


The specification for:

# Level 3 Certificate in Creative Fashion and Textiles

**TLM Level 3 Certificate in Creative Fashion and Textiles**

The TLM Level 3 Certificate in Creative Fashion and Textiles builds on the knowledge and practical skills developed at Level 2, providing learners with opportunities to develop greater independence, creativity and technical ability through practical, portfolio-based work.

At Level 3, learners are expected to take greater responsibility for their creative decisions, using research, experimentation and evaluation to inform the development of their work. They will explore design concepts, investigate materials and techniques, consider practical and creative constraints, and demonstrate the ability to justify their choices when developing and producing creative outcomes.

The qualification is suitable for learners progressing from Level 2 or those with relevant prior experience who wish to extend their skills in fashion, textiles or textile art. It supports progression to further study, higher-level creative qualifications or related employment opportunities, while allowing learners to develop their own creative interests and specialisms.

**Scope of the qualification**

This qualification recognises creative development, technical competence and independent working at Level 3. It is not limited to garment making or any particular textile discipline. Learners may explore fashion making, textile art, decorative or constructed textiles, weaving, surface design, mixed-media textiles or other appropriate creative approaches.

Through a combination of design development and specialist practical work, learners are expected to investigate ideas, make informed decisions, demonstrate appropriate technical control and critically evaluate their outcomes. The emphasis is on purposeful creative development and the ability to apply knowledge and skills within a chosen fashion or textile context.

Centres have flexibility in the materials, techniques and creative briefs used, provided learners can demonstrate achievement of the learning outcomes and assessment criteria for their selected units.

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The Regulated Qualifications Framework (RQF) was designed by the UK government's Qualifications and Curriculum Development Agency now replaced by Ofqual. The RQF is referenced to the European Qualifications Framework devised by the European Union

The assessment model for the qualifications presented in this publication was designed by TLM

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# 1. For those in a hurry!

Please read the rest of the book later as the details are important!

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| 1.1 | TLM's assessment model is common to most of its qualifications. It is based on competence-based assessment of coursework using a portfolio of evidence and supported by a free optional cloud-based evidence management system. |
| 1.2 | Learners must demonstrate competence against the assessment criteria from their day-to-day work and the teacher assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded; the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level. |
| **Procedures** | |
| 1.3 | The first thing to do is to arrange assessor training with TLM. TLM trains at least one assessor as Principal Assessor who must accept responsibility for standards within the Centre. The Principal Assessor can train and appoint assessors within the Centre as long as they are competent to take on the work and are willing to sign an agreement on the web site to uphold standards. |
| 1.4 | TLM will provide initial training in the pedagogical model and using the supporting technologies to provide the evidence needed. The purpose is to get you started and then we provide on-going support to ensure you are confident and we can work as a professional partnership. We advise new Centres to do some coursework assessment early so that they can receive feedback and quickly become confident in doing routine coursework assessment. Our aim is to make this no more onerous than normal routine assessment that anyone would do as a normal part of the teaching job. This gives more time to focus on teaching and therefore to support raising attainment. |

# 2. Introduction

**The Level 3 Certificate in Creative Fashion and Textiles**

The TLM Level 3 Certificate in Creative Fashion and Textiles enables learners to develop and demonstrate advanced creative, technical and practical skills within fashion and textile disciplines. Building on the knowledge and skills associated with Level 2, the qualification places greater emphasis on independent research, design development, experimentation, informed decision-making and critical evaluation.

Learners are expected to investigate creative influences, analyse design requirements and develop original ideas in response to a chosen brief or context. They will explore and test appropriate materials, techniques and processes, using their findings to inform design decisions and produce creative outcomes that demonstrate technical control and a clear sense of purpose.

The qualification combines a mandatory design development unit with a choice of specialist practical units, allowing learners to apply their knowledge and skills within either creative fashion making or textile art.

The mandatory unit establishes the design process, including research, concept development, practical testing, presentation and evaluation. The optional units provide opportunities to apply these principles through the production of completed creative work.

At Level 3, learners are expected to demonstrate greater independence in planning and managing their work, justify their choices and critically evaluate the effectiveness of their outcomes. Assessment focuses on the quality of the learner's creative development, practical application and evidence of achievement against the specified assessment criteria.

