QUALIFICATION HANDBOOK

City & Guilds Level 2 Award / Certificate / Diploma in Textiles (7161-02/12/22)

September 2017
Version 3.2 (March 2022)

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Qualification at a glance

Subject area	Creative
City & Guilds number	7161
Age group approved	All
Assessment	Assignment
Fast track	Available
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
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

Version and date	Change detail	Section
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
3.1 March 2022	Added GLH and TQT for Level 2 Award In Textiles - Hand Embroidery	Page 12

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Contents

1   Introduction

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

Area	Description
Who are the qualifications for?	For learners who want to develop their skills and creativity in textiles
What do the qualifications cover?	They allow learners to learn, develop and practise the creative skills required for career progression in the textiles sector.
What opportunities for progression are there?	They allow learners to progress to the following City & Guilds qualifications: • Level 3 Award in Textiles (7161-03) • Level 3 Certificate in Textiles (7161-13)

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.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
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.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
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.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
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.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
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.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
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.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
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.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
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.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
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.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/503/7147	201	Developing design ideas	4
M/504/5647	202	Sampling techniques for textile design	4
Optional			
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.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
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
Optional			
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.

Title and level	GLH	TQT
Level 2 Award in Textiles (Hand Embroidery)	34	60
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	**www.cityandguilds.com**
Fast track approval forms	**www.cityandguilds.com**

Recording documents

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

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

4   Assessment

Assessment of the qualification

All units are assessed by assignments.

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

Assessment strategy

Assessments

This qualification is assessed by assignments. These assignments assess in a number of ways to provide a clear indication of 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

Unit	Title	UAN	Credits
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

Unit 201   Developing design ideas

UAN:	F/503/7147
Level:	Level 2
Credit value:	4
GLH:	31
Relationship to NOS:	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
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 use a range of materials to create and develop design ideas using colour, line, texture, shape and form.

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

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

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

Range
Craft materials
Craft materials related to design – colouring mediums, drawing mediums, papers, card 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 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.

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

Range
Shapes
• Random - shape freely formed.
• Geometric - shape regular or mathematical shapes.
Void
Space occurring between designed shapes, negative space.

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

Range
2D materials
eg acetate, balsa, card, paper, and similar items.

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

Range
Records
• written record
• visual record
The experimentations undertaken, or photographs where the life of the materials renders storage impractical.
Evaluate
Identify/record strengths and weaknesses of the designs undertaken.

Unit 202   Sampling techniques for textile design

UAN:	**M/504/5647**
Level:	Level 2
Credit value:	4
GLH:	31
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 learners to experiment with 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 describe 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, burns.
Materials
eg adhesives, colouring materials, wax, discharge materials.
Use tools, equipment and materials safely
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.

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

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

Unit 203 Textile decoration

UAN:	T/504/5648
Level:	Level 2
Credit value:	6
GLH:	33
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	The unit provides the learner with the practical skills and knowledge needed to decorate a length of textiles 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 describe **tools, equipment and materials** used to decorate textiles
1.3 use tools, equipment and materials safely to decorate textiles.

Range
Regulations
COSHH, Health & Safety at Work, Portable Appliance Testing (PAT)
Tools, equipment and materials
eg Sewing machines, overlocker, needles, pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, and 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 describe the characteristics of a range of fabrics
2.2 describe the characteristics of **colouring materials.**

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

Learning outcome
The learner will:
3. be able to research contextual influences on decorated textiles
Assessment criteria
The learner can:
3.1 **research** designs in textile decoration
• 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 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

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

Range
Regulations
COSHH, Health & Safety at Work, Portable Appliance Testing (PAT).
Tools, equipment and materials
eg needles, pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, and 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   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

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

Range
Characteristics
Match fibre content to colouring medium.
Range of fabrics and threads
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.
Colouring materials
eg dyes, paint, coloured wax.

Learning outcome
The learner will:
3. be able to research contextual influences on patchwork and quilting
Assessment criteria
The learner can:
3.1 **research** designs in patchwork and quilting
• 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 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

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

Range
Characteristics
Match fibre content to colouring medium.
Range of fabrics and threads
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.
Colouring materials
eg dyes, paint, coloured wax.

Learning outcome
The learner will:
3. be able to research contextual influences relating to design in appliqué and quilting
Assessment criteria
The learner can:
3.1 **research** designs in appliqué and quilting
• 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 appliqué 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 appliqué and quilting
4.4 estimate the cost and time required to make an item of appliqué with 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, use dyes, stencils, print blocks. Record the results of the experiments.
Techniques and processes 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

UAN:	J/504/5654
Level:	Level 2
Credit value:	6
GLH:	33
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the learner with the practical skills and knowledge needed to create a collection of machine embroidered textiles using traditional and innovative techniques and processes.

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   describe **tools, equipment and materials** used for machine embroidery
1.3   **use tools, equipment and materials** safely to machine embroider.

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

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

Learning outcome
The learner will:
3. be able to research contextual influences on the design of machine embroidery
Assessment criteria
The learner can:
3.1 describe current trends for machine embroidery
3.2 **research** designs in machine embroidery from a range of sources
• historical
• cultural
• contemporary
3.3 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 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 make machine embroidery samples.

Range
Own design ideas
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.
Experiment
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.
Machine embroidery techniques
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.

