

# AIM Qualifications Level 3 Diploma in Professional Curtain Making and Soft Furnishings

610/5862/2

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## Level 3 Diploma in Professional Curtain Making and Soft Furnishings

[www.aimgroup.org.uk/qualifications](http://www.aimgroup.org.uk/qualifications)

0333 034 8833

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# About us

## Qualification specification for Level 3 Diploma in Professional Curtain Making and Soft Furnishings

AIM Qualifications and Assessment Group is a leading Awarding Organisation supplying hundreds of centres with high-quality regulated vocational and technical qualifications. We also offer non-accredited provision and apprenticeship end-point assessments.

AIM qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas. All our UK Level 3 qualifications carry UCAS tariff points which can count towards university entry requirements.

### About this qualification specification

This specification is intended for tutors, internal verifiers, centre managers and other staff within AIM recognised centres and/or prospective centres. It provides information about the structure and delivery of the qualification. The specification should be read in conjunction with the AIM Centre Handbook and other policy documents available on the website.

### Offering this qualification

In order to offer this qualification, you must be an AIM recognised centre and be approved to deliver this qualification. If your centre is not yet recognised, please contact our business development team to discuss becoming an AIM recognised centre. They can advise you on the best qualifications for your organisation.

You can arrange a meeting by emailing [businessdevelopment@aimgroup.org.uk](mailto:businessdevelopment@aimgroup.org.uk) or calling [0333 034 8833](tel:0333 034 8833). More information can be found on: [www.aim-group.org.uk/newcentre](http://www.aim-group.org.uk/newcentre)



## **Section 1 – Qualification overview**

## Purpose of this qualification

The AIM Qualifications Level 3 Diploma in Professional Curtain Making and Soft Furnishings provides a realistic introduction to the skills needs of the soft furnishings industry. This practical skills based qualification equip learners with all the necessary skills and confidence to go on to make high quality hand sewn window treatments and soft furnishings. The qualification includes the design and making of curtains, Roman blinds, London blinds, upholstered pelmets, cushions and trimmings. This qualification enables learners to develop new skills and to enhance existing skills by learning professional techniques.

The qualification has been designed to prepare learners for a career in the soft furnishing industry, and has been written and structured to link technical and practical skills with creative skills that will appeal to a broad range of learners. The qualification has been designed and written by leading employers, and includes knowledge and skills identified as key for success as a practitioner.

## Qualification details

AIM Qualifications Level 3 Diploma in Professional Curtain Making and Soft Furnishings	
Qualification Type	RQF
Assessment	Internally assessed and externally moderated portfolio of evidence
Grading	Pass / Fail
Geographical coverage	England
Operational start date	01/09/25
Review date	30/03/2028
Sector	9.2 – Crafts, Creative and Design
Qualification number	610/5862/2
Guided Learning Hours (GLH)	261
Total Qualification Time (TQT)	381
Minimum learner age	16+
Rules of combination	To achieve this qualification learners must complete all mandatory components

## Regulated Qualification Framework (RQF)

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size. Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”. Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

## Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is **made up of two elements**:

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore, the Total Qualification Time (TQT) for the qualification is 36 hours.

### Level 3 Diploma in Professional Curtain Making and Soft Furnishings

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## Progression opportunities

Learners may progress to gain employment in the curtain making and soft furnishings industry, set up a soft furnishings business or progress onto further or Higher Education qualifications.

## Entry requirements

It is recommended that learners have a minimum of Level 2 literacy and numeracy skills or Grade 4/C GCSE English and Maths, or equivalent.

## Resource requirements

Centres must ensure that they have the appropriate resources in place to deliver the units in this qualification. Learners must have access to facilities that will allow them to fulfil the practical aspects of the qualification. Please see specific components for equipment / resource requirements.

## Requirements to deliver this Qualification

To offer this qualification, centres must ensure that tutors delivering and assessing have the following:

- a suitable teaching qualification including;
  - Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) or above
  - Level 3 Education and Training or above
  - Diploma or Certificate in Education
  - Bachelors or Masters Degree in Education
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes
- Suitable industry experience in curtain making and soft furnishings

**In addition, Teachers, Assessors and Internal Verifiers must have proven experience and/or qualifications in Curtain Making and Soft Furnishings.**



## **Section 2 – Qualification structure**

## Qualification structure and components

This section details the rules of combinations for the qualifications. Select the component titles to view the component details.

Rules of combination for:		Level 3 Diploma in Professional Curtain Making and Soft Furnishings	
Learners must achieve all mandatory components to achieve this qualification.			
Component code	Component title	Level	GLH
Mandatory			
J/651/6526	<a href="#">Understanding Fabric and Colour Theory</a>	2	40
K/651/6527	<a href="#">Practical Skills for Professional Curtain Making and Soft Furnishings</a>	2	30
L/651/6528	<a href="#">Constructing a Roman Blind</a>	3	28
M/651/6529	<a href="#">Developing Professional Curtain Making Techniques</a>	3	42
Y/651/6530	<a href="#">Constructing Curtains &amp; Valances with Hand Made Headers</a>	3	37
A/651/6531	<a href="#">Developing Professional Cushion Making Skills</a>	3	30
D/651/6532	<a href="#">Constructing Tiebacks and Padded Pelmet</a>	3	30
F/651/6533	<a href="#">Setting up a Soft Furnishings Business</a>	3	24

## Level descriptors

Components are assigned a level based in the current requirements for the RQF as issued by OFQUAL.

