

City & Guilds Level 3 Award / Certificate in Fashion (7160-03/13)

March 2022
Version 2.2



Qualification at a glance

Subject area	Fashion
City & Guilds number	7160
Age group approved	16-18, 19+
Assessment	Assignment
Fast track	Available
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Award in Fashion (Textile Decoration)	7160-03	600/7667/7
Level 3 Award in Fashion (Pattern Cutting for Garments with Advance Styling)	7160-03	600/7668/9
Level 3 Award in Fashion (Blouses and Shirts with Advance Styling)	7160-03	600/7669/0
Level 3 Award in Fashion (Skirts with Advance Styling)	7160-03	600/7670/7
Level 3 Award in Fashion (Trousers with Advance Styling)	7160-03	600/7671/9
Level 3 Award in Fashion - Dresses with Advance Styling	7160-03	600/7672/0
Level 3 Award in Fashion (Lined Jacket with Advance Styling)	7160-03	600/7673/2
Level 3 Award in Fashion (Sampling Fashion Techniques)	7160-03	600/8747/X
Level 3 Certificate in Fashion	7160-13	600/7896/0

Version and date	Change detail	Section
2.0 April 2013	Sampling Fashion Techniques qualification added to the structure	Structure
2.1 October 2017	Added TQT and GLH details	Structure
	Deleted QCF	Appendix
2.2 March 2020	Added City & Guilds to title	Cover
	Amended office address	Appendix



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1 Introduction

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

Area	Description
Who are the qualifications for?	For learners who want to develop their skills and creativity in fashion design and construction.
What do the qualifications cover?	They allow learners to learn, develop and use design led creative skills required for employment or career progression in the Fashion sector.
What opportunities for progression are there?	They allow learners to progress into employment or self employment as a designer maker

Structure

To achieve **Level 3 Award in Fashion (Sampling Fashion Techniques)**. Learners must achieve **6** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
L/504/6028	302	Sampling Fashion Techniques	6

To achieve the **Level 3 Award in Fashion (Textile Decoration)**. Learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/504/5954	303	Textile decoration	9

To achieve the **Level 3 Award in Fashion (Pattern Cutting for Garments with Advance Styling)**. Learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
R/504/6029	304	Pattern cutting for outfits with advance styling	9

To achieve the **Level 3 Award in Fashion (Blouses and Shirts with Advance Styling)**. Learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
M/504/6703	305	Design and make a blouse or shirt	9

To achieve the **Level 3 Award in Fashion (Skirts with Advance Styling)**. Learners must achieve **8** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
L/504/6031	306	Design and make a skirt	8

To achieve the **Level 3 Award in Fashion (Trousers with Advance Styling)**. Learners must achieve **8** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
Y/504/6047	307	Design and make a pair of trousers	8

To achieve the **Level 3 Award in Fashion (Dresses with Advance Styling)**. Learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
D/504/6048	308	Design and make a dress	10

To achieve the **Level 3 Award in Fashion (Lined Jacket with Advance Styling)**. Learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
J/504/6027	309	Design and make a lined jacket	9

To achieve the **Level 3 Certificate in Fashion**. Learners must achieve a minimum of **27** credits. **11** credits must come from the mandatory units plus a minimum of **16** credits from the optional units.

Level 3 Certificate in Fashion

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/503/7174	301	Researching design ideas and concepts	5
L/504/6210	302	Sampling fashion techniques	6
Optional			
K/504/5954	303	Textile decoration	9
R/504/6029	304	Pattern cutting for outfits with advance styling	9
M/504/6703	305	Design and make a blouse or shirt	9
L/504/6031	306	Design and make a skirt	8
Y/504/6047	307	Design and make a pair of trousers	8
D/504/6048	308	Design and make a dress	10
J/504/6027	309	Design and make a lined jacket	9

Total Qualification Time

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

Title and level	GLH	TQT
Level 3 Certificate in Fashion	177	270



2 Centre requirements

Approval

If your Centre is approved to offer the Level 3 Award/Certificate in Creative Techniques - Fashion (7113) you can apply for the new Level 3 Award in Fashion (7160-03) and the Level 3 Certificate in Fashion (7160-13) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Resource requirements

Centre staffing

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

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

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

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

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

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for under 16s.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment Pack for centres	www.cityandguilds.com
Fast track approval forms	www.cityandguilds.com

Recording documents

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

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



4 Assessment

Assessment of the qualification

All units are assessed by assignments.

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

Assessment strategy

Assessments

This qualification is assessed by assignments. These assignments assess in a number of ways to provide a clear indication of learner knowledge and skills. These include:

- practical tasks
- knowledge and understanding tasks.

The assessments are set by City & Guilds and are administered by the centre when the learner is ready. They are graded internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external verification.

For further details please refer to the Assessment Pack.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.



5 Units

Availability of units

The following units are also on The Register of Regulated Qualifications:
<http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 301

Researching design ideas and concepts

UAN:	K/503/7174
Level:	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 the learner to develop the skills to research themes or concepts to inform design ideas focussing on historical, contemporary or cultural influences.

