



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath  
City of Dublin Education and Training Board

**Programme Module**

## **Introduction to the Craft of Embroidery**

**leading to**

**Level 3 QQI Component: Craft – Embroidery 3N1038**

**Please note the following prior to using this programme module descriptor:**

- This programme module can be delivered as a stand alone module or as part of the:
  - 1. Level 3 QQI Certificate in General Learning 3M0874**
  - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
  - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the CDETb Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in City of CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers /tutors will devise Assessment Brief/s for the Collection of Work and Skills Demonstrations.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

## Overview of the Programme Module

The Programme Module is structured as follows:

**Section 1 to 8:** contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

**Section 9:** details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

**Section 10:** outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

**Section 11:** contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

**Section 11a** specifically prescribes the way in which learners are required to present evidence for assessment.

**Learner Marking Sheet:** this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

<b>1. Title of Programme Module</b> Introduction to the Craft of Embroidery	<b>2. Code</b> Level 3 Craft – Embroidery 3N1038
<b>3. Duration in Hours of Programme Module</b> 100	<b>4. Credit Value</b> 10
<b>5. Assessment Technique</b> Portfolio/Collection of Work 20% Skills Demonstration 80%	<b>6. Specific Requirements</b> Centres must have access to the range of services, professional products, tools, materials and equipment to ensure learners have the opportunity to cover all of the practical activities.
<b>7. Aims of the Programme Module</b> <p>The purpose of this award is to equip the learner with the knowledge, skill and competence to explore aspects of craft and to develop sensitivity to materials and craft skills under supervision.</p> <b>8. Objectives:</b> <ul style="list-style-type: none"> <li>• to acquire an understanding of embroidery making vocabulary</li> <li>• to develop good workshop practice with regard to the use, of tools, materials and craft space</li> <li>• to develop the skills to complete a range of craftwork which includes selecting appropriate materials, use of equipment, processes, costs and displaying work</li> <li>• to develop the knowledge to be able to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process.</li> </ul>	
<b>9. Learning Outcomes of Level 3 Craft – Embroidery 3N1038</b> <p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>1. work with a limited range of embroidery making materials to explore aesthetic aspects of a variety of the craft using appropriate language</li> <li>2. describe the basic principles for creating embroidery</li> <li>3. describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice</li> <li>4. use a range of embroidery tools and equipment correctly to include appropriate terminology</li> <li>5. use a range of embroidery processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate</li> <li>6. make a range of embroidery to include selecting appropriate materials, equipment and processes and paying attention to costs</li> <li>7. use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process</li> <li>8. display completed embroidery with supporting research and design work</li> <li>9. comment on the completed embroidery products to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products</li> <li>10. apply good workshop practice to include set up and preparation, organisation and clean up of the work area</li> <li>11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards</li> <li>12. demonstrate the application of communications, team working and quality awareness while working in a craft environment.</li> </ol>	

### Delivery Strategies and Learning Activities

The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Collection of Work/Skills Demonstrations. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.

### 10. Guidelines for Teaching and Learning

**Please note:** the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

#### Embroidery making

**Learning Outcome 1:** Work with a limited range of embroidery making materials to explore aesthetic aspects of a variety of the craft using appropriate language

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- discuss and differentiate between commercially embroidered fabrics with those of a craftsperson.

#### For Example

**Commercial:** The production of a large quantity of embroidered pieces. Generally targeted at a mass market.

- **Penneys.**
  - bathroom towels.
  - bed linen range
- **Clothing manufacturer or commercial embroiders**
  - embellish sport team kits, school
  - uniform emblems etc.,

**Craftsperson:** A creative medium whereby a craftsperson will embroider manually (by hand, machine) a fabric, textile embellishment either as a one off piece or as part of a collection:

- adornment to a blouse collar
- co-ordinate an evening bag and a shawl with a detail.

Tutor to clarify the definition of a craftsperson's embroidered piece of work to that of a mass-produced embroidered commercial piece.

Tutor to explain the term embroidery as a method of decorating fabric with needle and thread. Other materials such as beading can be incorporated.

Tutor to briefly discuss the origins and history of embroidery as a form of ornamental decoration. Although the true origins of embroidery are unknown, early examples survive dating from the Egyptians, Chinese and Northern European Iron age. Illustrate by actual samples and examples. Devise a worksheet highlighting the characteristics of each application of embroidery work with accompanying visual reference.

