



City & Guilds Level 3 Certificate in Textiles (7161-03-13)

Version 3.0 (September 2024)

Qualification Handbook

Learning outcome

The learner will:

LO2 Be able to prepare for design work

Assessment criteria

The learner can:

AC2.1 Select **craft materials** to develop design ideas

AC2.2 Select **tools and equipment** to develop design ideas

AC2.3 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:

LO3 Be able to research themes or concepts to inform design ideas

Assessment criteria

The learner can:

AC3.1 **Research** the **contextual influences** relating to an in-depth focus on a **theme** or concept

AC3.2 Research the work of **artisans** related to a theme or concept

AC3.3 Experiment with **designs** stimulated by research.

Range

Research

Use primary and secondary sources

Contextual influences

Historical, contemporary, cultural

Theme

The subject of the inspiration

Artisans

Designer makers, artists or craftsmen

Designs

Traditional eg pattern, shape, modelling and similar ideas Innovative eg abstraction, maquettes, modelling and similar ideas

Learning outcome

The learner will:

LO4 Evaluate and present design ideas and concepts

Assessment criteria

The learner can:

AC3.1 **Research** the **contextual influences** relating to an in-depth focus on a **theme** or concept

AC3.2 Research the work of **artisans** related to a theme or concept

AC3.3 Experiment with **designs** stimulated by research.

Range

Refine

Develop the preliminary designs.

Records

Visual records of the selected theme.

Evaluate

A thorough evaluation of the concept, its potential and all working ideas necessary to stimulate inspiration.

Method of display

Professional standard, method applicable to the body of work.

Target audience

eg clients, peer group, arts funding manager or similar

Unit 302

Sampling techniques for textile design

UAN:	H/504/5953
Level:	3
Credit value:	6
GLH:	40
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 materials and advance techniques used in textile design.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

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

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

Range

Regulations

COSHH, Health and Safety 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, devoré paste.

Use tools, equipment and materials safely

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

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

Learning outcome

The learner will:

LO4 Be able to plan, prepare and sample materials for decorating textiles

Assessment criteria

The learner can:

AC4.1 Develop a range of **own design ideas** incorporating

- colour
- line
- texture
- shape
- form

AC4.2 **Prepare** materials for making samples

AC4.3 **Experiment** with **techniques and processes** to produce a range of decorated textile samples

AC4.4 Estimate the cost and time required to make samples

Range

Own design ideas

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

Use design techniques for textiles eg Printing, collage, drawing, stencilling etc.

Prepare

eg Wash dressing out of fabrics, pre-shrink, press, stretch

Experiment

Experiment with innovative decorative techniques using traditional and contemporary techniques to create work of an original nature

Record the processes using written and visual records – photographs, film or sketches.

Techniques and processes

Dye, paint, crayons, foils, wax, print, spray, discharge, stitch, embellish.

Learning outcome

The learner will:

LO5 Be able to plan, prepare and sample materials for decorating textiles

Assessment criteria

The learner can:

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

AC5.2 Produce **lengths of decorated textiles** to selected designs

AC5.3 **Finish** lengths of decorated textiles

AC5.4 **Present** finished decorated textiles following a design specification

AC5.5 Produce a **cost sheet**

AC5.6 Produce **production timescales**

AC5.7 **Evaluate** completed lengths of decorated textiles.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements.

lengths of decorated textiles

Using fabrics of a different weave and characteristics

eg natural and man-made, woven, knitted, non-woven, brushed, pile, felted, glazed, mercerized, flame proofed, crease resistant, translucent.

Present

Photograph and display the finished length eg draped, hung, folded, on a hanger. Present to an individual or for public display.

Finish

eg fix, heat fix, steam, fraying, hem, press, neaten edges

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish decorated textiles.

Evaluate

Review and record strengths, areas for improvements and adjustments made for the design and process.

Unit 304

Design and make a hand embroidered panel

UAN:	K/504/5971
Level:	3
Credit value:	9
GLH:	59
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 design and make a hand embroidered panel which could be hung or used flat. The item designed could be used for a variety of purposes.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

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

AC1.3 Use tools, equipment and materials safely for hand embroidery.

Range

Regulations

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

Tools, equipment and materials

eg, needles, cutting tools, pins, measuring tools. pressing and heating tools.

Design materials eg colouring materials, pencils, paper, dyes, paints, wax, discharge, devore.

