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

Version 2.4 (July 2026)

Qualification Handbook

Qualification at a glance

Subject area	Crafts, creative arts and design
City & Guilds number	7161
Age group approved	All
Entry requirements	None
Assessment	Assignment
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Qualification handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	Credit Value	GLH	TQT
City & Guilds Level 3 Certificate in Textiles	7161-13	600/7658/6	29	190	290

Version and date	Change detail	Section
1.0 December 2012	Initial version	All
2.0 April 2013	Sampling Techniques for Textile Design added to the structure	Structure
2.1 October 2017	Added TQT and GLH details Deleted QCF	Qualification at a Glance, Structure Appendix
2.2 March 2022	Added City & Guilds to title / footer Amended address	Various
2.3 September 2024	Handbook reviewed and updated to new template	Throughout
2.4 July 2026	Removed references to Award and withdrawn qualifications Template updates to the footer, page titles, progression, Quality assurance, Access arrangements and Sustainability sections and appendix	Front cover and throughout

Contents

Qualification at a glance	2
Contents	4
1 Introduction	6
Structure	6
Total Qualification Time (TQT)	8
2 Centre requirements	9
Approval	9
Resource requirements	9
Quality assurance	9
Learner entry requirements	10
Age restrictions	10
Access arrangements, reasonable adjustments and special consideration	10
3 Delivering the qualification	11
Initial assessment and induction	11
Inclusion and diversity	11
Sustainability	11
Support materials	12
4 Assessment	13
Assessment of the qualification	13
Assessment strategy	13
Recognition of prior learning (RPL)	13
5 Units	14
Structure of the units	14
Guidance for delivery of the units	14
Unit 301 Researching design ideas and concepts	15
Unit 302 Sampling techniques for textile design	18
Unit 303 Textile decoration	21
Unit 304 Design and make a hand embroidered panel	25
Unit 305 Design and make a hand embroidered 3D item	29
Unit 306 Design and make a quilted patchwork panel	33
Unit 307 Design and make a quilted 3D Item	37

Unit 308 Create an experimental collection of machine embroidery	**41**
Unit 309 Design and make a machine embroidered panel	**45**
Unit 310 Design and make a machine embroidered 3D item	**49**
Appendix 1 Sources of general information	**53**

1 Introduction

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

Area	Description
Who is this qualification for?	This qualification is for those individuals who want to develop hand and/or machine embroidery and patchwork skills to enhance their prospects as a designer maker.
What does the qualification cover?	They allow candidates to learn, develop and use design led creative skills required for employment or career progression in the textiles sector.
What opportunities for progression are there?	Candidates can progress into employment or self-employment as a designer maker

Structure

To achieve the City & Guilds **Level 3 Certificate in Textiles.** Learners must achieve **11** credits from the mandatory units and a minimum of **18** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory units:				
K/503/7174	301	Researching design ideas and concepts	5	32
H/504/5953	302	Sampling techniques for textile design	6	40
Optional units:				
K/504/5954	303	Textile decoration	9	59
K/504/5971	304	Design and make a hand embroidered panel	9	59
A/504/5974	305	Design and make a hand embroidered 3D item	9	59
F/504/5975	306	Design and make a quilted patchwork panel	9	60
J/504/5976	307	Design and make a quilted 3D Item	9	59

L/504/5980	308	Create an experimental collection of machine embroidery	9	60
H/504/5984	309	Design and make a machine embroidered panel	9	61
K/504/5985	310	Design and make a machine embroidered 3D item	9	59

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 3 Certificate in Textiles	190	290

2 Centre requirements

Approval

Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme. Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) 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.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimal delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for all verified and/or moderated assessments undertaken by City & Guilds, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the **What is CASS?** and **Quality Assurance Standards** documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

To carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- adhere to the requirements set out in the centre handbook
- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification..

External quality assurance for the qualification will be provided by City & Guilds. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- adhere to the requirements set out in the centre handbook
- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres using systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

This qualification is approved for learners aged 16 and above.

Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of this/these qualification(s) and its/their assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the **City & Guilds website**

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 qualification
- 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.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

Inclusion and diversity | City & Guilds (cityandguilds.com)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

Our Pathway to Net Zero | City & Guilds (cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)

- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for this qualification:

Description	How to access
Qualification handbook	www.cityandguilds.com
Assessment pack	www.cityandguilds.com

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

Each qualification is assessed by assignments. These assignments assess learner knowledge and skills with:

- 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 in the assessment packs. Assessments are subject to internal and external quality assurance.