An organized visit to a craft fair may be beneficial in enabling learners to identify varying techniques of embroidery and creating pieces and in the manner in which they are displayed.

Oriental embroidered garments can be viewed in the Chester Beatty Library of Dublin. While the costume department of Collin Barracks National Museum of Ireland has a number of early examples of Irish embroidered pieces.

**Good workshop practice including health and safety**

**Learning Outcome 10:** Apply good workshop practice to include set up and preparation, organisation and clean up of the work area.

**Learning Outcome 11:** Apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards.

*In order to help the learner achieve **Learning Outcome 10 & 11** in particular, consider doing the following:*

- taking into account the specifics of the craft you are working with and space you are working in, explore with the learner how to:
  - apply good workshop practice to include set up and preparation, organisation and clean up of work area.
  - apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards

As with any practical activity, there is an element of risk in craft activities. However this can be kept to an acceptable minimum if those involved are aware of the potential hazards and take appropriate steps to avoid accidents, for example,

**Organisation of space**

- Untidiness and disorganisation can cause accidents. Keep workspace tidy, Store work carefully. Clean up after you.

**Use of sharp tools**

- Sharp knives and tools are needed for a variety of crafts. They must be kept in good condition; sharp tools are less of a hazard than blunt tools. All sharp tools must be kept in a safe place. Care should be taken to ensure materials and objects are held securely and handled with care in an appropriate working environment.

**Use of liquids**

- Any liquid spills can cause a hazard, slipping, and damage to work.

**Use of Adhesives & Fixatives**

- Some forms of adhesives can be irritants. Adhesives that give off fumes and aerosol propelled fixatives should be used with adequate ventilation and following the manufacturer's instructions.

**Use of paints (especially spray)**

- The use of airbrush or aerosol: Always use good ventilation and masks if spray painting. Follow the manufacturer's instructions.
- Ingestion of paints. The practice of licking a paintbrush may result in the ingestion of toxic pigments.

**Personal health and Hygiene**

- Protective clothing; Apron, gloves and mask where necessary.
- Hands should be thoroughly washed after working.

**Care of tools and materials**

- Respect materials, and tools. Clean after use and store carefully.

**Solvents**

- Volatile substances
  - Solvents are generally highly volatile and toxic substances. They constitute the most common source of hazardous fumes in art and craft processes. Users of these products must follow the manufacturer's instructions for health and safety.
- Skin irritants
  - Some solvents are primary irritants. Others may produce dermatitis, and by dissolving the natural grease of the skin, make it more vulnerable to damage.
- Inhalation
  - Inhalation is the most common way for solvents to enter the body. Therefore

appropriate ventilation should be used according to manufacturer's guidelines.

**Fire precautions**

- Never store rags/ paper /aerosol near heat or flames.

**Using electrical equipment** - You should make sure that electrical equipment used for work is safe.

- Check that the electrical equipment is suitable for the work and way in which it will be used.
- Check that the electrical equipment is in good condition.
- Make sure that the user of the equipment is trained to use it safely and can keep others safe.
- Make sure the user knows which personal protective equipment to wear, how to use it, and make sure they do.

**Communication and team working**

**Learning Outcome 12:** Demonstrate the application of communications, team working and quality awareness while working in a craft environment.

*In order to help the learner achieve **Learning Outcome 12** in particular, consider doing the following:*

**Meanings:**

**Communications** = the process of conveying meaning

- non verbal
  - body language
  - face
  - artwork
  - written word
- verbal

**Team working** = the actions of individuals, brought together for a common purpose or goal, where the needs of the group are more important than the needs of the individuals for the common purpose or task. The interaction among the members and the work they complete is called teamwork.

**Environment** = the surroundings or conditions in which a person, animal, or plant lives or operates.

- explore with the learner the importance of clear communication in the craft environment when ,for example,
  - designing your work
    - clear design
    - accurate measurements
  - ordering materials, indicate
    - colours
    - sizes
    - amounts
  - booking a space or machinery, specify
    - time
  - giving instructions
    - to a colleague
    - a person helping you to create a piece of work
    - when ordering a specialist out sourced piece of pre-made craft element to enhance your work.
- explore with the learner the importance of teamwork in the craft environment when, for example,
  - booking space
  - using machinery
  - respecting others'
    - opinions

- space
- artwork
- working together of a joint project respect others':
  - opinions
  - contribution
  - ideas
- working together
  - share work load
  - work to each other's strengths
  - pull your weight
  - respect time lines.