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

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

Learning outcome

The learner will:

2. be able to prepare for design work

Assessment criteria

The learner can:

- 2.1 select **craft materials** to develop design ideas
- 2.2 select **tools and equipment** to develop design ideas
- 2.3 store craft materials, tools and equipment correctly

Range**Craft materials**

craft materials related to design – colouring mediums, drawing mediums, papers, card and similar items

Tools and equipment

adhesive, cutting tools, drawing tools, applicators

Learning outcome

The learner will:

3. be able to research themes or concepts to inform design ideas

Assessment criteria

The learner can:

- 3.1 **research** the **contextual influences** relating to an in-depth focus on a **theme** or concept
- 3.2 research the work of **artisans** related to a theme or concept
- 3.3 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: 4. Be able to evaluate and present design ideas and concepts
Assessment criteria
The learner can: 4.1 analyse and refine preliminary designs 4.2 produce records of design work 4.3 evaluate design work 4.4 use a method of display to present a body of design work 4.5 present design work verbally to a target audience

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

UAN:	L/504/6028
Level:	Level 3
Credit value:	6
GLH:	43
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit enables the learner to develop skills in experimenting with materials and advanced techniques used in fashion.

Learning outcome
The learner will:
1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can:
1.1 identify health and safety regulations relating to tools and equipment used for sampling fashion techniques
1.2 describe health and safety risks relating to materials used for sampling fashion techniques
1.3 use tools, equipment and materials safely when sampling fashion techniques

Range
Regulations COSHH, Health and Safety at Work Act, Portable Appliance Testing (PAT), General Product Safety Regulations
Tools and equipment eg tools for colouring, cutting, pressing, stitching
Risks eg fumes, irritation, melting point
Materials eg colouring materials, fabric dressings, man made and synthetic fabrics
Use tools, equipment and materials safely Daily use and maintenance eg care, cleaning and storage, visual checks

of electrical equipment
Use of Personal Protective Equipment (PPE): masks gloves, goggles, apron, surface protection

Learning outcome

The learner will:

2. be able to research contextual influences on techniques used in fashion

Assessment criteria

The learner can:

- 2.1 **research trends** in the use of fashion techniques
 - **historical**
 - **cultural**
 - **contemporary**
- 2.2 analyse research of contextual influences on trends in fashion techniques
- 2.3 present research in a **format** suitable for a client

Range

Research trends

eg websites, books, journals, exhibitions and shows

Current

eg In vogue materials, techniques

Historical

eg historic use of materials and techniques

Cultural

eg the use of materials and techniques applicable to a named culture

Format

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

Learning outcome

The learner will:

3. be able to prepare for sampling fashion design ideas and techniques

Assessment criteria

The learner can:

- 3.1 select tools and equipment to sample techniques for fashion
- 3.2 **prepare traditional** and **non-traditional** materials for sampling techniques to make fashion items
- 3.3 cut paper pattern and materials **accurately** to shape

Range
<p>Prepare eg pre-wash, press, steam, dye, colour with fabric crayons, fabric paint, heat transfer, oil bars</p> <p>Traditional Materials – complex fabrics: woven, knitted, felted, natural, man made and synthetic fabrics, lace, skins, pile fabric</p> <p>Non traditional eg soft plastics, metallic, feathers, paper</p> <p>Accurately eg place paper patterns accurately, cut out to the edge of paper patterns, use scissors to produce clean cut lines with no irregularity. Thread mark, tailor tack, pattern markings, other temporary stitches</p>

Learning outcome
The learner will: 4. be able to sample ideas and techniques for fashion
Assessment criteria
The learner can: 4.1 manipulate materials used in fashion <ul style="list-style-type: none"> • traditional materials • non-traditional materials 4.2 sample a range of traditional and couture techniques for <ul style="list-style-type: none"> • seams • shaping • fastening • finishing • embellishment

Range
<p>Manipulate eg. gather, ruche, Dior rose, tuck, pleat, texture, ease, shrink and similar</p> <p>Sample</p> <ul style="list-style-type: none"> • Stitching – selecting type, tension and size for the fabric and task. • Seams - open neatened with clean finish, zig-zag, 3 step zig-zag, overlocked, French, crossed, welt, top stitched, curved, angled, bias cut, bound, channel, piped • Boning – in-seam, channel, cased • Fullness - gathers, pin tucks, tucks, knife, box and inverted pleats, easing and shrinking • Shape – make single point darts, double point darts, curved darts • Fastenings –buttonholes by hand and machine, bound or piped, flat button, shank self-covered button, Chinese ball button, concealed

<p>(lapped), semi concealed (centred) and invisible zips, hooks and eyes, fabric covered press studs, rouleau loops, lacing, eyelets, frogs</p> <ul style="list-style-type: none"> • Elastication – insert elastic into a stitched channel, apply lingerie elastic. • Facings – curved neck edge, V-shaped neck edge, notching, layering, understitching • Collars – flat, shaped, fully tailored rever with pad stitching • Sleeves – set in two piece, saddle • Cuffs – shaped, wing • Insertion – shaped lace motifs • Hems – rolled machine stitched, neatened hand stitched, tailors', bound, scalloped, lace joins • Pockets - safari, jetted, welt <p>Press throughout the processes</p> <p>Embellishment eg stitch, bead, texture, manipulate fabrics, dyeing, colouring, piercing, punching, studs, sequins, ribbons, plaiting, deconstructing, fringing</p>
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Learning outcome
The learner will: 5. be able to evaluate and present samples of fashion techniques
Assessment criteria
The learner can: 5.1 evaluate results of fashion techniques sampled 5.2 present finished samples in a style suitable for a client or exhibition

Range
Evaluate Identify strengths and weaknesses of the techniques and sampling undertaken
Present 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:	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: 1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to decorating textiles 1.2 describe tools, equipment and materials used to apply decorative techniques to textiles 1.3 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 Sewing machines, overlocker, needles, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, dyes, paints, foils
Use tools, equipment and materials Daily use and maintenance eg care, cleaning and storage, visual checks Use of PPE: masks, gloves, goggles, apron, surface protection

