

# Level 2 NVQ Diploma in Furniture, Interiors and Wood Machining (5782-10-26)

Qualification handbook for centres



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## **City & Guilds**

**1 Giltspur Street**

**London EC1A 9DD**

**T +44 (0)20 7294 2800**

**F +44 (0)20 7294 2400**

**[www.cityandguilds.com](http://www.cityandguilds.com)**

**[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

# Level 2 NVQ Diplomas in Furniture, Interiors and Wood Machining (5782)

## Qualification handbook for centres

Qualification title	Number	Ofqual ref.
Level 2 NVQ Diploma in Restoring Furniture	5782-10	500/8462/8
Level 2 NVQ Diploma in Fitted Furniture and Interiors - Installing Furniture, Blinds and Shutters.	5782-11	500/8463/X
Level 2 NVQ Diploma in Fitted Furniture and Interiors - Kitchen Fittin	5782-12	500/8463/X
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Modern Upholstery	5782-13	500/9709/X
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Traditional upholstery	5782-14	500/9709/X
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Cutting (Upholstery)	5782-15	500/9709/X
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Cutting (Soft Furnishings)	5782-16	500/9709/X
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Sewing	5782-17	500/9709/X
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Soft Furnishings	5782-18	500/9709/X
Level 2 NVQ Diploma in Furniture Making - Component Manufacture	5782-19	500/8543/8
Level 2 NVQ Diploma in Furniture Making - Contemporary & Frame Making (including beds)	5782-20	500/8543/8
Level 2 NVQ Diploma in Furniture Making - Mattress Manufacture	5782-21	500/8543/8
Level 2 NVQ Diploma in Furniture Making - Traditional	5782-22	500/8543/8
Level 2 NVQ Diploma in Furniture Making - Veneering	5782-23	500/8543/8
Level 2 NVQ Diploma in Finishing Furniture - Hand Finishing	5782-24	500/8530/X
Level 2 NVQ Diploma in Finishing Furniture - Spray Finishing	5782-25	500/8530/X
Level 2 NVQ Diploma in Wood Machining - Furniture	5782-26	500/8481/1

Version and date	Change detail	Section
5.1 August 2017	Added TQT details	<b>Qualification at a glance, Structure</b>
	Deleted QCF	<b>Throughout</b>
3.0 November 2015	Deleted units 260-263	<b>About this document Units</b>
4.0 May 2016	Unit 222 – GLH amended to 11	<b>Units</b>

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# 1 About this document

This document contains the information that centres need to offer the following qualifications:

<b>Qualification titles and levels</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds qualification number</b>	<b>Qualification Accreditation Number</b>
Level 2 NVQ Diploma in Restoring Furniture	170	460	5782-10	500/8462/8
Level 2 NVQ Diploma in Fitted Furniture and Interiors - Installing furniture, blinds and shutters.	136	440	5782-11	500/8463/X
Level 2 NVQ Diploma in Fitted Furniture and Interiors - Kitchen fitting.	136	440	5782-12	500/8463/X
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Modern upholstery	139	370	5782-13	500/9709/X
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Traditional upholstery.	139	370	5782-14	500/9709/X
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Cutting (Upholstery)	139	370	5782-15	500/9709/X
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Cutting (Soft Furnishings)	139	370	5782-16	500/9709/X
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Sewing	139	370	5782-17	500/9709/X
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Soft furnishings.	139	370	5782-18	500/9709/X
Level 2 NVQ Diploma in Furniture Making - Component manufacture	127	370	5782-19	500/8543/8
Level 2 NVQ Diploma in Furniture Making - Contemporary & Frame Making (including beds)	127	370	5782-20	500/8543/8
Level 2 NVQ Diploma in Furniture Making - Mattress manufacture	127	370	5782-21	500/8543/8
Level 2 NVQ Diploma in Furniture Making - Traditional	127	370	5782-22	500/8543/8
Level 2 NVQ Diploma in Furniture Making - Veneering	127	370	5782-23	500/8543/8
Level 2 NVQ Diploma in Finishing Furniture - Hand finishing	152	430	5782-24	500/8530/X
Level 2 NVQ Diploma in Finishing Furniture - Spray finishing	152	430	5782-25	500/8530/X



<b>Qualification titles and levels</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds qualification number</b>	<b>Qualification Accreditation Number</b>
Level 2 NVQ Diploma in Wood Machining - Furniture	358	980	5782-26	500/8481/1

This document includes details and guidance on:

- centre requirements
- candidate entry requirements
- course design and delivery
- qualification standards and specifications
- assessment requirements

## **2. About the qualifications**

### **2.1 Accreditation details**

#### **Accreditation details**

This qualification is accredited by Ofqual

Please refer to the City & Guilds Walled Garden or Website for last registration and certification end dates.

## **2 About the qualifications**

### 2.2 Aims of the qualifications

These qualifications are made up of mandatory and optional units. The mandatory units cover those areas which have a common approach, such as safety and team working. The optional units offer a choice that can be combined to meet the needs of organisations and candidates.

This qualification offers progression to Level 3:

5782-[30-43] – Level 3 NVQ Diplomas in Furniture, Interiors and Woodmachining

## 2 About the qualifications

### 2.3 Rules of combination

Rules of combination are used to define the structure of qualifications. The rules of combination specify the minimum credits which must be achieved through a particular combination of units to gain a full qualification.

Each of the 17 qualifications within the Level 2 NVQ Diplomas in Furniture, Interiors and Wood Machining have three groups of units:

- Group A - Mandatory
- Group A1 – Mandatory (Woodmachining only)
- Groups B1 to B17 – Pathway Mandatory
- Groups C1 to C3 – Optional Groups

Candidates may not re-select units from Group C1 which have already been completed in Groups B1-B17.

<b>POS</b>	<b>Mandatory Group</b>	<b>Pathway Mandatory</b>	<b>Optional</b>
5782-10	A – 19 credits	B1 - 15 credits	C1 – minimum of 12 credits
5782-11	A – 19 credits	B2 – 23 credits	C1 – minimum of 8 credits
5782-12	A – 19 credits	B3 – 17 credits	C1 – minimum of 8 credits
5782-13	A – 19 credits	B4 – 37 credits	C1 – minimum of 8 credits
5782-14	A – 19 credits	B5 – 24 credits	C1 – minimum of 8 credits
5782-15	A – 19 credits	B6 – 9 credits	C1 – minimum of 11 credits
5782-16	A – 19 credits	B7 – 10 credits	C1 – minimum of 8 credits
5782-17	A – 19 credits	B8 – 17 credits	C1 – minimum of 8 credits
5782-18	A – 19 credits	B9 – 17 credits	C2 – minimum of 10 credits
5782-19	A – 19 credits	B10 – 26 credits	C1 – minimum of 8 credits
5782-20	A – 19 credits	B11 – 12 credits	C1 – minimum of 8 credits
5782-21	A – 19 credits	B12 – 8 credits	C1 – minimum of 10 credits
5782-22	A – 19 credits	B13 – 22 credits	C1 – minimum of 8 credits
5782-23	A – 19 credits	B14 – 24 credits	C1 – minimum of 8 credits
5782-24	A – 19 credits	B15 – 16 credits	C1 – minimum of 8 credits
5782-25	A – 19 credits	B16 – minimum of 25 credits	C1 – minimum of 8 credits
5782-26	A1 – 50 credits	B17 – minimum of 26 credits	C3 – minimum of 20 credits

## Mandatory Group A

<b>City &amp; Guilds unit no.</b>	<b>Unit title</b>	<b>Credit Value</b>
201	Make sure your own actions reduce risks to health and safety within a Furniture/Interiors related workplace	6
202	Work effectively in a furniture/interior-related commercial environment	13

## Mandatory Group A1 – Woodmachining only

<b>City &amp; Guilds unit no.</b>	<b>Unit title</b>	<b>Credit Value</b>
201	Make sure your own actions reduce risks to health and safety within a Furniture/Interiors related workplace	6
202	Work effectively in a furniture/interior-related commercial environment	13
209	Assist with the operation of furniture production machinery	11
250	Producing Sawn Wood and Wood-based Products in the Workplace	20

## Level 2 NVQ Diploma in Restoring Furniture

To achieve the Level 2 NVQ Diploma in Restoring Furniture, learners must achieve both units (19 credits) in Group A, the single unit (15 credits) in Group B1 and a minimum of 12 credits from Group C1. The total minimum credit value of this qualification is 46.

### Group B1

City & Guilds unit no.	Unit title	Credit Value
241	Assess and repair items of furniture	15

## Level 2 NVQ Diploma in Fitted Furniture and Interiors - Installing Furniture, Blinds and Shutters

To achieve the Level 2 NVQ Diploma in Fitted Furniture and Interiors – Installing furniture, blinds and shutters, learners must achieve both units (19 credits) in Group A, both units (23 credits) in Group B2 and a minimum of 8 credits from Group C1. The total minimum credit value of this qualification is 50.

### Group B2

City & Guilds unit no.	Unit title	Credit Value
237	Prepare specifications for furniture to be assembled in location	10
238	Secure furniture components in location	13

## Level 2 NVQ Diploma in Fitted Furniture and Interiors - Kitchen Fitting

To achieve the Level 2 NVQ Diploma in Fitted Furniture and Interiors – Kitchen Fitting, learners must achieve both units (19 credits) in Group A, both units (17 credits) in Group B3 and a minimum of 8 credits from Group C1. The total minimum credit value of this qualification is 44.

### Group B3

City & Guilds unit no.	Unit title	Credit Value
220	Prepare location for assembly and placement of furniture	4
238	Secure furniture components in location	13

## Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Modern upholstery

To achieve the Level 2 NVQ Diploma in Upholstery and Soft Furnishings – Modern upholstery, learners must achieve both units (19 credits) in Group A, both units (37 credits) in Group B4 and a minimum of 8 credits from Group C1. The total minimum credit value of this qualification is 64.

### Group B4

City & Guilds unit no.	Unit title	Credit Value
210	Prepare to upholster standard items of modern furniture	9
211	Upholster standard items of modern furniture	28

## Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Traditional Upholstery

To achieve the Level 2 NVQ Diploma in Upholstery and Soft Furnishings – Traditional upholstery, learners must achieve both units (19 credits) in Group A, both units (24 credits) in Group B5 and a minimum of 8 credits from Group C1. The total minimum credit value of this qualification is 51.

### Group B5

City & Guilds unit no.	Unit title	Credit Value
235	Upholster standard items of traditional furniture	20
246	Prepare fabrics and components for use in upholstery	4

## Level 2 NVQ Diploma in Upholstery and Soft Furnishings – Cutting (Upholstery)

To achieve the Level 2 NVQ Diploma in Upholstery and Soft Furnishings – Cutting (Upholstery), learners must achieve both units (19 credits) in Group A, both units (9 credits) in Group B6 and a minimum of 11 credits from Group C1. The total minimum credit value of this qualification is 39.

### Group B6

City & Guilds unit no.	Unit title	Credit Value
246	Prepare fabrics and components for use in upholstery	4
248	Cut fabrics and components for use in upholstery	5



## Level 2 NVQ Diploma in Upholstery and Soft Furnishings – Cutting (Soft Furnishings)

To achieve the Level 2 NVQ Diploma in Upholstery and Soft Furnishings – Cutting (Soft Furnishings), learners must achieve both units (19 credits) in Group A, both units (10 credits) in Group B7 and a minimum of 8 credits from Group C1. The total minimum credit value of this qualification is 37.

### Group B7

City & Guilds unit no.	Unit title	Credit Value
245	Prepare fabrics and components for use in soft furnishings	5
247	Cut fabrics and components for use in soft furnishings	5

## Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Sewing

To achieve the Level 2 NVQ Diploma in Upholstery and Soft Furnishings – Sewing, learners must achieve both units (19 credits) in Group A, both units (17 credits) in Group B8 and a minimum of 8 credits from Group C1. The total minimum credit value of this qualification is 44.

### Group B8

City & Guilds unit no.	Unit title	Credit Value
212	Produce simple seamed components by hand and machine	9
231	Maintain tools and equipment used in furniture making and installation	8

## Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Soft Furnishings

To achieve the Level 2 NVQ Diploma in Upholstery and Soft Furnishings – Soft Furnishings, learners must achieve both units (19 credits) in Group A, both units (17 credits) in Group B9 and a minimum of 10 credits from Group C2. The total minimum credit value of this qualification is 46.

### Group B9

<b>City &amp; Guilds unit no.</b>	<b>Unit title</b>	<b>Credit Value</b>
213	Produce standard window treatments	12
245	Prepare fabrics and components for use in soft furnishings	5

## Level 2 NVQ Diploma in Furniture Making - Component Manufacture

To achieve the Level 2 NVQ Diploma in Furniture Making – Component Manufacture, learners must achieve both units (19 credits) in Group A, both units (26 credits) in Group B10 and a minimum of 8 credits from Group C1. The total minimum credit value of this qualification is 53.

### Group B10

<b>City &amp; Guilds unit no.</b>	<b>Unit title</b>	<b>Credit Value</b>
209	Assist with the operation of furniture production machinery	11
225	Set up and operate woodworking machinery	15

## Level 2 NVQ Diploma in Furniture making – Contemporary & Frame Making (including beds)

To achieve the Level 2 NVQ Diploma in Furniture Making – Contemporary & Frame Making, learners must achieve both units (19 credits) in Group A, both units (12 credits) in Group B11 and a minimum of 8 credits from Group C1. The total minimum credit value of this qualification is 39.

### Group B11

City & Guilds unit no.	Unit title	Credit Value
203	Prepare and assemble furniture using mechanical fixings	4
231	Maintain tools and equipment used in furniture making and installation	8

## Level 2 NVQ Diploma in Furniture making – Mattress Manufacture

To achieve the Level 2 NVQ Diploma in Furniture Making – Mattress Manufacture, learners must achieve both units (19 credits) in Group A, both units (8 credits) in Group B12 and a minimum of 10 credits from Group C1. The total minimum credit value of this qualification is 37.

### Group B12

City & Guilds unit no.	Unit title	Credit Value
222	Mattress assembly and tufting	4
246	Prepare fabrics and components for use in upholstery	4

## Level 2 NVQ Diploma in Furniture making - Traditional

To achieve the Level 2 NVQ Diploma in Furniture Making – Traditional, learners must achieve both units (19 credits) in Group A, both units (22 credits) in Group B13 and a minimum of 8 credits from Group C1. The total minimum credit value of this qualification is 49.

### Group B13

City & Guilds unit no.	Unit title	Credit Value
215	Make and assemble wooden components of hand crafted furniture	13
232	Prepare resources for use in making hand-crafted furniture	9

## Level 2 NVQ Diploma in Furniture making – Veneering

To achieve the Level 2 NVQ Diploma in Furniture Making – Veneering, learners must achieve both units (19 credits) in Group A, both units (24 credits) in Group B14 and a minimum of 8 credits from Group C1. The total minimum credit value of this qualification is 51.

### Group B14

City & Guilds unit no.	Unit title	Credit Value
216	Match, measure and mark out veneers	10
217	Lay veneers by hand and press method	14

## Level 2 NVQ Diploma in Finishing Furniture – Hand Finishing

To achieve the Level 2 NVQ Diploma in Finishing Furniture – Hand Finishing, learners must achieve both units (19 credits) in Group A, both units (16 credits) in Group B15 and a minimum of 8 credits from Group C1. The total minimum credit value of this qualification is 43.

### Group B15

City & Guilds unit no.	Unit title	Credit Value
219	Prepare hand-crafted furniture for finishing	7
234	Finish hand-crafted furniture	9

## Level 2 NVQ Diploma in Finishing Furniture – Spray Finishing

To achieve the Level 2 NVQ Diploma in Finishing Furniture – Spray Finishing, learners must achieve both units (19 credits) in Group A, two units (a minimum of 25 credits) in Group B16 and a minimum of 8 credits from Group C1. The total minimum credit value of this qualification is 52.

### Group B16

City & Guilds unit no.	Unit title	Credit Value
207	Prepare to apply finishing processes to production furniture	15
208	Apply finishing processes to production furniture	16
230	Finish furniture by hand held spray gun	10

## Level 2 NVQ Diploma in Wood machining - Furniture

To achieve the Level 2 NVQ Diploma in Wood machining – Furniture, learners must achieve all units (50 credits) in Group A1, two units (a minimum of 28 credits) in Group B17 and a minimum of 20 credits from Group C3. The total minimum credit value of this qualification is 98.

### Group B17

<b>City &amp; Guilds unit no.</b>	<b>Unit title</b>	<b>Credit Value</b>
251	Producing Planed Wood and Wood-based Products in the Workplace	15
252	Producing Profiled Wood and Wood-based Products in the Workplace	21
253	Producing Jointed Wood and Wood-based Products in the Workplace	13
254	Producing Wood and Wood-based Products Using Computer Numerically Controlled/Numerically Controlled (CNC/NC) Machinery in the Workplace	22

**Optional Group C1 – not to be used with Pathway Mandatory Groups B8 or B17**

<b>City &amp; Guilds unit no.</b>	<b>Unit title</b>	<b>Credit Value</b>
203	Prepare and assemble furniture using mechanical fixings	4
204	Join and Joint veneers	13
205	Prepare and Lay veneers	10
206	Attach fittings to furniture	7
207	Prepare to apply finishing processes to production furniture	15
208	Apply finishing processes to production furniture	16
209	Assist with the operation of furniture production machinery	11
210	Prepare to upholster standard items of modern furniture	9
211	Upholster standard items of modern furniture	28
212	Produce simple seamed components by hand and machine	9
212	Produce standard window treatments	12
214	Produce workshop equipment	7
215	Make and assemble wooden components of hand crafted furniture	13
216	Match, measure and mark out veneers	10
217	Lay veneers by hand and press method	14
218	Apply stains, sealers and primers	11
219	Prepare hand-crafted furniture for finishing	7
220	Prepare location for assembly and placement of furniture	4
221	Re-instate a location after assembly and placement of furniture	4
222	Mattress assembly and tufting	4
223	Mattress quilting operations	5
224	Develop customer relationships	10
225	Set up and operate woodworking machinery	15
226	Prepare and construct upholstery foundations	13
227	Produce complex seamed components	12
228	Interpret and use supporting technical information	7
229	Fit and fix work surfaces	6
230	Finish furniture by hand held spray gun	10

<b>City &amp; Guilds unit no.</b>	<b>Unit title</b>	<b>Credit Value</b>
231	Maintain tools and equipment used in furniture making and installation	8
232	Prepare resources for use in making hand-crafted furniture	9
233	Strip down and store items of furniture	11
234	Finish hand-crafted furniture	9
235	Upholster standard items of traditional furniture	20
236	Create decorative effects on hand-crafted furniture	6
237	Prepare specifications for furniture to be assembled in location	10
238	Secure furniture components in location	13
239	Survey a location for the placement of furniture components	12
240	Produce upholstery templates	4
241	Assess and repair items of furniture	15
242	Produce table treatments	8
243	Produce simple bed treatments	8
244	Produce scatter and bolster cushions and padded items	10
245	Prepare fabrics and components for use in soft furnishings	5
246	Prepare fabrics and components for use in upholstery	4
247	Cut fabrics and components for use in soft furnishings	5
248	Cut fabrics and components for use in upholstery	5
249	Produce loose covers	12



### Optional Group C2 – To be used with Pathway Mandatory Group B9 only

<b>City &amp; Guilds unit no.</b>	<b>Unit title</b>	<b>Credit Value</b>
212	Produce simple seamed components by hand and machine	9
224	Develop customer relationships	10
227	Produce complex seamed components	12
242	Produce table treatments	8
243	Produce simple bed treatments	8
244	Produce scatter and bolster cushions and padded items	10
247	Cut fabrics and components for use in soft furnishings	5
249	Produce loose covers	12

### Optional Group C3 – To be used with Pathway Mandatory Group B17 only

<b>City &amp; Guilds unit no.</b>	<b>Unit title</b>	<b>Credit Value</b>
255	Producing Bored Wood and Wood-based Products in the Workplace	10
256	Producing and Maintaining Wood Machining Tooling in the Workplace	11
257	Dealing With Product Enquiries in the Workplace	10
258	Maintaining Machinery and Equipment in the Workplace	16
259	Producing Edge Treatment Finishes to Wood and Wood-based Products in the Workplace	11
264	Producing Sanded Wood and Wood-based Products in the Workplace	10

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 2 NVQ Diploma in Restoring Furniture	170	460
Level 2 NVQ Diploma in Fitted Furniture and Interiors - Installing furniture, blinds and shutters.	136	440
Level 2 NVQ Diploma in Fitted Furniture and Interiors - Kitchen fitting.	136	440
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Modern upholstery	139	370
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Traditional upholstery.	139	370
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Cutting (Upholstery)	139	370
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Cutting (Soft Furnishings)	139	370
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Sewing	139	370
Level 2 NVQ Diploma in Upholstery and Soft Furnishings - Soft furnishings.	139	370
Level 2 NVQ Diploma in Furniture Making - Component manufacture	127	370
Level 2 NVQ Diploma in Furniture Making - Contemporary & Frame Making (including beds)	127	370
Level 2 NVQ Diploma in Furniture Making - Mattress manufacture	127	370
Level 2 NVQ Diploma in Furniture Making - Traditional	127	370
Level 2 NVQ Diploma in Furniture Making - Veneering	127	370
Level 2 NVQ Diploma in Finishing Furniture - Hand finishing	152	430
Level 2 NVQ Diploma in Finishing Furniture - Spray finishing	152	430
Level 2 NVQ Diploma in Wood Machining - Furniture	358	980

## 2 About the qualifications

### 2.4 Relevant sources of information

#### Related publications

City & Guilds also provides the following documents specifically for these qualifications:

<b>Publication</b>	<b>Available from</b>
Centre Guides	website
Learner Guides	website
FAQ	website
Fast track approval form/generic fast track approval form	website

#### Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

***Providing City & Guilds qualifications – a guide to centre and qualification approval*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.

***Ensuring quality***

contains updates on City & Guilds assessment and policy issues.

***Centre toolkit***

contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The *Centre Toolkit* is sent to centres when they receive approved centre status. It is also available from to order at an additional cost.

***Online catalogue/shop***

contains details of general regulations, registration and certification procedures and fees.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

## City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>	This is the main website for finding out about the City & Guilds group, accessing qualification information and publications.
Walled Garden	<a href="http://www.walled-garden.com">www.walled-garden.com</a>	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

## Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

e-mail	Query types
<a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>	all learner enquiries, including <ul style="list-style-type: none"><li>• requesting a replacement certificate</li><li>• information about our qualification</li><li>• finding a centre.</li></ul>
<a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>	all centre enquiries
<a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>	all enquiries relating to the Walled Garden, including <ul style="list-style-type: none"><li>• setting up an account</li><li>• resetting passwords.</li></ul>

## 3 Centre requirements

### 3.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**. In order to offer these qualifications, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for these particular qualifications.

Full details of the procedures and forms for applying for centre and qualification approval are given

City and Guilds branch offices will support new centres through the approval process. They will appoint an External Verifier. They will also provide details of fees applicable for approvals. The local office will be the point of contact for all enquiries for these qualifications and will be responsible for monitoring the delivery and assessments through reports submitted by External Verifiers. They will be the first point of contact for any enquiries regarding the multiple choice examination.

Assessments must not be undertaken until qualification approval has been obtained and candidates have been registered.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

### 3.2 Candidate entry requirement

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

### 3.3 Age restrictions

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group

## 3 Centre requirements

### 3.4 Fast Track Approval

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

#### **Centres already offering City & Guilds qualifications in this subject area**

Centres approved to offer the qualification Level 2 NVQ in Making and Installing Furniture (5614-02/92) and the Level 2 NVQ in Woodmachining (5602-05/95) may apply for approval for the new Level 2 NVQ Diplomas in Furniture, Interiors & Wood Machining (5782-[10-26 &92]) using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

### 3.5 Resource requirements

#### **Physical resources**

Centres must have an adequate learning environment. Resources should be accessible and reflect the nature of the qualification. They must also ensure that they have the staff and access to sufficient equipment so that candidates have the opportunity to cover all of the activities of the qualification.

#### **Centre staff**

Centre staff must satisfy the requirements for occupational expertise for these qualifications. Staff should be technically competent and experienced in the units for which they are delivering, teaching, training and assessing learning

### 3.6 Registration and certification

Candidates must be registered at the beginning of their course. Centres should submit registrations using the Walled Garden, or Form S (Registration), under qualification and complex number -5782-[10-26]

When all assessment requirements have been successfully completed, internally and externally verified, candidate results should be submitted on the Walled Garden or Form S (Results). Centres should note that results will not be processed by City & Guilds where verification records are not complete.

Candidates achieving the required Rules of Combination will be issued with a full certificate in the candidates chosen qualification. For information on the registration and certification periods for the qualification, centre should refer to the City & Guilds Directory of qualifications.

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Directory of qualifications*, provided online to City & Guilds registered centres. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- claiming certification.

These details are also available on the **[www.cityandguilds.com](http://www.cityandguilds.com)**

## 3.7 Quality assurance

### **Internal quality assurance**

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for standardising and monitoring quality. Centres are responsible for internal quality assurance, ensuring that there are appropriate opportunities for open communication between the course team, scheme co-ordinator and external verifier. City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds Qualifications* and in the centre toolkit. This document also explains the tasks, activities and responsibilities of quality assurance staff.

All candidates' evidence must be available for external verification; Centres are also required to retain copies of candidates' assessment and internal verification records for three years after certification.

National standards and rigorous quality assurance are maintained by use of:

- City & Guilds assignment, marked by the centres according to externally set marking criteria
- Portfolio evidence assessed against set criteria
- Internal (centre) quality assurance
- City & Guilds external verification.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- primary assessor
- independent assessor
- internal verifier.

## **External quality assurance**

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

Further details of the role of external verifiers are given in *Providing City & Guilds qualifications*.



## 4. Course design and delivery

### Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Provided that the requirements for the qualifications are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications for example to address local, organisational or government needs. Provided the aims, outcomes and knowledge requirements are met, centres have the flexibility to deliver the qualification in as many hours as they deem appropriate.

### Data protection and confidentiality

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Centres will need to abide by the legal requirements of the country that they operate in. Centres and staff will be expected to maintain the confidentiality required by the laws and policies of national governments and the centres that offer the qualifications.

### Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates commence the programme.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

### Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme. Candidates should have a reasonable level of English language and literacy skills.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. The results of initial assessment will assist centres and tutors with the design and delivery of the courses to meet the particular needs of their candidates for both the class based and practical aspects of the course. Centres should provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information as part of the learning contract/individual learning plan.

## **Equal opportunities**

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Directory of qualifications*, and is also available from the City & Guilds Customer Relations department.

## **Access to assessment**

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

## **Results and certification**

All candidates for City & Guilds qualifications receive a Notification of Candidates Results giving details of their performance.

Centres will also receive a consolidated results list detailing the performance of all candidates they enter, whether they are successful or not.

Further information about the issue of results and certification for centres is available online at [www.cityandguilds.com](http://www.cityandguilds.com) or by contacting the City & Guilds Operations Support Service enquiries team

## **Appeals**

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

## 5. Units

### Structure of units

The unit in this qualification is written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance

### Summary of units

City & Guilds unit no.	Title	Unit Accreditation Number	Credit Value	GLH	Level
201	Make sure your own actions reduce risks to health and safety within a Furniture/Interiors related workplace	A/600/8286	6	27	2
202	Work effectively in a furniture/interior-related commercial environment	A/600/8398	13	56	2
203	Prepare and assemble furniture using mechanical fixings	K/600/8123	4	15	2
204	Join and Joint veneers	R/600/8231	13	76	2
205	Prepare and Lay veneers	T/600/8125	10	45	2
206	Attach fittings to furniture	D/600/8233	7	28	2
207	Prepare to apply finishing processes to production furniture	F/600/8127	15	65	2
208	Apply finishing processes to production furniture	J/600/8128	16	70	2
209	Assist with the operation of furniture production machinery	L/600/8129	11	49	2
210	Prepare to upholster standard items of modern furniture	F/600/8130	9	10	2
211	Upholster standard items of modern furniture	H/600/8234	28	10	2
212	Produce simple seamed components by hand and machine	K/600/8395	9	13	2
213	Produce standard window treatments	M/600/8429	12	46	2

<b>City &amp; Guilds unit no.</b>	<b>Title</b>	<b>Unit Accreditation Number</b>	<b>Credit Value</b>	<b>GLH</b>	<b>Level</b>
214	Produce workshop equipment	J/600/8131	7	25	2
215	Make and assemble wooden components of hand crafted furniture	L/600/8132	13	61	2
216	Match, measure and mark out veneers	M/600/8236	10	70	2
217	Lay veneers by hand and press method	A/600/8238	14	90	2
218	Apply stains, sealers and primers	R/600/8133	11	41	2
219	Prepare hand-crafted furniture for finishing	Y/600/8134	7	14	2
220	Prepare location for assembly and placement of furniture	D/600/8135	4	13	2
221	Mattress assembly and tufting	F/600/8239	4	14	2
222	Mattress quilting operations	T/600/8240	4	11	2
223	Develop customer relationships	A/600/8241	5	8	2
224	Set up and operate woodworking machinery	F/600/8242	10	43	2
225	Prepare and construct upholstery foundations	L/600/8244	15	82	2
226	Produce complex seamed components	R/600/8245	13	13	2
227	Interpret and use supporting technical information	Y/600/8246	12	16	2
228	Fit and fix work surfaces	D/600/8247	7	31	2
229	Finish furniture by hand held spray gun	H/600/8248	6	23	2
230	Maintain tools and equipment used in furniture making and installation	K/600/8249	10	24	2
231	Prepare resources for use in making hand-crafted furniture	D/600/8250	8	40	2
232	Strip down and store items of furniture	H/600/8251	9	48	2
233	Finish hand-crafted furniture	K/600/8252	11	18	2
234	Upholster standard items of traditional furniture	M/600/8253	9	31	2
235	Create decorative effects on hand-crafted furniture	A/600/8255	20	22	2
236	Prepare specifications for furniture to be assembled in location	F/600/8256	6	39	2

<b>City &amp; Guilds unit no.</b>	<b>Title</b>	<b>Unit Accreditation Number</b>	<b>Credit Value</b>	<b>GLH</b>	<b>Level</b>
237	Secure furniture components in location	L/600/8258	10	48	2
238	Survey a location for the placement of furniture components	R/600/8259	13	59	2
239	Produce upholstery templates	M/600/8270	12	61	2
240	Assess and repair items of furniture	F/600/8273	4	14	2
241	Produce table treatments	D/600/8278	15	59	2
242	Produce simple bed treatments	M/600/8432	8	26	2
243	Produce scatter and bolster cushions and padded items	F/600/8435	8	26	2
244	Prepare fabrics and components for use in soft furnishings	J/600/8436	10	32	2
245	Prepare fabrics and components for use in upholstery	L/600/8437	5	26	2
246	Cut fabrics and components for use in soft furnishings	H/600/8282	4	14	2
247	Cut fabrics and components for use in upholstery	L/600/8289	5	12	2
248	Produce loose covers	R/600/8438	5	12	2
249	Producing Sawn Wood and Wood-based Products in the Workplace	Y/600/8439	12	45	2
250	Producing Sawn Wood and Wood-based Products in the Workplace	L/600/8566	20	67	2
251	Producing Planed Wood and Wood-based Products in the Workplace	R/600/8567	15	50	2
252	Producing Profiled Wood and Wood-based Products in the Workplace	Y/600/8568	21	70	2
253	Producing Jointed Wood and Wood-based Products in the Workplace	D/600/8569	13	43	2
254	Producing Wood and Wood-based Products Using Computer Numerically Controlled/Numerically Controlled (CNC/NC) Machinery in the Workplace	H/600/8573	22	73	2
255	Producing Bored Wood and Wood-based Products in the Workplace	M/600/8589	10	33	2
256	Producing and Maintaining Wood Machining Tooling in the Workplace	K/600/8591	11	37	2
257	Dealing With Product Enquiries in the Workplace	T/600/9081	10	33	2

<b>City &amp; Guilds unit no.</b>	<b>Title</b>	<b>Unit Accreditation Number</b>	<b>Credit Value</b>	<b>GLH</b>	<b>Level</b>
258	Maintaining Machinery and Equipment in the Workplace	A/600/8594	16	53	2
259	Producing Edge Treatment Finishes to Wood and Wood-based Products in the Workplace	F/600/8595	11	37	2
264	Producing Sanded Wood and Wood-based Products in the Workplace	K/600/8588	10	33	2

## Unit 201

# Make sure your own actions reduce risks to health and safety within a furniture/interiors related workplace

**Level:** 2

**Credit value:** 6

**UAN:** A/600/8286

### Unit aim

Develop competence required by the employee to identify hazards and reduce risks in their place of work.

### Learning outcomes

There are **four** learning outcomes to this unit.. The learner will:

1. Be able to identify the hazards and evaluate the risks in your workplace
2. Know how to identify the hazards and evaluate the risks in your workplace
3. Be able to reduce the risks to health and safety in your workplace
4. Know how to reduce the risks to health and safety in your workplace

### Guided learning hours

It is recommended that **27** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskill

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## **Unit 201            Make sure your own actions reduce risks to health and safety within a furniture/interiors related workplace**

Outcome 1    Be able to identify the hazards and evaluate the risks in your workplace

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. identify which workplace instructions are relevant to your job role
2. identify those working practices in your job role which could harm you or others
3. identify those aspects of your workplace which could harm you or others
4. check which of the potentially harmful working practices and aspects of your workplace present the highest risks to you or to others
5. deal with hazards in accordance with workplace instructions and legal requirements
6. correctly name and locate the people responsible for health and safety in your workplace
7. report to the people responsible for health and safety in your workplace those hazards which present the highest risks

#### **Range**

##### **Workplace**

The single or multiple areas in which you carry out your work

##### **Other people**

Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients and students

##### **Working practices**

All activities, procedures, use of materials, substances or equipment and working techniques used in carrying out a work or job related task. This includes procedures for reporting hazards and unsafe working practices Responsible person/ people

The person or people at work to whom any health, safety and welfare issues or hazards should be reported. This could be a supervisor, line manager, director or your employer

##### **Responsibilities/job role**

The amount of personal autonomy you have within your work place, including the roles that you have responsibility for on a day to day basis



## **Risk\***

A risk is the likelihood of potential harm from that hazard being realised

The extent of the risk depends on:

- (i) the likelihood of that harm occurring;
- (ii) the potential severity of that harm, i.e. of any resultant injury or adverse health effect; and
- (iii) the population which might be affected by the hazard, i.e. the number of people who might be exposed.

\* **Definition taken from: HSE** “Management of health and safety at work – Approved Code of Practice & Guidance”. Reference L21 (ISBN 0-7176-2488-9)

## **Workplace instructions**

An organisation’s instructions, method statements, safe systems of work, guidelines and processes on how to behave and perform tasks in the workplace.

Within these national occupational standards “Workplace instructions” has been used to include

## **Policies**

A statement which directs the present and future decisions of an organisation.

It is intended to influence and determine decisions, actions, and other matters.

Typically, a policy designates a required process or procedure within an organisation.

They are often initiated because of some external requirement.

## **Procedures**

- a series of steps following in a regular definite order that implements a policy
- a series of steps or instructions, describing a way of doing things
- a series of steps to be performed in a regular definite order under specified conditions.
- documented processes that are used when work affects more than one function or department of an organisation
- a series of clearly defined steps (and decisions) that explains or describes how one goes about completing a task

This includes the documentation prepared by the employer about the procedures to be followed for health, safety and welfare matters.

This may be the employer’s safety policy, general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the attention of employees and that of everyone covered by the Health and Safety at Work etc. Act 1974 (visitors, members of the public, colleagues, contractors, clients, customers, patients, students)

Instructions covering, for example:

- a) the use of safe working methods and equipment
- b) the safe use of hazardous substances
- c) smoking, eating, drinking and drugs
- d) what to do in the event of an emergency
- e) personal presentation

## Unit 201      **Make sure your own actions reduce risks to health and safety within a furniture/interiors related workplace**

Outcome 2      Know how to identify the hazards and evaluate the risks in your workplace

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. define what “**hazards**” and “**risks**” are your responsibilities and legal duties for health and safety in the workplace
2. state your responsibilities for health and safety as required by the law covering your job role
3. describe the hazards which exist in your workplace and the safe **working practices** which you must follow.
4. describe the particular health and safety **hazards** which may be present in your own **job role** and the precautions you must take
5. explain the importance of remaining alert to the presence of **hazards** in the whole **workplace**
6. explain the importance of dealing with, or promptly reporting, risks
7. define the responsibilities for health and safety in your job role/description
8. describe the safe **working practices** for your own **job role**
9. identify the **responsible people** you should report health and safety matters to
10. state where and when to get additional health and safety assistance

#### Range

##### Workplace

The single or multiple areas in which you carry out your work

##### Other people

Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients and students.

##### Working practices

All activities, procedures, use of materials, substances or equipment and working techniques used in carrying out a work or job related task. This includes procedures for reporting hazards and unsafe working practices Responsible person/ people

The person or people at work to whom any health, safety and welfare issues or hazards should be reported. This could be a supervisor, line manager, director or your employer.

##### Responsibilities/job role

The amount of personal autonomy you have within your work place, including the roles that you have responsibility for on a day to day basis

**Risk\***

A risk is the likelihood of potential harm from that hazard being realised.

The extent of the risk depends on:

- (i) the likelihood of that harm occurring;
- (ii) the potential severity of that harm, i.e. of any resultant injury or adverse health effect; and
- (iii) the population which might be affected by the hazard, i.e. the number of people who might be exposed.

\* **Definition taken from: HSE “Management of health and safety at work – Approved Code of Practice & Guidance”**. Reference L21 (ISBN 0-7176-2488-9)

**Employer**

A person, firm, association, organisation, company or corporation employing one or more workers and has responsibility for the workplace/work activity.

**Hazard\***

A hazard is something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work management).

\* **Definition taken from: HSE “Management of health and safety at work – Approved Code of Practice & Guidance”**. Reference L21 (ISBN 0-7176-2488-9)

## Unit 201

# Make sure your own actions reduce risks to health and safety within a Furniture/Interiors related workplace

## Outcome 3

Be able to reduce the risks to health and safety in your workplace

### Assessment Criteria

#### Practical skills

The learner can:

1. carry out your work in accordance with your level of competence, **workplace instructions**, suppliers or manufacturers instructions and legal requirements
2. control those health and safety **risks** within your capability and job responsibilities
3. pass on suggestions for reducing risks to health and safety to the **responsible people**
4. make sure your behaviour does not endanger the health and safety of you or others in your workplace
5. follow the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
6. report any differences between workplace instructions and suppliers' or manufacturers' instructions
7. make sure that your **personal presentation** and behaviour at work:
  - protects the health and safety of you and **others**
  - meets any legal **responsibilities**
  - is in accordance with workplace instructions
8. make sure you follow environmentally-friendly **working practices**

#### Range

##### Workplace

The single or multiple areas in which you carry out your work

##### Other people

Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients and students.

##### Working practices

All activities, procedures, use of materials, substances or equipment and working techniques used in carrying out a work or job related task. This includes procedures for reporting hazards and unsafe working practices Responsible person/ people

The person or people at work to whom any health, safety and welfare issues or hazards should be reported. This could be a supervisor, line manager, director or your employer

##### Responsibilities/job role

The amount of personal autonomy you have within your work place, including the roles that you have responsibility for on a day to day basis

## **Risk\***

A risk is the likelihood of potential harm from that hazard being realised

The extent of the risk depends on:

- (i) the likelihood of that harm occurring;
- (ii) the potential severity of that harm, i.e. of any resultant injury or adverse health effect; and the population which might be affected by the hazard, i.e. the number of people who might be exposed

\* **Definition taken from: HSE** "Management of health and safety at work – Approved Code of Practice & Guidance". Reference L21 (ISBN 0-7176-2488-9)

## **Workplace instructions**

An organisation's instructions, method statements, safe systems of work, guidelines and processes on how to behave and perform tasks in the workplace.

Within these national occupational standards "Workplace instructions" has been used to include :

### *Policies*

A statement which directs the present and future decisions of an organisation.

It is intended to influence and determine decisions, actions, and other matters.

Typically, a policy designates a required process or procedure within an organisation.

They are often initiated because of some external requirement

### *Procedures*

- a series of steps following in a regular definite order that implements a policy
- a series of steps or instructions, describing a way of doing things
- a series of steps to be performed in a regular definite order under specified conditions
- documented processes that are used when work affects more than one function or department of an organisation
- a series of clearly defined steps (and decisions) that explains or describes how one goes about completing a task

This includes the documentation prepared by the employer about the procedures to be followed for health, safety and welfare matters

This may be the employer's safety policy, general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the attention of employees and that of everyone covered by the Health and Safety at Work etc. Act 1974 (visitors, members of the public, colleagues, contractors, clients, customers, patients, students)

Instructions covering, for example:

- a) the use of safe working methods and equipment
- b) the safe use of hazardous substances
- c) smoking, eating, drinking and drugs
- d) what to do in the event of an emergency
- e) personal presentation

## **Personal presentation**

This includes personal hygiene, use of personal protective equipment, clothing and accessories suitable to the particular workplace

## Unit 201

# Make sure your own actions reduce risks to health and safety within a furniture/interiors related workplace

## Outcome 4

Know how to reduce the risks to health and safety in your workplace

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. define and describe your scope and **responsibility** for controlling risks
2. state the **workplace instructions** for managing **risks** which you are unable to deal with
3. identify the suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow
4. explain the importance of **personal presentation** in maintaining health and safety in your **workplace**
5. explain the importance of personal behaviour in maintaining the health and safety of you and **others**
6. describe the risks to the environment which may be present in your **workplace** and/or in your own **job role**

#### Range

##### Workplace

The single or multiple areas in which you carry out your work

##### Other people

Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients and students.

##### Working practices

All activities, procedures, use of materials, substances or equipment and working techniques used in carrying out a work or job related task. This includes procedures for reporting hazards and unsafe working practices Responsible person/ people

The person or people at work to whom any health, safety and welfare issues or hazards should be reported. This could be a supervisor, line manager, director or your employer.

##### Responsibilities/job role

The amount of personal autonomy you have within your work place, including the roles that you have responsibility for on a day to day basis

## **Risk\***

A risk is the likelihood of potential harm from that hazard being realised

The extent of the risk depends on:

- (i) the likelihood of that harm occurring;
- (ii) the potential severity of that harm, i.e. of any resultant injury or adverse health effect; and the population which might be affected by the hazard, i.e. the number of people who might be exposed

\* Definition taken from: HSE “Management of health and safety at work – Approved Code of Practice & Guidance”. Reference L21 (ISBN 0-7176-2488-9)

## **Workplace instructions**

An organisation’s instructions, method statements, safe systems of work, guidelines and processes on how to behave and perform tasks in the workplace

Within these national occupational standards “Workplace instructions” has been used to include :

### *Policies*

A statement which directs the present and future decisions of an organisation.

It is intended to influence and determine decisions, actions, and other matters.

Typically, a policy designates a required process or procedure within an organisation.

They are often initiated because of some external requirement.

### *Procedures*

- a series of steps following in a regular definite order that implements a policy
- a series of steps or instructions, describing a way of doing things.
- a series of steps to be performed in a regular definite order under specified conditions.
- documented processes that are used when work affects more than one function or department of an organisation.
- a series of clearly defined steps (and decisions) that explains or describes how one goes about completing a task.

This includes the documentation prepared by the employer about the procedures to be followed for health, safety and welfare matters.

This may be the employer’s safety policy, general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the attention of employees and that of everyone covered by the Health and Safety at Work etc. Act 1974 (visitors, members of the public, colleagues, contractors, clients, customers, patients, students).

Instructions covering, for example:

- a) the use of safe working methods and equipment
- b) the safe use of hazardous substances
- c) smoking, eating, drinking and drugs
- d) what to do in the event of an emergency
- e) personal presentation

## **Personal presentation**

This includes personal hygiene, use of personal protective equipment, clothing and accessories suitable to the particular workplace.

## Unit 202

## Work effectively in a furniture/interior-related commercial environment

**Level:** 2

**Credit value:** 13

**UAN:** A/600/8398

### Unit aim

To develop competence required working effectively in a furniture/interiors environment.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to plan own work
2. Be able to Improve own skills and development
3. Understand procedures required to organise own work
4. Know relevant health, safety and legislation in a furniture related environment
5. Know how to improve own performance

### Guided learning hours

It is recommended that **56** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge



## **Unit 202      Work effectively in a furniture/interior-related commercial environment**

Outcome 1      Be able to plan own work

### **Assessment Criteria**

#### **Practical skills**

The learner can:

1. check required **resources** before beginning work
2. work with **others** to achieve the **work objectives**
3. work safely and efficiently at all times
4. fulfil your responsibilities on time
5. maintain quality standards
6. keep **work area** in a tidy and organised state
7. take appropriate action to solve **problems**
8. report **problems** that cannot be solved to the right person

#### **Range**

##### **Resources**

A range of resources are used in any activity. These could include:

- information, documentation and specifications
- materials
- tools
- equipment

##### **Work objectives**

This unit is suitable for any aspect of work within the furniture, furnishings and interiors industry. Objectives are typically described in terms of the following considerations:

- quantity
- quality
- cost
- time
- safety, health and environment

##### **Problems**

Problems in working relations may be solved by you, or you may need to refer to others for additional help and support

##### **Others/appropriate person**

People who are either working with the individual or are directly affected by his/her work. This includes colleagues and line management

##### **Work area**

The work area is any area where the individual is working, either on a temporary or permanent basis

## Unit 202

## Work effectively in a furniture/interior-related commercial environment

### Outcome 2

Be able to improve own skills and development

#### Assessment Criteria

##### Practical skills

The learner can:

1. assess own skills, knowledge and expertise against expected standards/**work objectives**
2. respond appropriately to **feedback** from **others** on how own skills, knowledge and expertise match to expected standards/**work objectives**
3. identify areas for further development of skills, knowledge and expertise
4. inform the **appropriate person** about further development identified

##### Range

##### Feedback

Information that is given from others that could be used to assess progress/achievement of objectives.

##### Others/appropriate person

People who are either working with the individual or are directly affected by his/her work. This includes colleagues and line management.

##### Work Objectives

This unit is suitable for any aspect of work within the furniture, furnishings and interiors industry. Objectives are typically described in terms of the following considerations:

- quantity
- quality
- cost
- time
- safety, health and environment

## **Unit 202      Work effectively in a furniture/interior-related commercial environment**

Outcome 3      Understand procedures required to organise own work

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain the principles of sustainable furniture manufacture and good practice
2. describe how to obtain resources required to complete work objectives
3. explain the importance of having a correct understanding of the job
4. explain when and why it is necessary to work with others to achieve work objectives
5. describe action required to solve typical problems
6. state who to report difficult problems to

## **Unit 202      Work effectively in a furniture/interior-related commercial environment**

Outcome 4      Know relevant health, safety and legislation in a furniture related environment

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe the safety, health and environment hazards associated with resources used in the workplace
2. explain risk control procedures to be followed
3. state why it is important to work safely at all times
4. explain why it is important to keep the work area clean and tidy
5. describe how to dispose of waste in accordance with current legislation

## **Unit 202      Work effectively in a furniture/interior-related commercial environment**

Outcome 5              Know how to improve own performance

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain work level/standard/objectives that relate to own work
2. describe ways of assessing own skills and expertise against agreed standards/objectives
3. describe methods of seeking feedback from others
4. identify suitable responses to feedback and appraisals of own work
5. explain methods of further development of skills, knowledge and expertise
6. state who should be informed about requirements for further development

## Unit 203

# Prepare and assemble furniture using mechanical fixings

**Level:** 2

**Credit value:** 4

**UAN:** K/600/8123

### Unit aim

To develop and assess the competences required in preparing and assembling furniture using mechanical fixings.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare components and equipment
2. Be able to assemble and check and complete components
3. Know how to prepare and assemble components

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 203

# Prepare and assemble furniture using mechanical fixings

## Outcome 1

Be able to prepare components and equipment

### Assessment Criteria

#### Practical Skills

The learner can:

1. select materials **tools and equipment**
2. check that equipment is safe and set to required position
3. check the **work specification**
4. inspect joint surfaces to ensure they are free of **substances**
5. mark out **components** within **tolerance specifications**
6. drill and bore holes for **mechanical fasteners**
7. ensure that **components** are matched so that they are uniform
8. ensure that **components** are sorted according to type
9. deal with damaged components or surfaces
10. report damage that prevents completion of preparation
11. maintain tidy work area and complete preparations in required time

#### Range

##### Tools and equipment

Hand operated and machine equipment

May include: sanding, scraping, filing, drilling, boring, stapling, pinning, screwing

##### Work specifications

The set of instructions which describe the work to be carried out, including details of qualities of components to be used, the method of fixing and tolerances to be achieved. The specifications will also detail the assembly to be produced and the time in which this must be completed. **In the context of these standards a tolerance of +/- 0.5 mm would be expected.**

##### Substances

This includes grease, adhesives, solvents and general manufacturing debris

##### Mechanical fasteners

The screws, staples, pins and bolts used in modern furniture production methods.

##### Components

The pieces that are assembled to create furniture items. They may be made of wood composites, metals or plastics

## Unit 203

# Prepare and assemble furniture using mechanical fixings

## Outcome 2

Be able to assemble and check and complete components

### Assessment Criteria

#### Practical Skills

The learner can:

1. lay **components** and **tools** out for assembly
2. check that components match colour/grain specification
3. complete **assembly** according to **work specifications**
4. use correct **fasteners** in mechanical **joints**
5. use template and jigs
6. report **assemblies** not finished to **specification**
7. deal promptly with **problems** and report those that cannot be solved
8. assemble **components** to specified quality and tolerance levels

#### Range

##### Tools and equipment

Hand operated and machine equipment

May include: sanding, scraping, filing, drilling, boring, stapling, pinning, screwing.

##### Components

The pieces that are assembled to create furniture items. They may be made of wood composites, metals or plastics

##### Work specifications

The set of instructions which describe the work to be carried out, including details of qualities of components to be used, the method of fixing and tolerances to be achieved. The specifications will also detail the assembly to be produced and the time in which this must be completed. **In the context of these standards a tolerance of +/- 0.5 mm would be expected.**

##### Mechanical fasteners

The screws, staples, pins and bolts used in modern furniture production methods.