### Creating fine art embroidery.

**Learning Outcome 2:** Describe the basic principles for creating embroidery

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

explain the processes involved in generating from an initial design to a finished piece of embroidery craft

- emphasise the important value of gathering reference images for inspiration
- distinguish between two-dimensional and three-dimensional forms
- explain by illustration and demonstration the development of generating a design
- guide the learner through the design process and encourage learners to test out their three dimensional pattern pieces by replicating the object firstly in thick card
- describe to the learner how to draw up and envisage a three-dimensional object. Identify height, width and depth measurements
- introduce the learner to the importance of using precise measurements and following patterns with either coloured or symbol markings for areas of varying colouration
- describe the variety of embroidery fabrics available and discuss their merits in relation to suitability for a given project
  - even woven linens
  - cottons – cambric, lawn
  - voile
  - silk
  - hessian (for a rustic look)
  - velvet
- inform the learner through worksheets the variation on fabrics that can be utilised
- identify the most suitable stitch techniques of fixing pieces of embroidery together.

With each embroidery project, draw attention to the characteristics and quality of the fabrics. Is it even woven or textured? Which thread type should be utilised? What needle type and size is most suited.

#### **Materials required:**

- embroidery threads (6 ply) for handwork
- embroidery threads for machine work
- fabrics
- needles suitable for embroidery threads and number of ply's that will be used
- dressmaker's pins (Pincushion is optional)
- thimble
- dressmaker's shears
- embroidery sharp pointed scissors
- dressmaker's carbon
- dressmakers wheel
- coloured chalk and fading pen



- plastic hoop for machine work
- wooden hoop for handwork
- an adjustable stretcher frame for larger embroidery's
- pattern
- graph paper for creating own pattern
- tissue paper for pattern transfer
- either coloured pencils or markers for own design creations
- iron.

## Methods

### • **STITCHING**

Explain by demonstration the method by which a learner will perform a number of hand stitching and/or machine techniques suitable for embroidery work and the most appropriate materials and tools required.

### • **USING PATTERNS AND TRANSFERRING IMAGES**

Guide the learners in how to use shop bought/magazine pull out patterns, and how to generate own patterns. Reinforce the importance of making an allowance for non-worked edgings that can be secured by seaming prior to embroidering to prevent unravelling. Instruct learner on how to cut fabrics with a dressmaker's shears and threads with a sharp pointed embroidery scissors.

### • **CREATING OWN DESIGNS**

There are five methods of transferring a design onto a fabric for embroidery.

1. Use graph paper, where one square represents one stitch.
  - Choose a design, which is strong and simplified in shape and colour.
  - Trace the outline and transfer to graph paper.
  - Use original picture/design as a guide and colour in the graph squares.
  - Simplify the most complicated shapes.
2. Drawing directly onto the canvas.
  - Use a fading pencil.
  - Place fine fabrics directly over the drawing, making sure that it is squared up and positioned properly within the margins of your fabric.
  - Tape the fabric into place.
  - Draw.
3. By using dressmaker's carbon paper.
  - Trace out design.
  - Place carbon paper onto fabric and retrace the design by using a dressmaker's wheel.
4. Tissue tacking (basting). Particularly useful when working with fabrics such as velvet and any other textured fabric.
  - Trace the design onto tissue paper.
  - Pin to the right side of fabric.
  - Work over the design with a contrasting tread using a small running stitch.
  - When completed, carefully tear away tissue paper.
  - The embroidery will conceal the running stitch guideline.
5. Pin Pricking.
  - Trace selected design onto paper.
  - Pierce through the design outlines with a needle or pin.
  - Secure onto fabric with masking tape.
  - Sprinkle chalk dust onto paper and gentle rub through the pin holes.
  - Remove masking tape and paper.
  - Redraw over the chalk dust dots on fabric with fading pen.

● **SELECTING FABRICS**

Introduce a range of fabric types suitable for embroidery and discuss their most appropriate use. Highlight, which size needle and thread (number of ply's to be used) is most suitable for each fabric and design type and usage in final embroidery piece.

● **USING AN EMBROIDERY HOOP**

Direct and instruct learners on the correct use of embroiders hoop, for machine embroidery or for hand stitching. Emphasis that using a hoop will enable even tensioning of stitch work, thus preventing distortion of fabric. Hoops are ease to handle and transport.