The qualification supports progression to further or higher education, specialist creative study, employment-related development or independent creative practice.

**Qualification Structure**

Learners must complete the mandatory unit and one optional unit to achieve the certificate.

**Mandatory Unit**

Unit 1 – Creative Design Development for Fashion and Textiles (8 credits)

**Optional Units – Select One**

Unit 2 – Creative Textile Art (8 credits)

Unit 3 – Creative Fashion Making (8 credits)

**Total qualification credits: 16**

# 3. Summary of Qualification Specification

## 3.1 Level 3 Certificate (Annexe A)

The Level 3 Certificate in Creative Fashion and Textiles is designed to develop learners' creative and practical skills through textile art and fashion making. Learners will explore materials, techniques and visual ideas and apply these to the development of a resolved creative outcome.

The qualification supports a flexible approach to creative practice and may include fashion making, textile art, constructed textiles, surface design, weaving, mixed-media textiles or other appropriate creative outcomes.

**Qualification Title:** Level 3 Certificate in Creative Fashion and Textiles

**Qualification Number:** 610/8206/5
**Qualification Level:** Level 3
**Total Credits:** 16
**Guided Learning Hours:** xx
**Total Qualification Time:** xx
**Assessment Methods:** Coursework, E-assessment, Portfolio of Evidence

**Assessment**
Learners must demonstrate competence against the assessment criteria from their communication and involvement with the training materials and the trainer assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded; the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

**Mandatory**

Unit 1 – Creative Design Development for Fashion and Textiles (8 Credits)

**Optional**

Unit 2 – Creative Fashion Making (8 Credits)

Unit 2 – Creative Textile Art (8 Credits)

## 3.5 Assessment

The internally assessed, externally moderated coursework for all qualifications is pass/fail but by submitting the evidence for external moderation, feedback can be given to the teacher on areas to improve for resubmission.

Evidence must be provided against the unit assessment criteria from practical tasks related to the learners' everyday work supported by teacher observations, portfolio completed, and or activities in line with the learning materials

The way evidence is gathered is up to the assessor, the only requirement is that it clearly supports the judgements against the assessment criteria and the relevant learning outcomes.

If on moderation the account manager finds gaps in evidence relating to a particular candidate, they will request more evidence before approving the award or the unit certificate. Assessors must then adjust their work to ensure all their learners are providing the appropriate level and breadth of evidence.

We encourage early submission of at least some evidence so that assessors are confident from the feedback that what they are providing is sufficient. In this way we can maintain standards while supporting improved efficiency.

## 4. Qualification Content

| Mandatory | Optional (for reference) |
|---|---|
| **1 CREDITS** | **None** |
| **Unit 1 – Creative Design Development for Fashion and Textiles** | **Unit 2 – Creative Textile Art**<br><br>**Unit 3 – Creative Fashion Making** |

# 5. Support

| | Guidance and Assistance |
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| 5.1 | There is further guidance for coursework assessment on the TLM web site. All centres have an assigned Account Manager who will be pleased to help at any time. Our aim is to give professional assessors, most of whom are qualified teachers, the confidence to make judgements with a minimum of bureaucracy so that they can focus their time on maintaining their professional knowledge, skills and supporting learning through effective teaching rather than "chasing paper". There is often a confusion between bureaucracy and rigour, since unnecessarily complex bureaucracy can actually detract from rigour by obscuring the importance of the outcomes. |
| 5.2 | **Web sites** - TLM provides support through cloud-based systems. Providing assessment grades and the management of certification through the Markbook Site is mandatory and all assessors are provided with training in its use. It is simply a matter of recording learner competence against the unit criteria as the evidence is collected and claiming a certificate on behalf of the learner when a unit has been fully assessed. |
| 5.3 | The **community learning site** provides free optional facilities for learners to submit their evidence on-line, linking it to the assessment criteria across single or multiple units. The assessor can accept or reject this evidence and comment on it providing a full audit trail for evidence. Moderator/verifiers can get immediate access to this evidence and so it is potentially a lot more efficient than alternative methods. No paper, no e-mails with file attachments necessary. There are facilities for progress tracking that can be based on criteria and/or units. The system can be linked as an extension to any standards compliant VLE/e-portfolio system for centres that are already committed to a specific VLE product. Training can be provided, and free support is available from your Account Manager. The aim is to eliminate all paper-based bureaucracy, all screenshots and referencing that draws time away from teaching. |
| 5.4 | **Telephone** and e-mail support are available to all Centres. There is a general convention of firstname.secondname@tlm.org.uk for e-mail addresses. It is usually best to e-mail your account manager in the first instance. Google hangouts can be arranged for video conferencing support. |

