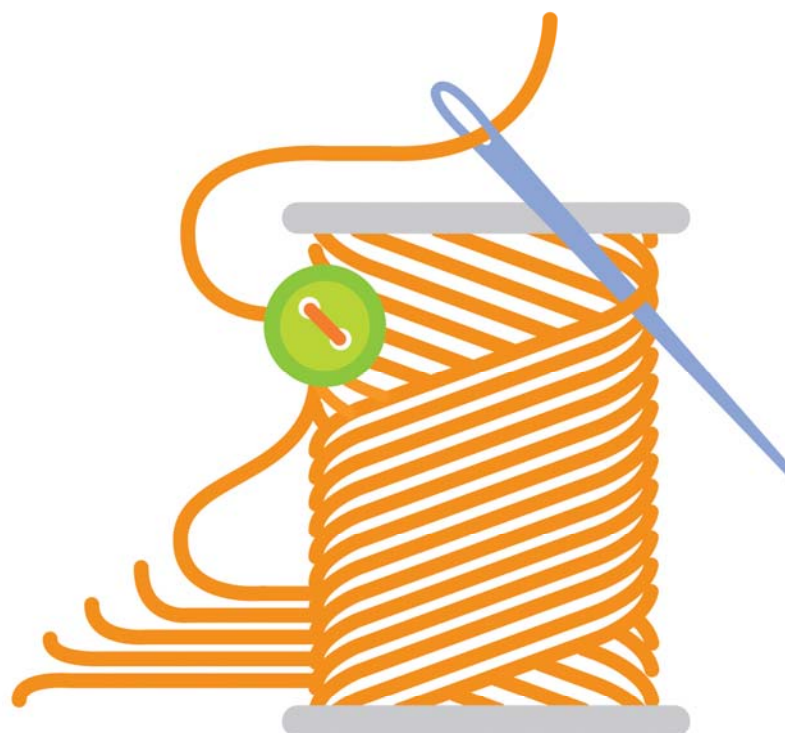


# Level 2 Award, Certificate and Diploma in Creative Techniques [7112]

## Level 2 Fashion units



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# **Level 2 Award, Certificate and Diploma in Creative Techniques [7112]**

## **Level 2 Fashion units**

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City & Guilds ref no:	7112 – 100
Title:	Fashion – Blouse, Shirt or Jacket
Level:	2
Credit value:	6
Unit aim:	In this unit the learner will create a blouse, shirt or unlined, soft, jacket with a front opening and one piece sleeves
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to blouses, shirts or jackets</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a blouse, shirt or jacket</li> <li>3 Plan and manage the making of the blouse, shirt or jacket to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed blouse, shirt or jacket to a saleable standard</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Investigate contextual influences relating to blouses, shirts and soft jackets	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a blouse, shirt or soft jacket	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the garment</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the making of the blouse, shirt or soft jacket	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the garment</li> </ol>

Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the garment</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the garment</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed blouse, shirt or jacket to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed garment, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The garment can be for an adult or a child</li> <li>• The garment <b>must</b> have a least <b>one</b> button and worked buttonhole</li> <li>• The garment may have a collar</li> </ul> <p>5.4 Store and finish the completed garment</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed garment</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record body sizes accurately	
Select and adjust pattern styles to compliment a variety of figure shapes	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate lay	
Sample and use seams and hems - open seams neatened with zig-zag/overlock, three step zig-zag, clean finish, bias binding, narrow hem and blind hem	
Sample and use buttonholes - machine made, piped or bound, and buttons - attach a flat button and a shank button	
Sample and use as required pockets - simple patch pocket lined and unlined	
Apply facings - simple facing stitched, clipped, layered, understitched, neatened	



Collar - apply simple collar to half of a small scale bodice and use as required on the garment
Sample and use as required, darts - single and double point
Insert sleeves
Sample and use as required a cuff - apply simple cuff to sample sleeve opening
Press work correctly during the making and pressing-off processes
Label correctly for the care requirements of the garment

City & Guilds ref no:	7112 – 101	
Title:	Fashion – Panelled Skirt	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will create an unlined panelled skirt with a waistband	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to panelled skirts</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a panelled skirt</li> <li>3 Plan and manage the making of the panelled skirt to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed panelled skirt to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to panelled skirts	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a panelled skirt	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the garment</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the panelled skirt	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the garment</li> </ol>	
Learning outcome 4	Assessment criteria	

The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the garment</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the garment</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed panelled skirt to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed garment, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The garment can be of any length and may be fitted or gathered</li> <li>• The garment <b>must</b> have a zip and a fastened waistband</li> <li>• Medium weight fabric will be used</li> </ul> <p>5.4 Store and finish the completed garment</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed garment</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record body sizes accurately	
Select and adjust pattern styles and lengths to compliment a variety of figure shapes and to suit a variety of occasions	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate and economical lay	
Sample and use as required gathers, seams and hems - open seams neatened with zig-zag/overlock, bias binding, narrow hem and blind hem	
Sample and apply as required, zips – concealed and invisible	
Sample and use waistband stiffening and fasteners	
Fit and adjust the garment throughout the making process to ensure the required shape is	

obtained
Press work correctly during the making and pressing-off processes
Label correctly for the care requirements of the garment

## 7112 – 102 Fashion – Tailored Skirt

City & Guilds ref no:	7112 – 102
Title:	Fashion – Tailored Skirt
Level:	2
Credit value:	6
Unit aim:	In this unit the learner will create a lined, tailored, straight skirt with a shaped waistline facing
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to tailored, straight skirts</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a tailored, straight skirt</li> <li>3 Plan and manage the making of the tailored, straight skirt to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed tailored, straight skirt to a saleable standard</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Investigate contextual influences relating to tailored, straight skirts	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a tailored, straight skirt	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the garment</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the making of the tailored, straight skirt	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the garment</li> </ol>

Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the garment</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the garment</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed tailored, straight skirt to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed garment, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The lined garment can be pencil slim or straight</li> <li>• The garment <b>must</b> have a zip and a shaped facing at the waistline</li> <li>• The garment <b>must</b> have a centre back vent or pleat</li> <li>• Medium or heavy weight fabric will be used</li> </ul> <p>5.4 Store and finish the completed garment</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed garment</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record body sizes accurately	
Select and adjust pattern styles and lengths to compliment a variety of figure shapes	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate and economical lay	
Sample and use seams, darts and hems - open seams neatened with zig-zag/overlock, bias binding, single point darts, blind hem, pleat hem	
Sample and apply as required, zips – concealed and invisible	

Make up and apply a fitted skirt lining
Sample and use waistline shaped facing
Fit and adjust the garment throughout the making process to ensure the required shape is obtained
Press work correctly during the making and pressing-off processes
Label correctly for the care requirements of the garment

City & Guilds ref no:	7112 – 103	
Title:	Fashion – Fitted, Unlined Trousers	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will create a pair of fitted, unlined trousers with an applied waistband and inset side pockets	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to panelled skirts</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a panelled skirt</li> <li>3 Plan and manage the making of the panelled skirt to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed pair of trousers to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to fitted trousers	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a pair of trousers	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the garment</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the pair of trousers	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the garment</li> </ol>	
Learning outcome 4	Assessment criteria	



The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the garment</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the garment</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed pair of trousers to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed garment, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The trousers can be of any length, with or without turn-ups</li> <li>• The garment <b>must</b> have an opening and an applied, fastened waistband.</li> <li>• Medium weight fabric will be used</li> </ul> <p>5.4 Store and finish the completed garment</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed garment</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record body sizes accurately	
Select and adjust pattern styles, and lengths including the addition of a turn-up, to compliment a variety of figure shapes and to suit a variety of occasions	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate and economical lay	
Sample and use as required one point darts, ease on to a waistband, gathers, seams and hems - open seams neatened with zig-zag/overlock, welt seam, bias binding, tailors' hem, inset side pockets	
Sample and apply as required, zips – concealed and invisible at side seam and CF - with zip	

protectors, plackets
Sample and use waistband stiffening and fasteners including those for structured, deep waistbands
Fit and adjust the garment throughout the making process to ensure the required shape is obtained
Press work correctly during the making and pressing-off processes
Label correctly for the care requirements of the garment

## 7112 – 104 Fashion – Tailored Jacket

City & Guilds ref no:	7112 – 104	
Title:	Fashion – Tailored Jacket	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will create a lined, hip length jacket with a rever collar and a two piece set-in sleeve	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to tailored jackets</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a tailored jacket</li> <li>3 Plan and manage the making of the tailored jacket to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed tailored jacket to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to tailored jackets	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a tailored jacket	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the garment</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the tailored jacket	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the garment</li> </ol>	

Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the garment</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the garment</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed tailored jacket to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed garment, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The vent may be closed or open</li> <li>• The garment must include a welt or jetted pocket, with or without a flap</li> <li>• Medium/heavy or heavy weight fabric will be used</li> </ul> <p>5.4 Store and finish the completed garment</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed garment</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record body sizes accurately	
Select and adjust tailored jacket pattern styles and lengths to compliment a variety of figure shapes	
Prepare and handle correctly, fabrics, including interfacings, for cutting and stitching and make an accurate and economical lay	
Sample and use seams, darts and hems - open seams neatened with zig-zag/overlock, single point darts, blind hem, vent and pleat hem	
Sample and use as required, interfacings	
Sample and apply sleeve head rolls	
Sample and use as required, sleeve vents	

Sample and use welt and jetted pockets, with and without pocket flaps
Sample and use facings and rever collars with pad stitching and stay tape
Sample and apply as required, buttonholes – piped or bound, machine made
Apply a fitted jacket lining
Sample and use as required, flat button with thread shank, shank button
Fit and adjust the garment throughout the making process to ensure the required shape is obtained
Press work correctly during the making and pressing-off processes
Label correctly for the care requirements of the garment

## 7112 – 105 Fashion – Lingerie

City & Guilds ref no:	7112 – 105
Title:	Fashion – Lingerie
Level:	2
Credit value:	6
Unit aim:	In this unit the learner will create a full length slip or a camisole and a pair of matching briefs or knickers. Both will have applied or inset lace trimming
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to lingerie</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of lingerie items</li> <li>3 Plan and manage the making of the lingerie</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed lingerie to a saleable standard</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Investigate contextual influences relating to lingerie	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of lingerie	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the garment</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the making of the lingerie	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the lingerie</li> </ol>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:

4 Work safely and effectively	4.1 Name tools, equipment, materials and techniques required to make lingerie 4.2 Describe the care and safety requirements of tools, equipment and materials required to make lingerie 4.3 Use tools, equipment, materials and techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5  The learner can:	Assessment criteria  The learner will:
5 Make well constructed lingerie to a saleable standard	5.1 Handle materials correctly 5.2 List adjustments made during the making process 5.3 Make well constructed lingerie of saleable quality, to the final design and following specifications – <ul style="list-style-type: none"> <li>• The slip/camisole <b>must</b> have self fabric in the straps</li> <li>• The knickers or briefs <b>must</b> have a lined gusset and elasticated upper edge</li> <li>• Lace will be added to both garments</li> </ul> 5.4 Store and finish the completed lingerie 5.5 Produce a cost sheet and order of work including timescale 5.6 Evaluate and present the completed lingerie <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> 5.7 All work produced for this unit will be collated and stored in an appropriate format
Learning programme  In this unit the learner will:	
Measure and record body sizes accurately	
Select and adjust pattern styles to compliment a variety of figure shapes	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate and economical lay	
Sample and use as required, seams, edges and hems – overlocked, French, bound, bias binding, shell edge, narrow hem	
Sample and use as required, darts – one point, double, curved French	
Sample and use as required, lace - inserted and edge lace	
Sample and apply bias binding as an edge and in rouleau form as a strap	
Sample and use as required, elastic – picot edged, encased	
Sample and apply lined gussets to knickers and briefs ensuring the comfort of the wearer is paramount	