● **Health and safety.**

Inform learners of the health and safety procedures while working with pins, needles, scissors and shears.

- Have a magnet and magnetize all pins and needles for ease of finding 'lost' ones.
- Using a thimble to protect finger.
- Unplug sewing machine while carrying out basic maintenance work.

**Design options and solutions**

**Learning Outcome 3:** Describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- tutor to discuss the variety of embroidery forms and methods.
- by open discussion with the learners describing the processes by which a craftsperson may develop an original idea or image and select an appropriate embroidery response.
- distribute a selection of examples of embroidery craft pieces.
- tutor to describe the step-by-step workshop procedures that a craftsperson may follow.
- tutor to provide worksheets and sample checklists.
- tutor to encourage learner to research an embroidery craft worker.

**Embroidery making tools and equipment**

**Learning Outcome 4** use a range of embroidery tools and equipment correctly to include appropriate terminology

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following*

- introduce as necessary the learners to each of the processes used for embroidery work, ; Various stitch techniques in both or either machine or hand stitching.
- identify the appropriate tools, threads, and fabrics required for each mode of embroidery.
- instruct learners on the correct use of tools:
  - using a sewing machine
  - using a plastic embroidery hoop for sewing machine work
  - using a wooden embroidery hoop for hand stitch embroidery
  - a tapestry / scroll frame for larger work
  - selecting the appropriate fabric for the design
- emphasis the care with which learners should treat equipment and its maintenance and the cleanliness and organization of a workspace throughout the embroidery processes.
- provide worksheets with explanations of terminology for each of the processes that may be explored while creating an embroidery piece.

**Embroidery processes**

**Learning Outcome 5:** Use a range of embroidery processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate.

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- instruct the learner to develop a feel for each of the set of tools and equipment for the embroidery processes listed below:
- encourage learners to use a variety of stitch types, threads and fabrics for both or either machine or hand stitch embroidery
  - embroidery threads, cotton, or silk – 6 ply, or machine threads
- impress upon learners to make allowances for seaming edges if appropriate
- instruct the learner on the correct method of starting and finishing off thread
- **Starting:** Make a small knot and pass needle from front a short distance from starting point and bring back up to the front. Other stitches will cover surplus threads.
- **Finishing:** Finish threads on the 'wrong' facing side. Bring the needle through and weave it under the back of the finished stitches for 2.5cm / 1 inch. Trim at end.

Demonstrate and encourage learners to create a variety of embroidery stitch techniques to include a range of straight, looped and knotted stitches:

#### **SUGGESTED EMBROIDERY TECHNIQUES:**

- **STRAIGHT STITCHES**

Straight stitch allows for the creation of a wide range of textures and effects by working in parallel rows, at different angles and with varying stitch lengths.

- **Running Stitch** is the most basic and is used to join pieces of fabric and create outlines motifs. Stitches should be of equal length and evenly spaced.
- **WhipStitch** can be used in a contrasting colour thread where it is worked by weaving through the line of running stitch.
- **Back Stitch** is a continuous line of even stitching and useful for creating out lines.
- **Stem Stitch** or **Crewel Stitch** is similar to the back stitch. The thread lies to one side of the needle.
- **Seed Stitch** is a short stitch, which can be worked randomly.
- **Satin Stitch** is where a grouping of parallel long stitches is worked in the same direction.
- **Arrow Head Stitch / Chevron / Fern** - grouping of stitches working at an angle to each other

- **CROSSED STICHES**

Cross stitches are straight stitches which are worked in a pattern of crossing over each other at angles to create the following:

- **cross**
- **herringbone**
- **double cross.**

- **SQUARE STITCHES**

Square stitches are straight stitches which are worked in a either diagonal or horizontal, vertically directions to create squares and can be worked in groups or rows, which include the following:

- **small Cushion**
- **Scottish**
- **woven.**

- **LOOPED AND KNOTTED STITCHES**

Looping the thread and holding it down on the surface either with further stitch or by passing the needle through the thread to form a knot form all these groups of stitch techniques. Even tensioning throughout the working of each of these stitches is required. Examples are:

- **blanket Stitch** is a basic looped stitch, which can be used to finish off fabric edging
- **French Knot**
- **chain Stitch**
- **feather Stitch**
- **lazy Daisy Stitch** – for forming floral petals in groupings.