# 6. Registration & Procedures

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| | **Registration** |
| 6.1 | TLM's registration model allows centres to enter learners at times convenient to them. There are no late entry fees and no additional fees should a learner fail to produce evidence at a level but can meet the criteria at a lower level. This can reduce costs to the centres when compared to other qualifications<br><br>There are no fees for replacement certificates or verification of certificates because all certificates can be directly authenticated against TLM's secure database. For details of current subscription costs please contact us or refer to the web site. |
| | **Internal standardisation** |
| 6.2 | The Principal Assessor has the ultimate responsibility for consistency in assessment standards within a centre. All assessors have signed a contract agreeing to uphold standards and should therefore co-operate with the Principal Assessor and Account Manager at TLM to ensure that standards across the centre are consistent.<br><br>It is advisable to send work samples to TLM early to check that evidence is at the right standard so that there is time to make any adjustments necessary to the course and learner expectations.<br>TLM will generally check a higher quantity of work from new assessors and feedback to ensure that they are confident to make appropriate judgements over time. This reduces risk and improves efficiency in the longer term. |
| | **Authentication** |
| 6.3 | All assessors must take reasonable steps to ensure that any coursework evidence submitted by candidates is a true reflection of the candidates' competence. This is in keeping with the assessor undertaking to uphold and maintain standards in the contract with TLM. |
| 6.4 | Certificates can be authenticated directly on-line using the certificate number or by scanning the QR code on the certificate. There is no charge and it makes it more likely that certificates will be checked and that in turn improves security. Certificate forgeries are a significant problem when authentication is not simple and straightforward because convincing forgeries are easy to achieve with recent technologies and will get easier as time goes on. |

# 7. Other Considerations

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| | **Access arrangements and special requirements** |
| 7.1 | All TLM's qualifications are intended to be accessible, as widely as possible.<br><br>Please refer to the Annex for further information.<br><br>Centres should contact TLM if they have any questions related to accessibility issues |
| | **Language** |
| 7.2 | The language for provision of this qualification is English only. This will only change if we have a significant demand in another language that is sufficient to cover the additional costs involved. |
| | **Malpractice** |
| 7.3 | TLM has comprehensive policies and procedures for dealing with malpractice. These are documented with links on the web site at https://tlm.org.uk/policy-download-centre/ Assessors should be familiar with these policies and make them clear to candidates. Assessors should inform their account manager if they suspect any instance of malpractice that could have a material effect on the outcome of any assessments, either for themselves or colleagues. This is part of the upholding of standards that is part of the contract with TLM. |
| | **Equality of opportunity** |
| 7.4 | TLM promotes equality of opportunity through policies and procedures. These are again documented in detail on the web site at https://tlm.org.uk/policy-download-centre/ |
| | **Resources, Support and Training** |
| 7.5 | A clear goal is to enable learners to support all their IT user needs using resources freely and legally available from the internet. This is related directly to national policies for inclusion and equality of opportunity. The reality is that there is so much user dependence on proprietary applications that we can only support the transition to free and open resources through education and common sense. |
| 7.6 | TLM does not require centres to use Free and Open Source applications but it certainly encourages them to do so. Most of the key software applications needed to support any of the assessed units are available freely from the web including office suites, graphics and sound editing. As a nation we could save hundreds of millions if not billions of pounds in software licensing fees by providing users with the skills, knowledge and confidence to migrate to free and open source applications. You Tube, OpenClipart.org, Wikipedia and many other sites provide free content that supports learning and the number and range of such sites is increasing. |

# Annexe A

## Level 3 Certificate in Creative Fashion and Textiles - Unit assessment - coursework guidance

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| The Level 3 learner has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that, while well defined, may be complex and non-routine. The learner can interpret and evaluate relevant information and ideas and understands the nature of the area of study or work.<br><br>AND/OR<br><br>The learner can identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that, while well defined, may be complex and non-routine. The learner can use appropriate research to inform actions and evaluate how effective methods and actions have been | **Moderation/verification:** The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessor's judgements are sound. |

**General Information**

The Level 3 qualification has the following characteristics for learners:

- Achievement at RQF Level 3 (EQF Level 3) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
- Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.
- Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

- The specification for the Level 3 award provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with any age range of adults.