Press work correctly during the making and pressing-off processes
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Label correctly for the care requirements of the garment
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## 7112 – 106 Fashion – Corsetry Bra

City & Guilds ref no:	7112 – 106	
Title:	Fashion – Corsetry Bra	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will create a half cup, underwired bra with a cradle and hooked fastening	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to bras</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of bras</li> <li>3 Plan and manage the making of the bra</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed bra to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to bras	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a bra	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the garment</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the bra	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the lingerie</li> </ol>	
Learning outcome 4	Assessment criteria	

The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make bras</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make bras</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed bra to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed bra of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The bra <b>must</b> have self fabric in the straps</li> <li>• The straps may be attached or removable</li> <li>• Lace fabric will be used in the garment</li> </ul> <p>5.4 Store and finish the completed bra</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed bra</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record body sizes accurately	
Select and adjust pattern styles to compliment a variety of figure shapes and to create the half cup shaping	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate and economical lay	
Sample and use as required, seams, edges and wire channels	
Sample and use as required, softly neaten seams	
Insert bra wires to define the cup shape	
Sample and use as required, bias binding as an edge and in rouleau form as a strap	
Sample and use as required, elastic – picot edged and elastic fabric	
Sample and use as required, bra hook fastenings	
Ensure that the comfort of the wearer is paramount	

Press work correctly during the making and pressing-off processes
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Label correctly for the care requirements of the garment
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City & Guilds ref no:	7112 – 107
Title:	Fashion – Waspie Corset
Level:	2
Credit value:	6
Unit aim:	In this unit the learner will create a waspie corset, laced at the centre back, with a centre front busk fastening, extending to, or beyond the waistline
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to waspies</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of waspies</li> <li>3 Plan and manage the making of the waspie</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed waspie to a saleable standard</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Investigate contextual influences relating to waspies	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a waspie	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the garment</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the making of the waspie	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the lingerie</li> </ol>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:

4 Work safely and effectively	4.1 Name tools, equipment, materials and techniques required to make waspies 4.2 Describe the care and safety requirements of tools, equipment and materials required to make waspies 4.3 Use tools, equipment, materials and techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5  The learner can:	Assessment criteria  The learner will:
5 Make a well constructed waspie to a saleable standard	5.1 Handle materials correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed waspie of saleable quality, to the final design and following specifications – <ul style="list-style-type: none"> <li>• The waspie <b>must</b> have a control fabric as the inner layer</li> <li>• The waspie will be laced at the back and have a busk front</li> <li>• Steel bones and spirals will be used to give shape</li> </ul> 5.4 Store and finish the completed waspie 5.5 Produce a cost sheet and order of work including timescale 5.6 Evaluate and present the completed waspie <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> 5.7 All work produced for this unit will be collated and stored in an appropriate format
Learning programme  In this unit the learner will:	
Measure and record body sizes accurately	
Select and adjust pattern styles to compliment a variety of figure shapes	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate and economical lay	
Sample and use as required, seams and channels for steels and spiral	
Sample and use as required, seams finished to the wrong side and seam treatments brought to the outside	
Insert metal eyelet holes for lacing	
Sample and use as required, bias binding as an edge	
Sample and apply, a busk front, steels and spirals	
Ensure that the comfort of the wearer is paramount	
Press work correctly during the making and pressing-off processes	

Label correctly for the care requirements of the garment

City & Guilds ref no:	7112 – 108
Title:	Fashion – Victorian Style Corset
Level:	2
Credit value:	6
Unit aim:	In this unit the learner will create a Victorian style corset with shaped seams, extending to the hip
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to Victorian style corsets with shaped seams</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of Victorian style corsets</li> <li>3 Plan and manage the making of the corset</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed corset to a saleable standard</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Investigate contextual influences relating to Victorian style corsets with shaped seams	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a Victorian style corset	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the garment</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the making of the corset	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the corset</li> </ol>
Learning outcome 4	Assessment criteria

The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make corset</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make corset</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed Victorian style corset to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed corset of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The corset <b>must</b> have a control fabric as the inner or main layer</li> <li>• The corset will have a fastener</li> <li>• Shaped seams will be used to accommodate the bust</li> </ul> <p>5.4 Store and finish the completed corset</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed corset</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record body sizes accurately	
Select and adjust pattern styles to compliment a variety of figure shapes	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate and economical lay	
Sample and use as required, shaped seams to accommodate the bust	
Sample and use as required, seams and channels for wires and spirals	
Sample and use as required, seams finished to the wrong side and seam treatments brought to the outside	
Sample and use as required, a fastener – open ended zip, a busk, corset hooks and eyes	
Sample and use as required, edge treatments for neatening	
Ensure that the comfort of the wearer is paramount	
Press work correctly during the making and pressing-off processes	
Label correctly for the care requirements of the garment	



City & Guilds ref no:	7112 – 109	
Title:	Fashion – Fabric Decoration, Added Colour	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will embellish a length of fabric and three yarns with added colour – dye, paint, ink, crayon, in order that they could be used together	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to colour added to fabric</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a length of fabric</li> <li>3 Plan and manage the making of the length of fabric the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed length of fabric to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to fabric with added colour	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/website...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a length of fabric with added colour	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the fabric</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the length of fabric with added colour	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the length of fabric with added colour</li> </ol>	

Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the length of fabric</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the length of fabric</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed length of fabric with added colour to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed length of fabric of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The length of fabric will be a minimum of 1 metre, by the full width of the fabric</li> <li>• The assessed piece may be smooth faced, pile faced or textured</li> <li>• Yarns will be natural and man-made, with a variety of surface textures</li> <li>• Sample pieces will be minimum size A3</li> </ul> <p>5.4 Store and finish the completed fabric</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed textile</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record fabric and yarn sizes before adding colour	
Work with a range of colour additives	
Prepare and handle correctly, fabrics and yarns during the colouring processes	
Sample and use a variety of types of fabrics – natural and man-made	
Sample and use a variety of types of yarn – natural and man-made, with a variety of surface textures	

Sample and use as required a variety of techniques to add colour to fabric and yarn - shibori, space dye, painting and crayoning to obtain a variety of effects
Sample and use as required a variety of methods to set colour into textiles
Sample and use as required an overdye technique
Press work correctly during the making, drying and pressing-off processes
Label correctly for the care requirements of the fabric or yarn

City & Guilds ref no:	7112 – 110	
Title:	Fashion – Fabric Decoration, Added Pattern	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will embellish a length of fabric with added pattern	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to patterned fabric</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a length of patterned fabric</li> <li>3 Plan and manage the making of the length of patterned fabric to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed length of patterned fabric to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to fabric with added pattern	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a length of fabric with added pattern	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the fabric</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the length of fabric with added pattern	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the length of fabric with added pattern</li> </ol>	

Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the length of fabric</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the length of fabric</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed length of fabric with added pattern to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed length of fabric of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The length of fabric will be a minimum of 1 metre, by the full width of the fabric</li> <li>• The assessed piece may be smooth faced, pile faced or textured</li> <li>• Sample pieces will be minimum size A3</li> </ul> <p>5.4 Store and finish the completed fabric</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed textile</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record fabric sizes before adding pattern	
Work with a range of fabric additives	
Prepare and handle correctly, fabrics during the patterning processes	
Sample and use a variety of types of fabrics – natural and man-made	
Sample and use as required a variety of techniques to add pattern to fabrics -marbling, block printing, screen printing, heat transfer printing, discharge techniques, Batik, stencilling, fabric painting	

Sample and use as required a variety of methods to set pattern into textiles
Sample and use as required an overdye technique
Press work correctly during the making, drying and pressing-off processes
Label correctly for the care requirements of the fabric or yarn

City & Guilds ref no:	7112 – 111	
Title:	Fashion – Theatre Costume for a Named Character	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will select a character and create a <b>two</b> -part costume for performance.	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to performance wear</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of an item of a costume</li> <li>3 Plan and manage the making of the costume to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed costume to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to costumes for named characters	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a costume for a named character	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the costume</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the item of costume	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the costume</li> </ol>	

Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the costume</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the costume</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed costume to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed costume, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The <b>two</b>-part costume can be for an adult or a child</li> <li>• There will be a brief character description</li> <li>• Commercial patterns can be used</li> </ul> <p>5.4 Store and finish the completed costume</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed costume</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record body sizes accurately	
Select and adjust pattern styles to compliment the character selected and a variety of figure shapes	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate lay	
Sample and use seams and hems - open seams neatened with zig-zag/overlock, narrow stitched hems, blind hems	
Sample and use fastenings suited to quick change –concealed zips, lacing, studs, hooks and eyes, hook and loop tape	
Sample and use as required pockets – simple unlined patch pocket	
Apply facings - simple facing stitched, clipped, layered, understitched, neatened	



Sample and use as required, methods of controlling fullness, darts - single and double point, gathers, tucks
Insert sleeves
Ensure that the comfort of the wearer is paramount
Press work correctly during the making and pressing-off processes
Label correctly for the care requirements of the garment

City & Guilds ref no:	7112 – 112	
Title:	Fashion – Theatre Costume, Historical and Accessory	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will construct an historical costume and accessory from one or more existing garments which have been re-vamped and trimmed, coloured or re-constructed to create new items	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to historical costume</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of historical costume</li> <li>3 Plan and manage the making of the costume to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed costume to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to costumes for historical characters	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a costume and accessory for an historical character	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the costume</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the item of historical costume and accessory	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the</li> </ol>	

	costume
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the costume</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the costume</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed historical costume to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed costume, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The <b>two</b>-part costume can be for an adult or a child</li> <li>• There will be a brief character description</li> <li>• Commercial patterns can be used</li> </ul> <p>5.4 Store and finish the completed costume</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed costume</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record body sizes accurately	
Select and adjust pattern styles to compliment the character selected and a variety of figure shapes	
Select, prepare and handle correctly, existing garments for cutting and stitching to create a new costume	
Sample and use seams and hems - open seams neatened with zig-zag/overlock, narrow stitched hems, blind hems	
Sample and use fastenings suited to quick change –concealed zips, lacing, studs, hooks	

and eyes, hook and loop tape
Sample and use as required, pockets, cuffs and collars
Apply facings - simple facing stitched, clipped, layered, understitched, neaten
Sample and use as required, methods of controlling fullness, darts - single and double point, gathers, tucks
Insert sleeves
Ensure that the comfort of the wearer is paramount
Press work correctly during the making and pressing-off processes
Label correctly for the care requirements of the garment

# 7112 – 113

# Fashion – Pattern Cutting, Bodice and Sleeve Blocks and Toiles

City & Guilds ref no:	7112 – 113	
Title:	Fashion – Pattern Cutting, Bodice and Sleeve Blocks and Toiles	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will create a set of personal blocks for a shirt body block and shirt sleeve block, and a fitted bodice block with a one piece sleeve block, These will be toiled	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to basic bodices, sleeves and toiles</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of basic bodices and sleeves</li> <li>3 Plan and manage the making of basic bodice blocks, sleeve blocks and toiles to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed set of blocks and toiles to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to basic bodices, one piece sleeves and toiles	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of three designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of basic bodices, sleeves and toiles	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the bodice and sleeve blocks</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the set of bodice and sleeve blocks and toiles	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of</li> </ol>	