Use tools, equipment and materials

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

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

Learning outcome

The learner will:

LO2 Understand the characteristics of materials required for hand embroidery

Assessment criteria

The learner can:

AC2.1 Compare the **characteristics** of different types of **fabrics** for use in hand embroidery

AC2.2 Compare the characteristics of different types of **materials** for use in hand embroidery

AC2.3 Describe **haberdashery** used for hand embroidery.

Range

Characteristics

Weave, pile, knit, natural, synthetic.

Fabrics

eg. woven light, medium and heavier weight fabrics in natural, man made and synthetic fibres, net, lace, faux skins, stable knit fabrics.

Materials

Other materials: eg metal shim, plastics, paper, felt, 3D mediums.

Fabric colouring materials: eg dye, fabric paint, crayon, spray paint.

Haberdashery

eg Threads, needles, pins, tacking mechanisms.

Learning outcome

The learner will:

LO3 Be able to research contextual influences relating to the design of hand embroidered panels

Assessment criteria

The learner can:

AC3.1 **Research** designs of hand embroidered panels from a range of sources

- historical
- cultural
- contemporary
- traditional

AC3.2 Analyse research of contextual influences on hand embroidery for **panels**

AC3.3 Present research in a **format** suitable for a client.

Range

Research

From primary and secondary sources.

eg specialist exhibitions, key designer makers, printed sources, historic houses, galleries and museums, websites

Include research into hanging mechanisms.

Panels

Panels include items which can be hung or used otherwise eg. wall hanging, curtain, dress panel, book cover, screen panel.

Format

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

Learning outcome

The learner will:

LO4 Be able to plan, prepare and sample materials for making hand embroidered panels

Assessment criteria

The learner can:

AC4.1 Develop a range of **own design ideas** incorporating

- colour
- line
- texture
- shape
- form

AC4.2 **Experiment** with **techniques and processes** to produce a range of hand embroidered samples

AC4.3 Create a **working design visual** for a hand embroidered panel

AC4.4 Estimate the cost and time required to make hand embroidered panels.

Range

Own design ideas

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

Detailed drawings of specific stitch techniques/patterns and hanging mechanisms.

Experiment

Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result.

Record the processes using written and visual records – photographs, film or sketches.

Techniques and processes

Samples appropriate to hand embroidery panels

Fabric colouration, printing, stencilling, hand embroidery stitch techniques, embellishment, hanging mechanisms.

Use a variety of threads.

Stitches: Line, straight, looped, knotted, crossed, satin, composite, textural, raised, padded, pulled, drawn, couched, counted, insertion

Working design visual

Fabric swatches and a line drawn overall plan for the item showing the design influences. Detailed drawings of specific stitch techniques and hanging mechanisms where appropriate

Learning outcome

The learner will:

LO5 Be able to construct a hand embroidered panel

Assessment criteria

The learner can:

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

AC5.2 Produce a range of **samples specific to a chosen design**

AC5.3 **Cut out** fabrics for a machine embroidered panel avoiding waste

AC5.4 **Construct** a hand embroidered panel

AC5.5 **Finish** a hand embroidered panel

AC5.6 **Present** a hand embroidered panel following a design specification

AC5.7 Produce a **cost sheet**

AC5.8 Produce a **production timescale**

AC5.9 **Evaluate** a completed hand embroidered panel.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements and includes details of the panel mechanism which must be an integral part of the design.

Samples specific to a chosen design

Chosen fabric/s must be used for these samples.

Techniques eg. fabric colouration, stitching, embellishment.

Cut out

Use an economical fabric lay.

Construct

Use construction techniques from those sampled – eg. piecing, binding and edging techniques, fabric colouration, hand embroidery stitching, embellishment.

Record the steps followed during the construction process including any adjustments eg photographic, written.

Finish

Press off or steam a quilted hand embroidered panel without marking the surface of the fabric.

Present

Photograph and display the finished machine embroidered panel.

Cost sheet

Material costs

Production timescale

Time taken to plan, create, and finish hand embroidered panel.

Evaluate

Review and record strengths, areas for improvement and adjustments made for the design and process.

Unit 305

Design and make a hand embroidered 3D item

UAN:	A/504/5974
Level:	3
Credit value:	9
GLH:	59
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 design and make a hand embroidered 3D item which can be for purposes of ornamentation or function. The learner will experiment with a range of hand embroidery techniques.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

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

AC1.3 Use tools, equipment and materials safely for hand embroidery

Range

Regulations

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

Tools, equipment and materials

eg, needles, cutting tools, pins, measuring tools. pressing and heating tools.

