



Qualification title: Level 3 Furniture Production Units	Qualification number: 5780
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Guidance relating to all centre devised units for this qualification

The following guidance applies to all of the centre devised units listed. Where individual units require specific guidance, this is provided in the next section; Unit specific guidance.

Generic guidance for units:**Task Setting:**

A centre may set a separate assignment for each unit, however, assignments covering more than one unit are feasible as long as sufficient evidence can be produced that will meet the Assessment Criteria for all of the units, and as long as the grade for each unit can be separately identified. The evidence relating to each unit must be identified and marked separately.

For example, centres may choose to set one assignment which covers some or all the mandatory units an occupational pathway.

The products of one task (e.g. covering one unit) can be used as a resource for other tasks as long as the candidate will not be disadvantaged in doing so – i.e. the assessor must check that the product from the initial task is appropriate and will allow the candidate full access to higher grades in the further tasks for other units.

Each task will consist of:

- Planning and preparation (including preparing tools and equipment as required)
- Maintaining a tidy work area
- Following health and safety procedures

Assessors must set appropriate tolerances for specific tasks and use the grading criteria to confirm if the candidate is within tolerance or not.

Variations from the set tasks for example, the use of advanced veneering techniques or adaptation to dovetails, will need to be discussed and approved by the tutor before commencing work, in writing and supported by detailed amended drawings.

It is suggested that templates are provided to the candidate (unless the unit assessment criteria requires them to produce them from scratch) e.g. for risk assessments. Assessors must be able to authenticate the work as being the candidate's own, for example by asking additional questions about the content



of the evidence.

In order to ensure all the knowledge requirements are covered, additional questions may need to be completed by the candidate for some units. These should be treated as separate assessment tasks or be clear from the assignment composition grid in, where the knowledge will be covered. The standard forms should be used (i.e. fronted by GF2/3 if written evidence or GF1/centre devised alternative if oral).

Forms of Evidence:

It is expected that the following forms of evidence will be produced for these units:

Evidence/observation checklists (GF1 or centre devised alternative)

Finished actual finished work piece (s) (fronted by GF2/3)

Candidate portfolio including write up of the tasks/answers to underpinning knowledge questions. If questions are asked orally then candidate responses must be recorded by the assessor (fronted by GF2/3)

Forms of evidence that are specific to individual units are detailed in the guidance for each unit.

All candidate produced material should be fronted by GF2/3 and any evidence recorded by the assessor should be on GF1 or where appropriate, a centre devised alternative, or media recording. Audio or visual recordings must be securely saved as evidence, clearly identified as relating to the candidate in question and accessible to the IV and EV).

Conditions:**Practical tasks**

Most practical tasks will be undertaken within a supervised workshop environment unless otherwise stated in the unit specific guidance. Some activities may take place within a workplace. Evidence coming from the workplace must be signed off by an appropriate person i.e. expert witness/workplace recorder and counter signed by the assessor.

Underpinning knowledge questions

Any short answer underpinning knowledge questions must be taken under supervised conditions as closed-book tests and must not be completed as homework.

This means that all the activities will be completed with the assessor, or other designated supervisor, present. Strict exam regulations (eg JCQ ICE) do not apply; it is envisaged that most candidates will take the short answer questions in their normal learning environment with their own tutor present. Alternatively, assessors may ask the questions orally and record individual candidate's responses on the assignment evidence recording form.



Marking and grading

Please refer to the Generic Grading Criteria (GM2) for the detailed descriptors for pass, merit and distinction. The following descriptors apply to these units:

OB (Occupationally related behaviours/performance)

PT (Performance of techniques, methods/skills)

AKU (Practical application of knowledge and understanding)

U (Understanding)

K (Knowledge)

Unit specific guidance

This guidance relates to the individual unit only and is in addition to any generic guidance specified for it above.