**Requirements**

- Standards must be confirmed by a trained Level 3 Assessor
- Assessors must as a minimum record assessment judgement as entries in the on-line mark book on the TLM certification site.
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day-to-day work. Samples, including related plans and schemes of work should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of learners will be different from the needs of those with learning disabilities.
- When the candidate demonstrates secure capability against each of the criteria in the unit, they are entitled to a certificate for passing the unit and the overall award.
- We expect at least 8 hours of guided study to be under-taken for the certificate for complete beginners generally new to formal education, but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the certificate, what matters is outcomes. Can the candidate securely meet the criteria?

# Level 3, Unit 1 – Creative Design Development for Fashion and Textiles

| 1. Understand design briefs and contextual research | 2. Develop fashion and textile design ideas | 3. Test and present a design proposal | 4. Review design work and plan responsible practice |
|---|---|---|---|
| 1.1 Explain the requirements, intended purpose and user or audience for a fashion or textile design brief. | 2.1 Explain design aims and criteria in response to the brief and research. | 3.1 Select materials, processes, structures or visual qualities for practical trials. | 4.1 Explain health, safety and practical risks and appropriate controls for proposed materials, tools and processes. |
| 1.2 Analyse a range of primary and secondary visual research to inform a fashion or textile design direction. | 2.2 Develop a range of ideas using appropriate visual methods. | 3.2 Conduct practical trials of the selected materials, processes, structures or visual qualities. | 4.2 Identify material and process choices in relation to sustainability and practical constraints. |
| 1.3 Explain how cultural, historical, social, environmental or contemporary influences inform possible design directions. | 2.3 Compare design ideas against the brief and design criteria. | 3.3 Explain trial results for strengths, limitations and suitability. | 4.3 Evaluate the proposal against the brief, research and design criteria, using evidence from development and testing. |
| | 2.4 Explain the selection of a preferred concept with reference to the brief and design criteria. | 3.4 Present a coherent proposal using appropriate drawings, annotations, samples, visualisations or other design communication. | 4.4 Identify specific improvements or further development that would strengthen the proposal. |

## Level 3, Unit 2 – Creative Textile Art

| 1. Understand textile art contexts and references | 2. Develop and test textile art ideas | 3. Produce a textile art outcome | 4. Review textile art outcomes and working practice |
|---|---|---|---|
| 1.1 Identify a theme, brief or intended context for a textile art outcome. | 2.1 Develop a textile art concept in response to the context and research. | 3.1 Produce an original textile art outcome that communicates the intended concept or effect. | 4.1 Evaluate the outcome against the concept, criteria and intended context, referring to evidence from experimentation and making. |
| 1.2 Describe relevant textile art references in relation to the intended context. | 2.2 Justify material, tool and process choices for the expressive, technical and practical requirements of the outcome. | 3.2 Demonstrate control and considered combination of materials, techniques and visual qualities. | 4.2 Analyse the effectiveness of selected materials and processes and the technical quality of the finished work. |
| 1.3 Explain how visual language, material properties and processes contribute to meaning or effect. | 2.3 Apply relevant textile techniques in practical material and process trials. | 3.3 Complete the outcome with appropriate construction, presentation and finish for its intended context. | 4.3 Identify realistic improvements or further development |
| 1.4 Identify opportunities and constraints presented by the intended display, use or audience. | 2.4 Analyse trial results to determine how material, structure, colour, texture and process affect the work. | 3.4 Identify appropriate risk controls when working with materials, tools and processes. | |
| | 2.5 Revise the production plan in response to trial findings. | 3.5 Manage materials responsibly, taking account of waste, reuse and durability. | |