##### Joints

The joints used in making production furniture whether for the domestic or office market. These include mechanical joints which are pinned screwed or stapled together

##### Assembly

An assembly is some part of an item of furniture which will be combined with other assemblies to make the full item. For example kitchen/ bedroom units or other knock down type assemblies.



## Unit 203

## Prepare and assemble furniture using mechanical fixings

### Outcome 3

Know how to prepare and assemble components

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe terms used in technical specifications for furniture
2. describe the characteristics of wood composites
3. explain how characteristics of wood composites affect handling and preparation of components
4. explain how to handle power tools safely
5. describe relevant personal protective equipment
6. explain the importance of using personal protective equipment
7. describe the requirements of an efficient work area
8. describe health and safety issues that may result from a disorganised workplace
9. explain how to recognise and deal with equipment faults
10. explain the importance of assembling components in a particular sequence
11. describe the types of mechanical fixings and their uses
12. explain the consequences of incorrect sorting of components
13. explain the importance of using correct techniques and equipment for filing, sanding, scraping, drilling and boring
14. describe preparations required for making mechanical joints
15. outline expected work rate

## Unit 204

## Join and Joint veneers

**Level:** 2

**Credit value:** 13

**UAN:** R/600/8231

### Unit aim

To select, cut and join veneer from introductory to intermediate patterns ready for laying (204)

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to select and cut sheet veneers
2. Know how to select and cut sheet veneers
3. Be able to join sheet veneers
4. Know how to join and joint veneers

### Guided learning hours

It is recommended that **76** hours should be allocated for this unit. This may be on a full-time or part-time basis

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 204

### Outcome 1

## Join and Joint veneers

Be able to select and cut sheet veneers

### Assessment Criteria

#### Practical skills

The learner can:

1. select **veneers** which meet the colour, grain, grade and quality requirements in the **work specification**
2. check **veneers** for intermittent or full faults
3. set aside, identify and report unsuitable **veneers**
4. measure and mark out cuts to be made to within the specified tolerances
5. minimise waste by choice of **veneers** and measuring and marking out
6. handle **veneers** to avoid damaging them
7. set up the **cutting equipment**
8. control cutting process to ensure that **veneers** are of accurate size and shape
9. complete cutting process within the required time
10. follow safe working procedures when setting up and operating cutting **equipment**
11. deal with minor **equipment problems**
12. report difficult to solve **equipment problems**
13. transfer surplus and cut **veneers** to designated storage location

#### Range

##### Veneers

Veneers used in furniture production are made of natural timber and may be of feather, burr, flame or crown designs. Typical timbers would include softwoods and hardwood (e.g. walnut, mahogany, Ash, Maple, Oak, cherry, pine), man made veneers, laminates and foils

##### Equipment

The machine equipment used within modern furniture production environments for cutting and jointing veneers. Cutting equipment includes standard cross cut and machines and guillotines. Jointing equipment includes stitching machines and tape machines. Laser cutters

##### Equipment problems

These relate to none functioning, missing or damaged tools and equipment or equipment parts. The person carrying out would be expected to solve any equipment problem for which maintenance engineers are not required. Where a problem does require a maintenance engineer the person would be expected to report the problem to a more senior person

## **Unit 204    Join and Joint veneers**

Outcome 2        Know how to select and cut sheet veneers

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe natural faults and handling damage that can occur with veneers
2. identify faults in the veneer that make it unusable
3. explain the importance of keeping waste to a minimum
4. explain the consequences of inaccurate measuring and cutting
5. describe how to set up cutting equipment safely
6. explain different types of equipment fault
7. describe how to recognise and deal with equipment faults

### **Assessment Criteria**

#### **Practical skills**

The learner can:

1. match **veneers** for grain, colour and quality to meet design requirements
2. measure and align **veneers** to form the required design when **jointed**
3. set up the **jointing equipment** to ensure that edges are correctly aligned and jointed to the required tolerances, without distortion of the **veneer**
4. control the **jointing** process to ensure results meet the specified quality
5. deal with minor **equipment problems** and joint faults
6. report difficult to solve **equipment problems** and **joint faults**
7. follow safe working procedures when setting up and operating **jointing equipment**
8. check and confirm that **veneers** meet the specification
9. transfer completed **veneers** to the designated storage location
10. complete work within the required time

#### **Range**

##### **Veneers**

Veneers used in furniture production are made of natural timber and may be of feather, burr, flame or crown designs. Typical timbers would include softwoods and hardwood (e.g. walnut, mahogany, Ash, Maple, Oak, cherry, pine), man made veneers, laminates and foils

##### **Equipment**

The machine equipment used within modern furniture production environments for cutting and jointing veneers. Cutting equipment includes standard cross cut and machines and guillotines. Jointing equipment includes stitching machines and tape machines. Laser cutters

##### **Equipment problems**

These relate to none functioning, missing or damaged tools and equipment or equipment parts. The person carrying out would be expected to solve any equipment problem for which maintenance engineers are not required. Where a problem does require a maintenance engineer the person would be expected to report the problem to a more senior person.

##### **Jointing faults**

Jointing faults can arise from misalignment of panels, marks and damage to the veneers. The person carrying out this role is responsible for identifying and making minor repairs where these can be achieved without affecting the quality of the work. Problems which cannot be resolved in that way would be reported using the correct workplace procedures

## Unit 204

## Join and Joint veneers

Outcome 4

Know how to join and joint veneers

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain when and why quartered panel and stringed sheet jointing methods may be used
2. describe what to look for when matching for straight, figured or burr veneers
3. identify types of furniture product which use veneer
4. explain the implications of different types of veneer and veneer design for the jointing process
5. explain faults that can occur with jointing veneers
6. describe how to deal with jointing faults
7. explain quality checks to be carried out on completed veneers
8. describe the implications of forwarding on work that does not pass the checks
9. explain handling characteristics of veneers
10. outline ways of protecting veneers from damage during cutting and storage
11. describe the work implications of the Health and Safety at Work Act (HASAWA) and control of substances hazardous to health (COSHH)
12. explain where to find out about organisational risk assessment and control measures
13. describe the meaning of terms used in technical specifications for veneers
14. describe personal limitations in respect of the provision and use of work equipment (PUWER) regulations 1998
15. explain expected work rates

**Level:** 2

**Credit value:** 10

**UAN:** T/600/8125

### **Unit aim**

To prepare and lay veneers for furniture production

### **Learning outcomes**

There are **five** learning outcomes to this unit. The learner will:

1. Be able to prepare equipment and materials for veneering
2. Know how to prepare equipment and materials
3. Be able to lay veneers
4. Know how to lay veneers
5. Understand workplace health and safety issues

### **Guided learning hours**

It is recommended that **45** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 205

## Prepare and lay veneers

### Outcome 1

Be able to prepare equipment and materials for veneering

### Assessment Criteria

#### Practical skills

The learner can:

1. organise the materials, **tools and equipment**
2. work effectively and keep work area tidy
3. check required **work specification** and resources
4. check that **adhesives** are in date
5. prepare **surfaces** to receive the **veneer** by ensuring they are free of irregularities, defects, dust and debris
6. follow manufacturer's instructions when preparing the **adhesives**
7. maintain **adhesives** in the required condition for use until needed
8. follow safe working procedures when lifting and moving heavy items
9. follow COSHH procedures when handling adhesives and de-greasing agents
10. return unused **adhesives** and de-greasing agents to the designated storage areas
11. dispose of wastes safely using designated procedures and disposal areas
12. complete preparations within the required time

#### Range

##### Veneers

Natural timber and may be of feather, burr, flame or crown designs. Typical timbers would include walnut, mahogany, cherry, pine

##### Tools and equipment

The machine equipment used within furniture manufacturing environments for applying veneers. May include single and multi-press machines and mechanical adhesive spreaders. Pressing may be done using hot or cold cramps. Adhesives may also be applied using manual or mechanical spreaders

##### Surfaces

The surface of the furniture item which is to be veneered. Surfaces need to be prepared so that the veneer can be firmly bonded. The kind of preparation will depend on the substrate, the type of adhesive and pressing to be carried out. Typical preparations may include keying, sanding, toothing and de-greasing

##### Work specification

The set of instructions which describe the work to be carried out, including details of the qualities (colour, grain, grade) of the veneer to be used and the moisture content. The specification will also detail the choice of adhesive, the type of pressing and the time within which the veneering process must be completed



**Adhesives**

Preparation may include mixing, handling, storage and disposal of wastes to current legislation.

**Equipment problems**

These relate to non-functioning, missing or damaged equipment or equipment parts. The person carrying out this work would be expected to deal with any equipment problem for which maintenance engineers are not required. Where a problem does require a maintenance engineer, the person would be expected to report the problem to a more senior person

## Unit 205

## Prepare and lay veneers

### Outcome 2

Know how to prepare equipment and materials

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe terms used in technical specifications for veneering
2. describe why different surfaces require different preparations
3. describe the consequences of inadequate preparation
4. describe the importance of seasoning regarding contraction, expansion and moisture content
5. describe occasions when it may be necessary to use de-greasing agents to ensure adhesives will take
6. give the reasons why it may be necessary to use de-greasing agents
7. compare different adhesives
8. outline the consequences of not preparing adhesives properly
9. describe implications for the preparation process of the pot life, shelf life, open time and curing time of adhesives
10. describe the importance of handling and storing adhesives and de-greasing agents in line with specified procedures
11. define a work schedule
12. describe how to dispose of waste in accordance with current legislation

### **Assessment Criteria**

#### **Practical skills**

The learner can:

1. check the **adhesives** and core are in the required condition
2. apply the adhesive evenly and to the required thickness
3. set up the pressing **tools and equipment** to ensure required pressure and temperature will be applied and the specified cycle followed
4. control the pressing process so that the results meet the specified quality
5. handle the veneers and cores to avoid damaging them
6. deal with **equipment problems** and **pressing faults**
7. report difficult to solve problems and faults
8. follow safe working procedures when setting up and operating veneering **tools and equipment**
9. trim and cut veneered panels to required size
10. check the veneered **surfaces** meet the **specification** before passing them on
11. transfer completed items to the designated storage location
12. return unused adhesives to the designated storage areas
13. dispose of wastes safely using designated procedures and disposal areas
14. complete the process within the required time

#### **Range**

##### **Veneers**

Natural timber and may be of feather, burr, flame or crown designs. Typical timbers would include walnut, mahogany, cherry, pine

##### **Adhesives**

Preparation may include mixing, handling, storage and disposal of wastes to current legislation

##### **Tools and equipment**

The machine equipment used within furniture manufacturing environments for applying veneers. May include single and multi-press machines and mechanical adhesive spreaders. Pressing may be done using hot or cold cramps. Adhesives may also be applied using manual or mechanical spreaders

##### **Equipment problems**

These relate to non-functioning, missing or damaged equipment or equipment parts. The person carrying out this work would be expected to deal with any equipment problem for which maintenance engineers are not required. Where a problem does require a maintenance engineer, the person would be expected to report the problem to a more senior person

## **Surfaces**

The surface of the furniture item which is to be veneered. Surfaces need to be prepared so that the veneer can be firmly bonded. The kind of preparation will depend on the substrate, the type of adhesive and pressing to be carried out. Typical preparations may include keying, sanding, toothing and de-greasing

## **Pressing faults**

Blisters, glue penetration, misalignment or marking. The person carrying out this role is responsible for identifying and making minor repairs where these can be achieved without affecting the quality of the work. Problems which cannot be resolved in that way would be reported using the correct workplace procedures

## **Unit 205**

### **Outcome 4**

## **Prepare and lay veneers**

### **Know how to lay veneers**

#### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. define terms used in technical specifications for veneers
2. describe the different types of cramp available and their purpose
3. describe the consequences of using incorrect temperature, pressure or cycle times
4. describe handling characteristics and effects of pressing different types of veneers
5. describe how to protect veneers from damage during pressing and storage
6. describe types of faults that can occur when applying veneers
7. describe how to recognise faults and how to resolve them
8. outline causes of discolouration in veneers and ways to prevent
9. describe relevant quality checks on completed veneers
10. estimate the consequences of passing on work that does not meet quality checks
11. explain work rates to be met

## **Unit 205**

## **Prepare and lay veneers**

### **Outcome 5**

### **Understand workplace health and safety issues**

#### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe the work implications of the Health and Safety at Work Act (HASAWA) and control of substances hazardous to health (COSHH)
2. explain where to find organisation risk assessment details and control strategies
3. describe personal limitations in respect of the provision and use of work equipment regulations (PUWER 1998)

## Unit 206

## Attach fittings to furniture

**Level:** 2

**Credit value:** 7

**UAN:** D/600/8233

### Unit aim

To develop competences in the attachment of fittings to furniture

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to attach fittings and fit doors, falls and drawers
2. Understand how to attach fittings, doors, falls and drawers
3. Understand health and safety in the workplace

### Guided learning hours

It is recommended that **28** hours should be allocated for this unit. This may be on a full-time or part-time basis

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 206

## Attach fittings to furniture

### Outcome 1

Be able to attach fittings and fit doors, falls and drawers

#### Assessment Criteria

##### Practical skills

The learner can:

1. ensure required **tools, equipment** and fitting are available to achieve the work **specification**
2. check **fittings** conform to the specification
3. replace and discard fittings of unacceptable quality
4. position the fittings for correctness of fit within required tolerances
5. ensure surfaces are in a suitable condition prior to attaching **fittings**
6. attach **fittings** using the required fitting method
7. complete preparations in the required time
8. check the doors, falls and drawers against the specification and report any that do not meet the required quality.
9. reject damaged or incorrect **doors, falls and drawers**
10. **ensure** that **doors, falls** and **drawers** fit to within specified tolerances for alignment and movement
11. make good fitting faults
12. complete the **fitting** within the required time
13. complete quality checks and confirm that they have been met before passing on the work

#### Range

##### Equipment and tools

The hand operated and machine equipment used within furniture making environments for sanding, scraping, filing drilling, boring, stapling, pinning, screwing, cramping/pressing, gauging and removing faults in wooden components.

##### Specification

The set of instructions which describe the work to be carried out, including details of the qualities (type, size, number) of the fittings to be used, the fitting methods to be used and the fitting tolerances to be achieved. The specification will also detail the time within which the work must be completed. In the context of these standards, tolerances for fittings to within +/- 0.5mm would be expected, and tolerances of within +/- 0.5mm for doors, falls and drawers.

##### Doors, falls and drawers

These may be made of natural timber or wood

##### Fittings

These fittings can be from the following list:

Hinges, mouldings, handles, runners, stops, locks, castors, catches, brackets, action mechanisms, pre-cut glassware.

##### Fitting method

Fittings are attached by screwing or pinning, or combinations of these



## **Unit 206**

## **Attach fittings to furniture**

### **Outcome 2**

Understand how to attach fittings, doors, falls and drawers

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain terms used in technical specifications regarding fitting furniture doors, falls and drawers
2. describe different types of fittings used in furniture production and their purpose
3. explain quality checks to be made before fittings are used
4. describe consequences of not carrying out quality checks, of incorrect positioning of fittings and of not securing furniture fittings correctly
5. explain when and why different methods for attaching fittings are used
6. outline functions and uses of types of equipment used in furniture assembly
7. describe handling characteristics of natural timber and wood composites
8. explain how handling characteristics affect the fitting of doors, falls and drawers and the making good of fitting faults
9. explain how to check that doors, falls and drawers match a specification
10. describe why it is important to check that fit tolerances are met
11. explain the importance of using the correct techniques and equipment for filling, sanding, scraping, drilling and boring of natural woods and wood composites to make good any fitting faults
12. describe the fitting faults that can be made good and when it is necessary to reject and report a fault

## Unit 206

## Attach fittings to furniture

### Outcome 3

### Understand health and safety in the workplace

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. follow safe working procedures when setting up and operating powered **equipment**
2. follow Control of Substances Hazardous to Health (COSHH) procedures when handling adhesives
3. explain how to handle powered tools safely to protect oneself and others from risk
4. describe personal limitations in respect of the provision and use of work equipment (PUWER) regulations 1998
5. describe the work implications of the Health and Safety at Work Act (HASAWA) and control of substances hazardous to health (COSHH)
6. explain where to find organisation risk assessment details and control strategies
7. describe how to dispose of waste in accordance with current legislation

#### Range

#### Equipment and tools

The hand operated and machine equipment used within furniture making environments for sanding, scraping, filing drilling, boring, stapling, pinning, screwing, cramping/pressing, gauging and removing faults in wooden components

## Unit 207

# Prepare to apply finishing processes to production furniture

**Level:** 2

**Credit value:** 15

**UAN:** F/600/8127

### Unit aim

To develop competence required to prepare production furniture for finishing.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to prepare workpieces for finishing
2. Know how to prepare work pieces for finishing
3. Be able to prepare furniture coating materials
4. Know how to prepare furniture coating materials
5. Understand health and safety in the workplace

### Guided learning hours

It is recommended that **65** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 207

# Prepare to apply finishing processes to production furniture

## Outcome 1

Be able to prepare workpieces for finishing

### Assessment Criteria

#### Practical skills

The learner can:

1. organise the materials, **tools and equipment**
2. work effectively and maintain tidy work area
3. ensure that you have the required **work specification** and relevant materials, **tools and equipment**
4. check the **workpiece** and identify **faults**
5. select and apply appropriate fillers and stoppers for the surface
6. ensure surfaces are clean and free of dust, damage and debris
7. ensure that filled surfaces are made level with the surrounding areas
8. ensure areas of raised grain are sanded down
9. mask surfaces which are not to be stained to avoid damage from splashes and runs
10. confirm workpiece meets specifications before passing on to the next stage in the finishing process
11. complete preparations in the required time

#### Range

##### Tools and equipment

Tools and equipment include rags, filler knives and hand-held spray guns, sanding equipment and abrasives. Control of machine operations is dealt with in another unit

##### Work specification

The set of instructions which describe the work to be carried out, including details of the types, application area and characteristics (colour, viscosity, formulation) of the coatings to be applied, the number of coats to be applied and the drying requirements (natural or forced). The specification will also detail the time within which the process must be completed and the personal protective equipment which should be worn. Specifications may be oral or written and may involve the use of diagrams and colour cards

##### Workpiece

The item of furniture to be coated as part of the finishing process. This may be a component, sub-assembly or assembly used in furniture production. The workpiece to be treated may be made of natural timber (solid or veneered) or of wood composite

##### Faults

The kinds of faults which could occur would include uneven applications, poor wetting, blotching, marking of the surface, drips, runs, streaks, mismatched shading or poor surface finish. The person carrying out this role is responsible for identifying and dealing with faults which can be treated without disruption to the production process. Problems which cannot be resolved in that way would be reported using the correct workplace procedures

## **Unit 207**

## **Prepare to apply finishing processes to production furniture**

### **Outcome 2**

Know how to prepare work pieces for finishing

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain terms used in technical specifications for furniture production
2. classify checks required for workpieces which are being prepared for finishing
3. describe faults that can occur and how to recognise them
4. explain faults that can be dealt with as part of the production process
5. describe types of faults where the workpiece requires further examination and treatment
6. explain the types and purpose of fillers and stoppers
7. explain how to recognise different grades of abrasives and what they are used for

## Unit 207

# Prepare to apply finishing processes to production furniture

## Outcome 3

Be able to prepare furniture coating materials

### Assessment Criteria

#### Practical skills

The learner can:

1. check specified **materials** are available and in date
2. select materials which match the **specification**
3. ensure extraction facilities are operating effectively
4. report problems with extraction facilities
5. mix **materials** to the specified consistency and colour requirements
6. use the correct comparison standards to confirm that the colour and shading of prepared **materials** is acceptable
7. complete the process within the required time

#### Range

##### Coating materials

Stains, sealers, basecoats, lacquers and thinners applied as coatings as part of the finishing process in furniture production. They can be based on oil, water or mixed solvents

##### Work specification

The set of instructions which describe the work to be carried out, including details of the types, application area and characteristics (colour, viscosity, formulation) of the coatings to be applied, the number of coats to be applied and the drying requirements (natural or forced). The specification will also detail the time within which the process must be completed and the personal protective equipment which should be worn. Specifications may be oral or written and may involve the use of diagrams and colour cards

## Unit 207

## Prepare to apply finishing processes to production furniture

### Outcome 4

Know how to prepare furniture coating materials

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain the meaning of terms used in technical specifications for furniture coating materials
2. describe different types of coating materials
3. explain the purposes of coating materials
4. explain the consequences of using unsuitable materials or those out of specification
5. describe the implications of incorrect mixing and stirring of materials
6. explain why it is important to use the correct standards when checking for colour and shade
7. explain the importance of labelling unused materials clearly and accurately
8. describe the storage requirements for different types of materials
9. explain the implications of incorrect storage of materials
10. describe expected work rates to be met

## Unit 207

# Prepare to apply finishing processes to production furniture

## Outcome 5

### Understand health and safety in the workplace

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. Follow safe working procedures when;
  - lifting and moving heavy items
  - handling cleaning agents, fillers, stoppers and abrasives
  - setting up and using powered tools
2. Deal promptly and safely with spillages and splashes
3. Follow Control of Substances Hazardous to Health (COSHH) procedures when handling coating materials
4. Dispose of wastes safely using designated procedures and disposal areas
5. Describe personal limitations in respect of the PUWER regulations 1998
6. Describe the work implications of the Health and Safety at Work Act (HASAWA), Control of Substances Hazardous to Health (COSHH) regulations and the Environmental Protection Act
7. Explain where to find organisation risk assessment details and control strategies
8. Describe the personal protective equipment that should be worn when handling coating materials
9. Explain the importance of using personal protective equipment
10. Describe the importance of adequate ventilation and extraction of fumes when dealing with solvent based materials
11. State who to report to, if there are problems with ventilation and extraction of fumes
12. Explain the importance of dealing promptly, safely and correctly with splashes and spillages of materials

#### Range

#### Coating materials

Stains, sealers, basecoats, lacquers and thinners applied as coatings as part of the finishing process in furniture production. They can be based on oil, water or mixed solvents



## Unit 208

# Apply finishing processes to production furniture

**Level:** 2

**Credit value:** 16

**UAN:** J/600/8128

### Unit aim

To apply finishing processes to production furniture

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able To apply stains, seals and finishes
2. Know how to apply stains, seals and finishes
3. Be able to check finish against work specification and complete documentation
4. Know how to check finish against work specification and complete documentation
5. Understand health and safety procedures in the workplace

### Guided learning hours

It is recommended that **70** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 208

# Apply finishing processes to production furniture

### Outcome 1

Be able to apply stains, seals and finishes

#### Assessment Criteria

##### Practical skills

The learner can:

1. ensure extraction facilities are operating effectively before working with **materials**
2. apply **coating** evenly and to the required finish
3. use **tools and equipment** safely and effectively
4. deal with **faults** and minor **surface defects**
5. report **faults** or **defects** which prevent the **workpiece** being finished within the production process
6. allow specified drying times between coats
7. ensure that surfaces are clean and free of excess **materials** and surface irregularities denibbing between coats

##### Range

###### Coating / materials

Stains, sealers, basecoats, lacquers and thinners applied as coatings as part of the finishing process in furniture production. They can be based on oil, water or mixed solvents

###### Tools and equipment

Coatings may be applied using rags and hand-held spray guns. Control of machine operations is dealt with in another unit.

###### Faults

The kinds of faults which could occur would include uneven applications, poor wetting, blotching, marking of the surface, drip, runs, streaks, mismatched shading or poor surface finish. The person carrying out this role is responsible for identifying and dealing with faults which can be treated without disruption to the production process. Problems which cannot be resolved in that way would be reported using the correct workplace procedures

###### Surface defects

Surface defects can occur during the finishing process. They may take the form of nibs, holes, scratches, chips, dents, cracks, blisters and blemishes. If minor, they can be overcome using sanding equipment and abrasives. If major they require the workpiece to be removed and reported

###### Workpiece

The item of furniture to be coated as part of the finishing process. This may be a component, sub-assembly or assembly used in furniture production. The workpiece to be treated may be made of natural timber (solid or veneered) or of wood composite

## **Unit 208**

# **Apply finishing processes to production furniture**

## **Outcome 2**

Know how to apply stains, seals and finishes

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. define terms used in technical specifications for furniture coating materials
2. describe the different types of coating materials
3. compare the purposes of types of coating materials
4. state the drying times of different materials
5. explain when and why natural and forced drying methods are used
6. describe the lacquer curing process
7. state why it is important to use the correct standards when checking for colour and shade
8. outline faults and minor surface defects in the application of coatings
9. give steps that can be taken to deal with faults and minor surface defects
10. give the importance of correct labelling of unused materials

## Unit 208

## Apply finishing processes to production furniture

### Outcome 3

Be able to check finish against work specification and complete documentation

### Assessment Criteria

#### Practical skills

The learner can:

1. complete finish according to **work specification**
2. check that the specified colour, shade and finish matches the **work specification**
3. deal with problems, reporting those that cannot be solved
4. ensure that unused materials are accurately labelled and return them to the designated storage areas
5. transfer finished workpiece to the designated storage location
6. complete the process within the required time
7. complete production records accurately and clearly

#### Range

##### Work specification

The set of instructions which describe the work to be carried out, including details of the types, application area and characteristics (colour, viscosity, formulation) of the coatings to be applied, the number of coats to be applied and the drying requirements (natural or forced). The specification will also detail the time within which the process must be completed and the personal protective equipment which should be worn. Specifications may be oral or written and may involve the use of diagrams and colour cards

## Unit 208

## Apply finishing processes to production furniture

### Outcome 4

Know how to check finish against work specification and complete documentation

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe terms used in technical specifications for furniture coating materials
2. explain the importance of checking workpiece is finished according to the specification
3. describe how to deal with problems, and reporting procedures for difficult problems
4. describe information on **production records**
5. explain the importance of keeping up to date and accurate records
6. state expected work rates to be met

#### Range

##### Production records

These may be written or electronic. Typically they will involve the individual in completing a simple form, much of which may be of a tick-box format, requiring only a limited amount of free text to be entered

## Unit 208

## Apply finishing processes to production furniture

### Outcome 5

Understand health and safety procedures in the workplace

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. deal promptly and safely with spillages and splashes
2. follow safe working practices at all times
3. describe personal protective equipment that should be worn when handling coating materials
4. explain the importance of using personal protective equipment
5. describe why adequate ventilation and extraction of fumes is important when dealing with solvent based materials
6. explain reporting procedures if there are problems with adequate ventilation and extraction of fumes
7. explain the importance of dealing promptly, safely and correctly with splashes and spillages of materials
8. explain the importance of disposing of waste materials safely
9. describe personal limitations in respect of the provision and use of work equipment regulations (PUWER) regulations 1998
10. describe the work implications of the health and safety at work act (HASAWA), Control of Substances Hazardous to Health (COSHH) regulations and the environmental protection act
11. explain where to find organisation risk assessment details and control strategies

## Unit 209

# Assist with the operation of furniture production machinery

**Level:** 2

**Credit value:** 11

**UAN:** L/600/8129

### Unit aim

To develop competence required in the assisting with the operation of furniture production machinery

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to load machinery
2. Know how to load machinery
3. Be able to assist with machinery operation
4. Know how to assist with machinery operation
5. Understand health and safety procedures in the workplace

### Guided learning hours

It is recommended that **49** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 209

## Assist with the operation of furniture production machinery

### Outcome 1

Be able to load machinery

#### Assessment Criteria

##### Practical skills

The learner can:

1. ensure there is a **specification** of the required **materials**
2. refer aspects of the specification which are unclear or incomplete to a supervisor
3. confirm that the **machine** has been set and is ready to receive the **materials**
4. select and load materials of the required quality and quantity to meet the **specification**
5. ensure loaded materials are secure in the correct position
6. ensure work holding devices and guards are in place
7. report that loading is complete
8. reject and **report materials** which are damaged or of unacceptable quality

##### Range

##### Specification

The set of instructions which describe the materials to be loaded and the nature and expected progress of the operations to be carried out.

##### Materials

The materials relevant to wood machining are lengths of hard and soft woods, and composite boards. The materials in the case of veneering presses are the veneers and cores to which the veneer is to be applied

##### Machinery

The type of machinery covered by this unit includes wood machining equipment and veneer presses.

##### Report

Reporting of progress may involve telling the operator or supervisor as well as completing required records, either in written form or electronically



## **Unit 209**

## **Assist with the operation of furniture production machinery**

### **Outcome 2**

Know how to load machinery

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain terms used to describe materials used in furniture production
2. describe how to check different types of materials against a specification
3. state authorised personnel to set machines for operation
4. describe how to handle and load materials to prevent them being damaged
5. explain how to recognise damaged or poor quality materials
6. describe how to recognise different types of damage that can occur

## Unit 209

## Assist with the operation of furniture production machinery

### Outcome 3

Be able to assist with machinery operation

#### Assessment Criteria

##### Practical skills

The learner can:

1. assist with start up of **machinery**
2. operate the **machinery** within safe working limits
3. monitor progress of the **operation** against **specifications**
4. adjust the operation as necessary to ensure the required outcome
5. **report** deviations from progress which are outside your control and responsibility
6. maintain accurate and complete records of the **operation** and outputs
7. effect an emergency stop if machine operation constitutes a **danger**
8. report emergency actions to a supervisor
9. **report operational** progress using required procedures

##### Range

##### Machinery

The type of machinery covered by this unit includes wood machining equipment and veneer presses.

##### Operations

The machine operations covered by this unit include feeding of woods into wood machining equipment, and the mechanical spreading of adhesives during veneering

##### Specification

The set of instructions which describe the materials to be loaded and the nature and expected progress of the operations to be carried out

##### Danger

Danger may arise from malfunction, breakages of materials or from an operator becoming trapped by some moving part

##### Report

Reporting of progress may involve telling the operator or supervisor as well as completing required records, either in written form or electronically

## **Unit 209**

## **Assist with the operation of furniture production machinery**

### **Outcome 4**

Know how to assist with machinery operation

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe pre-start up checks
2. explain the importance of carrying out pre-start up checks
3. state the safe working limits for the machinery
4. explain how to adjust the controls to keep machinery within safe working limits
5. outline the expected progress of the operation in terms of timing, stages and outputs
6. state reporting procedures and why it is important to do this promptly
7. describe the information recorded about the operation
8. explain the implications of not keeping accurate and complete records
9. explain the importance of maintaining work schedules

## Unit 209

## Assist with the operation of furniture production machinery

### Outcome 5

Understand health and safety procedures in the workplace

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. use safe handling and lifting techniques when loading **materials**
2. follow safe working procedures when loading and working near powered equipment
3. wear the appropriate **personal protective equipment** for the **machine** and **materials**
4. explain how to recognise materials that are damaged or of poor quality
5. describe personal limitations in respect of the provision and use of work equipment regulations (PUWER) regulations 1998
6. describe the work implications of the health and safety at work act (HASAWA), Control of Substances Hazardous to Health (COSHH) regulations
7. explain where to find organisation risk assessment details and control strategies
8. describe personal protective equipment to be worn
9. explain the importance of using **personal protective equipment**
10. describe situations that would constitute a danger and require use of an emergency stop

#### Range

##### Personal Protective Equipment

This covers eye protection, ear protection, gloves, overalls, boots and dust mask.

Report

Reporting of progress may involve telling the operator or supervisor as well as completing required records, either in written form or electronically

##### Materials

The materials relevant to wood machining are lengths of hard and soft woods, and composite boards. The materials in the case of veneering presses are the veneers and cores to which the veneer is to be applied

##### Machinery

The type of machinery covered by this unit includes wood machining equipment and veneer presses.

Operations

The machine operations covered by this unit include feeding of woods into wood machining equipment, and the mechanical spreading of adhesives during veneering

## Unit 210

## Prepare to upholster standard items of modern furniture

**Level:** 2

**Credit value:** 9

**UAN:** F/600/8130

### Unit aim

To develop competence required to prepare to upholster items of furniture

This involves:

- preparing the frame for upholstery.
- application of suspensions and filling materials.
- maintaining your own and others' safety while working

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare items to be upholstered
2. Be able to fit suspension and filling components
3. Understand health and safety procedures in the workplace

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

# Unit 210 Prepare to upholster standard items of modern furniture

Outcome 1 Be able to prepare items to be upholstered

## Assessment Criteria

### Practical skills

The learner can:

1. organise materials, **tools and equipment**
2. work effectively and keep the work area tidy
3. check that the required **work specification** is available
4. deal with **problems** with **tools, equipment** and materials
5. report **problems** that cannot be solved
6. protect **item to be upholstered** from damage while it is being prepared
7. follow the **specification** to prepare the frame for **upholstery**
8. complete preparations in the required time
9. describe handling characteristics and uses of different types of materials including:
  - suspensions
  - support materials
  - edgings
  - fixings
  - trimmings
10. explain terms used in technical **specifications** for upholstery
11. describe how to protect the item from damage
12. explain the functions of different types of **tools and equipment**
13. explain how to deal with **problems** and reporting procedures for **problems**

### Range

#### Tools and equipment

Hammers, staplers and staple removers, knives, shears and scalpels, stretching devices.

These include webbings, foams, wadding, rubberised hair, platforms, insulation pads, serpentine springs and modern spring systems. They may be fixed in place using staples or upholstery tacks, nails and proprietary fixings.

#### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- all fixed components are secure
- components should be accurately centred and evenly spaced
- material should be cut and shaped to conform to the specified design profiles
- visual appearance, (including alignment of patterns, pleating and spacing of tacks, staples etc)

The specification may require wooden components to be stripped before the application of upholstery materials.

## **Problems**

In relation to preparatory work, these will be to do with non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

In relation to the securing of covers, trimmings and other finishings, these will be to do with misalignment, incorrect tensioning, shaping errors, marks on the material and/or insecure or ineffective ancillary fittings

## **Item to be upholstered**

The items to be upholstered could include any of the following:

*Modern furniture* such as an armchair (to include wings), settee

*Contract furniture* such as a long seating unit, a curved/angled seating unit, stool or chair

*Office furniture* such as a chair, reception seating, stool or executive swivel chair

# Unit 210 Prepare to upholster standard items of modern furniture

Outcome 2 Be able to fit suspension and filling components

## Assessment Criteria

### Practical skills

The learner can:

1. follow **work specification** to cut and shape **components**
2. position **components** to provide the structure and shape specified
3. fix components securely using the correct fixings for the type of **component**
4. check that the quality is as specified
5. deal with **problems** that occur
6. report **problems** that cannot be solved
7. maintain a tidy work area
8. protect the item from damage whilst it is being worked on
9. complete the process within the required time
10. describe the handling characteristics and functions of different types of **components**
11. explain terms used in technical **specifications** for upholstery
12. explain how to measure, cut and fix components to provide the specified structure and shape
13. explain when to use different methods to secure components
14. outline types of **problems** that can occur and
15. explain how to deal with **problems** to meet the specification
16. state who to report difficult **problems** to
17. explain the functions of different types of **tools and equipment**
18. explain the importance of keeping to time schedules

### Range

#### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- all fixed components are secure
- components should be accurately centred and evenly spaced
- material should be cut and shaped to conform to the specified design profiles
- visual appearance, (including alignment of patterns, pleating and spacing of tacks, staples etc)

The specification may require wooden components to be stripped before the application of upholstery materials.

#### Components

The support and suspension materials used in upholstery and which require to be fixed to the frame to provide the shape and support needed.



## **Problems**

In relation to preparatory work, these will be to do with non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

In relation to the securing of covers, trimmings and other finishings, these will be to do with misalignment, incorrect tensioning, shaping errors, marks on the material and/or insecure or ineffective ancillary fittings

## **Tools and equipment**

Hammers, staplers and staple removers, knives, shears and scalpels, stretching devices.

These include webbings, foams, wadding, rubberised hair, platforms, insulation pads, serpentine springs and modern spring systems. They may be fixed in place using staples or upholstery tacks, nails and proprietary fixings

## **Work specification**

The set of instructions which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- all fixed components are secure
- components should be accurately centred and evenly spaced
- material should be cut and shaped to conform to the specified design profiles
- visual appearance, (including alignment of patterns, pleating and spacing of tacks, staples etc)

The specification may require wooden components to be stripped before the application of upholstery materials

## **Unit 210      Prepare to upholster standard items of modern furniture**

Outcome 3      Understand health and safety procedures in the workplace

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. follow safe working procedures when:
  - using sharp **tools**
  - using items of **equipment**
  - using powered **equipment**
  - lifting and moving heavy items
2. explain how to handle sharp and powered tools safely to protect self and others from risk
3. describe the work implications of the health and safety at work act (HASAWA), Control of Substances Hazardous to Health (COSHH) regulations
4. explain where to find organisation risk assessment details and control strategies
5. describe the health and safety issues that result from a disorganised and untidy work area

### **Range**

#### **Tools and equipment**

Hammers, staplers and staple removers, knives, shears and scalpels, stretching devices.

These include webbings, foams, wadding, rubberised hair, platforms, insulation pads, serpentine springs and modern spring systems. They may be fixed in place using staples or upholstery tacks, nails and proprietary fixings

**Level:** 2

**Credit value:** 28

**UAN:** H/600/8234

### Unit aim

To develop and assess the competences required to upholster standard items of modern furniture

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to fit material to an item of modern upholstered furniture
2. Understand how to fit material to an item of modern upholstered furniture
3. Be able to finish an item of modern upholstered furniture
4. Know how to finish an item of modern upholstered furniture
5. Understand health and safety procedures in the workplace

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 211

### Outcome 1

## Upholster standard items of modern furniture

Be able to fit material to an item of modern upholstered furniture

### Assessment Criteria

#### Practical skills

The learner can:

1. check there is a **work specification**
2. deal promptly with any **problems** that arise with the **tools, equipment** and materials
3. report difficult to solve **problems**
4. make sure that the **item to be upholstered** is protected from damage
5. position the upholstery material, checking that the alignment is correct, before cutting it as required to fit the item
6. secure the cover firmly, tensioning it to the required level
7. make adjustments to ensure that the visual appearance, fixing and tensioning of the cover conforms to the **specification**
8. secure the bottom cloth firmly and accurately to conform to visual and safety requirements
9. complete the preparations within the required time
10. keep the work area tidy and protect the item from damage

### Range

#### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met: all fixed components are secure components should be accurately centred and evenly spaced. Material should be cut and shaped to conform to the specified design profiles, visual appearance, (including alignment of patterns, pleating and spacing of tacks, staples etc)

The specification may require wooden components to be stripped before the application of upholstery materials

#### Problems

In relation to preparatory work, these will be to do with non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

In relation to the securing of covers, trimmings and other finishings, these will be to do with misalignment, incorrect tensioning, shaping errors, marks on the material and/or insecure or ineffective ancillary fittings

#### Item to be upholstered

The items to be upholstered could include any of the following;

*Domestic furniture* such as an armchair (to include wings), or a settee

*Contract furniture* such as a long seating unit, a curved/angled seating unit, stool or chair

*Office furniture* such as a chair, reception seating, stool or executive swivel chair

#### Tools and equipment

Hammers, staplers and staple removers, knives, shears and scalpels, stretching devices. Powered hand tools such as drill (for fixing point for facings)

## Unit 211

### Outcome 2

## Upholster standard items of modern furniture

Understand how to fit material to an item of modern upholstered furniture

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe handling characteristics of different types of materials used as upholstery covers and bottom cloths
2. define terms used in technical **specifications** for upholstery
3. describe steps and actions needed to position and fit covers to different types of item
4. describe how to measure and cut **upholstery cover materials** to ensure an accurate fit
5. explain how to minimise wastage
6. identify when to use different methods to secure upholstery materials
7. explain the importance and use of the bottom cloth in upholstery
8. outline the sorts of problems that can occur during the fitting of upholstery material to upholstered items
9. explain how to deal with **problems** to meet the **specification**
10. explain functions of different types of **tools and equipment**
11. explain the importance of keeping to time schedules

#### Range

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met: all fixed components are secure components should be accurately centred and evenly spaced. Material should be cut and shaped to conform to the specified design profiles, visual appearance, (including alignment of patterns, pleating and spacing of tacks, staples etc).

The specification may require wooden components to be stripped before the application of upholstery materials.

##### Upholstery materials

The different forms of material used to provide padding within an upholstered item and for covers and finishing. These include a range of different fabric types, including materials that require careful handling and where alignment and tensioning may require skill to achieve e.g. patterned/striped

##### Problems

In relation to preparatory work, these will be to do with non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

In relation to the securing of covers, trimmings and other finishings, these will be to do with misalignment, incorrect tensioning, shaping errors, marks on the material and/or insecure or ineffective ancillary fittings

**Tools and equipment**

Hammers, staplers and staple removers, knives, shears and scalpels, stretching devices. Powered hand tools such as drill (for fixing point for facings)

## Unit 211

### Outcome 3

## Upholster standard items of modern furniture

Be able to finish an item of modern upholstered furniture

### Assessment Criteria

#### Practical skills

The learner can:

1. position specified **trimmings and finishings**
2. fix securely specified **trimmings and finishings**
3. check and confirm that the required quality outcome has been achieved before reporting work as complete
4. place completed **item** in a designated location and position for safe storage
5. deal with any **problems** that occur
6. report difficult to solve **problems**
7. complete the process within the required time
8. keep work area tidy and protect the **item** from damage

### Range

#### Trimmings and finishings

The different forms of finishing materials used in edgings, trimmings and linings and for the covering of buttons, including braide, piping, fringe, polished wood borders, castors, bun feet etc

#### Item to be upholstered

The items to be upholstered could include any of the following:

*Domestic furniture* such as an armchair (to include wings), or a settee

*Contract furniture* such as a long seating unit, a curved/angled seating unit, stool or chair

*Office furniture* such as a chair, reception seating, stool or executive swivel chair

#### Problems

In relation to preparatory work, these will be to do with non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

In relation to the securing of covers, trimmings and other finishings, these will be to do with misalignment, incorrect tensioning, shaping errors, marks on the material and/or insecure or ineffective ancillary fittings

## Unit 211

### Outcome 4

## Upholster standard items of modern furniture

Know how to finish an item of modern upholstered furniture

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain terms used in technical **specifications** for upholstery
2. describe the steps and actions needed to position and fit **trimmings and finishings** to different items
3. explain the importance of checking and confirming that the required quality outcome has been achieved
4. explain **problems** that can occur and how to deal with them to meet the specification
5. state who to report difficult **problems** to
6. explain the functions of different types of **tools** and **equipment**
7. describe the importance of keeping to time schedules

#### Range

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met: all fixed components are secure components should be accurately centred and evenly spaced. Material should be cut and shaped to conform to the specified design profiles, visual appearance, (including alignment of patterns, pleating and spacing of tacks, staples etc).

The specification may require wooden components to be stripped before the application of upholstery materials

##### Trimmings and Finishings

The different forms of finishing materials used in edgings, trimmings and linings and for the covering of buttons, including braide, piping, fringe, polished wood borders, castors, bun feet etc

##### Problems

In relation to preparatory work, these will be to do with non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

In relation to the securing of covers, trimmings and other finishings, these will be to do with misalignment, incorrect tensioning, shaping errors, marks on the material and/or insecure or ineffective ancillary fittings

##### Tools and equipment

Hammers, staplers and staple removers, knives, shears and scalpels, stretching devices. Powered hand tools such as drill (for fixing point for facings)



## Unit 211

### Outcome 5

## Upholster standard items of modern furniture

Understand health and safety procedures in the workplace

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. follow safe working procedures
  - using sharp **tools**
  - using **items of equipment**
  - using powered **equipment**
  - lifting and moving heavy **items**
2. describe how to handle sharp and powered tools safely to protect self and others from risk
3. explain health and safety issues caused by a disorganised and untidy work area
4. explain how to dispose of waste in accordance with current legislation
5. describe the work implications of the health and safety at work act (HASAWA), Control of Substances Hazardous to Health (COSHH) regulations
6. explain where to find organisation risk assessment details and control strategies

### Range

#### Tools and equipment

Hammers, staplers and staple removers, knives, shears and scalpels, stretching devices. Powered hand tools such as drill (for fixing point for facings)

#### Item to be upholstered

The items to be upholstered could include any of the following;

*domestic furniture* such as an armchair (to include wings), or a settee

*contract furniture* such as a long seating unit, a curved/angled seating unit, stool or chair

*office furniture* such as a chair, reception seating, stool or executive swivel chair

## Unit 212

## Produce simple seamed components by hand and machine

**Level:** 2

**Credit value:** 9

**UAN:** K/600/8395

### Unit aim

To develop competence required to produce simple seamed components for use in upholstery and/or soft furnishings production, by hand and through use of machinery

This involves:

- preparing components and materials.
- stitching seams to specification.
- pressing materials before and after stitching to achieve specification.
- maintaining your own and others' safety while working.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to carry out preparations to produce simple seamed components
2. Understand preparations required for simple seamed components
3. Be able to stitch simple seams to specification
4. Be able to stitch simple seams to specification

### Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 212      Produce simple seamed components by hand and machine

Outcome 1      Be able to carry out preparations to produce simple seamed components

### Assessment Criteria

#### Practical skills

The learner can:

1. check that **tools, equipment and materials** to achieve the **work specification** are available
2. check that the **materials** are of the specified, colour and type
3. ensure that sewing **equipment** is in a safe and functional condition, clean of grease and other sources of potential damage to fabric prior to use
4. make sure that the work area is clear and clean
5. identify and discard materials not to specification
6. set up sewing machines with the correct work holding devices, needles, feet and thread spools
7. carry out test stitching to ensure that stitch length and fabric reaction are within **specifications**
8. follow safe working procedures when setting up and operating **sewing equipment**
9. deal with problems which arise, reporting difficult to solve **problems**
10. complete preparations within the required time

#### Range

##### Tools and equipment

The hand and machine equipment used within soft furnishing and upholstery manufacture. Sewing equipment includes lockstitch machines, long arm machines, twin needle machines, overlock machines and multi-needle machines and their various components i.e. work-holding devices, needles, thread spools, feet. Hand equipment includes needles, pins, scissors, pinking shears, seam ripper, bodkin, cloth tape measure, tailor's chalk, upholstery needle, upholstery skewer. Pressing equipment to include irons and any other pressing equipment

##### Materials

The different forms of material used in soft furnishings and upholstery. These include materials that are easy to handle and those which require careful handling if sewing is to result in components which are properly aligned e.g. patterned/striped, plain/pile, stretch and flat weave fabrics.

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- seam stitch length and tensioning is within accepted tolerance
- seam type (e.g. straight sews, shaped sews) is correct
- shape and size measurements are within +/- 3mm tolerance

## Unit 212      Produce simple seamed components by hand and machine

Outcome 2      Understand preparations required for simple seamed components

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain terms used in upholstery and soft furnishing components
2. explain the importance of a clear and clean work area
3. describe the consequences of lubricants or debris getting onto **materials**
4. explain the functions and uses of different types of sewing **equipment** used in upholstery
5. explain the functions and uses of different types of foot and needle
6. describe the implications of inappropriate tensioning of stitches
7. explain how to overcome problems of tensioning
8. explain functions and uses of different types of sewing machine components
9. explain personal responsibilities with regard to health and safety
10. explain personal limitations when dealing with problems
11. describe types of equipment fault
12. explain how to recognise and deal with **equipment** faults
13. describe when and why machine, needle, foot and spool checks are carried out
14. describe the characteristics of different types of upholstery materials
15. explain how upholstery material characteristics affect the threads used and the preparations required before sewing
16. explain when and why to carry out test sews
17. describe types of faults shown by test sews and the adjustments required to deal with them
18. describe the types of material, template and lay faults which occur
19. explain how to identify material, template and lay faults and how they can be dealt with
20. identify an economic time for setting up and preparing to produce simple seamed components

#### Range

##### Materials

The different forms of material used in soft furnishings and upholstery. These include materials that are easy to handle and those which require careful handling if sewing is to result in components which are properly aligned e.g. patterned/striped, plain/pile, stretch and flat weave fabrics.

##### Tools and equipment

The hand and machine equipment used within soft furnishing and upholstery manufacture. Sewing equipment includes lockstitch machines, long arm machines, twin needle machines, overlock machines and multi-needle machines and their various components i.e. work-holding devices, needles, thread spools, feet. Hand equipment includes needles, pins, scissors, pinking shears, seam ripper, bodkin, cloth tape measure, tailor's chalk, upholstery needle, upholstery skewer. Pressing equipment to include irons and any other pressing equipment.

## Unit 212

# Produce simple seamed components by hand and machine

### Outcome 3

Be able to stitch simple seams to specification

#### Assessment Criteria

##### Practical skills

The learner can:

1. stitch the items in the required sequence and alignment for the **component** being produced
2. ensure that seams are of the correct dimension and outline
3. ensure that the correct seam allowance is left and it is even
4. use the correct stitch length and structure for the **material** and **component**
5. complete stitching within the required time
6. deal promptly and effectively with stitching errors
7. complete the stitched items
8. ensure pressing **equipment** is clean and ready for use
9. use the correct technique for pressing items
10. complete quality checks and confirm that they have been met before passing on the work
11. follow safe working procedures when setting up and operating sewing **equipment**

##### Range

##### Components

This unit covers the making of upholstery and soft furnishing components which require the use of simple rather than complex seams. Examples could include straight and shaped sews (on upholstery top covers and bottom cloths, curtain lengths, cushions/bolsters or bed hangings).

##### Materials

The different forms of material used in soft furnishings and upholstery. These include materials that are easy to handle and those which require careful handling if sewing is to result in components which are properly aligned e.g. patterned/striped, plain/pile, stretch and flat weave fabrics.

##### Tools and equipment

The hand and machine equipment used within soft furnishing and upholstery manufacture. Sewing equipment includes lockstitch machines, long arm machines, twin needle machines, overlock machines and multi-needle machines and their various components i.e. work-holding devices, needles, thread spools, feet. Hand equipment includes needles, pins, scissors, pinking shears, seam ripper, bodkin, cloth tape measure, tailor's chalk, upholstery needle, upholstery skewer. Pressing equipment to include irons and any other pressing equipment.

## **Unit 212            Produce simple seamed components by hand and machine**

Outcome 4            Know how to stitch simple seams to specification

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain terms used in describing upholstery and soft furnishing components
2. describe the handling and sewing characteristics of soft furnishings and **upholstery material**
3. describe different types of stitching that are used in simple upholstery and soft furnishing seams by hand and machines
4. explain when different types of stitching is used
5. explain why a seam allowance is left
6. explain the implications of inappropriate tensioning of stitches
7. describe how to deal with problems caused by tensioning
8. describe stitching errors that can occur and how to resolve them
9. explain the importance of completing seams by trimming, notching and the removal of basting stitches before the component is used
10. explain personal responsibilities with regard to health and safety in the workplace
11. describe expected work rates
12. explain when and what type of pressing equipment to use
13. explain techniques for pressing items
14. describe required quality checks

#### **Range**

##### **Materials**

The different forms of material used in soft furnishings and upholstery. These include materials that are easy to handle and those which require careful handling if sewing is to result in components which are properly aligned e.g. patterned/striped, plain/pile, stretch and flat weave fabrics.

