

Level 3 Diplomas in [Furniture, Interiors and Wood Machining] (5782-30-42)

Qualification handbook for centres



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Level 3 Diplomas in [Furniture, Interiors and Wood Machining] (5782-[30-42])

Qualification handbook for centres

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Qualification title	Number	Ofqual ref.
Level 3 NVQ Diploma in Furniture Making - Contemporary	5782-30	500/8982/1
Level 3 NVQ Diploma in Furniture Making - Traditional	5782-31	500/8982/1
Level 3 NVQ Diploma in Furniture Making - Mattress manufacture	5782-32	500/8982/1
Level 3 NVQ Diploma in Furniture Making - Veneering	5782-33	500/8982/1
Level 3 NVQ Diploma in Design in the Furniture, Furnishings and Interiors Industry	5782-34	500/8980/8
Level 3 NVQ Diploma in Finishing Furniture	5782-35	500/8981/X
Level 3 NVQ Diploma in Fitted Furniture and Interiors - Fitted furniture and interiors	5782-36	500/9662/X
Level 3 NVQ Diploma in Fitted Furniture and Interiors - Kitchen fitting	5782-37	500/9662/X
Level 3 NVQ Diploma in Restoring Furniture	5782-38	500/9045/8
Level 3 NVQ Diploma in Supervision in the Furniture, Furnishings and Interiors Industry	5782-39	500/8983/3
Level 3 NVQ Diploma in Upholstery and Soft Furnishings - Upholstery	5782-40	500/9995/4
Level 3 NVQ Diploma in Upholstery and Soft Furnishings - Fabric wall coverings and tented ceilings	5782-41	500/9995/4
Level 3 NVQ Diploma in Upholstery and Soft Furnishings - Soft furnishings	5782-42	500/9995/4

Version and date	Change detail	Section
3.4 August 2017	Added TQT details	Qualification at a glance, Structure
	Deleted QCF	Throughout
3.3 March 2014	Amend date, unit titles and formatting	Introduction, Error! Reference source not found., Unit list, Unit titles

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Unit 329	Plan and manage design work	209
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1 About this document

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

Qualification titles and levels	GLH	TQT	City & Guilds qualification numbers	Ofqual accreditation numbers	Last registration date	Last certification date
Level 3 NVQ Diploma in Furniture Making - Contemporary	191	500	5782-30	500/8982/1	31/10/2014	31/10/2017
Level 3 NVQ Diploma in Furniture Making - Traditional	191	500	5782-31	500/8982/1	31/10/2014	31/10/2017
Level 3 NVQ Diploma in Furniture Making - Mattress manufacture	191	500	5782-32	500/8982/1	31/10/2014	31/10/2017
Level 3 NVQ Diploma in Furniture Making - Veneering	191	500	5782-33	500/8982/1	31/10/2014	31/10/2017
Level 3 NVQ Diploma in Design in the Furniture, Furnishings and Interiors Industry	268	600	5782-34	500/8980/8	31/10/2014	31/10/2017
Level 3 NVQ Diploma in Finishing Furniture	218	520	5782-35	500/8981/X	31/10/2014	31/10/2017
Level 3 NVQ Diploma in Fitted Furniture and Interiors - Fitted furniture and interiors	239	550	5782-36	500/9662/X	31/10/2014	31/10/2017
Level 3 NVQ Diploma in Fitted Furniture and Interiors - Kitchen fitting	239	550	5782-37	500/9662/X	31/10/2014	31/10/2017
Level 3 NVQ Diploma in Restoring Furniture	196	590	5782-38	500/9045/8	31/10/2014	31/10/2017
Level 3 NVQ Diploma in Supervision in the Furniture, Furnishings and Interiors Industry	203	460	5782-39	500/8983/3	31/10/2014	31/10/2017

Level 3 NVQ Diploma in Upholstery and Soft Furnishings - Upholstery	139	440	5782-40	500/9995/4	31/10/2014	31/10/2017
Level 3 NVQ Diploma in Upholstery and Soft Furnishings - Fabric wall coverings and tented ceilings	139	440	5782-41	500/9995/4	31/10/2014	31/10/2017
Level 3 NVQ Diploma in Upholstery and Soft Furnishings - Soft furnishings	139	440	5782-42	500/9995/4	31/10/2014	31/10/2017

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 qualification

2.1 Accreditation details

Accreditation details

This qualification is

- accredited by Ofqual

2 About the qualifications

2.2 Aims of the qualifications

The qualification is 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 within the Level 3 NVQ Diploma in Furniture, Interiors and Woodmachining.

2 About the qualification

2.3 Rules of combination

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

The following tables outline the unit title, unit number, credit value, mandatory/optional and accreditation unit reference.

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

- Group A - Mandatory
- Groups B1 to B13 – Pathway Mandatory
- Groups C or C1 – Optional Groups

POS	Mandatory Group	Pathway Mandatory	Optional Group
5782-30	A – 27 credits	B1 - 21 credits	C – minimum of 14 credits
5782-31	A – 27 credits	B2 – 13 credits	C – minimum of 14 credits
5782-32	A – 27 credits	B3 – 9 credits	C – minimum of 14 credits
5782-33	A – 27 credits	B4 – 14 credits	C – minimum of 14 credits
5782-34	A – 27 credits	B5 – 19 credits	C – minimum of 14 credits
5782-35	A – 27 credits	B6 – 11 credits	C – minimum of 14 credits
5782-36	A – 27 credits	B7 – 18 credits	C – minimum of 14 credits
5782-37	A – 27 credits	B8 – 14 credits	C – minimum of 14 credits
5782-38	A – 27 credits	B9 – 18 credits	C – minimum of 14 credits
5782-39	A – 27 credits	B10 – 5 credits	C – minimum of 14 credits
5782-40	A – 27 credits	B11 – 19 credits	C – minimum of 9 credits
5782-41	A – 27 credits	B12 – 8 credits	C – minimum of 9 credits
5782-42	A – 27 credits	B13 – 20 credits	C1 – minimum of 9 credits

Mandatory Group A

City & Guilds unit number	Unit title	Credit Value
301	Evaluate and develop own skills and expertise in furniture and related industries	10
302	Improve process and quality control in a commercial environment	10
303	Monitor and maintain a healthy and safe working environment	7

Level 3 NVQ Diploma in Furniture Making - Contemporary

To achieve the Level 3 NVQ Diploma in Furniture Making - Contemporary, learners must achieve all three units (27 credits) in Group A, the single unit (21 credits) in Group B1 and a minimum of 14 credits from Group C. The total minimum credit value of this qualification is 62.

Group B1

City & Guilds unit number	Unit title	Credit Value
331	Complete complex production furniture	21

Level 3 NVQ Diploma in Furniture Making - Traditional

To achieve the Level 3 NVQ Diploma in Furniture Making - Traditional, learners must achieve all three units (27 credits) in Group A, the single unit (13 credits) in Group B2 and a minimum of 14 credits from Group C. The total minimum credit value of this qualification is 54.

Group B2

City & Guilds unit number	Unit title	Credit Value
306	Cut and assemble hand-crafted furniture	13

Level 3 NVQ Diploma in Furniture Making – Mattress Manufacture

To achieve the Level 3 NVQ Diploma in Furniture Making – Mattress Manufacture, learners must achieve all three units (27 credits) in Group A, the single unit (9 credits) in Group B3 and a minimum of 14 credits from Group C. The total minimum credit value of this qualification is 50.

Group B3

City & Guilds unit number	Unit title	Credit Value
310	Completing mattress finishing operations in furniture and related industries	9

Level 3 NVQ Diploma in Furniture Making – Veneering

To achieve the Level 3 NVQ Diploma in Furniture Making – Veneering, learners must achieve all three units (27 credits) in Group A, the single unit (14 credits) in Group B4 and a minimum of 14 credits from Group C. The total minimum credit value of this qualification is 55.

Group B4

City & Guilds unit number	Unit title	Credit Value
345	Apply decorative veneers using hand laid and mechanical pressing methods	14

Level 3 NVQ Diploma in Design in the furniture, furnishings and interiors industry

To achieve the Level 3 NVQ Diploma in Design in the furniture, furnishings and interiors industry, learners must achieve all three units (27 credits) in Group A, the single unit (19 credits) in Group B5 and a minimum of 14 credits from Group C. The total minimum credit value of this qualification is 60.