Learning outcome
The learner will: 2. understand the characteristics of materials required to apply decorative techniques to textiles
Assessment criteria
The learner can: 2.1 compare the characteristics of different types of fabrics for use in textiles decoration 2.2 compare the characteristics of different types of materials for use in textiles decoration

Range
Characteristics of different types of fabrics weave, pile, knit, natural, synthetic
Materials types of: dye, paint, ink, pigments, 3D mediums, discharges, resists

Learning outcome
The learner will: 3. be able to research contextual influences on decorated textiles
Assessment criteria
The learner can: 3.1 research designs in textile decoration <ul style="list-style-type: none"> • historical • cultural • contemporary • traditional 3.2 analyse research of contextual influences on decorated textiles 3.3 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: 4. be able to plan, prepare and sample materials for decorating textiles
Assessment criteria
The learner can: 4.1 develop a range of own design ideas incorporating <ul style="list-style-type: none"> • colour • line • texture • shape • form 4.2 prepare materials for making samples 4.3 experiment with techniques and processes to produce a range of decorated textiles samples 4.4 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: 5. be able to create lengths of decorated textiles
Assessment criteria
The learner can: 5.1 develop a statement of intent 5.2 produce lengths of decorated textiles to selected designs 5.3 finish lengths of decorated textiles 5.4 present finished decorated textiles following a design specification

- 5.5 produce a **cost sheet**
- 5.6 produce production timescales
- 5.7 **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.

UAN:	R/504/6029
Level:	Level 3
Credit value:	9
GLH:	56
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 make an outfit with advance styling which includes creating the design and producing the pattern and toile used to create the final outfit.

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to making patterns and toiles 1.2 describe tools, equipment and materials used to make patterns and toiles 1.3 use tools, equipment and materials safely to make patterns and toiles

Range
Regulations Portable Appliance Testing (PAT), Health and Safety at Work Act
Toiles Testing of block pattern in fabric
Tools, equipment and materials Graders, tracing wheels, pattern paper and card, cutting tools, sewing machines, needles, pressing tools, pins, measuring tools, Design materials eg colouring materials, pencils, paper
Use tools, equipment and materials Daily use and maintenance eg care, cleaning and storage, visual checks

Learning outcome

The learner will:

2. be able to draw block patterns for individual sizes

Assessment criteria

The learner can:

- 2.1 select **materials** and **equipment** for pattern cutting
- 2.2 estimate times and costs involved in making block patterns
- 2.3 record **personal measurements** for a client
- 2.4 draw **sets of block patterns** to personal measurements
- 2.5 transfer recognised **markings** on blocks

Range**Materials**

Paper, card, pencils

Equipment

Graders, tracing wheels, rules, tape measures

Personal measurements

The client's measurements.

Set of block patterns

Foundation pieces which may be developed into a fashion pattern: straight skirt, classic trouser, close fitting bodice with one-piece sleeve, one piece and two piece dress, tailored jacket with two piece sleeve

Markings

Correct markings and labels to be used on every block – grainlines, notches, balance marks, darts, piece name, client name

Learning outcome

The learner will:

3. be able to make and fit toiles

Assessment criteria

The learner can:

- 3.1 **make up** toiles for **sets of blocks** to personal measurements
- 3.2 **fit** sets of toiles recording **adjustments** made

Range**Make up**

Add seam allowance to the block and cut out

Fabric for toiles: even weave, medium weight cotton eg Calico, mull, appropriate to the design

Set of blocks

Straight skirt, classic trouser, close fitting bodice with one-piece sleeve,

one piece and two piece dress, tailored jacket with two piece sleeve
<p>Fit Try on the client Pin fit the toile</p> <p>Adjustments Amendments made at fitting, drawn onto the toile and transferred to the block</p>

Learning outcome
The learner will: 4. be able to research contextual influences on the design of structured and draped garments
Assessment criteria
The learner can: 4.1 research designs for garments from a range of sources <ul style="list-style-type: none"> • historical • cultural • contemporary 4.2 analyse research of contextual influences on garment design 4.3 present research in a format suitable for a client

Range
<p>Research From primary and secondary sources eg High Street trends, key designer makers, graduate fashion shows, international fashion weeks, printed sources, galleries and museums, websites</p> <p>Format Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation</p>

Learning outcome
The learner will: 5. be able to create a toile for a draped garment
Assessment criteria
The learner can: 5.1 make toiles for draped designs

Range
<p>Make Work directly on dress forms, over a fitted foundation if necessary Apply fabric directly to the form, noting the grain line position, pin and adjust to create design, cut fabrics to provide a pattern in fabric noting openings and grain lines</p>

Learning outcome
The learner will: 6. be able to create design ideas for outfits of advanced styling
Assessment criteria
The learner can: 6.1 develop a statement of intent 6.2 sketch designs for outfits of advanced styling 6.3 produce working design visuals for outfits of advanced styling

Range
Statement of intent Written description of the suggested design which satisfies client requirements including costs and timescales
Advanced styling Garment design to include advanced styling, eg drape, raglan, dolman, corset, asymmetric cutting.
Working design visual Line drawing, back and front view of the selected garment showing the design influences using colour, line, texture, shape and form and detailed drawings showing specific features