## Unit 213

## Produce standard window treatments

**Level:** 2

**Credit value:** 12

**UAN:** M/600/8429

### Unit aim

To develop and assess the competencies required to produce standard window treatments - machine and hand sewing; including trimmings and finishings

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare components for a window treatment
2. Know how to prepare components for a window treatment
3. Be able to sew a standard window treatment
4. Know how to sew a standard window treatment
5. Be able to finish a window treatment
6. Know how to finish a window treatment

### Guided learning hours

It is recommended that **46** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 213 Produce standard window treatments

### Outcome 1 Prepare components for a window treatment

#### Assessment Criteria

#### Practical skills

The learner can:

1. organise the materials, **tools and equipment** you will need so that you can work effectively and keep the work area tidy
2. check that you have the required **work specification** and that it is clear and complete
3. plan the cutting of the **fabric** so as to minimise waste and take account of the design characteristics and handling implications of the **fabric** to be used
4. measure and mark out the **components** accurately, clearly and to within acceptable tolerance limits for the **fabric** being used
5. ensure fabric placement and alignment is appropriate for the type and number of **components** required and the **fabric** characteristics
6. deal promptly and effectively with **any problems** that occur
7. follow **safe** working procedures when using **sharp tools** and items of **equipment**
8. protect the **fabric** from damage while it is being worked on
9. make sure that the **components** are clearly and accurately marked where necessary

#### Range

#### Tools and equipment

This unit covers the use of cutting equipment including knives, shears and scalpels, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk, bodkin and sewing machines.

#### Fabrics

The different forms of material used for making window treatments.

These include a range of different fabric, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics with a minimum pattern repeat of 25cm, plain and patterned pile, flat weave fabrics.

#### Components

The pieces of material from which a window treatment is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating. Different heading tapes and types, such as sheer and net, gathered, pencil, triple pleat, smocked, cartridge, box and looped headings. Different types of blind, chain and/ or button weights.

#### Problems

In relation to the cutting of fabrics, these will be to do with flaws, distortions and colour/pattern variations in the fabric, inaccurate measurements and mis-alignments. In relation to the assembly and sewing process, these will be to do with slipping, fraying, inaccuracies, poor seam quality and equipment faults. The person carrying out this role is responsible for rectifying these types of problems in ways which ensure that the quality of the outcome is not compromised.



## **Unit 213**

## **Produce standard window treatments**

### **Outcome 2**

Know how to prepare components for a window treatment

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe the meaning of terms used in technical specifications for window treatments
2. describe the handling and cutting characteristics of different types of materials used in window treatments
3. state how many measurements and of which dimension are needed to ensure accurate cutting and fitting in respect of different types of component
4. describe which markers are most appropriate to use for different types of fabric
5. describe what cutting tolerances are appropriate for different types of component and in what ways this may be influenced by fabric type
6. describe what the implications are of not properly placing and aligning fabric before cutting it
7. describe why it is important to minimise waste
8. describe how to take account of design characteristics such as pattern repeats and pile direction in planning cutting
9. describe the sorts of problems that can occur during marking out and cutting fabric and how to deal with them
10. state the functions and uses of the different types of measuring and marking tools
11. state what your personal responsibilities are with regard to health and safety
12. state what steps should be taken to protect fabric from damage

## Unit 213 Produce standard window treatments

### Outcome 3 Sew a standard window treatment

#### Assessment Criteria

#### Practical skills

The learner can:

1. accurately place all materials and **components** in their correct position
2. make sure that **components** are correctly orientated and aligned to meet **fabric**, pattern and design requirements
3. attach the **components** in an efficient sequence.
4. use **sewing** methods which are appropriate to the type of **component**
5. attach the **components** together securely and to the required shape and finish
6. locate, **sew** and secure heading tape as appropriate
7. attach lining **component** if required by appropriate method
8. check and confirm that there are no protruding or sharp fixings on the finished window treatment
9. check and confirm that there are no loose threads on the finished window treatment
10. check and confirm that the visual appearance of the window treatment meets the **specification**
11. deal effectively with any problems which may arise
12. follow safe working practices when using fixing **tools and equipment**

#### Range

#### Components

The pieces of material from which a window treatment is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating. Different heading tapes and types, such as sheer and net, gathered, pencil, triple pleat, smocked, cartridge, box and looped headings. Different types of blind, chain and/ or button weights.

#### Fabrics

The different forms of material used for making window treatments.

These include a range of different fabric, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics with a minimum pattern repeat of 25cm, plain and patterned pile, flat weave fabrics.

#### Sewing

This unit covers both machine and hand sewing.

## **Specification**

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

## **Tools and equipment**

This unit covers the use of cutting equipment including knives, shears and scalpels, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk, bodkin and sewing machines.

## **Unit 213**

## **Produce standard window treatments**

### **Outcome 4**

### **Know how to sew a standard window treatment**

#### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe the handling characteristics of different fabrics and how this can affect their behaviour during positioning and fixing
2. describe why the sequence in which components are attached is important to the efficiency of the process and the quality of the outcome achieved
3. describe when and why different types of linings may be used in window treatments
4. describe when and why sorts of fixing methods are used
5. describe how headings are attached and the different uses of heading methods
6. describe what sort of problems can arise and how to deal with them
7. describe when and why to carry out checks to confirm that there are no sharp or protruding fixings
8. describe how to confirm that the outcome quality matches the specification
9. describe your personal responsibility with regard to health and safety

## Unit 213 Produce standard window treatments

### Outcome 5 Finish a window treatment

#### Assessment Criteria

##### Practical skills

The learner can:

1. organise the **tools and equipment** you will need to complete the **specification**
2. check that you have the required finishing **specification** and that it is complete
3. assemble **components** using appropriate method
4. attach **components** using appropriate **fixing method**
5. accurately position any finishings to give the required visual appearance
6. securely attach the finishings using **methods** which will give the required durability and appearance
7. make sure that there are no loose ends or visible stitchings
8. follow an efficient sequence when applying finishings
9. deal effectively with any **problems** which may arise
10. follow **safe** working procedures at all times

##### Range

##### Tools and equipment

This unit covers the use of cutting equipment including knives, shears and scalpels, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk, bodkin and sewing machines.

##### Specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

##### Components

The pieces of material from which a window treatment is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating. Different heading tapes and types, such as sheer and net, gathered, pencil, triple pleat, smocked, cartridge, box and looped headings. Different types of blind, chain and/or button weights.

##### Fixing methods

This unit covers the use of hand sewing, including slip stitch, ladder stitch and hemming stitch. Machine sewing including flat and flat fell seams. Gluing, tacking and stapling where appropriate.

**Problems**

In relation to the cutting of fabrics, these will be to do with flaws, distortions and colour/pattern variations in the fabric, inaccurate measurements and mis-alignments. In relation to the assembly and sewing process, these will be to do with slipping, fraying, inaccuracies, poor seam quality and equipment faults. The person carrying out this role is responsible for rectifying these types of problems in ways which ensure that the quality of the outcome is not compromised.

## Unit 213

Outcome 6

## Produce standard window treatments

Know how to finish a window treatment

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe what sorts of trimmings and finishings are used in window treatments and why
2. describe when and why different fixing methods are used for window treatments
3. describe terms used in technical specifications for window treatments
4. why the sequence in which the components are attached is of importance to the appearance of the finished window treatment
5. describe how to make sure that patterns and spacings of methods of window finishings are accurate and what role the sequence of application plays in that
6. describe what methods of fixing will give pelmets and hanging system the appropriate strength for their purpose
7. describe the principles which underlie the positioning of hanging systems for stability and movement
8. describe what sort of problems can arise and how to deal with them
9. state who to report to with unsolvable problems
10. describe what your personal responsibilities are with regard to health and safety

## Unit 214

## Produce workshop equipment

**Level:** 2

**Credit value:** 7

**UAN:** J/600/8131

### Unit aim

This unit requires competences in the production of workshop equipment to assist the manufacturing process

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to produce specifications for workshop tools and devices
2. Understand how to produce specifications for workshop tools and devices
3. Be able to produce workshop tools and devices
4. Know how to produce workshop tools and devices

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.



## Unit 214

## Produce workshop equipment

### Outcome 1

Be able to produce specifications for workshop tools and devices

#### Assessment Criteria

#### Practical skills

The learner can:

1. ensure details on the requirements to be specified are clear
2. clarify and confirm any requirements which are unusual, unclear and difficult to meet
3. determine what the **specification** will need to include
4. produce a clear **specification**, making correct use of technical terms and units of measurement and scale
5. include full and accurate details on:
  - what is to be made
  - the **materials** and **tools** to be used
  - the **surface finish** to be achieved
  - the **techniques** to be used
  - the dimensions and tolerance levels to be achieved in the finished item
  - safety requirements to be met
6. complete the **specification** in the required time
7. provide the **specification** in the **format** requested

#### Range

##### Specifications

Specifications are details as to the length, width, thickness, angle and surface finish requirements to be worked to in producing different workshop tools and devices used in making hand crafted furniture. They also refer to the performance accuracy which they must be produced to achieve. These would typically be within +/- 0.5 mm tolerances.

##### Materials

The materials used in constructing workshop tools and devices include hardwoods, softwoods, wood composites (typically plywood, chipboard or MDF) and adhesives.

##### Surface finish

Smooth, planed and sanded surface finishes will be needed, depending on the workshop tool or device being specified and produced

##### Techniques

Sawing, planing, drilling, chiselling and routing

**Format**

Usually specifications will be written or drawn and the competence involved in producing specifications requires the ability to describe technical details in text form and to prepare technical drawings. While the production of workshop tools and devices will usually be from a written or drawn specification, the competent person should also be able to work from specifications given orally.

**Tools and equipment**

The chisels, planes, cramps, saws, drills, drill bits, squares, mallets, scrapers, honing stones, knives and measuring devices used in the making of hand-crafted furniture. Also includes powered tools such as sanders, routers, drills, power saws and planers. Workshop tools and devices include jigs, patterns and templates

## **Unit 214**

### **Outcome 2**

## **Produce workshop equipment**

Understand how to produce specifications for workshop tools and devices

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe different sorts of workshop tools and devices used in making wooden furniture by hand
2. what sorts of materials, tools and techniques are used for making different workshop tools and devices and why
3. explain technical terms used to describe workshop tools and devices
4. explain units of measurement used to specify length, width, thickness and performance accuracy
5. describe tolerance levels to which units of measurement should be specified
6. describe conventions used in the preparation of cutting lists and technical drawings
7. describe the work implications of the health and safety at work act (HASAWA), Control of Substances Hazardous to Health (COSHH) regulations
8. explain where to find organisation risk assessment details and control strategies

## Unit 214

### Outcome 3

## Produce workshop equipment

Be able to produce workshop tools and devices

### Assessment Criteria

#### Practical skills

The learner can:

1. organise the required **materials** and **tools**
2. maintain a tidy work area and work effectively
3. check the **specification** and that everything required to achieve it is available
4. follow the **specification** correctly and completely and accurately measure and mark out the material
5. follow specified **techniques** correctly
6. ensure that excess glue, debris and foreign objects are cleaned
7. check that the required tolerances, **surface finish** and performance accuracy are achieved
8. follow safe working practices when handling **tools** and **materials**
9. seek advice on how to deal with any problems that arise in meeting the **specification**
10. return all **tools** and unused **materials** to the correct storage locations after use
11. complete the work within the required time

#### Range

##### Materials

The materials used in constructing workshop tools and devices include hardwoods, softwoods, wood composites (typically plywood, chipboard or MDF) and adhesives.

##### Tools and equipment

The chisels, planes, cramps, saws, drills, drill bits, squares, mallets, scrapers, honing stones, knives and measuring devices used in the making of hand-crafted furniture. Also includes powered tools such as sanders, routers, drills, power saws and planers. Workshop tools and devices include jigs, patterns and templates

##### Specifications

Specifications are details as to the length, width, thickness, angle and surface finish requirements to be worked to in producing different workshop tools and devices used in making hand crafted furniture. They also refer to the performance accuracy which they must be produced to achieve. These would typically be within +/- 0.5 mm tolerances.

##### Techniques

Sawing, planing, drilling, chiselling and routing

##### Surface finish

Smooth, planed and sanded surface finishes will be needed, depending on the workshop tool or device being specified and produced

## Unit 214

## Produce workshop equipment

### Outcome 4

### Know how to produce workshop tools and devices

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe types of workshop tools and devices used in making wooden furniture by hand
2. identify the materials, tools and techniques are used for making different workshop tools and devices and why
3. explain technical terms used to describe workshop tools and devices
4. explain units of measurement used to specify length, width, thickness and performance accuracy
5. describe tolerance levels associated with units of measurement
6. identify the face side of material
7. describe why correct and accurate surface preparation is important
8. explain growth characteristics of different hard and soft woods
9. describe the implications that growth characteristics of wood have on how to work with them
10. describe the work implications of the health and safety at work act (HASAWA), Control of Substances Hazardous to Health (COSHH) regulations
11. explain where to find organisation risk assessment details and control strategies
12. describe how to test tools and devices for dimensional accuracy and performance accuracy
13. explain the importance of returning tools and materials to storage
14. describe timescales to achieve different sorts of specifications

# Unit 215      Make and assemble wooden components of hand crafted furniture

**Level:**            2  
**Credit value:** 13  
**UAN:**            L/600/8132

## **Unit aim**

To develop competence required to make wooden components for hand-crafted furniture

## **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Be able to cut, shape and mould wooden components
2. Be able to cut and joint wooden components for hand-crafted furniture
3. Understand how to cut, shape, mould and joint wooden components for hand-crafted furniture
4. Know how to work in ways which maintain your own and others' safety

## **Guided learning hours**

It is recommended that **61** hours should be allocated for this unit. This may be on a full-time or part-time basis

## **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

## **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

## **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 215      **Make and assemble wooden components of hand crafted furniture**

Outcome 1      Be able to cut, shape and mould wooden components

### Assessment Criteria

#### Practical skills

The learner can:

1. organise **tools and equipment** for effective working
2. maintain a tidy work area
3. ensure **specification** details are clear and complete
4. check **materials** are free of flaws and suitable for the **component**
5. discard damaged materials
6. accurately measure and mark out lines/profiles within the specified tolerances
7. use effective **techniques** for alignment of surfaces
8. check and confirm moulded **components** have the required contour
9. demonstrate use of correct **adhesives** and pressure when gluing **materials**
10. minimise waste through choice of **materials** and measuring and marking them out for **cutting**
11. handle **materials** and **components** without damaging them
12. cut **components** to size and shape, keeping within required tolerances
13. return **tools and equipment** to correct storage locations

#### Range

##### Tools and Equipment

The hand and powered tools used in the making of hand crafted furniture, including basic fixed and portable wood working machinery. Hand tools include rulers, pencils, vernier callipers, chisels, planes, cramps, saws, drills, drill bits, squares, mallets, scrapers, honing stones, knives, gauges as well as workshop tools and devices such as bench hooks, winding sticks, shooting boards, mitre blocks of different angles, scratch stock, work benches. Examples of powered tools would include biscuit jointers, sanders, routers, drills and saws. Examples of machinery would include lathes, presses, bandsaw, dimension saw, surface planer and thicknesser

##### Specification

The set of instructions which describe the work to be carried out, including details of the qualities (colour, grain), the nature of the joints to be made and the tolerances to be achieved. In the context of this unit, tolerances to within (0.5mm) would be expected. Specifications will usually be provided by verbal, written form or by diagrams from research. A competent person should also be able to work from verbal instructions.

##### Components

The pieces from which an assembly within hand-crafted furniture is constructed

**Materials**

The softwoods, hardwoods and wood composites used in making/ furniture. Composites would include plywood, chipboard and MDF. Woods may be of an oily or resinous nature, have a ripple or interlocking grain and be of a burr or pippy structure

**Adhesives**

Commercially available glues used in making hand-crafted furniture. These include polyvinyl acetate, urea or phenol formaldehyde, animal based glues, resorcinol, polyurethane and epoxy resins

**Cutting**

Using saws (e.g. tenon, dovetail, dimension or band), planes (e.g. jack, smoothing, block, scraper, rebate, shoulder or bullnose), chisels (e.g. bevel-edged, mortice, firmer and paring) and routers

**Techniques**

The techniques covered by this unit are chiselling, drilling, boring, sawing, planing, moulding, scraping, abrading, splicing, and matching, squaring and precise measurement



## Unit 215

# Make and assemble wooden components of hand crafted furniture

## Outcome 2

Be able to cut and joint wooden components for hand-crafted furniture

### Assessment Criteria

#### Practical skills

The learner can:

1. organise **tools and equipment** for effective working
2. maintain a tidy work area
3. orient **materials** to be used in the correct face and grain alignment
4. check **materials** are free of flaws and suitable for **joint** construction
5. discard damaged materials
6. ensure details of **joints** to be produced are clear and complete
7. use suitable methods to measure, mark out and control the dimensions of the cuts
8. cut **joints** accurately to within the required tolerances
9. ensure that **joints** fit correctly
10. deal with **joint** faults that arise
11. clean and sand **components** as required
12. ensure that **joint components** meet the specified quality for alignment shape and grain orientation
13. use appropriate **techniques** to check **joints** and assembly for square
14. return **tools and equipment** to correct

#### Range

#### Tools and Equipment

The hand and powered tools used in the making of hand crafted furniture, including basic fixed and portable wood working machinery. Hand tools include rulers, pencils, vernier callipers, chisels, planes, cramps, saws, drills, drill bits, squares, mallets, scrapers, honing stones, knives, gauges as well as workshop tools and devices such as bench hooks, winding sticks, shooting boards, mitre blocks of different angles, scratch stock, work benches. Examples of powered tools would include biscuit jointers, sanders, routers, drills and saws. Examples of machinery would include lathes, presses, bandsaw, dimension saw, surface planer and thicknesser

#### Materials

The softwoods, hardwoods and wood composites used in making/ furniture. Composites would include plywood, chipboard and MDF. Woods may be of an oily or resinous nature, have a ripple or interlocking grain and be of a burr or pippy structure

#### Joints

The joints used in making hand-crafted furniture. They include insertion, scarf, rub joints, knock-down, dove-tail, mitred dove-tail, mortise and tenon, mitred tenon, bridle, lap, mitre, tongue and groove, loose tongue, housing, dowel, biscuit and butt joints

**Components**

The pieces from which an assembly within hand-crafted furniture is constructed.

**Techniques**

The techniques covered by this unit are chiselling, drilling, boring, sawing, planing, moulding, scraping, abrading, splicing, and matching, squaring and precise measurement

## **Unit 215            Make and assemble wooden components of hand crafted furniture**

Outcome 3            Understand how to cut, shape, mould and joint wooden components for hand-crafted furniture

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain terms used in technical specifications for component production and assembly and for joints
2. describe the functions and uses of types of tools and equipment used in furniture assembly
3. compare handling characteristics of different species of wood used in hand-crafted furniture
4. describe flaws that would affect the utility of a piece of wood within furniture construction
5. explain why it is important to work with the grain of wood
6. state the implications of not working with the grain of wood
7. state how characteristics of different wood composites affect the way they are cut and handled and their suitability for different joint constructions
8. outline the consequences of inaccurate measuring and cutting
9. outline the consequences of using poor technique when shaping materials
10. describe the mechanics of joint construction
11. explain the limitations of different jointing components and alternative jointing techniques that can be used

## **Unit 215            Make and assemble wooden components of hand crafted furniture**

Outcome 4            Know how to work in ways which maintain your own and others' safety

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe appropriate Personal Protective Equipment (PPE) and its importance
2. explain potential health and safety issues that can result from a disorganised and untidy work area
3. use **tools** safely and effectively
4. explain the safe use of manual and powered tools and equipment
5. describe safe use of adhesives to include:
  - use of personal protective equipment
  - adequate ventilation
6. dispose of waste safely to the designated location in accordance with current legislation
7. describe personal limitations in respect of the Provision and Use of Work Equipment Regulations (PUWER) 1998
8. describe workplace implications of the Health and Safety at Work Act (HASAWA) and Control of Substances Hazardous to Health (COSHH) regulations
9. describe relevant organisational risk assessment details and control methods

#### **Range**

##### **Tools and Equipment**

The hand and powered tools used in the making of hand crafted furniture, including basic fixed and portable wood working machinery. Hand tools include rulers, pencils, vernier callipers, chisels, planes, cramps, saws, drills, drill bits, squares, mallets, scrapers, honing stones, knives, gauges as well as workshop tools and devices such as bench hooks, winding sticks, shooting boards, mitre blocks of different angles, scratch stock, work benches. Examples of powered tools would include biscuit jointers, sanders, routers, drills and saws. Examples of machinery would include lathes, presses, bandsaw, dimension saw, surface planer and thicknesser

**Level: 2**

**Credit value: 10**

**UAN: M/600/8236**

### **Unit aim**

To develop competence required to match measure and mark out veneers.

### **Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Be able to measure and mark out veneers
2. Understand how to cut, shape, mould and joint wooden components for hand-crafted furniture
3. Know how to work in ways which maintain your own and others' safety

### **Guided learning hours**

It is recommended that **61** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills.

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 216

## Match, measure and mark out veneers

### Outcome 1

Be able to measure and mark out veneers

### Assessment Criteria

#### Practical skills

The learner can:

1. select **veneers** which meet the **quality** requirements in the **work specification**
2. check **veneers** have no intermittent or full faults and set aside any which do
3. match **veneers** for pattern, grain orientation and light refraction requirements
4. minimise waste by the choice of **veneers** and measuring and marking them out for **cutting**
5. handle **veneers** to avoid damaging them
6. measure and mark veneers accurately to size and shape, keeping within the required tolerances
7. use safe and effective techniques to make the cuts
8. ensure that **veneer** surfaces to be glued are free of irregularities and are sanded and cleaned to the required surface finish
9. store the **veneers** in appropriate **conditions**
10. follow safe working procedures
11. ensure the work area is kept clean and tidy
12. dispose of wastes safely to the designated area
13. describe the kinds of natural faults and handling damage that can occur with veneers
14. assess how to identify faults which render the veneer unusable
15. demonstrate the importance of keeping waste to a minimum
16. illustrate how to balance and match veneers
17. describe the growth and handling characteristics of different species of wood
18. define how growth and handling affect how veneers are cut, stored
19. describe the consequences of inaccurate measuring and cutting
20. demonstrate how to ensure safety of self and others when using cutting tools and equipment

#### Range

##### Veneers

Veneers used in making furniture are made of natural timber (Softwood and Hardwood). Examples of the types of timbers from which veneers are made would include hard and soft woods such as walnut, oak, ash, mahogany, cherry, maple or pine.

##### Conditions

The conditions under which veneers require to be kept includes flattening and damping them to ensure that they remain in a suitable state for working

##### Quality

The quality of a veneer can be described in terms of the grain fineness and orientation, its colour, hue and decoration, moisture content and light refraction characteristics. Veneers require to be matched for these qualities for use in straight, slip laid, leaf laid, book match and edge veneering.

**Work specification**

The set of instructions which describe the work to be carried out, including details of the qualities of the veneer to be produced, the length, width and shape of veneer required and the nature of the joints to be made. In the context of these standards, length, width and shape tolerances to within +/- 0.5mm would be expected. The specification will also detail the storage condition requirements for the veneers. Table tops or chest of drawer tops with crown cut or slip matched veneers would be typical of furniture seen.

## Unit 216

## Match, measure and mark out veneers

### Outcome 2

Be able to match veneers

#### Assessment Criteria

#### Practical skills

The learner can:

1. match **veneers** for **quality**, size and shape to meet the design requirements
2. set aside any **veneers** of unacceptable **quality**
3. handle the **veneers** to avoid damaging them
4. measure and align the **veneers** to form the required size when **jointed**
5. make the **joints** of the required type
6. deal with any **joint faults** that arise
7. check and confirm that the results meet the specified **quality**
8. store the joined and jointed **veneers** in appropriate **conditions** to keep them in the required state for application

#### Range

##### Veneers

Veneers used in making furniture are made of natural timber (Softwood and Hardwood). Examples of the types of timbers from which veneers are made would include hard and soft woods such as walnut, oak, ash, mahogany, cherry, maple or pine.

##### Quality

The quality of a veneer can be described in terms of the grain fineness and orientation, its colour, hue and decoration, moisture content and light refraction characteristics. Veneers require to be matched for these qualities for use in straight, slip laid, leaf laid, book match and edge veneering.

##### Conditions

The conditions under which veneers require to be kept includes flattening and damping them to ensure that they remain in a suitable state for working

##### Joints

The joints used in making standard veneers would include the making of quartered panels, edged 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, decoration and light refraction qualities.



## **Unit 216**

## **Match, measure and mark out veneers**

### **Outcome 3**

### **Know how to measure mark out and match veneers**

#### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. apply terms used in technical specifications for veneers
2. outline the characteristics used to describe the quality of a veneer
3. describe the handling characteristics of different types and qualities of veneer
4. classify how to protect veneers from damage
5. give the importance of flattening and damping veneers during storage
6. classify personal limitations in respect of provision and use of work equipment regulations
7. describe the work implications of the Health and Safety at Work Act (HASAWA) and control of substances hazardous to health (COSHH)
8. explain where to find organisation risk assessment details and control measures
9. distinguish when and why quartered panel and stringed sheet jointing methods are used
10. describe what to look for when matching different veneers
11. describe faults that occur with jointing veneers and how to overcome them
12. define quality checks to be carried out on jointed veneers

**Level: 2**

**Credit value: 14**

**UAN: A/600/8238**

### **Unit aim**

To provide knowledge and skills to lay veneers and inlays by hand and press method

### **Learning outcomes**

There are **five** learning outcomes to this unit. The learner will:

1. Be able to lay hand-crafted veneers
2. Know how to lay hand crafted veneers
3. Be able to fit inlays to groundwork
4. Understand how to fit inlays to groundwork
5. Understand health and safety procedures in the workplace

### **Guided learning hours**

It is recommended that **90** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 217

### Outcome 1

## Lay veneers by hand and press method

Be able to lay hand-crafted veneers

### Assessment Criteria

#### Practical skills

The learner can:

1. ensure groundwork is prepared for the **veneering** process and is secure, clean, free of debris and damage
2. ensure that groundwork is at the required temperature for the **adhesive** type to be used
3. position the **veneers** on the specified **surface**
4. follow the specified **veneering method**, using safe and effective technique
5. ensure **adhesives** are mixed in accordance with the manufacturers' instructions and COSHH regulations
6. ensure **adhesive** is applied evenly across the ground work within the optimum time
7. apply even and appropriate pressure to the **veneer** according to the **veneer** type and **surface**
8. carefully handle the **veneers** to avoid damage
9. deal effectively with any faults that arise
10. store the veneers in appropriate **conditions** to keep them in the required state for working

#### Range

##### Veneers

The veneering methods covered by this unit are hand laying and manually operated pressing. Inlay fitting methods are dry fitting, pressing and the use of adhesives

##### Adhesives

Commercially available glues used in making furniture. These include polyvinyl acetate, urea or phenol formaldehyde, animal based glues, and resorcinol

##### Conditions

The conditions under which veneers require to be kept includes flattening and damping them to ensure that they remain in a suitable state for working

##### Surface

The surfaces to which veneers are applied in the context of this unit cover top, edge, back and underneath positions, as well as curved and flat surfaces

##### Veneering methods

The veneering methods covered by this unit are hand laying and manually operated pressing. Inlay fitting methods are dry fitting, pressing and the use of adhesives

##### Faults

Veneer laying faults can arise as a result of misalignment, discolouration, marking or blistering of the veneer or glue penetration. The person carrying out this role is responsible for identifying and making minor repairs where these can be achieved without affecting the quality of the work. Problems which cannot be resolved in that way would be reported to a senior crafts person using the correct workplace procedures

**Assessment Criteria**

**Underpinning knowledge**

The learner can:

1. explain terms used in technical specifications for veneers
2. describe handling damage that can occur with veneers
3. explain how to avoid damage with veneers
4. describe types of fault that can occur with veneering and how to deal with them
5. explain how atmospheric conditions can affect the veneering process
6. explain why veneers may need to be flattened and damped during storage
7. describe the consequences of not flattening and damping veneers
8. explain when and why different veneering methods are used
9. explain the implications of open times, shelf life and setting times of adhesives for the way you work
10. describe the different types of adhesives
11. state the absorption capabilities of adhesives through veneers
12. explain the compatibility of different types of adhesives with veneers
13. describe problems associated with adhesives and how to overcome them
14. explain the uses and benefits of different ways of pressing
15. state the consequences of inaccurate positioning
16. explain where, when and how to use different types of adhesives
17. describe the importance of good preparation to the quality of the work

### **Assessment Criteria**

#### **Practical skills**

The learner can:

1. check the **inlay** design and type matches the **specification**
2. determine the best sequence to follow to achieve the specified result
3. ensure groundwork is prepared for the fitting process and is secure, clean, free of debris and damage
4. ensure that groundwork is at the required temperature for the **adhesive** type to be used
5. ensure that the **inlay** fits the groundwork laterally and vertically
6. clean the **surface** so that it is free of any excess **adhesives**
7. key the **surface** using appropriate **tools** and techniques
8. ensure that the finish meets the **specification**
9. deal effectively with any **faults**
10. follow the specified **fitting method**, using safe and effective techniques
11. handle the **inlays** to avoid damaging them
12. store the **inlays** in appropriate **conditions** to keep them in the required state for application

### **Range**

#### **Inlays**

The types of inlays covered by this unit are veneered and stringing. They are made of wood, other natural material or man-made materials

#### **Adhesives**

Commercially available glues used in making furniture. These include polyvinyl acetate, urea or phenol formaldehyde, animal based glues, and resorcinol

#### **Work specification**

The set of instructions which describe the work to be carried out, including details of the surfaces to be veneered and inlays to be used, the methods to be applied and the adhesives to use. The specification will also detail the storage condition requirements for the veneers. Panels of crown veneer with inlay stringing and cross banded border would be typical

#### **Surface**

The surfaces to which veneers are applied in the context of this unit cover top, edge, back and underneath positions, as well as curved and flat surfaces.

#### **Faults**

Veneer laying faults can arise as a result of misalignment, discolouration, marking or blistering of the veneer or glue penetration. The person carrying out this role is responsible for identifying and making minor repairs where these can be achieved without affecting the quality of the work. Problems which cannot be resolved in that way would be reported to a senior crafts person using the correct workplace procedures

**Tools and equipment**

The tools and equipment used within hand-crafted furniture production environments for laying veneers and fitting inlays covers veneering hammers, heated and unheated presses, heated cauls, adhesive rollers, edge clamps, veneer pins, adhesive pots, brushes and glue sticks, flat irons and sand bags

**Conditions**

The conditions under which veneers and inlays require to be kept include flattening and damping them to ensure that they remain in a suitable state for working. The environmental conditions needed for effective working relate to temperature, humidity and ventilation.

**Assessment Criteria**

**Underpinning knowledge**

The learner can:

1. explain terms used in technical specifications for inlays
2. describe the purpose of different tools and equipment used in fitting inlays
3. compare the differences between veneered and stringing inlays and the depth of inlay required for each
4. explain the handling damage that can occur with inlays
5. describe how to avoid handling damage
6. describe the faults that can occur with inlay fitting
7. explain how to deal with inlay fitting faults
8. explain how atmospheric conditions can affect the fitting process
9. describe methods of storing inlays
10. explain the purpose of storing inlays according to prescribed methods
11. explain when and why different fitting methods are used
12. describe the open times, shelf life and setting times of adhesives
13. describe the impact on working methods of open times, shelf life and setting times of adhesives
14. state the absorption capabilities of adhesives through inlays

## Unit 217

### Outcome 5

## Lay veneers by hand and press method

Understand health and safety procedures in the workplace

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. safely handle **adhesives** and apply them effectively to groundwork
2. deal safely and promptly with **adhesive** spillages and splashes
3. dispose of unwanted adhesives safely in the designated location and in accordance with COSHH regulations
4. explain how to dispose of waste in accordance with current legislation
5. use the correct **Personal Protective Equipment (PPE)** for the adhesives and equipment being used
6. describe the work implications of the Health and Safety at Work Act (HASAWA) and control of substances hazardous to health (COSHH)
7. explain where to find organisation risk assessment details and control strategies

#### Range

##### Adhesives

Commercially available glues used in making furniture. These include polyvinyl acetate, urea or phenol formaldehyde, animal based glues, and resorcinol

##### Personal Protective Equipment (PPE)

Ear, eye and respiratory protection as well as protective gloves and footwear



## Unit 218

## Apply stains, sealers and primers

**Level: 2**

**Credit value: 11**

**UAN: R/600/8133**

### **Unit aim**

To develop competence required to apply finishing processing to hand-crafted furniture.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Be able to apply stains by hand
2. Apply sealers and primers by hand
3. Understand how to apply stains, sealers and primers by hand
4. Understand Health and safety in the workplace

### **Guided learning hours**

It is recommended that **41** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 218

### Outcome 1

## Apply stains, sealers and primers

### Be able to apply stains by hand

#### Assessment Criteria

#### Practical skills

The learner can:

1. organise **materials, tools** and **equipment**
2. maintain tidy work area and work effectively
3. ensure required **work specification** is available
4. bleach without damage to **workpiece**
5. mask off areas which are not to be stained
6. select **stains** which match the colour specification and are appropriate for the **surface** to be treated
7. ensure sufficient supplies of the **stain** to complete the treatment before starting
8. ensure that the working environment is suitable for the **stains** being used
9. apply the **stain** to the finish and depth of colour required
10. use effective techniques and appropriate **tools** for the kind of **stain** and type of **surface**
11. allow specified drying times between multiple coats
12. deal promptly and safely with spillages, splashes and other problems
13. deal effectively with **surface changes**
14. complete the process within the working time of the **material**

#### Range

##### Materials

Other than the stains, sealers and primers, there will also be need for the use of abrasive powders, de-greasing agents, cleaning solvents, waxes, stoppers, and burnishing creams. Bleach may also be used when appropriate.

##### Tools and equipment

Stains, sealers and primers are applied by hand, involving the use of cloths, brushes, rags, pads, sponges and tak rags for the removal of dust.

##### Work specification

The set of instructions which describe the work to be carried out, the types, application area and characteristics (colour, viscosity, formulation) of the materials to be applied and the drying requirements (natural or forced). The specification will also detail the time within which the process must be completed and the personal protective equipment which should be worn. Specifications may be oral or written and may involve the use of diagrams and colour cards.

##### Workpiece

The item of furniture to be worked on. This may be a component, sub-assembly or assembly of a piece of furniture. The work piece to be treated may be made of natural timber (solid or veneered) or of wood composite. It may be a flat panel or a curved or turned shape.

**Stains, sealers and primers**

This unit covers the application of pre-formulated traditional stains, modern stains, shellac sealers, pre-formulated and two-pack sealers, shellac polishes, french polishing lacquers and traditional oil-based primers. They may be based on oil, water or spirit as the solvent. Masking materials are tapes and liquids.

**Surface**

Surfaces may be solid wood, veneered, particle board, flat panels, curves and turns. The surfaces may be part of a component, sub-assembly or assembly used furniture or a piece of new wood to be treated before being worked

**Surface changes**

The sorts of surface changes that might arise during application of stains, sealers and primers would include nibs, holes, scratches, chips, dents, cracks, blisters and blemishes.

## Unit 218

## Apply stains, sealers and primers

### Outcome 2

Be able to apply sealers and primers by hand

### Assessment Criteria

#### Practical skills

The learner can:

1. organise the **materials, tools and equipment**
2. maintain tidy work area and work effectively
3. ensure required **work specification** is available
4. ensure suitability of the working environment for the **sealers and primers** being used
5. apply the coat evenly and to the required finish
6. use effective techniques and appropriate **tools** for the kind of **sealer, primer** and type of **surface**
7. deal promptly with **faults** and minor surface defects which occur
8. deal promptly and safely with spillages and splashes
9. allow specified drying times between multiple coats
10. ensure that **surfaces** are clean and free of excess **materials** and **surface** irregularities between multiple coats
11. complete the process within the working time of the treatment **material**

#### Range

##### Materials

Other than the stains, sealers and primers, there will also be need for the use of abrasive powders, de-greasing agents, cleaning solvents, waxes, stoppers, and burnishing creams. Bleach may also be used when appropriate.

##### Tools and equipment

Stains, sealers and primers are applied by hand, involving the use of cloths, brushes, rags, pads, sponges and tak rags for the removal of dust.

##### Work specification

The set of instructions which describe the work to be carried out, the types, application area and characteristics (colour, viscosity, formulation) of the materials to be applied and the drying requirements (natural or forced). The specification will also detail the time within which the process must be completed and the personal protective equipment which should be worn.

Specifications may be oral or written and may involve the use of diagrams and colour cards.

##### Stains, sealers and primers

This unit covers the application of pre-formulated traditional stains, modern stains, shellac sealers, pre-formulated and two-pack sealers, shellac polishes, French polishing lacquers and traditional oil-based primers. They may be based on oil, water or spirit as the solvent. Masking materials are tapes and liquids.

**Faults**

Types of faults that could occur during application of materials would include uneven applications, poor wetting, blotching, marking of the surface, drips, runs, streaks, mismatched shading or poor surface finish. The person carrying out this role is responsible for identifying and dealing with faults which can be treated readily if responded to promptly. Problems which cannot be resolved in that way would be reported using the correct workplace procedures.

**Surface**

Surfaces may be solid wood, veneered, particle board, flat panels, curves and turns. The surfaces may be part of a component, sub-assembly or assembly used furniture or a piece of new wood to be treated before being worked.

## Unit 218

## Apply stains, sealers and primers

### Outcome 3

Understand how to apply stains, sealers and primers by hand

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain terms used in technical specifications for staining, sealing and priming furniture
2. describe the different types of stains, sealers and primers, what each is for and when it is used
3. explain the implications of using stains, sealers and primers that are inappropriate for the surface to be treated
4. describe when and why staining, sealing and priming may be unnecessary
5. state the drying and working times of different stains, sealers and primers
6. explain why the working environment requires suitable levels of humidity, temperature, lighting and is dust-free and adequately ventilated
7. identify when bleaching to sample colour can be used as a technique
8. explain how to mask surfaces to stop stain penetration
9. describe which masking materials to use for different stains and surfaces
10. explain the importance of accuracy when checking against the colour specification
11. explain why it is important to deal promptly and safely with splashes and spillages
12. explain why it is important to label unused stains, sealers and primers clearly and accurately
13. describe what the storage requirements are for different types of stains, sealers and primers
14. explain the implications of incorrect storage of stains, sealers and primers
15. describe how to avoid sanding through the sealer and primer when de-nibbing

## Unit 218

## Apply stains, sealers and primers

Outcome 4

Understand Health and safety in the workplace

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. follow COSHH procedures at all times
2. use appropriate **Personal Protective Equipment (PPE)** for the materials being handled
3. accurately label unused materials and return them to the designated storage areas
4. dispose of waste safely using designated procedures and disposal areas
5. explain the work implications of the Health and Safety at Work Act (HASAWA) and Control of substances Hazardous to Health (COSHH) regulations and the Environmental protection Act
6. explain where to find organisation risk assessment details and control strategies
7. explain what personal protective equipment should be worn when handling stains, sealers and primers
8. describe the importance of wearing correct personal protective equipment

#### Range

##### **Personal Protective Equipment**

This covers eye protection, gloves, overalls and respiratory equipment as well as barrier, cleansing and after-care creams.

## Unit 219

## Prepare hand-crafted furniture for finishing

**Level: 2**

**Credit value: 7**

**UAN: Y/600/8134**

### **Unit aim**

To develop competence required to apply finishing processing to hand-crafted furniture.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Be able to prepare hand-crafted work-pieces for finishing
2. Know how to prepare hand-crafted work-pieces for finishing

### **Guided learning hours**

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.



## Unit 219

### Outcome 1

## Prepare hand-crafted furniture for finishing

Be able to prepare hand-crafted work-pieces for finishing

### Assessment Criteria

#### Practical skills

The learner can:

1. organise the **tools and equipment**
2. maintain a tidy work area and work effectively
3. ensure availability of **work specification** and everything required to achieve it
4. check the **work-piece** and accurately identify any **faults** that are present
5. apply appropriate remedial treatment to **faults**
6. sharpen and set **hand tools** to achieve required **finish**
7. inspect hand **tools** and electric hand **tools** taking action if a fault is identified
8. inspect abrasive **machinery** taking action if a fault is identified
9. follow health and safety procedures when using electric **tools, equipment** and **machinery** to achieve required **finish** (in the white)
10. follow health & safety procedures when using hand **tools and equipment** to achieve required **finish** (in the white)
11. ensure that adhesives left on **surfaces** are completely removed
12. ensure that **surfaces** are clean and free of dust and debris
13. ensure that **surfaces** are ready to receive the specified **finish**
14. follow safe working procedures when:
  - lifting and moving heavy items
  - using **materials, tools equipment** and machinery
15. handle and store the **workpiece** to protect it from damage

#### Range

##### Tools equipment and machinery

Preparing for Finishing involves sanding, cleaning and scraping, making use of hand sanding blocks, planes, scrapers, tack rags, cleaning rags, different grades of abrasive papers (this should include Aluminium oxide, Silicon Carbide, and Scotch bright pads). It may also include the use of palm, random orbital, disc, bobbin and hand held belt sanders, wide belt and narrow belt sanding machines.

##### Work specification

The set of instructions which describe the work to be carried out, including details of the preparations to be carried. The specification will also detail the time within which the process must be completed and the personal protective equipment which should be worn. Specifications may be oral or written and may involve the use of diagrams and colour cards.

##### Surface

Surfaces may be solid wood, veneered or flat panels.

**Workpiece**

The item of furniture to be treated as part of the finishing process. This may be a component, sub-assembly or assembly used in hand-crafted furniture. The work-piece to be treated may be veneered, made of solid wood or of wood composite.

**Faults**

The kinds of faults which could occur to work-pieces prior to treating would include machining marks, holes, bruising, splits, scratches, dents and the presence of adhesives. Types of faults that could occur during application of fillers would include over-thinned grain-fillers, incorrectly mixed grain-fillers and non-removal of excess grain-filler.

The person carrying out this role is responsible for identifying and dealing with faults which can be treated readily if responded to promptly. Problems which cannot be resolved in that way would be reported using the correct workplace procedures.

**Finish**

This unit covers finishes which may be rough-out, cross-sanding, smooth, open grained and full-grained.

## Unit 219

### Outcome 2

## Prepare hand-crafted furniture for finishing

Know how to prepare hand-crafted work-pieces for finishing

### Assessment Criteria

#### Underpinning Knowledge

The learner can:

1. explain terms used in technical specifications for hand-crafted furniture
2. describe checks to be made on work-pieces
3. explain faults that can occur and how to recognise them
4. describe remedial action to take to deal with different types of faults
5. describe the tools and equipment required to rectify faults
6. explain how to sharpen and set hand tools
7. describe types and purpose of fillers and stoppers
8. explain different grades of abrasives and their uses
9. explain safe handling of hand and powered tools to protect self and others from risk
10. identify the types of equipment and machinery faults that can occur
11. describe how to deal with equipment and machinery faults
12. describe the work implications of the Health and Safety at Work Act (HASAWA) and Control of Substances Hazardous to Health (COSHH) regulations
13. explain where to find organisation risk assessment details and control strategies
14. explain where work-pieces should be stored
15. explain how to protect work-pieces during handling and storage
16. identify how to dispose of waste in accordance with current legislation

## Unit 220

# Prepare location for assembly and placement of furniture

**Level: 2**

**Credit value: 4**

**UAN: D/600/8135**

### Unit aim

To develop competence required to prepare for the assembly of fitted furniture in its final location

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare the location for furniture assembly
2. Understand how to prepare the location for furniture assembly
3. Be able to prepare resources and furniture components for assembly in location
4. Know how to prepare resources and furniture components for assembly in location

### Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 220

# Prepare location for assembly and placement of furniture

## Outcome 1

Be able to prepare the location for furniture assembly

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. confirm the **location**, schedule and sequence of the assembly work
2. obtain agreement to proceed before starting work
3. isolate the work area from the rest of the location, protecting areas exposed to debris
4. ensure the **customer** removes vulnerable items from the work area, and access routes
5. prepare the work area correctly and safely ready to install furniture
6. establish safe and secure storage areas for **resources** and **components**
7. follow safe and effective working practices at all times
8. identify **problems** relating to the installation and deal with them in line with standard operating procedures
9. follow **customer** care procedures to maintain effective communication with the **customer**

#### Range

##### Location

The location is any interior within a property owned by the customer. It may be bare of other furniture and furnishings or furnished

##### Customer

The customer for furniture that is assembled in location may be an individual or an organisation

##### Components

Components of furniture will differ according to the type of furniture, but would include:

- assemblies/framework components
- internal components
- fascia components
- shutters and blinds

##### Problems and faults

Problems may occur with any aspect of the materials, tools, equipment, components or the location. Solving them may require direct action by the individual carrying out the work, reference to specification, authority within the organisation and/or action by the customer, or a combination of all

## **Resources**

The resources covered by this unit address materials, tools and equipment.

Typical materials within furniture assembly would include:

- finishes (e.g. stains, sealers, primers, paints)
- adhesives
- fixings (e.g. screws, nails, drawer runners, handle etc)
- ancillary items (e.g. cabling conduits, lighting, glassware etc)

Typical tools and equipment within furniture assembly would include:

- hand tools (e.g. hammer, screw driver, chisel, plane etc)
- battery powered tools (e.g. saw, drill, jigsaw, screw driver etc)
- electric powered tools (e.g. saw, drill, jigsaw, screw driver etc)
- power cables, portable generators and transformers

## Unit 220

# Prepare location for assembly and placement of furniture

## Outcome 2

Understand how to prepare the location for furniture assembly

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain how to interpret work **specifications** including drawings
2. outline the importance of confirming work requirements and agreements before commencing work
3. decide which areas of the **location** should be isolated and the protective coverings required
4. state what types of vulnerable object should be moved by the **customer**
5. explain the importance of ensuring the work area is safe to work in for self and others
6. describe personal responsibilities with regard to health and safety issues whilst at location
7. describe the safety and security issues required if necessary to set up storage areas
8. explain the types of **problems** that can occur on **location** and ways of dealing with them
9. describe the importance of providing accurate and clear information to **customers**
10. explain how to dispose of waste in accordance with current legislation

#### Range

##### Information / Specification

The specification for the location assembly and placement will have been agreed between the organisation and the customer. It will typically detail:

- the exact location within the customer's property where the furniture is to be assembled and installed
- the dimensions, construction and finishing of the furniture
- resource requirements
- outcome quality
- time schedule

It may be written and/or involve drawings and work lists

##### Customer

The customer for furniture that is assembled in location may be an individual or an organisation

##### Problems and faults

Problems may occur with any aspect of the materials, tools, equipment, components or the location. Solving them may require direct action by the individual carrying out the work, reference to specification, authority within the organisation and/or action by the customer, or a combination of all

##### Location

The location is any interior within a property owned by the customer.

It may be bare of other furniture and furnishings or furnished.

## Unit 220

## Prepare location for assembly and placement of furniture

### Outcome 3

Be able to prepare resources and furniture components for assembly in location

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. confirm that the **specifications/resources** and **components** are available
2. ensure that the specified quality and quantity of **components, resources** tools and items of equipment are present at the **location**
3. confirm that **resources**, tools and items of equipment are in safe working order
4. identify **problems** with **resources** and components and deal with them in line with standard operating procedures
5. carry out specified preparatory work on **components** and materials
6. follow **safe** and effective working practices at all times
7. ensure that **resources** and **components** are maintained in a logical order for effective working
8. ensure that resources and components not for immediate use are stored safely
9. maintain effective communication with the **customer** in line with **customer** care procedures

#### Range

##### Information / Specification

The specification for the location assembly and placement will have been agreed between the organisation and the customer. It will typically detail:

- the exact location within the customer's property where the furniture is to be assembled and installed
- the dimensions, construction and finishing of the furniture
- resource requirements
- outcome quality
- time schedule

It may be written and/or involve drawings and work lists.

##### Customer

The customer for furniture that is assembled in location may be an individual or an organisation

##### Location

The location is any interior within a property owned by the customer.

It may be bare of other furniture and furnishings or furnished.



## **Problems and faults**

Problems may occur with any aspect of the materials, tools, equipment, components or the location. Solving them may require direct action by the individual carrying out the work, reference to specification, authority within the organisation and/or action by the customer, or a combination of all

## **Resources**

The resources covered by this unit address materials, tools and equipment.

Typical materials within furniture assembly would include:

- finishes (e.g. stains, sealers, primers, paints)
- adhesives
- fixings (e.g. screws, nails, drawer runners, handle etc)
- ancillary items (e.g. cabling conduits, lighting, glassware etc)

Typical tools and equipment within furniture assembly would include:

- hand tools (e.g. hammer, screw driver, chisel, plane etc)
- battery powered tools (e.g. saw, drill, jigsaw, screw driver etc)
- electric powered tools (e.g. saw, drill, jigsaw, screw driver etc)
- power cables, portable generators and transformers

## Unit 220

## Prepare location for assembly and placement of furniture

### Outcome 4

Know how to prepare resources and furniture components for assembly in location

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain how to read and interpret **specifications**
2. describe the **resources** required for furniture assembly in a **location**
3. outline preparation processes at the location
4. describe the different **components** of furniture to be assembled in **locations**
5. describe the forms of preparation that may be needed at the **location**
6. describe tools and equipment that are required
7. explain **problems** that can occur and how they should be dealt with
8. describe personal responsibilities with regard to health and safety issues whilst at location
9. explain why it is good practice to lay out **resources** and **components** in a logical order and that items not needed immediately are safely stored until use
10. explain the importance of providing accurate and clear information clearly to a **customer**

#### Range

##### Information / Specification

The specification for the location assembly and placement will have been agreed between the organisation and the customer. It will typically detail:

- the exact location within the customer's property where the furniture is to be assembled and installed
- the dimensions, construction and finishing of the furniture
- resource requirements
- outcome quality
- time schedule

It may be written and/or involve drawings and work lists.