	<p>materials, techniques and processes sampled</p> <p>3.4 Estimate the time and cost to make the blocks and toiles</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the blocks and toiles</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the blocks and toiles</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed set of bodice and sleeve blocks and toiles to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed set of blocks and toiles, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The bodice and sleeve blocks will be constructed to personal measurements</li> <li>• The fitted bodice block will be for an adult female figure</li> <li>• The toiles will be a working 3D items with notes added to them</li> </ul> <p>5.4 Store and finish the completed blocks and toiles</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed blocks and toiles</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record body sizes accurately	
Draft bodice and sleeve blocks to personal measurements	
Prepare and handle correctly, toile fabrics for cutting and stitching and make an accurate and economical lay	

Sample and use seams and darts - open seams, single point and double point darts
Make toiles
Fit and adjust toiles throughout the making process to ensure the required fit is obtained
Mark-up toiles to show alterations and corrections
Ensure no grain distortion

City & Guilds ref no:	7112 – 114
Title:	Fashion – Pattern Cutting, Adapting a Bodice Block to a Design
Level:	2
Credit value:	6
Unit aim:	In this unit the learner will create a garment pattern by adapting a personal shirt body block and shirt sleeve block, <b>or</b> a fitted bodice block with a one piece sleeve block
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to blouses or shirts</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of blouses or shirts</li> <li>3 Plan and manage the making of blouses or shirts to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed pattern for blouse or shirt to a saleable standard</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Investigate contextual influences relating to blouses or shirts	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of blouses or shirts	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the blouse or shirt</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the making of the blouse or shirt pattern	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> </ol>



	3.4 Estimate the time and cost to make the pattern
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the pattern</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the pattern</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed blouse or shirt pattern to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adaptations made during the making process</p> <p>5.3 Make a well constructed pattern of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The pattern will be constructed for individual, personal measurements</li> <li>• The pattern, with a buttoned front opening will be for an adult figure</li> <li>• The sleeves will be cuffed and there will be a simple collar</li> </ul> <p>5.4 Store and finish the pattern</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed pattern</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record body sizes accurately	
Adapt personal blocks to create a working pattern	
Create style lines by moving seams	
Sample and use seams and darts to create style	
Draft collar patterns – Mandarin, one piece shirt, flat with points, flat with curved corners	
Draft cuff patterns – straight, shaped	
Draft facings, button wraps and button stands	

Draft simple patch pockets

Mark-up the pattern showing grain lines, balance marks, piece name, client name, fold lines, hems, button holes, placement lines, etc.

# 7112 – 115

# Fashion – Pattern Cutting, Skirt and Trouser Blocks and Toiles

City & Guilds ref no:	7112 – 115	
Title:	Fashion – Pattern Cutting, Skirt and Trouser Blocks and Toiles	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will create a set of personal blocks for a straight skirt block and a trouser block. These will be toiled	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to straight skirts, trousers and toiles</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of basic straight skirts and trousers</li> <li>3 Plan and manage the making of straight skirt blocks, trousers and toiles to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed set of blocks and toiles to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to straight skirts and trousers	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of straight skirts, trousers	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the straight skirt and trousers</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the set of skirt and trouser blocks and toiles	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes</li> </ol>	

	sampled 3.4 Estimate the time and cost to make the blocks and toiles
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and techniques required to make the blocks and toiles 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the blocks and toiles 4.3 Use tools, equipment, materials and techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed set of straight skirt and trouser blocks and toiles to a saleable standard	5.1 Handle materials correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed set of blocks and toiles, of saleable quality, to the final design and following specifications – <ul style="list-style-type: none"> <li>• The straight skirt and trouser blocks will be constructed to personal measurements</li> <li>• The straight skirt block will be for an adult female figure</li> <li>• The toiles will be a working 3D items with notes added to them</li> </ul> 5.4 Store and finish the completed blocks and toiles 5.5 Produce a cost sheet and order of work including timescale 5.6 Evaluate and present the completed blocks and toiles <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> 5.7 All work produced for this unit will be collated and stored in a folder of work
Learning programme	
In this unit the learner will:	
Measure and record body sizes accurately	
Draft straight skirt and trouser blocks to personal measurements	
Prepare and handle correctly, toile fabrics for cutting and stitching and make an accurate and economical lay	
Sample and use seams and darts - open seams and single point darts	

Make toiles
Fit and adjust toiles throughout the making process to ensure the required fit is obtained
Mark-up toiles to show alterations and corrections
Ensure no grain distortion

City & Guilds ref no:	7112 – 116
Title:	Fashion – Pattern Cutting, Dress Blocks and Adaptations
Level:	2
Credit value:	6
Unit aim:	In this unit the learner will create a set of personal dress blocks for a one piece dress and two piece dress. These will be toiled. Block patterns, in small scale will be used to develop adaptations.
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to dresses and toiles</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of dresses, with and without sleeves</li> <li>3 Plan and manage the making of basic dress blocks, one piece and two piece and toiles, to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed set of blocks, toiles and adaptations to a saleable standard</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Investigate contextual influences relating to dresses and toiles	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of dresses, with and without sleeves	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for each dress block</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the making of the set of dress blocks and toiles	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes</li> </ol>

	sampled 3.4 Estimate the time and cost to make the blocks and toiles
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and techniques required to make the blocks and toiles 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the blocks and toiles 4.3 Use tools, equipment, materials and techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed set of dress blocks and toiles to a saleable standard	5.1 Handle materials correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed set of blocks and toiles, of saleable quality, to the final design and following specifications – <ul style="list-style-type: none"> <li>• The dress blocks will be constructed to personal measurements</li> <li>• A fitted bodice block and <b>one</b> piece sleeve block will be developed into the one piece dress block for an adult female figure</li> <li>• The toiles will be a working 3D items with notes added to them</li> </ul> 5.4 Store and finish the completed blocks and toiles 5.5 Produce a cost sheet and order of work including timescale 5.6 Evaluate and present the completed blocks and toiles <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> 5.7 All work produced for this unit will be collated and stored in an appropriate format
Learning programme	
In this unit the learner will:	
Measure and record body sizes accurately	
Draft dress blocks to personal measurements	