Design materials eg colouring materials, pencils, paper, dyes, paints, wax, discharge, devore.

Use tools, equipment and materials

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

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

Learning outcome

The learner will:

LO2 Understand the characteristics of materials required to make hand embroidered items

Assessment criteria

The learner can:

AC2.1 Compare the **characteristics** of different types of **fabrics** for use in hand embroidery

AC2.2 Compare the characteristics of different types of **materials** for use in hand embroidery

AC2.3 Describe **haberdashery** used for hand embroidery

Range

Characteristics

Weave, pile, knit, natural, synthetic.

Fabrics

eg woven light, medium and heavier weight fabrics in natural, man made and synthetic fibres, net, lace, faux skins, stable knit fabrics.

Materials

Other materials: eg metal shim, plastics, paper, felt, 3D mediums.

Fabric colouring materials: eg dye, fabric paint, crayon, spray paint.

Haberdashery

eg Threads, needles, pins, tacking mechanisms

Learning outcome

The learner will:

LO3 Be able to research contextual influences relating to embroidered 3D items

Assessment criteria

The learner can:

AC3.1 **Research** designs of hand embroidered 3D items from a range of sources

- historical
- cultural
- contemporary
- traditional

AC3.2 Analyse research of contextual influences on hand embroidery

AC3.3 Present research in a **format** suitable for a client.

Range

Research

From primary and secondary sources to include a variety of works of key designer makers.

Format

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

Learning outcome

The learner will:

LO4 Be able to plan, prepare and sample materials for making hand embroidered 3D items

Assessment criteria

The learner can:

AC4.1 Develop a range of **own design ideas** incorporating

- colour
- line
- texture
- shape
- form

AC4.2 **Experiment** with **techniques and processes** to produce a range of hand embroidered samples

AC4.3 Create a **working design visual** for a hand embroidered 3D item

AC4.4 Estimate the cost and time required to make hand embroidered 3D items.

Range

Own design ideas

Develop original ideas eg roughs, collages, templates, sample design drawings.
Detailed drawings of specific stitch techniques/patterns.

Experiment

Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result.

Record the processes using written and visual records – photographs, film or sketches.

Techniques and processes

Samples appropriate to hand embroidery 3D items.

Fabric colouration, printing, stencilling, hand embroidery stitch techniques, embellishment.

Use a variety of threads.

Stitches: Line, straight, looped, knotted, crossed, satin, composite, textural, raised, padded, pulled, drawn, couched, counted, insertion.

Working design visual

Fabric swatches and a line drawn overall plan for the item showing the design influences. Detailed drawings of specific stitch techniques.

Learning outcome

The learner will:

LO5 Be able to construct a hand embroidered 3D item

Assessment criteria

The learner can:

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

AC5.2 Produce a range of **samples specific to a chosen design**

AC5.3 **Cut out** fabrics for a hand embroidered 3D item avoiding waste

- AC5.4 **Construct** a hand embroidered 3D item to selected designs
AC5.5 **Finish** a hand embroidered 3D item
AC5.6 **Present** a finished 3D item following a design specification
AC5.7 Produce a **cost sheet**
AC5.8 Produce **production timescales**
AC5.9 value a completed hand embroidered 3D item.
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Range

Statement of intent

Written description of the suggested design which satisfies client requirements.

Samples specific to a chosen design

Chosen fabric/s must be used for these samples

Techniques eg fabric colouration, stitching, embellishment.

Cut out

Use an economical fabric lay

Hand embroidered 3D item

eg body adornment – brooch, neck piece, belt, bag

interior textiles item - box, container, table décor.

Construct

Use construction techniques from those sampled – eg piecing, binding and edging techniques, fabric colouration, hand embroidery stitching, embellishment.

Record the steps followed during the construction process including any adjustments eg photographic, written.

Finish eg fix, heat fix, steam, fraying, hem, press, neaten edges

Present

Photograph and display the finished hand embroidered 3D item.

Present to an individual or for public display.

Cost sheet

Material costs

Production timescale

Time taken to plan, create, and finish hand embroidered 3D item.

Evaluate

Review and record strengths, areas for improvement and adjustments made for the design and process.

Unit 306

Design and make a quilted patchwork panel

UAN:	F/504/5975
Level:	3
Credit value:	9
GLH:	60
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 design and make a large scale quilted patchwork panel which can be hung or used flat.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

AC1.1 Identify health and safety **regulations** relating to the making of quilted patchwork panels

AC1.2 Describe **tools, equipment and materials** used to make quilted patchwork panels

AC1.3 **Use tools, equipment and materials** safely to make quilted patchwork panels.

