



Programme Module

Introduction to the Craft of Patchwork

leading to

Level 3 QQI Component: Craft – Patchwork 3N1040

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 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 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 Demonstration
- 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.

Programme Module	Award
1. Title of Programme Module Introduction to the Craft of Patchwork	2. Component Name and Code Level 3 Craft – Patchwork 3N1040
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Portfolio/Collection of Work 20% Skills Demonstration 80%	6. Specific Requirements 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.
7. Aims of the Programme Module <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> 8. Objectives : <ul style="list-style-type: none"> • to acquire an understanding of patchwork making vocabulary • to develop good workshop practice with regard to the use, of tools, materials and craft space • to develop the skills to complete a range of craftwork which includes selecting appropriate materials, use of equipment, processes, costs and displaying work • 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. 	
9. Learning Outcomes of Level 3 Craft – Patchwork 3N1040 <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. work with a limited range of patchwork making materials to explore aesthetic aspects of a variety of the craft using appropriate language 2. describe the basic principles for creating patchwork 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 4. use a range of patchwork tools and equipment correctly to include appropriate terminology 5. use a range of patchwork processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate 6. make a range of patchwork to include selecting appropriate materials, equipment and processes and paying attention to costs 7. use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process 8. display completed patchwork with supporting research and design work 9. comment on the completed patchwork crafts to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products 10. apply good workshop practice to include set up and preparation, organisation and clean up of the work area 11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards 12. demonstrate the application of communications, team working and quality awareness while working in a craft environment. 	

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.

Patchwork making

Learning Outcome 1: Work with a limited range of patchwork 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 commercial patchwork and quilted objects with those of a craftsperson.

For Example:

Commercial: The production of a large quantity of patchwork and quilted objects. Generally targeted at a mass market.

- **Penneys, Guiney's.**
 - quilted bed throws
 - cushions.

Craftsperson: A creative medium whereby a craftsperson will patchwork and quilt manually (by hand, machine) an object or textile embellishment either as a one off piece or as part of a limited collection.

- all of the above listed under **Commercial**
- specialist patchwork bed spread
- a baby's play mat.

Tutor to clarify the definition of a craftsperson's piece of work that entailed the use of any form of patchwork and quilting and mass-produced commercial patchwork and quilted pieces.

Tutor to explain the term 'Patchwork' also known as 'Piecwork' as the piecing together of shaped pieces of fabric to create a larger design. Repeat patterns that are built up with different coloured shapes.

Definition: Quilting – From the Latin word 'Culcita', meaning 'stuffed mattress' or 'cushion'.

Tutor to explain the term 'Quilting' as a method by which two layers of fabric, one being the patchwork (or plain fabric) the other a backing fabric. A layer of 'Wadding' or 'Batting' is held between these two layers by a series of running stitches, which can be formed into a repeat design pattern in itself or by a simple method of 'Tying' with square knots at regular intervals.

Tutor to explain that 'quilting' is commonly associated with patchwork craft and therefore can be worked together or as separate crafts.

Tutor to briefly discuss the origins and history of patchwork and quilting as a form of functional and ornamental decoration.

- Originally developed as a form of maintaining and retaining warmth in clothing during the middle ages.
- The recycling of worn out clothing and blankets to form a warm bed cover.
- The development into a decorative craft form.
- The American quilting tradition.

Illustrate by actual samples and examples. Devise a worksheet highlighting the characteristics of each needlecraft category with accompanying visual reference.

An organised visit to a drapery store, or craft trade show, may be beneficial in enabling learners to identify varying techniques of patchwork and quilting and creating textile pieces that feature patchwork and quilting methods and in the manner in which they are displayed.

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, organization 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 may be 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 patchwork.

Learning Outcome 2: Describe the basic principles for creating patchwork.

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

- tutor to explain the processes involved in generating from an initial design to a finished piece of a patchwork and a quilted piece of 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 learners 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 learners how to draw up and envisage a three-dimensional object. Identify height, width and depth measurements.
- introduce the learners to the importance of using precise measurements and seam allowances.
- describe the variety of fabrics available and discuss their merits in relation to suitability for a given project
 - **cottons, plain and printed or patterned**
 - **velvet and other textured fabrics**

- **denim**
- **satins and silks**

- inform learners through worksheets the width sizes of fabrics, wadding/batting
- identify the most suitable sewing techniques of fixing pieces of fabric together, either or both manually or by machine sewing: ie: Basting, running etc.

With each patchwork and quilting project, draw attention to the characteristics and quality of the fabric. Is it plain, twill, printed, flocked or textured? Which thread colour should be utilized in either to match or contrast? What needle type and size is most suited.