Unit	Unit details		
301	Title: Assemble furniture components by hand	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting:</p> <p>Appropriate tasks will include assembling a complex item of furniture which includes curves and requires specialist clamping techniques/clamping jigs.</p> <p>Candidates must demonstrate safe working practices though out the process.</p> <p>Learning outcome 1 contains knowledge assessment criteria. It must be clear in the assignment composition grid and the evidence, that the learner has covered all of the knowledge requirements. Some of these assessment criteria will be covered naturally through the practical tasks; however it may be necessary to set additional tasks to ensure all the knowledge is covered. One way of ensuring this would be for candidates to write up of the process such as problems that were or could have been encountered, checking measures used.</p> <p>The assessment for this unit can be linked to the assessment for units 315, 313, 312, 303, 311, 205 and 229.</p>		
	<p>Forms of Evidence:</p> <p>Photos of clamping techniques and jigs used must be included (on GF1 or centre devised alternative).</p>		



Unit	Unit details		
302	Title: Assessment furniture restoration	Graded: P/M/D	Sample assessment: N/A
<p>Task Setting:</p> <p>Appropriate tasks will include candidates' interacting with clients to assess their furniture restoration requirements. This will involve candidates carrying out historical research, producing a condition report, action plan and before/after photographs of the item of furniture to be restored. Assessment methods will include one or more of the following: structure, surface or friction restoration.</p> <p>Candidate research should include primary sources e.g. other people, professional/trade organisations, or secondary sources e.g. documents such as historical records, manufacturers' specifications). In the context of this unit, the important dimension is that the information is used to support valid and effective decision-making.</p> <p>Evidence of interacting and communicating options with clients maybe with real clients in the workplace if this is possible or through a simulated scenario set up by the assessor.</p> <p>Restoration commissions may be small scale (e.g. a small stool or chest) or large scale (e.g. because of the number of items to be restored, or because of the condition of the item, or because of the rarity/value of the item).</p> <p>Learning outcome 1 contains understanding assessment criteria. It must be clear in the assignment composition grid and the evidence, that the learner has covered all of the understanding requirements. Some of these assessment criteria will be covered naturally through the practical tasks, however it may be necessary to set additional tasks to ensure all the criteria are covered. For example, candidates could complete a written report or reflective log. This will include any decision making from the restoration project or projects.</p> <p>The assessment for this unit can be linked to the assessment for units 306 Finishing methods in restoration and 307 Furniture restoration.</p> <p>Grading criteria to be applied:</p> <p>Performance of techniques/methods/skills (PT)</p> <p>Practical application of knowledge and understanding (AKU)</p> <p>Understanding (U).</p>			



	<p>Forms of Evidence:</p> <p>Candidate evidence could be held in a 'portfolio' containing different headings e.g. research, condition report, option sheets, action plan, photographs, written reports and assessor observation records.</p>
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Unit	Unit details		
303	Title: Decorative veneering in furniture making	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting: Appropriate tasks will involve candidates producing decorative veneers by producing a design, selecting veneers and marking and transferring the design to veneers. Candidates are required to cut the veneers, lay them and rectify any faults. A write up of the process could be produced to demonstrate the underpinning knowledge although much of this will be inferred by completion of the task.</p> <p>An example product could be a marquetry or parquetry panel.</p> <p>The joints and methods used in making hand-crafted veneers would include the making of decorative panels, book matched, pictorial and geometric sheets and stringed sheets. These are influenced by the design required, which will be stated in the specifications. Joints must be accurately matched for grain orientation, colour and hue (sand shading), decoration and light refraction qualities.</p> <p>Additional task/s will be required for Learning Outcomes 1.2 and 1.3 which could either take the form of short answer questions or a written report.</p> <p>The assessment for this unit can be linked to the assessment for units 315, 313, 312, 301, 311, 205 and 229.</p>		
	<p>Forms of Evidence:</p> <p>Assessor observation records (GF1 or centre devised alternative)</p> <p>Written report or answers to short answer questions (fronted by GF 2/3)</p> <p>Photographs (fronted by GF 2/3)</p>		