## Level 3, Unit 3 – Creative Fashion Making

| 1. Understand fashion briefs, materials and references | 2. Develop and test fashion ideas | 3. Produce a fashion outcome | 4 Review fashion outcomes and working practice |
|---|---|---|---|
| 1.1 Analyse the purpose, wearer requirements and practical requirements of a fashion brief. | 2.1 Develop a fashion concept in response to the brief and research. | 3.1 Produce an original garment, accessory or wearable outcome that meets the design requirements. | 4.1 Evaluate the finished outcome against the design concept and wearer requirements. |
| 1.2 Analyse a range of fashion references for visual qualities relevant to the intended wearer and context. | 2.2 Justify the selection of fabrics, components, tools and construction methods for the design. | 3.2 Demonstrate control of pattern, materials and construction techniques. | 4.2 Analyse material, pattern and construction choices in relation to the design requirements. |
| 1.3 Explain how material properties and construction methods affect the style, fit and function of a fashion outcome. | 2.3 Produce samples or a toile to test fit, function or construction methods. | 3.3 Complete the outcome to meet fit, function and finish requirements. | 4.3 Assess the technical quality of fit, function and finish. |
| 1.4 Analyse opportunities and constraints presented by the intended wearer, use and production context. | 2.4 Analyse test results for fit, function and construction quality. | 3.4 Apply suitable risk controls when using tools, equipment and materials. | 4.4 Identify specific improvements or further development. |
| | 2.5 Revise the production plan in response to test findings. | 3.5 Manage materials responsibly, taking account of waste, reuse and durability. | |

# Teacher Guidance Notes

## Unit 1 – Creative Design Development for Fashion and Textiles

### 1. Understand design briefs and contextual research

**1.1 Explain the requirements, intended purpose and user or audience for a fashion or textile design brief.**

- Encourage learners to interpret the brief, identifying its purpose, intended audience, design requirements and practical constraints.
- Consider how factors such as function, appearance, context and user needs may influence the design direction.

**1.2 Analyse a range of primary and secondary visual research to inform a fashion or textile design direction.**

- Encourage learners to investigate relevant designers, artists, cultural influences, historical references, contemporary practices or other appropriate sources.
- Support learners in analysing how selected references could influence their own creative approach, rather than simply collecting images or descriptions.

**1.3 Explain how cultural, historical, social, environmental or contemporary influences inform possible design directions.**

- Explore how wider influences can shape design choices, including visual styles, materials, techniques and intended meaning.
- Encourage learners to make meaningful connections between their research and possible design directions.

### 2. Develop fashion and textile design ideas

**2.1 Explain design aims and criteria in response to the brief and research.**

- Encourage learners to establish clear design aims informed by their interpretation of the brief and research.
- Support learners in identifying appropriate criteria against which their developing ideas can be considered.

**2.2 Develop a range of ideas using appropriate visual methods.**

- Encourage learners to explore alternative design possibilities using sketches, drawings, digital methods, samples, models or other suitable approaches.
- Look for purposeful development of ideas rather than minor variations of a single concept.

**2.3 Compare design ideas against the brief and design criteria.**

- Encourage learners to consider the strengths and limitations of different ideas in relation to their intended purpose.
- Support comparisons that consider creative qualities alongside practical requirements and constraints.

**2.4 Explain the selection of a preferred concept with reference to the brief and design criteria.**

- Encourage learners to explain why their preferred concept is suitable, drawing on research and comparisons undertaken.
- Look for clear reasoning that demonstrates informed creative decision-making.

### 3. Test and present a design proposal

**3.1 Select materials, processes, structures or visual qualities for practical trials.**

- Encourage learners to identify aspects of their design that require testing before further development.
- Consider the suitability of selected materials, techniques and processes in relation to the intended outcome.

**3.2 Conduct practical trials of the selected materials, processes, structures or visual qualities.**

- Provide opportunities for learners to investigate relevant techniques, material combinations, construction approaches or visual effects.
- Encourage purposeful experimentation that produces evidence to inform subsequent design decisions.

**3.3 Explain trial results for strengths, limitations and suitability.**

- Encourage learners to review the results of practical testing, identifying successful features and any limitations.
- Look for explanations of how trial findings influence the suitability of particular materials or processes.

**3.4 Present a coherent proposal using appropriate drawings, annotations, samples, visualisations or other design communication.**

- Encourage learners to communicate their intended design clearly through a combination of appropriate visual and supporting information.
- The proposal should demonstrate how research, design development and practical testing have informed the preferred concept.