Develop the one piece block from a fitted bodice block and one piece sleeve block
Draft a two piece dress block
Draft and manipulate seams and darts to create style and shape
Adapt small scale blocks to include princess lines, panels, gores, pleats, gathers, yokes and button stands
Prepare and handle correctly, toile fabrics for cutting and stitching and make an accurate and economical lay
Fit and adjust toiles throughout the making process to ensure the required fit is obtained
Mark-up toiles to show alterations and corrections



City & Guilds ref no:	7112 – 117	
Title:	Fashion – Accessory – Structured Lined Handbag	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will create a structured handbag with a flap and secure closure, incorporating three or more materials	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to handbags with flaps</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a handbag with a flap</li> <li>3 Plan and manage the making of the handbag to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed handbag with a flap and secure closure, to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to structured handbags with flaps	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a handbag with a flap	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the handbag</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the handbag	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the</li> </ol>	

	handbag
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the handbag</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the handbag</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed handbag with a flap and secure closure to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed handbag, of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The handbag can be of any size</li> <li>• The handbag must have a zip closure, a flap and a mirror pocket</li> <li>• The handbag must have a strap</li> </ul> <p>5.4 Store and finish the completed handbag</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed handbag</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record the handbag sizes accurately	
Cut a pattern ensuring that the bag remains as a structured shape	
Prepare and handle correctly, materials for cutting and stitching and make an accurate and economical lay	
Experiment with a variety threads, needles and tensions to achieve correct stitch sizes and tensions for a variety of practical tasks including variable materials	
Sample and apply a visible zip	
Sample and apply a flap to the handbag	
Construct and site a lining with a mirror pocket	

Use a variety of stiffening products to achieve the require shape
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Label correctly for the care requirements of the handbag
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City & Guilds ref no:	7112 – 118
Title:	Fashion – Illustration, Children’s Wear
Level:	2
Credit value:	6
Unit aim:	In this unit the learner will create a seasonal portfolio of twenty designs for male and female children in the age range 5-10 years
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to children’s wear</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of children’s wear</li> <li>3 Plan and manage the making of the children’s wear portfolio to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed portfolio of children’s wear designs to a saleable standard</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Investigate contextual influences relating to children’s wear	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of three designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of children’s wear	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the portfolio work</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the making of the children’s wear portfolio	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the portfolio</li> </ol>

Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the portfolio of designs</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the portfolio</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed portfolio of children's wear designs to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed portfolio of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The portfolio must be for a stated season</li> <li>• The portfolio must include visual details of accessories – hats, gloves, scarves, bags, footwear and similar items as appropriate.</li> <li>• Fabric swatches or colour sample cards must be included</li> <li>• Finished design drawings must show colour and texture</li> </ul> <p>5.4 Store and finish the completed portfolio</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed portfolio</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Design for a variety of age ranges, and a variety of occasions including school	
Produce storyboards using colour, fabrics, magazine cuttings and pictures, and found objects to inspire and support the development of ideas	
Use a range of mediums, mark making techniques and materials –pencil, fine line pens, marker pens, coloured pencils, chinks, pastels, watercolour, acrylics to produce sketches	

and drawings

Use a variety of figure templates to achieve the basic figure shapes and proportions required

Produce a range of drawings to include rough drawings to visualise initial ideas, finished magazine/advertising fashion sketches, finished drawings with back and front views, working drawings to show in flat form all detail, seaming, style, ..... for a maker-up to work from

City & Guilds ref no:	7112 – 119
Title:	Fashion – Illustration, Women’s Wear
Level:	2
Credit value:	6
Unit aim:	In this unit the learner will create a portfolio of fashion designs for women for an autumn/winter collection to include day wear, outerwear, casual wear and evening wear. This will be a couture collection based on a stated theme.
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to women’s wear</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of women’s wear</li> <li>3 Plan and manage the making of the women’s wear portfolio to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed portfolio of women’s wear designs to a saleable standard</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Investigate contextual influences relating to women’s wear	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of women’s wear	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the portfolio work</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the making of the women’s wear portfolio	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes</li> </ol>

	sampled 3.4 Estimate the time and cost to make the portfolio
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and techniques required to make the portfolio of designs 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the portfolio 4.3 Use tools, equipment, materials and techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed portfolio of women's wear designs to a saleable standard	5.1 Handle materials correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed portfolio of saleable quality, to the final design and following specifications – <ul style="list-style-type: none"> <li>• The portfolio <b>must</b> be for a stated theme</li> <li>• The portfolio <b>must</b> include visual details of accessories – hats, gloves, scarves, shawls, bags, footwear, jewellery and similar items as appropriate.</li> <li>• Fabric swatches or colour sample cards <b>must</b> be included</li> <li>• Finished design drawings <b>must</b> show colour and texture</li> </ul> 5.4 Store and finish the completed portfolio 5.5 Produce a cost sheet and order of work including timescale 5.6 Evaluate and present the completed portfolio <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> 5.7 All work produced for this unit will be collated and stored in an appropriate format
Learning programme	
In this unit the learner will:	
Design for a variety of age ranges and occasions	
Produce storyboards using colour, fabrics, magazine cuttings and pictures, and found	



objects to inspire and support the development of ideas
Use a range of mediums, mark making techniques and materials –pencil, fine line pens, marker pens, coloured pencils, chalks, pastels, watercolour, acrylics to produce sketches and drawings
Source a variety of materials used in the fashion industry and determine the cost efficiency and cost implications in the use of various fabrics
Investigate the work of fashion forecasters
Use a variety of figure templates to achieve the basic figure shapes and proportions required
Produce a range of drawings to include rough drawings to visualise initial ideas, finished magazine/advertising fashion sketches, finished drawings with back and front views, working drawings to show in flat form all detail, seaming, style, ..... for a maker-up to work from