##### Location

The location is any interior within a property owned by the customer.

It may be bare of other furniture and furnishings or furnished.

## **Resources**

The resources covered by this unit address materials, tools and equipment.

Typical materials within furniture assembly would include:

- finishes (e.g. stains, sealers, primers, paints)
- adhesives
- fixings (e.g. screws, nails, drawer runners, handle etc)
- ancillary items (e.g. cabling conduits, lighting, glassware etc)

Typical tools and equipment within furniture assembly would include:

- hand tools (e.g. hammer, screw driver, chisel, plane etc)
- battery powered tools (e.g. saw, drill, jigsaw, screw driver etc)
- electric powered tools (e.g. saw, drill, jigsaw, screw driver etc)
- power cables, portable generators and transformers

## **Customer**

The customer for furniture that is assembled in location may be an individual or an organisation

## **Components**

Components of furniture will differ according to the type of furniture, but would include:

- assemblies/framework components
- internal components
- fascia components
- shutters and blinds

## Unit 221

# Re-instate a location after assembly and placement of furniture

**Level: 2**

**Credit value: 4**

**UAN: F/600/8239**

### Unit aim

To develop competence required to re-instate a location after a furniture placement

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to confirm the end of furniture placement
2. Understand how to confirm the end of furniture placement
3. Be able to re-instate a location
4. Understand how to re-instate a location

### Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 221

# Re-instate a location after assembly and placement of furniture

### Outcome 1

Be able to confirm the end of furniture placement  
Confirm the end of furniture placement

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. confirm that the **specification** has been completed
2. check that all areas of the **specification** have been covered
3. ensure that the placement is to the quality required in the **specification**
4. ensure that all decorative effects are to the required quality, and fixed correctly
5. resolve any **problems** safely and effectively
6. contact mains service providers when required
7. follow safe and effective working practices in line with current health and safety legislation
8. maintain effective communication with the **customer**
9. complete the work in the required time
10. complete documentation as required

#### Range

##### Specification

The specification for the assembly will have been agreed between the organisation and the customer. It will typically detail:

- the exact location within the customer's property where the furniture is to be assembled
- the dimensions, construction and finishing of the furniture
- resource requirements
- quality of placement/installation

It may be written and/or involve drawings and work lists.

##### Customer

The customer for furniture that is assembled in location may be an individual or an organisation

##### Location

The location is any interior within property owned by the customer. It may be bare of other furniture and furnishings or furnished.

##### Problems and faults

Problems and faults may occur with any aspect of the materials, tools, equipment, components, services, appliances or the location.

Solving them may require direct action by the individual carrying out the work, reference to an authority within the organisation and/or action by the customer, or some combination of all three.

## Unit 221

# Re-instate a location after assembly and placement of furniture

## Outcome 2

Understand how to confirm the end of furniture placement

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain how to interpret work **specifications** and drawings
2. describe the importance of checking that the specification has been completed
3. explain the importance of checking and confirming the quality of the placement
4. explain why it is important to check all decorative effects, and their fixings
5. describe occasions when it is necessary to inform mains service providers
6. explain how to inform and liaise with main service providers
7. explain **problems** that can occur and ways of dealing with them
8. explain the importance of preparing the work area to comply with health and safety legislation relating to self and others
9. explain the importance of providing accurate and clear information clearly to a **customer**
10. describe the importance of time schedules in assembly
11. explain the documentation that is required

#### Range

##### Customer

The customer for furniture that is assembled in location may be an individual or an organisation

##### Specification

The specification for the assembly will have been agreed between the organisation and the customer. It will typically detail:

- the exact location within the customer's property where the furniture is to be assembled
- the dimensions, construction and finishing of the furniture
- resource requirements
- quality of placement/installation

It may be written and/or involve drawings and work lists

##### Problems and faults

Problems and faults may occur with any aspect of the materials, tools, equipment, components, services, appliances or the location.

Solving them may require direct action by the individual carrying out the work, reference to an authority within the organisation and/or action by the customer, or some combination of all three.

## Unit 221

# Re-instate a location after assembly and placement of furniture

## Outcome 3

Be able to re-instate a location

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. confirm that the furniture placement has finished
2. ensure tools and equipment are stored safely
3. confirm tools and items of equipment leave the **location**
4. clear debris and other waste **materials** from the **location**
5. ensure mains services are re-instated, if they have been affected by the assembly
6. follow safe and effective working practices
7. maintain effective communication with the **customer**
8. complete the work within the required time
9. complete required documentation when necessary

#### Range

##### Customer

The customer for furniture that is assembled in location may be an individual or an organisation

##### Materials

Typical materials within furniture assembly in location would include:

- finishes (e.g. stains, sealers, filler, silicone)
- adhesives
- fixings (e.g. screws, nails, drawer runners, handles)
- bolts and expandable fixings

##### Location

The location is any interior within property owned by the customer. It may be bare of other furniture and furnishings or furnished.

## Unit 221

# Re-instate a location after assembly and placement of furniture

## Outcome 4

Understand how to re-instate a location

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain how to interpret work **specifications** and drawings
2. describe safe storage of tools and equipment
3. explain the organisation of tools and equipment to leave the **location**
4. explain how to co-ordinate the re-instatement of mains services if required
5. explain the importance of personal responsibilities towards health and safety legislation when at location
6. explain the importance of providing accurate and clear information clearly to a **customer**
7. outline the timescale specified for the work
8. explain the documentation that is required
9. outline methods to clear debris and dispose of waste in accordance with current legislation

#### Range

##### Customer

The customer for furniture that is assembled in location may be an individual or an organisation

##### Location

The location is any interior within property owned by the customer. It may be bare of other furniture and furnishings or furnished.

##### Specification

The specification for the assembly will have been agreed between the organisation and the customer. It will typically detail:

- the exact location within the customer's property where the furniture is to be assembled
- the dimensions, construction and finishing of the furniture
- resource requirements
- quality of placement/installation

It may be written and/or involve drawings and work lists



## Unit 222

## Mattress assembly and tufting

**Level: 2**

**Credit value: 4**

**UAN: T/600/8240**

### Unit aim

To develop competence required to prepare for the assembly and the tufting/finishing of mattresses and maintaining your own and others' safety while working. This involves:

- preparing for mattress assembly
- tufting/finishing operation

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare the mattress for assembly
2. Be able to complete tufting and finishing operations
3. Know how to prepare the mattress for assembly
4. Understand the tufting operation

### Guided learning hours

It is recommended that **11** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 222

## Mattress assembly and tufting

Outcome 1

Be able to prepare the mattress for assembly

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. organise the materials, **tools** and **equipment** for effective working
2. maintain a tidy work area
3. check **work specification** and that suitable resources are available
4. deal with **problems** that arise with the **tools, equipment** and **materials**
5. report problems that cannot be solved to the relevant person
6. protect mattress from damage during preparation
7. position **components** accurately to provide the structure and shape specified
8. follow safe working procedures when:
  - using sharp **tools** and **equipment**
  - using powered **equipment**
  - lifting and moving heavy items
9. complete preparations within the required time and minimum amount of wastage

#### Range

##### Tools and equipment

Assembly equipment, tufting machine.

##### Work specification

The set of instructions, either written or oral, which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- all fixed components are secure
- components should be accurately centred and evenly spaced
- tufts are inserted without damage to the mattress cover
- tufts are vertical in the finished mattress

##### Problems

In relation to preparatory work, these include non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these problems, and reporting them when they cannot be dealt with quickly, safely and readily.

In relation to assembly work, these include typical equipment faults, how they are identified and how to deal with them.

##### Components and materials

The support and suspension materials used in mattress assembly provide the shape and support needed. These include foams, springs, foam encapsulated suspension units, fillings, panels, pads, twine and pre-formed tufts. Glue, thread, single fillings, multi fillings or layered fillings

## Unit 222

## Mattress assembly and tufting

### Outcome 2

Be able to complete tufting and finishing operations

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. organise the materials, tools and equipment for effective working
2. maintain a tidy work area
3. check work specification and that suitable resources are available
4. deal with problems that arise with the tools, equipment and materials
5. report problems that cannot be solved to the relevant person
6. ensure that the mattress is set square, central and true
7. use the specified assembly method
8. accurately position and fix tufts vertically
9. complete the process within the required time and minimum amount of wastage
10. follow safe working procedures when:
  - using sharp tools and equipment
  - using tufting machines
  - lifting and moving heavy items
11. protect mattress from damage during work
12. check and confirm quality of finished product
13. place item in designated location and position for safe storage

#### Range

##### Components and materials

The support and suspension materials used in mattress assembly provide the shape and support needed. These include foams, springs, foam encapsulated suspension units, fillings, panels, pads, twine and pre-formed tufts. Glue, thread, single fillings, multi fillings or layered fillings

##### Tools and equipment

Assembly equipment, tufting machine

##### Work specification

The set of instructions, either written or oral, which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- all fixed components are secure
- components should be accurately centred and evenly spaced
- tufts are inserted without damage to the mattress cover
- tufts are vertical in the finished mattress

**Problems**

In relation to preparatory work, these include non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these problems, and reporting them when they cannot be dealt with quickly, safely and readily.

In relation to assembly work, these include typical equipment faults, how they are identified and how to deal with them

**Assembly methods**

These include a range of different methods that require careful handling and where alignment and tensioning may require skill to achieve e.g. stapling, hog-ringing, gluing, side blind, top or roll stitching. Tufting method to include the use of twine and pre-formed tufts.

## Unit 222

## Mattress assembly and tufting

Outcome 3

Know how to prepare the mattress for assembly

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the handling characteristics of different types of **materials**
2. explain terms used in technical **specifications**
3. explain how to protect the mattress from damage
4. describe different types **of assembly methods**
5. state the functions of different types of **tools** and **equipment**
6. explain how to deal with equipment, tools and material **problems**
7. describe who to report to if you cannot solve problems

#### Range

##### Tools and equipment

Assembly equipment, tufting machine

##### Work specification

The set of instructions, either written or oral, which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- all fixed components are secure
- components should be accurately centred and evenly spaced
- tufts are inserted without damage to the mattress cover
- tufts are vertical in the finished mattress

##### Problems

In relation to preparatory work, these include non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these problems, and reporting them when they cannot be dealt with quickly, safely and readily.

In relation to assembly work, these include typical equipment faults, how they are identified and how to deal with them.

##### Assembly methods

These include a range of different methods that require careful handling and where alignment and tensioning may require skill to achieve e.g. stapling, hog-ringing, gluing, side blind, top or roll stitching. Tufting method to include the use of twine and pre-formed tufts.

## Unit 222

## Mattress assembly and tufting

### Outcome 4

### Understand the tufting operation Assessment Criteria

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the handling characteristics of different types of **materials**
2. explain terms used in technical **specifications** for tufting methods
3. describe steps and actions needed to position the mattress and insert the tufts correctly
4. describe how to minimise wastage during the tufting operation
5. describe the importance of alignment in the operation
6. outline types of **problems** that can occur during the tufting process
7. describe how to deal with **problems** in order to meet the **specification**
8. state the functions of different types of **tools** and **equipment** used in tufting methods

#### Range

#### Tools and equipment

Assembly equipment, tufting machine.

#### Work specification

The set of instructions, either written or oral, which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- all fixed components are secure
- components should be accurately centred and evenly spaced
- tufts are inserted without damage to the mattress cover
- tufts are vertical in the finished mattress.

#### Problems

In relation to preparatory work, these include non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these problems, and reporting them when they cannot be dealt with quickly, safely and readily.

In relation to assembly work, these include typical equipment faults, how they are identified and how to deal with them.

#### Components and materials

The support and suspension materials used in mattress assembly provide the shape and support needed. These include foams, springs, foam encapsulated suspension units, fillings, panels, pads, twine and pre-formed tufts. Glue, thread, single fillings, multi fillings or layered fillings.

**Level: 2**

**Credit value: 5**

**UAN: A/600/8241**

### **Unit aim**

To develop competence required to prepare for and carry out mattress quilting operations and maintaining your own and others' safety while working. This involves:

- Preparing work area and selecting materials
- Carrying out quilting operations

### **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare the mattress and quilting equipment
2. Be able to carry out and monitor mattress quilting
3. Understand how to prepare the mattress and quilting equipment
4. Understand how to carry out and monitor mattress quilting

### **Guided learning hours**

It is recommended that **8** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 223

## Mattress quilting operations

### Outcome 1

Be able to prepare the mattress and quilting equipment

### Assessment Criteria

#### Practical skills

The learner can:

1. organise the materials, **tools** and **equipment** to work effectively and be able to maintain tidy work area
2. check **work specification** and all materials **and components** are available
3. ensure mattress is protected from damage during preparation
4. follow set up **specifications** for machine type, machine settings, **quilting** dimensions, and weight and type of material
5. follow safe working procedures and practices when: using sharp **tools** and items of **equipment**; using **quilting** machines, (which could include one and two headed); lifting and moving heavy items
6. complete preparations within the required time and with a minimum amount of wastage
7. deal promptly with **problems** with **tools, equipment** and materials such as re-threading or re-needling,
8. report difficult **problems** to the right person

#### Range

##### Tools and equipment

Quilting machines, including one and two headed machines. To include machine start-up, operation of equipment, machine shut-down, and sequence of processing.

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the quality to be achieved requires that the following criteria be met:

- all fixed components are secure in the finished item
- components/materials, should be as the specification
- quilting operation should be as specification
- visual appearance should be as specification
- methods of monitoring work quality

##### Quilting methods

Quilting operations to include, panels, borders, rolls and deep quilting method



**Quilting components**

The different forms of material used in the quilting operation. These include a range of different fabric types, foam, ticks, backing thread, cotton, felt, wool and coir pad. Including materials that require careful handling and where alignment and tensioning may require skill to achieve. Also important are the type, weight, size of filling, and layer sequence.

**Problems**

In relation to preparatory work, these will be to do with non functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these problems, reporting them when they cannot be dealt with quickly, safely and readily.

In relation to the quilting operation, these include typical equipment faults, as re-threading/re-needling, how they are identified, and how to deal with them.

## Unit 223

### Outcome 2

## Mattress quilting operations

Be able to carry out and monitor mattress quilting

### Assessment Criteria

#### Practical skills

The learner can:

1. ensure correct techniques and work methods for the **quilting** operation are used
2. operate the quilting machine safely and correctly, following relevant instructions
3. transfer information when required
4. monitor the **quilting** operation to ensure it remains within the specified limits
5. ensure wastage is kept to a minimum
6. follow safe working practice
7. check and confirm that required quality has been achieved before reporting the work as complete
8. place the completed item in a designated location and position for safe storage

#### Range

##### Quilting methods

Quilting operations to include, panels, borders, rolls and deep quilting method

##### Quilting components

The different forms of material used in the quilting operation. These include a range of different fabric types, foam, ticks, backing thread, cotton, felt, wool and coir pad. Including materials that require careful handling and where alignment and tensioning may require skill to achieve. Also important are the type, weight, size of filling, and layer sequence.

## Unit 223

## Mattress quilting operations

### Outcome 3

Understand how to prepare the mattress and quilting equipment

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain the handling characteristics of different types of materials and their uses to include: fabric, foam, ticks, backing, thread, cotton, felt, wool and coir pad
2. describe terms used in technical specifications for quilting methods, to include: quilting dimensions and pattern, type, weight and size of filling, and layer sequence
3. explain how to protect mattress from damage during the operation
4. describe the functions of the type of quilting equipment to be used in the operation
5. explain how to deal with different problems that can occur during the quilting method in order to meet the specification
6. state who to contact in order to rectify a problem
7. explain how to handle equipment safely in ways to protect self and **others** from risk
8. state the personal responsibilities with regard to health and safety legislation
9. explain how to maintain an efficient work area and state the health and safety issues that can arise from a disorganised and untidy work area

#### Range

#### Others

People who are either working with the individual or are directly affected by his/her work. This includes colleagues and line management.

## **Unit 223**

## **Mattress quilting operations**

### **Outcome 4**

Understand how to carry out and monitor mattress quilting

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain how to position the mattress and begin the quilting operation
2. describe how to complete the quilting operation with minimum wastage
3. state when to use different methods of quilting
4. explain how to monitor the quilting operation
5. describe the functions of types of tools and equipment that are used in quilting
6. state the importance of health and safety in the workplace

## Unit 224

## Develop customer relationships

**Level: 2**

**Credit value: 10**

**UAN: F/600/8242**

### **Unit aim**

To show competence in developing customer relationships.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Be able to build customer confidence in the level of service provided
2. Be able to meet the ongoing needs and expectations of your customers
3. Be able to develop the relationship between your customers and your organisation
4. Be able to develop customer relationships

### **Guided learning hours**

It is recommended that **43** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 224

## Develop customer relationships

### Outcome 1

Be able to build customer confidence in the level of service provided

### Assessment Criteria

#### Practical skills

The learner can:

1. deal with **customers** promptly
2. **communicate** with **customers** in order to provide confidence and reassurance in the **organisation**
3. follow organisational **procedures** to manage the time taken to deal with **customers**
4. reassure **customers** of the commitments made by the **organisation**

#### Range

#### Procedures

Organisational specifications of how to carry out work activities in a manner that will ensure the required outcomes if the procedure is followed accurately.

#### Customer

The person(s), organisation(s), or department(s) either inside or outside your organisation who you are providing goods and services for.

#### Customer needs

Customer needs include:

- stated products or services
- unstated products or services

#### Organisational needs

This unit is suitable for any aspect of work within the furniture, furnishings and interiors industry. Needs/objectives are typically described in terms of the following considerations:

- quantity
- quality
- cost
- time
- safety, health and environment

## Unit 224

### Outcome 2

## Develop customer relationships

Be able to meet the ongoing needs and expectations of your customers

### Assessment Criteria

#### Practical skills

The learner can:

1. operate within the limits of own **authority** to meet both **customers'** and **organisation's needs**
2. recognise possible conflict between the needs **of customers** and the **organisation**
3. minimise the **conflict** between customers' **needs** and the products or services offered by the organisation
4. work effectively with others to resolve difficulties in meeting the **needs** of the **customers** and the **organisation**

#### Range

##### Customer

The person(s), organisation(s), or department(s) either inside or outside your organisation who you are providing goods and services for.

##### Customer needs

Customer needs include:

- stated products or services
- unstated products or services

##### Organisational needs

This unit is suitable for any aspect of work within the furniture, furnishings and interiors industry. Needs/objectives are typically described in terms of the following considerations:

- quantity
- quality
- cost
- time
- safety, health and environment

##### Authority

The responsibility that is given to an individual and/or organisation to enable them to perform a task efficiently and effectively.

## Unit 224

### Outcome 3

## Develop customer relationships

Be able to develop the relationship between your customers and your organisation

### Assessment Criteria

#### Practical skills

The learner can:

1. provide additional information on the organisations products or services in response to **customers** questions and comments
2. discuss **customers** expectations with regard to the products or services provided by yourself or the **organisation**
3. advise others of **customer feedback**
4. identify new ways of supporting **customers** based on their **feedback**

#### Range

##### Customer

The person(s), organisation(s), or department(s) either inside or outside your organisation who you are providing goods and services for.

##### Organisation

The company or individual that you are working for and responsible to

##### Feedback

Information that is relevant to the product and/or service that is gained from the customer



## Unit 224

## Develop customer relationships

### Outcome 4

### Know how to develop customer relationships

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain customers' rights and how they limit what you are able to do for your customer
2. describe the specific aspects of:
  - health and safety
  - data protection
  - equal opportunities
  - disability discrimination
  - legislation and regulations that affect the way the products or services you deal with can be delivered to your customers
3. state industry, organisational and professional codes of practice and ethical standards that affect the way products or services can be delivered to customers
4. state contractual agreements that customers have with your organisation
5. describe organisational products or services relevant to your customer service role
6. outline organisational guidelines that limit what you can do within your job
7. identify the limits of own authority and when you need to seek agreement or permission from others
8. state organisational targets relevant to job role
9. explain job role in meeting targets and the implications for the organisation if they are not met
10. describe how to communicate in a clear, polite, confident way
11. explain why clear communication is important
12. describe how your behaviour will affect that of your customer
13. explain how to behave assertively and professionally in times of conflict
14. describe how to diffuse potentially stressful situations
15. state the limitations of what you are able to offer your customer
16. identify how customers' needs and expectations may change as they deal with the organisation
17. outline the organisational implications when meeting customers' needs
18. state who will need to be negotiated with to find a solution

## Unit 225

## Set up and operate woodworking machinery

**Level: 2**

**Credit value: 15**

**UAN: L/600/8244**

### **Unit aim**

This unit requires the candidate to set up and operate machinery to produce wooden components

### **Learning outcomes**

There are **five** learning outcomes to this unit. The learner will:

1. Be able to prepare and set up machinery and materials
2. Be able to modify materials to form timber and timber-based products
3. Be able to contribute to a safe working environment
4. Be able to prepare, set up machinery and modify materials

### **Guided learning hours**

It is recommended that **82** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

an assignment covering practical skills and underpinning knowledge.

For this unit you must select 3 machines, at least one machine from sawing, also one or more from either planing, sanding, morticing, CNC/NC, boring or profiling, can include one other from sawing.

*Sawing machines*

- Dim saw, Rip / table saw, cross-cut saw, narrow band saw, band re-saw

*Planing machines*

- Surface Planer, Thickness Planer, Combination planer, four side moulder

*Sanding machine*

- Linisher, Bobbin, Disc

*Mortice and tennon machine*

- chisel morticer, tenoner,

*CNC/NC machines*

- CNC, NC

*Boring Machine*

- Pillar drill, Vertical drill-single/multi head, Horizontal drill- single/multi head, Profiling Machines  
Spindle moulder, five sider moulder, Router

*Profiling Machines*

- Spindle moulder , Five sider moulder, Router

## Unit 225

## Set up and operate woodworking machinery

### Outcome 1

Be able to prepare and set up machinery and materials

### Assessment Criteria

#### Practical skills

The learner can:

1. obtain and clarify necessary work **information**
2. check that **resources** are suitable for the work
3. ensure resources meet information requirements
4. take **corrective action** when **resources** are incomplete or unsuitable
5. ensure **machinery** meets information requirements
6. set up **machinery** to enable it to be used safely and effectively
7. confirm **machinery** is ready to carry out machining operations on specified materials
8. identify when repairs to machinery are necessary

#### Range

##### Information

Information on the work required and practices to follow can be obtained from a range of sources including drawings, cutting lists, specifications, spoken and written instructions, regulations and legal requirements, official guidance, manufacturers' instructions, security instructions and other organisational requirements.

##### Resources

The resources covered by this unit address both machinery and materials as well as support personnel and job documentation.

Typical materials within furniture manufacture would include:

- timber (e.g. hard woods such as oak and mahogany and soft woods such as pine)
- timber-based materials (e.g. composites)

##### Corrective actions

The person carrying out this work would be expected to be competent to isolate equipment until a malfunction is dealt with and to report a malfunction to the relevant person(s) to deal with it.

In the event of hazards arising from work activities they would be expected to correct hazards which were within their own authority to address, report hazards to the person in charge and warn others of fire, accident or equipment failure.

##### Machinery/machines

Typical machinery within furniture manufacture would include; For this unit you must select 3 machines, at least one machine from sawing, also one or more from either planning, sanding, morticing, CNC/NC, boring or profiling, can include one other from sawing.

#### *Sawing machines*

- Dim saw, Rip / table saw, cross-cut saw, narrow band saw, band re-saw

#### *Planing machines*

- Surface Planer, Thickness Planer, Combination planer, four side moulder,

#### *Sanding machine*

- Linisher, Bobbin, Disc

#### *Mortice and tennon machine*

- chisel morticer, tenoner,

#### *CNC/NC machines*

- CNC, NC

#### *Boring machine*

- Pillar drill, Vertical drill-single/multi head, Horizontal drill- single/multi head, Profiling Machines  
Spindle moulder, five sider moulder, Router

#### *Profiling machines*

- Spindle moulder , Five sider moulder, Router

## Unit 225

### Outcome 2

## Set up and operate woodworking machinery

Be able to modify materials to form timber and timber-based products

### Assessment Criteria

#### Practical skills

The learner can:

1. comply with the relevant health and safety legislation
2. ensure support personnel are in place before and during operations
3. operate and maintain **machinery** in compliance with manufacturer's recommendations and industry codes of practice
4. complete machining operations within the allocated times and operational constraints
5. produce finished products to the information requirements
6. take **corrective action** in the event of machinery malfunction or material fault

#### Range

##### Corrective actions

The person carrying out this work would be expected to be competent to isolate equipment until a malfunction is dealt with and to report a malfunction to the relevant person(s) to deal with it.

In the event of hazards arising from work activities they would be expected to correct hazards which were within their own authority to address, report hazards to the person in charge and warn others of fire, accident or equipment failure.

##### Machinery/machines

Typical machinery within furniture manufacture would include; For this unit you must select 3 machines, at least one machine from sawing, also one or more from either planing, sanding, morticing, CNC/NC, boring or profiling, can include one other from sawing.

##### *Sawing machines*

- Dim saw, Rip / table saw, cross-cut saw, narrow band saw, band re-saw

##### *Planing machines*

- Surface Planer, Thickness Planer, Combination planer, four side moulder,

##### *Sanding machine*

- Linisher, Bobbin, Disc

##### *Mortice and tennon machine*

- chisel morticer, tenoner,

##### *CNC/NC machines,*

- CNC, NC

##### *Boring machine*

- Pillar drill, Vertical drill-single/multi head, Horizontal drill- single/multi head, Profiling Machines Spindle moulder, five sider moulder, Router

##### *Profiling machines*

- Spindle moulder , Five sider moulder, Router

## Unit 225

### Outcome 3

## Set up and operate woodworking machinery

### Be able to contribute to a safe working environment

#### Assessment Criteria

#### Practical skills

The learner can:

1. carry out **work practices** to keep areas clean, and free from debris and waste
2. identify potential hazards to self and others arising from own **work practices**
3. prevent hazards by taking **corrective action**
4. carry out **work practices** to comply with the given **information**

#### Range

##### Corrective actions

The person carrying out this work would be expected to be competent to isolate equipment until a malfunction is dealt with and to report a malfunction to the relevant person(s) to deal with it.

In the event of hazards arising from work activities they would be expected to correct hazards which were within their own authority to address, report hazards to the person in charge and warn others of fire, accident or equipment failure.

##### Work practices

The work practices to be followed to maintain safety relate to:

- following instructions
- following company procedures and official guidance
- identifying hazards
- cleaning up and disposing of waste in your own work area and areas to which you have access
- securing tools and equipment
- using personal protective equipment
- following organisational policy on personal behaviour
- maintaining an acceptable level of personal hygiene

##### Information

Information on the work required and practices to follow can be obtained from a range of sources including drawings, cutting lists, specifications, spoken and written instructions, regulations and legal requirements, official guidance, manufacturers' instructions, security instructions and other organisational requirements.

Setting up

Setting up covers the preparation of:

- jigs and templates
- work-piece supports
- safety appliances
- environmental control equipment

## Unit 225

### Outcome 4

## Set up and operate woodworking machinery

Know how to prepare, set up machinery and modify materials

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe what sources of information to use
2. explain effective lines and methods of communication
3. identify the location of **resources**
4. describe relevant dimensional control aids and their uses, e.g. templates, jigs
5. explain how to run the **machine** operating systems
6. explain how to achieve the correct positioning and securing of tooling
7. identify **resources** /timber and timber-based materials and their characteristics, uses and limitations
8. explain the compatibility of materials with **machines**
9. describe common defects and discrepancies in **resources** and **machines**
10. explain how to identify common defects and discrepancies in **resources** and **machines**
11. identify the correct use of relevant lubricants
12. describe what constitutes the work environment
13. explain documentation requirements to be followed
14. identify the particular **machine** to be used
15. explain relevant health and safety legislation for the **machines** to be used
16. explain environment control equipment used with the machines
17. explain how to interpret specifications
18. identify characteristics, uses and limitations of **resources**
19. identify characteristics, uses and limitations of the chosen **machines**
20. explain how damage can be caused to materials and **machines**
21. describe how to avoid damage to materials and **machines**

#### Range

##### Resources

The resources covered by this unit address both machinery and materials as well as support personnel and job documentation.

Typical materials within furniture manufacture would include:

- timber (e.g. hard woods such as oak and mahogany and soft woods such as pine)
- timber-based materials (e.g. composites)



## **Machinery/machines**

Typical machinery within furniture manufacture would include; For this unit you must select 3 machines, at least one machine from sawing, also one or more from either planning, sanding, morticing, CNC/NC, boring or profiling, can include one other from sawing.

### *Sawing machines*

- Dim saw, Rip / table saw, cross-cut saw, narrow band saw, band re-saw

### *Planning machines*

- Surface Planer, Thickness Planer, Combination planer, four side moulder

### *Sanding machine*

- Linisher, Bobbin, Disc

### *Mortice and tennon machine*

- chisel morticer, tenoner

### *CNC/NC machine,*

- CNC, NC

### *Boring machine*

- Pillar drill, Vertical drill-single/multi head, Horizontal drill- single/multi head, Profiling Machines  
Spindle moulder, five sider moulder, Router

### *Profiling machines*

- Spindle moulder , Five sider moulder, Router

## **Unit 225**

### **Outcome 5**

## **Set up and operate woodworking machinery**

Understand how to contribute to the provision of a safe working environment

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe own responsibilities with regard to current legislation and guidance
2. explain common forms of accident and health hazards involving employees
3. describe types of fire control equipment and its use in the workplace
4. explain safe methods of removal and disposal of waste materials/components
5. describe relevant Personal Protective Equipment (PPE) and how to use it correctly
6. describe risk assessment techniques

**Level: 3**

**Credit value: 13**

**UAN: R/600/8245**

### **Unit aim**

To develop competence required to construct upholstery foundations.

This involves:

- selecting and applying suspensions that suit load bearing requirements
- applying fillings and forming the shape of the item to be upholstered
- maintaining your own and others' safety while working

### **Learning outcomes**

There are **five** learning outcomes to this unit. The learner will:

1. Be able to apply upholstery suspensions
2. Know how to apply upholstery suspensions
3. Be able to form the shape of upholstered suspensions and fillings
4. Be able to form the shape of upholstery suspensions and fillings
5. Practice and understand health and safety requirements in the workplace

### **Guided learning hours**

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 226

### Outcome 1

## Prepare and construct upholstery foundations

### Be able to apply upholstery suspensions

#### Assessment Criteria

#### Practical skills

The learner can:

1. ensure the frame is a suitable type, dimension and **condition**
2. set aside frames which are unsuitable for upholstering
3. select **suspensions** that meet the load bearing requirements of the furniture
4. space and align the **suspensions** to provide support to accommodate the **upholstery** to be carried out
5. secure the **suspensions** to meet the load-bearing requirements of the item
6. secure the **suspensions** in place using a type and size of **fixing** that is appropriate to the item and its **specification**
7. use a spring edge construction that is appropriate to the type of furniture, design and required edge detail
8. ensure tensioning of the **suspensions** is adequate
9. deal promptly and effectively with any **problems** which arise

#### Range

#### Conditions

The conditions of the frame in terms of its size, the security of any joints and any irregularities in the wood which might affect the attachment of the suspensions

#### Upholstery

Upholstery is of items of traditional and/or modern furniture which may include scroll arms and squab cushions, where panels are of simple and/or complex shapes.

Suspensions

Stretch and none stretch webbings, double and single cone springs, serpentine springs and spring units

#### Suspensions

Stretch and none stretch webbings, double and single cone springs, serpentine springs and spring units

#### Fixing methods

The fixing methods covered by this unit include stitching, tacking and stapling, using staple guns, upholstery tacks and hammers, upholstery needles and threads.

#### Problems

Problems can arise in relation to the quality, application and positioning of the suspensions and/or in relation to the forming and securing of the fillings to produce the required shape. Problems can arise with edge formation where the scrim is incorrectly tacked or the stitches are of inappropriate tension.

**Specification**

The set of details which describe the work to be carried out, including the characteristics of the upholstery fillings to be used, the shape to be produced, the type and dimensions of the item to be upholstered. Specifications may be written and/or presented in the form of a diagram with measurements

The specification may require wooden components to be stripped before the application of upholstery materials

## Unit 226

### Outcome 2

## Prepare and construct upholstery foundations

### Know how to develop customer relationships

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe terms used in technical **specifications**
2. explain the importance of checking the **condition** of the frame before applying **suspensions**
3. state reasons why a frame would be unsuitable
4. explain types and purposes of suspensions
5. define the principles behind the spacing and alignment of suspensions
6. explain the importance of securing **suspensions** to each other
7. state the implications of not securing **suspensions** to each other
8. describe how to secure suspensions in place
9. state which **fixings** to use for different types of **suspension**
10. state the reasons for tensioning suspensions
11. state the implications of over and under tensioning
12. describe the types of spring edge construction and their use in different situations
13. explain problems with applying **suspensions** and how to deal with them

#### Range

##### Suspensions

Stretch and none stretch webbings, double and single cone springs, serpentine springs and spring units

##### Specification

The set of details which describe the work to be carried out, including the characteristics of the upholstery fillings to be used, the shape to be produced, the type and dimensions of the item to be upholstered. Specifications may be written and/or presented in the form of a diagram with measurements

The specification may require wooden components to be stripped before the application of upholstery materials

##### Fixing methods

The fixing methods covered by this unit include stitching, tacking and stapling, using staple guns, upholstery tacks and hammers, upholstery needles and threads

Problems

##### Conditions

The conditions of the frame in terms of its size, the security of any joints and any irregularities in the wood which might affect the attachment of the suspensions

## Unit 226

### Outcome 3

## Prepare and construct upholstery foundations

Be able to form the shape of upholstered suspensions and fillings.

### Assessment Criteria

#### Practical skills

The learner can:

1. select **fillings** that are of suitable quality for the **upholstery**
2. ensure there are sufficient **fillings** to form the shape to the required dimensions
3. position and form the fillings to the required shape, density and depth
4. secure the **fillings** in place using **fixing** methods suited to the type of filling and its location on the item of furniture
5. make sure that **stitchings** are of the required length, tension, size and spacing and securely finished
6. make sure that **stitching** accurately and evenly follows the frame line and the shape required for finished contour lines
7. work in ways that protect self and others from risk of injury
8. deal promptly and effectively with any **problems** which arise
9. secure the undercover so that it lies smooth and even

#### Range

##### Stitching

Stitching is carried out to form the shape and hold fillings in place and also to form edges and contours.

##### Upholstery

Upholstery is of items of traditional and/or modern furniture which may include scroll arms and squab cushions, where panels are of simple and/or complex shapes.

##### Problems

Problems can arise in relation to the quality, application and positioning of the suspensions and/or in relation to the forming and securing of the fillings to produce the required shape. Problems can arise with edge formation where the scrim is incorrectly tacked or the stitches are of inappropriate tension.

##### Fillings

Fillings include materials such as fabrics, hair, fibres, felts, wadding, feather/down and foam, polyurethane foam, plastic foam, latex, polyester

##### Fixing methods

The fixing methods covered by this unit include stitching, tacking and stapling, using staple guns, upholstery tacks and hammers, upholstery needles and threads.

## Unit 226

### Outcome 4

## Prepare and construct upholstery foundations

Know how to form the shape of upholstery suspensions and fillings.

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe terms used in technical **specifications** for **upholstery**
2. explain different **fillings** used in upholstery and their purposes
3. explain handling requirements which apply to different sorts of materials
4. describe the methods used to fix **fillings** in place and when to use them
5. explain the implications of using insufficient **fillings**
6. explain the implications of applying **fillings** unevenly
7. describe ways of overcoming **problems** with **fillings**
8. explain the implications of inappropriate tensioning of stitches
9. describe ways of overcoming **problems** with tensioning of stitches
10. explain the uses of an undercover
11. describe how an undercover is secured

#### Range

##### Upholstery

Upholstery is of items of traditional and/or modern furniture which may include scroll arms and squab cushions, where panels are of simple and/or complex shapes.

##### Problems

Problems can arise in relation to the quality, application and positioning of the suspensions and/or in relation to the forming and securing of the fillings to produce the required shape. Problems can arise with edge formation where the scrim is incorrectly tacked or the stitches are of inappropriate tension.

##### Fillings

Fillings include materials such as fabrics, hair, fibres, felts, wadding, feather/down and foam, polyurethane foam, plastic foam, latex, polyester

##### Fixing methods

The fixing methods covered by this unit include stitching, tacking and stapling, using staple guns, upholstery tacks and hammers, upholstery needles and threads.

##### Specification

The set of details which describe the work to be carried out, including the characteristics of the upholstery fillings to be used, the shape to be produced, the type and dimensions of the item to be upholstered. Specifications may be written and/or presented in the form of a diagram with measurements

The specification may require wooden components to be stripped before the application of upholstery materials



## **Unit 226**

### **Outcome 5**

## **Prepare and construct upholstery foundations**

Practice and understand health and safety requirements in the workplace

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. work safely to protect self and others from risk of injury
2. state the implications of the Health and Safety at Work Act (HASAWA) and Control of Substances Hazardous to Health (COSHH) regulations in the work place
3. explain where to find out about organisational and risk assessment details and control methods
4. describe what the current furnishing regulations require in terms of suspensions and upholstery fillings

# Unit 227 Produce complex seamed components

**Level: 2**

**Credit value: 12**

**UAN: Y/600/8246**

## Unit aim

To develop competence required to produce complex seamed components for use in upholstery and/or soft furnishings production, by hand and through use of machinery.

This involves:

- preparing components and materials.
- stitching seams to specification.
- pressing materials before and after stitching to achieve specification.
- maintaining your own and others' safety while working

## Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare to produce complex seamed components
2. Know how to produce complex seamed components
3. Understand the functions of sewing equipment
4. Understand how to identify and deal with faults when preparing complex seamed components
5. Be able to stitch complex seams to specification
6. Know how to stitch complex seams to specification

## Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

## Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

## Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 227

### Outcome 1

## Prepare and construct upholstery foundations

### Prepare to produce complex seamed components

#### Assessment Criteria

##### Practical skills

The learner can:

1. check there are the required **tools, equipment** and **materials** to achieve the **work specification**
2. check that the **materials** are of the specified colour and type
3. check that the sewing equipment is safe functional and clean of grease and sources of potential damage to fabric
4. ensure that the work area is clear and clean
5. identify and discard **materials** that are not to **specification**
6. assemble sewing machines with the correct work holding devices, needles, feet and thread spools for the work to be carried out
7. carry out test stitching
8. follow safe working procedures when setting up and operating sewing **equipment**
9. deal promptly with **problems**, reporting hard to solve **problems** to the relevant person.
10. complete preparations in the required time

##### Range

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- seam stitch length and tensioning is within accepted tolerance
- seam type (e.g. shaped sews) is correct
- shape and size measurements are within +/- 3mm tolerance
- pleating/ruching/quilting patterns applied (e.g. inverted, kick, pinch pleats) are correct
- pleating/quilting dimensions are to within +/- 3mm
- the location and orientation of applied items (e.g. piping, internal zips) is correct

##### Tools and equipment

The hand and machine equipment used within soft furnishing and upholstery manufacture. Sewing equipment includes lockstitch machines, long arm machines, twin needle machines, overlock machines and multi-needle machines and their various components ie. Work-holding devices, needles, thread spools, feet. Hand equipment includes needles, pins, scissors, pinking shears, seam ripper, bodkin, cloth tape measure, tailor's chalk, upholstery needle, upholstery skewer. Pressing equipment to include irons and any other pressing equipment

##### Problems

May be to do with miss alignment or damage of components and materials, incorrect tolerances, tensioning, location and orientation of applied items or size and type of stitching used, or to do with machine set up, faults or breakdown

**Materials**

The different forms of material used in soft furnishings and upholstery. These include materials that are easy to handle and those which require careful handling if sewing is to result in components which are properly aligned e.g. patterned/striped, plain/pile, stretch and flat weave fabrics.

## Unit 227

### Outcome 2

## Prepare and construct upholstery foundations

Know how to produce complex seamed components

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain terms used in upholstery and soft furnishing components
2. explain the importance of having a clear and clean work area
3. describe the consequences of lubricants or debris getting onto **materials**
4. state personal responsibilities with regard to health and safety
5. describe characteristics of different types of upholstery **materials**
6. explain how different upholstery **materials** affect the pre sewing preparations and types of thread required
7. state when and why you would carry out test sews
8. explain how to set up and prepare to produce complex seamed components economically

#### Range

##### Materials

The different forms of material used in soft furnishings and upholstery. These include materials that are easy to handle and those which require careful handling if sewing is to result in components which are properly aligned e.g. patterned/striped, plain/pile, stretch and flat weave fabrics.

**Unit 227**  
Outcome 3

**Prepare and construct upholstery foundations**  
Understand the functions of sewing equipment

**Assessment Criteria**

**Underpinning knowledge**

The learner can:

1. describe the functions of different types of sewing **equipment**
2. describe the functions of different types of sewing machine components
3. describe the functions of different types of foot and needle
4. state when and why machine, needle, foot and spool checks are carried out

**Range**

**Equipment**

The hand and machine equipment used within soft furnishing and upholstery manufacture. Sewing equipment includes lockstitch machines, long arm machines, twin needle machines, overlock machines and multi-needle machines and their various components ie. Work-holding devices, needles, thread spools, feet. Hand equipment includes needles, pins, scissors, pinking shears, seam ripper, bodkin, cloth tape measure, tailor's chalk, upholstery needle, upholstery skewer. Pressing equipment to include irons and any other pressing equipment

## Unit 227

### Outcome 4

## Prepare and construct upholstery foundations

Understand how to identify and deal with faults when preparing complex seamed components

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. state personal limitations when dealing with **problems**
2. describe different types of equipment faults
3. explain how to recognise and deal with **equipment** faults
4. explain the implications of inappropriate tensioning of stitches
5. explain how to overcome problems with tensioning of stitches
6. explain when and why you would carry out test sews
7. explain the types of faults shown by test sews
8. describe adjustments needed, as a result of test sew faults, in order to produce complex seamed components correctly
9. explain types of **material**, template and lay faults
10. describe how to identify and deal with types of **material**, template and lay faults

#### Range

#### Equipment

The hand and machine equipment used within soft furnishing and upholstery manufacture. Sewing equipment includes lockstitch machines, long arm machines, twin needle machines, overlock machines and multi-needle machines and their various components ie. Work-holding devices, needles, thread spools, feet. Hand equipment includes needles, pins, scissors, pinking shears, seam ripper, bodkin, cloth tape measure, tailor's chalk, upholstery needle, upholstery skewer. Pressing equipment to include irons and any other pressing equipment

#### Materials

The different forms of material used in soft furnishings and upholstery. These include materials that are easy to handle and those which require careful handling if sewing is to result in components which are properly aligned e.g. patterned/striped, plain/pile, stretch and flat weave fabrics.

#### Problems

May be to do with miss alignment or damage of components and materials, incorrect tolerances, tensioning, location and orientation of applied items or size and type of stitching used, or to do with machine set up, faults or breakdown

## Unit 227

### Outcome 5

## Prepare and construct upholstery foundations

### Be able to stitch complex seams to specification

#### Assessment Criteria

#### Practical skills

The learner can:

1. stitch items in the required sequence and alignment for the **component**
2. ensure that seams are of the correct dimension and outline for the **component**
3. ensure the seam allowance is even and the correct amount
4. use the correct stitch length and structure for the **material, component** and **specification**
5. complete the stitching within the required time
6. deal promptly and effectively with stitching errors
7. complete the stitched items so that they are ready for use
8. confirm that the pressing equipment is clean and ready for use
9. use the correct technique for pressing items
10. complete quality checks and confirm that they have been met before passing on the work
11. follow safe working procedures when setting up and operating sewing **equipment**

#### Range

#### Equipment

The hand and machine equipment used within soft furnishing and upholstery manufacture. Sewing equipment includes lockstitch machines, long arm machines, twin needle machines, overlock machines and multi-needle machines and their various components ie. Work-holding devices, needles, thread spools, feet. Hand equipment includes needles, pins, scissors, pinking shears, seam ripper, bodkin, cloth tape measure, tailor's chalk, upholstery needle, upholstery skewer. Pressing equipment to include irons and any other pressing equipment.

#### Materials

The different forms of material used in soft furnishings and upholstery. These include materials that are easy to handle and those which require careful handling if sewing is to result in components which are properly aligned e.g. patterned/striped, plain/pile, stretch and flat weave fabrics.

#### Components

This unit covers the making of upholstery and soft furnishing components which require the use of complex rather than simple seams. Examples could include:

- straight and shaped sews on complex symmetrical or asymmetrical pieces to produce structured forms
- seams involving complex pleating, ruching and quilting
- stitching of applied items such as internal zips, other fastenings, Velcro, cords and piping.



## **Work specification**

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- seam stitch length and tensioning is within accepted tolerance
- seam type (e.g. shaped sews) is correct
- shape and size measurements are within +/- 3mm tolerance
- pleating/ruching/quilting patterns applied (e.g. inverted, kick, pinch pleats) are correct
- pleating/quilting dimensions are to within +/- 3mm
- the location and orientation of applied items (e.g. piping, internal zips) is correct

## Unit 227

## Prepare and construct upholstery foundations

### Outcome 6

Know how to stitch complex seams to specification

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain the handling and sewing characteristics of common types of material used in soft furnishings and upholstery
2. describe the different types of stitching, by hand and machine used in complex upholstery and soft furnishing seams
3. explain when different types of stitching are used
4. state why it is necessary to leave a seam allowance
5. explain stitching errors that can occur and how to resolve them
6. describe the importance of completing seams by
  - trimming
  - notching
  - removal of basting stitches
7. explain when and what type of pressing **equipment** to use
8. describe techniques to be used when pressing items
9. state expected work rates
10. state quality checks that are required

#### Range

#### Equipment

The hand and machine equipment used within soft furnishing and upholstery manufacture. Sewing equipment includes lockstitch machines, long arm machines, twin needle machines, overlock machines and multi-needle machines and their various components ie. Work-holding devices, needles, thread spools, feet. Hand equipment includes needles, pins, scissors, pinking shears, seam ripper, bodkin, cloth tape measure, tailor's chalk, upholstery needle, upholstery skewer. Pressing equipment to include irons and any other pressing equipment

## Unit 228

# Interpret and use supporting technical information

**Level: 2**

**Credit value: 7**

**UAN: D/600/8247**

### Unit aim

To develop the competence required to support a range of operations within a furniture production environment.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to identify supporting technical information
2. Know how to identify supporting technical information
3. Be able to interpret supporting technical information to create job specific products
4. Understand how to interpret supporting technical information to create job specific products

### Guided learning hours

It is recommended that **31** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 228 Interpret and use supporting technical information

Outcome 1 Identify supporting technical information

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. ensure there is a clear understanding of the **instruction or specification**
2. gather relevant **information sources** to produce **job specific data and product**
3. select tools, materials and equipment
4. extract supporting technical information from drawings and other **information sources**
5. obtain **additional information** where there are **gaps and deficiencies**
6. make decisions within the scope of own responsibilities
7. seek clarification and help in determining the information required
8. follow safe working procedures

#### Range

##### The Tools, materials, equipment

Drawing, setting out and marking of paper, wood, fabric and other materials used in the production of furniture and furnishings. Appropriate pencils, chalk, setting out equipment.

##### Additional information

Data sheets, schedules, manufacturers' instructions

##### Gaps and deficiencies

Missing data such as:

dimension, colour, type of material, quantity, quality. Discrepancies such as clearances, colour match, tolerances cutting tool speeds.

##### Information sources

- *drawings*: orthographic, isometric, assembly; symbols, abbreviations
- *reference numbers*: dates, revision numbers, scales, etc
- *schedules*: numeric, graphical
- *maintenance*: records
- *technical* manuals
- *reference* tables and charts
- *existing work*: models, examples

**Job specific data/ product**

This refers to the end product for this unit. This will involve using general source information to produce your own job-specific data and/or product. The outcome may be an addition, adaptation or revision of any of the above information sources, but is likely to be a separate product such as a sketch, cutting list, setting out rod or pattern which may be used to contribute towards the production of another product such as a dimensional control aid

**Instruction or specification**

The set of instructions which describe the work to be done

## **Unit 228**      **Interpret and use supporting technical information**

Outcome 2      Know how to identify supporting technical information

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain terms used in the instructions and specification
2. explain the different types of organisational information and supporting technical information
3. state how information sources interrelate i.e. orthographic and isometric drawings
4. describe the meaning of symbols and abbreviations used in information sources
5. identify scales used in drawings: i.e. 1:1, ½ full size, 1:20
6. assess that information sources are relevant and up to date
7. explain how to extract information from information sources
8. describe the organisations' document control systems
9. describe where to find organisational and technical sources of information
10. identify how to access organisational and technical sources of information i.e. logging out registers, confidentiality
11. explain how to identify tools, materials and equipment required
12. explain how to identify relevant people to provide support with information sources

#### **Range**

##### **Information Sources**

- *drawings*: orthographic, isometric, assembly; symbols, abbreviations
- *reference* numbers, dates, revision numbers, scales, etc
- *schedules*: numeric, graphical
- *maintenance* records
- *technical* manuals
- *reference* tables and charts
- *existing work*: models, examples

##### **Instruction or specification**

The set of instructions which describe the work to be done

## Unit 228 Interpret and use supporting technical information

Outcome 3 Be able to interpret supporting technical information to create job specific products

### Assessment Criteria

#### Practical skills

The learner can:

1. prepare **tools, materials and equipment** to produce job-specific data or product
2. apply extracted source information to produce **job-specific data or product**
3. provide sufficient information to wholly complete the job-specific data or product
4. produce complete, accurate and legible information
5. check that data is transferred accurately
6. report deviations from progress that are outside own control and responsibility
7. seek clarification and help in applying the information to the new data or products
8. **record and communicate** information clearly

#### Range

##### Record and communicate information

Information can be recorded and communicated by any of the following:

- producing fully detailed sketches of work done or required
- producing a scale drawing of work done or required
- producing cutting lists of work done or required
- marking out patterns, setting out rods or templates to specification
- capture accurate measurements and other information from a site survey or existing model/prototype and present as a schedule, list, description

##### Job specific data/ product

This refers to the end product for this unit. This will involve using general source information to produce your own job-specific data and/or product. The outcome may be an addition, adaptation or revision of any of the above information sources, but is likely to be a separate product such as a sketch, cutting list, setting out rod or pattern which may be used to contribute towards the production of another product such as a dimensional control aid

##### Tools, materials, equipment

Drawing, setting out and marking of paper, wood, fabric and other materials used in the production of furniture and furnishings. Appropriate pencils, chalk, setting out equipment.