Define and instruct the learner on methods of reshaping a distorted piece of embroidery, i.e.: Blocking.

- **BLOCKING:** The term ‘blocking’ refers to the reshaping of a finished piece of embroidery, which has become distorted through incorrect tension of stitches.

**Method:**

- dampen both sides with water sprayer
- thumb tack onto a baseboard, making sure that the canvas support is reformed into a regular perpendicular grid
- use a medium heat iron
- leave to dry.

**SUGGESTED Embroidery pieces:**

- a corner edging to a pillowcase
- combining beading and/other decorative pieces
- a framed floral sampler
- an edging to a cushion
- personalize a cotton hanky
- a linen toilet roll holder
- a tissue box cover.

**Making a Embroidery**

**Learning Outcome 6:** Make a range of embroidery to include selecting appropriate materials, equipment and processes and paying attention to costs

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- provide learners with the appropriate instructions for each of the embroidery processes
- instruct learners on the best practice use of patterns and creating own patterns
- highlight the need for using short lengths of thread.
- instruct in the appropriate use of an embroiderer's scissors for cutting threads/yarns.
- encourage the use of a variety of fabrics and a selection of different embroidery stitches in projects
- instruct learners to generate an idea and develop this towards a finished piece
- allow learner to experiment with creating own variations of stitching.

**Common problems and solutions**

**Learning Outcome 7:** Use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

explore with learner each of the embroidery processes of stitching, the inclusion of references to any pitfalls that could be inherent to each process should be highlighted. Discussion on the ways in which to remedy these pitfalls should take place. Basic technical problems such as: the distortion of the embroidered fabric if thread tension is not maintained properly. Or that the embroidery thread unravels because of insufficient methods of securing the threads at either starting or finishing off were not adhered to. High light the importance of cleanliness in working area. Remind learners that the neglect of regular maintenance of equipment and care of threads and fabrics can contribute to the production of poor quality work

provide a listing of the common problems and resolutions.

class discussion should be encouraged where any or in particular new problems arise within class situation.

### **Displaying work**

**Learning Outcome 8:** Display completed embroidery with supporting research and design work

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- demonstrate and encourage the learners on how to obtain the most visually effective method of displaying a finished embroidery piece.
- as part of a simple table setting.
- framed.
- a lavender bag accompanied with a bunch of lavender

instruct learners to be observant while in shops and note how pieces of other textiles are displayed to their optimum best – as part of a collection, on a plinth and be aware of how lighting is used in the display

discuss how a craft stand at a fair or a drapery store may deploy certain methods of displaying the embroidery pieces effectively.

encourage all learners to have their supporting research and design work for each of the finished embroidery pieces placed in their folders.

### **Discussing completed work**

**Learning Outcome 9:** Comment on the completed sewn items to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products.

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- teacher/tutor may consider a group critique or one to one discussion on the displayed works (the group may need to be guided in positive and supportive comments)  
This work can be captured on a tutor form, or on an audio or visual recording.
- provide new worksheets for the learner to process the above requirements.

**11.a Specific Information Relating to the Assessment Techniques**

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the assessment brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

<b>Collection of Work</b>	<b>20%</b>
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work to include (numbers cross reference to outcomes)</p> <ol style="list-style-type: none"> <li>1. The learner should present a piece or pieces of work that demonstrate understanding of a limited range of embroidery making materials using appropriate language.</li> <li>2. The learner should present a piece or pieces of work that demonstrate knowledge and understanding of the basic principles for creating embroidery.</li> <li>3. The learner should present a piece or pieces of work that demonstrate a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice.</li> <li>6. The learner should make a number of embroidery no less than two and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used, processes and costs.</li> <li>8. The learner should display completed embroidery with evidence of supporting research and design work.</li> </ol>	
<b>Skills Demonstration</b>	<b>80 %</b>
The learner will complete a number of Skills Demonstrations at appropriate intervals during the programme.	
<p>The learner will complete the following tasks:</p> <ol style="list-style-type: none"> <li>7. The learner should while working use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment, or process.</li> <li>4. The learner should demonstrate use of a range of craft tools and equipment correctly to include appropriate terminology.</li> <li>5. Evidence that the learner has used a range of embroidery processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering,</li> </ol>	

and decorating appropriate to embroidery.