Group B5

City & Guilds unit number	Unit title	Credit Value
320	Produce furniture design prototypes	19

Level 3 NVQ Diploma in Finishing Furniture

To achieve the Level 3 NVQ Diploma in Finishing Furniture, learners must achieve all three units (27 credits) in Group A, the single unit (11 credits) in Group B6 and a minimum of 14 credits from Group C. The total minimum credit value of this qualification is 52.

Group B6

City & Guilds unit number	Unit title	Credit Value
334	Finish furniture by modern and traditional polishing	11

Level 3 NVQ Diploma in Fitted Furniture and Interiors – Fitted Furniture & Interiors

To achieve the Level 3 NVQ Diploma in Fitted Furniture and Interiors – Fitted furniture and interiors, learners must achieve all three units (27 credits) in Group A, the single unit (18 credits) in Group B7 and a minimum of 14 credits from Group C. The total minimum credit value of this qualification is 59.

Group B7

City & Guilds unit number	Unit title	Credit Value
333	Secure furniture components in complex locations	18

Level 3 NVQ Diploma in Fitted Furniture and Interiors – Kitchen Fitting

To achieve the Level 3 NVQ Diploma in Fitted Furniture and Interiors – Kitchen Fitting, learners must achieve all three units (27 credits) in Group A, the single unit (14 credits) in Group B8 and a minimum of 14 credits from Group C. The total minimum credit value of this qualification is 55.

Group B8

City & Guilds unit number	Unit title	Credit Value
324	Install complex work surfaces	14

Level 3 NVQ Diploma in Restoring Furniture

To achieve the Level 3 NVQ Diploma in Restoring Furniture, learners must achieve all three units (27 credits) in Group A, the single unit (18 credits) in Group B9 and a minimum of 14 credits from Group C. The total minimum credit value of this qualification is 59.

Group B9

City & Guilds unit number	Unit title	Credit Value
304	Evaluate and specify furniture making restoration requirements	18

Level 3 NVQ Diploma in Supervision in the Furniture, furnishings and interiors industry

To achieve the Level 3 NVQ Diploma in Supervision in the Furniture, furnishings and interiors industry, learners must achieve all three units (27 credits) in Group A, the single unit (5 credits) in Group B10 and a minimum of 14 credits from Group C. The total minimum credit value of this qualification is 46.

Group B10

City & Guilds unit number	Unit title	Credit Value
337	Allocate and check your team's work	5

Level 3 NVQ Diploma in Upholstery and Soft Furnishings - Upholstery

To achieve the Level 3 NVQ Diploma in Upholstery and Soft Furnishings - Upholstery, learners must achieve all three units (27 credits) in Group A, the single unit (19 credits) in Group B11 and a minimum of 9 credits from Group C. The total minimum credit value of this qualification is 55.

Group B11

City & Guilds unit number	Unit title	Credit Value
320	Produce furniture design prototypes	19

Level 3 NVQ Diploma in Upholstery and Soft Furnishings – Fabric Wall Coverings and Tented Ceilings

To achieve the Level 3 NVQ Diploma in Upholstery and Soft Furnishings – Fabric Wall Coverings and Tented Ceilings, learners must achieve all three units (27 credits) in Group A, the single unit (8 credits) in Group B12 and a minimum of 9 credits from Group C. The total minimum credit value of this qualification is 44.

Group B12

City & Guilds unit number	Unit title	Credit Value
325	Prepare and cut materials for fabric wall coverings and tented ceilings	8

Level 3 NVQ Diploma in Upholstery and Soft Furnishings – Soft Furnishings

To achieve the Level 3 NVQ Diploma in Upholstery and Soft Furnishings – Soft Furnishings, learners must achieve all three units (27 credits) in Group A, the single unit (20 credits) in Group B13 and a minimum of 9 credits from Group C1. The total minimum credit value of this qualification is 56.

Group B13

City & Guilds unit number	Unit title	Credit Value
346	Evaluate and specify requirements for making soft furnishings	20

Optional Group C

City & Guilds unit number	Unit title	Credit Value
304	Evaluate and specify furniture making restoration requirements	18
305	Selection and preparation of decorative and specialist veneers in furniture and related industries	18
306	Cut and assemble hand-crafted furniture	13
307	Attach doors, drawers and fittings to high specification hand-crafted furniture	17
308	Fit and finish top covers	11
309	Install and dress soft furnishings	11
310	Completing mattress finishing operations in furniture and related industries	9

311	Develop and present suitable design responses	13
312	Clarify design briefs and research information	17
313	Replicate and restore wooden components of furniture	15
314	Improve the customer relationship	14
315	Define and develop standard operating procedures within the furniture, furnishings and interiors industry	10
316	Provide technical advice on furniture manufacture operations	15
317	Configure furniture production equipment for operation	7
318	Produce and maintain jigs and templates	8
319	Solve and prevent furniture manufacture problems	15
320	Produce furniture design prototypes	19
321	Produce furniture production specifications	9
322	Operate CAD equipment	10
323	Quality assure and co-ordinate furniture placements	5
324	Install complex work surfaces	14

325	Prepare and cut materials for fabric wall coverings and tented ceilings	8
326	Produce seamed wall panels and tented ceilings	8
327	Remove fabric wall panels and tented ceilings	9
328	Construct upholstery foundations	17
329	Plan and manage design work	17
330	Sell and promote designs and design services	10
331	Complete complex production furniture	21
332	Collect and research information to support furniture restoration and repair commissions	16
333	Secure furniture components in complex locations	18
334	Finish furniture by modern and traditional polishing	11
335	Conduct a health and safety risk assessment of a Furniture/interiors-related workplace	8
336	Make sure your own actions within the Furniture/interiors- related workplace aim to protect the environment	7
337	Allocate and check your team's work	5
338	Manage and motivate work teams	5

339	Encourage new ideas and innovation amongst the work team	4
340	Produce advanced bed treatments in furniture and related industries	13
341	Produce complex shaped cushions and padded items	10
342	Produce advanced loose covers	15
343	Produce and install advanced window treatments	17
344	Replace fabric wall panels and tented ceilings	17
345	Apply decorative veneers using hand laid and mechanical pressing methods	14
346	Evaluate and specify requirements for making soft furnishings	20
347	Evaluate and specify requirements for making hand-crafted furniture	20

Optional Group C1 – to be used with Group B13 only.

City & Guilds unit number	Unit title	Credit Value
308	Fit and finish top covers	11
309	Install and dress soft furnishings	11
311	Develop and present suitable design responses	13

312	Clarify design briefs and research information	17
314	Improve the customer relationship	14
315	Define and develop standard operating procedures within the furniture, furnishings and interiors industry	10
325	Prepare and cut materials for fabric wall coverings and tented ceilings	8
326	Produce seamed wall panels and tented ceilings	8
327	Remove fabric wall panels and tented ceilings	9
329	Plan and manage design work	17
330	Sell and promote designs and design services	10
335	Conduct a health and safety risk assessment of a Furniture/interiors-related workplace	8
336	Make sure your own actions within the Furniture/interiors- related workplace aim to protect the environment	7
337	Allocate and check your team's work	5
338	Manage and motivate work teams	5
339	Encourage new ideas and innovation amongst the work team	4
340	Produce advanced bed treatments in furniture and related industries	13

341	Produce complex shaped cushions and padded items	10
342	Produce advanced loose covers	15
343	Produce and install advanced window treatments	17

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.

Title and level	GLH	TQT
Level 3 NVQ Diploma in Furniture Making - Contemporary	191	500
Level 3 NVQ Diploma in Furniture Making - Traditional	191	500
Level 3 NVQ Diploma in Furniture Making - Mattress manufacture	191	500
Level 3 NVQ Diploma in Furniture Making - Veneering	191	500
Level 3 NVQ Diploma in Design in the Furniture, Furnishings and Interiors Industry	268	600
Level 3 NVQ Diploma in Finishing Furniture	218	520
Level 3 NVQ Diploma in Fitted Furniture and Interiors - Fitted furniture and interiors	239	550
Level 3 NVQ Diploma in Fitted Furniture and Interiors - Kitchen fitting	239	550
Level 3 NVQ Diploma in Restoring Furniture	196	590
Level 3 NVQ Diploma in Supervision in the Furniture, Furnishings and Interiors Industry	203	460
Level 3 NVQ Diploma in Upholstery and Soft Furnishings - Upholstery	139	440
Level 3 NVQ Diploma in Upholstery and Soft Furnishings - Fabric wall coverings and tented ceilings	139	440
Level 3 NVQ Diploma in Upholstery and Soft Furnishings - Soft furnishings	139	440

2 About the qualifications

2.4 Relevant sources of information

Related publications

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

Publication	Available from
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	www.cityandguilds.com	This is the main website for finding out about the City & Guilds group, accessing qualification information and publications.
Walled Garden	www.walled-garden.com	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
learnersupport@cityandguilds.com	all learner enquiries, including <ul style="list-style-type: none"> • requesting a replacement certificate • information about our qualification • finding a centre.
centresupport@cityandguilds.com	all centre enquiries
walledgarden@cityandguilds.com	all enquiries relating to the Walled Garden, including <ul style="list-style-type: none"> • setting up an account • resetting passwords.