Materials required:

- threads.
 - fabrics.
 - needles for both hand sewing and machine sewing.
 - quilters needles.
 - dressmaker's pins. (pin cushion is optional).
 - measuring tape.
 - ruler.
 - dressmaker's French chalk.
 - dressmaker's carbon paper.
 - dressmaker's wheel.
 - thimble.
 - dressmaker's shears.
 - embroidery scissors.
 - a seam ripper.
 - pattern.
 - template shapes. (learner can cut own template with craft knife and steel ruler a piece of acetate).
 - graph paper for creating own pattern.
 - iron.
- **HAND STITCHING:** The tutor should explain by demonstration the method by which a learner will perform a number of hand stitching techniques for patchwork and quilting and the most appropriate materials and tools required.
 - **SEWING MACHINE** The tutor should explain by demonstration the method by which a learner will perform a number of machine sewing techniques and the most appropriate materials and tools required.
 - **USING PATTERNS AND CUTTING** Tutor to guide the learners in how to use shop bought/magazine pull out patterns. Reinforce the importance of making an allowance for seams. Direct the learners in the methods of laying out fabric and placing the templates and pattern out. Alert the learner to the benefits of placing the template in the most economical arrangement on the fabric so that there is little wastage. Instruct learner on how to cut fabrics with a dressmaker's shears and dressmakers wheel. Where possible avoid cutting fabrics on the baize except for creating patterns from triangles.
 - **SELECTING FABRICS** The tutor should introduce a range of fabric types and discuss their most appropriate use. Highlight, which size needle and thread type is most suitable for each fabric type and usage in final patchwork and quilted piece.
 - **PATCHWORK METHOD** Tutor to guide learners through the steps of creating a patchwork. It is necessary to highlight that all fabrics should be pre-washed to the manufacturers guidelines and ironed before cutting. This will allow for any inherit shrinkage and colour run of excess dye.

tutor may introduce the learners firstly to the simplest method of creating a patchwork by using long strips of cut fabrics in varying colours or patterns. By arranging these strips of cut fabrics in a sequence of repetition, and sewing together, the learner will create a block of vertical strips. After press ironing each of the seams, the learner can then measure and cut across this block to form either square or oblong bands of repeating colours / patterns. When these new lengths of patchwork strips are laid out flat in a reorganized fashion to the desired effect, the learner can proceed to sew these strips together. Any overhanging strips can be re attached as desired to form a complete block of patchwork. The learner may choose a complimentary coloured fabric and create an outer and finishing edging to the patchwork

- **QUILTING METHOD** Tutor to guide the learners through the steps of quilting either the learners completed patchwork or a plain fabric.

having measured out the completed patchwork the learner should select a backing fabric and weight of wadding or patting to correspond in measurement. Position firstly the backing fabric face up on a flat surface, followed by the patchwork facing towards the backing fabric. The wadding or batting can then be laid out flat on top. Secure the three layers with dressmaker's pins and proceed by seaming three and half of the forth side together. Turn inside out by carefully teasing the three layers out through the opening. This opening will then be sewn closed. The learner should then use basting stitch across the whole of the quilt area so that all areas to be quilted are flat and that there are now buckles forming. Mark out the areas to be quilted in light pencil or fading pen. Using a contrasting or colour matched thread, the learner will be instructed on the use of a 'quilters needle' and the best practice method of using running stitches.

Health and safety

Tutor to inform learners of the health and safety procedures while working with pins, needles, shears and a sewing machine, craft knife, dressmaker's wheel:

- have a magnet and magnetize all pins and needles for ease of finding 'lost' ones
- never open up a sewing machine for either bobbin changing or maintenance while plugged into a electric source.

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 patchwork forms and methods.
- by open discussion with the learners describe the processes by which a craftsperson may develop an original idea or image and select an appropriate patchwork response
- distribute a selection of examples of patchwork 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 a craft workers specialist area of work.

Patchwork making tools and equipment

Learning Outcome 4: Use a range of sewing tools and equipment correctly to include appropriate terminology.

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

- tutor will introduce as necessary the learners to each of the patchwork and quilting processes: hand

sewing and sewing machine.

- identify the appropriate tools, threads and fabrics required for each mode
- tutor to instruct learners on the correct use of tools: ie settings and speed of sewing machine. Setting out of fabrics and correct manner in which to cut out shapes with template patterns. The tutor to demonstrate the methods of piecing patches together correctly and the various methods of quilting by both or either hand and sewing machine.
- emphasise the care with which learners should treat equipment and its maintenance and the cleanliness and organization of the workspace throughout the sewing processes.
- tutor to provide worksheets with explanations of terminology for each of the patchwork and quilting processes that may be explored.

