials safely to hand embroider.

<b>Range</b>
<b>Regulations</b> COSHH, Health & Safety at Work, Portable Appliance Testing (PAT). <b>Tools, equipment and materials</b> eg needles, pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, and 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 describe **characteristics** of a range of fabrics
- 2.2 describe the characteristics of **colouring materials** used for hand embroidery.

**Range****Characteristics**

Care and cleaning instructions for fabrics and threads; flammability.

**Range of fabrics**

Light, medium or heavy weight threads, metallic, synthetic and natural woven fabrics eg cotton, silk, linen, wool, bamboo, hessian, sinamay.

**Colouring materials**

eg dyes, paint, coloured wax, sprays, metallic.

**Learning outcome**

The learner will:

3. be able to research contextual influences on hand embroidery

**Assessment criteria**

The learner can:

- 3.1 **research** designs in hand embroidery
  - historical
  - cultural
  - contemporary
- 3.2 present research in a **logical format**.

**Range****Research**

From primary and secondary sources, eg key designer makers, the natural and man made environment; websites; books, journals; exhibitions and shows; museums

**Logical format**

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

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 4.1 develop a range of **own design ideas** incorporating
- colour
  - line
  - texture
  - shape
  - form
- 4.2 **experiment** with fabrics and threads to make samples using hand embroidery **techniques**
- 4.3 estimate the cost and time required to make a hand embroidered item.

**Range****Own design ideas**

Develop original ideas eg roughs, collages, developed design drawing

**Experiment**

Prepare eg press, stretch, finish edges

Use colouring mediums, beads, threads, stencils, print blocks, woven fabrics eg natural, synthetic, metallic.

Record results of techniques used/experimentations eg colourant recipes, embellishment processes.

**Techniques**

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

Stitch eg linear surface stitch and textural stitch effects

Complex stitches, composite stitches.

**Learning outcome**

The learner will:

5. be able to create a hand embroidered item

**Assessment criteria**

The learner can:

- 5.1 develop a statement of intent
- 5.2 produce a range of samples specific to a chosen design
- 5.3 create an item of hand embroidery to a selected design
- 5.4 **finish** a hand embroidered item
- 5.5 **present** a hand embroidered item following a design specification
- 5.6 produce a **cost sheet**
- 5.7 produce production timescales
- 5.8 **evaluate** a completed hand embroidered item.

**Range****Statement of intent**

Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the item to be made.

**Samples specific to a chosen design**

Materials chosen for the item must be used for these samples.

**Produce**

A length of embellished textile applying eg yarn/ colouring mediums etc. 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 eg fraying, couching, hemmed.

**Present**

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

**Cost sheet**

Materials costs.

**Production timescales**

Time taken to plan, prepare and make the hand embroidered item.

**Evaluate**

Describe strengths, areas for improvement and any adjustments made for the design and process.



## Unit 205

## Design and make an item of patchwork with quilting

<b>UAN:</b>	<b>T/504/5651</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	6
<b>GLH:</b>	39
<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 produce an item of patchwork with quilting to a saleable standard using either traditional or innovative 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 patchwork and quilting 1.2 describe <b>tools, equipment and materials</b> used in 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, dyes, fabric paints etc.
<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 required for patchwork and quilting
<b>Assessment criteria</b>
The learner can: 2.1 describe the characteristics of a <b>range of fabrics and threads</b> 2.2 describe the characteristics of <b>colouring materials</b> for patchwork and quilting.

<b>Range</b>
<b>Characteristics</b> Match fibre content to colouring medium.
<b>Range of fabrics and threads</b> eg natural, light and medium weight fabrics, with pile and flat surfaces. Threads, natural and man made in a variety of thickness. Waddings/battings, natural and man made.
<b>Colouring materials</b> eg dyes, paint, coloured wax.

<b>Learning outcome</b>
The learner will: 3. be able to research contextual influences on patchwork and quilting
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> designs in patchwork and quilting <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> 3.2 present research in a <b>logical format</b> .

<b>Range</b>
<b>Research</b> From primary and secondary sources, eg key designer makers, the natural and man made environment; websites; books; journals; exhibitions and shows; museums
<b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation.

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 4.1 develop a range of **own design ideas** incorporating
  - colour
  - line
  - texture
  - shape
  - form
- 4.2 **experiment** with a range of fabric colourants
- 4.3 sample **techniques and processes** for patchwork and quilting
- 4.4 estimate the cost and time required to make an item of patchwork and quilting.