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 3 Furniture, in Supporting the Production of Furniture and Furnishings (5614-01) may apply for approval for the new Level 3 Furniture, Interiors & Wood Machining (5782-[30-42]) 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 Centre requirements

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-[30-42]

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

3 Centre requirements

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 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 number	Title	Unit number	Credit Value	GLH	Level
301	Evaluate and develop own skills and expertise in furniture and related industries	F/600/8290	10	41	3
302	Improve process and quality control in a commercial environment	T/600/8335	10	41	3
303	Monitor and maintain a healthy and safe working environment	A/600/8384	7	30	3
304	Evaluate and specify furniture making restoration requirements	T/600/8299	18	70	3
305	Selection and preparation of decorative and specialist veneers in furniture and related industries	A/600/8305	18	75	3
306	Cut and assemble hand-crafted furniture	L/600/8311	13	60	3
307	Attach doors, drawers and fittings to high specification hand-crafted furniture	D/600/8314	17	57	3
308	Fit and finish top covers	L/600/8440	11	37	3
309	Install and dress soft furnishings	R/600/8441	11	37	3
310	Completing mattress finishing operations in furniture and related industries	F/600/8399	9	13	3
311	Develop and present suitable design	J/600/8324	13	53	3

	responses				
312	Clarify design briefs and research information	D/600/8328	17	59	3
313	Replicate and restore wooden components of furniture	D/600/8331	15	63	3
314	Improve the customer relationship	K/600/8333	14	55	3
315	Define and develop standard operating procedures within the furniture, furnishings and interiors industry	F/600/8337	10	33	3
316	Provide technical advice on furniture manufacture operations	L/600/8339	15	49	3
317	Configure furniture production equipment for operation	L/600/8342	7	32	3
318	Produce and maintain jigs and templates	R/600/8343	8	16	3
319	Solve and prevent furniture manufacture problems	Y/600/8344	15	47	3
320	Produce furniture design prototypes	H/600/8346	19	90	3
321	Produce furniture production specifications	K/600/8347	9	30	3
322	Operate CAD equipment	M/600/8348	10	46	3
323	Quality assure and co-ordinate furniture placements	K/600/8350	5	25	3
324	Install complex work surfaces	J/600/8369	14	61	3
325	Prepare and cut materials for fabric wall coverings and tented ceilings	D/600/9771	8	27	3
326	Produce seamed wall panels and tented ceilings	H/600/9772	8	27	3
327	Remove fabric wall panels and tented ceilings	K/600/9773	9	39	3
328	Construct upholstery foundations	A/600/8370	17	41	3
329	Plan and manage design work	F/600/8371	17	65	3
330	Sell and promote designs and design services	J/600/8372	10	40	3
331	Complete complex production furniture	R/600/8374	21	45	3
332	Collect and research information to support furniture restoration and repair commissions	Y/600/8375	16	60	3
333	Secure furniture components in complex locations	H/600/8377	18	95	3
334	Finish furniture by modern and traditional polishing	M/600/8379	11	40	3
335	Conduct a health and safety risk assessment of a Furniture/interiors-related workplace	H/600/8380	8	36	3
336	Make sure your own actions within the Furniture/interiors- related	M/600/8382	7	30	3

	workplace aim to protect the environment				
337	Allocate and check your team's work	D/600/8491	5	24	3
338	Manage and motivate work teams	H/600/8492	5	24	3
339	Encourage new ideas and innovation amongst the work team	K/600/8493	4	18	3
340	Produce advanced bed treatments in furniture and related industries	J/600/8467	13	40	3
341	Produce complex shaped cushions and padded items	Y/600/8442	10	33	3
342	Produce advanced loose covers	D/600/8443	15	33	3
343	Produce and install advanced window treatments	H/600/8444	17	33	3
344	Replace fabric wall panels and tented ceilings	M/600/9774	17	66	3
345	Apply decorative veneers using hand laid and mechanical pressing methods	T/600/8402	14	63	3
346	Evaluate and specify requirements for making soft furnishings	M/600/8463	20	75	3
347	Evaluate and specify requirements for making hand-crafted furniture	R/600/8293	20	75	3

Unit 301

Evaluate and develop own skills and expertise in furniture and related industries

Level: 3
Credit value: 10
UAN: F/600/8290

Unit aim

This unit requires competences in evaluating and developing your own skills and expertise

Learning outcomes

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

1. Evaluate own skills and expertise
2. Know how to evaluate own skills and expertise
3. Develop own skills and expertise

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 301

Evaluate and develop own skills and expertise in furniture and related industries

Outcome 1

Be able to evaluate own skills and expertise

Assessment Criteria

Practical Skills

The learner can:

1. clarify sources of information on **current professional standards**
2. assess own skills and expertise against **current standards**
3. seek constructive feedback on how own skills and expertise match **current standards**
4. identify areas for development to maintain and improve own skills and expertise
5. prioritise **development goals** against personal and employment requirements
6. **evaluate** own skills and expertise regularly

Range

Evaluation/evaluate

Evaluation is the systematic assessment of skills and expertise in order to compare them against preferred, professional standard and identify areas for improvement

Current professional standards

Every profession and occupation develops expectations about good professional practice. These may or may not be set down. In the furniture, furnishings and interiors sector the national occupational standards provide clear and current specifications of high quality practice and different professional bodies may also have expectations built up and discussed through peer group meetings. In addition, the Health and Safety Executive publishes guidelines on standards of practice in relation to specific health and safety issues.

Development goals

Development goals may be in terms of maintaining a current standard (e.g. by finding opportunities to practice a skill) or improving skills and expertise to raise current performance.

Unit 301

Evaluate and develop own skills and expertise in furniture and related industries

Outcome 2

Know how to evaluate own skills and expertise

Assessment Criteria

Underpinning knowledge

The learner can:

1. evaluate sources of information on standards and how they can be accessed
2. evaluate information required to carry out an objective assessment
3. explain how to obtain and use constructive feedback
4. explain the importance of setting priorities
5. clarify the importance of regular self-evaluation in order to maintain and develop skills and expertise

Unit 301

Evaluate and develop own skills and expertise in furniture and related industries

Outcome 3

Be able to develop own skills and expertise

Assessment Criteria

Practical Skills

The learner can:

1. assess time and resources required to meet **development goals**
2. define and use development methods:
 - suited to own goals and learning preferences
 - achievable within the resources available
3. review progress and the effectiveness of the **development methods** chosen
4. adjust the **development methods** used in order to meet own goals
5. select and use support to help meet own goals
6. judge the time and other resources that will be needed
7. define why it is important to take your own learning preferences into account when choosing a development method that will work for you
8. summarise the importance of reviewing own progress
9. ensure that the development method chosen is working
10. compare support that is available for own development through:
 - learning/training providers
 - employers
 - peers
 - professional bodies
 - others

Range

Development goals

Development goals may be in terms of maintaining a current standard (e.g. by finding opportunities to practice a skill) or improving skills and expertise to raise current performance

Development methods

Development methods could include, among other things, self-guided practice and study, attendance at courses and other forms of structured learning opportunity, making use of reference materials and/or seeking advice and support from a mentor.

Unit 302

Improve process and quality control in a commercial environment

Level: 3

Credit value: 10

UAN: T/600/8335

Unit aim

To develop competence required to improve quality and workflow in a commercial environment in the furniture and interiors industry.

Learning outcomes

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

1. Identify and suggest improvements in the workplace
2. Know how to identify and suggest improvements in the workplace
3. Identify potential developments and suggest improvements
4. Know how to identify potential developments and present the information

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 302

Improve process and quality control in a commercial environment

Outcome 1

Be able to identify and suggest improvements in the workplace

Assessment Criteria

Practical Skills

The learner can:

1. monitor and review quality control methods in the workplace
2. monitor and review work **procedures** and **work objectives**
3. identify developments in work processes and quality
4. recommend potential developments to the existing work system
5. ensure that these recommendations can be realistically achieved using available **resources**
6. submit recommendations to relevant **others** in the organisation
7. check that these developments meet all current health and safety considerations

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. Standards of performance

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

Resources

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

- methods for identifying improvements
- quality control, analysis methods
- methods of review
- information, documentation and specifications
- materials
- tools
- equipment

Others

People who are either working with the individual or are directly affected by his/her work. This includes colleagues and line management. Those in the organisation who have the authority to change procedures/practice.

