

Level 1 Award /Certificate in Fashion (7160-01/11)

September 2017
Version 2.1



Qualification at a glance

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

Title and level	City & Guilds number	Accreditation number
Level 1 Award in Fashion (Sampling Fashion Techniques)	7160-01	600/8745/6
Level 1 Award in Fashion (Shirts and Tops)	7160-01	600/7409/7
Level 1 Award in Fashion (Unlined Skirt)	7160-01	600/7410/3
Level 1 Award in Fashion (Casual Trousers)	7160-01	600/7411/5
Level 1 Award in Fashion (Costume Making Using Recycled Materials)	7160-01	600/7412/7
Level 1 Award in Fashion (Sewing Machine Skills)	7160-01	600/7408/5
Level 1 Award in Textiles (Textile Decoration)	7161-01	600/7390/1
Level 1 Award in Textiles (Feltmaking)	7161-01	600/7395/0
Level 1 Certificate in Fashion	7160-11	600/7413/9

Version and date	Change detail	Section
2.0 April 2013	Amendment to the structure, a new award 'Sampling Fashion Techniques' has been added	1. Introduction
2.1 September 2017	Added GLH and TQT values Removed QCF	Structure Appendix 1



Contents

1	Introduction	4
	Structure	5
2	Centre requirements	9
	Approval	9
	Resource requirements	9
	Learner entry requirements	10
3	Delivering the qualification	11
	Initial assessment and induction	11
	Support materials	11
4	Assessment	12
	Assessment of the qualifications	12
	Assessment strategy	12
	Recognition of prior learning (RPL)	12
5	Units	13
Unit 101	Exploring design ideas	14
Unit 102	Sampling fashion techniques	18
Unit 103	Textile decoration	22
Unit 104	Sewing machine skills	26
Unit 105	Make a shirt or top	29
Unit 106	Make an unlined skirt	33
Unit 107	Make a pair of casual trousers	37
Unit 108	Make a costume from recycled materials	41
Unit 109	Feltmaking	45
Appendix 1	Sources of general information	50



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 in Fashion design and construction.
What do the qualifications cover?	They allow learners to learn, develop and practise the creative skills required for career progression in the Fashion sector. There is a focus on creativity.
What opportunities for progression are there?	They allow learners to progress to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 2 Award in Fashion (7160-02)• Level 2 Certificate in Fashion (7160-12)• Level 2 Diploma in Fashion (7160-22)

Structure

To achieve the **Level 1 Award in Fashion (Sampling Fashion Techniques)** learners must achieve **3** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
Y/504/5643	102	Sampling fashion techniques	3

To achieve the **Level 1 Award in Fashion (Sewing Machine Skills)** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
H/504/5550	104	Sewing machine skills	4

To achieve the **Level 1 Award in Fashion (Shirts and Tops)** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
H/504/5631	105	Make a shirt or top	4

To achieve the **Level 1 Award in Fashion (Unlined Skirt)** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
D/504/5644	106	Make an unlined skirt	4

To achieve the **Level 1 Award in Fashion (Casual Trousers)** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
H/504/5645	107	Make a pair of casual trousers	4

To achieve the **Level 1 Award in Fashion (Costume Making Using Recycled Materials)** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/504/5646	108	Make a costume from recycled materials	4

Please note there are two pathways (shown below) from the **7161-01 Level 1 Award in Textiles** that can be used under the **7160-01 Level 1 Award in Fashion**.

To achieve the **Level 1 Award in Textiles (Textile Decoration)** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
R/504/5544	103	Textile decoration	4

To achieve the **Level 1 Award in Textiles (Feltmaking)** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/504/5551	109	Feltmaking	4

To achieve the **Level 1 Certificate in Fashion**, learners must achieve a minimum of **14** credits, **6** credits must come from the mandatory units and a minimum of **8** credits must come from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
H/503/7139	101	Exploring design ideas	3
Y/504/5643	102	Sampling fashion techniques	3
Optional			
R/504/5544	103	Textile decoration	4
H/504/5550	104	Sewing machine skills	4
H/504/5631	105	Make a shirt or top	4
D/504/5644	106	Make an unlined skirt	4
H/504/5645	107	Make a pair of casual trousers	4
K/504/5646	108	Make a costume from recycled materials	4
K/504/5551	109	Feltmaking	4