City & Guilds ref no:	7112 – 120
Title:	Fashion – Illustration, Women’s and Men’s Wear Collection
Level:	2
Credit value:	6
Unit aim:	In this unit the learner will create a portfolio of fashion designs for a portfolio of fashion designs for women and men for a spring/summer collection to include day wear, outerwear, casual wear, nightwear and holiday wear.
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to seasonal wear for women and men</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of women’s and men’s wear</li> <li>3 Plan and manage the making of the women’s and men’s wear portfolio to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed portfolio of women’s and men’s wear designs to a saleable standard</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Investigate contextual influences relating to seasonal wear for women and men	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of women’s and men’s wear	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the portfolio work</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the making of the women’s and men’s wear portfolio	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of</li> </ol>

	<p>materials, techniques and processes sampled</p> <p>3.4 Estimate the time and cost to make the portfolio</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the portfolio of designs</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the portfolio</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed portfolio of women's and men's wear designs to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed portfolio of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The portfolio must include visual details of accessories – hats, bags, footwear, jewellery and similar items as appropriate.</li> <li>• Fabric swatches or colour sample cards must be included</li> <li>• Finished design drawings must show colour and texture</li> </ul> <p>5.4 Store and finish the completed portfolio</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed portfolio</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Design for a variety of age ranges and occasions	
Produce storyboards using colour, fabrics, magazine cuttings and pictures, and found objects to inspire and support the development of ideas	

Use a range of mediums, mark making techniques and materials –pencil, fine line pens, marker pens, coloured pencils, chalks, pastels, watercolour, acrylics to produce sketches and drawings
Source a variety of materials used in the fashion industry and determine the cost efficiency and cost implications in the use of various fabrics
Investigate the work of fashion forecasters
Use a variety of figure templates to achieve the basic figure shapes and proportions required
Produce a range of drawings to include rough drawings to visualise initial ideas, finished magazine/advertising fashion sketches, finished drawings with back and front views, working drawings to show in flat form all detail, seaming, style, ..... for a maker-up to work from

City & Guilds ref no:	7112 – 121	
Title:	Fashion – Millinery, Soft Hat with Textured Sideband	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will draft the pattern for a soft, fabric hat with a textured sideband	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to soft hats</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of an item of a soft hat</li> <li>3 Plan and manage the making of the hat to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed soft hat to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to soft hats	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a soft hat	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the hat</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the soft hat	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the soft hat</li> </ol>	

Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the soft hat</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the soft hat</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed soft hat to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed soft hat of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The soft hat will have textured (or manipulated) fabric for the sideband</li> <li>• The hat will be for an adult head size</li> <li>• The hat will have a tip, sideband and brim</li> <li>• The pattern will be drafted by the candidate</li> </ul> <p>5.4 Store and finish the completed hat</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed hat</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record head sizes accurately	
Select and draft pattern styles to compliment the wearer and a variety of head shapes	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate lay	
Sample and use as required, methods of texturing and manipulating fabric for a sideband	
Sample and use seams and edge techniques - open seams, wired, unwired and bound edges	
Join tips, sidebands and brims	

Sample and use as required, interfacings
Sample and use as required head fitting ribbons and linings
Ensure that the comfort of the wearer is paramount
Press, or steam and block the work, correctly, during the making process

City & Guilds ref no:	7112 – 122
Title:	Fashion – Millinery, Blocked Straw Hat with a Brim
Level:	2
Credit value:	6
Unit aim:	In this unit the learner will block a straw hood to create a hat with a crown, brim and hand worked trimmings
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to straw hats</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of an item of a straw hat</li> <li>3 Plan and manage the making of the hat to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed straw hat to a saleable standard</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Investigate contextual influences relating to straw hats	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a straw hat	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the hat</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the making of the straw hat	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the straw hat</li> </ol>
Learning outcome 4	Assessment criteria



The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the straw hat</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the straw hat</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed straw hat to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed straw hat of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The straw hat will have an added hand made trimming</li> <li>• The hat will be for an adult head size</li> <li>• The crown may be extended in height</li> <li>• The hat will be stiffened</li> </ul> <p>5.4 Store and finish the completed hat</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed hat</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record head sizes accurately	
Select a straw hood to compliment the wearer and the intended occasion	
Prepare and handle correctly, straw and fabrics for cutting and stitching	
Sample and use soaking and blocking techniques to create straw crowns and brims	
Sample and use as required, methods of extending the crown	
Sample and use seams and edge techniques - open seams, lapped seams, wired, unwired, fold over and bound edges,	
Join brims to crowns	
Sample and use as required, blocking net	

Sample and use as required, stiffening mediums
Sample and use as required head fitting ribbons
Sample and attach as required a selection of hand worked trimmings including bows, drapes, ruched or pleated bands, manipulated Petersham, Dior roses
Ensure that the comfort of the wearer is paramount
Press, or damp and block the work, correctly, during the making process
Store the straw hat correctly to protect the brim, crown and trimmings

City & Guilds ref no:	7112 – 123
Title:	Fashion – Millinery, Blocked Felt Hat
Level:	2
Credit value:	6
Unit aim:	In this unit the learner will block a felt hood to create a hat with a crown, and hand worked trimmings.
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to felt hats</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of an item of a felt hat</li> <li>3 Plan and manage the making of the hat to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed felt hat to a saleable standard</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Investigate contextual influences relating to felt hats	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a felt hat	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the hat</li> </ol>
Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the making of the felt hat	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the felt hat</li> </ol>
Learning outcome 4	Assessment criteria