### 4. Review design work and plan responsible practice

**4.1 Explain health, safety and practical risks and appropriate controls for proposed materials, tools and processes.**

- Encourage learners to consider risks associated with their proposed practical activities, including equipment, materials and working methods.
- Look for appropriate explanations of risk controls relevant to the learner's chosen design approach.

**4.2 Identify material and process choices in relation to sustainability and practical constraints.**

- Encourage consideration of material availability, cost, waste, reuse, durability and other relevant environmental or practical factors.
- Learners should identify appropriate choices that reflect the requirements and constraints of their proposed design.

**4.3 Evaluate the proposal against the brief, research and design criteria, using evidence from development and testing.**

- Encourage learners to make reasoned judgements about the effectiveness and suitability of their design proposal.
- Evaluations should refer to relevant evidence from research, idea development, comparisons and practical trials.

**4.4 Identify specific improvements or further development that would strengthen the proposal.**

- Encourage learners to identify realistic improvements based on their evaluation and findings.
- Look for specific suggestions that demonstrate an understanding of how the proposal could be developed further.

## Unit 2 – Creative Textile Art

### 1. Understand textile art contexts and references

**1.1 Identify a theme, brief or intended context for a textile art outcome.**

- Encourage learners to establish a clear creative direction, considering the intended purpose, audience or display context.
- Consider how the chosen theme or brief may influence the form, materials and visual qualities of the intended outcome.

**1.2 Describe relevant textile art references in relation to the intended context.**

- Encourage learners to investigate relevant textile artists, designers, traditional practices, cultural influences or contemporary approaches.
- Support learners in making clear connections between selected references and their own intended work.

**1.3 Explain how visual language, material properties and processes contribute to meaning or effect.**

- Explore how colour, texture, pattern, form, structure and material qualities can communicate particular ideas or visual effects.
- Encourage learners to explain how different textile processes and material combinations may influence the appearance or meaning of an outcome.

**1.4 Identify opportunities and constraints presented by the intended display, use or audience.**

- Encourage learners to consider factors such as scale, durability, presentation, location and practical use where relevant.
- Explore how the intended context may create opportunities or limitations for material and technique selection.

## 2. Develop and test textile art ideas

**2.1 Develop a textile art concept in response to the context and research.**

- Encourage learners to use their research to develop a clear concept that reflects their intended creative purpose.
- Look for purposeful development of ideas through appropriate visual methods, experimentation or design planning.

**2.2 Justify material, tool and process choices for the expressive, technical and practical requirements of the outcome.**

- Encourage learners to select materials and techniques based on their suitability for the intended concept and practical requirements.
- Look for reasoned explanations of why particular materials, tools or processes have been selected.

**2.3 Apply relevant textile techniques in practical material and process trials.**

- Provide opportunities to test appropriate techniques such as weaving, embroidery, stitching, printing, dyeing, felting, manipulation or mixed-media approaches.
- Encourage learners to investigate techniques and material combinations that are relevant to their intended outcome rather than simply demonstrating a range of unrelated skills.

**2.4 Analyse trial results to determine how material, structure, colour, texture and process affect the work.**

- Encourage learners to examine the results of their trials, considering the effectiveness of selected materials, techniques and visual qualities.
- Look for analysis that identifies how practical findings may influence the development of the intended outcome.

**2.5 Revise the production plan in response to trial findings.**

- Encourage learners to use evidence from experimentation to make appropriate changes to their proposed approach.
- Revisions may relate to materials, techniques, construction methods, scale, presentation or other relevant aspects of the work.

## 3. Produce a textile art outcome

**3.1 Produce an original textile art outcome that communicates the intended concept or effect.**

- Support learners in applying their developed concept to produce a completed textile art outcome.
- Look for a clear relationship between the intended concept, design development and completed work.

**3.2 Demonstrate control and considered combination of materials, techniques and visual qualities.**

- Encourage learners to demonstrate appropriate technical control when working with their selected materials and processes.
- Look for purposeful combinations of techniques and visual qualities that contribute to the intended creative effect.

**3.3 Complete the outcome with appropriate construction, presentation and finish for its intended context.**

- Encourage learners to consider the quality of construction, finishing and presentation in relation to the intended purpose.
- The completed outcome may be decorative, functional, sculptural, experimental or purely artistic, provided it meets the relevant assessment criteria.