Learning outcome
The learner will: 7. be able to adapt blocks to create patterns for outfits of advanced styling
Assessment criteria
The learner can: 7.1 test developments using ¼ scale templates for outfits of advanced styling 7.2 produce fashion patterns and toiles for a client to chosen designs 7.3 present finished patterns and toiles 7.4 produce a cost sheet for a pattern and toile 7.5 produce production timescales for a pattern and toile 7.6 evaluate completed patterns and toiles

Range
Developments Trials of design ideas in ¼ sized patterns for advanced styling (eg bodices, skirts, collars, sleeves, cuffs, trousers, jackets and maternity wear)
Outfits of advanced styling eg tailored jackets and coats, special occasion wear, lingerie, sportswear
Fashion patterns

- An accurate paper pattern developed from the block pattern, labelled and correctly marked with grainlines, notches, balance marks, gathers, pleats, folds, darts, hem and seam allowances, specific features, piece name, client name
- Use uniform seam allowance of 1.5cm
- Make up and fit a toile for the fashion garment without fastenings or finishings

Present

Patterns: flat folded in a wallet, clean, crisp. Sketch attached.

Toiles on hangers

Cost sheet

Material costs

Production timescales

Time taken to plan and create a pattern and toile

Evaluate

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

Unit 305

Design and make a blouse or shirt

UAN:	M/504/6703
Level:	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 to make an advanced blouse or shirt which includes creating the design and producing the pattern and toile used to create the final garment.

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to making blouses and shirts 1.2 describe tools, equipment and materials used to design and make blouses and shirts 1.3 use tools, equipment and materials safely to make a blouse or shirt

Range
Regulations Portable Appliance Testing (PAT), Health and Safety at Work Act
Tools, equipment and materials Sewing machines, overlocker, needles pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, rulers, graders, tracing wheels, pattern paper and card
Use tools, equipment and materials Daily use and maintenance eg care, cleaning and storage, visual checks
Learning outcome

<p>The learner will:</p> <p>2. understand the characteristics of materials required to design and make blouses and shirts</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>2.1 describe different types of materials for blouses and shirts</p> <p>2.2 compare the characteristics of different types of materials for blouses and shirts</p> <p>2.3 describe haberdashery items required for making blouses and shirts</p>

<p>Range</p>
<p>Materials</p> <p>Woven and non-woven, light and medium weight fabrics, woven with stretch (eg, natural and man made fibres). Sheer fabrics, jersey, satins.</p> <p>Characteristics</p> <p>Functional, decorative State the care, cleaning and pre-shrink instructions for fabrics.</p> <p>Haberdashery items</p> <p>eg threads, needles, fastenings, bias bindings, interfacing, zips, embellishments</p>

<p>Learning outcome</p>
<p>The learner will:</p> <p>3. be able to research contextual influences on the design of blouses and shirts</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>3.1 research designs for garments from a range of sources</p> <ul style="list-style-type: none"> • historical • cultural • contemporary <p>3.2 analyse research of contextual influences on garment design</p> <p>3.3 present research in a format suitable for a client</p>

<p>Range</p>
<p>Research</p> <p>From primary and secondary sources eg High Street trends, key designer makers, graduate fashion shows, international fashion weeks, printed sources, galleries and museums, websites</p> <p>Format</p> <p>Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation</p>

Learning outcome
The learner will: 4. be able to plan, prepare and sample materials for making a blouse or shirt
Assessment criteria
The learner can: 4.1 develop a statement of intent for a blouse or shirt 4.2 sample techniques and processes for blouse and shirt construction 4.3 sketch designs for blouses and shirts which complement a client's figure type 4.4 create a working design visual for a blouse or shirt 4.5 estimate cost and time required to make a blouse or shirt 4.6 select fabrics to make a blouse or shirt

Range
Statement of intent Written description of the suggested design which satisfies client requirements.
Techniques and processes <ul style="list-style-type: none"> • Samples appropriate to blouses/shirts • Recommended to use medium weight cotton eg Calico. • Record annotated samples with instructions
Designs To compliment clients figure type. Style must be of an advanced design <ul style="list-style-type: none"> • eg shaping with seams, darts, gathers, tucks and pleats. Asymmetric styles, drapes, cowls, facings for neckline, front and arm hole. Low necklines. • Sleeves, - straight, semi-fitted, close fitted, with flare, gathers, pleats. Dropped shoulders, raglan. • Collars – flat, convertible, flat with low neckline, shirt, shawl, ruffles. • Cuffs – straight, shaped, frilled
Working design visual Fabric swatches and a line drawing of the selected pattern showing the design influences using colour, line, texture, shape and form
Fabrics Select fabric and haberdashery that will compliment the pattern Pre-shrink if required

Learning outcome
The learner will: 5. be able to draft a pattern for a blouse or shirt to individual measurements
Assessment criteria