The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the felt hat</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the felt hat</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed felt hat to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed felt hat of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• The felt hat will have an added hand made trimming</li> <li>• The hat will be for an adult head size</li> <li>• The crown may be extended in height</li> <li>• The hat may have a brim</li> <li>• The hat will be stiffened</li> </ul> <p>5.4 Store and finish the completed hat</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed hat</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Measure and record head sizes accurately	
Select a felt hood of type to compliment the wearer and the intended occasion	
Prepare and handle correctly, felt and fabrics for cutting and stitching	
Sample and use steaming, pinning, blocking and pressing to create felt crowns and brims	
Sample and use as required, methods of extending the crown	
Sample and use seams and edge techniques - butted seams, lapped seams, wired, unwired, rolled and bound edges	
Join brims to crowns	
Sample and use as required, blocking canvas	
Sample and use as required, stiffening mediums	

Sample and use as required head fitting ribbons and linings
Sample and attach as required a selection of hand worked trimmings including bows, pleated bands, manipulated Petersham, felt flowers, felt shapes, leather embellishments, studs ...
Ensure that the comfort of the wearer is paramount
Press, or damp and block the work, correctly, during the making process
Store the felt hat correctly to protect the crown, any brim and trimmings

City & Guilds ref no:	7112 – 124	
Title:	Fashion – Computer Pattern Grading, Blouse or Shirt	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will use computer programmes to create, save, digitise, edit and plot a blouse and a shirt pattern	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to computer pattern grading</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a blouse and shirt to be programmed</li> <li>3 Plan and manage the making of the patterns to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed patterns to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to computer pattern grading	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of <b>three</b> designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a blouse and shirt to be programmed	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the blouse and shirt</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the patterns	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> <li>3.4 Estimate the time and cost to make the</li> </ol>	

	patterns
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the patterns</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the patterns</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make well constructed patterns to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed patterns of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• Simple garment designs are to be chosen</li> <li>• <b>One</b> garment must have sleeves</li> <li>• <b>One</b> garment must have a collar</li> </ul> <p>5.4 Store and finish the completed patterns</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed patterns</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Set up parameters within the system	
Apply grade rules to patterns	
Digitise blocks and patterns into the system	
Edit patterns	
Set up and produce orders	
Produce a lay plan	
Plot out patterns and lay plans	
Produce a selection of graded nests and lay plans	

Produce and understand size charts for each item
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Target utilisation and actual utilisation for two different widths of fabrics.
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City & Guilds ref no:	7112 – 125	
Title:	Fashion – Computer Pattern Grading, Skirt and Trousers or Shorts	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will use computer programmes to create, save, digitise, edit and plot a skirt and a trouser or shorts pattern	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Investigate contextual influences relating to computer pattern grading</li> <li>2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of skirts and trousers or shorts to be programmed</li> <li>3 Plan and manage the making of the patterns to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed patterns to a saleable standard</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to computer pattern grading	<ol style="list-style-type: none"> <li>1.1 Document current trends</li> <li>1.2 Document the work of three designer makers</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a skirt, and trousers or shorts to be programmed	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas</li> <li>2.3 Create a final design for the skirt and trousers or shorts</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the pattern	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples of techniques and processes</li> <li>3.3 List and describe the characteristics of materials, techniques and processes sampled</li> </ol>	

	3.4 Estimate the time and cost to make the patterns
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the patterns</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the patterns</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make well constructed patterns to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed patterns of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• Simple garment designs are to be chosen</li> <li>• <b>One</b> garment will have a waistband</li> <li>• <b>One</b> garment will have in seam pockets</li> </ul> <p>5.4 Store and finish the completed patterns</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed patterns</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Set up parameters within the system	
Apply grade rules to patterns	
Digitise blocks and patterns into the system	
Edit patterns	
Set up and produce orders	
Produce a lay plan	
Plot out patterns and lay plans	

Produce a selection of graded nests and lay plans
Produce and understand size charts for each item
Target utilisation and actual utilisation for two different widths of fabrics.

City & Guilds ref no:	7112 – 126	
Title:	Fashion – Computer Pattern Grading, Waistcoat and Jacket	
Level:	2	
Credit value:	6	
Unit aim:	In this unit the learner will use computer programmes to create, save, digitise, edit and plot a waistcoat and jacket pattern	
Learning outcomes	6 Investigate contextual influences relating to computer pattern grading 7 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a waistcoat and jacket to be programmed 8 Plan and manage the making of the patterns to the working design 9 Work safely and effectively 10 Make well constructed patterns to a saleable standard	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Investigate contextual influences relating to computer pattern grading	1.1 Document current trends 1.2 Document the work of three designer makers 1.3 Record research from books/museums/exhibitions/websites ...	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use principles of colour, line, texture, shape and form as relevant, to inform the design of a waistcoat and jacket to be programmed	2.1 Develop a statement of intent 2.2 Use source material and colour, line, texture, shape, and form, as relevant, to create visuals and design ideas 2.3 Create a final design for the waistcoat and jacket	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the patterns	3.1 Select, obtain and prepare materials 3.2 Produce a range of samples of techniques and processes 3.3 List and describe the characteristics of materials, techniques and processes sampled 3.4 Estimate the time and cost to make the	

	patterns
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and techniques required to make the patterns</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the patterns</p> <p>4.3 Use tools, equipment, materials and techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make well constructed patterns to a saleable standard	<p>5.1 Handle materials correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed patterns of saleable quality, to the final design and following specifications –</p> <ul style="list-style-type: none"> <li>• Simple garment designs are to be chosen</li> <li>• The waistcoat will be lined</li> <li>• The jacket will be unlined</li> </ul> <p>5.4 Store and finish the completed patterns</p> <p>5.5 Produce a cost sheet and order of work including timescale</p> <p>5.6 Evaluate and present the completed patterns</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning programme	
In this unit the learner will:	
Set up parameters within the system	
Apply grade rules to patterns	
Digitise blocks and patterns into the system	
Edit patterns	
Set up and produce orders	
Produce a lay plan	
Plot out patterns and lay plans	
Produce a selection of graded nests and lay plans	

Produce and understand size charts for each item
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Target utilisation and actual utilisation for two different widths of fabrics.
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