Range

Regulations

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

Tools, equipment and materials

Sewing machines, needles, pressing tools, cutting tools, pins, measuring tools, fabrics, waddings.

Design materials eg colouring materials, pencils, paper.

Use tools, equipment and materials

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

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

Learning outcome

The learner will:

LO2 Understand the characteristics of materials required to make quilted patchwork panels

Assessment criteria

The learner can:

AC2.1 Compare the **characteristics** of different types of **fabrics** for quilted patchwork panels

AC2.2 Describe **haberdashery** required for making quilted patchwork panels.

Range

Characteristics

Various weaves, surface texture, surface finishes

State the care, cleaning and any pre-shrink instructions for fabrics

Fabrics

Woven medium and heavier weight fabrics in natural fibres.

Waddings – natural and man made

Haberdashery

eg Threads, needles, pins, tacking mechanisms.

Learning outcome

The learner will:

LO3 Be able to research contextual influences relating to the design of quilted patchwork panels.

Assessment criteria

The learner can:

AC3.1 **Research** designs of quilted patchwork **panels** from a range of sources

- historical
- cultural
- contemporary
- traditional

AC3.2 Analyse research of contextual influences on quilted patchwork

AC3.3 Present research in a **format** suitable for a client.

Range

Research

From primary and secondary sources

eg specialist quilt exhibitions, key designer makers, printed sources, historic houses, galleries and museums, websites

Include research into hanging mechanisms.

Panels

Panels include items which can be hung or used flat eg bed quilts, throws, wall hangings.

Format

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

Learning outcome

The learner will:

LO4 Be able to plan, prepare and sample materials for quilted patchwork panels

Assessment criteria

The learner can:

AC4.1 Develop a range of own design ideas incorporating

- colour
- line
- texture
- shape
- form

AC4.2 **Experiment** with **techniques and processes** to produce samples for quilted patchwork panels

AC4.3 Create a **working design** visual for a quilted patchwork panel

AC4.4 Estimate the cost and time required to make quilted patchwork panels

Range

Own design ideas

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

Experiment

Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result.

Record the processes using written and visual records – photographs, film or sketches.

Techniques and processes

Samples appropriate to quilted patchwork panels eg piecing, fabric colouration, printing, stencilling, hand and machine stitch techniques, embellishment, hanging mechanisms.

Record annotated samples with instructions.

Working design visual

Fabric and wadding swatches and a line drawing of the selected quilt showing the design influences using colour, line, texture, shape and form. Detailed drawings of specific stitch techniques/patterns and hanging mechanisms.

Learning outcome

The learner will:

LO5 Be able to construct a quilted patchwork panel

Assessment criteria

The learner can:

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

AC5.2 Produce a range of **samples specific to a chosen design**

AC5.3 **Cut out** fabrics for a quilted patchwork panel avoiding waste

AC5.4 **Construct** a quilted patchwork panel using hand and machine stitching

AC5.5 **Finish** a quilted patchwork panel

AC5.6 **Present** a quilted patchwork panel following a design specification

AC5.7 Produce a **cost sheet**

AC5.8 Produce **production timescales**

AC5.9 **Evaluate** a completed quilted patchwork panel.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements and includes details of the panel mechanism which must be an integral part of the design.

Samples specific to a chosen design

Chosen fabric/s and waddings must be used for these samples

eg seams, piecing, binding, and edging techniques, fabric colouration, hand and machine stitching, embellishment.

Cut out

Use an economical fabric lay.

Construct

Use construction techniques from those sampled – eg. piecing, binding and edging techniques, fabric colouration, hand and machine stitching, embellishment,

Record the steps followed during the construction process including any adjustments eg photographic, written.

Press at each stage of the construction.

Finish

Press off a quilted panel or panel without marking the surface of the fabric. Add a quilt label.

Present

Photograph and display the finished quilted patchwork panel or panel

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish a quilted patchwork panel or panel

Evaluate

Review and record strengths and areas for improvement of the design and process.

Unit 307

Design and make a quilted 3D Item

UAN:	J/504/5976
Level:	3
Credit value:	9
GLH:	59
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 design and make a 3D item which can be for purposes of ornamentation or function using quilting and a range of decorative techniques to enhance the design.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

AC1.1 Identify health and safety **regulations** relating to the making of quilted patchwork items

AC1.2 Describe **tools, equipment and materials** used to make quilted patchwork items

AC1.3 **Use tools, equipment and materials** safely to make quilted patchwork items.