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 1 Award in Fashion (Shirts and Tops)	30	40
Level 1 Award in Fashion (Casual Trousers)	30	40
Level 1 Award in Fashion (Sewing Machine Skills)	30	40
Level 1 Award in Textiles (Textile Decoration)	30	40
Level 1 Certificate in Fashion	118	140
Level 1 Award In Fashion - Unlined Skirt	30	40
Level 1 Award In Fashion - Casual Trousers	30	40
City & Guilds Level 1 Award In Fashion - Costume Making Using Recycled Materials	33	40



2 Centre requirements

Approval

If your Centre is approved to offer the Level 1 Award/Certificate in Creative Techniques-Fashion (7111-02/12) you can apply for the new Level 1 Award in Fashion (7160-01) and Level 1 Certificate in Textiles (7160-11) 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 quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

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

Continuing professional development (CPD)

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

Learner entry requirements

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

Age restrictions

There is no age restriction for these qualifications unless this is a legal requirement of the process or the environment.



3 Delivering the qualification

Initial assessment and induction

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

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

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

Support materials

The following resources are available for these qualifications:

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



4 Assessment

Assessment of the qualifications

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.

Summary of units

Unit	Title	UAN	Credits
101	Exploring design ideas	H/503/7139	3
102	Sampling fashion techniques	Y/504/5643	3
103	Textile decoration	R/504/5544	4
104	Sewing machine skills	H/504/5550	4
105	Make a shirt or top	H/504/5631	4
106	Make an unlined skirt	D/504/5644	4
107	Make a pair of casual trousers	H/504/5645	4
108	Make a costume from recycled materials	K/504/5646	4
109	Feltmaking	K/504/5551	4

Unit 101

Exploring design ideas

UAN:	H/503/7139
Level:	1
Credit value:	3
GLH:	28
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills : CR 6, 8, 9, 13, 14, 15, 17, 21, 22, 24, 30, 31 DES 5, 8, 10, 11.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills, the Sector Skills Council for Craft and Design.
Aim:	This unit provides the learner with the practical skills and knowledge needed to understand how simple design ideas are created using materials for colour, line and texture.

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

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

Learning outcome

The learner will:

2. be able to prepare for design work.

Assessment criteria

The learner can:

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

Range**Craft materials**

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

Tools and equipment

Adhesive, cutting tools, drawing tools, applicators.

Learning outcome

The learner will:

3. be able to experiment with design ideas.

Assessment criteria

The learner can:

- 3.1 **experiment** with design materials to create visuals
- 3.2 **explore the potential** of design materials through experimentation.

Range**Experiment**

eg bend, fold, ease, cut, colour.

Explore the potential

Use materials to experiment where there is no known outcome.

Learning outcome
The learner will: 4. be able to experiment with different materials, mediums and techniques to create designs.
Assessment criteria
The learner can: 4.1 create a primary and secondary colour wheel with colouring materials 4.2 create gradations of primary colours with colouring materials 4.3 create accent colours 4.4 create marks and lines using mediums 4.5 create low relief using mediums 4.6 make overlays 4.7 create contrast using overlays 4.8 create visual texture using mediums.

Range
Primary Magenta, cyan and yellow.
Secondary Violet, green and orange.
Gradations of primary colours A colour ladder to show the central primary colour working out in stages to white and to black.
Accent colours A small proportion of the complimentary colour adjacent to its primary.
Mediums Wet mediums eg Ink, paint and similar items. Dry mediums eg crayon, graphite, wax and similar items.
Marks Contrasting lines, expressive lines, dots, dashes and similar drawn expressions.
Low relief Low level 3D effects.
Overlays Transparent or translucent materials layered over underlying materials.
Visual texture eg colour discharge, resists, rubbing, sponging, spraying, stippling, and similar.

Learning outcome
The learner will: 5. be able to evaluate and record design work.
Assessment criteria
The learner can: 5.1 produce records of design ideas 5.2 evaluate results of design work.