**3.4 Identify appropriate risk controls when working with materials, tools and processes.**

- Encourage learners to recognise relevant hazards associated with their chosen techniques, equipment and materials.
- Look for appropriate risk controls that reflect the nature of the practical activities undertaken.

**3.5 Manage materials responsibly, taking account of waste, reuse and durability.**

- Encourage learners to consider efficient material use, opportunities for reuse and the durability of their chosen materials.
- Look for practical evidence of responsible material management throughout production.

## 4. Review textile art outcomes and working practice

**4.1 Evaluate the outcome against the concept, criteria and intended context, referring to evidence from experimentation and making.**

- Encourage learners to make reasoned judgements about how successfully the completed work meets its intended purpose.
- Evaluations should draw on evidence from experimentation, development and practical production.

**4.2 Analyse the effectiveness of selected materials and processes and the technical quality of the finished work.**

- Encourage learners to consider how material and technique choices have influenced the appearance, structure and quality of the outcome.
- Look for analysis of technical strengths and limitations, supported by relevant examples from the completed work.

**4.3 Identify realistic improvements or further development.**

- Encourage learners to identify specific improvements based on their evaluation of the completed outcome.
- Suggestions should demonstrate an understanding of how the work could be strengthened or developed further.

# Unit 3 – Creative Fashion Making

## 1. Understand fashion briefs, materials and references

**1.1 Analyse the purpose, wearer requirements and practical requirements of a fashion brief.**

- Encourage learners to examine the brief, considering its intended purpose, wearer needs and practical requirements.
- Explore how factors such as function, comfort, appearance, fit and intended use may influence design decisions.

**1.2 Analyse a range of fashion references for visual qualities relevant to the intended wearer and context.**

- Encourage learners to investigate relevant fashion designers, historical and cultural influences, contemporary trends or other appropriate references.
- Support learners in analysing how features such as silhouette, proportion, colour, texture and construction may inform their own design direction.

**1.3 Explain how material properties and construction methods affect the style, fit and function of a fashion outcome.**

- Explore how fabric properties such as weight, drape, stretch, texture and strength influence the suitability of materials for different fashion applications.
- Encourage learners to explain how construction methods may affect the appearance, comfort, fit or performance of the intended outcome.

**1.4 Analyse opportunities and constraints presented by the intended wearer, use and production context.**

- Encourage learners to consider practical factors such as material availability, production methods, equipment, time and cost.
- Explore how wearer requirements and intended use may influence design possibilities and limitations.

## 2. Develop and test fashion ideas

**2.1 Develop a fashion concept in response to the brief and research.**

- Encourage learners to use research and brief requirements to develop a clear and purposeful fashion concept.
- Look for appropriate design development through sketches, technical drawings, digital methods, samples or other suitable approaches.

**2.2 Justify the selection of fabrics, components, tools and construction methods for the design.**

- Encourage learners to make informed selections based on the appearance, function and practical requirements of their proposed outcome.
- Look for reasoned explanations demonstrating why particular materials and construction approaches are suitable.

**2.3 Produce samples or a toile to test fit, function or construction methods.**

- Encourage learners to undertake relevant practical testing before producing their final outcome.
- Testing may include fabric samples, construction trials, prototype components or a toile, depending on the nature of the intended design.

**2.4 Analyse test results for fit, function and construction quality.**

- Encourage learners to examine the effectiveness of their samples or prototypes against the intended design requirements.
- Look for analysis of strengths and limitations, including how testing has informed decisions about construction or materials.

**2.5 Revise the production plan in response to test findings.**

- Encourage learners to make appropriate adjustments to their proposed materials, construction processes, dimensions or working methods.
- Revisions should demonstrate how findings from practical testing have influenced subsequent production decisions.

## 3. Produce a fashion outcome

**3.1 Produce an original garment, accessory or wearable outcome that meets the design requirements.**

- Support learners in applying their developed concept and production plan to produce a completed fashion outcome.
- Look for a clear relationship between the original design requirements, development work and completed outcome.

**3.2 Demonstrate control of pattern, materials and construction techniques.**

- Encourage learners to demonstrate appropriate technical control when working with their selected materials and construction methods.
- Look for accuracy, consistency and purposeful application of techniques appropriate to the complexity of the intended outcome.