Unit 302

Improve process and quality control in a commercial environment

Outcome 2

Know how to identify and suggest improvements in the workplace

Assessment Criteria

Underpinning knowledge

The learner can:

1. summarise methods of monitoring quality control in the work operation
2. clarify methods of monitoring work processes in the operation
3. summarise other methods of monitoring quality and work processes
4. clarify current standards of workplace performance
5. explain how to review information against current standards of performance
6. summarise how to present information gained from the analysis of workplace performance
7. clarify whom the information should be presented to in the organisation
8. explain current health and safety considerations in the workplace

Unit 302

Improve process and quality control in a commercial environment

Outcome 3

Be able to identify potential developments and suggest improvements

Assessment Criteria

Practical Skills

The learner can:

1. collect information and feedback on current working practices and **procedures**
2. assess current working practices and **procedures** against agreed standards of performance
3. identify opportunities for improving current working practices and procedures
4. make realistic suggestions for improvements to working practices and **procedures**
5. demonstrate the benefits that could be achieved from improvements
6. present suggestions for improvement in accordance with organisational **procedures**
7. consider current health and safety guidelines

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. Standards of performance.

Unit 302

Improve process and quality control in a commercial environment

Outcome 4

Know how to identify potential developments and present the information

Assessment Criteria

Underpinning knowledge

The learner can:

1. clarify methods of collecting information on current working practice and procedures
2. summarise sources of information on working practices and procedures within the organisation
3. explain how to compare the information against agreed standards of performance
4. summarise current work improvement techniques and methods
5. clarify how to present the information showing the benefits to be gained
6. clarify whom the information should be presented to in the organisation
7. explain current health and safety considerations in the workplace

Unit 303

Monitor and maintain a healthy and safe working environment

Level: 3
Credit value: 7
UAN: A/600/8384

Unit aim

This unit requires competences in monitoring and maintaining a healthy and safe working environment.

Learning outcomes

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

1. Monitor and maintain health and safety in the workplace
2. Know how to monitor and maintain health and safety in the workplace

Guided learning hours

It is recommended that **30** 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 303

Monitor and maintain a healthy and safe working environment

Outcome 1

Be able to monitor and maintain health and safety in the workplace

Assessment Criteria

Practical Skills

The learner can:

1. identify health and safety procedures relevant to the work location and working environment
2. identify aspects of the risk assessment and method statement which impacts on you, your work and others in your workplace
3. inform others of the aspects of the **risk** assessment and **method statement** which will impact on them
4. review current working practices for hazards which could cause harm
5. optimise resources to minimise wastage and energy consumption
6. control health and safety **hazards** within own job responsibility limits
7. report hazards which you cannot control to the **persons responsible** for health and safety in the workplace
8. supervise others to ensure their conduct does not endanger their own health and safety or that of other persons
9. follow workplace policies and manufacturers' instructions for the safe use of tools, plant and equipment
10. follow sustainable **working practices**
11. follow agreed work location procedures in the event of an **emergency** and in the event of injury to self or others
12. confirm the use of **personal protective equipment** within the limits of your own responsibility

Range

Emergency

Accident, fire, explosions, toxic fumes, electrical shocks

Hazard

A hazard is "anything that can cause harm".

Method statements

Employers are required to ensure so far as is reasonably practicable the provision of a "safe system of work" which is aligned to the size and/or complexity of the work to be done. It shall show the means by which the work will be carried out.

Personal Protective Equipment

Personal protective equipment (PPE) is all equipment (including clothing affording protection against the weather) which is provided by the company and is intended to be worn or held by a person at work to protect against one or more risks to their health or safety. Examples of which are safety helmets, goggles, gloves, eye protection, high-visibility clothing, safety footwear and safety harnesses. Workers should be properly trained in the use of PPE.

Responsible person

This will be the person who is responsible for you and your work in the workplace.

Risk

A risk is “the likelihood or chance, high or low, that somebody will be harmed by the hazard ”.

Risk assessment

It is a legal requirement that the risks in the workplace have been assessed. It requires making decisions about hazards, whether they are significant and covered with satisfactory precautions to reduce the risk. It shall include details of the provision of personal protective equipment (see above), workplace/site layout, access, how falls of materials shall be prevented etc.

Working environment

This refers to the type of work location. The working environment is something you would not be able to change

Working practices

This includes: activities, procedures, use of materials or equipment and working techniques used in carrying out your job.

Unit 303

Monitor and maintain a healthy and safe working environment

Outcome 2

Know how to monitor and maintain health and safety in the workplace

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the legal duties of employers and employees as defined by the health and safety at work act 1974
2. explain the duties for health and safety as defined by any specific legislation covering your job role
3. state hazards that may exist in the workplace
4. define the role and importance of risk assessments and method statements
5. explain the importance of conveying information on risk assessments and method statements to others
6. explain health and safety risks present in your job role and any others for whom you are responsible
7. state the importance of using sustainable **working practices**
8. explain the importance of an awareness to hazards in the work place and in the specific work location
9. explain workplace health and safety procedures
 - including site evacuation procedures
 - procedures for dealing with injured persons
 - emergency procedures
10. define own responsibilities for health and safety and that of any others for whom you are responsible in your job description
11. name the **responsible person(s)** to whom to report health and safety matters
12. describe different types of personal protective equipment
13. explain when personal protective equipment (PPE) should be used and the importance of taking care of those items for which you are responsible

Range

Working practices

This includes: activities, procedures, use of materials or equipment and working techniques used in carrying out your job.

Responsible person

This will be the person who is responsible for you and your work in the workplace.

Unit 304

Evaluate and specify furniture making restoration requirements

Level: 3

Credit value: 18

UAN: T/600/8299

Unit aim

The unit level is for well defined tasks with a measure of complexity to evaluate which direction the restoration should advance. Decisions are taken with autonomy to address the problems. These directions occur when, for example, the item of furniture requires restoration to a difficult area or for example, strengthening a fractured chair leg, without leaving a visual repair.

Learning outcomes

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

1. Evaluate the condition of an item of furniture
2. Know how to evaluate the condition of an item of furniture
3. Specify restoration requirements
4. Know how to specify restoration requirements

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 304

Evaluate and specify furniture making restoration requirements

Outcome 1

Be able to evaluate the condition of an item of furniture

Assessment Criteria

Practical Skills

The learner can:

1. evaluate the condition of the item in terms of its:
 - construction
 - fragility
 - material composition
 - finish and appearance
2. handle and examine the item without causing damage or **degradation**
3. identify any vulnerabilities in the item which will need to be addressed
4. implement valid and reliable **sources of information** and expert advice to complete evaluation
5. diagnose the probable causes of damage and **degradation** in the item
6. critically compare a detailed assessment that allow **restoration** options to be explored and agreed
7. develop the condition report for the client within an economic timescale
8. demonstrate effective communication with the **client**

Range

Client

Clients for a restoration may be private or corporate (e.g. via a gallery) or antique dealers.

Degradation

Level of deterioration in the structure and fabric of an item of furniture. Degradation can be mechanical (e.g. joint loosening), physical (e.g. fracture, ripping), biological (e.g. infestation) and/or chemical (e.g. pollutants).

Restoration

The return of an item of older, traditional or antique furniture to its original condition. Restoration commissions may be small scale (e.g. a small stool or chest) or large scale (e.g. because of the number of items to be restored, or because of the condition of the item, or because of the rarity/value of the item).

Sources of information

Information sources would include primary sources - other people, professional/trade organisations. Or secondary sources - documents (e.g. historical records, manufacturer's specifications), Information sources may be accessed directly or electronically. Information may have been collected and collated by another person as part of research into the restoration. In

the context of this unit, the important dimension is that the information is used to support valid and effective decision-making.