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

Unit 102

Sampling fashion techniques

UAN:	Y/504/5643
Level:	1
Credit value:	3
GLH:	30
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 a range of techniques and materials used in fashion.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to **tools and equipment** used for sampling fashion techniques
- 1.2 list 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
<p>Regulations Health and Safety at Work Act, Portable Appliance Testing (PAT), General Product Safety Regulations.</p> <p>Tools and equipment eg tools for cutting, pressing, stitching.</p> <p>Risks eg fumes, irritation, melting point.</p> <p>Materials eg colouring materials, fabric dressings, man made and synthetic fabrics.</p> <p>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.</p>

Learning outcome
The learner will: 2. be able to prepare for sampling fashion techniques.
Assessment criteria
The learner can: 2.1 select tools and equipment to sample techniques for fashion 2.2 prepare fabric for use 2.3 cut paper patterns and fabrics accurately to shape .

Range
<p>Prepare fabric eg washing, pressing, colouring. Fabric - woven natural, man made and synthetic fabrics.</p> <p>Accurately to shape eg place paper patterns accurately, cut out to the edge of paper patterns, use scissors to produce clean cut lines with no irregularity, tailor tack pattern markings.</p>

Learning outcome
The learner will: 3. be able to sample techniques for fashion.
Assessment criteria
The learner can: 3.1 produce samples using a range of techniques 3.2 experiment with materials and techniques to explore their potential using <ul style="list-style-type: none"> • colour • line • texture.

Range
<p>Techniques</p> <p>Stitching - place cut edges together and stitch at an even distance selecting type, tension and size for the fabric and task.</p> <p>Seams - open neatened with clean finish, zigzag, 3 step zigzag, French, crossed.</p> <p>Fullness - gathers, tucks, knife pleats, easing.</p> <p>Shape – make single point darts, double point darts.</p> <p>Fastenings – machine made buttonholes, flat button with short thread shank, concealed (lapped) and semi concealed zip (centred), hooks and eyes, press studs.</p> <p>Elastication – insert elastic into a stitched channel.</p> <p>Facings – curved neck edge, V-shaped neck edge, notching, layering, understitching.</p> <p>Cuffs – straight.</p> <p>Hems – neatened and machine stitched, neatened and hand stitched.</p> <p>Pockets – unlined patch pocket.</p> <p>Pressing – throughout the processes.</p> <p>Experiment</p> <p>Create samples of experimentations to achieve the anticipated or desired result, avoiding damage. Record the processes using written and visual records – photographs or simple sketches.</p>

Learning outcome
The learner will: 4. be able to evaluate and present samples of fashion techniques.
Assessment criteria
The learner can: 4.1 evaluate results of fashion techniques sampled 4.2 present finished samples in a style for display purposes.

Range**Evaluate**

Identify/record strengths and weaknesses of the techniques and sampling undertaken.

Present finished samples

Present samples of techniques undertaken in an organised manner in a folio or similar.

Unit 103

Textile decoration

UAN:	R/504/5544
Level:	1
Credit value:	4
GLH:	30
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 required to produce samples of decorated textiles by applying textile decoration techniques.

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

Range
Regulations Portable Appliance Testing (PAT), COSHH, Health and Safety at Work Act.
Tools, equipment and materials eg Sewing machines, overlocker, needles pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, dyes.
Use tools, equipment and materials Daily use and maintenance eg care, cleaning and storage, visual checks. Use of PPE: masks, gloves, goggles, apron, surface protection.

Learning outcome

The learner will:

2. know the characteristics of materials used for textile decoration.

Assessment criteria

The learner can:

- 2.1 identify a **range of fabrics** for textile decoration
- 2.2 list **characteristics** of a range fabrics
- 2.3 list **colouring materials** for creating simple decorative effects.

Range**Range of fabrics**

eg natural, synthetic, man made.

Characteristics

Match fibre content to colouring medium.

Colouring materials

eg dyes, paint, coloured wax.

Learning outcome

The learner will:

3. be able to research and produce designs for decorated textiles.

Assessment criteria

The learner can:

- 3.1 **research** designs for textile decoration
- 3.2 sketch **own design ideas** for textile decoration to show the use of
 - colour
 - line
 - texture.

Range**Research**

Research and collect a range of images from eg natural & man made environments, books, magazines, high street embellished textiles, websites.