## Unit 228

## Interpret and use supporting technical information

### Outcome 4

Understand how to interpret supporting technical information to create job specific products

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain the care, sharpening and maintenance procedures of marking **tools materials and equipment**
2. explain typical sources of error in the transference of data such as:
  - transposition of characters/numbers
  - mirror image
  - left/ right hands
  - colour matching
  - units of measurement
  - accumulative error
3. describe the advantages of using free hand sketches
4. explain how to detail and annotate sketches
5. describe the advantages of producing full size templates, setting out rods
6. describe the advantages of referring to formal drawings and other source documents
7. compare the systems of metric and imperial units of measurement
8. explain the importance of making copies of sketches, lists, schedules
9. describe the work implications of the Health and Safety at Work Act (HASAWA) and Control of Substances Hazardous to Health (COSHH) regulations
10. explain where to find organisation risk assessment details and control strategies

#### Range

##### Tools, materials, equipment

Drawing, setting out and marking of paper, wood, fabric and other materials used in the production of furniture and furnishings. Appropriate pencils, chalk, setting out equipment.



## Unit 229

## Fit and fix work surfaces

**Level: 2**

**Credit value: 6**

**UAN: H/600/8248**

### **Unit aim**

To develop the competence required to support a range of operations within a furniture production environment.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare for the placement of work surfaces
2. Know how to prepare for the placement of work surfaces
3. Be able to fit and fix work surfaces in location
4. Know how to fit and fix work surfaces in location

### **Guided learning hours**

It is recommended that **23** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 229

### Outcome 1

## Fit and fix work surfaces

### Prepare for the placement of work surfaces

#### Assessment Criteria

#### Practical skills

The learner can:

1. confirm that the work area is prepared and ready
2. ensure that the required tools and fixings are available
3. make accurate templates
4. cut, shape and trim the work surface
5. adjust the **components** and their placement to provide the best possible position and fit
6. ensure that dimensions and alignments are to the **required specification**
7. deal safely and effectively with **problems** during the placement
8. follow safe and effective working practices in line with current health and safety legislation
9. maintain effective communication with the customer

#### Range

##### Components

Components of furniture will differ according to the type of furniture but would include:

- structural/framework components
- internal components such as base units

##### Problems and faults

Problems and faults may occur with any aspect of the materials, tools, equipment, components, services, appliances or the location.

Solving them may require direct action by the individual carrying out the work, reference to an authority within the organisation and/or action by the customer, or some combination of all three.

##### Specification

The specification for the placement of work surfaces will have been agreed between the organisation and the customer. It may be written and/or involve drawings and work lists. It will typically detail:

- the exact location within the customer's property where the work surface is to be placed
- the dimensions, construction and finishing of the work surface
- resource requirements
- outcome quality
- time schedule

## Unit 229

### Outcome 2

## Fit and fix work surfaces

Know how to prepare for the placement of work surfaces

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain how to interpret work **specifications** including drawings
2. explain how to determine the measurements required for the production of templates and cut outs
3. explain the importance of preparing and protecting the work area
4. explain the procedures to confirm that preparations are complete
5. explain features of the work surface that could be affected by the location
6. state fixings used to attach work surfaces in location
7. compare the handling characteristics of natural and man-made materials used for work surfaces
8. describe types of **problems** and ways of dealing with them
9. state the importance of complying with health and safety legislation
10. explain types of information required by customers
11. 2describe the importance of providing information clearly to the customer

#### Range

##### Problems and faults

Problems and faults may occur with any aspect of the materials, tools, equipment, components, services, appliances or the location.

Solving them may require direct action by the individual carrying out the work, reference to an authority within the organisation and/or action by the customer, or some combination of all three

##### Specification

The specification for the placement of work surfaces will have been agreed between the organisation and the customer. It may be written and/or involve drawings and work lists. It will typically detail:

- the exact location within the customer's property where the work surface is to be placed
- the dimensions, construction and finishing of the work surface
- resource requirements
- outcome quality
- time schedule

## Unit 229

## Fit and fix work surfaces

### Outcome 3

Be able to fit and fix work surfaces in location

#### Assessment Criteria

#### Practical skills

The learner can:

1. assemble the work surfaces in a logical and safe sequence
2. adjust work surfaces to ensure that joins and alignments between **components**, furniture and surrounds are to the required tolerances
3. ensure that decorative features are correctly aligned in position
4. securely fit the **work surface in location** using the appropriate fixings
5. ensure adequate seals are achieved
6. finish the work surface using the appropriate method i.e. cleaning, wiping glue joints, staining, polishing
7. use the correct **techniques** and **materials** to achieve the **specification**
8. make good any **faults**, to ensure the quality of the placement
9. follow safe and effective working practices at all times
10. maintain effective communication with the customer
11. complete the work within the required time
12. complete any required documentation

#### Range

#### Problems and faults

Problems and faults may occur with any aspect of the materials, tools, equipment, components, services, appliances or the location.

Solving them may require direct action by the individual carrying out the work, reference to an authority within the organisation and/or action by the customer, or some combination of all three **S**

#### Components

Components of furniture will differ according to the type of furniture but would include:

- structural/framework components
- internal components such as base units

#### Location

The location is any interior within property owned by the customer. It may be bare of other furniture and furnishings or furnished

## **Materials**

Typical materials for placement of work surfaces in location would include:

- finishes (e.g. stains, sealers, primers, paints)
- adhesives
- fixings (e.g. screws, nails,)

Work surfaces may be natural or man-made and may include natural and man-made materials: natural timber, wood composites, laminate, composites, corian, concrete, resin, quartz, glass, volcanic larva, stainless steel, granite and slate and stone

## **Techniques**

Typical techniques within the placement of work surfaces would include:

- hand tools (e.g. planing, sawing, sanding, chiselling, screwing)
- powered tools (e.g. drilling, screwing, sawing, routing, sanding)
- other fixing methods such as adhesives, chemical fixings etc.

## Unit 229

## Fit and fix work surfaces

### Outcome 4

### Know how to fit and fix work surfaces in location

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. state the timescale that has been specified for the work
2. compare the handling characteristics of natural and man-made **materials** used for **work surfaces**
3. compare the working characteristics of natural and man-made materials used for work surfaces
4. explain the sequencing factors when placing more than one piece of type of **work surface**
5. describe types of **faults** and ways of dealing with them
6. describe fixings that are appropriate for the **work surface**
7. explain how to accurately measure alignment in three dimensions
8. describe how to adjust alignment and movement
9. state your personal health and safety responsibilities
10. state required documentation and how it should be completed
11. explain how to check the completed work against specifications or drawings

#### Range

##### Problems and faults

Problems and faults may occur with any aspect of the materials, tools, equipment, components, services, appliances or the location.

Solving them may require direct action by the individual carrying out the work, reference to an authority within the organisation and/or action by the customer, or some combination of all three

##### Materials

Typical materials for placement of work surfaces in location would include:

- finishes (e.g. stains, sealers, primers, paints)
- adhesives
- fixings (e.g. screws, nails,)

Work surfaces may be natural or man-made and may include natural and man-made materials: natural timber, wood composites, laminate, composites, corian, concrete, resin, quartz, glass, volcanic larva, stainless steel, granite and slate and stone

## Unit 230

## Finish furniture by hand held spray gun

**Level: 2**

**Credit value: 10**

**UAN: K/600/8249**

### **Unit aim**

To develop competence required to apply finishing processes to production furniture by hand held spray gun

### **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare for the placement of work surfaces for finishing
2. Know how to prepare work-pieces for finishing
3. Be able to apply finishes by spraying
4. Understand how to apply finishes by spraying

### **Guided learning hours**

It is recommended that **24** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 230

### Outcome 1

## Finish furniture by hand held spray gun

### Be able to prepare work-pieces for finishing

#### Assessment Criteria

##### Practical skills

The learner can:

1. organise the **materials, tools and equipment** to work effectively
2. maintain a tidy work area
3. ensure **work specification** and the requirements to achieve it are available
4. check the **workpiece** and identify any **faults**
5. apply remedial treatment to faults
6. select **materials**/fillers for the type of **surface**
7. ensure that **surfaces** are clean and free of dust and debris
8. ensure that adhesives left on surfaces are removed
9. ensure that filled surfaces are level with the surrounding areas
10. ensure areas of raised grain are re-textured to blend with the surrounds when the **finish** is applied
11. handle and store the **workpiece** in ways which protect it from damage

##### Range

##### Problems and faults

Problems and faults may occur with any aspect of the materials, tools, equipment, components, services, appliances or the location.

Solving them may require direct action by the individual carrying out the work, reference to an authority within the organisation and/or action by the customer, or some combination of all three

##### Surface

Surfaces may be solid wood, veneered or flat panels and curved work

##### Workpiece

The item to be treated as part of the finishing process may be a component, sub-assembly or assembly. The work-piece to be treated may be veneered, made of solid wood or of wood composite.

##### Work specification

The set of instructions which describe the work to be carried out, including details of the preparations to be carried out and the type of grain filler and materials to be used. The specification will also detail the time within which the process must be completed and the personal protective equipment which should be worn. Specifications may be oral or written and may involve the use of diagrams and colour cards

##### Materials

Primers, fillers, sealers, basecoats, lacquers, thinners they can be based on oil, water or mixed solvents. There may also be need for the use of stains, de-greasing agents, abrasive papers, and cleaning solvents.



**Unit 230**  
Outcome 2

**Finish furniture by hand held spray gun**  
Know how to prepare work-pieces for finishing

**Assessment Criteria**

**Underpinning knowledge**

The learner can:

1. explain terms used in technical specifications
2. describe checks to be carried out on workpieces which are being prepared for finishing
3. describe faults that can occur and how to recognise them
4. explain how to deal with faults
5. explain the different preparations for the following surfaces:
  - solid wood
  - veneered, including traditional finishes
6. explain tools and equipment required to remedy faults
7. describe the types and purpose of fillers and stoppers
8. explain how to recognise different grades of abrasives
9. explain the purposes of different grades of abrasives
10. identify where workpieces should be stored
11. explain how to protect workpieces during handling and storage

## Unit 230

### Outcome 3

## Finish furniture by hand held spray gun

### Be able to apply finishes by spraying

#### Assessment Criteria

##### Practical skills

The learner can:

1. ensure that ventilation levels are safe before working with solvent based **materials**
2. mask off **surfaces** that are not to be sprayed
3. ensure surfaces are clean and ready to receive the material
4. select a nozzle suited to the material and finish
5. ensure the spray gun is free from contamination before charging it with the required **materials**
6. apply the spray from a suitable distance from the **workpiece**
7. adjust the spraying technique as necessary to achieve the required finish
8. apply the finish uniformly to the required build and depth of colour
9. deal promptly with **faults** which occur during the spraying process
10. allow specified drying times between multiple coats
11. ensure that **surfaces** are clean and free of excess **materials and surface** irregularities
12. ensure that unused materials are accurately labelled and returned to the designated storage areas
13. transfer the **finished workpiece** to the designated storage location
14. complete the process within the required time
15. complete production records accurately and clearly

##### Range

##### Workpiece

The item to be treated as part of the finishing process may be a component, sub-assembly or assembly. The work-piece to be treated may be veneered, made of solid wood or of wood composite.

##### Work specification

The set of instructions which describe the work to be carried out, including details of the preparations to be carried out and the type of grain filler and materials to be used. The specification will also detail the time within which the process must be completed and the personal protective equipment which should be worn. Specifications may be oral or written and may involve the use of diagrams and colour cards

##### Surface

Surfaces may be solid wood, veneered or flat panels and curved work.

##### Application Faults

Types of defects that could occur during application of fillers would include over-thinned fillers, incorrectly mixed fillers and non-removal of excess filler.

Types of faults that could occur during spraying could include blooming, blotching, runs streaks, orange peel and fish eye. The person carrying out this role is responsible for identifying and dealing with faults which can be treated readily. If minor, they can be overcome using sanding equipment and abrasives. If major they may require the work-piece to be removed and reported using the correct workplace procedures

**Finish**

This unit covers finishes which may be full gloss, mat satin, smooth, open grained and full-grained. Also may including traditional finishes where the 'patina' needs to be used.

**Materials**

Primers, fillers, sealers, basecoats, lacquers, thinners they can be based on oil, water or mixed solvents. There may also be need for the use of stains, de-greasing agents, abrasive papers, and cleaning solvents.

## **Unit 230**

### **Outcome 4**

## **Finish furniture by hand held spray gun**

### **Understand how to apply finishes by spraying**

#### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain terms used in technical specifications for materials
2. describe the different types of materials used, their uses and when they are used
3. describe the drying times of different materials
4. explain why it is important to adhere to drying times before applying additional coats
5. explain how and why variations in spraying techniques influence the results
6. describe faults that can occur in the application of coatings
7. explain how to deal with faults in the application of coatings
8. explain what information is recorded on production records
9. describe why it is important that production records are up to date and accurate
10. explain the work rates that you are expected to meet

## Unit 230

### Outcome 5

## Finish furniture by hand held spray gun

### Be able to follow safe working procedures

#### Assessment Criteria

#### Practical skills

The learner can:

1. follow safe working procedures when:
  - lifting and moving heavy items
  - handling cleaning agents and abrasives
  - handling **materials**
  - using powered **equipment**
2. deal promptly and safely with spillages and splashes
3. dispose of wastes safely using designated procedures and disposal areas

#### Range

#### Materials

Primers, fillers, sealers, basecoats, lacquers, thinners they can be based on oil, water or mixed solvents. There may also be need for the use of stains, de-greasing agents, abrasive papers, and cleaning solvents.

#### Tools and equipment

Tools and equipment include sanding blocks, scrapers, cleaning rags, abrasive papers, abrasive pads, steel wool, tak rags, masking tape, craft knives, filler knives, filters and hand-held spray guns

## Unit 230

### Outcome 6

## Finish furniture by hand held spray gun

Know the Health and Safety legislation in the workplace

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the work implications of the Health and Safety at Work Act (HASAWA) and Control of Substances Hazardous to Health (COSHH) regulations and the environment protection act. 3
2. explain where to find organisation risk assessment details and control strategies
3. state **personal protective equipment** that should be worn when handling coating materials
4. explain why it is important to deal promptly, safely and correctly with splashes and spillages
5. explain the importance of disposing of waste materials, including rags safely
6. explain how to dispose of waste in accordance with current legislation

#### Range

##### Personal Protective Equipment

This covers eye protection, gloves, overalls and respiratory equipment as well as barrier, cleansing and after-care creams.

## Unit 231

# Maintain tools and equipment used in furniture making and installation

**Level: 2**

**Credit value: 8**

**UAN: D/600/8250**

### Unit aim

To develop and assess the competences required to maintain tools and equipment used in furniture making and fitting furniture and furnishings.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to check and maintain the condition of tools
2. Be able to keep tools in working condition
3. Know how to check tools and keep them in working condition
4. Know how to maintain workplace health and safety

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 231

# Maintain tools and equipment used in furniture making and installation

### Outcome 1

Be able to check and maintain the condition of tools

#### Assessment Criteria

##### Practical skills

The learner can:

1. check the condition of **tools** regularly
2. **sharpen** cutting edges to keep tools in effective **working condition**
3. oil and grease tools to prevent **damage**
4. keep **tools** clean and free from dust and debris
5. identify **tools** that are damaged and remove for repair
6. ensure **tools** are stored safely and tidily in designated locations

##### Range

###### Sharpening

Grinding stones, strops, files and slip stones.

It is expected that care and maintenance of tools should reflect those in general use within the craft.

For example furniture makers may be required to use sharpening techniques using traditional oil stones for producing a sharpening angle to edges such as mortice, firmer and bevel edge chisels, smoothing and block planes. Fine tuning of hand tools such smoothing and block planes may be required for traditional furniture making crafts which involve working to fine tolerances.

###### Damage

Damage can arise from wear, misuse or from faults in the materials being worked. Examples might include blunting and notching of cutting edges, missing or bent teeth on saws or frayed or cut electric cables, Screwdriver blade damage

###### Tools and equipment

Hand tools, electric and air-powered tools, measuring devices, workshop tools, devices and equipment.

Furniture making crafts may be required to sharpen a range of hand tools which could include: knives, planes, chisels, scrapers, gauges and turning and carving tools.

Care and maintenance of tools may include screwdrivers, cramps, drills, squares, mallets, mitre blocks bench hooks



## Unit 231

# Maintain tools and equipment used in furniture making and installation

## Outcome 2

Be able to keep tools in working condition

### Assessment Criteria

#### Practical skills

The learner can:

1. assess how to bring **tools** back into **working condition**
2. report tools which are beyond repair
3. use appropriate **equipment and techniques** to achieve the required tolerances
4. use tests to check the condition of the **tool**
5. ensure **tools** are of the required sharpness and performance accuracy before use

#### Range

##### Tools and equipment

Hand tools, electric and air-powered tools, measuring devices, workshop tools, devices and equipment.

Furniture making crafts may be required to sharpen a range of hand tools which could include: knives, planes, chisels, scrapers, gauges and turning and carving tools.

Care and maintenance of tools may include screwdrivers, cramps, drills, squares, mallets, mitre blocks bench hooks

##### Working condition

The level of sharpness and performance accuracy needed to produce hand-crafted furniture accurately and to a high quality finish. Typically this involves tolerances of within +/- 2mm for sharp edges, +/- 2 degrees for angles and sharpness of drill bits. May include the condition of screwdrivers, cramps, drills, squares, mallets, mitre blocks bench hooks. Oiling, greasing and wax application.

## Unit 231

# Maintain tools and equipment used in furniture making and installation

## Outcome 3

Know how to check tools and keep them in working condition

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe **tools** used in making and installing components and wooden furniture by hand
2. explain how to assess the **condition** of tools
3. describe how to bring tools into a working state
4. describe how to recognise damaged tools that need more than routine maintenance
5. describe different types of damage to tools including:
  - damage that can be repaired
  - damage that cannot be repaired
6. describe where and how often to oil and grease tools
7. identify correct oils and grease to use for tools
8. describe the importance of keeping tools clean and free of dust and debris
9. outline the importance of keeping cutting edges sharp
10. explain how to test tools for sharpness and performance accuracy
11. describe the importance of storing tools correctly

#### Range

##### Tools and equipment

Hand tools, electric and air-powered tools, measuring devices, workshop tools, devices and equipment.

Furniture making crafts may be required to sharpen a range of hand tools which could include: knives, planes, chisels, scrapers, gauges and turning and carving tools.

Care and maintenance of tools may include screwdrivers, cramps, drills, squares, mallets, mitre blocks bench hooks

##### Working condition

The level of sharpness and performance accuracy needed to produce hand-crafted furniture accurately and to a high quality finish. Typically this involves tolerances of within +/- 2mm for sharp edges, +/- 2 degrees for angles and sharpness of drill bits. May include the condition of screwdrivers, cramps, drills, squares, mallets, mitre blocks bench hooks. Oiling, greasing and wax application.

## Unit 231

# Maintain tools and equipment used in furniture making and installation

## Outcome 4

Know how to maintain workplace health and safety

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. follow safe working practices when handling **tools**, materials, **equipment**, oils and greases
2. wear the appropriate personal **protective equipment (PPE)**
3. explain the implications of the Health and Safety at Work Act (HASAWA) and Control of Substances Hazardous to Health (COSHH) regulations
4. explain relevant organisational risk assessment and control measures
5. describe the potential hazards that can arise from defective and faulty tools

#### Range

##### Tools and equipment

Hand tools, electric and air-powered tools, measuring devices, workshop tools, devices and equipment.

Furniture making crafts may be required to sharpen a range of hand tools which could include: knives, planes, chisels, scrapers, gauges and turning and carving tools.

Care and maintenance of tools may include screwdrivers, cramps, drills, squares, mallets, mitre blocks bench hooks

##### Personal protective equipment (PPE)

Ear, eye, hand, feet and respiratory protection

## Unit 232

# Prepare resources for use in making hand-crafted furniture

**Level: 2**

**Credit value: 9**

**UAN: H/600/8251**

### Unit aim

To develop competence required to prepare resources for use in making wooden hand-crafted furniture

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare equipment tools and the work area
2. Know how to prepare equipment tools and the work area
3. Be able to select and prepare materials and surfaces
4. Know how to select and prepare materials and surfaces
5. Be able to follow safe working practices
6. Know health and safety regulations and procedures in the workplace

### Guided learning hours

It is recommended that **48** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills.

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 232

## Prepare resources for use in making hand-crafted furniture

### Outcome 1

Be able to prepare equipment tools and the work area

#### Assessment Criteria

#### Practical skills

The learner can:

1. select the correct **tools and equipment** to carry out the work specified
2. check and confirm that the **tools and equipment** are in working condition
3. ensure that the correct equipment components are selected and set in place
4. ensure that equipment is correctly set up for operation and that guards are in place
5. select and lay out required workshop devices to complete the work
6. clear and clean adequate working space for the tools and equipment
7. ensure that **environmental conditions** are suitable

#### Range

#### Tools and equipment

The chisels, planes, cramps, saws, drills, drill bits, squares, mallets, scrapers, honing stones, knives and measuring devices used in the making of hand-crafted furniture. Also includes powered tools such as sanders, routers, drills and power saws as well as workshop tools and devices such as bench hooks, shooting boards, mitre blocks of different angles, scratch stock.

Drill bits, work holding devices, chucks and key, blades and abrasives

#### Environmental conditions

The cleanliness, temperature, ventilation and humidity characteristics of the working area.

## Unit 232

## Prepare resources for use in making hand-crafted furniture

### Outcome 2

Know how to prepare equipment tools and the work area

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the types of workshop **tools, equipment** and devices that are used in making wooden furniture by hand
2. explain checks required for the condition of **tools and equipment**
3. explain types of components needed to achieve different **specifications**
4. explain the implications of using the wrong components
5. explain the implications of setting up equipment incorrectly

#### Range

##### Tools and equipment

The chisels, planes, cramps, saws, drills, drill bits, squares, mallets, scrapers, honing stones, knives and measuring devices used in the making of hand-crafted furniture. Also includes powered tools such as sanders, routers, drills and power saws as well as workshop tools and devices such as bench hooks, shooting boards, mitre blocks of different angles, scratch stock.

Drill bits, work holding devices, chucks and key, blades and abrasives

##### Specifications

Specifications are details as to the work to be carried out and the materials, adhesives, tools, equipment and work area selection and preparations needed.

## Unit 232

## Prepare resources for use in making hand-crafted furniture

### Outcome 3

Be able to select and prepare materials and surfaces

#### Assessment Criteria

#### Practical Skills

The learner can:

1. organise **tools** to work effectively
2. maintain work area tidy
3. ensure that there are complete details of the required **materials** and preparations
4. select **materials** of the required types and dimensions
5. check that the selected **materials** are free of irregularities and suitable to be worked on
6. determine the face side of the material to be used for the best match to:
  - structural requirements
  - the desired visual effect
7. measure the material to the required tolerances
8. keep wastage as low as possible
9. make all markings clearly and cleanly
10. use the most suitable **technique** and **tools** to produce the required **surface finish**
11. return tools to the correct storage locations
12. report tools which require maintenance

#### Range

#### Tools and equipment

The chisels, planes, cramps, saws, drills, drill bits, squares, mallets, scrapers, honing stones, knives and measuring devices used in the making of hand-crafted furniture. Also includes powered tools such as sanders, routers, drills and power saws as well as workshop tools and devices such as bench hooks, shooting boards, mitre blocks of different angles, scratch stock.

Drill bits, work holding devices, chucks and key, blades and abrasives

#### Materials

The materials used in constructing hand-crafted furniture. These include softwoods (e.g. pine), hardwoods (e.g. mahogany) and wood composites (typically plywood, chipboard and MDF). Materials also include mouldings, fittings, ground work and components such as dowelling used in joint making

#### Surface finish

Smooth, planed and sanded surface finishes will be needed, depending on the intended use of the material within the furniture item.

#### Techniques

Sawing, planing, sanding and jointing

## Unit 232

## Prepare resources for use in making hand-crafted furniture

### Outcome 4

Know how to select and prepare materials and surfaces

### Assessment Criteria

#### Underpinning Knowledge

The learner can:

1. explain the different sorts of workshop tools and devices used in making wooden furniture by hand
2. describe materials, tools and techniques used for making hand-crafted furniture
3. explain why specific materials, tools and techniques are used
4. explain why the face mark is used and its purpose
5. describe how the face mark relates to the movement of timber
6. explain how to identify the face side of material
7. describe the importance of correct and accurate surface preparation
8. describe the growth characteristics of different hard and soft woods
9. explain the implications of growth characteristics on working with different hard and soft woods
10. explain the handling characteristics of different sorts of wood composites
11. explain the implications of handling characteristics on working with different sorts of wood composites
12. explain how to handle materials without causing damage
13. describe the units of measurement used to specify length, width, thickness and performance accuracy
14. describe the tolerance levels typically used in hand-crafted furniture



## Unit 232

## Prepare resources for use in making hand-crafted furniture

### Outcome 5

Be able to follow safe working practices

#### Assessment Criteria

#### Practical Skills

The learner can:

1. handle **tools and equipment** safely
2. follow safe working procedures
3. wear the appropriate **Personal Protective Equipment (PPE)**
4. dispose of wastes safely using designated procedures and disposal areas

#### Range

##### Tools and equipment

The chisels, planes, cramps, saws, drills, drill bits, squares, mallets, scrapers, honing stones, knives and measuring devices used in the making of hand-crafted furniture. Also includes powered tools such as sanders, routers, drills and power saws as well as workshop tools and devices such as bench hooks, shooting boards, mitre blocks of different angles, scratch stock.

Drill bits, work holding devices, chucks and key, blades and abrasives

##### Personal protective equipment (PPE)

Ear, eye, hand, feet and respiratory protection

## Unit 232

## Prepare resources for use in making hand-crafted furniture

### Outcome 6

Know health and safety regulations and procedures in the workplace

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the **Personal Protective Equipment (PPE)**
2. describe the importance of wearing personal protective equipment (PPE)
3. state the importance of disposing of waste materials safely
4. identify who to report extraction and ventilation problems to
5. state how to dispose of waste in accordance with current legislation

#### Range

#### Personal protective equipment (PPE)

Ear, eye, hand, feet and respiratory protection

## Unit 233

## Strip down and store items of furniture

**Level: 2**

**Credit value: 11**

**UAN: K/600/8252**

### Unit aim

To develop the competence required to strip down an item of furniture ready for work to be carried out on it. This unit is particularly relevant to upholstery, repair and restoration contexts.

This involves:

- stripping down an item to meet specifications.
- storing removed components safely and correctly.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to follow specifications to strip an item of furniture
2. Know how to follow specifications to strip an item of furniture
3. Be able to store removed components for re-use
4. Know how to store removed components for re-use
5. Understand Health and Safety and organisational risk control strategies

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 233

### Outcome 1

## Strip down and store items of furniture

Be able to follow specifications to strip an item of furniture

### Assessment Criteria

#### Practical skills

The learner can:

1. check **work specification** is clear and complete before beginning
2. select and prepare **tools** and **equipment**
3. work in a logical and safe sequence
4. avoid damage to the item of furniture
5. use suitable **personal protective equipment** for the materials and finishes
6. report problems that cannot be solved to a senior person
7. dispose of waste safely

#### Range

##### Personal Protective Equipment

The Personal Protective Equipment (PPE) provided by the employer for use in carrying out various activities for which a risk assessment has identified that PPE is needed. These include items of clothing that protect the wearer's eyes, lungs, skin, and clothing. They would be particularly necessary when dealing with older furniture which is made of materials which have deteriorated and/or finishes which might be toxic

##### Tools and equipment

The tools and equipment used for stripping down an item of furniture including a variety of hand tools. Stripping methods would include either hand methods-solvents/scrap or dipping methods-hot/cold, depending on the item to be stripped

##### Work specification

The set of instructions which describe the work to be carried out, including details of the area of the item to be stripped down, if not the whole item, and any special handling and/or storage instructions specified by the client ordering the work to be done, or the organisation.

## **Unit 233**

### **Outcome 2**

## **Strip down and store items of furniture**

Know how to follow specifications to strip an item of furniture

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain the meaning of terms used in specifications for stripping down furniture
2. explain when and why furniture items would be stripped down in part or completely before further work
3. identify tools and equipment and their purpose
4. outline problems that can be solved and when to seek assistance

### **Assessment Criteria**

#### **Practical skills**

The learner can:

1. handle **components** carefully to avoid damage
2. protect **components** from damage and soiling during storage
3. store **components** in conditions and the required state for re-use
4. store components securely
5. keep accurate records of removed components in order to reunite them with the **item of furniture**

#### **Range**

##### **Component**

Components include solid, structural components (e.g. a door frame, part of the carcase of a chair) and upholstery components (e.g. fillings, top cover). Components may be fragile in that they can be easily damaged (e.g. certain cloths, antique items) and may need special protective measures to be taken. More robust components may still need careful handling, but do not require any special treatment

##### **Item of furniture**

Any item of furniture, whether modern or traditional, which needs to be stripped down in order for repairs to be made to structural aspects and/or to upholstery.

## **Unit 233**

## **Strip down and store items of furniture**

Outcome 4

Know how to store removed components for re-use

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe handling characteristics of different components
2. explain how to avoid damaging components
3. describe the type of protection used for different sorts of components
4. explain the optimum conditions for different sorts of component
5. describe the type of information to record
6. explain the importance of recording information

## Unit 233

### Outcome 5

## Strip down and store items of furniture

Understand Health and Safety and organisational risk control strategies

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the commercial and safety implications of not following a logical sequence to complete work
2. outline occasions when it is necessary to use personal protective equipment
3. describe the importance of using personal protective equipment
4. explain where and how to dispose of waste
5. describe the work implications of the Health and Safety at Work Act (HASAWA) and control of substances hazardous to health (COSHH)
6. explain where to find organisation risk assessment details and control strategies

#### Range

#### Component

Components include solid, structural components (e.g. a door frame, part of the carcass of a chair) and upholstery components (e.g. fillings, top cover). Components may be fragile in that they can be easily damaged (e.g. certain cloths, antique items) and may need special protective measures to be taken. More robust components may still need careful handling, but do not require any special treatment



## Unit 234

## Finish hand-crafted furniture

**Level: 2**

**Credit value: 9**

**UAN: M/600/8253**

### **Unit aim**

To develop competence required to apply hand-finishing polishes, waxes, oils, varnishes and lacquers to hand-crafted furniture.

### **Learning outcomes**

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare oils, polishes, varnishes, waxes and lacquers for use
2. Understand how to prepare oils, polishes, varnishes, waxes and lacquers for use
3. Be able to apply oils, polishes, varnishes, waxes and lacquers
4. Understand how to apply oils, polishes, varnishes, waxes and lacquers
5. Be able to follow workplace health and safety procedures
6. Understand workplace health and safety procedures

### **Guided learning hours**

It is recommended that **31** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 234

## Finish hand-crafted furniture

### Outcome 1

Be able to prepare oils, polishes, varnishes, waxes and lacquers for use

### Assessment Criteria

#### Practical skills

The learner can:

1. organise the materials, **tools and equipment** to work effectively
2. maintain a tidy work area
3. ensure that required **work specification** and everything required to complete it is available
4. ensure the work environment is clean and free from debris and dust
5. mix the finish to the required volume, colour, consistency and viscosity
6. work in ways that prevent contamination of the **finish**
7. ensure that the **finish** is adequately filtered
8. use the appropriate standards to confirm that the correct colour and shade of finish is produced
9. store and maintain the finish in a suitable condition for use
10. carry out the appropriate tests to confirm the working characteristics and results produced by the finish meet the **specification**

#### Range

##### Finish

This unit covers finishes used in hand-crafted furniture, including traditional polishes, varnishes, oils, waxes, clear and pigmented lacquers

##### Work specification

The set of instructions which describe the work to be carried out, including details of the finishes to be used, the number of coats of finish to be applied and the desired sheen to be achieved. The specification will also detail the time within which the process must be completed and the personal protective equipment which should be worn. Specifications may be oral or written and may involve the use of diagrams and colour cards

##### Tools and equipment

Finishing involves the use of abrasives, brushes, rubbers, abrasive pads, wire wools, cloths and tak rags.

## **Unit 234**

### Outcome 2

## **Finish hand-crafted furniture**

Understand how to prepare oils, polishes, varnishes, waxes and lacquers for use

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain terms used in technical and manufacturers' specifications and data sheets on finishes for hand-crafted furniture
2. describe checks carried out on work-pieces which are being prepared for finishing
3. explain problems that can occur in preparing finishes of different sorts
4. describe how to recognise and deal with problems
5. describe the shelf-life of different finishes
6. explain how to handle different finishes to produce the required specification
7. describe the importance of turning finishes regularly

## Unit 234

## Finish hand-crafted furniture

### Outcome 3

Be able to apply oils, polishes, varnishes, waxes and lacquers

#### Assessment Criteria

##### Practical Skills

The learner can:

1. ensure that the surfaces are free of dust and grease ready to accept the **finish**
2. apply the **finish** so that an even coverage is achieved
3. use an effective **technique** for the finish
4. allow sufficient drying times between multiple coats
5. clear surfaces of excess finishing material at each stage of the process
6. de-nib, remove blemishes and flat back **finish** between successive coats
7. handle and protect the item of furniture from damage during finishing
8. deal promptly and effectively with application faults
9. complete each coat within the working time of the **material**

##### Range

##### Finish

This unit covers finishes used in hand-crafted furniture, including traditional polishes, varnishes, oils, waxes, clear and pigmented lacquers

##### Techniques

Finishes are applied using brushing, rubbering, stiffing, dulling out, burnishing and were applicable hand spraying

##### Materials

In addition to the finishes, thinning and cleaning solvents, there may be a need to use burnishing creams, bleaches and de-greasing agents

## **Unit 234**

### **Outcome 4**

## **Finish hand-crafted furniture**

Understand how to apply oils, polishes, varnishes, waxes and lacquers

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain terms used in technical specifications for finishing hand-crafted furniture
2. describe the different types of abrasive materials used on finishes
3. describe the different types of finish used
4. explain what each finish is used for and when it is used
5. describe the drying and working times of different finishes
6. explain the effects of moisture content on the finish
7. describe the implications of poor technique
8. explain application faults that can arise and how to resolve them

## Unit 234

### Outcome 5

## Finish hand-crafted furniture

Be able to follow workplace health and safety procedures

### Assessment Criteria

#### Practical skills

The learner can:

1. follow Control of Substances Hazardous to Health (COSHH) procedures
2. wear the appropriate personal protective equipment for the **materials**
3. ensure that unused materials and **finishes** are accurately labelled
4. return unused materials and **finishes** to the designated storage areas
5. dispose of wastes safely using designated procedures and disposal areas
6. deal promptly and safely with spillages and splashes

#### Range

##### Finish

This unit covers finishes used in hand-crafted furniture, including traditional polishes, varnishes, oils, waxes, clear and pigmented lacquers

##### Materials

In addition to the finishes, thinning and cleaning solvents, there may be a need to use burnishing creams, bleaches and de-greasing agents.

## Unit 234

### Outcome 6

## Finish hand-crafted furniture

### Understand workplace health and safety procedures

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the work implications of the Health and Safety at Work Act (HASAWA) and Control of Substances Hazardous to Health (COSHH) regulations and the Environmental Protection Act 3
2. explain where to find organisation risk assessment details and control strategies
3. explain where and how finishes should be stored and the implications of not doing so
4. explain why it is important to label unused materials correctly
5. what personal protective equipment should be worn when handling stains
6. describe the reason for wearing personal protective equipment when handling stains
7. explain the reasons why the working environment needs to be at suitable:
  - levels of humidity
  - temperature
  - lighting
  - dust free
  - adequately ventilated
8. state the importance of dealing promptly, safely and correctly with splashes and spillages
9. state the importance of labelling unused materials clearly and accurately
10. explain the storage requirements for different types of finish and the implications of not storing them correctly

## Unit 235

# Upholster standard items of traditional furniture

**Level: 2**

**Credit value: 20**

**UAN: A/600/8255**

### Unit aim

To develop and assess the competences required to upholster standard items of traditional furniture.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to fit material to an item of traditionally upholstered furniture
2. Understand how to fit material to an item of traditionally upholstered furniture
3. Be able to finish an item of traditionally upholstered furniture
4. Know how to finish an item of traditionally upholstered furniture
5. Be able to follow and understand safe working procedures in the workplace

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.



## Unit 235

## Upholster standard items of traditional furniture

### Outcome 1

Be able to fit material to an item of traditionally upholstered furniture

### Assessment Criteria

#### Practical skills

The learner can:

1. check the **work specification** and everything that is required to achieve it is available
2. deal promptly with any problems that arise with the **tools, equipment** and **materials**, reporting any which you cannot solve
3. ensure that the **item to be upholstered** is protected from damage while it is being worked on
4. position the **upholstery material**, ensuring that the alignment is correct, before cutting it as required
5. secure the cover firmly, tensioning it to the required level
6. ensure that the visual appearance, fixing and tensioning of the cover conforms to the **specification**
7. secure the bottom cloth firmly and accurately to conform to visual and safety requirements
8. complete the preparations within the required time
9. maintain a tidy work area

#### Range

##### Item to be upholstered

The items to be upholstered could include any of the following:

- traditional furniture such as an armchair, which may or may not include wings
- settee
- child's chair

##### Upholstery materials

The different forms of materials used to provide padding within an upholstered item and for top covers and finishing. These include a range of different fabric types used to provide upholstery covers, including materials that require careful handling and where alignment and tensioning may require skill to achieve e.g. patterned/stripped fabrics, plain pile, vinyl, stretch fabrics and flat weave fabrics, as well as natural hide and where the specification calls for a pleated cover shape. In addition, materials include fillings such as hair/fibre

##### Tools and equipment

Hammers, staplers and staple removers, knives, shears and scalpels, stretching devices, circular needles, skewers.

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- all fixed components are secure
- components should be accurately centred and evenly spaced
- materials should be cut and shaped to conform to the specified design profiles
- visual appearance (including alignment of top fabrics and spacing of tacks, staples etc.)

## Unit 235

## Upholster standard items of traditional furniture

### Outcome 2

Understand how to fit material to an item of traditionally upholstered furniture

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the handling characteristics of different types of **materials** used as upholstery covers and bottom cloths
2. explain terms used in technical **specifications** for upholstery
3. outline how to position and fit covers to different items
4. explain how to reduce wastage when measuring and cutting upholstery cover **materials**
5. explain when to use different methods to secure upholstery covers
6. describe the importance and use of the bottom cloth in upholstery
7. describe types of **problems** that can occur during the fitting covers process
8. explain how to deal with **problems** in order to meet the specification
9. explain the functions of different **tools** and **equipment** used in upholstery
10. explain the importance of keeping to time schedules

#### Range

##### Upholstery materials

The different forms of materials used to provide padding within an upholstered item and for top covers and finishing. These include a range of different fabric types used to provide upholstery covers, including materials that require careful handling and where alignment and tensioning may require skill to achieve e.g. patterned/stripped fabrics, plain pile, vinyl, stretch fabrics and flat weave fabrics, as well as natural hide and where the specification calls for a pleated cover shape. In addition, materials include fillings such as hair/fibre

##### Problems

In relation to preparatory work, these will be to do with non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

In relation to the securing of covers and other finishings, these will be to do with misalignment, incorrect tensioning, shaping errors, marks on the materials and/or insecure or ineffective ancillary fittings

##### Tools and equipment

Hammers, staplers and staple removers, knives, shears and scalpels, stretching devices, circular needles, skewers

## Unit 235

## Upholster standard items of traditional furniture

### Outcome 3

Be able to finish an item of traditionally upholstered furniture

### Assessment Criteria

#### Practical skills

The learner can:

1. position specified **trimmings and finishings**
2. fix securely specified **trimmings and finishings**
3. ensure quality outcome is achieved before reporting work as complete
4. safely store completed item in a designated location and position
5. deal with problems that occur
6. report any **problems** that you cannot solve
7. complete the process within the required time
8. maintain a tidy work area and protect the item from damage

#### Range

##### Problems

In relation to preparatory work, these will be to do with non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

In relation to the securing of covers and other finishings, these will be to do with misalignment, incorrect tensioning, shaping errors, marks on the materials and/or insecure or ineffective ancillary fittings

##### Trimmings and finishings

The different forms of finishing materials used in edging, trimmings and linings and for the covering of buttons, including braide, piping fringe, polished wood borders, castors, bun feet etc

## Unit 235

## Upholster standard items of traditional furniture

### Outcome 4

Know how to finish an item of traditionally upholstered furniture

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain terms used in technical specifications
2. describe how to position and fit **trimmings and finishings** to different types of item
3. explain the importance of ensuring a quality outcome before reporting the work as complete
4. describe **problems** that can occur and
5. explain how to deal with problems in order to meet the **specification**
6. state who to report difficult **problems** to
7. explain functions of types of **tools and equipment**
8. explain the importance of keeping to time schedules

#### Range

#### Problems

In relation to preparatory work, these will be to do with non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

In relation to the securing of covers and other finishings, these will be to do with misalignment, incorrect tensioning, shaping errors, marks on the materials and/or insecure or ineffective ancillary fittings

#### Trimmings and finishings

The different forms of finishing materials used in edging, trimmings and linings and for the covering of buttons, including braide, piping fringe, polished wood borders, castors, bun feet etc

#### Tools and equipment

Hammers, staplers and staple removers, knives, shears and scalpels, stretching devices, circular needles, skewers.

#### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- all fixed components are secure
- components should be accurately centred and evenly spaced
- materials should be cut and shaped to conform to the specified design profiles
- visual appearance (including alignment of top fabrics and spacing of tacks, staples etc.)

## Unit 235

## Upholster standard items of traditional furniture

### Outcome 5

Be able to follow and understand safe working procedures in the workplace

### Assessment Criteria

#### Practical skills

The learner can:

1. follow safe working procedures when:
  - using sharp **tools** and items of **equipment**
  - using powered **equipment**
  - lifting and moving heavy items
2. how to handle sharp and powered tools safely in ways that protect yourself and others from risk
3. describe the work implications of the Health and Safety at Work Act (HASAWA) and Control of Substances Hazardous to Health (COSHH) regulations
4. explain where to find organisation risk assessment details and control strategies

#### Range

#### Tools and equipment

Hammers, staplers and staple removers, knives, shears and scalpels, stretching devices, circular needles, skewers.

## Unit 236

# Create decorative effects on hand-crafted furniture

**Level: 2**

**Credit value: 6**

**UAN: F/600/8256**

### Unit aim

To develop the competence required to create decorative effects on handcrafted furniture

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare surfaces and decorative materials
2. Know how to prepare surfaces and decorative materials
3. Be able to create decorative effects on furniture
4. Understand how to create decorative effects on furniture
5. Be able to follow workplace health and safety procedures
6. Understand workplace health and safety procedures

### Guided learning hours

It is recommended that **39** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills.

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 236                      Create decorative effects on hand-crafted furniture**

Outcome 1                      Be able to prepare surfaces and decorative materials

### **Assessment Criteria**

#### **Practical skills**

The learner can:

1. organise **materials, tools and equipment** in order to work effectively
2. maintain a tidy work area
3. ensure **work specification** and the requirements to achieve it are available
4. ensure that **surfaces** are clean and free of **surface faults**
5. select materials which are suitable for the decorative effect and finish
6. match materials against the colour **specification**
7. ensure there is sufficient material to complete the work
8. mix and thin materials to the required handling consistency and quality for the finish to be produced

#### **Range**

##### **Decorative material(s)**

This unit covers the paints, stipples, glazes, varnishes and pigments used in creating a range of decorative effects on hand-crafted furniture. They may be based on oil, water or spirit as the solvent. Masking materials are tapes and liquids

##### **Tools and equipment**

Decorative effects are applied by hand, involving the use of cloths, brushes, rags, pads, sponges, sacking and tak rags for the removal of dust. The unit also covers the skills needed to use hand sanding equipment, steel wool, an iron, abrasive sheets, scrapers and sanding blocks to achieve particular surface finishes

##### **Surface**

Surfaces may be solid wood, veneered, particle board, flat panels, curves and turns. The surfaces may be part of a component, sub-assembly or assembly used in hand-crafted furniture

##### **Work Specification**

The set of instructions which describe the type of decorative effects to be achieved. Specifications may be oral or written and may involve the use of diagrams and colour cards

##### **Surface faults**

The sorts of surface faults that might adversely affect the finish needed would include holes, scratches, chips, dents, cracks, blisters and blemishes.

## **Unit 236            Create decorative effects on hand-crafted furniture**

Outcome 2            Know how to prepare surfaces and decorative materials

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain terms used in technical specifications for decorative effects and finishes
2. describe different materials used
3. explain the purpose of each material and when it is used
4. describe the implications of using materials that are not suitable for the finish to be produced
5. explain the importance of accuracy when checking against a colour specification
6. explain when and why it may be necessary to mix and thin materials to achieve a suitable consistency and colour for the finish to be produced



## Unit 236

# Create decorative effects on hand-crafted furniture

## Outcome 3

Be able to create decorative effects on furniture

### Assessment Criteria

#### Practical skills

The learner can:

1. organise the **materials, tools** and **equipment** you will need so that you can work effectively and keep your work area tidy
2. use an effective technique for the kind of **decorative** effect and finish required
3. follow an effective sequence for effects and finishes which require multiple treatments
4. use **tools** and **equipment** efficiently, effectively and safely
5. deal promptly and effectively with application **faults** which occur
6. deal promptly and safely with spillages and splashes
7. allow specified drying times between multiple coats
8. make sure that **surfaces** are clean and free of excess materials and surface irregularities between multiple applications of materials
9. check and confirm that the results meet the **specification** before passing the work on as finished
10. complete the process within the working time of the **decorative material**

#### Range

##### Decorative material(s)

This unit covers the paints, stipples, glazes, varnishes and pigments used in creating a range of decorative effects on hand-crafted furniture. They may be based on oil, water or spirit as the solvent. Masking materials are tapes and liquids

##### Tools and equipment

Decorative effects are applied by hand, involving the use of cloths, brushes, rags, pads, sponges, sacking and tak rags for the removal of dust. The unit also covers the skills needed to use hand sanding equipment, steel wool, an iron, abrasive sheets, scrapers and sanding blocks to achieve particular surface finishes

##### Surface

Surfaces may be solid wood, veneered, particle board, flat panels, curves and turns. The surfaces may be part of a component, sub-assembly or assembly used in hand-crafted furniture

##### Work Specification

The set of instructions which describe the type of decorative effects to be achieved. Specifications may be oral or written and may involve the use of diagrams and colour cards

## **Unit 236            Create decorative effects on hand-crafted furniture**

Outcome 4            Understand how to create decorative effects on furniture

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain terms used in technical specifications for decorative effects and finishes
2. describe different materials and their uses
3. define the drying and working times of different materials
4. explain the techniques used for different decorative effects and finishes
5. describe the purpose of the different tools and equipment
6. identify application faults that can arise
7. describe what causes application faults and how to deal with them
8. explain the importance of labelling unused materials clearly and accurately
9. state what the storage requirements are for different types of material
10. describe the implications of not storing materials correctly

## **Unit 236            Create decorative effects on hand-crafted furniture**

Outcome 5            Be able to follow workplace health and safety procedures

### **Assessment Criteria**

#### **Practical skills**

The learner can:

1. follow COSHH procedures at all times
2. wear appropriate **personal protective equipment** for the **materials** being handled
3. deal promptly and safely with spillages and splashes
4. make sure that unused materials are accurately labelled and return them to the designated storage areas
5. dispose of wastes safely using designated procedures and disposal areas

#### **Range**

##### **Decorative material(s)**

This unit covers the paints, stipples, glazes, varnishes and pigments used in creating a range of decorative effects on hand-crafted furniture. They may be based on oil, water or spirit as the solvent. Masking materials are tapes and liquids

##### **Personal protective equipment**

This covers eye protection, gloves, overalls and respiratory equipment as well as barrier, cleansing and after-care creams

## **Unit 236            Create decorative effects on hand-crafted furniture**

Outcome 6            Understand workplace health and safety procedures

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe the work implications of the Health and Safety at Work Act (HASAWA), Control of substances Hazardous to Health (COSHH) regulations and the Environmental Protection Act
2. explain where to find organisation risk assessment details and control strategies
3. describe the personal protective equipment that should be worn when handling decorative materials
4. state the importance of personal protective equipment
5. explain the importance of dealing promptly, safely and correctly with splashes and spillages
6. describe where and how to dispose of wastes
7. explain why it is important to dispose of wastes safely

## Unit 237

# Prepare specifications for furniture to be assembled in location

**Level: 2**

**Credit value: 10**

**UAN: L/600/8258**

### Unit aim

To develop competences required in preparing specifications for furniture to be assembled in a location

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to evaluate what is involved in the furniture assembly/placement
2. Understand what is involved in the furniture assembly/placement
3. Be able to prepare specifications for furniture assembly/placement
4. Know how to prepare specifications for furniture assembly/placement

### Guided learning hours

It is recommended that **48** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills.

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 237

# Prepare specifications for furniture to be assembled in location

### Outcome 1

Be able to evaluate what is involved in the furniture assembly/placement

#### Assessment Criteria

##### Practical skills

The learner can:

1. obtain clear and complete details of the **work required**
2. assess the material resources needed to meet the requirement
3. assess the skill and knowledge base required to carry out the assembly
4. identify the tools and equipment needed to meet the requirements
5. estimate the time needed to achieve the requirements
6. confirm the availability of personnel, time, **resources, components**.
7. identify alternatives where requirements cannot be met in full
8. identify **problems** to the appropriate person
9. agree decision

##### Range

##### Work required

A furniture assembly which needs to be undertaken

##### Resources

The resources covered by this unit address materials, tools and equipment.

Typical materials within furniture assembly may include:

- adhesives (eg. chemical fixings)
- fixings (e.g. screws, nails, drawer runners, handles etc)
- ancillary items (e.g. cabling conduits, lighting, glassware etc)

Typical tools and equipment within furniture assembly would include:

- hand tools (e.g. hammer, screw driver, chisel, plane etc)
- battery powered tools (e.g. saw, drill, jigsaw, screw driver etc)
- electric powered tools (e.g. saw, drill, jigsaw, screw driver etc)
- power cables, portable generators and transformers

##### Components

Components will differ according to the type of furniture, but would include:

- assemblies/framework components
- internal components
- fascia components
- blinds, shutters and window treatments

**Problems and faults**

Problems may occur with any aspect of the materials, tools, equipment, components or the location. Solving them may require direct action by the individual carrying out the work, reference to a specification, authority within the organisation and/or action by the customer, or a combination of all.