Unit	Unit details		
304	Title: Design Work for fitted furniture installation	Graded: P/M/D	Sample assessment: N/A
<p>Task Setting: This unit could be assessed through candidates' interacting with real clients within the workplace if possible or a simulated activity set up by the assessor.</p> <p>Appropriate tasks will include:</p> <ul style="list-style-type: none"> • Producing design response to a given brief • Critiquing the design process • Producing models • Installing fitted furniture (this could be modular or fitted frame). <p>Learning outcomes 1 and 2 contains knowledge and understanding assessment criteria. It must be clear in the assignment composition grid and the evidence, that the learner has covered all of the knowledge requirements. Some of these assessment criteria will be covered naturally through the practical tasks; however it may be necessary to set additional tasks to ensure all the knowledge is covered.</p> <p>Grading criteria to be applied: Performance of techniques/methods/skills (PT) Practical application of knowledge and understanding (AKU) Knowledge (K) Understanding (U).</p>			
<p>Forms of Evidence: Presentation of design visual research work (could be through critique) (fronted by GF 2/3) Design considerations of site requirements in a drawn format e.g. special features within a room / services such as gas / electric (fronted by GF 2/3)</p>			



Unit	Unit details		
305	Title: Environmental management and waste management in wood machining	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting: This unit is assessed by an externally set, internally marked short answer question paper. The question paper and mark scheme are available to download from the City & Guilds website, www.cityandguilds.com and are password protected. Passwords can be obtained by approved centres, via the Walled Garden.</p>		

Unit	Unit details		
306	Title: Finishing methods in furniture restoration	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting: Assessors should set up at least three different restoration finishing scenarios to ensure learners are assessed on a range of finishing methods as indicated in the unit range.</p> <p>Appropriate tasks will include:</p> <ul style="list-style-type: none"> • completing a finishing action plan. Candidates could produce a variety of sample specialist finishes to identify the breadth of finishes that require restoration from one or more different restoration projects. The action plan should include a written description of each finish. • Repairing structural, surface or friction restoration assessments to demonstrate colour matching of patinated surfaces. <p>Restoration commissions may be small scale (e.g. a small stool or chest) or large scale (e.g. because of the number of items to be restored, or because of the condition of the item, or because of the rarity/value of the item).</p> <p>Learning outcome 1 contains knowledge assessment criteria. It must be clear in the assignment composition grid and the evidence, that the learner has covered all of the knowledge requirements. Some of these assessment criteria will be covered naturally through the practical tasks, however it may be necessary to ask the learner additional questions to ensure all the knowledge is covered.</p> <p>The assessment for this unit can be linked to the assessment for unit 302 Assessment of furniture restoration and 307 furniture restoration.</p> <p>Grading criteria to be applied:</p>		



Performance of techniques/methods/skills (PT) Practical application of knowledge and understanding (AKU) Knowledge (K)
Forms of Evidence: Finished piece (fronted by GF2/3) Test exercise (fronted by GF2/3) Written reports of finishing methods used (fronted by GF2/3)

Unit	Unit details		
307	Title: Furniture Restoration	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting: Appropriate tasks will include:</p> <ul style="list-style-type: none"> • Following an action plan to cover learning outcome 2. Learners could restore from one or more different restoration projects. The learner should experience a broad range of restoration methods across the 3 project scenarios of structural, surface or friction repair. • Carrying out restoration methods of 1 or more of the following project scenarios (Structure or surface or friction restoration assessment). <p>Learning outcome 1 contains knowledge assessment criteria. It must be clear in the assignment composition grid and the evidence, that the learner has covered all of the knowledge requirements. Some of these assessment criteria will be covered naturally through the practical tasks, however it may be necessary to ask the learner additional questions to ensure all the knowledge is covered.</p> <p>The assessment for this unit could be linked to the assessment for units 302 Assessment of furniture restoration and 306 Finishing methods in restoration.</p> <p>Grading criteria to be applied: Performance of techniques/methods/skills (PT) Practical application of knowledge and understanding (AKU) Knowledge (K)</p>		