**Range****Own design ideas**

Develop original ideas eg roughs, collages, developed design drawing

**Experiment**

Prepare wash out dressing and iron fabrics.

Colour fabrics and threads eg, dyes, stencils, print blocks, wax, mediums.

Record results of experimentation

**Techniques and processes**

Methods of suspension for hanging quilts

Use templates produced during the course. Using both hand and machine stitching.

Sample: block and non-block patchwork, both traditional and contemporary, English mosaic patchwork sewn over papers, crazy, folded, and template free patchwork using a rotary cutter

Quilting by hand, machine and free machine

Record the results of the techniques and processes

**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 produce a range of **samples specific to a chosen design**
- 5.3 **create** an **item** of patchwork with quilting to a selected design
- 5.4 **finish** an item of patchwork with quilting
- 5.5 present an item of patchwork with quilting following a design specification
- 5.6 produce a **cost sheet**
- 5.7 produce **production timescales**
- 5.8 **evaluate** a completed item of patchwork with quilting.

**Range****Statement of intent**

Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the item to be made

**Samples specific to a chosen design**

Materials chosen for the item must be used for these samples

**Create**

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

**Item**

Eg quilt, hanging, throw, garment, cushion, panel, 3D item

Record the steps followed during the stitching process including any modifications eg photographic or written.

**Finish**

Eg bind the edge, hem, press, label with care instructions.

**Present**

Photograph and display the finished item of patchwork and quilting on a flat surface, hung or modelled

**Cost sheet**

Materials used

**Production timescales**

Time taken to plan, prepare and make the item of patchwork with quilting.

**Evaluate**

Describe strengths and areas for further development of the design and process.

## Unit 206

## Design and make an item of appliqué with quilting

<b>UAN:</b>	<b>F/504/5653</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	6
<b>GLH:</b>	39
<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 produce an item of appliqué with quilting to a saleable standard using either traditional or innovative 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 appliqué and quilting 1.2 describe <b>tools, equipment and materials</b> used for appliqué and quilting 1.3 <b>use tools, equipment and materials</b> safely in appliqué 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, Bonding materials. Design materials eg colouring materials, pencils, paper, dyes, fabric paints etc.
<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 required for appliqué and quilting
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>characteristics</b> of a <b>range of fabrics and threads</b> 2.2 describe the characteristics of <b>colouring materials</b> for appliqué and quilting.

<b>Range</b>
<b>Characteristics</b> Match fibre content to colouring medium.
<b>Range of fabrics and threads</b> Fabrics eg natural, fabrics in medium weights, with pile and flat surfaces. Threads eg natural and man made in a variety of thickness, bonding materials Waddings, natural and man made.
<b>Colouring materials</b> eg dyes, paint, coloured wax.

<b>Learning outcome</b>
The learner will: 3. be able to research contextual influences relating to design in appliqué and quilting
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> designs in appliqué and quilting <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> 3.2 present research in a <b>logical format</b> .

<b>Range</b>
<b>Research</b> From primary and secondary sources, eg key designer makers, the natural and man made environment; websites; books; journals; exhibitions and shows; museums
<b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation.

<b>Learning outcome</b>
The learner will: 4. be able to plan, prepare and sample materials for appliqué and quilting
<b>Assessment criteria</b>
The learner can: 4.1 develop a range of <b>own design ideas</b> incorporating <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• texture</li> <li>• shape</li> <li>• form</li> </ul> 4.2 <b>experiment</b> with a range of fabric colourants. 4.3 sample <b>techniques and processes</b> for appliqué and quilting 4.4 estimate the cost and time required to make an item of appliqué with quilting.

<b>Range</b>
<b>Own design ideas</b> Develop original ideas eg roughs, collages, developed design drawing
<b>Experiment</b> Prepare, wash out dressing and iron fabrics. Colour fabrics and threads, use dyes, stencils, print blocks. Record the results of the experiments.
<b>Techniques and processes</b> Methods of suspension for hanging quilts Use templates produced during the course. Using both hand and machine stitching, sample. appliqué - traditional and contemporary methods. hand using an invisible stitch, machine, free machine, bonded, reverse appliqué, shadow appliqué, layering and slashing
Quilting by hand, machine and free machine Record the results of the techniques and processes

**Learning outcome**

The learner will:

5. be able to create an item of appliqué with quilting

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a range of **samples specific to a chosen design**
- 5.3 **create** an **item** of appliqué with quilting to a selected design
- 5.4 produce a **cost sheet**
- 5.5 produce **production timescales**
- 5.6 **evaluate** a completed item of appliqué with quilting.