## **Unit 237**

## **Prepare specifications for furniture to be assembled in location**

### **Outcome 2**

Understand what is involved in the furniture assembly/placement

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe the processes, materials, tools and equipment needed to conduct furniture assembly/placement
2. describe how to carry out different processes within furniture assembly/placement
3. explain handling characteristics of different species of wood and wood composites in furniture assembly
4. explain how the handling characteristics affect wood and wood composites for different types of assembly
5. state the typical time requirements for furniture assembly in location
6. describe the importance of checking the availability of resources before committing to a piece of work
7. outline types of constraints and explain why they might affect meeting the requirements
8. state who to report problems to
9. explain personal responsibilities with regard to health and safety



## Unit 237

# Prepare specifications for furniture to be assembled in location

### Outcome 3

Be able to prepare specifications for furniture assembly/placement

#### Assessment Criteria

##### Practical skills

The learner can:

1. clearly specify the outcome qualities
2. ensure accuracy in specifying measurements and tolerances
3. use technical terms correctly
4. specify the processes, methods and techniques to achieve the required results
5. specify tools and equipment required to complete the work
6. confirm type and quality of **resources** and **components** to be used
7. detail suitable procedures to follow to comply with health and safety requirements
8. specify personal protective equipment for the materials being handled and the tools and equipment to be used
9. provide timings for each stage of the process and the overall deadlines for completion
10. accurately and clearly record the **specification**
11. produce examples to provide an accurate **specification** of finished requirements
12. follow organisational procedures to record and report the **specification**

#### Range

##### Resources

The resources covered by this unit address materials, tools and equipment.

Typical materials within furniture assembly may include:

- adhesives (e.g. chemical fixings)
- fixings (e.g. screws, nails, drawer runners, handles etc)
- ancillary items (e.g. cabling conduits, lighting, glassware etc)

Typical tools and equipment within furniture assembly would include:

- hand tools (e.g. hammer, screw driver, chisel, plane etc)
- battery powered tools (e.g. saw, drill, jigsaw, screw driver etc)
- electric powered tools (e.g. saw, drill, jigsaw, screw driver etc)
- power cables, portable generators and transformers

##### Components

Components will differ according to the type of furniture, but would include:

- assemblies/framework components
- internal components
- fascia components
- blinds, shutters and window treatments

**Information / specification**

The specification for the location assembly and placement will be agreed between the organisation and the customer. It may be written and/or involve drawings and work lists or supporting technical information. It will typically detail:

- the exact location within the customer's property where the product is to be assembled and installed
- the dimensions, construction and finishing of the product
- resource requirements
- outcome quality
- time schedule

## Unit 237

# Prepare specifications for furniture to be assembled in location

### Outcome 4

Know how to prepare specifications for furniture assembly/placement

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the conventions used in preparing work specifications
2. describe the conventions used in specifying measurements and tolerances for furniture assembly
3. explain the terminology used within furniture assembly
4. explain the purpose of the different methods, techniques and processes involved in furniture assembly
5. describe different materials used in furniture assembly
6. explain the purposes of the different materials used in furniture assembly
7. describe the uses of **resources**, fixings, fittings and attachments used in furniture assembly and in the placement of furniture in location
8. describe own health and safety responsibilities
9. explain the benefits of including examples when describing finishes and outcomes
10. state the personal protective equipment to be worn when handling and using different sorts of materials and tools
11. state the importance of using personal protective equipment

#### Range

##### Resources

The resources covered by this unit address materials, tools and equipment.

Typical materials within furniture assembly may include:

- adhesives (eg. chemical fixings)
- fixings (e.g. screws, nails, drawer runners, handles etc)
- ancillary items (e.g. cabling conduits, lighting, glassware etc)

Typical tools and equipment within furniture assembly would include:

- hand tools (e.g. hammer, screw driver, chisel, plane etc)
- battery powered tools (e.g. saw, drill, jigsaw, screw driver etc)
- electric powered tools (e.g. saw, drill, jigsaw, screw driver etc)
- power cables, portable generators and transformers

**Level: 2**

**Credit value: 13**

**UAN: R/600/8259**

**Unit aim**

To develop competences required in preparing specifications for furniture to be assembled in a location

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare for the securing of furniture components
2. Know how to prepare for the securing of furniture components
3. Be able to fit and fix furniture components in location
4. Know how to fit and fix furniture components in location

**Guided learning hours**

It is recommended that **59** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

**Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

**Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 238

### Outcome 1

## Secure furniture components in location

Be able to prepare for the securing of furniture components

### Assessment Criteria

#### Practical skills

The learner can:

1. comply with relevant legislation and official guidance at work
2. maintain a safe working area for self and others
3. interpret work plans or specifications including drawings
4. identify the **location** of the **components** from the **information/specification**
5. complete preparations and confirm that the location is ready
6. assess features of the **location** and how they might affect **placement**
7. use **work skills** to mark out the **location** to position components
8. identify any potential problems
9. adjust components and their **placement** to provide the best possible fit to location
10. confirm the quality of **components** and **materials** for each location meets company standards
11. deal safely and effectively with **problems** and **faults** during the placement
12. follow organisational procedures to minimise the risk of damage to **components/workpieces** and the surrounding area
13. follow safe and effective working practices in line with current health and safety legislation
14. maintain effective communication with supporting personnel and **customer**

#### Range

##### Components

Components will differ according to the type of furniture installation, but can include:

- structural/framework components such as hanging rails, support legs, mirrors, plinths, cornice
- internal components such as floor and wall units, lockers, benches, beds
- fascia components
- shutters and blinds

##### Location

The location is any interior used for domestic, commercial, industrial and public purposes. The location could require components to be fitted to the following situations:

- an internal, true right angle
- an external, true right angle
- an external angle other than a true right angle
- an internal angle other than a right angle (obtuse, such as splays)
- an internal 'right angle' corner which is not true and accurate and which requires adjustments to be made to components in order overcome the discrepancy
- internal or external curves
- a background surface requiring further preparation
- floor, wall or ceiling surfaces that are not flat, level or plumb and which require scribing of the component to the surface

## **Problems and faults**

Problems and faults may occur with any aspect of the materials, tools, equipment, components, services, appliances or the location.

Solving them may require direct action by the individual carrying out the work, reference to an authority within the organisation and/or action by the customer, or some combination of all three

## **Materials**

Typical materials within furniture assembly in location would include:

- finishes (e.g. stains, sealers, filler, silicone)
- adhesives
- fixings (e.g. screws, nails, drawer runners, hinges, handles)
- bolts and expandable fixings
- trims
- basic hardware and mechanisms

Materials could include those displaying the following properties:

- fragile
- repaired
- heavy

## **Information / Specification**

The specification for the assembly and placement of furniture will have been agreed between the organisation and the customer. It may be written and/or involve drawings and work lists. It will typically detail:

- the exact location within the customer's property where the furniture is to be placed
- the dimensions, construction and finishing of the furniture
- resource requirements
- time schedule
- Health and Safety issues

## **Placement**

The final positioning and fixing of the components

## **Customer**

The customer for furniture that is assembled in location may be an individual or an organisation in a domestic or commercial setting.

## **Unit 238**

### **Outcome 2**

## **Secure furniture components in location**

Know how to prepare for the securing of furniture components

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. explain health and safety risks associated with the installation of components
2. explain the importance of preparing and protecting the work area
3. describe the required procedures to confirm that preparations are complete
4. describe features of the assembly that could be affected by the location
5. explain how to mark out a scribe of an uneven surface whilst maintaining level, plumb or alignment of the component
6. illustrate how to determine the required angle cuts at the location
7. illustrate how to mark out for joints between components
8. describe fixings used to secure the placement of components
9. describe the handling characteristics of components
10. explain how the handling characteristics affect the assembly and fitting of components in location
11. describe types of problems that can occur
12. explain how to deal with problems
13. describe how to check the completed work against specifications, drawings or plans

## Unit 238

### Outcome 3

## Secure furniture components in location

Be able to fit and fix furniture components in location

### Assessment Criteria

#### Practical skills

The learner can:

1. ensure templates are accurate
2. use **work skills** to fit **components**
3. fit components in a logical and safe sequence
4. use **work skills** to adjust **components** to ensure that joins and alignments between components, furniture and surrounds are to the required tolerances
5. level up and secure the components in **location** using appropriate **materials** and **work skills**
6. ensure that decorative features are correctly aligned in position
7. finish the **components**, (which may involve cleaning, wiping glue **joints**, staining)
8. ensure the quality of the **placement** by making good any **faults**
9. follow safe and effective working practices at all times
10. maintain effective communication with others
11. complete the work within the required time
12. reinstate and check **location** with supporting personnel/**customer**
13. complete required documentation

#### Range

##### Materials

Typical materials within furniture assembly in location would include:

- finishes (e.g. stains, sealers, filler, silicone)
- adhesives
- fixings (e.g. screws, nails, drawer runners, hinges, handles)
- bolts and expandable fixings
- trims
- basic hardware and mechanisms

Materials could include those displaying the following properties:

- fragile
- repaired
- heavy

##### Information / Specification

The specification for the assembly and placement of furniture will have been agreed between the organisation and the customer. It may be written and/or involve drawings and work lists. It will typically detail:

- the exact location within the customer's property where the furniture is to be placed
- the dimensions, construction and finishing of the furniture
- resource requirements
- time schedule
- Health and Safety issues



## **Placement**

The final positioning and fixing of the components

## **Customer**

The customer for furniture that is assembled in location may be an individual or an organisation in a domestic or commercial setting.

## **Components**

Components will differ according to the type of furniture installation, but can include:

- structural/framework components such as hanging rails, support legs, mirrors, plinths, cornice
- internal components such as floor and wall units, lockers, benches, beds
- Fascia components
- shutters and blinds

## **Location**

The location is any interior used for domestic, commercial, industrial and public purposes. The location could require components to be fitted to the following situations:

- an internal, true right angle
- an external, true right angle
- an external angle other than a true right angle
- an internal angle other than a right angle (obtuse, such as splays)
- an internal 'right angle' corner which is not true and accurate and which requires adjustments to be made to components in order overcome the discrepancy
- internal or external curves
- a background surface requiring further preparation
- floor, wall or ceiling surfaces that are not flat, level or plumb and which require scribing of the component to the surface

## **Work Skills**

Typical work skills would include measuring, marking, cutting, trimming, levelling and fixing, aligning and scribing

## **Joints**

Joints may be traditional or modern and could include the following: biscuit, mitre, scribe, splice, dovetail, handrail bolts, specialist fixings. Visible gaps are unlikely to exceed 0.5mm

## **Unit 238**

### **Outcome 4**

## **Secure furniture components in location**

Know how to fit and fix furniture components in location

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. illustrate how to determine the measurements required for the production of templates and cut outs
2. describe the handling characteristics of components
3. explain how the handling characteristics affect the assembly and fitting of components in a location
4. describe the working components
5. explain how the working components affect the assembly and fitting of components in a location
6. explain what affects the fixing sequencing of components in a location
7. describe what fixings are required for securing the components in a location
8. illustrate how to check the completed work against specifications or drawings
9. illustrate how to adjust alignment and movement of components
10. illustrate how to measure alignment in three dimensions
11. describe how to deal with problems and faults that may occur
12. state personal responsibilities when at location with regard to health and safety legislation
13. explain the importance of providing clear information that customers require
14. state the timescale that has been specified for the work
15. state the documentation required
16. explain how to dispose of waste in accordance with current legislation

## Unit 239

# Survey a location for the placement of furniture components

**Level: 2**

**Credit value: 12**

**UAN: M/600/8270**

### Unit aim

To develop competences required in surveying a location in preparation for the placement of furniture components

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to obtain survey information
2. Know how to obtain survey information
3. Be able to record dimensional and structural information
4. Know how to record dimensional and structural information

### Guided learning hours

It is recommended that **61** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills.

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 239

# Survey a location for the placement of furniture components

### Outcome 1

Be able to obtain survey information

#### Assessment Criteria

##### Practical skills

The learner can:

1. ensure the availability of required tools, equipment and materials to achieve the **specification**
2. determine the working space and safety parameters required by existing opening **components**
3. confirm accuracy of measurement
4. determine the structure, condition and suitability of the walls, floors, ceilings, columns and beams as appropriate to the positioning and fixing of components
5. seek clarification of information if required
6. determine site access conditions in relation to delivery and **placement** of furniture, fixtures and fittings
7. determine site conditions to ensure disposal of waste in accordance with current legislation
8. determine site conditions to ensure there is adequate working space for the **placement**
9. determine site conditions to ensure that there is adequate storage of **furniture components, fixtures and fittings for the placement**
10. comply with current health and safety legislation

##### Range

##### Furniture Components

Such as unit carcasses, frameworks, assembled units, shutters, blinds and fascias

##### Information / specification

The specification for the assembly and placement of furniture will have been agreed between the organisation and the customer. It may be written and/or involve drawings and work lists. It will typically detail:

- the exact location within the customer's property where the furniture is to be placed
- the dimensions, construction and finishing of the furniture
- resource requirements
- time schedule

##### Placement

The final positioning and fixing of the component

## Unit 239

# Survey a location for the placement of furniture components

## Outcome 2

Know how to obtain survey information

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain the importance of measuring tools and equipment producing accurate recordings
2. describe how to care for measuring equipment and tools
3. state the features of the location which are likely to determine the critical points of measurement
4. describe how uneven structural components/ surfaces might affect the points of measurement
5. identify which existing opening or moving components impact upon the final design
6. describe how to determine the type of background material/ cavity to enable the placement of the furniture component
7. when the poor condition of a background may affect the placement of the furniture component
8. describe features of a location that may affect access and storage of furniture components
9. state personal responsibilities towards health and safety whilst carrying out a survey

## Unit 239

# Survey a location for the placement of furniture components

## Outcome 3

Be able to record dimensional and structural information

### Assessment Criteria

#### Practical skills

The learner can:

1. produce a **representational image** which records the measurements of the **location** for the placement of **furniture components**
2. record the working space and safety parameters required by existing opening or moving components
3. record the type of building fabric which the **furniture component** will be fixed to
4. record the condition of the building fabric
5. record site access features and conditions to ensure delivery and placement of furniture, fixtures and fittings
6. record site conditions to ensure provision can be made for the disposal of waste in accordance with current legislation
7. record site conditions in order to arrange the provision of suitable and adequate working space for the **placement**
8. record site/location conditions so that suitable and adequate storage of furniture, fixtures and fittings can be arranged
9. comply with current health and safety legislation
10. record potential **problems** associated with the design and installation

#### Range

##### Furniture Components

Such as unit carcasses, frameworks, assembled units, shutters, blinds and fascias

##### Placement

The final positioning and fixing of the components

##### Representational image

A drawing or sketch of the location which is not necessarily to scale but which is proportional and legible to another user. The image will be unambiguous and clear and may show:

- dimensions which may include: length, breadth, thickness, height, depth and radius of the building features and fabric
- dimensions of components: walls, floors, columns, ceiling and window board heights, window reveals
- the extent of constructional error such as level, plumb, bows, hollows
- dimensions, location and identification of the existing utilities/services
- the dimensions, handing and opening requirements of existing doors, drawers, windows etc which will impact upon the final placement and location of the furniture component
- the type of background material the furniture component will be secured to, such as: brick, concrete, wood, steel, plasterboard, cavity
- the condition of the background material the furniture component will be secured to which will impact upon the final fixing requirements of the furniture component

**Problems and faults**

Problems and faults may occur with any aspect of the materials, tools, equipment, components, services, appliances or the location.

Solving them may require direct action by the individual carrying out the work, reference to an authority within the organisation and/or action by the customer, or some combination of all three.

## Unit 239

# Survey a location for the placement of furniture components

### Outcome 4

Know how to record dimensional and structural information

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. illustrate how to keep sketches in proportion
2. explain what features are shown on: a plan view, an elevation
3. describe the importance of referencing records/sketches: title, job number, revision number
4. explain organisational conventions within specifications used to convey information on components and materials
5. explain the importance of accurate, unambiguous detailing and recording
6. explain the importance of recording the space required by existing opening or moving components
7. outline ways of recording the type of background material/ cavity to enable the placement of the furniture component
8. explain how to record the poor condition of a background
9. explain how to record features of a location which might affect access and storage of furniture components
10. describe features of a location which might affect working space and the disposal of waste during the placement of furniture components
11. state personal responsibilities towards health and safety whilst carrying out a survey



## Unit 240

## Produce upholstery templates

**Level: 2**

**Credit value: 4**

**UAN: F/600/8273**

### **Unit aim**

To develop competence required to prepare upholstery templates.

This involves:

- determining the details of the templates from the specification
- accurately marking out and measuring template dimensions
- selecting template materials
- testing and refining templates
- maintaining your own and others' safety while working

### **Learning outcomes**

There are **five** learning outcomes to this unit. The learner will:

1. Be able to collect information tools, materials and equipment
2. Know how to use tools and equipment
3. Be able to produce upholstery templates
4. Understand how to produce upholstery templates
5. Know and be able to apply health and safety regulations

### **Guided learning hours**

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 240

### Outcome 1

## Produce upholstery templates

Be able to collect information tools, materials and equipment

### Assessment Criteria

#### Practical skills

The learner can:

1. check that the required **work specification** is clear and complete
2. confirm all aspects of the **specification**
3. ensure availability of the relevant **materials** and tools required to produce the template
4. collect the required materials and **tools** for producing the **templates**
5. ensure **tools** and **equipment** are in working order,
6. report **problems** to the appropriate person
7. prepare the work area

#### Range

##### Materials

Templates may be made of fabric or of firmer material such as paper, card, plywood or plastic

##### Problems

Problems relate to the template being difficult to use and/or producing an inaccurate result. Depending on the nature and severity of the problem, they can be overcome by altering the design or specification of the template, making it from different materials and/or using different tools, equipment and techniques

##### Template

The pattern or model from which upholstery fabric will be cut. This unit covers the making of templates of different shapes and sizes, involving curves and straight edges

##### Tools and equipment

This unit covers the use of measuring equipment such as rulers, measuring tapes, protractors and straight edges plus hand and powered cutting equipment such as knives, scissors, scroll and jig saws

##### Work specification

The set of instructions which describe the work to be carried out, including details of the characteristics and dimensions of the upholstery fabric to be used, the item to be upholstered and whether it is intended that the template be for a one-off purpose or multiple uses. Specifications may be written and/or presented in the form of a diagram with measurements

## Unit 240

### Outcome 2

## Produce upholstery templates

### Know how to use tools and equipment

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe terms used in technical **specifications** for upholstery
2. describe **tools** and **equipment** needed to cut different template materials
3. explain how to use cutting **equipment** safely

#### Range

#### Tools and equipment

This unit covers the use of measuring equipment such as rulers, measuring tapes, protractors and straight edges plus hand and powered cutting equipment such as knives, scissors, scroll and jig saws

#### Work specification

The set of instructions which describe the work to be carried out, including details of the characteristics and dimensions of the upholstery fabric to be used, the item to be upholstered and whether it is intended that the template be for a one-off purpose or multiple uses. Specifications may be written and/or presented in the form of a diagram with measurements

## Unit 240

### Outcome 3

## Produce upholstery templates

### Be able to produce upholstery templates

#### Assessment Criteria

#### Practical skills

The learner can:

1. accurately measure and mark out the **template** to the required dimensions to achieve the **specification**
2. make sure that the template allows a sufficient tolerance for the type of fabric and purpose for which it will be used
3. cut the template safely and efficiently using **tools** and **equipment** which are appropriate for the **material**
4. make sure that fixing and cutting directions on the **template** are marked clearly, using industry recognised conventions
5. make sure that edges are clean and free of damage which could affect the accuracy of the template's use
6. label the **template** with clear and accurate identification details
7. store the **template** under suitable **conditions** to protect it from damage

#### Range

#### Tools and equipment

This unit covers the use of measuring equipment such as rulers, measuring tapes, protractors and straight edges plus hand and powered cutting equipment such as knives, scissors, scroll and jig saws

#### Work specification

The set of instructions which describe the work to be carried out, including details of the characteristics and dimensions of the upholstery fabric to be used, the item to be upholstered and whether it is intended that the template be for a one-off purpose or multiple uses. Specifications may be written and/or presented in the form of a diagram with measurement Conditions

The conditions under which templates are stored would normally require them to be kept flat and with protection provided to ensure that they do not become marked or their edges get damaged through contact with other items and activities in the workshops

#### Materials

Templates may be made of fabric or of firmer material such as paper, card, plywood or plastic

#### Template

The pattern or model from which upholstery fabric will be cut. This unit covers the making of templates of different shapes and sizes, involving curves and straight edges

#### Conditions

The conditions under which templates are stored would normally require them to be kept flat and with protection provided to ensure that they do not become marked or their edges get damaged through contact with other items and activities in the workshops

## Unit 240

## Produce upholstery templates

### Outcome 4

### Understand how to produce upholstery templates

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain terms used in technical **specifications**
2. compare the different types of materials used in making **templates**
3. state the tolerances that should be built into template measurements
4. explain why tolerances should be built into **template** measurements
5. identify which **tools** and **equipment** are used to cut different template materials
6. explain the importance of ensuring that the template edges are clean and damage free
7. explain how to keep template edges clean and damage free when cutting different template **materials**
8. describe labelling conventions used in the furniture and furnishing industry
9. explain the type of information and the reasons for it to be included on **template** labelling
10. describe the storage conditions appropriate for different **template materials**
11. explain why different **template** materials require different storage conditions

#### Range

##### Tools and equipment

This unit covers the use of measuring equipment such as rulers, measuring tapes, protractors and straight edges plus hand and powered cutting equipment such as knives, scissors, scroll and jig saws

##### Work specification

The set of instructions which describe the work to be carried out, including details of the characteristics and dimensions of the upholstery fabric to be used, the item to be upholstered and whether it is intended that the template be for a one-off purpose or multiple uses. Specifications may be written and/or presented in the form of a diagram with measurement Conditions

The conditions under which templates are stored would normally require them to be kept flat and with protection provided to ensure that they do not become marked or their edges get damaged through contact with other items and activities in the workshops

##### Materials

Templates may be made of fabric or of firmer material such as paper, card, plywood or plastic

##### Template

The pattern or model from which upholstery fabric will be cut. This unit covers the making of templates of different shapes and sizes, involving curves and straight edges

## Unit 240

### Outcome 5

## Produce upholstery templates

Know and be able to apply Health and safety regulations

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. how to use cutting **equipment** in ways that protect yourself and others from risk
2. what your personal limitations are in respect of the PUWER regulations 1998
3. describe the work implications of the Health and Safety at Work Act (HASAWA) and Control of Substances Hazardous to Health (COSHH) regulations
4. explain where to find organisation risk assessment details and control strategies

#### Range

#### Tools and equipment

This unit covers the use of measuring equipment such as rulers, measuring tapes, protractors and straight edges plus hand and powered cutting equipment such as knives, scissors, scroll and jig saws

## Unit 241

## Assess and repair items of furniture

**Level: 2**

**Credit value: 15**

**UAN: D/600/8278**

### Unit aim

To assess and repair items of furniture with well defined tasks of repair. (e.g. stripping). The person carrying out this role is responsible for rejecting, replacing parts or rectifying problems and reporting them when they cannot be dealt with quickly, safely and readily.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to assess an item of furniture for repair
2. Know how to assess an item of furniture for repair
3. Be able to repair disassembled components
4. Know how to repair removed components

### Guided learning hours

It is recommended that **59** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 241

### Outcome 1

## Assess and repair items of furniture

Be able to assess an item of furniture for repair

### Assessment Criteria

#### Practical skills

The learner can:

1. obtain the **specification** for the work and identify the **components** that need repair
2. classify client requirements for carrying out the work
3. handle and examine the item without causing further damage or degradation
4. identify vulnerabilities in the **item** of **furniture** and report these to the relevant person
5. use valid and reliable sources of information and expert advice to identify and obtain the required materials
6. identify and obtain the required **tools** and **equipment** to carry out the repair

#### Range

##### Tools and equipment

The tools and equipment used for stripping down an item of furniture including a variety of hand tools. Hammers, staplers and staple removers, knives, shears and scalpels, stretching devices. Stripping methods would include either hand methods – solvents/scrap or dipping methods – hot/cold, depending on the item to be stripped.

This also includes preservation and frame treatments e.g. for infestation.

##### Item of furniture

Any item of furniture, whether modern or traditional, which needs to be stripped down in order for repairs to be made to structural aspects and materials

##### Work specification

The set of instructions which describe the work to be carried out, including details of the area of the item to be repaired down, if not the whole item, and any special handling and/or storage instructions specified by the client ordering the work to be done, or the organisation

##### Component

Components include solid, structural components (e.g. a door frame, part of the carcass of a chair) and upholstery components (e.g. fillings, top cover). Components may be fragile in that they can be easily damaged (e.g. certain cloths, antique items) and may need special protective measures to be taken. More robust components may still need careful handling, but do not require any special treatment.



## **Unit 241**

### **Outcome 2**

## **Assess and repair items of furniture**

### **Know how to assess an item of furniture for repair**

#### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe the factors to be considered when assessing an item for furniture repair
2. identify the construction methods and materials used in items of furniture from different historical periods and countries of origin
3. list the steps to take to avoid causing damage and degradation to an item of furniture
4. explain how to assess how vulnerable the item is to continuing degradation
5. explain why it is important to identify the causes of damage and degradation when considering repair requirements
6. explain how to identify the signs of common forms of deterioration in items of furniture
7. state why it is important to keep a record of your assessment
8. explain the importance of determining customer needs and providing clear information to them
9. explain the source of suitable materials and equipment for conducting repairs

## Unit 241

## Assess and repair items of furniture

### Outcome 3

### Be able to repair disassembled components

#### Assessment Criteria

#### Practical skills

The learner can:

1. apply any necessary preservation treatments to the original frame
2. cut and shape **components** according to the **work specification**
3. position appropriate **components** to provide the structure and shape specified
4. fix appropriate components and materials securely using the correct fixings for the type of **component**
5. demonstrate and confirm that the quality is as specified
6. deal promptly with any **problems** that occur, and report those that you cannot solve to the appropriate person
7. follow safe working procedures at all times
8. keep the work area tidy and protect the item from damage while it is being worked on
9. complete the process within a required time

#### Range

##### Component

Components include solid, structural components (e.g. a door frame, part of the carcass of a chair) and upholstery components (e.g. fillings, top cover). Components may be fragile in that they can be easily damaged (e.g. certain cloths, antique items) and may need special protective measures to be taken. More robust components may still need careful handling, but do not require any special treatment.

##### Work specification

The set of instructions which describe the work to be carried out, including details of the area of the item to be repaired down, if not the whole item, and any special handling and/or storage instructions specified by the client ordering the work to be done, or the organisation

##### Problems

In relation to preparatory work, these will be to do with non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

## Unit 241

### Outcome 4

## Assess and repair items of furniture

### Know how to repair removed components

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain the handling characteristics and functions of the different types of **components**
2. explain terms used in technical specifications
3. describe how to measure, cut and fix **components** to give the specified structure and shape
4. state when to use different methods to secure **components**
5. describe **problems** that can occur and how to deal with them to meet the specification
6. state who to report difficult problems to
7. explain the functions of the different types of **tools** and **equipment** used
8. explain how to handle sharp and powered tools safely in ways that protect self and others from risk
9. describe the work implications of the Health and Safety at Work Act (HASAWA), Control of Substances Hazardous to Health (COSHH) regulations and the Environmental Protection Act. (EPA)
10. explain where to find organisation risk assessment details and control strategies
11. describe the health and safety issues that can arise if a work area is disorganised and untidy
12. explain how to dispose of waste in accordance with current legislation

#### Range

##### Component

Components include solid, structural components (e.g. a door frame, part of the carcass of a chair) and upholstery components (e.g. fillings, top cover). Components may be fragile in that they can be easily damaged (e.g. certain cloths, antique items) and may need special protective measures to be taken. More robust components may still need careful handling, but do not require any special treatment

##### Problems

In relation to preparatory work, these will be to do with non-functional or missing tools or equipment and/or missing, mismatched, damaged or unsuitable materials and components. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily

##### Tools and equipment

The tools and equipment used for stripping down an item of furniture including a variety of hand tools. Hammers, staplers and staple removers, knives, shears and scalpels, stretching devices. Stripping methods would include either hand methods – solvents/scrap or dipping methods – hot/cold, depending on the item to be stripped.

This also includes preservation and frame treatments e.g. for infestation

## Unit 242

## Produce table treatments

**Level: 2**

**Credit value: 8**

**UAN: M/600/8432**

### **Unit aim**

To develop competences required in cutting, fitting and fixing standard work surfaces in a location

### **Learning outcomes**

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare components for a table treatment
2. Know how to prepare components for a table treatment
3. Be able to sew a table treatment
4. Know how to sew a table treatment
5. Be able to finish a table treatment
6. Know how to finish a table treatment

### **Guided learning hours**

It is recommended that **26** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 242

## Produce table treatments

### Outcome 1

### Prepare components for a table treatment

#### Assessment Criteria

##### Practical skills

The learner can:

1. organise the materials, **tools** and **equipment** you will need so that you can work effectively and keep the work area tidy
2. check that you have the required **work specification** and that it is clear and complete
3. plan the cutting of the **fabric** so as to minimise waste and take account of the design characteristics and handling implications of the **fabric** to be used
4. measure and mark out the components accurately, clearly and to within acceptable tolerance limits for the fabric being used
5. ensure fabric placement and alignment is appropriate for the type and number of **components** required and the **fabric** characteristics
6. deal promptly and effectively with any **problems** that occur
7. follow **safe** working procedures when using **sharp tools** and items of **equipment**
8. protect the **fabric** from damage while it is being worked on
9. make sure that the **components** are clearly and accurately marked where necessary

##### Range

##### Tools and equipment

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk, and sewing machines

##### Components

The pieces of material from which a table treatment is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating.

##### Fabrics

The different forms of material used for making table treatments.

These include a range of different fabric, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics with a minimum pattern repeat of 25cm, plain and patterned pile, flat weave fabrics

##### Problems

In relation to the cutting of fabrics, these will be to do with flaws, distortions and colour/pattern variations in the fabric, inaccurate measurements and mis-alignments. In relation to the assembly and sewing process, these will be to do with slipping, fraying, inaccuracies, poor seam quality and equipment faults. The person carrying out this role is responsible for rectifying these types of problems in ways which ensure that the quality of the outcome is not compromised

**Specification**

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

## Unit 242

### Outcome 2

## Produce table treatments

Know how to prepare components for a bed treatment

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the meaning of terms used in technical specifications for bed treatments
2. describe the handling and cutting characteristics of different types of materials used in bed treatments
3. state how many measurements and of which dimension are needed to ensure accurate cutting and fitting in respect of different types of component
4. describe which markers are most appropriate to use for different types of fabric
5. describe what cutting tolerances are appropriate for different types of component and in what ways this may be influenced by fabric type
6. describe what the implications are of not properly placing and aligning fabric before cutting it
7. describe why it is important to minimise waste
8. describe how to take account of design characteristics such as pattern repeats and pile direction in planning cutting
9. describe the sorts of problems that can occur during marking out and cutting fabric and how to deal with them
10. state the functions and uses of the different types of measuring and marking tools
11. describe what your personal responsibilities are with regard to health and safety
12. describe what steps should be taken to protect fabric from damage

### **Assessment Criteria**

#### **Practical skills**

The learner can:

1. accurately place all materials and **components** in their correct position
2. make sure that **components** are correctly orientated and aligned to meet **fabric**, pattern and design requirements
3. attach the **components** in an efficient sequence.
4. use **sewing** methods which are appropriate to the type of **component**
5. attach the components together securely and to the required shape and finish
6. attach lining **component** if required by appropriate method
7. check and confirm that there are no loose threads on the finished bed treatment
8. check and confirm that the visual appearance of the table treatment meets the specification
9. deal effectively with any **problems** which may arise
10. follow safe working practices when using **tools** and **equipment**

#### **Range**

##### **Components**

The pieces of material from which a table treatment is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating.

##### **Fabrics**

The different forms of material used for making table treatments.

These include a range of different fabric, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics with a minimum pattern repeat of 25cm, plain and patterned pile, flat weave fabrics

##### **Tools and equipment**

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk, and sewing machines

##### **Problems**

In relation to the cutting of fabrics, these will be to do with flaws, distortions and colour/pattern variations in the fabric, inaccurate measurements and mis-alignments. In relation to the assembly and sewing process, these will be to do with slipping, fraying, inaccuracies, poor seam quality and equipment faults. The person carrying out this role is responsible for rectifying these types of problems in ways which ensure that the quality of the outcome is not compromised

##### **Sewing**

This unit covers both machine and hand sewing.



**Unit 242**  
Outcome 4

**Produce table treatments**  
Know how to sew a bed treatment

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe the handling characteristics of different fabrics and how this can affect their behaviour during positioning and sewing
2. describe why the sequence in which components are attached is important to the efficiency of the process and the quality of the outcome achieved
3. describe when and why different types of linings may be used in bed treatments
4. describe when and why sorts of sewing methods are used
5. describe how different trimmings and decorative finishes are applied
6. describe what sort of problems can arise and how to deal with them
7. describe how to confirm that the outcome quality matches the specification
8. describe your personal responsibility with regard to health and safety

### **Assessment Criteria**

#### **Practical skills**

The learner can:

1. organise the **tools** and **equipment** you will need to complete the specification
2. check that you have the required **specification** and that it is complete
3. assemble **components** using appropriate method
4. attach **components** using appropriate **sewing methods**
5. accurately position any **trimmings** or **decorative finishes** to give the required visual appearance
6. securely attach the **trimmings** or **decorative finishes** using **methods** which will give the required durability and appearance
7. make sure that there are no loose ends or visible stitchings
8. follow an efficient sequence when applying trimmings or decorative finishes
9. deal effectively with any **problems** which may arise
10. follow **safe** working procedures at all times

#### **Range**

##### **Tools and equipment**

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk, and sewing machines

##### **Components**

The pieces of material from which a table treatment is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating

##### **Specification**

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

##### **Trimmings and Decorative Finishes**

This unit covers the assembly and/or fixing of piping, braids, fringes, cords, flange cords and braids, applied and inserted into seams, hand and machine sewn. This unit also includes the use of other decorative detailing e.g. pleating, gathering, appliqué, tucks, smocking.

##### **Tools and equipment**

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk, and sewing machines.

## **Unit 242**

Outcome 6

## **Produce table treatments**

Know how to finish a bed treatment

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe what sorts of trimmings and decorative finishes are used in bed treatments and why
2. describe terms used in technical specifications for bed treatments
3. describe why the sequence in which the components are attached is of importance to the appearance of the finished bed treatment
4. describe what sort of problems can arise and how to deal with them
5. describe who to report to with unsolvable problems
6. describe what your personal responsibilities are with regard to health and safety

## Unit 243

## Produce simple bed treatments

**Level: 2**

**Credit value: 8**

**UAN: F/600/8435**

### **Unit aim**

To develop competences required in cutting, fitting and fixing standard work surfaces in a location

### **Learning outcomes**

There are **six** learning outcomes to this unit. The learner will:

1. Be able to prepare components for a bed treatment
2. Know how to prepare components for a bed treatment
3. Be able to sew a bed treatment
4. Know how to sew a bed treatment
5. Finish a bed treatment
6. Know how to finish a bed treatment

### **Guided learning hours**

It is recommended that **26** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 243

## Produce simple bed treatments

### Outcome 1

### Prepare components for a bed treatment

#### Assessment Criteria

#### Practical skills

The learner can:

1. organise the materials, **tools** and **equipment** you will need so that you can work effectively and keep the work area tidy
2. check that you have the required work **specification** and that it is clear and complete
3. plan the cutting of the fabric so as to minimise waste and take account of the design characteristics and handling implications of the fabric to be used
4. measure and mark out the **components** accurately, clearly and to within acceptable tolerance limits for the fabric being used
5. ensure fabric placement and alignment is appropriate for the type and number of **components** required and the **fabric** characteristics
6. deal promptly and effectively with any problems that occur
7. follow **safe** working procedures when using **sharp tools** and items of **equipment**
8. protect the **fabric** from damage while it is being worked on
9. make sure that the **components** are clearly and accurately marked where necessary

#### Range

#### Components

The pieces of material from which a table treatment is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating.

#### Fabrics

The different forms of material used for making table treatments.

These include a range of different fabric, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics with a minimum pattern repeat of 25cm, plain and patterned pile, flat weave fabrics

#### Tools and equipment

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk, and sewing machines.

#### Specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-layer and multi-layer cutting
- component marking is accurate to within +/- 3mm

## Unit 243

## Produce simple bed treatments

### Outcome 2

Know how to prepare components for a bed treatment

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the meaning of terms used in technical specifications for bed treatments
2. describe the handling and cutting characteristics of different types of materials used in bed treatments
3. state how many measurements and of which dimension are needed to ensure accurate cutting and fitting in respect of different types of component
4. describe which markers are most appropriate to use for different types of fabric
5. describe what cutting tolerances are appropriate for different types of component and in what ways this may be influenced by fabric type
6. describe what the implications are of not properly placing and aligning fabric before cutting it
7. describe why it is important to minimise waste
8. describe how to take account of design characteristics such as pattern repeats and pile direction in planning cutting
9. describe the sorts of problems that can occur during marking out and cutting fabric and how to deal with them
10. state the functions and uses of the different types of measuring and marking tools
11. describe what your personal responsibilities are with regard to health and safety
12. describe what steps should be taken to protect fabric from damage

### **Assessment Criteria**

#### **Practical skills**

The learner can:

1. accurately place all materials and **components** in their correct position
2. make sure that **components** are correctly orientated and aligned to meet **fabric**, pattern and design requirements
3. attach the components in an efficient sequence.
4. use **sewing** methods which are appropriate to the type of component
5. attach the **components** together securely and to the required shape and finish
6. attach lining component if required by appropriate method
7. check and confirm that there are no loose threads on the finished bed treatment
8. check and confirm that the visual appearance of the table treatment meets the **specification**
9. deal effectively with any problems which may arise
10. follow safe working practices when using **tools** and **equipment**

#### **Range**

##### **Components**

The pieces of material from which a table treatment is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating.

##### **Fabrics**

The different forms of material used for making table treatments.

These include a range of different fabric, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics with a minimum pattern repeat of 25cm, plain and patterned pile, flat weave fabrics

##### **Tools and equipment**

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk, and sewing machines.

##### **Specification**

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

## **Unit 243**

## **Produce simple bed treatments**

### **Outcome 4**

### **Know how to sew a bed treatment**

#### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe the handling characteristics of different fabrics and how this can affect their behaviour during positioning and sewing
2. describe why the sequence in which components are attached is important to the efficiency of the process and the quality of the outcome achieved
3. describe when and why different types of linings may be used in bed treatments
4. describe when and why sorts of sewing methods are used
5. describe how different trimmings and decorative finishes are applied
6. describe what sort of problems can arise and how to deal with them
7. describe how to confirm that the outcome quality matches the specification
8. describe your personal responsibility with regard to health and safety



### **Assessment Criteria**

#### **Practical skills**

The learner can:

1. organise the **tools** and **equipment** you will need to complete the specification
2. check that you have the required specification and that it is complete
3. assemble **components** using appropriate method
4. attach **components** using appropriate **sewing methods**
5. accurately position any **trimmings** or **decorative finishes** to give the required visual appearance
6. securely attach the **trimmings** or **decorative finishes** using methods which will give the required durability and appearance
7. make sure that there are no loose ends or visible stitching
8. follow an efficient sequence when applying **trimmings** or **decorative finishes**
9. deal effectively with any problems which may arise
10. follow safe working procedures at all times

#### **Range**

##### **Components**

The pieces of material from which a table treatment is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating

##### **Tools and equipment**

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk, and sewing machines.

##### **Specification**

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

##### **Sewing**

This unit covers both machine and hand sewing

##### **Trimmings and Decorative Finishes**

This unit covers the assembly and/or fixing of piping, braids, fringes, cords, flange cords and braids, applied and inserted into seams, hand and machine sewn. This unit also includes the use of other decorative detailing e.g. pleating, gathering, appliqué, tucks, smocking.

## **Unit 243**

## **Produce simple bed treatments**

Outcome 6

Know how to finish a bed treatment

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe what sorts of trimmings and decorative finishes are used in bed treatments and why
2. describe terms used in technical specifications for bed treatments
3. describe why the sequence in which the components are attached is of importance to the appearance of the finished bed treatment
4. describe what sort of problems can arise and how to deal with them
5. describe who to report to with unsolvable problems
6. describe what your personal responsibilities are with regard to health and safety

## Unit 244

# Produce scatter and bolster cushions and padded items

**Level: 2**

**Credit value: 10**

**UAN: J/600/8436**

### Unit aim

To develop and assess the competencies required to produce scatter and bolster cushions and other padded items by hand and machine including decorative finishes

### Learning outcomes

There are **six** learning outcomes to this unit.. The learner will be able to:

1. Prepare components to produce scatter and bolster cushions and padded items
2. Know how to prepare components to produce scatter and bolster cushions and padded items
3. Sew a standard scatter and bolster cushion and padded item
4. Know how to sew a standard scatter and bolster cushion and padded item
5. Finish a scatter and bolster cushion and padded item
6. Know how to finish a scatter and bolster cushion and padded item

### Guided learning hours

It is recommended that **32** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills.

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 244

# Produce scatter and bolster cushions and padded items

## Outcome 1

Prepare components to produce scatter and bolster cushions and padded items

### Assessment Criteria

#### Practical skills

The learner can:

1. organise the materials, **tools** and **equipment** you will need so that you can work effectively and keep the work area tidy
2. check that you have the required work **specification** and that it is clear and complete
3. plan the cutting of the **fabric** so as to minimise waste and take account of the design characteristics and handling implications of the **fabric** to be used
4. measure and mark out the **components** accurately, clearly and to within acceptable tolerance limits for the fabric being used
5. ensure **fabric** placement and alignment is appropriate for the type and number of components required and the fabric characteristics
6. deal promptly and effectively with any problems that occur
7. follow safe working procedures when using sharp tools and items of equipment
8. protect the fabric from damage while it is being worked on
9. make sure that the **components** are clearly and accurately marked where necessary

#### Range

#### Components

The pieces of material from which a scatter and bolster cushion and padded item are fashioned by sewing and other fixing methods. Examples of sewing methods could include straight, shaped sews and seams involving simple pleating.

#### Fabrics

The different forms of material used for making scatter and bolster cushion and padded items. These include a range of different fabric, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics with a minimum pattern repeat of 25cm, plain and patterned pile, flat weave fabrics

#### Specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

#### Tools and equipment

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk and sewing machines.

## Unit 243

## Produce scatter and bolster cushions and padded items

### Outcome 2

Know how to prepare components to produce scatter and bolster cushions and padded items

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the meaning of terms used in technical specifications for cushion treatments
2. describe the handling and cutting characteristics of different types of materials used in cushion treatments
3. state how many measurements and of which dimension are needed to ensure accurate cutting and fitting in respect of different types of component
4. describe which markers are most appropriate to use for different types of fabric
5. describe what cutting tolerances are appropriate for different types of component and in what ways this may be influenced by fabric type
6. describe what the implications are of not properly placing and aligning fabric before cutting it
7. describe why it is important to minimise waste
8. describe how to take account of design characteristics such as pattern repeats and pile direction in planning cutting
9. describe the sorts of problems that can occur during marking out and cutting fabric and how to deal with them
10. state the functions and uses of the different types of measuring and marking tools
11. state what your personal responsibilities are with regard to health and safety
12. describe what steps should be taken to protect fabric from damage

## Unit 244

## Produce scatter and bolster cushions and padded items

### Outcome 3

Sew a standard scatter and bolster cushion and padded item

#### Assessment Criteria

##### Practical skills

The learner can:

1. accurately place all materials and **components** in their correct position
2. make sure that **components** are correctly orientated and aligned to meet **fabric**, pattern and design requirements
3. attach the components in an efficient sequence.
4. use **sewing methods** which are appropriate to the type of **component**
5. attach the **components** together securely and to the required shape and finish
6. fit closure **components** if required and by appropriate method
7. check and confirm that there are no loose threads on the finished cushions or padded item.
8. check and confirm that the visual appearance of the cushion and/or padded item meets the **specification**
9. deal effectively with any problems which may arise
10. follow safe working practices when using **tools** and **equipment**

##### Range

##### Components

The pieces of material from which a scatter and bolster cushion and padded item are fashioned by sewing and other fixing methods. Examples of sewing methods could include straight, shaped sews and seams involving simple pleating.

##### Fabrics

The different forms of material used for making scatter and bolster cushion and padded items. These include a range of different fabric, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics with a minimum pattern repeat of 25cm, plain and patterned pile, flat weave fabrics

##### Specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

**Tools and equipment**

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk and sewing machines

**Sewing**

This unit covers both machine and hand sewing.

## **Unit 244**

## **Produce scatter and bolster cushions and padded items**

### **Outcome 4**

Know how to sew a standard scatter and bolster cushion and padded item

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe the handling characteristics of different fabrics and how this can affect their behaviour during positioning and sewing
2. describe why the sequence in which components are attached is important to the efficiency of the process and the quality of the outcome achieved
3. describe how different trimmings and decorative finishes are applied
4. describe when and why sorts of sewing methods are used
5. describe when and why various methods of closures are used
6. describe what sort of problems can arise and how to deal with them
7. describe how to confirm that the outcome quality matches the specification
8. describe your personal responsibility with regard to health and safety



## Unit 244

# Produce scatter and bolster cushions and padded items

## Outcome 5

Finish a scatter and bolster cushion and padded item

### Assessment Criteria

#### Practical skills

The learner can:

1. organise the **tools** and **equipment** you will need to complete the **specification**
2. check that you have the required **specification** and that it is complete
3. assemble **components** using appropriate method
4. attach components using appropriate sewing methods
5. accurately position any closures, **trimmings** or **decorative** finishes to give the required visual appearance
6. securely attach the closures, **trimmings** or **decorative** finishes using methods which will give the required durability and appearance
7. make sure that there are no loose ends or visible stitching
8. follow an efficient sequence when applying closures, **trimmings** or **decorative finishes**
9. deal effectively with any **problems** which may arise
10. follow safe working procedures at all times

#### Range

#### Components

The pieces of material from which a scatter and bolster cushion and padded item are fashioned by sewing and other fixing methods. Examples of sewing methods could include straight, shaped sews and seams involving simple pleating.

#### Specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

#### Tools and equipment

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk and sewing machines

#### Trimmings and Decorative Finishes

This unit covers the assembly and/or fixing of piping, braids, fringes, cords, flange cords and braids, applied and inserted into seams, hand and machine sewn. This unit also includes the use of other decorative detailing: pleating, gathering, appliqué, tucks, smocking.

**Closures**

This unit covers the assembly and/or fixing of various closures e.g. zips, buttons, tabs, ties, hooks & eye closures

**Problems**

In relation to the cutting of fabrics, these will be to do with flaws, distortions and colour/pattern variations in the fabric, inaccurate measurements and mis-alignments. In relation to the assembly and sewing process, these will be to do with slipping, fraying, inaccuracies, poor seam quality and equipment faults. The person carrying out this role is responsible for rectifying these types of problems in ways which ensure that the quality of the outcome is not compromised.

## Unit 244

## Produce scatter and bolster cushions and padded items

### Outcome 6

Know how to finish a scatter and bolster cushion and padded item

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe what sorts of trimmings and decorative finishes are used in cushions and padded items and why
2. describe when and why different closures are used for producing scatter and bolster cushion and padded items.
3. describe terms used in technical specifications for producing scatter and bolster cushion and padded items.
4. describe why the sequence in which the components are attached is of importance to the appearance of the finished scatter and bolster cushion and padded item.
5. describe what sort of problems can arise and how to deal with them
6. state who to report to with unsolvable problems
7. state what your personal responsibilities are with regard to health and safety

## Unit 245

# Prepare fabrics and components for use in soft furnishings

**Level: 2**

**Credit value: 5**

**UAN: L/600/8437**

### **Unit aim**

To develop and assess the competencies required to prepare fabrics and components for use in soft furnishings

### **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will be able to:

1. Prepare fabrics, templates and lays
2. Know how to prepare fabrics, templates and lays
3. Layout and match fabric
4. Know how to layout and match fabric

### **Guided learning hours**

It is recommended that **26** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 245

# Prepare fabrics and components for use in soft furnishings

## Outcome 1

### Prepare fabrics, templates and lays

#### Assessment Criteria

#### Practical skills

The learner can:

1. organise the **materials, tools** and **equipment** you will need so that you can work effectively and keep your work area tidy
2. check that you have the required **work specification** and that it is clear and complete
3. obtain the fabric, **templates** and **lays** and check that they conform to the **specification**
4. deal promptly with any **problems** that arise, reporting any which you cannot solve
5. follow safe working practices at all times
6. keep work area tidy and protect items from damage while they are being worked on
7. follow safe working procedures when lifting and moving heavy items
8. complete the preparations within the required time
9. complete required records so that they are accurate and legible

#### Range

##### Materials

The different forms of material used for soft furnishings. These include a range of different fabrics, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics, plain pile, vinyl, stretch fabrics and flat weave fabrics, as well as natural hide. In addition, materials include finishing materials used in edgings, trimmings and linings and for the covering of buttons.

##### Components

The pieces of material from which a soft furnishing item (e.g. curtain length, lining, blind, bed hanging) is fashioned by sewing and other fixing methods. They may be simple or complex, symmetrical or asymmetrical.

##### Templates and lays

The moulds or shapes used to enable the marking out and cutting of material to specified size and shape. They may be made of paper, card, hardboard, plywood or plastic.