	<p>Forms of Evidence: Restoration commissions may be small scale (e.g. a small stool or chest) or large scale (e.g. because of the number of items to be restored, or because of the condition of the item, or because of the rarity/value of the item).</p> <p>Client characteristics and professional approaches could be submitted in the form of a written assignment.</p>
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Unit	Unit details		
308	Title: Manage the production of wood-based components using machines	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting: Appropriate tasks will include:</p> <ul style="list-style-type: none"> • producing wood and wood based components on a range of woodworking machines to a specification. • Carrying out safety checks and recording maintenance work undertaken, produce a work plan, set up the equipment for the operation. During the process, a record of any problems that occurred and how they were resolved must be made. • Evaluating the process. <p>Learning outcomes 1 and 3 contains knowledge and understanding assessment criteria. It must be clear in the assignment composition grid and the evidence, that the learner has covered all of the requirements. Some of these assessment criteria will be covered naturally through the practical tasks, however it may be necessary to set additional tasks either in the form of a written report or short answer questions, e.g. for learning outcomes 1.2,1.3 and 3.2, 3.4, 3.5, 3.7, 3.8 and 3.9.</p> <p>The assessment for this unit could be linked to the assessment for units 211, 308, 309, 311, 310, 214 and 216.</p>		
	<p>Forms of Evidence: Machined wood products (fronted by GF2/3) Risk assessment (fronted by GF2/3) Photos (fronted by GF2/3) Written report/evaluation (fronted by GF2/3) Work plan (fronted by GF2/3)</p>		



Unit	Unit details		
309	Title: Manufacturing wood-based components using CNC machines	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting:</p> <p>Candidates must use at least one CNC machine and produce a selection of CNC profiles as listed in the unit range.</p> <p>Appropriate tasks will involve candidates programming CNC equipment to produce profiled wood based components. The candidate will demonstrate safe working practices throughout the process. A write up on the process could be produced to demonstrate the underpinning knowledge although much of this will be inferred by completion of the task.</p> <p>In order to ensure all the understanding requirements are covered, additional task/s will need to be set by the centre and completed by the candidate for Learning Outcomes 1.11, 1.18 and 1.19.</p> <p>The assessment for this unit could be linked to the assessment for units 216, 214 and 308</p>		
	<p>Forms of Evidence:</p> <p>CNC profile wood based components (fronted by GF2/3)</p> <p>CNC program (fronted by GF2/3)</p> <p>CAD drawings (fronted by GF2/3)</p>		

Unit	Unit details		
310	Title: Manufacturing wood-based components using profiling machines	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting:</p> <p>Appropriate tasks will involve candidates producing complex profiled wood based components. This should include both straight and curved work.</p> <p>The straight should be done using feed devices and it is expected that the candidate will be responsible for the setting up of equipment.</p> <p>A write up on the process could be produced to demonstrate the underpinning knowledge although much of this will be inferred by completion of the</p>		



<p>task. A risk assessment will also be required for the operation undertaken.</p> <p>In order to ensure all the knowledge requirements are covered, additional task/s may need to be set by the centre and completed by the candidate for Learning Outcomes 1.2, 1.3, 1.5 and 1.10.</p> <p>The assessment for this unit could be linked to the assessment for units 216,214 and 308.</p>
<p>Forms of Evidence:</p> <p>Profiled straight and curved wood (actual work pieces or photographs) (fronted by GF2/3)</p> <p>Risk assessment (fronted by GF2/3)</p>

Unit	Unit details		
311	Title: Produce drawings using CAD	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting:</p> <p>Appropriate tasks will involve candidates producing 2D CAD drawings. These should comply with standard conventions and include dimensions, cross hatching and imported library items. Candidates will also have to produce a 3D CAD drawing and should include shading and rendering, both of these should be save using appropriate file names. A write up on the process could be produced to demonstrate the underpinning knowledge although much of this will be inferred by completion of the task.</p> <p>In order to ensure all the knowledge requirements are covered, additional task/s may need to be set by the centre and completed by the candidate for Learning Outcomes 1.1, 1.2, 1.3 and 1.4.</p> <p>The task could be used to produce drawings that will be used in other units e.g. Unit 309.</p>		
	<p>Forms of Evidence:</p> <p>2D and 3D CAD drawings (fronted by GF2/3)</p>		



Unit	Unit details		
312	Title: Production planning in furniture and furnishing	Graded: P/M/D	Sample assessment: N/A
<p>Task Setting: Appropriate tasks will involve candidates producing a production plan with a team for furniture run. This will need to include planning material procurement, an explanation of constraints on the plan, job roles, targets for team members and costing for production.</p> <p>In order to ensure all the knowledge requirements are covered, additional task/s may need to be set by the centre and completed by the candidate for Learning Outcomes</p> <p>The task could be part of a larger project and link to other units.</p> <p>It must be clear from the evidence produced the contribution the candidate made to the team. Each candidate must have the opportunity to supervise a team and/or an individual. This may be through a simulated realistic scenario set up by the assessor or evidence from the workplace could be used if possible. The production plan must be completed under supervision. Each team member may produce a different part of the plan or individuals could be tasked with producing different production plans for differing production methods.</p>			
<p>Forms of Evidence: Production plan (fronted by GF2/3) Minutes of team meetings (fronted by GF2/3) Individual presentation of plan (presentation slides, notes) (fronted by GF2/3) Risk assessments (fronted by GF2/3) Assessor observation records/expert witness testimony of individual candidate's contribution to team work and supervision of others. (fronted by GF2/3)</p>			