**Range****Statement of intent**

Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the item to be made

**Samples specific to a chosen design**

Materials chosen for the item must be used for these samples.

**Create**

Use hand or machine stitching to make the appliqué, layer, add in wadding if required, add backing, and quilt.

**Item**

eg quilt, hanging, throw, item for interior décor, panel, 3D item  
Record the steps followed during the stitching process including any modifications eg photographic or written.

**Finish**

eg finishing the edge, hem, press, label with care instructions.

**Present**

Photograph and display the finished appliquéd item eg on a flat surface or hanging.

**Cost sheet**

Material costs.

**Production timescales**

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

**Evaluate**

Describe strengths, areas for improvement and any adjustments made for the design and process.



## Unit 207

## Create a collection of machine embroidery samples

<b>UAN:</b>	<b>J/504/5654</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	6
<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 create a collection of machine embroidered textiles using traditional and innovative techniques and processes.

<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 describe <b>tools, equipment and materials</b> used for machine embroidery 1.3 <b>use tools, equipment and materials</b> safely to machine embroider.

<b>Range</b>
<b>Regulations</b> Portable Appliance Testing (PAT), COSHH, Health and Safety at Work Act. <b>Tools, equipment and materials</b> Sewing tools to include cutting tools, sewing machines, irons, dye baths, etc. Design materials eg colouring materials, pencils, paper, and 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 required for machine embroidery
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>characteristics</b> of a <b>range of fabrics</b> 2.2 describe a <b>range of fabric</b> colouring techniques 2.3 identify a range of <b>haberdashery</b> required for making machine embroidered samples.

<b>Range</b>
<b>Fabric colouring techniques</b> Methods of adding colour to fabric eg dye fabric paint, crayon, oil pastel, spray paint.
<b>Characteristics</b> Care and cleaning instructions for fabrics and threads; flammability; match fibre content to colouring medium.
<b>Range of fabrics</b> eg natural and synthetic fabrics in light, medium weights, with flat or lightly textured surfaces.
<b>Haberdashery</b> eg Threads, needles, soluble fabrics, embellishments.

<b>Learning outcome</b>
The learner will: 3. be able to research contextual influences on the design of machine embroidery
<b>Assessment criteria</b>
The learner can: 3.1 describe current trends for machine embroidery 3.2 <b>research</b> designs in machine embroidery from a range of sources <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> 3.3 present research in a <b>logical format</b> .

<b>Range</b>
<p><b>Research</b> From primary and secondary sources, eg key designer makers, the natural and man made environment, websites, books, journals, exhibitions and shows, museums</p> <p><b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>4. be able to plan, prepare and sample materials for machine embroidery</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 develop a range of <b>own design</b> ideas incorporating</p> <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• texture</li> <li>• shape</li> <li>• form</li> </ul> <p>4.2 <b>experiment</b> with fabrics and threads to make samples using <b>machine embroidery techniques</b></p> <p>4.3 estimate the cost and time required to make machine embroidery samples.</p>

<b>Range</b>
<p><b>Own design ideas</b> Develop original ideas eg roughs, collages, developed design drawings showing colours, lines, textures, patterns, forms that could influence machine embroidery techniques, from a range of sources - eg from images of architecture, nature, art, landscape, etc.</p> <p><b>Experiment</b> Prepare eg remove dressing, press, stretch, finish edges Use colouring mediums, beads, threads, stencils, print blocks Woven fabrics eg natural, synthetic, metallic, singe, distress Record results of experimentation eg colourant recipes; embellishment processes.</p> <p><b>Machine embroidery techniques</b> Stitching with the feed raised and a presser foot on the machine, stitching free motion, appliqué, quilting, shadow effects using stitching and layering, cut through effects, use of stabilizers and soluble fabrics Edge finishing effects – eg binding, piping, Prairie points, fraying, braids, and tassels.</p>

<b>Learning outcome</b>
The learner will: 5. be able to create a collection of machine embroidery samples
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 <b>create</b> machine embroidered samples specific to a <b>selected design</b> 5.3 <b>finish</b> a collection of machine embroidery samples 5.4 <b>present</b> finished machine embroidery samples following a design specification 5.5 produce a <b>cost sheet</b> 5.6 produce <b>production timescales</b> 5.7 <b>evaluate</b> completed machine embroidery samples.