Unit 304

Evaluate and specify furniture making restoration requirements

Outcome 2

Know how to evaluate the condition of an item of furniture

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the factors in a condition report for furniture restoration
2. illustrate the construction methods and materials used in items of furniture from associated historical periods and countries of origin
3. summarise the steps required to avoid causing damage and degradation to an item of furniture
4. justify ways of assessing how vulnerable the item is to continuing degradation
5. explain the importance of identifying the causes of damage and degradation
6. consider the causes of damage and degradation when considering restoration requirements
7. explain how to identify the signs of common forms of deterioration
8. explain the importance of keeping a record of the assessment
9. describe the importance of providing clear information to a client

Unit 304

Evaluate and specify furniture making restoration requirements

Outcome 3

Be able to specify restoration requirements

Assessment Criteria

Practical Skills

The learner can:

1. differentiate a viable range of **restoration** options
2. effectively use available sources of information and research findings
3. perform **restoration** options taking account of the intended placement and use of the item
4. develop alternative restoration options taking account of the outcome quality, costs and timescale implications
5. implement action to optimise quality, costs and timescale in line with **client** expectations
6. ensure that **client** preferences are recorded with the **specification**
7. ensure accurate interpretation of the requirements of the **restoration** work
8. ensure others understanding of the specification for the **restoration** is accurate and complete

Range

Client

Clients for a restoration may be private or corporate (e.g. via a gallery) or antique dealers.

Restoration

Return of an item of older, traditional or antique furniture to its original condition. Restoration commissions may be small scale (e.g. a small stool or chest) or large scale (e.g. because of the number of items to be restored, or because of the condition of the item, or because of the rarity/value of the item)

Specification

The specification for a restoration will include details on the following:

- quality criteria to be met
- budgetary limits
- time scale for the work
- materials to be used
- techniques to be used.

Unit 304

Evaluate and specify furniture making restoration requirements

Outcome 4

Know how to specify restoration requirements

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the importance of good practice in considering options
2. describe how to determine that all options are viable
3. describe technical terms used in furniture restoration
4. explain the importance of considering the intended placement and use of the item
5. describe the importance of evaluating and balancing quality, cost and availability
6. illustrate the format, information and levels of detail included in specifications for restoration work
7. explain the importance of ensuring that the specification is clear and complete
8. explain the importance of ensuring that the specification has been understood
9. state who to pass the specification on to for action

Unit 305

Selection and preparation of decorative and specialist veneers in furniture and related industries

Level: 3
Credit value: 18
UAN: A/600/8305

Unit aim

The unit level is for well defined tasks with a measure of complexity to evaluate which direction the restoration should advance. Decisions are taken with autonomy to address the problems. These directions occur when, for example, the item of furniture requires restoration to a difficult area or for example, strengthening a fractured chair leg, without leaving a visual repair.

Learning outcomes

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

1. Select and prepare decorative veneers
2. Know the selection process for decorative veneers
3. Prepare the groundwork for veneer application
4. Know how to prepare decorative veneers
5. Understand workplace health and safety

Guided learning hours

It is recommended that **75** 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 305

Selection and preparation of decorative and specialist veneers in furniture and related industries

Outcome 1

Be able to select and prepare decorative 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 selected **veneers** for decoration, grain orientation, light refraction, burrs and cross-banding
4. measure and mark out the cuts to be made to within the specified tolerances
5. minimise waste by choice of veneers and in measuring and marking them out for cutting
6. handle the veneers to avoid damaging them
7. **cut** the **veneers** to size and shape, keeping within the required tolerances
8. measure and align the veneers to form the required size when **jointed**
9. make the **joints** of the required type
10. deal with any **joint faults**
11. use safe and effective techniques to make the **cuts**
12. store the **veneers** in **conditions** that keep them in the required state for working

Range

Veneers

Veneers used in making hand-crafted furniture are made of natural timber. Typical timbers would include softwood and hardwoods, walnut, oak, ash, mahogany, cherry and maple. Other materials may also be used, such as mother-of-pearl, tortoiseshell, brass and silver nickel.

Work specification

The set of instructions which describe the work to be carried out, including details of the qualities of the veneer, the dimensions of the veneered area and the nature of the joints to be produced. The specification will also detail the surfaces to be veneered, the decorative patterns to be produced. Specifications may be written, drawn or passed on orally. Cuts
This unit covers flame or crotch, burr, crown, ripple, oyster and fiddle back veneer cuts.

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 to a senior crafts person using the correct workplace procedures.
Cuts

This unit covers flame or crotch, burr, crown, ripple, oyster and fiddle back veneer cuts.

Joints

The joints used in making hand-crafted veneers would include the making of decorative panels, pictorial and geometric sheets and stringed sheets. These are influenced by the design required, which will be stated in the specifications. Joints must be accurately matched for grain orientation, colour and hue, decoration and light refraction qualities.

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 to be jointed require to be matched for straight, slip laid, leaf laid, book match and edge veneering, taking account of these qualities and of burrs and cross-banding.

Veneering methods (304B)

Hand pressing – heated cauls or veneer hammering

Hydraulic or fly Flatpress (hot or cold)

Bag pressing (hot or cold) Faults

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 preventing and resolving faults which have occurred.

Fitting method (304B)

The inlay fitting methods covered by this unit are dry fitting, pressing and the use of adhesives (hot or cold).

Surface

The groundwork 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. This would also include lippings prior to veneer being laid.

Tools and equipment

The tools and equipment used within hand-crafted furniture production environments for cutting and laying veneers covers veneering saws and knives, planes, measuring devices, veneering tape, veneering hammers, heated and unheated presses, heated cauls, adhesive rollers, edge clamps, veneer pins, adhesive pots, brushes and gluesticks, flat irons and sand bags. Vacuum bags, laser cutting, fretsaw, parquetry templates, marquetry design sheets.

Unit 305

Selection and preparation of decorative and specialist veneers in furniture and related industries

Outcome 2

Know the selection process for decorative veneers

Assessment Criteria

Underpinning knowledge

The learner can:

1. differentiate between marquetry and parquetry
2. define terms used in technical specifications including burr, oyster and fiddle-back
3. explain types of natural faults and handling damage that can occur with veneers
4. explain how to identify faults which would make the veneer unusable
5. identify characteristics used to describe the quality of a veneer
6. describe how to balance and match veneers for burr and cross-banding
7. illustrate the growth and handling characteristics of different species of wood used as veneers
8. describe the importance of growth and handling characteristics to:
 - tensile strength
 - compression strength
 - seasoning
 - durability
 - degradation
 - infestation
 - density

Unit 305

Selection and preparation of decorative and specialist veneers in furniture and related industries

Outcome 3

Be able to prepare the groundwork for veneer application

Assessment Criteria

Practical Skills

The learner can:

1. ensure groundwork is secure, clean, free of debris and damage
2. demonstrate groundwork is at the required temperature for the **adhesive** type to be used
3. store the **veneers** in suitable **conditions** to keep them in the required state for working
4. perform how to avoid handling damage
5. diagnose faults that can occur with parquetry and marquetry
6. describe how to deal with parquetry and marquetry faults
7. demonstrate why veneers need to be flattened and damped during storage and the consequences of not doing this
8. demonstrate the importance of preparation to the quality of the work.
9. explain when and why different lipping methods are used

Range

Veneers

Veneers used in making hand-crafted furniture are made of natural timber. Typical timbers would include softwood and hardwoods, walnut, oak, ash, mahogany, cherry and maple. Other materials may also be used, such as mother-of-pearl, tortoiseshell, brass and silver nickel

Adhesives

Commercially available glues used in making hand-crafted furniture. These include polyvinyl acetate, urea or phenol formaldehyde, animal based glues (hot and cold), resorcinol, epoxy resins and cyanide acrylic based glues.

Conditions

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

Unit 305

Selection and preparation of decorative and specialist veneers in furniture and related industries

Outcome 4

Know how to prepare decorative veneers

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how the characteristics of different wood veneers affect the way they are cut and stored
2. describe what to look for when matching different types of veneers
3. assess the handling characteristics of veneers and how these can affect the jointing process
4. describe the faults that can occur with jointing veneers
5. explain what can be done to overcome the faults with jointing veneers
6. describe quality checks that should be carried out on jointed veneers
7. describe the handling characteristics of veneers of different types and qualities
8. state the importance of keeping waste to a minimum
9. explain how to protect veneers from damage
10. explain why veneers may need to be flattened and damped during storage and the importance of this
11. explain terms used in technical specifications for parquetry and marquetry

Unit 305

Selection and preparation of decorative and specialist veneers in furniture and related industries

Outcome 5

Understand workplace health and safety

Assessment Criteria

Underpinning knowledge

The learner can:

1. handle **tools** safely
2. describe the work implications of the Health and Safety at Work Act (HASAWA)
3. explain where to find organisation risk assessment details.

Range

Tools and equipment

The tools and equipment used within hand-crafted furniture production environments for cutting and laying veneers covers veneering saws and knives, planes, measuring devices, veneering tape, veneering hammers, heated and unheated presses, heated cauls, adhesive rollers, edge clamps, veneer pins, adhesive pots, brushes and gluesticks, flat irons and sand bags. Vacuum bags, laser cutting, fretsaw, parquetry templates, marquetry design sheets.