Unit	Unit details		
313	Title: Prototype design in furniture making	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting:</p> <p>Appropriate tasks will involve candidates taking a design idea and developing it through the prototype stages. This should include developing jigs, carrying out a risk assessment on proposed making methods, creating a design prototype and evaluating both jigs used and the prototype.</p> <p>A write up on the process could be produced to demonstrate the underpinning knowledge although much of this will be inferred by completion of the task.</p> <p>In order to ensure all the knowledge requirements are covered, additional task/s may need to be set by the centre and completed by the candidate for Learning Outcomes 1.11 and 1.12.</p> <p>The assessment for this unit could be linked to the assessment for the research and production units: 315, 301, 312, 303, 311, 205 and 229.</p>		
	<p>Forms of Evidence:</p> <p>Photos, Jigs, 2D and 3D mockups, scheme of works, prototype, technical drawings (fronted by GF2/3)</p>		

Unit	Unit details		
314	Title: Prototype Design in Modern Upholstery	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting:</p> <p>Appropriate tasks will involve candidates completing all operations including: producing (materials, functionality and development techniques, specifications, cutting lists, design briefs) evaluating and presenting design prototypes. This will also include the evaluation of design prototypes at various stages including frame stand-up and finished piece.</p> <p>Example products could include either:</p> <ul style="list-style-type: none"> • Armchair or settee • Contract (such as long, curved/angled seat unit, stool, chair) • Office furniture (such as chair, reception seating, stool executive swivel chair). <p>Learning outcomes 1 and 2 contain understanding and knowledge assessment criteria. It must be clear in the assignment composition grid and the</p>		



	<p>evidence, that the candidate has covered all of the knowledge requirements. Some of these assessment criteria will be covered naturally through the practical tasks, however it may be necessary to set additional tasks to ensure all the knowledge and understanding is covered. For example, the candidate could be tasked with producing a reflective log at the end of the practical activity.</p> <p>The assessment for this unit can be linked to the assessments for units: 203 Design schemes in furnishings, 223 Modern mattress making, 222 Modern furniture upholstery, 316 Research and product development in modern furniture making.</p> <p>Grading criteria to be applied: Performance of techniques/methods/skills (PT) Practical application of knowledge and understanding (AKU)</p>
	<p>Forms of Evidence: An upholstered prototype piece of furniture or series of photographs (fronted by GF2/3) Frame drawings (full size and piece parts), sketches formed from design briefs (fronted by GF2/3) Evaluation of design prototype (fronted by GF2/3) Technical specifications, including cutting lists, material requirements, material type and reasons for choice (fronted by GF2/3) Costing of prototype design (fronted by GF2/3)</p>
	<p>Conditions: To be completed in a supervised workshop environment.</p>

Unit	Unit details		
315	Title: Research and product development in furniture making	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting: Appropriate tasks will involve candidates responding to a design brief by demonstrating the use of a design process which shows the use of investigation, design functions and evaluation. The final designs need to be viable and presented in a suitable way.</p> <p>In order to ensure all the knowledge requirements are covered, additional task/s may need to be set by the centre and completed by the candidate for Learning Outcomes 1.6, 1.10 and 1.11</p>		



	The assessment for this unit may link to a prototyping and making assessment.
	<p>Forms of Evidence:</p> <p>Portfolio (fronted by GF2/3)</p> <p>Presentation (fronted by GF2/3)</p> <p>Sketches (fronted by GF2/3)</p> <p>Models (fronted by GF2/3)</p>