Patchwork processes

Learning Outcome 5: Use a range of sewing 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 learners to develop a feel for each of the set of tools and equipment for both / either hand and machine sewing processes listed below. A variety of fabrics and thread should be utilized:
 - sewing thread
 - cottons, satin, velvet, etc
 - plain, twill, printed, textured.
- demonstrate and encourage learners to create a variety of stitch techniques:
 - Hand sewing
 - Machine sewing
 - Running, and various hemming and seaming methods.
- demonstrate and encourage learners to create a variety of patchwork pattern piecing together techniques.

SUGGESTED PATCHWORK TECHNIQUES

There are three methods of piecing or joining patchwork pieces:

- by sewing machine which is the quickest
- by hand which gives a traditional, slightly irregular seams
- by using backing paper.

All three methods depend on precise cutting of fabric shapes, careful stitching and thorough pressing of seams with an iron.

Suggested projects:

- use strip patterns.
- create a simple patchwork pin cushion.
- decorate a picture frame.
- develop a patchwork edging for a bathroom curtain.
- a baby's cot cover.
- a wall hanging.
- a lined sewing / knitting bag.

Making a Patchwork

Learning Outcome 6: Make a range of sewn items 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 patchwork and quilting processes
- instruct learners on the use of template patterns and methods of creating their own
- tutor to highlight the need for making seam allowances when cutting fabric with either a cutting wheel or dressmaker’s shears
- encourage the use of a variety of fabrics and methods of piecing together in each of the different patchwork and quilting projects
- instruct learners to generate an idea and develop this towards a finished piece
- allow learner to experiment with creating own variations of patchwork shapes along with quilting patterns.

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 the learner how to use known problem solving techniques to prevent or resolve a limited range of common technical problems associated with the patchwork methods, equipment or process

explore with learner each of the patchwork processes of stitching, the inclusion of references to any pit falls 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 patchwork 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 sewn items 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 patchwork piece.
- 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 patchwork pieces effectively.
- encourage all learners to have their supporting research and design work for each of the finished patchwork 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.

Collection of Work	20%
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"> 1. The learner should present a piece or pieces of work that demonstrate understanding of a limited range of patchwork making materials using appropriate language. 2. The learner should present a piece or pieces of work that demonstrate knowledge and understanding of the basic principles for creating patchwork. 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. 6. The learner should make a number of patchwork pieces (no less than two) and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used, processes and costs. 8. The learner should display completed patchwork with evidence of supporting research and design work. 	
Skills Demonstration	80 %
The learner will complete a number of Skills Demonstrations at appropriate intervals during the programme.	
<p>The learner will complete a number of Skills Demonstrations, requiring him/her to complete the following tasks:</p> <ol style="list-style-type: none"> 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. 4. The learner should demonstrate use of a range of craft tools and equipment correctly to include 	

appropriate terminology.

5. Evidence that the learner has used a range of patchwork processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering, and decorating appropriate to patchwork.

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

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 a patchwork environment.

11.b Assessment - General Information – Craft – Patchwork 3N1040

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

Mapping Each Learning Outcomes to an Assessment Technique	
Learning Outcome	Assessment Technique
1. Work with a limited range of patchwork making materials to explore aesthetic aspects of the craft using appropriate language	Collection of work
2. Describe the basic principles for creating patchworks	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 patchwork tools and equipment correctly to include appropriate terminology	Skills demonstration
5. Use a range of patchwork 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 patchworks 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 patchworks with supporting research and design work	Collection of work
9. Comment on the completed patchworks 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.


QQI
Level 3 Craft – Patchwork 3N1040
Learner Marking Sheet

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 patchwork 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 patchwork making materials using appropriate language.		
2. describe the basic principles for creating a patchwork	Collection of Work The learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating patchwork		
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 patchwork 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 patchwork tools and equipment correctly to include appropriate terminology.		
5. use a range of patchwork processes	Skills Demonstration		

<p>on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate</p>	<p>Evidence that the learner has created during this module a range of patchworks that use a range of patchwork processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating appropriate to patchwork.</p>		
<p>6. make a range of patchworks 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 patchworks 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 patchworks with supporting research and design work</p>	<p>Collection of work: The learner should display completed patchworks with evidence of supporting research and design work.</p>		
<p>9. comment on the completed patchworks 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 Patchwork, describe the materials used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making patchworks.</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>		

11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards	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.		
12. demonstrate the application of communications, team working and quality awareness while working in a craft environment.	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.		

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: _____