Learning outcome
The learner will:
5. be able to create a collection of machine embroidery samples

Assessment criteria
The learner can:
5.1   develop a **statement of intent**
5.2   **create** machine embroidered samples specific to a **selected design**
5.3   **finish** a collection of machine embroidery samples
5.4   **present** finished machine embroidery samples following a design specification
5.5   produce a **cost sheet**
5.6   produce **production timescales**
5.7   **evaluate** completed machine embroidery samples.

Range
Statement of intent
Written description of the suggested design which satisfies client requirements.
Create
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.
Selected design
Developed drawing in colour with fabric swatches and threads.
Finish
Press off the samples without marking the surface of the fabric, trim loose threads.
Present
Display the finished samples, developed design drawing and swatches as a folio eg sketchbook, folder.
Cost sheet
Materials used – eg dyes, fabrics, and threads.
Production timescales
Time taken to plan, prepare and create the machine embroidered samples.
Evaluate
Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 208　　Design and make a machine embroidered item

UAN:	R/504/5656
Level:	Level 2
Credit value:	6
GLH:	33
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the learner with the practical skills and knowledge needed to make an item using machine embroidered textiles and traditional and innovative techniques.

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

Range
Regulations
COSHH, PAT testing, Health & Safety at Work
Tools, equipment and materials
Sewing tools to include cutting tools, sewing machines, irons, textile colouration materials.
Design materials eg colouring materials, pencils, paper, and 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 required for machine embroidery

Assessment criteria
The learner can:
2.1 describe the **characteristics** of a **range of fabrics**
2.2 describe a range of **fabric colouring techniques**
2.3 identify a range of **haberdashery** used for making machine embroidered items.

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

Learning outcome
The learner will:
3. be able to research contextual influences on the design of machine embroidered items

Assessment criteria
The learner can:
3.1 describe **current trends** for machine embroidery
3.2 **research** designs in machine embroidery:
• historical
• cultural
• contemporary
3.3 present research in a **logical format.**

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.

Learning outcome
The learner will:
5. be able to make a machine 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 **make** a machine embroidered item to a selected design
5.4 **finish** a machine embroidered item
5.5 **present** a finished machine embroidered item following a design specification
5.6 produce a **cost sheet**
5.7 produce **production timescales**
5.8 **evaluate** a completed machine 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
eg machine embroidery technique, seams, fastenings and finishings.
Make
Use chosen techniques and record the steps followed during the construction process including any adjustments eg photographic, written.
Finish
Press off the samples without marking the surface of the fabric, trim loose threads.
Present
Photograph and display the finished item
Cost sheet
Materials used.
Production timescale
Time taken to plan, prepare and make the machine embroidered item.
Evaluate
Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 209 Understand how to work for a client to create a product

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

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

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

Learning outcome
The learner will:
2. know how to present a viable product to a client
Assessment criteria
The learner can:
2.1 describe methods of **presenting** product ideas to a client
2.2 explain why a product meets the **requirements** of a particular client
2.3 describe the requirements for an **agreement to proceed** with a project.

Range
Presenting
eg visuals, sketches, photographs, maquette, scale model, electronic presentation.
Requirements
Time, cost, specification, quality.
Agreement to proceed
Signed off drawings, dated, payment terms, staged payment, timescales for delivery.
Any special conditions eg delivery to a particular venue, installation.

Learning outcome
The learner will:
3. know how to plan the production of a creative product.
Assessment criteria
The learner can:
3.1 identify **stages in an action plan** for the production of a product
3.2 identify **considerations** for sourcing materials
3.3 describe the **importance of monitoring** a project.

Range
Stages in an action plan
eg preparing for production, production timescales, evaluating.
Considerations
Catalogue specialist suppliers, check delivery times, check current costings, possible alternatives, risks.
Importance of monitoring
To ensure that timescales and budget are adhered to, to be able to update the client.

Unit 210 Create a website using web design application templates

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

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

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

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

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

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

Unit 211   Product promotion using social media

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

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

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

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

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

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

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

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

Unit 212 Producing promotional publications

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

Learning outcome
The learner will:
2. be able to create publications for creative products

Assessment criteria
The learner can:
2.1 describe how **copyright constraints** affect the use of information
2.2 select page design and layout for promotional publications
2.3 input **product information** into templates for editing and formatting
2.4 save electronic files securely for retrieval.

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

Learning outcome
The learner will:
3. be able to edit and format publications

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

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

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

Range
Impact
Visually appealing, concise information in a readable format.

Unit 213 Design and make a 3D felt item

UAN:	**L/504/7289**
Level:	Level 2
Credit value:	6
GLH:	38
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 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.

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 describe **tools, equipment and materials** used for feltmaking
1.3 **use tools, equipment and materials** safely to make 3D felt items.

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

Learning outcome
The learner will:
2. know the characteristics of materials required for feltmaking

Assessment criteria
The learner can:
2.1 describe the **characteristics** of a **range of materials** used in feltmaking
2.2 describe a range of **colouring techniques** used in feltmaking.

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

Learning outcome
The learner will:
3. be able to research contextual influences relating to the design of 3D felt items

Assessment criteria
The learner can:
3.1 describe **current trends** in feltmaking
3.2 **research** designs in 3D felt items
• historical
• cultural
• contemporary
3.3 present research in a **logical format.**

Range
Current trends
Work seen at major exhibitions. In vogue 3D felt items eg interior décor – cushions, wall hangings, textile jewellery; body accessories – hat, belt, bag, waistcoat.
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 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**.

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

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

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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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