**3.3 Complete the outcome to meet fit, function and finish requirements.**

- Encourage learners to consider the quality and suitability of the completed outcome in relation to its intended wearer and purpose.
- Look for appropriate construction, finishing and functional qualities that reflect the design requirements.

**3.4 Apply suitable risk controls when using tools, equipment and materials.**

- Reinforce safe working practices appropriate to the tools, machinery, equipment and materials being used.
- Learners should demonstrate appropriate risk controls throughout their normal practical activities.

**3.5 Manage materials responsibly, taking account of waste, reuse and durability.**

- Encourage learners to consider efficient material use, appropriate cutting and opportunities to reduce or reuse waste.
- Look for responsible material management during construction, including consideration of durability where relevant.

## 4. Review fashion outcomes and working practice

**4.1 Evaluate the finished outcome against the design concept and wearer requirements.**

- Encourage learners to make reasoned judgements about how effectively the completed outcome meets its intended purpose.
- Evaluations should refer to relevant design requirements and evidence from the development and production process.

**4.2 Analyse material, pattern and construction choices in relation to the design requirements.**

- Encourage learners to consider how their selected materials and construction methods have influenced the completed outcome.
- Look for analysis of the suitability and effectiveness of these choices, supported by examples from the finished work.

**4.3 Assess the technical quality of fit, function and finish.**

- Encourage learners to examine the technical quality of their completed work against its intended use and design requirements.
- Consider relevant aspects such as fit, comfort, construction accuracy, durability and finishing quality, as appropriate to the outcome.

**4.4 Identify specific improvements or further development.**

- Encourage learners to identify realistic improvements based on their evaluation of the completed fashion outcome.
- Look for specific suggestions demonstrating how the design, construction or technical quality could be strengthened.

# Accessibility Policies

TLM firmly believes that every learner should have an equal chance to excel in their studies and assessments, regardless of any disabilities they may have. To achieve this goal, TLM has developed a comprehensive and well-structured reasonable adjustment policy that is specifically tailored to cater to the needs of learners with disabilities. This policy is not only an essential aspect of TLM's commitment to inclusivity but also an integral part of creating a diverse and accessible learning environment.

The reasonable adjustment policy is designed to support learners with disabilities in various ways. It encompasses a range of accommodations, such as providing additional time for examinations, offering alternative formats for study materials, permitting the use of assistive technology, arranging for sign language interpreters, and ensuring accessible physical facilities. The implementation of these reasonable adjustments is meticulously carried out to ensure that they meet the individual needs of each learner, acknowledging the unique challenges they may face.

TLM is dedicated to making the reasonable adjustment process transparent and easily accessible for all stakeholders. Thus, the details of the policy are made readily available to all, including learners, educators, and TLM Centres. These details can be found on TLM's official website, ensuring that everyone is well-informed about the support and accommodations available to learners with disabilities.

Additionally, TLM Centres play a crucial role in facilitating this process. They are empowered to submit requests for other reasonable adjustments on behalf of learners, based on their specific requirements and circumstances.

TLM firmly believes that promoting a culture of inclusivity and understanding is fundamental to fostering an environment where learners can thrive, irrespective of their abilities or disabilities. By continuously evaluating and refining its reasonable adjustment policy, TLM ensures that it remains up-to-date with the best practices in the field of inclusive education.

TLM Qualifications is deeply committed to its duty as an awarding organisation to provide reasonable adjustments for learners with disabilities in accordance with the Equality Act 2010. By adhering to its comprehensive reasonable adjustment policy and collaborating closely with TLM Centres, TLM strives to create a learning landscape that supports and empowers all learners, ensuring they can reach their full potential and achieve academic success

TLM Accessibility Policy: https://tlm.org.uk/policies/general-requirements-for-regulated-qualifications/#3
TLM reasonable adjustment policy: https://tlm.org.uk/reasonable-adjustments-and-special-considerations-policy-2/
TLM reasonable adjustments request form: https://tlm.org.uk/wp-content/uploads/2022/03/TLM-RASC-form-1.docx
TLM reasonable adjustments request form: https://tlm.org.uk/wp-content/uploads/2022/03/TLM-RASC-form-1.docx