Own design ideas

Develop original ideas eg thumbnails, quick sketches, collages etc.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1 select **materials** for a chosen design

4.2 **prepare** materials ready for textile decoration

4.3 use materials to sample **techniques and processes**

4.4 estimate the cost and time required to decorate textiles.

Range**Materials**

Fabrics, colouring mediums, beads, threads, stencils, print blocks.

Prepare

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

Techniques and Processes

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

Record with a brief description the techniques used for the samples produced.

Learning outcome

The learner will:

5. be able to produce decorated textiles.

Assessment criteria

The learner can:

5.1 develop a **statement of intent**

5.2 **produce** swatches of decorated textiles to a selected design

5.3 **finish** decorated textiles

5.4 **present** decorated textiles

5.5 produce a **cost sheet**

5.6 produce **production timescales**

5.7 **evaluate** decorated textiles.

Range**Statement of intent**

Brief description of suggested design to satisfy stated client requirements.

Produce

Use techniques sampled to create swatches of decorated textiles.
Record the steps followed during the decorative process including any modifications eg photographic, written.

Finish

Fixing the colour eg steam, heat, dry, press, presentation edge.

Present

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

Cost sheet

Material costs.

Production timescales

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

Evaluate

Identify strengths and areas for improvement of the design and process.

Unit 104

Sewing machine skills

UAN:	H/504/5550
Level:	1
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the learner with the practical skills and knowledge needed to make stitched samples using a sewing machine and its accessories.

Learning outcome

The learner will:

1. be able to work safely and effectively using a sewing machine and accessories.

Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to using a sewing machine
- 1.2 **use tools, equipment and materials** safely.

Range

Regulations

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

Use tools, equipment and materials

Sewing machines and accessories, machine needles. cutting tools, pins.
Daily use and maintenance ie care, cleaning and storage, visual checks, brush out the bobbin case.

Learning outcome

The learner will:

2. know the functions, controls and features on a sewing machine.

Assessment criteria

The learner can:

- 2.1 identify **types of domestic sewing machines**
- 2.2 describe the **controls and functions** on a sewing machine
- 2.3 identify the uses of a range of **machine accessories**.

Range**Types of domestic sewing machines**

Mechanical, computerised, semi-automatic.

Controls and functions

Stitch length and width, tensioning, threading and bobbin winding, practical and automatic decorative stitches.

Machine accessories

Feet eg zipper, piping, darning/free machining, blind hem, button hole, other accessories eg quilting guide, spool carrier, sewing machine needles.

Learning outcome

The learner will:

3. know the characteristics of materials required to make samples.

Assessment criteria

The learner can:

- 3.1 identify a range of **light, medium and heavy weight fabrics**
- 3.2 list a range of **haberdashery** required for making samples.

Range**Light, medium and heavy weight fabrics**

Non-stretch fabric types (ie cotton, linen, crepe, denim).

Stretch fabric eg jersey.

Haberdashery

eg threads, pins, needles, ribbon, cord etc.

Learning outcome

The learner will:

4. be able to produce samples using a sewing machine.

Assessment criteria

The learner can:

- 4.1 set-up a **sewing machine for use**
- 4.2 select **machine needle, fabric, and threads** suitable for a range of samples
- 4.3 use a variety of threads, **fabrics**, needles and tensions to produce samples
- 4.4 construct samples showing the use of
 - **practical stitches**
 - **decorative stitches**
 - **accessories**
- 4.5 record the stitch details and accessories used when creating samples.

Range

Sewing machine for use

Wind the bobbin, thread the machine, adjust stitch patterns, lengths, widths, change machine feet.

Machine needle, fabric and threads

Ensure machine needle and thread used is appropriate for chosen fabric.

Fabrics

Woven, light, medium and heavy weight, knitted medium weight.

Practical stitches

1.5 cm seams using a light, medium, heavy weight and jersey fabrics.

Neatened with zigzag or 3 step zigzag.

A 4 square patch stitched to match the corners.

Gathers, blind hem stitch, top stitching, stitching on elastic.

Decorative stitches

Automatic decorative stitches, applied threads cords, ribbons.