Unit	Unit details		
316	Title: Research and product development in modern furniture making	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting:</p> <p>Appropriate tasks will involve candidates completing all operations including: carrying out research, evaluating design briefs, producing and presenting design ideas. This must include research into new materials, manufacturing techniques and functionality.</p> <p>Example products could include either:</p> <ul style="list-style-type: none"> • Armchair or settee. • Contract (such as long, curved/angled seat unit, stool, chair) • Office furniture (such as chair, reception seating, stool executive swivel chair). <p>Tasks would be expected to cover:</p> <ul style="list-style-type: none"> • Researching new materials and techniques to form opinions and make judgments on use. • Researching designs using qualitative and quantitative methods to form opinions and evaluating the results to make judgments and form conclusions. • Producing design ideas and visuals in various forms of media but should include sketches, presentation drawings, 3D displays and mood boards. <p>Learning outcomes 1 and 2 contain understanding assessment criteria. It must be clear in the assignment composition grid and the evidence, that the candidate has covered all of the understanding requirements. Some of these assessment criteria will be covered naturally through the practical tasks e.g. when candidates are communicating their design ideas (1.11). However it may be necessary to set additional tasks such as short answer questions or a reflective log, to ensure the breadth of understanding is covered.</p>		



	<p>The assessment for this unit can be linked to the assessment for units: 203 Design schemes in furnishings, 223 Modern mattress making, 222 Modern furniture upholstery and 314 Prototype design in modern upholstery.</p>
	<p>Forms of Evidence: Communication of design ideas in can take various forms but must include verbal (i.e. a candidate presentation) and written e.g. isometric drawings comparing development to the original design brief. It is usual for both to be presented at the same time (fronted by GF2/3) Video evidence could be considered along with a diary of photographs to evidence the presentation skills of the candidate.</p>
	<p>Conditions: To be completed in a monitored environment.</p>

Unit	Unit details		
317	Title: Restoration of Traditional Furniture Upholstery	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting: Appropriate tasks will involve candidates completing all operations including: carrying out research into traditional materials and manufacturing techniques including the influence that designers and period furniture had on the development of furniture and evaluating restoration ideas for traditional upholstered furniture.</p> <p>An example assessment could involve the candidate carrying out the complete restoration of an armchair or settee (including wings).</p> <p>Tasks would be expected to cover:</p> <ul style="list-style-type: none"> • Evaluating, researching and recording the historical piece of furniture to establish its background and type and nature or original techniques used. • Researching historical materials and identifying manufacturers where these can be sourced. • Carrying out restoration of the traditional piece of furniture. <p>Learning outcomes 1 and 2 contain knowledge assessment criteria. It must be clear in the assignment composition grid and the evidence, that the candidate has covered all of the knowledge requirements. Some of these assessment criteria will be covered naturally through the practical tasks, however it may be necessary to ask the candidate additional questions to ensure all the knowledge is covered. Learning outcomes 1 and 2 could be assessed through a candidate reflective log at the end of the practical activity.</p> <p>The assessment for this unit can be linked to the assessment for unit 203 Design schemes in furnishings and 231 Traditional furniture upholstery.</p>		



	<p>Forms of Evidence: Restoration action plans, detailing the stages – evaluation, research and reconstruction (photographs could be considered) (fronted by GF2/3) Research notes, detailing background of furniture, designer, fabrics and materials used (internet references, communication with suppliers) (fronted by GF2/3) Communicating the process of restoration works in may take various forms but must include verbal e.g. a role play if the candidate does not have access to real clients and written e.g. email communication with client or letters (fronted by GF2/3) Video evidence could be considered to evidence the presentation skills of the candidate or an assessor observation record (fronted by GF2/3)</p>
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Unit	Unit details		
318	Title: Site survey for fitted furniture	Graded: P/M/D	Sample assessment: N/A
	<p>Task Setting: Appropriate tasks will involve candidates producing a complete site survey which demonstrates their knowledge of how data is recorded and using industry standards symbols. The survey will need to include a record of customer requirements, photos, site plan and perspective/ pictorial representations.</p> <p>A write up on the process could be produced to demonstrate the underpinning knowledge although much of this will be inferred by completion of the task.</p> <p>In order to ensure all the knowledge requirements are covered, additional task/s may need to be set by the centre and completed by the candidate for Learning Outcomes 1.1, 1.2, 1.3 and 1.4</p> <p>The assessment for this unit can be linked to the assessment for units 304, 311 and 315.</p>		
	<p>Forms of Evidence: Completed site survey (fronted by GF2/3) Written report/answers to short answer questions (LO1.1, 1.2, 1.3 and 1.4) (fronted by GF2/3)</p>		
	<p>Conditions: The site to be surveyed could be simulated but either the assessor or other suitable person will have to play the role of the customer. The process must be carried out in a supervised environment.</p>		