Unit 306

Cut and assemble hand-crafted furniture

Level: 3

Credit value: 13

UAN: L/600/8311

Unit aim

To assemble and fit doors and drawers with knowledge of timber technology.

Learning outcomes

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

1. Assemble hand crafted furniture
2. Know how to assemble hand crafted furniture
3. Fit simple doors and drawers to hand-crafted furniture
4. Know how to fit simple doors and drawers to hand-crafted furniture
5. Follow safe working practices

Guided learning hours

It is recommended that **60** 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 306

Outcome 1

Cut and assemble hand-crafted furniture

Be able to assemble hand crafted furniture

Assessment Criteria

Practical Skills

The learner can:

1. organise the tools and equipment and **adhesives** to carry out work effectively
2. maintain a tidy work area
3. ensure the **specification** details are clear and complete
4. check and confirm that **joints** are the correct fit and marry up across the whole assembly
5. correctly align **components** so that they are within the required tolerances
6. secure and assemble **joints** using the specified **adhesives**
7. adjust **joints** and alignments to ensure that the furniture is square and true
8. select the appropriate **cramps** for the **assembly method, component** and **joint** and position them to give the best result
9. apply the appropriate level of pressure for the **joint** construction, its purpose within the furniture and material
10. protect components from damage during assembly
11. clean joints and surfaces of excess glue, debris and foreign objects
12. return **tools and equipment** to the correct storage locations
13. deal with **assembly problems** in the appropriate manner

Range

Assembly methods

These cover dry assembly, cramping, knock-up draw-boring assembly.

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.

Assembly

The carcass, frame, drawer and doors of an item of hand-crafted furniture.

Assembly problems

Problems will be related to the quality of the components, whether they are within tolerance and whether any are incorrect, missing or damaged in some way. The person carrying out this role is responsible for identifying and making minor repairs or replacement. Problems which cannot be resolved in that way would be reported using the correct workplace procedures.

Components

The pieces from which an assembly is constructed.

Cramps

This unit covers the use of a wide variety of cramps including sash, G and edging/lipping cramps.

Joints

The joints used in making hand-crafted furniture. They include insertion, 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.

Specification

The set of instructions which describe the work to be carried out. The specification will detail the assembly to be produced and the nature of the fittings and carvings and mouldings to be attached. Specifications will usually be provided in written form or by diagrams. A competent person should also be able to work from verbal instructions

Tools and equipment

The mallets, hammers, scresos includes powered tools such as sanders, routers, drills and power saws as well as workshop tools and devices such as bench hooks, winding sticks, shooting boards, mitre blocks of different angles, scratch stock..

Unit 306

Outcome 2

Cut and assemble hand-crafted furniture

Know how to assemble hand crafted furniture

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain terms used in technical specifications for component production and assembly
2. describe functions of the different types of tools and equipment used in furniture assembly
3. explain how to set up work area efficiently
4. describe growth and handling characteristics of different species of wood used in hand-crafted furniture
5. explain the importance of growth and handling characteristics to:
 - tensile strength
 - compression strength
 - seasoning
 - durability
 - degradation
 - infestation
 - density
6. explain how the characteristics of different materials affect the way they are cut and handled
7. describe consequences of inaccurate measuring and cutting
8. explain the consequences of using poor techniques in the construction of joints
9. state when, where and why to use different sorts of cramps
10. explain how to protect furniture components from damage during assembly

Range

Techniques

The techniques covered by this unit include, drilling, boring, sawing, planing, abrading and cutting.

Unit 306

Outcome 3

Cut and assemble hand-crafted furniture

Be able to fit simple doors and drawers to hand-crafted furniture

Assessment Criteria

Practical Skills

The learner can:

1. check and confirm that **doors and drawers** fit to within the specified tolerances
2. make good any fitting faults for the specified quality to be achieved
3. accurately measure, mark and position the door fixings, drawer runners and kickers to produce the required fit
4. secure doors, drawers, in place using the specified fitting method
5. check and confirm that the fitted **doors and drawers** sit square and true and are correctly aligned and oriented
6. return **tools and equipment** to the correct storage locations

Range

Doors and drawers

These may be made of natural timber or wood composites. Doors may be surface or flush fitted. This unit covers the fitting of single doors only. The types of drawers covered by this unit include those with false fronts, using mechanical runners

Tools and equipment

The mallets, hammers, screwdrivers, pins, cramps 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, winding sticks, shooting boards, mitre blocks of different angles, scratch stock.

Unit 306

Outcome 4

Cut and assemble hand-crafted furniture

Know how to fit simple doors and drawers to hand-crafted furniture

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain terms used in technical specifications for doors and drawers
2. describe the functions of different types of tools and equipment used in furniture assembly
3. explain when and why to use marking out tools and gauges
4. describe different sorts of hinges and their uses
5. describe different types of drawer runners and kickers and their uses
6. explain how to set out a work area for efficient working
7. explain the growth and handling characteristics of different species of wood used in hand-crafted furniture
8. describe the importance of the growth and handling characteristics to:
 - tensile strength
 - compression strength
 - seasoning
 - durability
 - degradation
 - infestation
 - density
9. state how the characteristics of different wood composites affect the way fittings are attached

Assessment Criteria

Practical Skills

The learner can:

1. state appropriate personal protective equipment
2. use **tools** safely and effectively
3. dispose of wastes safely to the designated location
4. explain the importance of using personal protective equipment
5. illustrate the health and safety issues that can result from a disorganised and untidy work area
6. explain how to use manual and powered tools and equipment safely to protect self and others from risk
7. explain your personal limitations in respect of the Provision and use of work equipment regulations 1998 (PUWER)

Range

Tools and Equipment

The mallets, hammers, screwdrivers, pins, cramps 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, winding sticks, shooting boards, mitre blocks of different angles, scratch stock.

Unit 307

Attach doors, drawers and fittings to high specification hand-crafted furniture

Level: 3
Credit value: 17
UAN: D/600/8314

Unit aim

To assemble and fit doors and drawers with knowledge of timber technology.

Learning outcomes

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

1. Fit drawers and fit and attach cabinet doors
2. Know how to fit drawers and fit and attach cabinet doors
3. Apply fittings to complete an item of furniture
4. Know how to apply fittings to complete an item of furniture
5. Understand terminology, tools and equipment used in cabinet making

Guided learning hours

It is recommended that **57** 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 307

Attach doors, drawers and fittings to high specification hand-crafted furniture

Outcome 1

Be able to follow safe working practices

Assessment Criteria

Practical Skills

The learner can:

1. produce **doors and drawers** to fit within the specified tolerances for alignment and movement before fixing in position
2. check that **doors** are accurately and evenly aligned
3. make good any **fitting faults** in order to achieve specified quality
4. accurately measure, mark and position the door hinges to produce the required fit and movement characteristics
5. accurately measure, mark and position specified fittings to produce the required alignment
6. minimise movement of closed **doors and drawers**
7. firmly secure **door and drawer fixings** in place
8. ensure door and drawer fixings lie square and true to the surface, according to the **attachment method** used
9. check that the surrounding area of let-in fixings is free of marks and damage
10. check quality and finish of visible fixings, locks, catches, stays, knock-downs and supports before final fitting
11. use **tools** safely and effectively
12. operate working practices that protect the item of furniture from damage

Range

Attachment methods and techniques

The attachment methods covered by this unit are let-in and applied. Fittings are attached by screwing, pinning or gluing techniques or combinations of these.

Doors and drawers

These may be made of natural timber or wood composites. Doors may be flat or curved and surface or flush fitted. This unit covers the fitting of multiple doors. The types of drawers covered by this unit are those without false fronts, are made and fitted by hand, and which do not make use of mechanical runners.

Fittings

Fittings refer to decorative and functional items which complete an item of furniture. They may include handles, finger-plates, escutcheons, chest corners, recessed door backs, mouldings and carvings, lighting, cable management devices and glasswork.

This also refers to wooden applied mouldings where specified. They are applied to flat surfaces, curved surfaces and within a framework.

Fitting faults

Faults that can arise in fitting doors and drawers include twists, misalignments, gaps and binding.

Faults that can arise in the case of applying fittings include misalignments, not lying flat to a curved surface and damage to surrounding areas of furniture.

Fixings

Fixings refer to hinges, screws, bolts, stays and pins.