Accessories

Piping around a corner, shell edge, zip insertion, buttonholes, sewing on a button, darning/ free machine embroidery, twin needles, embroidery stitches, parallel stitching using a quilting guide, satin stitch.

Unit 105

Make a shirt or top

UAN:	H/504/5631
Level:	1
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the practical skills and knowledge needed to make a simple shirt/blouse or top. The learner will develop basic practical skills using a range of materials, techniques and equipment in the planning, preparation, construction and presentation of the finished garment.

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

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. 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. know the characteristics of materials required to make a shirt or top.

Assessment criteria

The learner can:

- 2.1 identify a range of **woven lightweight fabrics**
- 2.2 describe the **characteristics** of a range of lightweight fabrics
- 2.3 identify a range of **haberdashery** required for making shirts or tops.

Range**Woven lightweight fabrics**

Non stretch fabric types (eg cotton, polyester cotton).

Characteristics

Washability, handleability, flammability.

Haberdashery

eg threads, fastenings, bias bindings, interfacing.

Learning outcome

The learner will:

3. be able to research and produce style ideas for shirts or tops.

Assessment criteria

The learner can:

- 3.1 **research** shirt or top styles
- 3.2 collect a range of **shirt or top styles** from printed sources
- 3.3 sketch **style ideas** for shirts or tops to show the use of:
 - colour
 - line
 - texture.

Range**Research**

Magazines and high street fashion.

Shirt or top styles

eg tunic, smock, shirt, blouse.

Style ideas

Fastened opening to the neckline, loose fit, simple set-in sleeve, or sleeveless.

Guidance – these can be sketched on a simple template.

Learning outcome

The learner will:

4. be able to plan, prepare and sample materials for making a shirt or top.

Assessment criteria

The learner can:

- 4.1 select a **pattern** for a chosen sketch
- 4.2 select **materials** for a chosen pattern
- 4.3 use materials to sample **techniques and processes**
- 4.4 estimate the cost and time required to make a shirt or top.

Range**Pattern**

Commercial pattern or simple drafted pattern.

Materials

Fabrics and haberdashery.

Colour, surface pattern, surface texture, properties (eg natural, man-made or mixed fibres).

Techniques and Processes

Stitch length and tension, facings, bias edge finish, seams and neatening, hem, machine stitched, fastenings eg buttons and loops, press studs, hooks and eyes.

Learning outcome

The learner will:

5. be able to construct a shirt or top.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **cut out** a pattern in fabric avoiding waste
- 5.3 **construct** a shirt or top using hand and machine stitching
- 5.4 **finish** a shirt or top
- 5.5 **present** a finished shirt or top following a design specification
- 5.6 produce a **cost sheet**
- 5.7 produce **production timescales**
- 5.8 **evaluate** a completed shirt or top.

Range**Statement of intent**

Brief description of suggested design to satisfy stated client requirements.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, Cut out fabric pattern pieces and mark up with tailor tacks.

Construct

Tack, fit and adjust the garment.

Use construction techniques from those sampled.

Record the basic 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 folded, on a hanger, on a mannequin or modelled).

Cost sheet

Material costs.

Production timescale

The time taken to plan, construct and complete the shirt or top.

Evaluate

Identify strengths and areas for improvement of the design and process.

Unit 106

Make an unlined skirt

UAN:	D/504/5644
Level:	1
Credit value:	4
GLH:	30
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 learner with the practical skills and knowledge needed to make simple unlined skirts. The unit aims to develop basic practical skills using a range of materials, techniques and equipment in the planning, preparation, construction and presentation of a finished unlined skirt.

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 an unlined skirt 1.2 list tools, equipment and materials used to make an unlined skirt 1.3 use tools, equipment and materials safely to make an unlined skirt.

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. 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. know the characteristics of materials required to make an unlined skirt.

Assessment criteria

The learner can:

- 2.1 identify a range of woven **medium weight fabrics**
- 2.2 describe the **characteristics** of a range of medium weight fabrics
- 2.3 identify a range of **haberdashery** required for making an unlined skirt.

Range**Medium weight fabrics**

Non-stretch fabric types (eg, cotton, linen, crepe).

Characteristics

Washability, handleability, flammability.