Cutting tools and equipment Manual cutting equipment may include:

- knives
- shears
- scalpels

Powered cutting equipment may include:

- powered knives
- circular cutters
- panel cutters
- slitting machines
- cutting benches

### **Work specification**

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material shall be shaped and cut accurately, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

### **Problems**

In relation to the preparation and laying out of templates, fabrics and lays, these will be to do with material defects, colour/pattern mismatching, defects and faults in templates and lays. In relation to the cutting process, these will be to do blunt or non-functional tools and equipment. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

## Unit 245

## Prepare fabrics and components for use in soft furnishings

### Outcome 2

Know how to prepare fabrics, templates and lays

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the meaning of terms used in technical specifications for soft furnishings
2. describe the functions of the different types of tools and equipment that are used in soft furnishings
3. describe how to handle sharp and powered tools safely in ways that protect yourself and others from risk
4. describe what your personal responsibilities are with regard to health and safety legislation
5. describe how to set out a work area for efficient working and the health and safety issues that can arise if a work area is disorganised and untidy
6. state where to obtain the fabric, templates and lays from and how to check that they conform to specification
7. describe what the consequences are of lubricants and debris being left on work surfaces, tools and equipment
8. state what information should be recorded and why this is important

## Unit 245

# Prepare fabrics and components for use in soft furnishings

## Outcome 3

### Layout and match fabric

#### Assessment Criteria

#### Practical skills

The learner can:

1. check that the pattern and batch number of the material corresponds with the **specification**
2. when necessary colour match part rolls and integrate them into the complete job
3. position and roll the **material** so that it lies flat, square and true on the cutting bench
4. mark any **material** faults which are within specification limits
5. check, when necessary that the pattern of the material is matched
6. deal promptly and effectively with any **problems** that occur
7. follow safe working procedures at all times
8. keep your work area tidy and protect the fabric from damage while it is being worked on
9. store unused part rolls of material in a designated location and position
10. complete preparations within required time

#### Range

#### Materials

The different forms of material used for soft furnishings. These include a range of different fabrics, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics, plain pile, vinyl, stretch fabrics and flat weave fabrics, as well as natural hide. In addition, materials include finishing materials used in edgings, trimmings and linings and for the covering of buttons.

#### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material shall be shaped and cut accurately, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

#### Problems

In relation to the preparation and laying out of templates, fabrics and lays, these will be to do with material defects, colour/pattern mismatching, defects and faults in templates and lays. In relation to the cutting process, these will be to do blunt or non-functional tools and equipment. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.



## **Unit 245            Prepare fabrics and components for use in soft furnishings**

Outcome 4            Know how to layout and match fabric

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe the handling and cutting characteristics of different types of materials used in soft furnishings
2. describe the meaning of terms used in technical specifications for soft furnishings
3. describe why it is important to check fabrics, templates and lays against specifications and what to do where there are faults or problems with them
4. describe the handling and rolling out characteristics of different types of fabrics used in soft furnishings
5. describe how to match the pattern if necessary
6. describe how and why to manage the use of part rolls of fabrics
7. describe types of fabric, template and lay faults which occur, how they are identified and how they can be dealt with
8. describe the importance of storing fabrics in suitable locations and positions
9. describe waste limits and why waste should be kept to a minimum
10. describe what your personal responsibilities are with regard to health and safety legislation
11. describe who to report an unsolvable problem to
12. describe equipment storage arrangements and why it is important to follow them
13. describe why it is important to keep to time schedules
14. describe how to dispose of waste in accordance with current legislation

## Unit 246

# Prepare fabrics and components for use in upholstery

**Level: 2**

**Credit value: 4**

**UAN: H/600/8282**

### Unit aim

Develop competence required to prepare fabric and components for use in upholstery and/or soft furnishings.

This involves:

- preparing fabrics templates and lays
- laying out fabrics
- matching fabrics
- maintaining your own and others' safety while working.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Prepare fabrics, templates and lays
2. Understand how to prepare fabrics, templates and lays
3. Layout and match material
4. Know how to layout and match material

### Guided learning hours

It is recommended that **14** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills.

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 246

# Prepare fabrics and components for use in upholstery

## Outcome 1

Be able to prepare fabrics, templates and lays

### Assessment Criteria

#### Practical skills

The learner can:

1. organise materials, **tools and equipment**
2. work effectively and keep work area tidy
3. check that required work specification is clear and complete
4. obtain the fabric, templates and lays and check they conform to **specification**
5. deal with **problems** and report those unable to resolve.
6. keep work area tidy and protect items from damage while they are being worked on
7. follow safe working practices and safe working procedures when lifting and moving heavy items
8. complete preparations in the required time
9. complete accurate and legible records

#### Range

##### Templates and lays

The moulds or shapes used to enable the marking out and cutting of material to specified size and shape. They may be made of paper, card, hardboard, plywood or plastic.

##### Tools and equipment

Manual cutting equipment including:

- knives
- shears
- scalpels
- cutting benches

Powered cutting equipment including:

- powered knives
- circular cutters
- panel cutters
- slitting machines

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material shall be shaped and cut accurately, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

**Problems**

In relation to the preparation and laying out of templates, fabrics and lays, these will be to do with material defects, colour/pattern mismatching, defects and faults in templates and lays. In relation to the cutting process, these will be to do with blunt or non-functional tools and equipment. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily

## Unit 246

# Prepare fabrics and components for use in upholstery

## Outcome 2

Understand how to prepare fabrics, templates and lays

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain terms used in technical **specifications** for upholstery and soft furnishings
2. describe the functions of different types of **tools and equipment** used in upholstery and soft furnishings
3. explain how to handle sharp and powered tools safely to protect self and others from risk
4. describe personal responsibilities with regard to health and safety legislation
5. explain how to set up an efficient work area
6. highlight health and safety issues that can arise from a disorganised and untidy work area
7. state where to obtain the material, templates and lays
8. explain how to check that material, templates and lays conform to **specification**
9. describe the implications of lubricants and debris being left on work surfaces, **tools and equipment**
10. describe information to be recorded and its importance

#### Range

##### Tools and equipment

Manual cutting equipment including:

- knives
- shears
- scalpels
- cutting benches

Powered cutting equipment including:

- powered knives
- circular cutters
- panel cutters
- slitting machines

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material shall be shaped and cut accurately, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

## Unit 246

## Prepare fabrics and components for use in upholstery

### Outcome 3

Be able to layout and match material

#### Assessment Criteria

#### Practical skills

The learner can:

1. check that the pattern and batch number of the **material** corresponds with the **specification**
2. colour match part rolls and integrate them into the complete job
3. position and roll the **material** so that it lies flat, square and true on the cutting bench
4. mark **material** faults which are within **specification** limits
5. check the pattern of the **material** is matched
6. deal effectively with **problems** that occur
7. follow safe working procedures
8. keep work area tidy and protect the **material** from damage
9. store unused part rolls of **material** in a designated location and position
10. complete preparations within required time

#### Range

#### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material shall be shaped and cut accurately, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

#### Materials

The different forms of material used for upholstery and soft furnishings. These include a range of different fabrics, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics, plain pile, vinyl, stretch fabrics and flat weave fabrics, as well as natural hide. In addition, materials include finishing materials used in edgings, trimmings and linings and for the covering of buttons

#### Problems

In relation to the preparation and laying out of templates, fabrics and lays, these will be to do with material defects, colour/pattern mismatching, defects and faults in templates and lays. In relation to the cutting process, these will be to do with blunt or non-functional tools and equipment. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

## Unit 246

# Prepare fabrics and components for use in upholstery

## Outcome 4

Know how to layout and match material

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain handling and cutting characteristics of different types of materials
2. explain terms used in **technical specifications**
3. explain the importance of checking materials, templates and lays against specification
4. describe what to do about faults and **problems**
5. explain the handling and rolling out characteristics of different types of materials
6. describe how to match the pattern
7. explain how to manage the use of part rolls of materials
8. describe the importance of managing the use of part rolls of materials
9. describe how to identify types of material template and lay faults which occur
10. explain how to deal with material template and lay faults
11. explain the importance of storing materials in suitable locations and positions
12. explain waste limits and why waste should be kept to a minimum
13. describe personal responsibilities with regard to health and safety legislation
14. explain who to report difficult problems to
15. describe why it is important to follow equipment storage arrangements
16. explain the importance of keeping to time schedules
17. explain how to dispose of waste in line with current legislation

#### Range

#### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material shall be shaped and cut accurately, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3mm

#### Problems

In relation to the preparation and laying out of templates, fabrics and lays, these will be to do with material defects, colour/pattern mismatching, defects and faults in templates and lays. In relation to the cutting process, these will be to do with blunt or non-functional tools and equipment. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

## Unit 247

# Cut fabrics and components for use in soft furnishings

**Level: 2**

**Credit value: 5**

**UAN: L/600/8289**

### Unit aim

Develop competence required by the employee to identify hazards and reduce risks in their place of work.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Cut fabrics
2. Understand how to cut fabrics
3. Mark and prepare fabric components
4. Know how to mark and prepare fabric components
5. Understand health and safety procedures in the workplace

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.



## Unit 247

# Cut fabrics and components for use in soft furnishings

## Outcome 1

Be able to cut fabrics

### Assessment Criteria

#### Practical skills

The learner can:

1. plan marking out and cutting of **material** to minimise waste
2. mark out and cut **material** according to pattern, type, width and pile
3. align marked **components** on the **material** ensuring pattern matching
4. ensure marked **components** are free of major flaws and minor defects are not visible
5. mark out **components** to within acceptable tolerance limits
6. cut the components to within the given size and shape tolerances
7. deal promptly and effectively with problems
8. maintain tidy work area to protect the material from damage while working
9. store **cutting tools** and **equipment** in a designated safe location and position

#### Range

#### Materials

The different forms of material used for upholstery and soft furnishings. These include a range of different fabrics, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics, plain pile, vinyl, stretch fabrics and flat weave fabrics, as well as natural hide. In addition, 'materials' includes finishing materials used in edgings, trimmings and linings and for the covering of buttons.

#### Components

The pieces of material from which an upholstery item (e.g. cover, bottom cloth) or soft furnishing item (e.g. curtain length, lining, blind, bed hanging) is fashioned by sewing and other fixing methods. They may be simple or complex, symmetrical or asymmetrical

#### Problems

In relation to the preparation and laying out of templates, fabrics and lays, these will be to do with material defects, colour/pattern mismatching, defects and faults in templates and lays. In relation to the cutting process, these will be to do with blunt or non-functional tools and equipment. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

#### Cutting tools and equipment

Manual cutting equipment including:

- knives
- shears
- scalpels

Powered cutting equipment including:

- powered knives
- circular cutters
- panel cutters
- slitting machines
- cutting benches

## Unit 247

# Cut fabrics and components for use in soft furnishings

## Outcome 2

### Understand how to cut fabrics

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the handling and cutting characteristics of different types of **materials**
2. explain terms used in technical **specifications**
3. describe why it is necessary to maintain cut **components** within the given tolerances
4. state the wastage levels that apply
5. describe the importance of minimising waste
6. describe problems that can occur during marking out and cutting **materials**
7. explain how to deal with **problems**
8. describe when and why it is important to match the pattern
9. explain the functions of different **tools** and **equipment** used in cutting material

#### Range

##### Materials

The different forms of material used for upholstery and soft furnishings. These include a range of different fabrics, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics, plain pile, vinyl, stretch fabrics and flat weave fabrics, as well as natural hide. In addition, 'materials' includes finishing materials used in edgings, trimmings and linings and for the covering of buttons.

##### Components

The pieces of material from which an upholstery item (e.g. cover, bottom cloth) or soft furnishing item (e.g. curtain length, lining, blind, bed hanging) is fashioned by sewing and other fixing methods. They may be simple or complex, symmetrical or asymmetrical

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met: material shall be shaped and cut accurately, for both single-layer and multi-layer cutting component marking is accurate to within +/- 3mm

## **Problems**

In relation to the preparation and laying out of templates, fabrics and lays, these will be to do with material defects, colour/pattern mismatching, defects and faults in templates and lays. In relation to the cutting process, these will be to do with blunt or non-functional tools and equipment. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

## **Cutting tools and equipment**

Manual cutting equipment including:

- knives
- shears
- scalpels

Powered cutting equipment including:

- powered knives
- circular cutters
- panel cutters
- slitting machines
- cutting benches

## Unit 247

# Cut fabrics and components for use in soft furnishings

## Outcome 3

Be able to mark and prepare fabric components

### Assessment Criteria

#### Practical skills

The learner can:

1. sort out and mark the cut **components** using the designated identification system
2. remove templates and lays
3. check **templates and lays** are free from damage before storing them over for future use
4. prepare **components** according to the **work specification**
5. confirm **components** are ready for the next stage in the process
6. protect the components from damage
7. sort out and move left over **material** and waste into designated locations
8. deal promptly and effectively with any damaged **templates, lays** and other **problems**
9. pass components over to the next stage in the process in the required time
10. complete accurate and legible records

#### Range

##### Materials

The different forms of material used for upholstery and soft furnishings. These include a range of different fabrics, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics, plain pile, vinyl, stretch fabrics and flat weave fabrics, as well as natural hide. In addition, 'materials' includes finishing materials used in edgings, trimmings and linings and for the covering of buttons.

##### Components

The pieces of material from which an upholstery item (e.g. cover, bottom cloth) or soft furnishing item (e.g. curtain length, lining, blind, bed hanging) is fashioned by sewing and other fixing methods. They may be simple or complex, symmetrical or asymmetrical

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met: material shall be shaped and cut accurately, for both single-lay and multi-lay cutting component marking is accurate to within +/- 3mm

##### Problems

In relation to the preparation and laying out of templates, fabrics and lays, these will be to do with material defects, colour/pattern mismatching, defects and faults in templates and lays. In relation to the cutting process, these will be to do with blunt or non-functional tools and equipment. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

##### Templates and lays

The moulds or shapes used to enable the marking out and cutting of material to specified size and shape. They may be made of paper, card, hardboard, plywood or plastic

## Unit 247

# Cut fabrics and components for use in soft furnishings

## Outcome 4

Know how to mark and prepare fabric components

### Assessment Criteria

#### Practical skills

The learner can:

1. explain which markers to use for different types of **material**
2. describe how and why **components** are marked
3. explain component marking systems
4. outline how to determine when **templates and lays** are beyond use
5. explain how to repair templates
6. describe how to interpret **work specifications**
7. explain the importance of protecting **components** from damage
8. explain how to maximise left over **materials** by handling and storage methods

#### Range

##### Materials

The different forms of material used for upholstery and soft furnishings. These include a range of different fabrics, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics, plain pile, vinyl, stretch fabrics and flat weave fabrics, as well as natural hide. In addition, 'materials' includes finishing materials used in edgings, trimmings and linings and for the covering of buttons.

##### Components

The pieces of material from which an upholstery item (e.g. cover, bottom cloth) or soft furnishing item (e.g. curtain length, lining, blind, bed hanging) is fashioned by sewing and other fixing methods. They may be simple or complex, symmetrical or asymmetrical

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met: material shall be shaped and cut accurately, for both single-lay and multi-lay cutting component marking is accurate to within +/- 3mm

##### Problems

In relation to the preparation and laying out of templates, fabrics and lays, these will be to do with material defects, colour/pattern mismatching, defects and faults in templates and lays. In relation to the cutting process, these will be to do with blunt or non-functional tools and equipment. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

##### Templates and lays

The moulds or shapes used to enable the marking out and cutting of material to specified size and shape. They may be made of paper, card, hardboard, plywood or plastic

## Unit 247

# Cut fabrics and components for use in soft furnishings

## Outcome 5

Understand health and safety procedures in the workplace

### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. follow safe working procedures when
  - using sharp **tools**
  - using items of **equipment**
  - using powered equipment
2. explain personal responsibilities with regard to health and safety legislation
3. describe how to handle sharp and powered **tools** safely to protect self and others from risk
4. explain health and safety issues that can arise in a disorganised and untidy work area
5. explain personal limitations in respect of the PUWER regulations 1998
6. describe waste handling arrangements in the workplace
7. explain what information should be recorded
8. describe the importance of recording information

#### Range

##### Cutting tools and equipment

Manual cutting equipment including:

- knives
- shears
- scalpels

Powered cutting equipment including:

- powered knives
- circular cutters
- panel cutters
- slitting machines
- cutting benches

## Unit 248

# Cut fabrics and components for use in upholstery

**Level: 2**

**Credit value: 5**

**UAN: R/600/8438**

### Unit aim

Develop competence required to cut fabrics used in upholstery

This involves:

- cutting fabric components
- marking and sorting components
- maintaining your own and others' safety while working

### Learning outcomes

There are **five** learning outcomes to this unit.. The learner will be able to:

1. Cut fabrics
2. Understand how to cut fabrics
3. Mark and prepare fabric components
4. Know how to mark and prepare fabric components
5. Understand health and safety procedures in the workplace

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills.

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 248

# Cut fabrics and components for use in upholstery

### Outcome 1

Be able to cut fabrics

#### Assessment Criteria

##### Practical skills

The learner can:

1. plan marking out and cutting of **material** to minimise waste
2. mark out and cut **material** according to pattern, type, width and pile
3. align marked **components** on the **material** ensuring pattern matching
4. ensure marked **components** are free of major flaws and minor defects are not visible
5. mark out **components** to within acceptable tolerance limits
6. cut the components to within the given size and shape tolerances
7. deal promptly and effectively with problems
8. maintain tidy work area to protect the material from damage while working
9. store **cutting tools** and **equipment** in a designated safe location and position

##### Range

##### Materials

The different forms of material used for upholstery and soft furnishings. These include a range of different fabrics, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics, plain pile, vinyl, stretch fabrics and flat weave fabrics, as well as natural hide. In addition, 'materials' includes finishing materials used in edgings, trimmings and linings and for the covering of buttons.

##### Components

The pieces of material from which an upholstery item (e.g. cover, bottom cloth) or soft furnishing item (e.g. curtain length, lining, blind, bed hanging) is fashioned by sewing and other fixing methods. They may be simple or complex, symmetrical or asymmetrical

##### Problems

In relation to the preparation and laying out of templates, fabrics and lays, these will be to do with material defects, colour/pattern mismatching, defects and faults in templates and lays. In relation to the cutting process, these will be to do with blunt or non-functional tools and equipment. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

##### Cutting tools and equipment

Manual cutting equipment including:

- knives
- shears
- scalpels



Powered cutting equipment including:

- powered knives
- circular cutters
- panel cutters
- slitting machines
- cutting benches

## Unit 248

# Cut fabrics and components for use in upholstery

### Outcome 2

### Understand how to cut fabrics

#### Assessment Criteria

##### Underpinning knowledge

The learner can:

1. describe the handling and cutting characteristics of different types of **materials**
2. explain terms used in technical **specifications**
3. describe why it is necessary to maintain cut **components** within the given tolerances
4. state the wastage levels that apply
5. describe the importance of minimising waste
6. describe problems that can occur during marking out and cutting **materials**
7. explain how to deal with **problems**
8. describe when and why it is important to match the pattern
9. explain the functions of different **tools** and **equipment** used in cutting material

##### Range

##### Materials

The different forms of material used for upholstery and soft furnishings. These include a range of different fabrics, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics, plain pile, vinyl, stretch fabrics and flat weave fabrics, as well as natural hide. In addition, 'materials' includes finishing materials used in edgings, trimmings and linings and for the covering of buttons.

##### Components

The pieces of material from which an upholstery item (e.g. cover, bottom cloth) or soft furnishing item (e.g. curtain length, lining, blind, bed hanging) is fashioned by sewing and other fixing methods. They may be simple or complex, symmetrical or asymmetrical

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met: material shall be shaped and cut accurately, for both single-lay and multi-lay cutting component marking is accurate to within +/- 3mm

##### Problems

In relation to the preparation and laying out of templates, fabrics and lays, these will be to do with material defects, colour/pattern mismatching, defects and faults in templates and lays. In relation to the cutting process, these will be to do with blunt or non-functional tools and equipment. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

## **Cutting tools and equipment**

Manual cutting equipment including:

- knives
- shears
- scalpels

Powered cutting equipment including:

- powered knives
- circular cutters
- panel cutters
- slitting machines
- cutting benches

## Unit 248

# Cut fabrics and components for use in upholstery

## Outcome 3

Be able to mark and prepare fabric components

### Assessment Criteria

#### Practical skills

The learner can:

1. sort out and mark the cut **components** using the designated identification system
2. remove templates and lays
3. check **templates and lays** are free from damage before storing them over for future use
4. prepare **components** according to the **work specification**
5. confirm **components** are ready for the next stage in the process
6. protect the components from damage
7. sort out and move left over **material** and waste into designated locations
8. deal promptly and effectively with any damaged **templates, lays** and other **problems**
9. pass components over to the next stage in the process in the required time
10. complete accurate and legible records

#### Range

##### Materials

The different forms of material used for upholstery and soft furnishings. These include a range of different fabrics, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics, plain pile, vinyl, stretch fabrics and flat weave fabrics, as well as natural hide. In addition, 'materials' includes finishing materials used in edgings, trimmings and linings and for the covering of buttons.

##### Components

The pieces of material from which an upholstery item (e.g. cover, bottom cloth) or soft furnishing item (e.g. curtain length, lining, blind, bed hanging) is fashioned by sewing and other fixing methods. They may be simple or complex, symmetrical or asymmetrical

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met: material shall be shaped and cut accurately, for both single-lay and multi-lay cutting component marking is accurate to within +/- 3mm

**Problems**

In relation to the preparation and laying out of templates, fabrics and lays, these will be to do with material defects, colour/pattern mismatching, defects and faults in templates and lays. In relation to the cutting process, these will be to do with blunt or non-functional tools and equipment. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

**Templates and lays**

The moulds or shapes used to enable the marking out and cutting of material to specified size and shape. They may be made of paper, card, hardboard, plywood or plastic

## Unit 248

# Cut fabrics and components for use in upholstery

## Outcome 4

Know how to mark and prepare fabric components

### Assessment Criteria

#### Practical skills

The learner can:

1. explain which markers to use for different types of **material**
2. describe how and why **components** are marked
3. explain component marking systems
4. outline how to determine when **templates and lays** are beyond use
5. explain how to repair templates
6. describe how to interpret **work specifications**
7. explain the importance of protecting **components** from damage
8. explain how to maximise left over **materials** by handling and storage methods

#### Range

##### Materials

The different forms of material used for upholstery and soft furnishings. These include a range of different fabrics, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics, plain pile, vinyl, stretch fabrics and flat weave fabrics, as well as natural hide. In addition, 'materials' includes finishing materials used in edgings, trimmings and linings and for the covering of buttons

##### Components

The pieces of material from which an upholstery item (e.g. cover, bottom cloth) or soft furnishing item (e.g. curtain length, lining, blind, bed hanging) is fashioned by sewing and other fixing methods. They may be simple or complex, symmetrical or asymmetrical

##### Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met: material shall be shaped and cut accurately, for both single-lay and multi-lay cutting component marking is accurate to within +/- 3mm

##### Problems

In relation to the preparation and laying out of templates, fabrics and lays, these will be to do with material defects, colour/pattern mismatching, defects and faults in templates and lays. In relation to the cutting process, these will be to do with blunt or non-functional tools and equipment. The person carrying out this role is responsible for rejecting, replacing or rectifying these sorts of problems, reporting them when they cannot be dealt with quickly, safely and readily.

##### Templates and lays

The moulds or shapes used to enable the marking out and cutting of material to specified size and shape. They may be made of paper, card, hardboard, plywood or plastic

## Unit 248

# Cut fabrics and components for use in upholstery

### Outcome 5

Understand health and safety procedures in the workplace

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. follow safe working procedures when:
  - using sharp **tool**
  - using items of **equipment**
  - using powered equipment
2. explain personal responsibilities with regard to health and safety legislation
3. describe how to handle sharp and powered **tools** safely to protect self and others from risk
4. explain health and safety issues that can arise in a disorganised and untidy work area
5. explain personal limitations in respect of the PUWER regulations 1998
6. describe waste handling arrangements in the workplace
7. explain what information should be recorded
8. describe the importance of recording information

#### Range

##### Cutting tools and equipment

Manual cutting equipment including:

- knives
- shears
- scalpels

Powered cutting equipment including:

- powered knives
- circular cutters
- panel cutters
- slitting machines
- cutting benches

## Unit 249

## Produce loose covers

**Level: 2**

**Credit value: 12**

**UAN: Y/600/8439**

### **Unit aim**

To develop and assess the competencies required to produce loose covers such as those required for upholstered armless chairs.

### **Learning outcomes**

There are **eight** learning outcomes to this unit. The learner will be able to:

1. Prepare components for a loose cover
2. Know how to prepare components for a loose cover
3. Sew a loose cover
4. Know how to sew a loose cover
5. Finish a loose cover
6. Know how to finish a loose cover
7. Comply with the fire regulations
8. Understand the fire regulations

### **Guided learning hours**

It is recommended that **45** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

This Unit covers the related knowledge and performance requirements within the Furniture, Furnishing and Interiors suite of National Occupational Standards

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Proskills.

### **Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.



## Unit 249 Produce loose covers

### Outcome 1 Prepare components for a loose cover

#### Assessment Criteria

##### Practical skills

The learner can:

1. organise the **materials, tools and equipment** you will need so that you can work effectively and keep the work area tidy
2. check that you have the required **work specification** and that it is clear and complete
3. plan the cutting of the **fabric** so as to minimise waste and take account of the design characteristics and handling implications of the **fabric** to be used
4. measure and mark out the components accurately, clearly and to within acceptable tolerance limits for the **fabric** being used
5. ensure **fabric** placement and alignment is appropriate for the type and number of **components** required and the **fabric characteristics**
6. deal promptly and effectively with any **problems** that occur
7. follow safe working procedures when using **sharp tools** and items of **equipment**
8. protect the **fabric** from damage while it is being worked on
9. make sure that the components are clearly and accurately marked where necessary

##### Range

##### Tools and equipment

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk and sewing machines

##### Specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3m

##### Fabrics

The different forms of material used for loose covers.

These include a range of different fabric, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics with a minimum pattern repeat of 25cm, plain and patterned pile, flat weave fabrics

##### Components

The pieces of material from which a loose cover is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating

**Problems**

In relation to the cutting of fabrics, these will be to do with flaws, distortions and colour/pattern variations in the fabric, inaccurate measurements and mis-alignments. In relation to the assembly and sewing process, these will be to do with slipping, fraying, inaccuracies, poor seam quality and equipment faults. The person carrying out this role is responsible for rectifying these types of problems in ways which ensure that the quality of the outcome is not compromised.

## Unit 249

## Produce loose covers

### Outcome 2

Know how to prepare components for a loose cover

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. describe the meaning of terms used in technical specifications for loose covers
2. describe the handling and cutting characteristics of different types of materials used in loose covers
3. state how many measurements and of which dimension are needed to ensure accurate cutting and fitting in respect of different types of component
4. describe which markers are most appropriate to use for different types of fabric
5. describe what cutting tolerances are appropriate for different types of component and in what ways this may be influenced by fabric type
6. describe what the implications are of not properly placing and aligning fabric before cutting it
7. describe why it is important to minimise waste
8. describe how to take account of design characteristics such as pattern repeats and pile direction in planning cutting
9. describe the sorts of problems that can occur during marking out and cutting fabric and how to deal with them
10. state the functions and uses of the different types of measuring and marking tools
11. describe what your personal responsibilities are with regard to health and safety
12. describe what steps should be taken to protect fabric from damage
13. explain the requirements of the fire regulations relating to loose and stretch covers on domestic upholstered furniture
14. explain fabric compositions in relation to the fire regulations

## Unit 249

### Outcome 3

## Produce loose covers

### Sew a loose cover

#### Assessment Criteria

##### Practical skills

The learner can:

1. accurately place all materials and **components** in their correct position
2. make sure that **components** are correctly orientated and aligned to meet **fabric**, pattern and design requirements
3. attach the components in an efficient sequence.
4. use **sewing** methods which are appropriate to the type of component
5. attach the components together securely and to the required shape and finish
6. attach lining **component** if required by appropriate method
7. check and confirm that there are no loose threads on the finished loose cover
8. check and confirm that the visual appearance of the loose cover meets the **specification**
9. deal effectively with any **problems** which may arise
10. follow safe working practices when using **tools and equipment**

##### Range

##### Tools and equipment

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk and sewing machines

##### Specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3m

##### Fabrics

The different forms of material used for loose covers.

These include a range of different fabric, including materials that require careful handling if an accurate cut is to be achieved and components properly aligned e.g. patterned/striped fabrics with a minimum pattern repeat of 25cm, plain and patterned pile, flat weave fabrics

##### Components

The pieces of material from which a loose cover is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating

##### Problems

In relation to the cutting of fabrics, these will be to do with flaws, distortions and colour/pattern variations in the fabric, inaccurate measurements and mis-alignments. In relation to the assembly and sewing process, these will be to do with slipping, fraying, inaccuracies, poor seam quality and equipment faults. The person carrying out this role is responsible for rectifying these types of problems in ways which ensure that the quality of the outcome is not compromised.

## **Unit 249**

Outcome 4

## **Produce loose covers**

Know how to sew a loose cover

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe the handling characteristics of different fabrics and how this can affect their behaviour during positioning and sewing
2. describe why the sequence in which components are attached is important to the efficiency of the process and the quality of the outcome achieved
3. describe when and why different types of linings may be used in loose covers
4. describe when and why sorts of sewing methods are used
5. describe how different trimmings and decorative finishes are applied
6. describe what sort of problems can arise and how to deal with them
7. describe how to confirm that the outcome quality matches the specification
8. explain your personal responsibility with regard to health and safety

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. organise the **tools and equipment** you will need to complete the **specification**
2. check that you have the required specification and that it is complete
3. assemble **components** using appropriate method
4. attach components using appropriate **sewing** methods
5. accurately position any **trimmings or decorative finishes** to give the required visual appearance
6. securely attach the **trimmings or decorative finishes** using **methods** which will give the required durability and appearance
7. make sure that there are no loose ends or visible stitching
8. follow an efficient sequence when applying trimmings or decorative finishes
9. deal effectively with **any problems** which may arise
10. follow safe working procedures at all times

#### **Range**

##### **Tools and equipment**

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk and sewing machines

##### **Specification**

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3m

##### **Components**

The pieces of material from which a loose cover is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating

##### **Problems**

In relation to the cutting of fabrics, these will be to do with flaws, distortions and colour/pattern variations in the fabric, inaccurate measurements and mis-alignments. In relation to the assembly and sewing process, these will be to do with slipping, fraying, inaccuracies, poor seam quality and equipment faults. The person carrying out this role is responsible for rectifying these types of problems in ways which ensure that the quality of the outcome is not compromised

**Fixing methods**

This unit covers the use of hand sewing, including slip stitch, ladder stitch and hemming stitch. Machine sewing including flat, french and flat fell seams

**Trimmings and Decorative Finishes**

This unit covers the assembly and/or fixing of piping, braids, fringes, cords, flange cords and braids, applied and inserted into seams, hand and machine sewn. This unit also includes the use of other decorative detailing e.g. pleating, gathering, appliqué, tucks, smocking and skirts

**Sewing**

This unit covers both machine and hand sewing.

## **Unit 249**

Outcome 6

## **Produce loose covers**

Know how to finish a loose cover

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe what sorts of trimmings and decorative finishes are used in loose covers and why
2. describe terms used in technical specifications for loose covers
3. describe why the sequence in which the components are attached is of importance to the appearance of the finished loose cover.
4. describe what sort of problems can arise and how to deal with them
5. state who to report to with unsolvable problems
6. describe what your personal responsibilities are with regard to health and safety



## Unit 249

### Outcome 7

## Produce loose covers

### Comply with the Fire Regulations

#### Assessment Criteria

#### Practical Skills

The learner can:

1. carry out the work required in order that the finished loose cover complies with the Furniture & Furnishings (Fire) (Safety) regulations 1988
2. understand the fabric composition of various fabrics
3. check and confirm that the fabric choice of the loose cover meets **the specification and requirements of the regulations**
4. deal effectively with any **problems** which may arise
5. follow safe working practices when using **tools and equipment**

#### Range

#### Tools and equipment

This unit covers the use of cutting, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk and sewing machines fire

#### Regulations

This unit requires an understanding of the UK's Fire Regulations with regard to domestic upholstered furniture, including the use of loose and stretch covers and the fabrics they are made of

#### Specification

The set of instructions which describe the work to be carried out, including details of the materials to be used including fabric size, colour, and type. The specification will also detail the quality of outcome to be achieved and the time within which it must be completed. In the context of this unit, the outcome quality to be achieved requires that the following criteria be met:

- material cutting and shaping accuracy is to within +/- 5mm, for both single-lay and multi-lay cutting
- component marking is accurate to within +/- 3m

#### Problems

In relation to the cutting of fabrics, these will be to do with flaws, distortions and colour/pattern variations in the fabric, inaccurate measurements and mis-alignments. In relation to the assembly and sewing process, these will be to do with slipping, fraying, inaccuracies, poor seam quality and equipment faults. The person carrying out this role is responsible for rectifying these types of problems in ways which ensure that the quality of the outcome is not compromised

## Unit 249

## Produce loose covers

### Outcome 8

### Understand the Fire Regulations

#### Assessment Criteria

#### Underpinning knowledge

The learner can:

1. explain the implications and legal requirements of the Furniture & Furnishings (Fire) (Safety) Regulations 1988
2. explain the meaning of technical terms used in relation to the fire regulations
3. describe the composition and characteristics of different fabrics and how this applies to the fire regulations
4. describe the difference between a fire retardant calico and a fire retardant interliner/barrier cloth
5. describe when and what types of fabrics can be used with a fire retardant interliner/barrier cloth
6. describe the cleaning, care and labelling requirements of various fabrics used to make loose covers
7. describe the implications of various trimmings in relation to the fire regulations
8. describe what sort of problems can arise and how to deal with them
9. describe how to confirm that the outcome quality matches the specification
10. state your personal responsibility with regard to health and safety

## Unit 250

# Producing sawn wood and wood-based products in the workplace

**Level: 2**

**Credit value: 20**

**UAN: L/600/8566**

### Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing sawn wood and wood-based products in the workplace within the relevant sector of industry.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Interpret the given information relating to the work and resources when producing sawn wood and wood-based products
2. Know how to comply with relevant legislation and official guidance when producing sawn wood and wood-based products
3. Maintain safe working practices when producing sawn wood and wood-based products.
4. Select the required quantity and quality of resources for the methods of work to produce sawn wood and wood-based products
5. Minimise the risk of damage to the work and surrounding area when producing sawn wood and wood-based products

### Guided learning hours

It is recommended that **67** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standard 'Produce Sawn Wood and Wood-based Products' (VR 468)

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by ConstructionSkills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 250**

# **Producing sawn wood and wood-based products in the workplace**

### **Outcome 1**

Interpret the given information relating to the work and resources when producing sawn wood and wood-based products

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. interpret and extract information from drawings, specifications, schedules, cutting lists, risk assessments and manufacturers' information
2. comply with information and/or instructions derived from risk assessments and method statement
3. state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
4. describe different types of information, their source and how they are interpreted in relation to the drawings, specifications, schedules, cutting lists, risk assessments, manufacturers' information and legislation governing wood machining

## **Unit 250**

## **Producing sawn wood and wood-based products in the workplace**

### **Outcome 2**

Know how to comply with relevant legislation and official guidance when producing sawn wood and wood-based products

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe their responsibilities under current legislation and official guidance whilst working in the workplace, with tools, tooling and equipment, with materials and substances, movement of materials and by manual and mechanical lifting
2. describe the organisational security procedures for tools, equipment and personal belongings in relation to workplace, company and operative.
3. state what the accident reporting procedures are and who is responsible for making reports

## **Unit 250**

# **Producing sawn wood and wood-based products in the workplace**

## **Outcome 3**

Maintain safe working practices when producing sawn wood and wood-based products

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with all current statutory legislation and approved codes of practice when producing sawn wood and wood-based products.

#### **Underpinning knowledge**

The learner can:

1. explain why and when Personal Protective Equipment (PPE) should be used, relating to producing sawn wood and wood-based products, and the types, purpose and limitations of each type
2. state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, accidents and other task-related hazards

## **Unit 250**

# **Producing sawn wood and wood-based products in the workplace**

### **Outcome 4**

Select the required quantity and quality of resources for the methods of work to produce sawn wood and wood-based products

#### **Assessment Criteria**

##### **Practical Skills**

The learner can:

1. select resources associated with own work in relation to materials, components, tools, tooling and equipment, and dimensional control aids as appropriate

##### **Underpinning knowledge**

The learner can:

1. describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to sawing machinery, wood materials, wood-based materials, lubricants, hand tools and ancillary equipment
2. state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
3. outline potential hazards associated with the resources and method of work
4. describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce sawn wood and wood-based products

## **Unit 250**

## **Producing sawn wood and wood-based products in the workplace**

### **Outcome 5**

Minimise the risk of damage to the work and surrounding area when producing sawn wood and wood-based products

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. protect the work, equipment and its surrounding area from damage in accordance with organisational procedures
2. minimise damage and maintain a clean work space
3. remove waste in accordance with legislation

#### **Underpinning knowledge**

The learner can:

1. describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities and other occupations
2. state why the removal of waste should be carried out in relation to the work



## **Unit 250**

## **Producing sawn wood and wood-based products in the workplace**

### **Outcome 6**

Complete the work within the allocated time when producing sawn wood and wood-based products

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. demonstrate completion of the work within the allocated time

#### **Underpinning knowledge**

The learner can:

1. state the purpose of the work programme and explain why deadlines should be kept in relation to the types of progress charts, timetables, estimated times and organisational procedures for reporting circumstances which will affect the work programme

## Unit 250

# Producing sawn wood and wood-based products in the workplace

### Outcome 7

Comply with the given contract information to produce sawn wood and wood-based products to the required specification

#### Assessment Criteria

##### Practical Skills

The learner can:

1. demonstrate the **work skills** when producing sawn wood and wood-based products
2. prepare, set up, operate and maintain **machines** to produce sawn wood and wood-based products to given working instructions
3. set up and change appropriate tooling to meet the requirements
4. safely use and store hand tools and ancillary equipment

##### Underpinning knowledge

The learner can:

1. describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - prepare and set up the sawing machinery
  - operate the sawing machinery
  - maintain the sawing machinery
  - identify the compatibility of materials with machines
  - identify how damage to materials and machines can be avoided
  - identify the correct use of lubricants
  - identify the relevant dimensional control aids and their uses
  - identify and report defects and discrepancies in materials and machines
  - set up and change appropriate tooling
  - identify the types and suitability of tooling
  - identify the scope and limitations of the machine
  - select the appropriate machine for the work to be carried out
  - use hand tools and equipment
2. state the needs of other occupations and how to communicate within a team when producing sawn wood and wood-based products
3. describe how to maintain the tools and equipment used when producing sawn wood and wood-based products

##### Range

##### Work skills

Measuring, marking out, adjusting, fitting, finishing, positioning and securing

##### Machines – (at least three of the following)

Band resaw, narrow band saw, parallel band saw, band mill, twin line resaw

hand fed circular rip saw, dimension/tilting arbour circular saw, sliding table panel saw

vertical wall panel saw, pullover cross cut saw, adial arm cross cut saw

straight line edger multi-rip saw beam saw snip saw

## Unit 251

# Producing planed wood and wood-based products in the workplace

**Level: 2**

**Credit value: 15**

**UAN: R/600/8567**

### Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing planed wood and wood-based products in the workplace within the relevant sector of industry

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Interpret the given information relating to the work and resources when producing planed wood and wood-based products
2. Know how to comply with relevant legislation and official guidance when producing planed wood and wood-based products
3. Maintain safe working practices when producing planed wood and wood-based products
4. Select the required quantity and quality of resources for the methods of work to produce planed wood and wood-based products
5. Minimise the risk of damage to the work and surrounding area when producing planed wood and wood-based products
6. Complete the work within the allocated time when producing planed wood and wood-based products
7. Comply with the given contract information to produce planed wood and wood-based products to the required specification

### Guided learning hours

It is recommended that **50** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standard 'Produce Planed Wood and Wood-based Products' (VR 469)

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by ConstructionSkills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## **Unit 251**

# **Producing planed wood and wood-based products in the workplace**

### **Outcome 1**

Interpret the given information relating to the work and resources when producing planed wood and wood-based products

#### **Assessment Criteria**

##### **Practical Skills**

The learner can:

1. interpret and extract information from drawings, specifications, schedules, cutting lists, risk assessments and manufacturers' information.
2. comply with information and/or instructions derived from risk assessments and method statement.

##### **Underpinning knowledge**

The learner can:

1. state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
2. describe different types of information, their source and how they are interpreted in relation to the drawings, specifications, schedules, cutting lists, risk assessments, manufacturers' information and legislation governing wood machining.

## **Unit 251**

# **Producing planed wood and wood-based products in the workplace**

## **Outcome 2**

Know how to comply with relevant legislation and official guidance when producing planed wood and wood-based products

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe their responsibilities under current legislation and official guidance whilst working in the workplace, with tools, tooling and equipment, with materials and substances, with movement of materials and by manual and mechanical lifting
2. describe the organisational security procedures for tools, equipment and personal belongings in relation to workplace, company and operative
3. state what the accident reporting procedures are and who is responsible for making reports

## Unit 251

# Producing planed wood and wood-based products in the workplace

### Outcome 3

Maintain safe working practices when producing planed wood and wood-based products

#### Assessment Criteria

##### Practical Skills

The learner can:

1. use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with all current statutory legislation and approved codes of practice when producing planed wood and wood-based products

##### Underpinning knowledge

The learner can:

1. explain why and when Personal Protective Equipment (PPE) should be used, relating to producing planed wood and wood-based products, and the types, purpose and limitations of each type.
2. state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, accidents and other task-related hazards

## **Unit 251**

# **Producing planed wood and wood-based products in the workplace**

### **Outcome 4**

Select the required quantity and quality resources for the methods of work to produce planed wood and wood-based products

#### **Assessment Criteria**

##### **Practical Skills**

The learner can:

1. Select resources associated with own work in relation to materials, components, tools, tooling and equipment, and dimensional control aids as appropriate

##### **Underpinning knowledge**

The learner can:

1. describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to planning machinery, wood materials, wood based materials, lubricants hand tools and ancillary equipment
2. state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
3. outline potential hazards associated with the resources and method of work
4. describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce planed wood and wood-based products

## **Unit 251**

# **Producing planed wood and wood-based products in the workplace**

### **Outcome 5**

Minimise the risk of damage to the work and surrounding area when producing planed wood and wood-based products

#### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. protect the work, equipment and its surrounding area from damage in accordance with organisational requirements
2. minimise damage and maintain a clean work space
3. remove waste in accordance with legislation

#### **Underpinning knowledge**

The learner can:

1. describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities and other occupations
2. state why the removal of waste should be carried out in relation to the work
3. describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities and other occupations
4. state why the removal of waste should be carried out in relation to the work



## **Unit 251**

# **Producing planed wood and wood-based products in the workplace**

### **Outcome 6**

Complete the work within the allocated time when producing planed wood and wood-based products

#### **Assessment Criteria**

##### **Practical Skills**

The learner can:

1. demonstrate completion of the work within the allocated time

##### **Underpinning knowledge**

The learner can:

1. state the purpose of the work programme and explain why deadlines should be kept in relation to:
  - types of progress charts, timetables and estimated times
  - organisational procedures for reporting circumstances which will affect the work programme

## Unit 251

# Producing planed wood and wood-based products in the workplace

### Outcome 7

Comply with the given contract information to produce planed wood and wood-based products to the required specification

#### Assessment Criteria

##### Practical Skills

The learner can:

1. demonstrate the following **work skills** when producing planed wood and wood-based products
2. prepare, set up, operate and maintain **machines** to produce wood and wood-based products to given working instructions
3. set up and change appropriate tooling to meet the requirements
4. safely use and store hand tools and ancillary equipment

##### Underpinning knowledge

The learner can:

1. describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - prepare and set up the planning machinery
  - operate the planning machinery
  - maintain the planning machinery
  - identify how damage to materials and machines can be avoided
  - identify the correct use of lubricants
  - identify the compatibility of materials with machines
  - identify the relevant dimensional control aids and their uses
  - identify and report defects and discrepancies in materials and machines
  - set up and change appropriate tooling
  - identify the types and suitability of tooling
  - identify the scope and limitations of the machine
  - select the appropriate machine for the work to be carried out
  - use hand tools and equipment
2. state the needs of other occupations and how to communicate within a team when producing planed wood and wood-based products
3. describe how to maintain the tools and equipment used when producing planed wood and wood-based products

##### Range

###### Work skills

Measuring, marking out, adjusting, fitting, finishing, positioning and securing

###### Machines – at least one combination of the following

Surface planer and thicknesser (can be a combined machine)

Four sided planer and moulder (for planed all round)

## Unit 252

# Producing profiled wood and wood-based products in the workplace

**Level: 2**

**Credit value: 21**

**UAN: Y/600/8568**

### Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing profiled wood and wood-based products in the workplace within the relevant sector of industry

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Interpret the given information relating to the work and resources when producing profiled wood and wood-based products
2. Know how to comply with relevant legislation and official guidance when producing profiled wood and wood-based products
3. Maintain safe working practices when producing profiled wood and wood-based products
4. Select the required quantity and quality of resources for the methods of work to produce profiled wood and wood-based products
5. Minimise the risk of damage to the work and surrounding area when producing profiled wood and wood-based products
6. Complete the work within the allocated time when producing profiled wood and wood-based products
7. Comply with the given contract information to produce profiled wood and wood-based products to the required specification

### Guided learning hours

It is recommended that **70** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standard 'Produce Profiled Wood and Wood-based Products' (VR 470)

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by ConstructionSkills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## **Unit 252**

# **Producing profiled wood and wood-based products in the workplace**

### **Outcome 1**

Interpret the given information relating to the work and resources when producing profiled wood and wood-based products

#### **Assessment Criteria**

##### **Practical Skills**

The learner can:

1. interpret and extract information from drawings, specifications, cutting lists, risk assessments and manufacturers' information
2. comply with information and/or instructions derived from risk assessments and method statement

##### **Underpinning knowledge**

The learner can:

1. state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
2. describe different types of information, their source and how they are interpreted in relation to drawings, specifications, schedules, cutting lists, risk assessments, manufacturers' information and legislation governing wood machining

## **Unit 252            Producing profiled wood and wood-based products in the workplace**

Outcome 2            Know how to comply with relevant legislation and official guidance when producing profiled wood and wood-based products

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe their responsibilities under current legislation and official guidance whilst working in the workplace, with tools, tooling and equipment, with materials, substances, movement of materials and by manual and mechanical lifting
2. describe the organisational security procedures for tools, equipment and personal belongings in relation to workplace, company and operative
3. state what the accident reporting procedures are and who is responsible for making reports

## **Unit 252**

# **Producing profiled wood and wood-based products in the workplace**

### **Outcome 3**

Maintain safe working practices when producing profiled wood and wood-based products

#### **Assessment Criteria**

##### **Practical Skills**

The learner can:

1. use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with all current statutory legislation and approved codes of practice when producing profiled wood and wood-based products

##### **Underpinning knowledge**

The learner can:

1. explain why and when Personal Protective Equipment (PPE) should be used, relating to producing profiled wood and wood-based products, and the types, purpose and limitations of each type
2. state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, accidents and other task-related hazards

## **Unit 252**

# **Producing profiled wood and wood-based products in the workplace**

### **Outcome 4**

Select the required quantity and quality of resources for the methods of work to produce profiled wood and wood-based products

#### **Assessment Criteria**

##### **Practical Skills**

The learner can:

1. select resources associated with own work in relation to materials, components, tools, tooling, equipment and dimensional control aids as appropriate.