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 the units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours (GLH)
- relationship to national occupational standards (NOS)
- endorsement by a sector or other appropriate body
- unit aim
- learning outcomes, which are comprised of a number of assessment criteria notes for guidance
- range statements

Guidance for delivery of the units

This qualification comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of the job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Unit 301 Researching design ideas and concepts

UAN:	K/503/7174
Level:	3
Credit value:	5
GLH:	32
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills : CR 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 21, 22, 24, 28, 30, 31, 46 DES 1, 3, 4, 8, 10, 11, 12, 14, 17, 18, 19, 20,21, 32, 36, 37, 3
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 enables a learner to research themes or concepts to inform design ideas, focusing on an historical, contemporary or cultural influences

Learning outcome

The learner will:

LO1 Know how to work safely and effectively when developing design ideas and concepts

Assessment criteria

The learner can:

AC1.1 Identify health and safety **regulations** relating to **tools and equipment** used in design work
AC1.2 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, card

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:

LO2 Be able to research contextual influences on textile design

Assessment criteria

The learner can:

AC2.1 Research trends in the use of textile design materials
- historical
- cultural
- contemporary

AC2.2 Analyse research of contextual influences on textile design
AC2.3 Present research in a format suitable for a client

Range

Research trends
eg websites, books, journals, exhibitions and shows
Historical
eg historic use of mediums, materials and techniques
Cultural
eg the use of mediums, materials and techniques applicable to named cultures.
Contemporary
eg in vogue mediums, materials, techniques

Learning outcome

The learner will:

LO3 Be able to experiment with materials and techniques for textile design

Assessment criteria

The learner can:

AC3.1 Select materials to sample textile design techniques and ideas
AC3.2 **Prepare** materials for sampling textile design techniques
AC3.3 **Manipulate** textile design materials
- **traditional**
- **non-traditional**

AC3.4 **Experiment** using materials and techniques to **explore their potential** incorporating
- colour
- line
- texture
- shape
- form

Range

Prepare
eg remove dressing, press, steam, add temporary stitches.
Manipulate
eg cutting, easing, folding, gluing, layering, looping, plaiting, piecing, piercing, rolling, sculpturing, threading twisting, weaving, de-constructing, fringing, texturing and similar.
Traditional
eg beads, colouring materials, natural, man-made and synthetic fibres and fabrics, paper, thread, yarn, cane, raffia, rush, willow.
Non-traditional
eg sisal, hessian, metallics, wax, shim, paper, acrylic sheet, wood, plastics, gesso, mesh, stone, glass.
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.
Explore the potential
Use materials to experiment where there is no known outcome.

Learning outcome

The learner will:

LO4 Be able to evaluate and present samples of textile design techniques

Assessment criteria

The learner can:

AC4.1 **Evaluate** results of sampling and experimentations
AC4.2 **Display finished samples** in a style suitable for a client or exhibition.

Range

Evaluate
Review and record strengths and weaknesses of the techniques and experiments undertaken.
Display finished samples
Present in an organised manner, samples of experimentations to present to an individual or for public display eg folio, sketch book, film or similar.

Unit 303 Textile decoration

UAN:	K/504/5954
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 to apply advance textile decoration techniques. The learner will use the techniques of colouration, decoration and embellishment of fabric to produce lengths of decorated textiles.

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 decorating textiles
AC1.2 Describe **tools, equipment and materials** used to apply decorative techniques to textiles
AC1.3 **Use tools, equipment and materials** safely to apply decorative techniques to textiles.

Range

Regulations
Portable Appliance Testing (PAT), COSHH, Health and Safety at Work Act.
Tools, equipment and materials
eg Sewing machines, overlocker, needles, cutting tools, pins, measuring tools. pressing and heating tools.
Design materials
eg colouring materials, pencils, paper, dyes, paints, foils
Masks, gloves, goggles, apron, surface protection
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 apply decorative techniques to textiles

Assessment criteria

The learner can:

AC2.1 Compare the characteristics of different types of fabrics for use in textiles decoration
AC2.2 Compare the characteristics of different types of materials for use in textiles decoration.

Range

Types of fabrics
Weave, pile, knit, natural, synthetic
Types of materials
Dye, paint, ink, pigments, 3D mediums, discharges, resists

Learning outcome

The learner will:

LO3 Be able to research contextual influences on decorated textiles

Assessment criteria

The learner can:

AC3.1 **Research** designs in textile decoration
- historical
- cultural
- contemporary
- traditional

AC3.2 Analyse research of contextual influences on decorated textiles
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 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 valuate a completed hand 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
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 **forma**t 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 **Experimen**t 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 o**f 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 **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 qualifications that feature centre-assessed components.

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 guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

Access arrangements: when and how applications need to be made to City & Guilds
This 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 almost 150 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.

Copyright

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

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

The Standard Copying Conditions (which can be found on the City & Guilds website) also apply.

City & Guilds reviews its Qualifications on a regular basis to ensure they remain current, relevant, and meet industry and learner needs.

This Qualification Handbook however may contain references to historic information, such as former organisations, obsolete frameworks, codes or standards, or retired units and qualifications. This information is included for reference purposes only.

Published by City & Guilds

5–6 Giltspur Street
London
EC1A 9DE
customersupport@cityandguilds.com

www.cityandguilds.com

City & Guilds is a global skills partner, empowering people, organisations and economies to develop the skills they need for growth.