<p>The learner can:</p> <p>5.1 test developments using ¼ scale templates for advanced blouses or shirts</p> <p>5.2 develop fashion patterns and toiles for clients to chosen designs</p> <p>5.3 fit completed toiles</p> <p>5.4 present finished patterns and toiles</p> <p>5.5 produce a cost sheet for a pattern and toile</p> <p>5.6 produce production timescales for patterns and toiles</p>
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<p>Range</p> <p>Developments</p> <ul style="list-style-type: none"> • eg shaping with seams, darts, gathers, tucks and pleats. Asymmetric styles, drapes, cowls, facings for neckline, front and arm hole. Low necklines. • Sleeves, - straight, semi-fitted, close fitted, with flare, gathers, pleats. Dropped shoulders, raglan. • Collars – flat, convertible, flat with low neckline, shirt, shawl, ruffles. • Cuffs – straight, shaped, frilled <p>Develop fashion patterns and toiles</p> <ul style="list-style-type: none"> • Draft an accurate Fashion pattern and toile • Measure and record body sizes accurately • A styled development from the block pattern including correct markings and labels, grainlines, notches, balance marks, gathers, pleats, folds, darts, hem and seam allowances • Make up and fit a toile for the fashion pattern, without fastenings or finishings • Use uniform seam allowance of 1.5cm • Record the steps followed during the construction process including any adjustments eg photographic, written. <p>Present</p> <p>Patterns: Flat folded in a wallet, clean, crisp. Sketch attached. Toiles on hangers</p> <p>Cost sheet</p> <p>Material costs</p> <p>Production timescales</p> <p>Time taken to plan and create a pattern for an advanced blouse or shirt</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>6. be able to construct a blouse or shirt</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>6.1 produce samples specific to a chosen design</p>

- 6.2 **cut out** a pattern in fabrics avoiding waste
- 6.3 **construct** a blouse or shirt using hand and machine stitching
- 6.4 **finish** a blouse or shirt
- 6.5 **present** a blouse or shirt following a design specification
- 6.6 produce a **cost sheet** for a garment
- 6.7 produce **production timescales** for garments
- 6.8 **evaluate** a completed blouse or shirt

Range

Samples specific to a chosen design

Chosen garment fabric/s must be used for these samples
eg Seams, fastenings, finishings and hems. Interfacings and trimmings.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and transfer the markings

Construct

- Tack, fit and adjust the garment
- Use construction techniques from those sampled
- 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 garment without marking the surface of the fabric.

Present

Photograph and display the finished garment (eg on a hanger, mannequin or modelled)

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish advanced blouses and shirts

Evaluate

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

Unit 306

Design and make a skirt

UAN:	L/504/6031
Level:	Level 3
Credit value:	8
GLH:	51
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 make an advanced style skirt which includes creating the design and producing the pattern and toile used to create the final garment.

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to making skirts 1.2 describe tools, equipment and materials used to design and make skirts 1.3 use tools, equipment and materials safely to make skirts

Range
Regulations Portable Appliance Testing (PAT), Health and Safety at Work Act
Tools, equipment and materials Sewing Machines, overlocker, needles pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, rulers, graders, tracing wheels, pattern paper and card
Use tools, equipment and materials Daily use and maintenance eg care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. understand the characteristics of materials required to design and make skirts

Assessment criteria
The learner can: 2.1 describe different types of materials for skirts 2.2 compare the characteristics of different types of materials for skirts 2.3 describe haberdashery items required for making skirts

Range
Materials Woven and non-woven, light and medium weight fabrics, woven with stretch (eg, natural and man made fibres). Pile fabrics, sheer, jersey, crepe, satins.
Characteristics Functional, decorative State the care, cleaning and pre-shrink instructions for fabrics
Haberdashery items eg Threads, needles, fastenings, bias bindings, interfacing, zips, embellishments

Learning outcome
The learner will: 3. be able to research contextual influences on the design of skirts
Assessment criteria
The learner can: 3.1 research designs for garments from a range of sources <ul style="list-style-type: none"> • historical • cultural • contemporary 3.2 analyse research of contextual influences on garment design 3.3 present research in a format suitable for a client

Range
Research From primary and secondary sources eg High Street trends, key designer makers, graduate fashion shows, international fashion weeks, 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: 4. be able to plan, prepare and sample materials for making skirts

Assessment criteria
The learner can:
4.1 develop a statement of intent for a skirt
4.2 sample techniques and processes for skirt construction
4.3 sketch designs for skirts which compliment a clients figure type
4.4 create working design visuals for selected sketched skirts
4.5 estimate cost and time required to make a skirt
4.6 select fabrics to make skirts

Range
Statement of intent Written description of the suggested design which satisfies client requirements.
Techniques and processes Samples appropriate to skirts eg centre front fly zip, zip protector, yokes, shaped waistbands with stiffening, tailored hem, inset pocket, lining Recommended to use medium weight cotton eg Calico. Record annotated samples with instructions
Designs To compliment clients figure type. Style must be of an advanced design eg drapes, pleats, yokes, shaped waistband, inset pockets, godets, asymmetric styles
Working design visual Fabric swatches and a line drawing of the selected pattern showing the design influences using colour, line, texture, shape and form
Fabric Select fabric and haberdashery that will compliment the pattern, pre-shrink if required

Learning outcome
The learner will:
5. be able to draft patterns for skirts to individual measurements
Assessment criteria
The learner can:
5.1 test developments using ¼ scale templates for advanced skirts
5.2 draft an accurate fashion pattern and toile for a client to a chosen design
5.3 fit completed toiles
5.4 present finished patterns and toiles
5.5 produce a cost sheet for a pattern and toile
5.6 produce production timescales for patterns and toiles

Range**Set of developments**

eg drapes, pleats, yokes, shaped waistbands, inset pockets, godets, asymmetric styles

Draft an accurate Fashion pattern and toile

- Measure and record body sizes accurately
- A styled development from the block pattern including correct markings and labels, grainlines, notches, balance marks, gathers, pleats, folds, darts, hem and seam allowances
- Make up and fit a toile for the fashion pattern, without fastenings or finishings
- Use uniform seam allowance of 1.5cm
- Record the steps followed during the construction process including any adjustments eg photographic, written.