Range

Regulations

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

Tools, equipment and materials

Sewing machines, needles, pressing tools, cutting tools, pins, measuring tools, fabrics, waddings

Design materials eg colouring materials, pencils, paper.

Use tools, equipment and materials

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

Learning outcome

The learner will:

LO2 Understand the characteristics of materials required to make quilted 3D items

Assessment criteria

The learner can:

AC2.1 Describe different types of **fabrics** for use in quilted 3D items

AC2.2 Compare the **characteristics** of different types of fabrics for use in quilted 3D items

AC2.3 Describe **haberdashery** required for making quilted 3D items.

Range

Fabrics

Woven medium and heavier weight fabrics in natural fibres.

Waddings – natural and man made.

Characteristics

Various weaves, surface texture, surface finishes.

State the care, cleaning and any pre-shrink instructions for fabrics.

Haberdashery

eg threads, needles, pins, tacking mechanisms.

Learning outcome

The learner will:

LO3 Be able to research contextual influences relating to the design of quilted 3D items

Assessment criteria

The learner can:

AC3.1 **Research** designs of **quilted 3D items** from a range of sources

- historical
- cultural
- contemporary
- traditional

AC3.2 Analyse research of contextual influences on quilted 3D items

AC3.3 Present research in a **format** suitable for a client.

Range

Research

From primary and secondary sources eg specialist quilt exhibitions, key designer makers, printed sources, historic houses, galleries and museums, websites.

3D quilted items

Items using quilting stitches, hand or machine, including patchwork, whole cloth or appliqué techniques.

Format

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

Learning outcome

The learner will:

LO4 Be able to plan, prepare and sample materials for making a quilted 3D item

Assessment criteria

The learner can:

AC4.1 Develop a range of **own design ideas** incorporating

- colour
- line
- texture
- shape
- form

AC4.2 **Experiment** with **techniques and processes** to produce a range of quilted patchwork 3D samples

AC4.3 Create a **working design visual** for a quilted 3D item

AC4.4 Estimate the cost and time required to make a quilted 3D item.

Range

Own design ideas

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

Detailed drawings of specific stitch techniques/patterns

Experiment

Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result.

Record the processes using written and visual records – photographs, film or sketches.

Techniques and processes

Samples appropriate to 3D quilted items eg piecing, fabric colouration, hand and machine stitch techniques, whole cloth, appliqué, embellishment.

Record annotated samples with instructions.

Working design visual

Fabric swatches and a line drawn overall plan for the item showing the design influences. Detailed drawings of specific stitch techniques/patterns.

Learning outcome

The learner will:

LO5 Be able to construct a quilted 3D item

Assessment criteria

The learner can:

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

AC5.2 Produce a range of **samples specific to a chosen design**

AC5.3 **Cut out** fabrics for a quilted 3D item avoiding waste

AC5.4 **Construct** a quilted 3D item using hand and machine stitching

AC5.5 **Finish** a quilted 3D item

AC5.6 **Present** a quilted 3D item following a design specification

AC5.7 Produce a **cost sheet**

AC5.8 Produce **production timescales**

AC5.9 **Evaluate** a completed quilted 3D item.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements.

Samples specific to a chosen design

Chosen fabric/s and waddings must be used for these samples

eg Seams, piecing, binding, and edging techniques, fabric colouration, hand and machine stitching, embellishment

3D quilted items

Items using quilting stitches, hand or machine, patchwork or whole cloth or appliqué techniques eg. a screen, quilt, curtain, throw, bag, garment, item for interior décor.

Cut out

Use an economical fabric lay.

Construct

Use construction techniques from those sampled – eg. piecing, edging techniques, fabric colouration, hand and machine stitching, embellishment

Record the steps followed during the construction process including any adjustments eg photographic, written.

Press at each stage of the construction.

Finish

Press off a quilted 3D item without marking the surface of the fabric.

Present

Photograph and display the finished quilted 3D item.

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish a 3D quilted item

Evaluate

Review and record strengths and areas for improvement of the design and process.

Unit 308

Create an experimental collection of machine embroidery

UAN:	L/504/5980
Level:	3
Credit value:	9
GLH:	60
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 demonstrate a range of machine embroidery techniques. The learner will experiment with machine embroidery techniques using a variety of materials and threads to produce experimental work.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

AC1.1 Identify health and safety **regulations** relating to the making of machine embroidery

AC1.2 Describe **tools, equipment and materials** used to make machine embroidery

AC1.3 **Use tools, equipment and materials** safely to make machine embroidery.