Haberdashery

eg threads, fastenings, interfacing, zips.

Learning outcome

The learner will:

3. be able to research and produce style ideas for an unlined skirt.

Assessment criteria

The learner can:

- 3.1 **research** unlined skirts styles
- 3.2 Collect a range of **unlined skirt styles** from printed sources
- 3.3 Sketch **style ideas** for unlined skirts to show the use of:
 - colour
 - line
 - texture.

Range**Research**

Magazines, Internet and high street fashion.

Unlined skirt styles

Styles (eg wrapped; A line).

Style ideas

Simple styles:

Waistband: elasticated or non-elasticated waistband.

Fastenings: eg zip, button and buttonhole, tie.

Learning outcome
The learner will: 4. be able to plan, prepare and sample materials for making an unlined skirt.
Assessment criteria
The learner can: 4.1 select a pattern for a chosen design 4.2 select materials for a chosen pattern 4.3 use materials to sample techniques and processes 4.4 estimate the cost and time required to make an unlined skirt.

Range
Pattern Commercial pattern or simple drafted pattern.
Materials Fabrics and haberdashery. Colour, surface pattern, surface texture, properties (eg natural, man-made or mixed fibres).
Techniques and Processes Stitch length and tension, seams and neatening, hem (hand or machine stitched), fastenings eg buttons and button holes, press studs, hooks and eyes. Sample waistlines to show eg channel with slots and tie, elasticated waistline within a grown-on shaped facing, straight cut waistband; inserted zip (eg centred, lapped).

Learning outcome
The learner will: 5. be able to construct an unlined skirt.
Assessment criteria
The learner can: 5.1 develop a statement of intent 5.2 cut out a pattern in fabric avoiding waste 5.3 construct an unlined skirt using hand and machine stitching 5.4 finish an unlined skirt 5.5 present an unlined skirt following a design specification 5.6 produce a cost sheet 5.7 produce production timescales 5.8 evaluate a completed unlined skirt.

Range**Statement of intent**

Brief description of suggested design to satisfy stated client requirements.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and mark up with tailor tacks.

Construct

Tack, fit and adjust the garment.

Use construction techniques from those sampled.

Record the basic 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 folded, on a hanger, mannequin or modelled).

Cost sheet

Material costs.

Production timescales

The time taken to plan, construct and complete the unlined skirt.

Evaluate

Identify strengths and areas for improvement of the design and process.

Unit 107

Make a pair of casual trousers

UAN:	H/504/5645
Level:	1
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the practical skills and knowledge needed to make simple casual trousers. The unit aims to develop basic practical skills using a range of materials, techniques and equipment in the planning, preparation, construction and presentation of the finished casual trousers.

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 casual trousers
- 1.2 list **tools, equipment and materials** used to make casual trousers
- 1.3 **use tools, equipment and materials** safely to make casual trousers.

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. 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. know the characteristics of materials required to make casual trousers.
Assessment criteria
The learner can: 2.1 identify a range of woven medium weight fabrics 2.2 describe the characteristics of a range of medium weight fabrics 2.3 identify a range of haberdashery required for making casual trousers.

Range
Medium weight fabrics Non-stretch fabric types (eg, cotton, linen, crepe).
Characteristics Washability, handleability, flammability.
Haberdashery eg Threads, fastenings, bias bindings, interfacing, zips.

Learning outcome
The learner will: 3. be able to research and produce style ideas for casual trousers.
Assessment criteria
The learner can: 3.1 research casual trouser styles 3.2 collect a range of casual trouser styles from printed sources 3.3 sketch style ideas for casual trousers to show the use of: <ul style="list-style-type: none"> • colour • line • texture.

Range
Research Magazines and high street fashion.
Casual trouser styles Styles (eg flared leg, straight leg, cuffed leg).
Style ideas Waistband: elasticated or non-elasticated waistband. Fastenings: eg zip, button and buttonhole, tie.

Learning outcome
The learner will: 4. be able to plan, prepare and sample materials for making casual trousers.
Assessment criteria
The learner can: 4.1 select a pattern for the chosen sketch 4.2 select materials for a chosen pattern 4.3 use materials to sample techniques and processes 4.4 estimate cost and time required to make a pair of casual trousers.