Unit	Unit details		
319	Title: Supervision in a furniture and furnishing making environment	Graded: P/M/D	Sample assessment: N/A
<p>Task Setting: This unit is assessed by an externally set, internally marked short answer question paper. The question paper and mark scheme are available to download from the City & Guilds website, www.cityandguilds.com and are password protected. Passwords can be obtained by approved centres, via the Walled Garden.</p>			

Unit	Unit details		
320	Title: Supervision of fitted furniture installation	Graded: P/M/D	Sample assessment: N/A
<p>Task Setting:</p> <p>Appropriate tasks will include:</p> <ul style="list-style-type: none"> • Effective communication in response to a given brief • Negotiation techniques of processes • 360 degree feedback of installation of fitted furniture (modular or fitted frame) <p>A realistic scenario could be set up by the assessor or evidence from the work place may be used where possible.</p> <p>Learning outcomes 1 and 2 contain understanding and knowledge assessment criteria. It must be clear in the assignment composition grid and the evidence, that the learner has covered all of the knowledge requirements. Some of these assessment criteria will be covered naturally through the practical tasks; however it may be necessary to set additional tasks to ensure all the knowledge is covered.</p> <p>Grading criteria to be applied: Performance of techniques/methods/skills (PT) Practical application of knowledge and understanding (AKU) Understanding (U).</p>			



Knowledge (K)
Forms of Evidence:
Project plan (fronted by GF2/3)
Quality check evaluation (fronted by GF2/3)
Assessor observation record of installation including communication used and client and site workers negotiation (fronted by GF2/3)



Unit	Unit details		
321	Title: Traditional mattress manufacture	Graded: P/M/D	Sample assessment: N/A
<p>Task Setting: Appropriate tasks will involve candidates completing all operations including: conducting historical research to understand traditional techniques and materials, preparing the mattress assembly, applying suspensions and filling materials to form the shape, positioning and securing top covers, tufting/finishing, tape edging.</p> <p>An example assessment could be the completion of a traditional mattress using traditional suspension systems and fillings.</p> <p>Tasks would be expected to cover:</p> <ul style="list-style-type: none"> • Researching and recording the methods of traditional manufacture from 16th to 20th Century. • Researching historical materials and identifying manufacturers where these can be sourced. • Carrying out the assembly of a traditional mattress by hand. <p>Learning outcome 1, 2 and 3 contain understanding assessment criteria. It must be clear in the assignment composition grid and the evidence, that the candidate has covered all of the knowledge requirements. Some of these assessment criteria will be covered naturally through the practical tasks, however it may be necessary to ask the candidate additional questions to ensure all the knowledge is covered. Learning outcomes 1, 2 and 3 could be assessed through a candidate reflective log at the end of the practical activity.</p> <p>The assessment for this unit can be linked to the assessment for unit 203 Design schemes in furnishings, and 221 Mattress quilting operations.</p>			
<p>Forms of Evidence:</p> <p>Assembly action plans, detailing the stages including research and construction (photographs could be considered).</p> <p>Research notes, detailing background of styles from 16th to 20th Century, designer, fabrics and materials used (internet references, communication with suppliers).</p> <p>Specifications detailing sizes, material type, quality, tools used, methods used.</p> <p>Video evidence could be considered to evidence the various methods and hand skills used by the candidate or an assessor observation record.</p>			
<p>Conditions: To be completed in a monitored environment.</p>			



Unit	Unit details		
322	Title: Workflow management in wood machining	Graded: P/M/D	Sample assessment: N/A
	Task Setting: This unit is assessed by an externally set, internally marked short answer question paper. The question paper and mark scheme are available to download from the City & Guilds website, www.cityandguilds.com and are password protected. Passwords can be obtained by approved centres, via the Walled Garden.		