Range

Regulations

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

Tools, equipment and materials

Sewing machines, needles, pressing and heating tools, cutting tools, pins, measuring tools. Fabrics. Textile colouration materials. Discharge and 3D mediums.

Design materials eg colouring materials, pencils, paper

Use tools, equipment and materials

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

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

Learning outcome

The learner will:

LO2 Understand the characteristics of materials required for machine embroidery

Assessment criteria

The learner can:

AC2.1 Compare the **characteristics** of a range of different types of **materials** used for machine embroidery

AC2.2 Describe **haberdashery** required for making machine embroidery.

Range

Characteristics

Various weaves, surface texture, surface finishes, with pile and flat surfaces

State the care and cleaning requirements.

Materials

Fabrics: eg woven light, medium and heavier weight fabrics in natural, man made and synthetic fibres, net, lace, faux skins, stable knit fabrics

Fabric colouring materials: eg dye, fabric paint, crayon, spray paint

Other materials: eg metal shim, plastics, wood veneers, balsa, paper, cellophane, felt, 3D mediums.

Haberdashery

eg threads, needles, heat dispersable and soluble materials, embellishments, stabilisers.

Learning outcome

The learner will:

LO3 Be able to research contextual influences relating to the design of machine embroidery

Assessment criteria

The learner can:

AC3.1 **Research** designs for machine embroidery from a range of sources

- historical
- cultural
- contemporary

AC3.2 Analyse research of contextual influences on machine embroidery

AC3.3 Present research in a **format** suitable for a client.

Range

Research

From primary and secondary sources

eg Specialist embroidery exhibitions, key designer makers, printed sources, galleries and museums, websites.

Format

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

Learning outcome

The learner will:

LO4 Be able to plan, prepare and sample materials for machine embroidery

Assessment criteria

The learner can:

AC4.1 Develop a range of **own design ideas** incorporating

- colour
- line
- texture
- shape
- form

AC4.2 Experiment with **techniques and processes** to create a range of machine embroidered samples

AC4.3 Estimate the cost and time required to make machine embroidery.

Range

Techniques and processes

Create samples appropriate to machine embroidery eg colouration, printing, stencilling, machine stitch techniques, embellishment

Use of a variety of threads on the bobbin, specialist machine accessories, heat dispersable and soluble materials

Stitches: Straight, free running, feather, whip stitch, granite stitch, cable stitch, automatic stitches, stitch distortion

Record annotated samples with instructions.

Record the steps followed during the experimental process including any adjustments eg photographic, written

Press at appropriate stages of the construction .

Learning outcome

The learner will:

LO5 Be able to create refined samples of machine embroidery

Assessment criteria

The learner can:

- AC5.1 Develop a **statement of intent**
 - AC5.2 Produce a **range of refined samples specific to a chosen design**
 - AC5.3 **Finish** samples
 - AC5.4 Present samples following a design specification
 - AC5.5 Produce a **cost sheet**
 - AC5.6 Produce **production timescales**
 - AC5.7 **Evaluate** samples of machine embroidery.
-

Range

Statement of intent

Written description of the suggested design which satisfies client requirements.

Refined samples specific to a chosen design

Extended samples developed using more than one technique and a variety of stitch types and embellishments to enhance a chosen design.

Ensure a range of materials are used.

Finish

Press off the samples without marking the fabric or embellishment.

Present

Photograph and display the finished samples.

Cost sheet

Material costs.

Production timescales

Time taken to plan, create, and finish refined samples of machine embroidery.

Evaluate

Review and record strengths and areas for improvement of the design and process.

Unit 309

Design and make a machine embroidered panel

UAN:	H/504/5984
Level:	3
Credit value:	9
GLH:	61
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 design and make a machine embroidered panel which can stand alone or be incorporated into another item. The learner will experiment with a range of machine embroidery techniques.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

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

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

Range

Regulations

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

Tools, equipment and materials

Sewing machines, needles, pressing and heating tools, cutting tools, pins, measuring tools, fabrics, textile colouration materials. Discharge and 3D mediums.

Design materials

eg colouring materials, pencils, paper.