Present

Patterns: Flat folded in a wallet, clean, crisp. Sketch attached.
Toiles on hangers

Cost sheet

Material costs

Production timescales

Time taken to plan and create a pattern for an advanced skirt

Learning outcome

The learner will:

6. be able to a construct skirt

Assessment criteria

The learner can:

- 6.1 produce **samples specific to chosen designs**
- 6.2 **cut out** a pattern in fabrics avoiding waste
- 6.3 **construct** a skirt using hand and machine stitching
- 6.4 **finish** a skirt
- 6.5 **present** a skirt following design specifications
- 6.6 produce a **cost sheet** for a garment
- 6.7 produce **production timescales** for garments
- 6.8 **evaluate** a completed skirt

Range**Samples specific to chosen designs**

Chosen garment fabric/s must be used for these samples
eg Seams, fastenings, finishings and hems. Interfacings and trimmings.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain

line, cut out fabric pattern pieces and transfer the markings

Construct

- Tack, fit and adjust the garment
- Use construction techniques from those sampled
- 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 garment without marking the surface of the fabric.

Present

Photograph and display the finished garment (eg on a hanger, mannequin or modelled)

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish a skirt

Evaluate

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

Unit 307

Design and make a pair of trousers

UAN:	Y/504/6047
Level:	Level 3
Credit value:	8
GLH:	51
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 make an advanced style pair of trousers which includes creating the design and producing the pattern and toile used to create the final garment.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to making trousers
- 1.2 describe **tools, equipment and materials** used to design and make trousers
- 1.3 **use tools, equipment and materials** safely to make trousers

Range

Regulations

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

Tools, equipment and materials

Sewing machines, overlocker, needles, pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, rulers, graders, tracing wheels, pattern paper and card

Use tools, equipment and materials

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

Learning outcome

The learner will:

2. know the characteristics of materials required to design and make trousers

Assessment criteria

The learner can:

- 2.1 describe different types of **materials** for trousers
- 2.2 compare the **characteristics** of different types of materials for trousers
- 2.3 describe **haberdashery items** required for making trousers

Range**Materials**

Woven, non-woven, light, medium and heavy weight fabrics, woven with stretch (eg natural and man made fibres).

Pile fabrics, sheer fabrics, jersey, satins.

Characteristics

Functional and decorative

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

Haberdashery items

eg Threads, needles, fastenings, bias bindings, interfacing, zips, embellishments

Learning outcome

The learner will:

3. be able to research contextual influences on the design of trousers

Assessment criteria

The learner can:

- 3.1 **research** designs for garments from a range of sources
 - historical
 - cultural
 - contemporary
- 3.2 analyse research of contextual influences on garment design
- 3.3 present research in a **format** suitable for a client

Range**Research**

From primary and secondary sources

eg High Street trends, 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:

4. be able to plan, prepare and sample materials for making trousers

Assessment criteria

The learner can:

- 4.1 develop a **statement of intent** for a pair of trousers
- 4.2 sample **techniques and processes** for trouser construction
- 4.3 sketch **designs** for trousers which complement a client's figure type
- 4.4 create **working design visuals** for selected sketched trousers
- 4.5 estimate cost and time required to make trousers
- 4.6 select **fabrics** to make trousers

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements

Techniques and processes

Samples appropriate to trousers eg fly zip, zip protector, yokes, shaped waistbands with stiffening, tailored hem, inset pocket, turn-ups, support panel, lining

Recommended to use medium weight cotton eg Calico.

Record annotated samples with instructions

Designs

Design to complement client's figure type. Style must be of advanced and innovative design

Working design visual

Fabric swatches and a line drawing of the selected pattern showing the design influences using colour, line, texture, shape and form

Fabrics

Select fabric and haberdashery that will complement the pattern

Pre-shrink if required

Learning outcome

The learner will:

5. be able to draft a pattern for a pair of trousers to individual measurements

Assessment criteria

The learner can:

- 5.1 test **developments** using ¼ scale templates for trousers
- 5.2 **draft an accurate fashion pattern and toile** for a client to a chosen design
- 5.3 fit completed toiles

- 5.4 **present** finished patterns and toiles
- 5.5 produce a **cost sheet** for a pattern and toile
- 5.6 produce **production timescales** for patterns and toiles

Range

Developments

eg leg shapings, jeans, culottes, flares, pleats, inset pockets, yokes, shaped waistbands, turn-ups, support panel, lining

Draft an accurate fashion pattern and toile

- Measure and record body sizes accurately
- A styled development from the block pattern including correct markings and labels, grainlines, notches, balance marks, gathers, pleats, folds, darts, hem and seam allowances
- Make up and fit a toile for the fashion pattern, without fastenings or finishings
- Use uniform seam allowance of 1.5cm
- Record the steps followed during the construction process including any adjustments eg photographic, written

Present

Patterns: Flat folded in a wallet, clean, crisp. Sketch attached.
Toiles on hangers

Cost sheet

Material costs

Production timescales

Time taken to plan and create a pattern for advanced trousers

Learning outcome

The learner will:

- 6. be able to construct a pair of trousers

Assessment criteria

The learner can:

- 6.1 produce **samples specific to chosen designs**
- 6.2 **cut out** a pattern in fabrics avoiding waste
- 6.3 **construct** a pair of trousers using hand and machine stitching
- 6.4 **finish** a pair of trousers
- 6.5 **present** a pair of trousers following design specifications
- 6.6 produce a **cost sheet** for a garment
- 6.7 produce **production timescales** for garments
- 6.8 **evaluate** a completed pair of trousers

Range

Samples specific to chosen designs

Chosen garment fabric/s must be used for these samples

eg seams, fastenings, finishings and hems, interfacings and trimmings

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and transfer the markings

Construct

- Tack, fit and adjust the garment
- Use construction techniques from those sampled
- 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 garment without marking the surface of the fabric

Present

Photograph and display the finished garment (eg on a hanger, mannequin or modelled)

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish advanced trousers

Evaluate

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

Unit 308 Design and make a dress

UAN:	D/504/6048
Level:	Level 3
Credit value:	10
GLH:	63
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 make an advanced style dress which includes creating the design and producing the pattern and toile used to create the final garment.