Range
Pattern Commercial pattern or simple drafted pattern.
Materials Fabrics and haberdashery. Colour, surface pattern, surface texture, properties (eg natural, man-made or mixed fibres).
Techniques and processes Stitch length and tension, bias edge finish, seams and neatening, hem (hand or machine stitched), fastenings eg buttons and button holes, press studs, hooks and eyes. Sample waistlines to show: elasticated waistline within a grown-on shaped facing, straight cut waistband; inserted zip (eg centred, lapped).

Learning outcome
The learner will: 5. be able to construct a pair of casual trousers.
Assessment criteria
The learner can: 5.1 develop a statement of intent 5.2 cut out a pattern in fabric avoiding waste 5.3 construct a pair of casual trousers using hand and machine stitching 5.4 finish a pair of casual trousers 5.5 present a finished pair of casual trousers following a design specification 5.6 produce a cost sheet 5.7 produce production timescales 5.8 evaluate a completed pair of casual trousers.

Range**Statement of intent**

Brief description of suggested design to satisfy stated client requirements.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, Cut out fabric pattern pieces and mark up with tailor tacks.

Construct

Tack, fit and adjust the garment.

Use construction techniques from those sampled.

Record the basic 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 folded, on a hanger or modelled).

Cost sheet

Any costs incurred in the production of the pair of casual trousers.

Production timescales

The time taken to plan, construct and complete the pair of casual trousers.

Evaluate

Identify strengths and areas for improvement of the design and process.

Unit 108

Make a costume from recycled materials

UAN:	K/504/5646
Level:	1
Credit value:	4
GLH:	33
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides learner with the practical skills and knowledge needed to make a costume using recycled materials. The learner will develop basic practical skills using a range of materials, techniques and equipment in the planning, preparation, construction and presentation of the costume.

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 costume making 1.2 list safety factors to consider when using a range of materials 1.3 list tools and equipment used to make costumes 1.4 use tools, equipment and materials safely to make a costume.

Range
<p>Regulations Portable Appliance Testing (PAT), Health and Safety at Work Act, General Product Safety Regulations.</p> <p>Safety factors Cleaned and hazard free.</p> <p>Materials Any materials can be used as long as the safety of the wearer is paramount.</p> <p>Tools Pins, needles, cutting tools.</p> <p>Equipment Sewing machines, irons, heat guns, hot points, tailors' dummies.</p> <p>Use tools, equipment and materials Daily use and maintenance eg care, cleaning and storage, visual checks.</p>

Learning outcome
The learner will: 2. know how to select and care for recycled materials used for costume making.
Assessment criteria
The learner can: 2.1 list a range of recycled materials suitable for costume making 2.2 check the compatibility of a range of recycled materials 2.3 describe the care and cleaning methods for recycled materials.

Range
<p>Range of recycled materials Fabrics, lace, paper, leather, faux skins, fur fabric, colouring mediums and similar items which have previously been used.</p> <p>Compatibility Materials that work well together in the development and use of the costume.</p> <p>Care and cleaning Recognise the different cleaning requirements of various components of costumes.</p>

Learning outcome

The learner will:

3. be able to research and produce design ideas for costumes made from recycled materials.

Assessment criteria

The learner can:

- 3.1 **research** ideas for a **costume** theme
- 3.2 use design materials to sketch style ideas for costumes to show the use of:
 - colour
 - line
 - texture.

Range**Research**

Collect images and ideas from a range of primary and secondary sources.

Costume

For named characters or occasions.

Learning outcome

The learner will:

4. be able to plan, prepare and sample recycled materials for costumes.

Assessment criteria

The learner can:

- 4.1 select a **pattern** for a costume to the chosen sketch
- 4.2 select recycled materials to make a costume
- 4.3 use recycled materials to sample **construction techniques**
- 4.4 estimate the cost and time required to make a costume from recycled materials.

Range**Pattern**

The basic commercial or drafted pattern for the shape of the garment.

Construction techniques

eg seams, shapings, stitching, bonding, fastenings, facings, neatening, hems.