Use tools, equipment and materials

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

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

Learning outcome

The learner will:

LO2 Understand the characteristics of materials required for machine embroidery

Assessment criteria

The learner can:

AC2.1 Compare the **characteristics** of different types of **fabrics** for use in machine embroidery

AC2.2 Compare the characteristics of different types of **materials** for use in machine embroidery

AC2.3 Describe **haberdashery** used for machine embroidery.

Range

Characteristics

Various weaves, surface texture, surface finishes, with pile and flat surfaces.

State the care and cleaning requirements.

Fabrics

eg woven light, medium and heavier weight fabrics in natural, man made and synthetic fibres, net, lace, faux skins, stable knit fabrics, Interfacing.

Materials

Fabric colouring materials: eg dye, fabric paint, crayon, spray paint

Other materials: eg metal shim, plastics, wood veneers, balsa, paper, felt, 3D mediums.

Haberdashery

eg Threads, needles, heat dispersable and soluble materials, trimmings, embellishments, stabilisers.

Learning outcome

The learner will:

LO3 Be able to research contextual influences relating to the design of machine embroidered panels

Assessment criteria

The learner can:

AC3.1 **Research** designs of machine embroidered **panels** from a range of sources

- historical
- cultural
- contemporary

AC3.2 Analyse research of contextual influences on machine embroidered panels

AC3.3 Present research in a **format** suitable for a client

Range

Research

From primary and secondary sources

eg specialist embroidery exhibitions, key designer makers, printed sources, galleries and museums, websites.

Panels

Panels include items which can be hung or used otherwise eg wall hanging, curtain, dress panel, book cover, screen panel.

Format

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

Learning outcome

The learner will:

LO4 Be able to plan, prepare and sample materials for machine embroidered panels

Assessment criteria

The learner can:

AC4.1 Develop a range of **own design ideas** incorporating

- colour
- line
- texture
- shape
- form

AC4.2 **Experiment** with **techniques and processes** to produce a range of machine embroidered samples

AC4.3 Create a **working design visual** for machine embroidered panels

AC4.4 Estimate the cost and time required to make machine embroidered panels

Range

Own design ideas

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

Experiment

Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result.

Record the processes using written and visual records – photographs, film or sketches

Techniques and processes

Samples appropriate to machine embroidered panels, eg colouration, printing, stencilling, machine stitch techniques, embellishment, hanging mechanisms.

Use of: A variety of threads on the bobbin, specialist machine accessories, heat dispersable and soluble materials

Stitches: Straight, free running, feather, whip stitch, granite stitch, cable stitch, automatic stitches, stitch distortion

Record annotated samples with instructions.

Working design visual

Fabric swatches and a line drawn overall plan for the item showing the design influences. Detailed drawings of specific stitch techniques and hanging mechanisms where appropriate.

Learning outcome

The learner will:

LO5 Be able to construct a machine embroidered panel

Assessment criteria

The learner can:

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

AC5.2 Produce a range of **samples specific to a chosen design**

AC5.3 Cut out fabrics for a machine embroidered panel avoiding waste

AC5.4 Construct a machine embroidered panel

AC5.5 Finish a machine embroidered panel

AC5.6 Present a machine embroidered panel following a design specification

AC5.7 Produce a cost sheet

AC5.8 Produce production timescales

AC5.9 Evaluate a completed machine embroidered panel.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements

Samples specific to a chosen design

Chosen fabric/s must be used for these samples

eg fabric colouration, machine stitching, embellishment.

Cut out

Use an economical fabric lay.

Construct

Make the panel using techniques from those sampled – eg fabric colouration, machine stitching, embellishment

Record the steps followed during the construction process including any adjustments eg photographic, written.

Press at appropriate stages of the construction.

Finish

Press off or steam a machine embroidered panel without marking the surface of the fabric.

Present

Photograph and display the finished machine embroidered panel.

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish the machine embroidered panel.

Evaluate

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

Unit 310

Design and make a machine embroidered 3D item

UAN:	K/504/5985
Level:	3
Credit value:	9
GLH:	59
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 design and make a machine embroidered 3D item which can be for purposes of ornamentation or function. The learner will experiment with a range of machine embroidery techniques.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

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

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

Range

Regulations

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

Tools, equipment and materials

Sewing machines, needles, pressing and heating tools, cutting tools, pins, measuring tools, fabrics, textile colouration materials. Discharge and 3D mediums.

Design materials eg colouring materials, pencils, paper.