<b>Range</b>
<b>Statement of intent</b> Written description of the suggested design which satisfies client requirements.
<b>Create</b> Use the selected fabric colouring, machine embroidery and edge finishing techniques to make a collection of samples. Press work correctly. Record the steps followed during the stages of making the samples including care requirements.
<b>Selected design</b> Developed drawing in colour with fabric swatches and threads.
<b>Finish</b> Press off the samples without marking the surface of the fabric, trim loose threads.
<b>Present</b> Display the finished samples, developed design drawing and swatches as a folio eg sketchbook, folder.
<b>Cost sheet</b> Materials used – eg dyes, fabrics, and threads.
<b>Production timescales</b> Time taken to plan, prepare and create the machine embroidered samples.
<b>Evaluate</b> Describe strengths, areas for improvement and any adjustments made for the design and process.

## Unit 208

## Design and make a machine embroidered item

<b>UAN:</b>	<b>R/504/5656</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	6
<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 an item using machine embroidered textiles and traditional and innovative techniques.

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

<b>Range</b>
<b>Regulations</b> COSHH, PAT testing, Health & Safety at Work <b>Tools, equipment and materials</b> Sewing tools to include cutting tools, sewing machines, irons, textile colouration materials. Design materials eg colouring materials, pencils, paper, and 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 required for machine embroidery
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>characteristics</b> of a <b>range of fabrics</b> 2.2 describe a range of <b>fabric colouring techniques</b> 2.3 identify a range of <b>haberdashery</b> used for making machine embroidered items.

<b>Range</b>
<b>Characteristics</b> Care and cleaning instructions for fabrics and threads; flammability; match fibre content to colouring medium.
<b>Range of fabrics</b> Woven natural and synthetic fabrics in light, medium and heavy weights, with pile and flat surfaces.
<b>Fabric colouring techniques</b> Methods of adding colour to fabric eg dye fabric paint, crayon, oil pastel, spray paint.
<b>Haberdashery</b> Eg Threads needles soluble fabrics, trimmings, fastenings, embellishments, stabilisers, interfacings.

<b>Learning outcome</b>
The learner will: 3. be able to research contextual influences on the design of machine embroidered items
<b>Assessment criteria</b>
The learner can: 3.1 describe <b>current trends</b> for machine embroidery 3.2 <b>research</b> designs in machine embroidery: <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> 3.3 present research in a <b>logical format</b> .

## Range

### Current trends

Work seen at major exhibitions. In vogue machine embroidered items eg soft furnishings; textile jewellery; body accessories – hat, belt, bag.

### Research

From primary and secondary sources, eg key designer makers, the natural and man made environment; websites; books; journals; exhibitions and shows; museums

### Logical format

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

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 4.1 develop a range of **own design ideas** incorporating
  - colour
  - line
  - texture
  - shape
  - form
- 4.2 **experiment** with fabrics and threads to make samples using **machine embroidery techniques**
- 4.3 estimate the cost and time required to a machine embroidered item.

## Range

### Own design ideas

Develop original ideas eg roughs, collages, templates, sample design drawings

### Experiment

Use colouring mediums, embellishments, threads, stencils, print blocks, woven fabrics - natural, synthetic, metallic.

Record results of experimentation eg colourant recipes; embellishment processes.

### Machine embroidery techniques

Explore the use of traditional and innovative machine embroidery techniques:

machine stitching with the feed raised and a presser foot on the machine; machine stitching feed lowered and a darning foot on the machine; machine appliqué; machine quilting, shadow effects using stitching and layering, cut through effects, use of stabilizers and soluble fabrics

Edge finishing effects – eg, binding, piping, Prairie points, fraying, braids, tassels.

<b>Learning outcome</b>
The learner will: 5. be able to make a machine embroidered item
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 produce a range of <b>samples specific to a chosen design</b> 5.3 <b>make</b> a machine embroidered item to a selected design 5.4 <b>finish</b> a machine embroidered item 5.5 <b>present</b> a finished machine embroidered item following a design specification 5.6 produce a <b>cost sheet</b> 5.7 produce <b>production timescales</b> 5.8 <b>evaluate</b> a completed machine embroidered item.