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

Range
Regulations Portable Appliance Testing (PAT), Health and Safety at Work Act
Tools, equipment and materials Sewing Machines, overlocker, needles pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper Rulers, graders, tracing wheels, pattern paper and card,
Use tools, equipment and materials Daily use and maintenance eg care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. understand the characteristics of materials required to make dresses
Assessment criteria

<p>The learner can:</p> <p>2.1 describe different types of materials for dresses</p> <p>2.2 compare the characteristics of different types of materials for dresses</p> <p>2.3 describe haberdashery items required for making dresses</p>

<p>Range</p> <p>Materials Woven and non-woven light, medium and heavy weight fabrics, woven with stretch or single knit jerseys (eg, natural and man made fibres) Pile fabrics, jersey, sheer, satins.</p> <p>Characteristics Functional, decorative State the care, cleaning and pre-shrink instructions for fabrics</p> <p>Haberdashery items eg threads, needles, fastenings, bias bindings, interfacing, zips, embellishments</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>3. be able to research contextual influences on the design of dresses</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 research designs for garments from a range of sources</p> <ul style="list-style-type: none"> • historical • cultural • contemporary <p>3.2 analyse research of contextual influences on garment design</p> <p>3.3 present research in a format suitable for a client</p>

<p>Range</p> <p>Research From primary and secondary sources eg High Street trends, key designer makers, graduate fashion shows, international fashion weeks, printed sources, galleries and museums, websites</p> <p>Format Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>4. be able to plan, prepare and sample materials for dresses</p>
<p>Assessment criteria</p>

<p>The learner can:</p> <p>4.1 develop a statement of intent for a dress</p> <p>4.2 sample techniques and processes for dress construction</p> <p>4.3 sketch designs for dresses which compliment a clients figure type</p> <p>4.4 create working design visuals for dresses</p> <p>4.5 estimate cost and time required to make dresses</p> <p>4.6 select fabrics to make dresses</p>

<p>Range</p>
<p>Statement of intent</p> <p>Written description of the suggested design which satisfies client requirements.</p>
<p>Techniques and processes</p> <ul style="list-style-type: none"> • Samples appropriate to advanced dresses – boning, eyelets and lacing, rouleau loops and buttons, zips – hand stitched and machined stitched Decorative finishes – beading, sequins, lace insertion, pleating, tucking, ruching, embroidery • Recommended to use medium weight cotton eg Calico. • Record annotated samples with instructions
<p>Designs</p> <p>To compliment clients figure type. Style must be of an advanced design eg kimono, dolman, shaping with seams, easing, gathers and pleats, advanced sleeves and collars, cowl necks, raised neck line, draped skirts corset fit, bias cutting, asymmetric.</p>
<p>Working design visual</p> <p>Created for selected sketches. Fabric swatches and a line drawing of the selected pattern showing the design influences using colour, line, texture, shape and form</p>

<p>Learning outcome</p>
<p>The learner will:</p> <p>5. be able to draft patterns for dresses to individual measurements</p>
<p>Assessment criteria</p>
<p>The learner can:</p> <p>5.1 test developments using ¼ scale templates for dresses</p> <p>5.2 draft a fashion pattern and toile for a client to a chosen design</p> <p>5.3 fit completed toiles</p> <p>5.4 present finished patterns and toiles</p> <p>5.5 produce a cost sheet for a pattern and toile</p> <p>5.6 produce production timescales for patterns and toiles</p>

<p>Range</p>
<p>Developments</p> <p>eg Kimono, dolman, shaping with seams, easing, gather and pleats, advanced sleeves and collars, cowl necks, raised neck line draped skirts</p>

corset fit, bias cutting, asymmetric.

Draft a fashion pattern and toile

- A styled development from the block pattern including correct markings and labels, grainlines, notches, balance marks, gathers, pleats, folds, darts, hem and seam allowances
- Use uniform seam allowance of 1.5cm
- Record the steps followed during the construction process including any adjustments eg photographic, written.
- Make up and fit a toile for the fashion garment without fastenings or finishings

Present

Patterns: Flat folded in a wallet, clean, crisp. Sketch attached.

Toiles on hangers

Cost sheet

Material costs

Production timescales

Time taken to plan and create a pattern and toile for an advanced dress

Learning outcome

The learner will:

6. be able to construct a dress

Assessment criteria

The learner can:

- 6.1 produce **samples specific to chosen designs**
- 6.2 **cut out** a pattern in fabrics avoiding waste
- 6.3 **construct** a dress using hand and machine stitching
- 6.4 **finish** a dress
- 6.5 **present** a dress following design specifications
- 6.6 produce a **cost sheet** for a dress
- 6.7 produce **production timescales** for a dress
- 6.8 **evaluate** a completed dress

Range

Samples specific to chosen designs

Chosen garment fabric/s must be used for these samples eg seams, control of fullness, fastenings, finishings and hems. Interfacings and trimmings, decorative treatments

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and transfer the markings

Construct

- Tack, fit and adjust the garment

- Use construction techniques from those sampled
- 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 garment without marking the surface of the fabric.