Tools and equipment

The mallets, hammers, screwdrivers, pins, cramps 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.

Unit 307

Attach doors, drawers and fittings to high specification hand-crafted furniture

Outcome 2

Know how to fit drawers and fit and attach cabinet doors

Assessment Criteria

Underpinning knowledge

The learner can:

1. evaluate different hinges, catches, stays, locks and supports used in cabinet making and their uses
2. explain why fittings may be removed before polishing
3. explain when and why let-in and applied fixings are used
4. explain how to ensure that doors are aligned accurately and evenly

Unit 307

Attach doors, drawers and fittings to high specification hand-crafted furniture

Outcome 3

Be able to apply fittings to complete an item of furniture

Assessment Criteria

Practical Skills

The learner can:

1. check the **fittings** are in good order, discarding any which do not match the **specification**
2. accurately measure, mark and position **fittings** to produce the required visual appearance
3. make good any fitting faults in order to achieve specified quality
4. ensure that fittings lie true to the surface
5. secure fittings using **attachment methods** and techniques
6. check that the surrounding area of let-in fittings is free of marks and damage
7. check quality and finish of visible **fittings** before final fitting
8. check that there are no protruding pins or screws and that excess adhesive has been cleaned from the surrounds
9. use **tools** safely and effectively
10. operate in ways which protect the item of furniture and glasswork from damage

Range

Attachment methods and techniques

The attachment methods covered by this unit are let-in and applied. Fittings are attached by screwing, pinning or gluing techniques or combinations of these

Fittings

Fittings refer to decorative and functional items which complete an item of furniture. They may include handles, finger-plates, escutcheons, chest corners, recessed door backs, mouldings and carvings, lighting, cable management devices and glasswork.

This also refers to wooden applied mouldings where specified. They are applied to flat surfaces, curved surfaces and within a framework.

Fitting faults

Faults that can arise in fitting doors and drawers include twists, misalignments, gaps and binding. Faults that can arise in the case of applying fittings include misalignments, not lying flat to a curved surface and damage to surrounding areas of furniture.

Tools and equipment

The mallets, hammers, screwdrivers, pins, cramps 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.

Specification

The set of instructions which describe the work to be carried out. The specification will detail the types of doors and drawers, the fixings and fittings to be applied and the visual appearance which should be achieved. In the context of this unit, fitting tolerances to within +/- 3mm would be expected. Specifications will usually be provided in written form or by diagrams. A competent person should also be able to work from verbal instructions.

Unit 307

Attach doors, drawers and fittings to high specification hand-crafted furniture

Outcome 4

Know how to apply fittings to complete an item of furniture

Assessment Criteria

Underpinning knowledge

The learner can:

1. evaluate types of fittings and their uses within hand-crafted furniture
2. explain why fittings may be removed before polishing and then re-fitted
3. explain when and why let-in and applied fittings are used
4. evaluate types of fitting faults and how to deal with them
5. explain the growth and handling characteristics of different species of wood used in hand-crafted furniture
6. clarify the importance of growth and handling characteristics to:
 - tensile strength,
 - compression strength,
 - seasoning,
 - durability,
 - degradation,
 - infestation
 - density

Unit 307

Attach doors, drawers and fittings to high specification hand-crafted furniture

Outcome 5

Understand terminology, tools and equipment used in cabinet making

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain terminology used in cabinet making
2. summarise the functions and uses of the different types of tools and equipment
3. explain when and why to use marking out tools and gauges
4. explain how the characteristics of different wood composites affect the way fittings are attached
5. demonstrate how to use manual and powered tools and equipment safely to protect self and others from risk

Unit 308

Fit and finish top covers

Level: 3

Credit value: 11

UAN: L/600/8440

Unit aim

To develop and assess the competencies required to fit and finish top covers to items of furniture by machine and hand sewing.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Prepare a cutting plan for a top cover
2. Understand how to prepare a cutting plan for a top cover
3. Apply and fit a top cover
4. Understand how to apply and fit a top cover
5. Trim and finish upholstery
6. Understand how to trim and finish upholstery
7. Follow workplace health and safety practices

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 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 308

Fit and finish top covers

Outcome 1

Be able to prepare a cutting plan for a top cover

Assessment Criteria

Practical Skills

The learner can:

1. measure the shape and dimensions of the **item to be upholstered**
2. record the measurements clearly and accurately
3. plan the cutting of the fabric to minimise waste, take account of the design characteristics and the handling implications
4. measure and mark out and cut the components to within acceptable tolerance limits for the fabric
5. ensure **fabric** placement and alignment takes into account the type and number of **components** and the **fabric** characteristics
6. protect the fabric from damage while it is being worked on
7. mark the **components** for correct assembly and fitting

Range

Item to be upholstered

The items to be upholstered include seats, inside and outside arms, inside and outside backs, base finishes, linings, facings, borders and cushions

Components

The pieces of material from which an upholstery cover is fashioned by sewing and other fixing methods; they may be simple or complex, symmetrical or asymmetrical.

Fabric/materials

The different forms of materials used for upholstery covers. 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 with a minimum pattern repeat of 25cm, plain and patterned pile, stretch fabrics and flat weave fabrics, as well as natural hide. In addition, materials are used for the covering of buttons.

Unit 308

Outcome 2

Fit and finish top covers

Understand how to prepare a cutting plan for a top cover

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 for upholstery
3. state the measurements and dimensions required to ensure accurate cutting and fitting of different types of component
4. state which markers should be used for different types of upholstery fabric
5. state the cutting tolerances appropriate for different types of component
6. describe ways in which cutting tolerances may be influenced by fabric type
7. describe the consequences of not properly placing and aligning fabric before cutting it
8. state why it is important to minimise waste
9. explain how to take account of design characteristics such as pattern repeats and pile direction in planning cutting
10. describe problems that can occur during marking out and cutting fabric and ways of dealing with them
11. describe the functions and uses of the different types of measuring and marking and cutting tools
12. describe the steps that should be taken to protect fabric from damage

Unit 308

Outcome 3

Fit and finish top covers

Be able to prepare a cutting plan for a top cover

Assessment Criteria

Practical Skills

The learner can:

1. measure the shape and dimensions of the **item to be upholstered**
2. record the measurements clearly and accurately
3. plan the cutting of the fabric to minimise waste, take account of the design characteristics and the handling implications
4. measure and mark out and cut the components to within acceptable tolerance limits for the fabric
5. ensure **fabric** placement and alignment takes into account the type and number of **components** and the **fabric** characteristics
6. protect the fabric from damage while it is being worked on
7. mark the **components** for correct assembly and fitting

Range

Item to be upholstered

The items to be upholstered include seats, inside and outside arms, inside and outside backs, base finishes, linings, facings, borders and cushions.

Buttoning & Fluting

Fluting, float and deep-buttoning are all covered by this unit.

Components

The pieces of material from which an upholstery cover is fashioned by sewing and other fixing methods; they may be simple or complex, symmetrical or asymmetrical.

Fabric/materials

The different forms of materials used for upholstery covers. 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 with a minimum pattern repeat of 25cm, plain and patterned pile, stretch fabrics and flat weave fabrics, as well as natural hide. In addition, materials are used for the covering of buttons.

Unit 308

Fit and finish top covers

Outcome 4

Understand how to apply and fit a top cover

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the handling characteristics of different fabrics
2. state how handling characteristics can affect the fabrics during positioning and fixing
3. explain the importance of the sequence in which components are attached
4. state when and why pleats, darts and collars may be formed on upholstery components
5. state when and why fixing methods are used
6. describe how buttons are attached
7. explain the different uses of **float and deep-buttoning** methods
8. state the importance of firmly securing the bottom cover
9. explain problems that can arise and how to deal with them
10. state when and why to carry out checks for sharp or protruding fixings

Range

Buttoning & Fluting

Fluting, float and deep-buttoning are all covered by this unit.

Unit 308

Outcome 5

Fit and finish top covers

Be able to trim and finish upholstery

Assessment Criteria

Practical Skills

The learner can:

1. position **trimmings** in the required visual appearance
2. attach the **trimmings** securely using **methods** to provide durability and appearance
3. ensure there are no loose ends or visible stitching
4. apply decorative nails and studs in the required pattern and spacing
5. apply decorative nails and studs in an efficient sequence
6. secure castors and gliders using fixings to provide required strength
7. position castors and gliders to give stability and range of movement
8. deal with **problems** which may arise

Range

Trimmings and finishings

This unit covers the assembly of flange cord, ruche, piping and fastenings into components

Fixing methods

This unit covers the use of hand sewing, stapling and tacking methods of fixing upholstery components in place. Typically, hand sewing would be used in relation to the under-edge of seats or backs, arm scrolls, buttoning and fluting.