<b>Range</b>
<p><b>Statement of intent</b> Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the item to be made</p> <p><b>Samples specific to a chosen design</b> Materials chosen for the item must be used for these samples eg machine embroidery technique, seams, fastenings and finishings.</p> <p><b>Make</b> Use chosen techniques and record the steps followed during the construction process including any adjustments eg photographic, written.</p> <p><b>Finish</b> Press off the samples without marking the surface of the fabric, trim loose threads.</p> <p><b>Present</b> Photograph and display the finished item</p> <p><b>Cost sheet</b> Materials used.</p> <p><b>Production timescale</b> Time taken to plan, prepare and make the machine embroidered item.</p> <p><b>Evaluate</b> Describe strengths, areas for improvement and any adjustments made for the design and process.</p>



## Unit 209

## Understand how to work for a client to create a product

<b>UAN:</b>	<b>M/504/5907</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<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>	In this unit the learner will develop an understanding of the conventions and practices required for conducting a business meeting with a client, develop a brief for and plan the production of a creative product.

<b>Learning outcome</b>
The learner will: 1. understand conventions and practices for a meeting with a client
<b>Assessment criteria</b>
The learner can: 1.1 describe <b>key aspects</b> of meeting processes and procedures 1.2 describe the importance of taking notes and <b>recording outcomes</b> at meetings 1.3 describe <b>professional practice</b> when dealing with clients.

<b>Range</b>
<b>Key aspects</b> eg the notification of meeting, agenda, location, post meeting procedures. <b>Recording outcomes</b> Taking notes eg as a reminder, and the formal recording of outcomes and key decisions. <b>Professional practice</b> Maintaining personal safety, time keeping, appropriate dress, appropriate body language, polite and focused communication, respecting the contributions of others.

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

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

**Range****Presenting**

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

**Requirements**

Time, cost, specification, quality.

**Agreement to proceed**

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

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

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

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

**Range****Stages in an action plan**

eg preparing for production, production timescales, evaluating.

**Considerations**

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

**Importance of monitoring**

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

## Unit 210

## Create a website using web design application templates

<b>UAN:</b>	<b>T/504/5908</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<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>	In this unit the learner will develop the knowledge and skills for creating a website using design application techniques.

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

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

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

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

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

## Unit 211

## Product promotion using social media

<b>UAN:</b>	<b>A/504/5909</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<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>	In this unit the learner will learn the knowledge and skills for using social media to promote a product.

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

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

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

<b>Range</b>
<b>Ethical considerations</b> Moral issues or principles to be considered when using social networks.

<b>Learning outcome</b>
The learner will: 3. be able to create a social networking profile for a product
<b>Assessment criteria</b>
The learner can: 3.1 use a social networking application template to create a <b>profile for a product</b> 3.2 upload <b>digital media</b> content to a social networking site to promote a product 3.3 add contacts to a social networking profile 3.4 take precautions to ensure own safety and privacy when working online.

<b>Range</b>
<b>Profile for a product</b> A page on a web based site containing promotional details for a product
<b>Digital media</b> Digital images, scans of images or drawings.

<b>Learning outcome</b>
The learner will: 4. be able to use a social network to communicate with others to promote a product
<b>Assessment criteria</b>
The learner can: 4.1 send messages to others using a social network to promote a product 4.2 create a group in a social networking site to share product information 4.3 post comments to a social network to promote a product.

## Unit 212

## Producing promotional publications

<b>UAN:</b>	<b>M/504/5910</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<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 practical skills and knowledge needed to produce promotion publications.

### Learning outcome

The learner will:

1. know how designs and page layouts are used for promotional publications

### Assessment criteria

The learner can:

- 1.1 describe different types of documents used to promote products
- 1.2 identify **restrictions** on the use of promotional materials
- 1.3 describe how **page design and layout** increases the effectiveness of a publication
- 1.4 compare different types of **paper and inks** used for publications.

### Range

#### Restrictions

Distribution, placement, language, copyright, size.

#### Page design and layout

Visual appeal, key information easily visible, visuals relevant to the product. Size, colour, position of logo, white space.

#### Paper and inks

Weight and surface finish of papers and card stock, inks: eg gloss medium, satin, colour, permanence of ink CMYK.



<b>Learning outcome</b>
The learner will: 2. be able to create publications for creative products
<b>Assessment criteria</b>
The learner can: 2.1 describe how <b>copyright constraints</b> affect the use of information 2.2 select page design and layout for promotional publications 2.3 input <b>product information</b> into templates for editing and formatting 2.4 save electronic files securely for retrieval.

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

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

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

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

<b>Range</b>
<b>Impact</b> Visually appealing, concise information in a readable format.

## Unit 213

## Design and make a 3D felt item

<b>UAN:</b>	<b>L/504/7289</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	6
<b>GLH:</b>	38
<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 practical skills and knowledge needed to make a 3D item from hand made felt. The learner will explore and develop traditional and innovative techniques in the creation of the 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 describe <b>tools, equipment and materials</b> used for feltmaking 1.3 <b>use tools, equipment and materials</b> safely to make 3D felt items.