##### **Underpinning knowledge**

The learner can:

1. describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to profiling machinery, wood materials, wood-based materials, lubricants hand and/or powered tools and ancillary equipment
2. state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
3. outline potential hazards associated with the resources and method of work.
4. describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce profiled wood and wood-based products

## **Unit 252**

## **Producing profiled wood and wood-based products in the workplace**

### **Outcome 5**

Minimise the risk of damage to the work and surrounding area when producing profiled wood and wood-based products

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. protect the work, equipment and its surrounding area from damage in accordance with organisational procedures
2. minimise damage and maintain a clean work space
3. remove waste in accordance with legislation
4. state why the removal of waste should be carried out in relation to the work

#### **Underpinning knowledge**

The learner can:

1. describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities and other occupations



## Unit 252

## Producing profiled wood and wood-based products in the workplace

### Outcome 6

Complete the work within the allocated time when producing profiled wood and wood-based products

#### Assessment Criteria

##### Practical Skills

The learner can:

1. demonstrate completion of the work within the allocated time

##### Underpinning knowledge

The learner can:

1. state the purpose of the work programme and explain why deadlines should be kept in relation to:
  - types of progress charts, estimated times and deadlines
  - organisational procedures for reporting circumstances which will affect the work programme

## Unit 252

# Producing profiled wood and wood-based products in the workplace

### Outcome 7

Comply with the given contract information to produce profiled wood and wood-based products to the required specification

#### Assessment Criteria

##### Practical Skills

The learner can:

1. demonstrate **work skills** when producing profiled wood and wood-based products
2. prepare, set up, operate and maintain **machines** to produce profiled wood and wood-based products to given working instructions
3. set up and change appropriate tooling to meet the requirements
4. safely use and store hand tools and ancillary equipment

##### Underpinning knowledge

The learner can:

1. describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - prepare and set up the profiling machinery
  - operate the profiling machinery
  - maintain the profiling machinery
  - identify how damage to materials and machines can be avoided
  - identify the correct use of lubricants
  - identify the compatibility of materials with machines
  - identify the relevant dimensional control aids and their uses
  - identify and report defects and discrepancies in materials and machines
  - set up and change appropriate tooling
  - identify the types and suitability of tooling
  - identify the scope and limitations of the machine
  - select the appropriate machine for the work to be carried out
  - use hand tools and equipment
2. state the needs of other occupations and how to communicate within a team when producing profiled wood and wood-based products
3. describe how to maintain the tools and equipment used when producing profiled wood and wood-based products

#### Range

##### Work skills

Measuring, marking out, adjusting, fitting, finishing, positioning and securing

##### Machines - at least two of the following

vertical spindle moulder (straight work), four sided planer and moulder, high-speed router, double-end tenoner, wood turning lathe, copying lathe, linear shaper, rotary shaper  
CNC/NC machines

## Unit 253

# Producing jointed wood and wood-based products in the workplace

**Level: 2**

**Credit value: 13**

**UAN: D/600/8569**

### Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing jointed wood and wood-based products in the workplace within the relevant sector of industry

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Interpret the given information relating to the work and resources when producing jointed wood and wood-based products
2. Know how to comply with relevant legislation and official guidance when producing jointed wood and wood-based products
3. Maintain safe working practices when producing jointed wood and wood-based products
4. Select the required quantity and quality of resources for the methods of work to produce jointed wood and wood-based products
5. Minimise the risk of damage to the work and surrounding area when producing jointed wood and wood-based products
6. Complete the work within the allocated time when producing jointed wood and wood-based products
7. Comply with the given contract information to produce jointed wood and wood-based products to the required specification

### Guided learning hours

It is recommended that **43** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standard 'Produce Jointed Wood and Wood-based Products' (VR 471)

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by ConstructionSkills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## **Unit 253**

# **Producing jointed wood and wood-based products in the workplace**

### **Outcome 1**

Interpret the given information relating to the work and resources when producing jointed wood and wood-based products

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. interpret and extract information from drawings, specifications, schedules, cutting lists, risk assessments and manufacturers' information
2. comply with information and/or instructions derived from risk assessments and method statement

#### **Underpinning knowledge**

The learner can:

1. state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
2. describe different types of information, their source and how they are interpreted in relation to drawings, specifications, schedules, cutting lists, risk assessments, manufacturers' information and legislation governing wood machining

## **Unit 253**

# **Producing jointed wood and wood-based products in the workplace**

## **Outcome 2**

Know how to comply with relevant legislation and official guidance when producing jointed wood and wood-based products

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe their responsibilities under current legislation and official guidance whilst working in the workplace, with tools, tooling and equipment, with materials and substances, movement of materials and by manual and mechanical lifting
2. describe the organisational security procedures for tools, equipment and personal belongings in relation to workplace, company and operative
3. state what the accident reporting procedures are and who is responsible for making reports

## **Unit 253**

# **Producing jointed wood and wood-based products in the workplace**

### **Outcome 3**

Maintain safe working practices when producing jointed wood and wood-based products

#### **Assessment Criteria**

##### **Practical Skills**

The learner can:

1. use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with all current legislation and approved Codes of Practice when producing jointed wood and wood-based products

##### **Underpinning knowledge**

The learner can:

1. explain why and when Personal Protective Equipment (PPE) should be used, relating to producing jointed wood and wood-based products, and the types, purpose and limitations of each type.
2. state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, accidents and other task-related hazards

## Unit 253

# Producing jointed wood and wood-based products in the workplace

### Outcome 4

Select the required quantity and quality of resources for the methods of work to produce jointed wood and wood-based products

#### Assessment Criteria

##### Practical Skills

The learner can:

1. select resources associated with own work in relation to materials, components, tools, tooling and equipment and dimensional control aids as appropriate

##### Underpinning knowledge

The learner can:

1. describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
  - jointing machinery
  - wood materials
  - wood based materials
  - lubricants
  - hand tools and ancillary equipment
2. state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
3. outline potential hazards associated with the resources and method of work
4. describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce jointed wood and wood-based products

## **Unit 253**

## **Producing jointed wood and wood-based products in the workplace**

### **Outcome 5**

Minimise the risk of damage to the work and surrounding area when producing jointed wood and wood-based products

#### **Assessment Criteria**

##### **Practical Skills**

The learner can:

1. protect the work, equipment and its surrounding area from damage in accordance with organisational procedures.
2. minimise damage and maintain a clean work space
3. remove waste in accordance with legislation

##### **Underpinning knowledge**

The learner can:

1. describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities and other occupations
2. state why the removal of waste should be carried out in relation to the work



## **Unit 253**

# **Producing profiled wood and wood-based products in the workplace**

### **Outcome 6**

Complete the work within the allocated time when producing jointed wood and wood-based products.

#### **Assessment Criteria**

##### **Practical Skills**

The learner can:

1. demonstrate completion of the work within the allocated time

##### **Underpinning knowledge**

The learner can:

1. state the purpose of the work programme and explain why deadlines should be kept in relation to:
  - types of progress charts, estimated times and deadlines
  - organisational procedures for reporting circumstances which will affect the work programme

## Unit 253

# Producing profiled wood and wood-based products in the workplace

## Outcome 7

Comply with the given contract information to produce jointed wood and wood-based products to the required specification

### Assessment Criteria

#### Practical Skills

The learner can:

1. demonstrate **work skills** when producing jointed wood and wood-based products
2. prepare, set up, operate and maintain **machines** to produce jointed wood and wood-based products to given working instructions
3. set up and change appropriate tooling to meet requirements
4. safely use and store hand tools and ancillary equipment

#### Underpinning knowledge

The learner can:

1. describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - prepare and set up the jointing machinery
  - operate the jointing machinery
  - maintain the jointing machinery
  - identify how damage to materials and machinery can be avoided
  - identify the correct use of lubricants
  - identify the compatibility of materials with machines
  - identify the relevant dimensional control aids and their uses
  - identify and report defects and discrepancies in materials and machines
  - set up and change appropriate tooling
  - identify the types and suitability of tooling
  - identify the scope and limitations of the machine
  - select the appropriate machine for the work to be carried out
  - use hand tools and equipment
2. state the needs of other occupations and how to communicate within a team when producing jointed wood and wood-based products
3. describe how to maintain the tools and equipment used when producing jointed wood and wood-based products

#### Work skills

Measuring, marking out, adjusting, fitting, finishing, positioning and securing

#### Machines - at least two of the following

Chisel morticer, chain morticer, slot morticer, dovetailer, vertical spindle moulder (attachments for dovetailing, finger jointing, stair trenching and tenoning

Stair router, single-end tenoner, double-end tenoner, round-end tenoner, router

# Unit 254      Producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery in the workplace

**Level: 2**

**Credit value: 22**

**UAN: H/600/8573**

## Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery in the workplace within the relevant sector of industry

## Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Interpret the given information relating to the work and resources when producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery
2. Know how to comply with relevant legislation and official guidance when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery
3. Maintain safe working practices when producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery
4. Select the required quantity and quality of resources for the methods of work to produce wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery
5. Minimise the risk of damage to the work and surrounding area when producing wood and wood-based products using computer numerically controlled/numerically controlled (CNC/NC) machinery
6. Complete the work within the allocated time when producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery
7. Comply with the given contract information to produce wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery to the required specification

## Guided learning hours

It is recommended that **73** hours should be allocated for this unit. This may be on a full-time or part-time basis.

## Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standard 'Produce Wood and Wood-based Products Using Computer Numerically Controlled/Numerically Controlled (CNC/NC) Machinery' (VR 472)

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Construction Skills

## Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

**Unit 254                    Producing wood and wood-based products  
using Computer Numerically  
Controlled/Numerically Controlled (CNC/NC)  
machinery in the workplace**

Outcome 1                    Interpret the given information relating to the work  
and resources when producing wood and wood-  
based products using Computer Numerically  
Controlled/Numerically Controlled (CNC/NC)  
machinery

**Assessment Criteria**

**Underpinning knowledge**

The learner can:

1. interpret and extract information from drawings, specifications, schedules, cutting lists, risk assessments and manufacturers' information
2. comply with information and/or instructions derived from risk assessments and method statement
3. state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
4. describe different types of information, their source and how they are interpreted in relation to drawings, specifications, schedules, cutting lists, risk assessments, manufacturers' information and legislation governing wood machining

**Unit 254                    Producing wood and wood-based products  
using Computer Numerically  
Controlled/Numerically Controlled (CNC/NC)  
machinery in the workplace**

Outcome 2                    Know how to comply with relevant legislation  
official guidance when producing wood and wood  
based products using computer controlled/  
numerically controlled (CNC/NC) machinery

**Assessment Criteria**

**Underpinning knowledge**

The learner can:

1. describe their responsibilities under current legislation and official guidance whilst working in the workplace, with tools, tooling and equipment, with materials, substances, with movement of materials and by manual and mechanical lifting
2. describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative
3. state what the accident reporting procedures are and who is responsible for making reports

**Unit 254                    Producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery in the workplace**

Outcome 3                    Maintain safe working practices when producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery

**Assessment Criteria**

**Practical Skills**

The learner can:

1. use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with all current legislation and approved Codes of Practice when producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery

**Underpinning knowledge**

The learner can:

1. explain why and when Personal Protective Equipment (PPE) should be used, relating to producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery, and the types, purpose and limitations of each type
2. state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, accidents and other task-related hazards

## **Unit 254            Producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery in the workplace**

Outcome 4            Select the required quantity and quality of resources for the methods of work to produce wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. select resources associated with own work in relation to materials, components, tools, tooling and equipment and dimensional control aids as appropriate

#### **Underpinning knowledge**

The learner can:

1. Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
  - CNC machinery
  - NC machinery
  - wood materials
  - wood-based materials
  - lubricants
  - hand tools and ancillary equipment
2. State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
3. Outline potential hazards associated with the resources and method of work
4. Describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery

**Unit 254                      Producing wood and wood-based products  
using Computer Numerically  
Controlled/Numerically Controlled (CNC/NC)  
machinery in the workplace**

Outcome 5                      Minimise the risk of damage to the work and  
surrounding area when producing wood and wood-  
based products using Computer Numerically  
Controlled/Numerically Controlled (CNC/NC)  
machinery

**Assessment Criteria**

**Practical Skills**

The learner can:

1. protect the work, equipment and its surrounding area from damage
2. minimise damage and maintain a clean work space
3. remove waste in accordance with legislation

**Underpinning knowledge**

The learner can:

1. describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities and other occupations
2. state why the removal of waste should be carried out in relation to the work



**Unit 254            Producing wood and wood-based products  
using Computer Numerically  
Controlled/Numerically Controlled (CNC/NC)  
machinery in the workplace**

Outcome 6            Complete the work within the allocated time when  
producing wood and wood-based products using  
Computer Numerically Controlled/Numerically  
Controlled (CNC/NC) machinery

**Assessment Criteria**

**Practical Skills**

The learner can:

1. demonstrate completion of the work within the allocated time

**Underpinning knowledge**

The learner can:

1. state the purpose of the work programme and explain why deadlines should be kept in relation to types of progress charts, estimated times, deadlines and organisational procedures for reporting circumstances which will affect the work programme

## Unit 254      Producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery in the workplace

Outcome 7      Comply with the given contract information to produce wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery to the required specification

### Assessment Criteria

#### Practical Skills

The learner can:

1. demonstrate the **work skills** when producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery
2. prepare, set up, operate and maintain CNC/NC **machines** to produce wood and wood-based products to given working instructions
3. set up and change appropriate tooling to meet the requirements
4. safely use and store hand tools and ancillary equipment

#### Underpinning knowledge

The learner can:

1. describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - prepare and set up the CNC/NC machinery
  - operate the CNC/NC machinery
  - maintain the CNC/NC machinery
  - identify the compatibility of materials with machines
  - identify how damage to materials and machines can be avoided
  - identify the correct use of lubricants
  - identify the relevant dimensional control aids and their uses
  - identify and report defects and discrepancies in materials and machines
  - set up and change appropriate tooling
  - identify the types and suitability of tooling
  - identify the scope and limitations of the machine
  - select the appropriate machine for the work to be carried out
  - use hand tools, power tools and equipment
2. state the needs of other occupations and how to communicate within a team when producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery.
3. describe how to maintain the tools and equipment used when producing wood and wood-based products using Computer Numerically Controlled/Numerically Controlled (CNC/NC) machinery

## **Range**

### **Work skills – demonstrate the following**

Measuring, marking out, adjusting, fitting, finishing, positioning and securing

### **CNC/NC Machines - (one from list A or two from list B)**

#### **List A:**

High-speed router, Window centre

#### **List B:**

Single-end tenoner, Double-end tenoner Panel saw Morticing machines Lathe  
Four-sided planer Sanding machine Boring machine Shaping machine  
Edge bander Spindle moulder Beam saw

## Unit 255

# Producing bored wood and wood-based products in the workplace

**Level: 2**

**Credit value: 10**

**UAN: M/600/8589**

### Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing bored wood and wood-based products in the workplace within the relevant sector of industry

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Interpret the given information relating to the work and resources when producing bored wood and wood-based products
2. Know how to comply with relevant legislation and official guidance when producing bored wood and wood-based products
3. Maintain safe working practices when producing bored wood and wood-based products
4. Select the required quantity and quality of resources for the methods of work to produce bored wood and wood-based products
5. Complete the work within the allocated time when producing bored wood and wood-based products
6. Comply with the given contract information to produce bored wood and wood-based products to the required specification

### Guided learning hours

It is recommended that **33** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standard 'Produce Bored Wood and Wood-based Products' (VR 474)

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by ConstructionSkills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## **Unit 255**

## **Producing bored wood and wood-based products in the workplace**

### **Outcome 1**

Interpret the given information relating to the work and resources when producing bored wood and wood-based products

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. interpret and extract information from drawings, specifications, schedules, cutting lists, risk assessments and manufacturers' information
2. comply with information and/or instructions derived from risk assessments and method statement
3. state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
4. describe different types of information, their source and how they are interpreted in relation drawings, specifications, schedules, cutting lists, risk assessments, manufacturers' information and legislation governing wood machining

## **Unit 255**

## **Producing bored wood and wood-based products in the workplace**

### **Outcome 2**

Know how to comply with relevant legislation and official guidance when producing bored wood and wood-based products

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe their responsibilities under current legislation and official guidance whilst working in the workplace, with tools, tooling and equipment, with materials and substances, movement of materials and by manual and mechanical lifting
2. describe the organisational security procedures for tools, equipment and personal belongings in relation to workplace, company and operative
3. state what the accident reporting procedures are and who is responsible for making reports

## **Unit 255**

# **Producing bored wood and wood-based products in the workplace**

## **Outcome 3**

Maintain safe working practices when producing bored wood and wood-based products

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with all current statutory legislation and approved codes of practice when producing bored wood and wood-based products

#### **Underpinning knowledge**

The learner can:

1. explain why and when Personal Protective Equipment (PPE) should be used, relating to producing bored wood and wood-based products, and the types, purpose and limitations of each type
2. state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, accidents and other task-related hazards

## Unit 255

# Producing bored wood and wood-based products in the workplace

### Outcome 4

Select the required quantity and quality of resources for the methods of work to bored wood and wood-based products

#### Assessment Criteria

##### Practical Skills

The learner can:

1. select resources associated with own work in relation to materials, components, tools, tooling and equipment and dimensional control aids as appropriate

##### Underpinning Knowledge

The learner can:

1. describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
  - boring machinery
  - wood materials
  - wood-based materials
  - lubricants
  - hand and ancillary equipment
2. state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
3. outline potential hazards associated with the resources and method of work



## **Unit 255**

## **Producing bored wood and wood-based products in the workplace**

### **Outcome 5**

Minimise the risk of damage to the work and surrounding area when producing bored and wood-based products

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. protect the work, equipment and its surrounding area from damage in accordance with organisational procedures
2. minimise damage and maintain a clean work space
3. remove waste in accordance with legislation

#### **Underpinning knowledge**

The learner can:

1. describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities and other occupations
2. state why the removal of waste should be carried out in relation to the work

## **Unit 255**

## **Producing bored wood and wood-based products in the workplace**

### **Outcome 6**

Complete the work within the allocated time producing bored wood and wood-based products

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. demonstrate completion of the work within the allocated time

#### **Underpinning knowledge**

The learner can:

2. state the purpose of the work programme and explain why deadlines should be kept in relation to types of progress charts, estimated times, deadlines and organisational procedures for reporting circumstances which will affect the work programme

## Unit 255

# Producing bored wood and wood-based products in the workplace

### Outcome 7

Comply with the given contract information produce bored wood and wood-based products to the required specification

#### Assessment Criteria

##### Practical Skills

The learner can:

1. demonstrate **work skills** when producing bored wood and wood-based products
2. prepare, set up, operate and maintain **machines** to produce bored wood and wood-based products to given working instructions
3. set up and change appropriate tooling to meet the requirement
4. safely use and store hand tools and ancillary equipment

##### Underpinning knowledge

The learner can:

1. describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - prepare and set up the boring machinery
  - operate the boring machinery
  - maintain the boring machinery
  - identify the compatibility of materials with machines
  - identify how damage to materials and machines can be avoided
  - identify the correct use of lubricants
  - identify the relevant dimensional control aids and their uses
  - identify and report defects and discrepancies in materials and machines
  - set up and change appropriate tooling
  - identify the types and suitability of tooling
  - identify the scope and limitations of the machine
  - select the appropriate machine for the work to be carried out
  - use hand tools and equipment.
2. state the needs of other occupations and how to communicate within a team when producing bored wood and wood-based products
3. describe how to maintain the tools and equipment used when producing bored wood and wood-based products

#### Range

##### Work skills – demonstrate the following:

Measuring, marking out, adjusting, fitting, finishing, positioning and securing

##### Machines - at least two of these categories

Single-head / multi-head machines

## Unit 256

# Producing and maintaining wood machining tooling in the workplace

**Level:** 2

**Credit value:** 11

**UAN:** K/600/8591

### Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing and maintaining wood machining tooling in the workplace within the relevant sector of industry

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Interpret the given information relating to the work and resources when producing and maintaining wood machining tooling
2. Know how to comply with relevant legislation and official guidance when producing and maintaining wood machining tooling
3. Maintain safe working practices when producing and maintaining wood machining tooling
4. Select the required quantity and quality of resources for the methods of work to produce and maintain wood machining tooling
5. Minimise the risk of damage to the work and surrounding area when producing and maintaining wood machining tooling
6. Complete the work within the allocated time when producing and maintaining wood machining tooling
7. Comply with the given contract information to produce and maintain wood machining tooling to the required specification

### Guided learning hours

It is recommended that **37** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standard 'Produce and Maintain Woodmachining Tooling' (VR 475)

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by ConstructionSkills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## **Unit 256            Producing and maintaining wood machining tooling in the workplace**

Outcome 1            Interpret the given information relating to the work and resources when producing and maintaining wood machining tooling

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. interpret and extract information from drawings, specifications, schedules, risk assessments and manufacturers' information.
2. comply with information and/or instructions derived from risk assessments and method statement.
3. state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
4. describe different types of information, their source and how they are interpreted in relation to drawings, specifications, schedules, risk assessments, manufacturers' information and legislation governing wood machining

## **Unit 256            Producing and maintaining wood machining tooling in the workplace**

Outcome 2            Know how to comply with relevant legislation and official guidance when producing and maintaining wood machining tooling

### **Assessment Criteria**

#### **Underpinning knowledge**

The learner can:

1. describe their responsibilities under current legislation and official guidance whilst working: in the workplace, with tools, tooling and equipment, with materials and substances, movement of materials and by manual and mechanical lifting
2. describe the organisational security procedures for tools, equipment and personal belongings in relation to workplace, company and operative
3. state what the accident reporting procedures are and who is responsible for making reports

## **Unit 256**

# **Producing and maintaining wood machining tooling in the workplace**

## **Outcome 3**

Maintain safe working practices when producing and maintaining wood machining tooling

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with all current statutory legislation and approved Codes of Practice when producing and maintaining wood machining tooling

#### **Underpinning knowledge**

The learner can:

2. explain why and when Personal Protective Equipment (PPE) should be used, relating to producing and maintaining wood machining tooling, and the types, purpose and limitations of each type.
3. state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, accidents and other task-related hazards

## Unit 256

## Producing and maintaining wood machining tooling in the workplace

### Outcome 4

Select the required quantity and quality of resources for the methods of work to produce and maintain wood machining tooling

#### Assessment Criteria

##### Practical Skills

The learner can:

1. select resources associated with own work in relation to materials, components, tools, tooling and equipment and dimensional control aids as appropriate

##### Underpinning Knowledge

The learner can:

1. describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
  - **grinding machinery**, templates/template maker, cutter blocks  
setting-up stands, balancing equipment, retaining and securing equipment, wheel dressing equipment, optical measuring devices, chip limiters, lubricants/coolants, hand and/or powered tools and equipment
2. state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
3. outline potential hazards associated with the resources and method of work.
4. describe how to calculate quantity, weight and wastage associated with the method/procedure to produce and maintain wood machining tooling

##### Range

###### Grinding machinery

bench/pedestal grinder, profile grinder, universal grinder, universal saw grinder, straight knife grinder



## **Unit 256**

## **Producing and maintaining wood machining tooling in the workplace**

### **Outcome 5**

Minimise the risk of damage to the work and surrounding area when producing and maintaining wood machining tooling

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. protect the work, equipment and its surrounding area from damage in accordance with organisational procedures
2. minimise damage and maintain a clean work space
3. remove waste in accordance with legislation

#### **Underpinning knowledge**

The learner can:

1. describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities and other occupations
2. state why the removal of waste should be carried out in relation to the work

## **Unit 256**

# **Producing and maintaining wood machining tooling in the workplace**

### **Outcome 6**

Complete the work within the allocated time when producing and maintaining wood machining tooling

#### **Assessment Criteria**

##### **Practical Skills**

The learner can:

1. demonstrate completion of the work within the allocated time

##### **Underpinning knowledge**

The learner can:

1. state the purpose of the work programme and explain why deadlines should be kept in relation to:
  - types of progress charts, timetables, estimated times and deadlines
  - organisational procedures for reporting circumstances which will affect the work programme

## Unit 256

# Producing and maintaining wood machining tooling in the workplace

## Outcome 7

Comply with the given contract information to produce and maintain wood machining tooling to the required specification

### Assessment Criteria

#### Practical Skills

The learner can:

1. demonstrate **work skills** when producing and maintaining wood machining tooling
2. produce the following tooling to meet the requirements of the given working instructions relating to:
  - moulding cutters
  - straight knives
3. maintain tooling (at least one of the following) to meet the requirements of the given working instructions relating to:
  - saws
  - drills
4. store tooling in the correct manner
5. safely use and store hand tools and ancillary equipment

#### Underpinning knowledge

The learner can:

1. describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - identify the operating systems for profiling machines and equipment
  - identify and report defects and discrepancies in materials and machines
  - identify how damage to tooling and machines can be avoided
  - identify how to produce and maintain tooling correctly
  - identify how to mount and set tooling correctly
  - identify the scope and limitations of the machine
  - select the appropriate machine for the work to be carried out
  - identify the wheel dressing/removing procedures
  - identify the types of abrasive wheel
  - store tooling correctly
  - identify the types and suitability of tooling
  - adopt the correct procedure for processing tooling
  - identify the principles of cutter development
  - use and apply chip limiters correctly
  - use hand tools and equipment
2. state the needs of other occupations and how to communicate within a team when producing and maintaining wood machining tooling
3. describe how to maintain the tools and equipment used when producing and maintaining wood machining tooling

## **Range**

### **Work skills – demonstrate the following:**

Measuring, marking out, fitting, finishing, positioning, balancing, securing and cleaning

# Unit 257      Dealing with product enquiries in the workplace

**Level:**            2  
**Credit value:** 10  
**UAN:**            T/600/9081

## Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in dealing with product enquiries in the workplace within the relevant sector of industry

## Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Provide relevant and accurate information to customers/colleagues relating to the work
2. Develop and maintain working relationships with customers/colleagues
3. Follow organisational procedures when dealing with a product enquiry
4. Comply with organisational procedures when dealing with difficult customer/colleague relationships
5. Ensure that customers/colleagues are informed on the progress of the enquiry
6. Ensure that reports and records meet the organisational requirements

## Guided learning hours

It is recommended that **33** hours should be allocated for this unit. This may be on a full-time or part-time basis.

## Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standard 'Deal With Product Enquiries'(VR 476)

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by ConstructionSkills

## Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 257

## Dealing with product enquiries in the workplace

### Outcome 1

Provide relevant and accurate information to customers / colleagues relating to the work

#### Assessment Criteria

##### Practical Skills

The learner can:

1. provide written and/or spoken information to customers/colleagues related to the products and services relevant to the work

##### Underpinning knowledge

The learner can:

1. describe the organisational procedures developed to provide accurate information relevant to the work in relation to:
  - providing information
  - solving information related problems
  - dealing with enquiries or complaints
  - dealing with internal or external customers
  - recording and reporting information concerning the enquiry or complaint
2. describe different types of information, their source and how they are interpreted in relation to:
  - written and/or spoken information
  - customer awareness related to relevant the products and services provided
3. describe the organisational procedures to solve problems with the information and why it is important they are followed

## **Unit 257**

## **Dealing with product enquiries in the workplace**

### **Outcome 2**

Develop and maintain working relationships with customers/colleagues

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. record meetings, conversations and correspondence with customers/colleagues, whilst maintaining confidentiality in accordance with organisational requirements

#### **Underpinning knowledge**

The learner can:

1. describe the organisational procedures for dealing with people within and outside the organisation who require products or services

## **Unit 257**

## **Dealing with product enquiries in the workplace**

### **Outcome 3**

Follow organisational procedures when dealing with a product enquiry

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. deal with product enquiries within the limits of given authority and organisational guidelines.
2. refer issues to the appropriate people when unable to deal with them

#### **Underpinning knowledge**

The learner can:

1. describe how to deal with enquiries and complaints relating to the products or services provided, within the limits of their authority and organisational guidelines, in relation to written and/or spoken correspondence from customers/colleagues



## **Unit 257**

## **Dealing with product enquiries in the workplace**

### **Outcome 4**

Comply with organisational procedures when dealing with difficult customer/colleague relationships

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. deal with difficulties in relationships with customers/colleagues within the limits of their authority

#### **Underpinning knowledge**

The learner can:

1. describe the organisational procedures to deal with difficulties in working relationships with customers

## **Unit 257**

## **Dealing with product enquiries in the workplace**

### **Outcome 5**

Ensure that customers/colleagues are informed on the progress of the enquiry

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. Inform customers/colleagues of any changes to the delivery of products and/or services

#### **Underpinning Knowledge**

The learner can:

1. describe how to carry out effective communications with customers, and the methods used, to inform them of any changes and the progress of the enquiry and/or complaint in relation to:
  - written
  - oral
  - visual
  - electronic

## **Unit 257**

## **Dealing with product enquiries in the workplace**

### **Outcome 6**

Ensure that reports and records meet the organisational requirements

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. report and record the actions taken to meet organisational requirements whilst dealing with the product enquiry

#### **Underpinning Knowledge**

The learner can:

1. describe the organisational procedures for reporting and recording how enquiries or complaints have been dealt with in accordance with statutory requirements
2. describe the methods for reporting and recording any problems that may have occurred

## Unit 258

# Maintaining machinery and equipment in the workplace

**Level:** 2

**Credit value:** 16

**UAN:** A/600/8594

### Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in maintaining machinery and equipment in the workplace within the relevant sector of industry

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Be able to interpret the given information relating to the work and resources when maintaining machinery and equipment
2. Know how to comply with relevant legislation and official guidance when maintaining machinery and equipment
3. Be able to maintain safe working practices when maintaining machinery and equipment
4. Be able to select the required quantity and quality of resources for the methods of work to maintain machinery and equipment
5. Be able to minimise the risk of damage to the work and surrounding area when maintaining machinery and equipment
6. Be able to Complete the work within the allocated time when maintaining machinery and equipment
7. Be able to comply with the given contract information to maintain machinery and equipment to the required specification

### Guided learning hours

It is recommended that **53** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standard 'Machinery and Equipment Maintenance' (VR 477)

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by ConstructionSkills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## **Unit 258**

## **Maintaining machinery and equipment in the workplace**

### **Outcome 1**

Interpret the given information relating to the work and resources when maintaining machinery and equipment

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. interpret and extract information from drawings, specifications, schedules, risk assessments and manufacturers' information
2. comply with information and/or instructions derived from risk assessments and method statement

#### **Underpinning Knowledge**

The learner can:

1. state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
2. describe different types of information, their source and how they are interpreted in relation to:
  - drawings, specifications, schedules, risk assessments, manufacturers' information and legislation governing wood machining

## **Unit 258                    Maintaining machinery and equipment in the workplace**

Outcome 2                    Know how to comply with relevant legislation and official guidance when maintaining machinery and equipment

### **Assessment Criteria**

#### **Underpinning Knowledge**

The learner can:

1. describe their responsibilities under current legislation and official guidance whilst working:
  - in the workplace, with tools, tooling and equipment, with materials and substances, movement of materials and manual and mechanical lifting
2. describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative
3. state what the accident reporting procedures are and who is responsible for making reports

## **Unit 258**

# **Maintaining machinery and equipment in the workplace**

## **Outcome 3**

Maintain safe working practices when maintaining machinery and equipment

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with all current statutory legislation and approved Codes of Practice when maintaining machinery and equipment

#### **Underpinning Knowledge**

The learner can:

1. explain why and when Personal Protective Equipment (PPE) should be used, relating to maintaining machinery and equipment, and the types, purpose and limitations of each type.
2. state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, accidents and other task-related hazards

## Unit 258

## Maintaining machinery and equipment in the workplace

### Outcome 4

Select the required quantity and quality of resources for the methods of work to maintain machinery and equipment

### Assessment Criteria

#### Practical Skills

The learner can:

1. describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
  - lubricants
  - hand and/or powered tools and equipment
2. select resources associated with own work in relation to materials, components, tools, tooling and equipment and dimensional control aids as appropriate

#### Underpinning Knowledge

The learner can:

1. state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
2. outline potential hazards associated with the resources and method of work.
3. describe how to calculate quantity associated with the method/procedure to maintain machinery and equipment



## **Unit 258**

## **Maintaining machinery and equipment in the workplace**

### **Outcome 5**

Minimise the risk of damage to the work and surrounding area when maintaining machinery and equipment

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. protect the work, equipment and its surrounding area from damage in accordance with organisational procedures
2. minimise damage and maintain a clean work space
3. remove waste in accordance with legislation

#### **Underpinning Knowledge**

The learner can:

1. describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities and other occupations
2. state why the removal of waste should be carried out in relation to the work

## **Unit 258**

## **Maintaining machinery and equipment in the workplace**

### **Outcome 6**

Complete the work within the allocated time when maintaining machinery and equipment

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. demonstrate completion of the work within the allocated time

#### **Underpinning Knowledge**

The learner can:

1. state the purpose of the work programme and explain why deadlines should be kept in relation to:
  - types of progress charts, estimated times and deadlines
  - organisational procedures for reporting circumstances which will affect the work programme

## Unit 258

## Maintaining machinery and equipment in the workplace

### Outcome 7

Comply with the given contract information to maintain machinery and equipment to the required specification

#### Assessment Criteria

##### Practical Skills

The learner can:

1. demonstrate **work skills** when maintaining machinery and equipment
2. prepare and maintain **wood machinery** and equipment in accordance with organisational/manufacturers routine service requirements
3. set up and change appropriate tooling to meet the requirements
4. safely use and store hand tools, portable power tools and ancillary equipment

##### Underpinning Knowledge

The learner can:

1. describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - prepare and maintain wood machinery
  - identify documentation and processing requirements
  - use and maintain maintenance logs as appropriate
  - identify machine principal parts and their functions
  - identify safe working limits of machines
  - identify defects and discrepancies
  - identify requirements of maintenance programmes
  - use and maintain hydraulics and pneumatics correctly
  - identify influencing factors and their implications
  - identify correct lubricants to meet the maintenance requirements
  - identify the techniques of risk assessment
  - use hand tools, power tools and equipment
2. state the needs of other occupations and how to communicate within a team when maintaining machinery and equipment.
3. describe how to maintain the tools and equipment used when maintaining machinery and equipment

##### Range

##### Work skills

Checking, cleaning, adjusting, lubricating, recording, repairing, replacing and testing

##### Wood machinery - for at least three of the following:

Sawing machinery Planing machinery Profiling machinery Jointing machinery Sanding machinery Boring machinery CNC/NC machinery

## Unit 259

# Producing edge treatment finishes to wood and wood-based products

**Level:** 2

**Credit value:** 11

**UAN:** F/600/8595

### Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing edge treatment finishes to wood and wood-based products in the workplace within the relevant sector of industry

### Learning outcome

There are **seven** learning outcomes to this unit. The learner will:

1. Be able to interpret the given information relating to the work and resources when producing edge treatment finishes to wood and wood-based products
2. Know how to comply with relevant legislation and official guidance when producing edge treatment finishes to wood and wood-based products
3. Be able to maintain safe working practices when producing edge treatment finishes to wood and wood-based products
4. Be able to select the required quantity and quality of resources for the methods of work to produce edge treatment finishes to wood and wood-based products
5. Be able to minimise the risk of damage to the work and surrounding area when producing edge treatment finishes to wood and wood-based products
6. Be able to complete the work within the allocated time when producing edge treatment finishes to wood and wood-based products
7. Be able to comply with the given contract information to produce edge treatment finishes to wood and wood-based products to the required specification

### Guided learning hours

It is recommended that **37** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standard 'Produce Edge Treatment Finishes to Wood and Wood-based Products'(VR 478)

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by ConstructionSkills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 259

# Producing edge treatment finishes to wood and wood-based products

### Outcome 1

Interpret the given information relating to the work and resources when producing edge treatment finishes to wood and wood-based products

### Assessment Criteria

#### Underpinning Knowledge

The learner can:

1. interpret and extract information from drawings, specifications, schedules, cutting lists, risk assessments and manufacturers' information
2. comply with information and/or instructions derived from risk assessments and method statement.
3. state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
4. describe different types of information, their source and how they are interpreted in relation to:
  - drawings, specifications, schedules, cutting lists, risk assessments, manufacturers' information and regulations governing wood machining

## Unit 259

# Producing edge treatment finishes to wood and wood-based products

### Outcome 2

Know how to comply with relevant legislation and official guidance when producing edge treatment finishes to wood and wood-based products

### Assessment Criteria

#### Underpinning Knowledge

The learner can:

1. *describe their responsibilities under current legislation and official guidance whilst working in the workplace*
  - with tools and equipment
  - with materials and substances
  - movement of materials
  - by manual and mechanical lifting
2. describe the organisational security procedures for tools, equipment and personal belongings in relation to workplace, company and operative
3. state what the accident reporting procedures are and who is responsible for making reports

## Unit 259

# Producing edge treatment finishes to wood and wood-based products

## Outcome 3

Maintain safe working practices when producing edge treatment finishes to wood and wood-based products

### Assessment Criteria

#### Practical Skills

The learner can:

1. use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with all current statutory legislation and approved Codes of Practice when producing edge treatment finishes to wood and wood-based products

#### Underpinning Knowledge

The learner can:

1. explain why and when Personal Protective Equipment (PPE) should be used, relating to producing edge treatment finishes to wood and wood-based products, and the types, purpose and limitations of each type
2. state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, accidents and other task-related hazards

## Unit 259

# Producing edge treatment finishes to wood and wood-based products

### Outcome 4

Select the required quantity and quality of resources for the methods of work to produce edge treatment finishes to wood and wood-based products

#### Assessment Criteria

##### Practical Skills

The learner can:

1. select resources associated with own work in relation to materials, components, tools, tooling and equipment and dimensional control aids as appropriate

##### Underpinning Knowledge

The learner can:

1. describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
  - edge treatment machinery
  - wood materials
  - wood-based materials
  - plastic materials
  - lubricants
  - adhesives
  - hand tools and ancillary equipment
2. state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
3. outline potential hazards associated with the resources and method of work.
4. describe how to calculate quantity, length, area and wastage associated with the method/procedure to produce edge treatment finishes to wood and wood-based products



## **Unit 259**

# **Producing edge treatment finishes to wood and wood-based products**

## **Outcome 5**

Minimise the risk of damage to the work and surrounding area when producing edge treatment finishes to wood and wood-based products

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. protect the work, equipment and its surrounding area from damage in accordance with organisational procedures
2. minimise damage and maintain a clean work space
3. remove waste in accordance with legislation

#### **Underpinning Knowledge**

The learner can:

1. describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions
2. state why the removal of waste should be carried out in relation to the work

## **Unit 259**

## **Producing edge treatment finishes to wood and wood-based products**

### **Outcome 6**

Complete the work within the allocated time when producing edge treatment finishes to wood and wood-based products

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. demonstrate completion of the work within the allocated time

#### **Underpinning Knowledge**

The learner can:

1. state the purpose of the work programme and explain why deadlines should be kept in relation to:
  - types of progress charts, timetables and estimated times
  - organisational procedures for reporting circumstances which will affect the work programme

## Unit 259

# Producing edge treatments finishes to wood and wood-based products

### Outcome 7

Comply with the given contract information to produce edge treatment finishes to wood and wood-based products to the required specification

#### Assessment Criteria

##### Practical Skills

The learner can:

1. demonstrate **work skills** when producing edge treatment finishes to wood and wood-based products
2. prepare, set up, operate and maintain an edgebander (single and/or double sided) to apply the following edge treatment finishes to wood and wood-based products to given working instructions:
  - solid lippings
  - profiled foil
3. set up and change appropriate tooling to meet the requirements
4. safely use and store hand tools and ancillary equipment

##### Underpinning Knowledge

The learner can:

1. describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - prepare and set up the edge treatment machinery
  - operate the edge treatment machinery
  - maintain the edge treatment machinery
  - identify the methods and precautions of the curing processes
  - prepare adhesives for application
  - identify the compatibility of materials with machines
  - identify how damage to materials and machines can be avoided
  - identify the correct use of lubricants
  - identify the relevant dimensional control aids and their uses
  - identify and report defects and discrepancies in materials and machines
  - set up and change appropriate tooling
  - identify the types and suitability of tooling
  - identify the scope and limitations of the machine
  - select the appropriate machine for the work to be carried out
  - use hand tools and equipment.
2. state the needs of other occupations and how to communicate within a team when producing edge treatment finishes to wood and wood-based products
3. describe how to maintain the tools and equipment used when producing edge treatment finishes to wood and wood-based products

##### Range

##### Work skills - demonstrate the following:

Measuring, marking out, adjusting, fitting, finishing, positioning and securing

## Unit 264

# Producing sanded wood and wood-based products in the workplace

**Level:** 2

**Credit value:** 10

**UAN:** K/600/8588

### Unit aim

The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in producing sanded wood and wood-based products in the workplace within the relevant sector of industry

### Learning outcome

There are **seven** learning outcomes to this unit. The learner will:

1. Be able to interpret the given information relating to the work and resources when producing sanded wood and wood-based products
2. Know how to comply with relevant legislation and official guidance when producing sanded wood and wood-based products
3. Be able to maintain safe working practices when producing sanded wood and wood-based products
4. Be able to select the required quantity and quality of resources for the methods of work to produce sanded wood and wood-based products
5. Be able to minimise the risk of damage to the work and surrounding area when producing sanded wood and wood-based products
6. Be able to complete the work within the allocated time when producing sanded wood and wood-based products
7. Be able to comply with the given contract information to produce sanded wood and wood-based products to the required specification

### Guided learning hours

It is recommended that **33** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is based on the National Occupational Standard 'Produce Sanded Wood and Wood-based Products' (VR 473)

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by ConstructionSkills

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## Unit 264

## Producing sanded wood and wood-based products in the workplace

### Outcome 1

Interpret the given information relating to the work and resources when producing sanded wood and wood-based products

### Assessment Criteria

#### Underpinning Knowledge

The learner can:

1. interpret and extract information from drawings, specifications, schedules, cutting lists, risk assessments and manufacturers' information
2. comply with information and/or instructions derived from risk assessments and method statement
3. state the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented
4. describe different types of information, their source and how they are interpreted in relation to:
  - drawings, specifications, schedules, cutting lists, risk assessments, manufacturers' information and legislation governing woodmachining

## **Unit 264**

# **Producing sanded wood and wood-based products in the workplace**

## **Outcome 2**

Know how to comply with relevant legislation and official guidance when producing sanded wood and wood-based products

### **Assessment Criteria**

#### **Underpinning Knowledge**

The learner can:

1. describe their responsibilities under current legislation and official guidance whilst working:
  - in the workplace, with tools, tooling and equipment, with materials and substances, movement of materials and by manual and mechanical lifting
2. describe the organisational security procedures for tools, equipment and personal belongings in relation to workplace, company and operative
3. state what the accident reporting procedures are and who is responsible for making reports

## **Unit 264**

# **Producing sanded wood and wood-based products in the workplace**

### **Outcome 3**

Maintain safe working practices when producing sanded wood and wood-based products

#### **Assessment Criteria**

##### **Practical Skills**

The learner can:

1. use Personal Protective Equipment (PPE) safely to carry out the activity in accordance with all statutory legislation and approved Codes of Practice when producing sanded wood and wood-based products

##### **Underpinning Knowledge**

The learner can:

1. explain why and when Personal Protective Equipment (PPE) should be used, relating to producing sanded wood and wood-based products, and the types, purpose and limitations of each type.
2. state how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries, accidents and other task-related hazards

## Unit 264

## Producing sanded wood and wood-based products in the workplace

### Outcome 4

Select the required quantity and quality of resources for the methods of work to produce sanded wood and wood-based products

### Assessment Criteria

#### Practical Skills

The learner can:

1. select resources associated with own work in relation to materials, components, tools, tooling and equipment and dimensional control aids as appropriate

#### Underpinning Knowledge

The learner can:

1. describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to:
  - sanding machinery/abrasives
  - wood materials
  - wood-based materials
  - lubricants
  - bondings
  - hand and ancillary equipment
2. state how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used
3. outline potential hazards associated with the resources and method of work



## **Unit 264**

## **Producing sanded wood and wood-based products in the workplace**

### **Outcome 5**

Minimise the risk of damage to the work and surrounding area when producing sanded wood and wood-based products

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. protect the work, equipment and its surrounding area from damage in accordance with organisational procedures.
2. minimise damage and maintain a clean work space
3. remove waste in accordance with legislation

#### **Underpinning Knowledge**

1. describe how to protect work and equipment from damage and the purpose of protection in relation to general workplace activities and other occupations
2. state why the removal of waste should be carried out in relation to the work

## **Unit 264**

# **Producing sanded wood and wood-based products in the workplace**

## **Outcome 6**

Complete the work within the allocated time when producing sanded wood and wood-based products

### **Assessment Criteria**

#### **Practical Skills**

The learner can:

1. demonstrate completion of the work within the allocated time

#### **Underpinning Knowledge**

1. state the purpose of the work programme and explain why deadlines should be kept in relation to:
  - types of progress charts, estimated times and deadlines
  - organisational procedures for reporting circumstances which will affect the work programme

## Unit 264

# Producing sanded wood and wood-based products in the workplace

## Outcome 7

Comply with the given contract information to produce sanded wood and wood-based products to the required specification

### Assessment Criteria

#### Practical Skills

The learner can:

1. demonstrate **work skills** when producing sanded wood and wood-based products
2. prepare, set up, operate and maintain at least two of the following machines to produce sanded wood and wood-based products to given working instructions:
  - wide belt sander
  - overhead narrow belt sander
  - disc sander
  - bobbin sander
  - linisher
  - profile sander
3. set up and change appropriate belts to meet the requirements
4. safely use and store hand tools and ancillary equipment

#### Underpinning Knowledge

1. describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to:
  - prepare and set up the sanding machinery
  - operate the sanding machinery
  - maintain the sanding machinery
  - identify how damage to the materials and machines can be avoided
  - identify the correct use of lubricants
  - identify the compatibility of materials with machines
  - identify the relevant dimensional control aids and their uses
  - identify and report defects and discrepancies in materials and machines
  - set up and change abrasives
  - identify types and suitability and construction of abrasives
  - identify the scope and limitations of the machine
  - select the appropriate machine for the work to be carried out
  - use hand tools and equipment
2. state the needs of other occupations and how to communicate within a team when producing sanded wood and wood-based products.
3. describe how to maintain the tools and equipment used when producing sanded wood and wood-based products

### Range

#### Work skills – demonstrate the following

Measuring, marking out, adjusting, fitting, finishing, positioning and securing

## 6. Assessment

### 6.1 Simulation

Simulation is generally not acceptable. The exceptions to this are:

- Dealing with emergencies
- Dealing with accidents
- Certain pre-approved real time simulators
- Limited other procedures that can not be practically performed in the workplace, and for which sufficient evidence can not be collected through other means.

Any simulation must be approved in advance by the External Verifier, and clear reasons must be given for its intended use. If approval is given, all Awarding Body guidance and requirements must be observed. Simulation should not be the primary source of a candidate's claim to competence

### 6.2 Expertise of Witnesses, Assessors and Verifiers

Third party 'witnesses' must also be competent to make judgements about the activity(ies) for which they are providing the testimony. As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Verifier.

#### **Assessors must:**

- Be registered and recognised by an approved centre
- Be competent to make qualitative judgements about the units they are assessing. Illustrations of competence could include the assessor:
  - Having achieved the award themselves
  - Having substantial demonstrable experience in the job roles they are assessing
  - Being in a day-to-day line management or quality assurance role with responsibility for the job roles they are assessing
- Be in possession of or working towards the A1/A2 award or hold the D32/33 award,
- Carry out their duties in accordance with the current NOS for Assessment, and in line with current guidance on assessment practice issued by the regulatory authorities and the appropriate Awarding Body
- Maintain appropriate evidence of development activities to ensure their assessment skills and occupational understanding are current (CPD)
- Have a working knowledge of awards and a full understanding of that part of the award for which they have responsibility. The Awarding Body will confirm this through examination of relevant CVs supported by relevant references.
- Be approved by the Awarding Body who must maintain records demonstrating how they meet the assessment strategy. The appointment of Assessors may require the prior approval of the Awarding Body.
- Meet any additional requirements as specified in the award specific annex.
- Meet any additional requirements as specified by the awarding body

**Internal Verifiers must:**

- Be registered and recognised by an approved centre
- Be in possession of or working towards the V1 award or hold the D34 award, as recommended by SQA/QCA and supported by an appropriate CPD record
- Carry out their duties in accordance with the current NOS for Verification, and in line with current guidance on verification practice issued by the regulatory authorities and the appropriate Awarding Body
- Maintain appropriate evidence of development activities to ensure their verification skills and occupational understanding are current (CPD)
- Have expertise and knowledge of awards and a full understanding of that part of the award for which they have responsibility. The Awarding Body will confirm this through examination of relevant CVs supported by relevant references.
- Be approved by the Awarding Body who must maintain records demonstrating how they meet the assessment strategy. The appointment of Internal Verifiers may require the prior approval of the Awarding Body.
- Meet any additional requirements as specified in the award specific annex.
- Meet any additional requirements as specified by the awarding body

**External Verifiers must:**

- Be registered and recognised by an approved Awarding Body
- Be familiar with and/or experienced in the relevant sector and/or context to be able to verify that candidate evidence has met the National Occupational Standards and the requirements of the appropriate Awarding Body.
- Be in possession of or be working towards the V2 or hold the D35 External Verifier Award. To be achieved within 12 months of registration in England, Wales and Northern Ireland.
- Carry out their duties in accordance with the current National Occupational Standards for Assessment and Verification and current guidance on best verification practice issued by the regulatory authorities and appropriate Awarding Body.
- Maintain appropriate evidence of development activities to ensure their verification skills and occupational awareness are current (CPD)
- Meet any additional requirements as specified in the award specific annex.
- Not work with any centre in which they have a personal or financial interest.
- Meet any additional requirements as specified by the awarding body

## 6.3 Evidence and Location of Assessment

**Evidence**

The majority of the Candidate's evidence should come from direct observations of competence in the real workplace, unless specified in the award specific annex. Other types of acceptable evidence include, but are not limited to:

- Witness Testimony (Details of acceptable witnesses are found in "Section 2: Expertise of Verifiers, Witnesses and Assessors")
- Logs/Diaries kept by Candidates
- Recorded answers to questions posed by the Assessor
- Recorded/Transcribed Interviews with the Candidate
- Recorded use of up-to-date commercial/industrial equipment
- e-portfolios and other forms of digital media
- Works documentation attributable to the candidate
- Both interim and final internal verification.

## Location of Assessment

Although the majority of the Candidate's evidence should come from direct observations of competence in the real work place, in exceptional circumstances simulation of the real workplace may be allowed. Occasions in which this may be approved are listed under "Section1: Simulation".

## 6.4 Enhanced Quality Control

The External Quality Control will be through enhanced external verification and enhanced internal verification the latter moderated or monitored by the External Verifier.

### Enhanced Internal Verification Strategy

All Internal Verifiers must provide evidence of having verified:

- Evidence supporting any key units (where specified in the award specific guidance) and evidence supporting at least one other unit from the award

**OR**

- The evidence supporting at least two distinct units (or as documented in the Award Specific Guidance) for each award per annum.

As well as:

- All evidence from all simulations/simulators
- Over time, an example of each unit the Assessor is qualified to assess
- Over time, an example of each assessment method used in the centre
- Evidence of internal verification

### Enhanced External Verification Strategy

External Verifiers must carry out regular risk assessments and subsequent statistical analysis for each of the centres for which they have verification responsibilities. Where problems are identified through this procedure, the External Verifier will take further measures to ensure that the centre is performing to an acceptable level.

This could include, but should not be limited to:

- Verifying a representative sample of candidates' work from each Assessor, covering all Assessors in the centre over an agreed period of time, including:
  - Evidence supporting any key units from the award (where specified in the award specific guidance)
  - Selected evidence supporting distinct units identified by the External Verifier in response to issues raised through risk assessment
  - All evidence from all simulations
- Verifying selected evidence of Internal Verification procedures identified by the External Verifier in response to issues raised through risk assessment
- Externally-set banks of questions and answers that will test the presence of "essential" knowledge and understanding for selected Candidates

## 7 Relationships to other qualifications

### Links to other qualifications and frameworks

City & Guilds has identified the connections to previous qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

These qualifications have connections to the:

<b>NQF qualification</b>		<b>Qualification</b>	
<b>POS Number/Title</b>		<b>POS Number/Title</b>	
5614-02	Level 2 NVQ in Making and Installing Furniture	5782-[10-26]	NVQ Diplomas in Furniture, Interiors and Woodmachining

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

**Centre Guide – Delivering International Qualifications** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

### **Providing City & Guilds qualifications – a guide to centre and qualification approval**

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

**Ensuring quality** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**  
Find out how to register and certificate candidates on line
- **Events**  
Contains dates and information on the latest Centre events
- **Online assessment**  
Contains information on how to register for GOLLA assessments.





## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	Exam entries Registrations/enrolment Certificates Invoices Missing or late exam materials Nominal roll reports Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	Exam entries Results Certification Missing or late exam materials Incorrect exam papers Forms request (BB, results entry) Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	Results Entries Enrolments Invoices Missing or late exam materials Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	Re-issue of password or username Technical problems Entries Results GOLA Navigation User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	Employer solutions Mapping Accreditation Development Skills Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	Logbooks Centre documents Forms Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)