Level	Knowledge descriptor	Skills descriptor
Level 2	Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straight-forward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
Level 3	Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work.	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. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

	Is aware of different perspectives or approaches within the area of study or work.	
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## **Section 3 – Assessment**



## How this qualification is assessed

Centres to use assessments internally set at the centre by assessors, against the requirements detailed in the assessment criteria of the units. Centre devised assessment tasks should be approved by the internal verifier for the course before delivery commences to ensure the assessment is fit for purpose and meets the standards required.

- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the centre
- The portfolios of assessed evidence are externally verified by an external verifier appointed by AIM

Guidance on our expectations is available in the [AIM Qualifications: Assessment Handbook](#).

Assessment method	Overview
Professional Portfolio of Evidence	The portfolio comprises a centre devised set of tasks mapped to the assessment criteria for each component. Portfolios must provide evidence of theoretical knowledge and practical application of skills outlined by each components assessment criteria.

## Reasonable adjustment and special considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set. Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the [AIM Qualifications Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.



## **Section 4 – Operational guidance**

## Offering this qualification

Centres wishing to offer this qualification must be an AIM recognised centre.

New centres can apply to become a centre using the centre recognition application process on our website: [www.aim-group.org.uk](http://www.aim-group.org.uk).

We can advise centres of the best and most efficient methods for offering this qualification.

All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

## Approval to offer qualifications

Centres wishing to offer this qualification must complete and submit a qualification approval request. [This can be found on the AIM website when choosing a qualification](#). Some qualifications require centres to have specific resources in place and/or their assessors/internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

## Registration and certification

Once your centre has approval to offer a qualification, you will be able to register learners to these qualifications via our Quartzweb portal, at this point you can also select their chosen components. Please ensure that learners are registered against the correct qualification and are aware of the rules of combination required to achieve the qualification.

For all registration and certification processes, please refer to the Quartzweb guidance document which can be downloaded from our website's [centre handbooks and forms page](#). Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Assessment Handbook](#).

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.





## **Section 5 – Appendices and links**

## Appendices and links

Select an appendix or link from the list below to view the document.

### Useful links

Link 1 - [AIM Centre handbooks and forms](#)

Link 2 - [AIM Qualifications: Assessment Handbook](#)

Link 3 - [Fees and Charges](#)

Link 4 - [Qualification Search](#)

### Useful appendices

Appendix 1 – Command Verb listing

## Command verbs

Level 2	
<b>Assess</b>	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something and come to a conclusion where needed.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase or process.
<b>Demonstrate</b>	Apply skills in a practical situation.
<b>Describe</b>	Write or speak about the topic or activity giving information. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge or experience.
<b>Explain</b>	Make clear. Give reasons for. An explanation requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification, this can include mathematical/logical explanations.
<b>Evaluate</b>	Examine strengths and weaknesses. Make points for and against.
<b>Give (an example of...)</b>	Provide relevant examples for the topic.
<b>Identify</b>	Provide brief information about a subject, specific process, or activity.
<b>Illustrate</b>	Give clear information or descriptions with examples (e.g. spoken, written, pictures, diagrams etc).
<b>Order</b>	Place information in a logical sequence.
<b>Outline</b>	Identify or briefly describe the main points.
<b>State</b>	Give the main points in brief, clear sentences.
<b>Summarise</b>	Briefly present an abstract of the main points.

Level 3	
<b>Analyse</b>	Learners present the outcome of methodical and detailed examination either: breaking down a theme, topic, or situation in order to interpret and study the interrelationships between the parts. and/or of information or data to interpret and study key trends and interrelationships.
<b>Assess</b>	Learners present careful consideration of varied factors or events that apply to a specific situation or identify those which are the most important or relevant and arrive at a conclusion.
<b>Compare and Contrast</b>	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages, and disadvantages. This is used to show depth of knowledge through selection and isolation of characteristics.

<b>Create</b>	To produce work in response to a brief or to apply skills and techniques to meet an intention.
<b>Demonstrate</b>	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
<b>Describe</b>	Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject.
<b>Discuss</b>	Explore issues, lines of reasoning and situations, articulating different viewpoints.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge or experience.
<b>Evaluate</b>	Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
<b>Explain</b>	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view, or argument. It could show how conclusions are drawn.
<b>Justify</b>	Learners are able to give reasons or evidence to, support an opinion, or prove something right or reasonable.
<b>Outline</b>	Learners provide a general description or plan showing the essential features of something but not the detail.
<b>Summarise</b>	Briefly present an abstract of the main points.

<b>All levels</b>	
<b>Calculate</b>	Work out a numerical problem, showing how they arrived at their answer.