<b>Range</b>
<b>Regulations</b> COSHH, Health and Safety at Work Act, Portable Appliance Testing (PAT) <b>Tools, equipment and materials</b> Kettles, carders, felting needles, pressing tools, 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: apron, surface protection

<b>Learning outcome</b>
The learner will: 2. know the characteristics of materials required for feltmaking
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>characteristics</b> of a <b>range of materials</b> used in feltmaking 2.2 describe a range of <b>colouring techniques</b> used in feltmaking.

<b>Range</b>
<b>Characteristics</b> Care and cleaning instructions for felted 3D items - flammability; match fibre content to colouring medium.
<b>Range of fabrics</b> Wool, silk, man-made fibres, dyed and undyed, natural and synthetic fabrics, natural and synthetic yarns.
<b>Colouring materials</b> Methods of adding colour to fibres and to hand made felt eg dye, fabric paint, spray paint, fibre blending, embellishment with stitch, beads, studs.

<b>Learning outcome</b>
The learner will: 3. be able to research contextual influences relating to the design of 3D felt items
<b>Assessment criteria</b>
The learner can: 3.1 describe <b>current trends</b> in feltmaking 3.2 <b>research</b> designs in 3D felt items <ul style="list-style-type: none"> <li>• historical</li> <li>• cultural</li> <li>• contemporary</li> </ul> 3.3 present research in a <b>logical format</b> .

<b>Range</b>
<b>Current trends</b> Work seen at major exhibitions. In vogue 3D felt items eg interior décor – cushions, wall hangings, textile jewellery; body accessories – hat, belt, bag, waistcoat.
<b>Research</b> From primary and secondary sources eg key designer makers, the natural and man made environment, websites, books, journals, exhibitions and shows, museums.
<b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation.

**Learning outcome**

The learner will:

4. be able to plan, prepare and sample materials for 3D felt items

**Assessment criteria**

The learner can:

- 4.1 develop a range of **own design ideas** incorporating
- colour
  - line
  - texture
  - shape
  - form
- 4.2 select **materials** for felt samples
- 4.3 **experiment** with fabric to make samples using **feltmaking techniques**
- 4.4 **record** techniques and processes used to make samples
- 4.5 estimate the cost and time required to make a 3D felt item.

**Range****Own design ideas**

Develop original ideas eg roughs, collages, templates, sample design drawings

**Materials**

Fibres, yarns, fabrics and embellishments

**Experiment**

Use fibres, yarns, fabrics, colouring mediums, embellishments, stencils, print blocks.

**Feltmaking techniques**

Explore the use of traditional and innovative techniques.

Make felt using wet techniques and add to the surface with dry techniques.

Calculate shrinkage, prepare wool fibres by carding, 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, add other fibres, yarns and stitches to the surface, make a resist template and use it to produce 3D felt, shape felt around found objects, colour wool tops, blend fibres to achieve colours, make single and multi coloured felt, nuno felt.

**Record**

Experiments - colour recipes, techniques, embellishment processes.

**Learning outcome**

The learner will:

5. be able to create a 3D felt item

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a range of **samples specific to a chosen design**
- 5.3 **create** a 3D felt item specific to a selected design
- 5.4 **finish** a 3D item
- 5.5 **present** a 3D felt item following a design specification
- 5.6 produce a **cost sheet**
- 5.7 produce **production timescales**
- 5.8 **evaluate** a completed 3D felt item.

**Range****Statement of intent**

Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the item to be created.

**Samples specific to a chosen design**

Materials chosen for the item must be used for these samples eg selected wool tops, additional fibres and yarns, fabrics

**Create**

Use chosen techniques and record the steps followed during the construction process including any adjustments eg photographic, written

**Finish**

Press off or steam the 3D item without marking the surface of the felt.

**Present**

Photograph and display the finished item.

**Cost sheet**

Material costs

**Production timescales**

Time taken to plan, create, and make the 3D felt item.

**Evaluate**

Record strengths and areas for further development of the design and process.



## 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](http://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:

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

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

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for 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

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**

## **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).

## **Copyright**

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

**City & Guilds**  
**1 Giltspur Street**  
**London EC1A 9DD**  
**T +44 (0)844 543 0000**  
**F +44 (0)20 7294 2413**  
**[www.cityandguilds.com](http://www.cityandguilds.com)**

**HB-01-7161**