Learning outcome

The learner will:

5. be able to construct a costume from recycled materials.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **cut out** costume pieces avoiding waste
- 5.3 **construct** a costume made from recycled materials
- 5.4 **finish** a costume made from recycled materials
- 5.5 **present** a finished costume following a design specification
- 5.6 produce a **cost sheet**
- 5.7 produce **production timescales**
- 5.8 **evaluate** a completed costume created from recycled materials.

Range**Statement of intent**

Brief description of suggested design to satisfy stated client requirements.

Cut out

Lay and pin the pattern allowing for the difference in behaviour of previously used materials.

Construct

Use sampled techniques to make up the costume, tack, fit and adjust.

Use construction techniques from those sampled.

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

Press at each stage of the construction.

Finish

Press off the costume, satisfy the design specifications and intended use.

Present

Photograph and display the finished costume (eg on a hanger or modelled).

Production timescales

The time taken to plan, construct and complete the costume.

Cost sheet

Any costs incurred in the production of the costume.

Evaluate

Identify the use and value of costumes made from recycled materials, any areas for improvement.

UAN:	K/504/5551
Level:	1
Credit value:	4
GLH:	32
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 sample a range of feltmaking techniques and design and make a simple 3D felt item.

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

Range
Regulations Portable Appliance Testing (PAT), COSHH, Health and Safety at Work Act.
Tools, equipment and materials eg kettle, carders, felting needles, pressing tools, measuring tools. Design materials eg colouring materials, pencils, paper.
Use tools, equipment and materials Daily use and maintenance eg storage, visual checks. Avoid water slippage. Use of PPE: apron, surface protection.

Learning outcome

The learner will:

2. know the characteristics of materials used for feltmaking.

Assessment criteria

The learner can:

- 2.1 identify a **range of fibres** for feltmaking
- 2.2 list **characteristics** of a range fibres used for feltmaking
- 2.3 list **colouring materials** used with fibres and felt.

Range**Range of fibres**

Wool, silk and man-made fibres, undyed and dyed.

Characteristics

Fibre fibres which felt and fibres which are for surface decoration.

Care and cleaning instructions, flammability.

Colouring materials

eg paint, crayon, dyes.

Learning outcome

The learner will:

3. be able to research and produce designs for making felt samples.

Assessment criteria

The learner can:

- 3.1 **research** designs for feltmaking
- 3.2 sketch **own design ideas** for felt samples to show the use of:
 - colour
 - line
 - texture.

Range**Research**

Research and collect a range of images from eg nature, books, magazines, and websites.

Own design ideas

Develop original ideas eg quick sketches, collages etc.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 select fibres for making felt samples
- 4.2 calculate shrinkage of wool fibres when making felt
- 4.3 make **felt samples** to show
 - colour blending
 - textured surfaces
 - embellished surfaces
 - 3D techniques
- 4.4 estimate the time required and cost to make felt samples.

Range**Felt samples**

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

Learning outcome

The learner will:

5. be able to make a 3D item in felt.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 select fibres for a chosen design
- 5.3 make a resist template for a specific design
- 5.4 make a felted **3D item** to a chosen design
- 5.5 **present** a felted 3D item
- 5.6 produce a **cost sheet**
- 5.7 produce **production timescales**
- 5.8 **evaluate** a completed felted 3D item.

Range**Statement of intent**

Brief description of suggested design to satisfy stated client requirements.

3D item

A simple bag, hat, vessel or similar item made using a resist technique.

Present

Press or steam the finished item without damaging the felted surface.
Display the finished item.

Cost sheet

Material costs.

Production timescales

Time taken to plan, create, and finish the felt item.

Evaluate

Identify strengths and areas for improvement of the design and process.

Unit 109 Feltmaking

Supporting information

Guidance

4.3 Felt samples

Prepare wool fibres by carding to produce blended colours., produce half and fully felted samples, use undyed wool to make felt with different surface effects, use dyed wool to make different surface effects, make felt samples to show inlay and mosaic effects, make samples with decorative surfaces created by the addition of other fibres and yarns.

Use stitches to embellish the surface of felt samples, make a resist template and use it to produce a sample of three dimensional felt.



Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

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

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

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

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

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

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

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

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

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

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

About City & Guilds

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

City & Guilds Group

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

Copyright

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

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

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

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

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

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

HB-01-7160