9. Evidence that the learner has through group or one to one commented on the completed embroidery, describe the materials used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making embroidery.

10. Evidence that the learner has demonstrated the application of good workshop practice during this module, to include set up and preparation, organisation and clean up of the work area.

11. Evidence that the learner has demonstrated the application of appropriate health, safety and personal hygiene practices during this module to include safeguarding against accidents and hazards.

12. Evidence that the learner has demonstrated during this module the application of communications, team working, and quality awareness while working in an embroidery environment.

**11.b Assessment - General Information – Craft – Embroidery 3N1038**

The assessor is required to devise Assessment Briefs for the Collection of Work and the Skills Demonstration.

<b>Mapping Each Learning Outcomes to an Assessment Technique</b>	
<b>Learning Outcome</b>	<b>Assessment Technique</b>
1. Work with a limited range of embroidery making materials to explore aesthetic aspects of the craft using appropriate language	Collection of Work
2. Describe the basic principles for creating embroideries	Collection of Work
3. Describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice	Collection of Work
4. Use a range of embroidery tools and equipment correctly to include appropriate terminology	Skills demonstration
5. Use a range of embroidery processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate	Skills demonstration
6. Make a range of embroideries to include selecting appropriate materials, equipment and processes and paying attention to costs	Collection of Work
7. Use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process	Skills demonstration
8. Display completed embroideries with supporting research and design work	Collection of Work
9. Comment on the completed embroideries to include the materials used, tools, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products	Skills demonstration
10. Apply good workshop practice to include set up and preparation, organisation and clean up of the work area	Skills demonstration
11. Apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards	Skills demonstration
12. Demonstrate the application of communications, team working and quality awareness while working in a craft environment.	Skills demonstration

**Grading**

At Level 3 a Learner is graded as Successful or Referred.

**Successful** means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Learner's portfolio of assessment.

**Referred** means that the portfolio of assessment needs further work by the Learner before s/he can demonstrate the standard and achieve certification from QQI.





<b>Level 3 Craft – Embroidery 3N1038</b>	<b>Learner Marking Sheet</b>
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Learner's Name: \_\_\_\_\_

Learner's PPSN: \_\_\_\_\_

Learners will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. work with a limited range of embroidery making materials to explore aesthetic aspects of a variety of the craft using appropriate language	Collection of Work The learner should present a piece of work that demonstrates understanding of a limited range of embroidery making materials using appropriate language.		
2. describe the basic principles for creating a embroidery	Collection of Work The learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating embroidery		
3. describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-person's practice	Collection of Work The learner should present a piece of work that demonstrates a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice.		
4. use a range of embroidery tools and equipment correctly to include appropriate terminology	Skills Demonstration Evidence that the learner has demonstrated during this module the use of a range of embroidery tools and equipment correctly to include appropriate terminology.		

<p>5. use a range of embroidery processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate</p>	<p>Skills Demonstration Evidence that the learner has created during this module a range of embroideries that use a range of embroidery processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating appropriate to embroidery.</p>		
<p>6. make a range of embroideries to include selecting appropriate materials, equipment and processes and paying attention to costs</p>	<p>Collection of Work The learner should make a range of embroideries and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used and processes and costs.</p>		
<p>7. use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process</p>	<p>Skills Demonstration The learner should while working use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process.</p>		
<p>8. display completed embroideries with supporting research and design work</p>	<p>Collection of Work: The learner should display completed embroideries with evidence of supporting research and design work.</p>		
<p>9. comment on the completed embroideries products to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products</p>	<p>Skills Demonstration The learner should be able though group or one to one or in written form comment on the completed Embroidery, describe the materials used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making embroideries.</p>		
<p>10. apply good workshop practice to include set up and preparation, organisation and clean up of the work area</p>	<p>Skills Demonstration: The learner has demonstrated during this module the application of good workshop practice during this module to include set up and preparation, organisation and clean up of the work area.</p>		

<p>11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards</p>	<p>Skills Demonstration: The learner has demonstrated during this module the application of appropriate health, safety and personal hygiene practices during this module to include safeguarding against accidents and hazards.</p>		
<p>12. demonstrate the application of communications, team working and quality awareness while working in a craft environment.</p>	<p>Skills Demonstration: The learner has demonstrated during this module the application of appropriate communications, team working and quality awareness while working in a craft environment.</p>		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

External Authenticator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_