Use tools, equipment and materials

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

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

Learning outcome

The learner will:

LO2 Understand the characteristics of materials required for machine embroidery

Assessment criteria

The learner can:

- AC2.1 Compare the **characteristics** of different types of **fabrics** for use in machine embroidery
 - AC2.2 Compare the characteristics of different types of **materials** for use in machine embroidery
 - AC2.3 Describe **haberdashery** used for machine embroidery
-

Range

Characteristics

Various weaves, surface texture, surface finishes, with pile and flat surfaces. State the care and cleaning requirements.

Fabrics

eg woven light, medium and heavier weight fabrics in natural, man made and synthetic fibres net, lace, leather, faux skins, stable knit fabrics

Interfacing.

Materials

Fabric colouring materials: eg dye, fabric paint, crayon, spray paint

Other materials: eg metal shim, wire, plastics, wood veneers, balsa, paper, felt, 3D mediums.

Haberdashery eg Threads, needles, heat dispersable and soluble materials, trimmings, embellishments, stabilisers, fastenings, handles, frames.

Learning outcome

The learner will:

LO3 Be able to research contextual influences relating to the design of machine embroidered 3D items

Assessment criteria

The learner can:

- AC3.1 Research designs of machine embroidered **3D items** from a range of sources
 - historical
 - cultural
 - contemporary
 - AC3.2 Analyse research of contextual influences on machine embroidered 3D items
 - AC3.3 Present research in a **format** suitable for a client
-

Range

Research

From primary and secondary sources eg specialist embroidery exhibitions, key designer makers, printed sources, galleries and museums, websites.

3D items

eg bags, hats, containers, vessels, shoes, belts, waspies, wraps, items of body adornment, jewellery, items for interior decoration.

Format

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

Learning outcome

The learner will:

LO4 Be able to plan, prepare and sample materials for machine embroidered 3D items

Assessment criteria

The learner can:

AC4.1 Develop a range of **own design ideas** incorporating

- colour
- line
- texture
- shape
- form

AC4.2 **Experiment** with **techniques and processes** to produce a range of machine embroidered samples

AC4.3 Create a **working design visual** for machine embroidered 3D items

AC4.4 Estimate the cost and time required to make machine embroidered 3D items

Range

Own design ideas

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

Experiment

Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result.

Record the processes using written and visual records – photographs, film or sketches.

Techniques and processes

Samples appropriate to machine embroidery 3D items, eg colouration, printing, stencilling, machine stitch techniques, embellishment, application of fastenings and frames.

Use of: a variety of threads on the bobbin, specialist machine accessories, heat dispersable and soluble materials.

Stitches: Straight, free running, feather, whip stitch, granite stitch, cable stitch, automatic stitches, stitch distortion

Record annotated samples with instructions.

Working design visual

Fabric swatches and a line drawn overall plan for the item showing the design influences. Detailed drawings of specific stitch techniques and application of fastenings and frames where appropriate.

Learning outcome

The learner will:

LO5 Be able to construct a machine embroidered 3D item

Assessment criteria

The learner can:

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

AC5.2 Produce a range of **samples specific to a chosen design**

AC5.3 **Cut out** fabrics for a machine embroidered 3D item avoiding waste

AC5.4 **Construct** a machine embroidered 3D item using machine and hand stitching

AC5.5 **Finish** a machine embroidered 3D item

AC5.6 **Present** a machine embroidered 3D item following a design specification

AC5.7 Produce a **cost sheet**

AC5.8 Produce a **production timescale**

AC5.9 **Evaluate** a completed machine embroidered 3D item

Range

Statement of intent

Written description of the suggested design which satisfies client requirements.

Samples specific to a chosen design

Chosen fabric/s must be used for these samples

eg fabric colouration, machine stitching, embellishment.

Cut out

Use an economical fabric lay.

Construct

Make the 3D item using techniques from those sampled – eg. fabric colouration, machine stitching, embellishment

Record the steps followed during the construction process including any adjustments eg photographic, written.

Press at appropriate stages of the construction.

Finish

Press off or steam a machine embroidered 3D item without marking the surface of the fabric.

Present

Photograph and display the finished machine embroidered 3D item.

Cost sheet

Material costs.

Production timescale

Time taken to plan, create and finish the machine embroidered 3D item.

Evaluate

Review and record strengths, areas for improvement and adjustments made for 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 **Centre document library** on **www.cityandguilds.com** or click on the links below:

Centre Handbook: Quality Assurance Standards

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

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

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

Centre Assessment: Quality Assurance Standards

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

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

Access arrangements: When and how applications need to be made to City & Guilds provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

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

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

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

City & Guilds

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

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

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