Present

Photograph and display the finished garment (eg on a hanger, mannequin or modelled)

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish advanced dresses

Evaluate

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

Unit 309

Design and make a lined jacket

UAN:	J/504/6027
Level:	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 make an advanced style jacket which includes creating the design and producing the pattern and toile used to create the final garment.

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to the making of lined jackets 1.2 describe tools, equipment and materials used to make lined jackets 1.3 use tools, equipment and materials safely to make lined jackets

Range
Regulations Portable Appliance Testing (PAT), Health and Safety at Work Act
Tools, equipment and materials Sewing Machines, overlocker, needles pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper Rulers, graders, tracing wheels, pattern paper and card,
Use tools, equipment and materials Daily use and maintenance eg care, cleaning and storage, visual checks

Learning outcome

The learner will:

2. understand the characteristics of materials required to make lined jackets

Assessment criteria

The learner can:

- 2.1 describe different types of **materials** for lined **jackets**
- 2.2 compare the **characteristics** of different types of materials for lined jackets
- 2.3 describe **haberdashery** items required for making lined jackets

Range**Jackets**

Jackets refers to an over garment of any length and can include a coat

Materials

Medium and heavy weight, woven and non-woven, fabrics, wools and woolmixes, eg Pile fabrics, satins, fabrics with special finishes - waterproof, downproof, windproof

Characteristics

Functional and decorative

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

Haberdashery

eg threads, needles, fastenings, bias bindings, interfacing, tailoring canvas, shoulder pads, zips, embellishments

Learning outcome

The learner will:

3. be able to research contextual influences relating to the design of lined jackets

Assessment criteria

The learner can:

- 3.1 **research** designs for garments from a range of sources
 - historical
 - cultural
 - contemporary
- 3.2 analyse research of contextual influences on garment design
- 3.3 present research in a **format** suitable for a client

Range**Research**

From primary and secondary sources

eg High Street trends, key designer makers, graduate fashion shows, international fashion weeks, 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:

4. be able to plan, prepare and sample materials for lined jackets

Assessment criteria

The learner can:

- 4.1 develop a **statement of intent** for a lined jacket
- 4.2 sample **techniques and processes** for lined jacket construction
- 4.3 sketch **designs** for lined jackets which compliment a clients figure type
- 4.4 create **working design visuals** for selected sketched lined jackets
- 4.5 estimate the cost and time to make lined jackets
- 4.6 select fabrics to make lined jackets

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements.

Techniques and processes

- Tailored Jacket samples (use wool cloth) eg jetted pocket, collar and rever, two-piece sleeve, sleeve vent, piped button hole
- Non-tailored Jacket samples (use appropriate fabric) eg cargo pocket, storm flap, winter cuff, feather fillings, waterproof seams
- Record annotated samples with instructions

Designs

To compliment clients figure type. Style must be of an advanced design eg panelled, asymmetric body, advanced sleeve, grown on collar, collars with stand and revers,

Working design visual

Fabric swatches and a line drawing of the selected pattern showing the design influences using colour, line, texture, shape and form

Learning outcome

The learner will:

5. be able to draft patterns for lined jackets to individual measurements

Assessment criteria

The learner can:

- 5.1 test **developments** using ¼ scale templates for lined jackets
- 5.2 **develop fashion patterns and toiles** for clients to chosen designs
- 5.3 fit completed toiles

- 5.4 **present** finished patterns and toiles
- 5.5 produce a **cost sheet** for a pattern and toile
- 5.6 produce **production timescales** for patterns and toiles

Range

Developments

eg panelled, asymmetric body, advanced sleeve, grown on collar, shawl collar, tuxedo, collars with stand and revers,

Develop fashion patterns and toiles

- A styled development from the block pattern including correct markings and labels, grainlines, notches, balance marks, gathers, pleats, folds, darts, hem and seam allowances
- Use uniform seam allowance of 1.5cm
- Record the steps followed during the construction process including any adjustments eg photographic, written.
- Make up and fit a toile for the fashion pattern, without fastenings or finishings

Present

Patterns: Flat folded in a wallet, clean, crisp. Sketch attached.

Toiles on hangers

Cost sheet

Material costs

Production timescales

Time taken to plan and create a pattern for an advanced lined jacket

Learning outcome

The learner will:

- 6. be able to construct a lined jacket

Assessment criteria

The learner can:

- 6.1 produce **samples specific to chosen designs**
- 6.2 **cut out** a pattern in fabrics avoiding waste
- 6.3 **construct** lined jackets using hand and machine stitching
- 6.4 **finish** lined jackets
- 6.5 **present** lined jackets following design specifications
- 6.6 produce a **cost sheet** for a garment
- 6.7 produce **production timescales** for garments
- 6.8 **evaluate** a completed lined jacket

Range

Samples specific to chosen designs

Chosen garment fabric/s must be used for these samples
eg seams, control of fullness, easing, fastenings, finishings and hems.
Traditional and speed tailoring Interfacings, pad stitching.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and transfer the markings

Construct

- Tack, fit and adjust the garment
- Use construction techniques from those sampled
- 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 garment without marking the surface of the fabric.

Present

Photograph and display the finished garment (eg on a hanger, mannequin or modelled)

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish advanced tailored jackets

Evaluate

Review and record strengths, areas for improvements 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 **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate learners on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

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

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

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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