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 machine 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 308

Outcome 6

Fit and finish top covers

Understand how to trim and finish upholstery

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe the types of trimmings and finishings used in traditional upholstery
2. explain why the specific trimmings and finishings are used in traditional upholstery
3. state when and why different fixing methods are used for traditional upholstery trimmings
4. explain how to ensure that patterns and spacing of decorative nails are accurate
5. state what role the sequence of application plays in ensuring the accuracy of patterns and spacing of decorative nails
6. state the methods of fixing to provide castors and gliders with the appropriate strength
7. explain the principles which underlie the positioning of castors and gliders for stability and movement
8. explain the problems that can arise and how to deal with them

Unit 308

Outcome 7

Fit and finish top covers

Be able to follow workplace health and safety practices

Assessment Criteria

Practical Skills

The learner can:

1. follow safe working procedures when using sharp **tools** and items of **equipment**
2. protect self and others from risk of injury in the workplace
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
5. state the implications of the current Furnishings Regulations
6. state how to dispose of waste in accordance with current legislation

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 and sewing machines.

Unit 309

Install and dress soft furnishings

Level: 3

Credit value: 11

UAN: R/600/8441

Unit aim

To develop and assess the competences required when installing and dressing soft furnishings

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. prepare the location for soft furnishing assembly
2. know how to prepare the location for soft furnishing assembly
3. prepare tools equipment and components for installation
4. know how to prepare tools equipment and components for installation
5. install and dress the soft furnishing
6. know how to install and dress the soft furnishing
7. know how to provide customer information

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 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 309

Outcome 1

Install and dress soft furnishings

Be able to prepare the location for soft furnishing assembly

Assessment Criteria

Practical Skills

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**
4. protect areas exposed to damage and debris
5. request the customer to remove vulnerable items from the work area and access routes
6. erect and install access equipment
7. prepare the work area ready to install soft furnishing
8. lay out **resources** and components in a logical order for effective working
9. establish safe and secure storage areas for resources and **components**
10. ensure that **resources** and **components** which are not for immediate use are stored safely
11. identify **problems** relating to the installation and deal with them in line with standard operating procedures

Range

Components

Components used in the installation of soft furnishings will differ according to the finished specification, but could include:

- hidden hanging systems, including fixed systems, tracks, valance rails and corded rails
- decorative hanging systems, including wooden, brass, and iron systems
- pelmets, valances, tie-backs, holdbacks, ropes, tassels and other trimming/finishings

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

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.

Resource

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

Typical materials within soft furnishings assembly would include:

- finishes and trimmings

- adhesives
- fixings
- any other ancillary items needed to complete the specification

Typical tools and equipment within soft furnishing installation would include:

- hand tools (e.g. hammer, screw driver etc)
- soft furnisher equipment (e.g. scissors, pins, needles, thread etc)
- battery powered tools (e.g. drill, screw driver etc)
- electric powered tools and power cables, portable generators and transformers

Unit 309

Outcome 2

Install and dress soft furnishings

Know how to prepare the location for soft furnishing assembly

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to interpret work specifications including drawings
2. state who to confirm work requirements with
3. state why it is important to have all the required agreements before work begins
4. explain which areas of the location should be isolated
5. describe suitable protective coverings
6. explain what types of vulnerable object should be moved by the customer
7. explain when it would be necessary to set up storage areas
8. describe the safety and security issues that need to be considered when setting up storage areas
9. explain why it is good practice to ensure that resources and components are laid out in a logical order
10. explain why it is good practice to ensure items that are not needed immediately are safely stored

Unit 309

Outcome 3

Install and dress soft furnishings

Be able to prepare tools equipment and components for installation

Assessment Criteria

Practical Skills

The learner can:

1. confirm that the **specifications**, equipment, resources and **components** are available
2. take the correct quality and quantity of **components** and **resources** to the **location**
3. confirm that the specified tools and items of equipment are in safe working order
4. carry out specified preparatory work on components and materials

Range

Components

Components used in the installation of soft furnishings will differ according to the finished specification, but could include:

- hidden hanging systems, including fixed systems, tracks, valance rails and corded rails
- decorative hanging systems, including wooden, brass, and iron systems
- pelmets, valances, tie-backs, holdbacks, ropes, tassels and other trimming/finishings

Location

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

Resource

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

Typical materials within soft furnishings assembly would include:

- finishes and trimmings
- adhesives
- fixings
- any other ancillary items needed to complete the specification

Typical tools and equipment within soft furnishing installation would include:

- hand tools (e.g. hammer, screw driver etc)
- soft furnisher equipment (e.g. scissors, pins, needles, thread etc)
- battery powered tools (e.g. drill, screw driver etc)
- electric powered tools and power cables, portable generators and transformers

Unit 309

Outcome 4

Install and dress soft furnishings

Know how to prepare tools equipment and components for installation

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to read and interpret specifications used for soft furnishing installation
2. describe the resources needed for soft furnishings assembly in a location
3. explain the preparation processes needed at the location
4. describe different components that need to be assembled in location
5. explain what forms of preparation may be needed in location
6. state what sorts of tools and equipment are needed

Unit 309

Install and dress soft furnishings

Outcome 5

Be able to install and dress the soft furnishing

Assessment Criteria

Practical Skills

The learner can:

1. confirm that the **specifications**, equipment **resources** and **components** are available
2. follow the **specification** instructions accurately
3. confirm the method used is appropriate and install the soft furnishing
4. securely attach the soft furnishing to give the required durability and appearance
5. make sure there are no loose ends or visible stitching
6. apply trimmings following a sequence
7. check the finished product conforms to the **specification**
8. follow safe and effective working practices
9. maintain effective communication with the **customer** in line with customer care procedures

Range

Customer

The customer for soft furnishings that are assembled in location may be an individual or an organisation

Resource

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

Typical materials within soft furnishings assembly would include:

- finishes and trimmings
- adhesives
- fixings
- any other ancillary items needed to complete the specification

Typical tools and equipment within soft furnishing installation would include:

- hand tools (e.g. hammer, screw driver etc)
- soft furnisher equipment (e.g. scissors, pins, needles, thread etc)
- battery powered tools (e.g. drill, screw driver etc)
- electric powered tools and power cables, portable generators and transformers

Components

Components used in the installation of soft furnishings will differ according to the finished specification, but could include:

- hidden hanging systems, including fixed systems, tracks, valance rails and corded rails
- decorative hanging systems, including wooden, brass, and iron systems
- pelmets, valances, tie-backs, holdbacks, ropes, tassels and other trimming/finishings

Specification

The specification for the location assembly will have been agreed with the customer. It will typically detail:

- the exact location within the customer's property where the soft furnishing is to be assembled and installed
- the dimensions, construction and finishing of the soft furnishing resource requirements

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

Unit 309

Outcome 6

Install and dress soft furnishings

Know how to install and dress the soft furnishing

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to read and interpret specifications for soft furnishing installation
2. explain how to read and interpret specifications for trimming and finishing soft furnishings
3. describe resources required for soft furnishings assembly in a location
4. explain the different methods of assembly
5. describe different methods of trimming and finishing soft furnishings
6. state what sort of tools and equipment are needed
7. describe problems that can occur on location how they should be dealt with
8. explain problems when preparing and selecting tools equipment and components
9. explain problems that can occur when installing and dressing soft furnishings
10. explain the importance of preparing the work area so that it is safe to work in
11. describe personal responsibilities with regard to health and safety legislation at location

Unit 309

Outcome 7

Install and dress soft furnishings

Know how to provide customer information

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to provide information clearly to a customer
2. state what type of information customers require
3. explain the importance of providing clear information to customers

Unit 310

Completing mattress finishing operations in furniture and related industries

Level: 3

Credit value: 9

UAN: F/600/8399

Unit aim

Develop the competence required to prepare for and carry out mattress finishing operations. This involves:

- preparing work area and selecting materials.
- carrying out the finishing operation (either tape edging or hand stitching).
- Maintaining your own and others' safety while working.

Learning outcomes

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

1. know how to prepare the mattress and finishing equipment
2. prepare the mattress and finishing equipment
3. carry out and complete finishing operations
4. know how to carry out and complete finishing operations
5. follow safe workplace procedures
6. know how to follow safe workplace procedures

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 310

Completing mattress finishing operations in furniture and related industries

Outcome 1

Be able to prepare the mattress and finishing equipment

Assessment Criteria

Practical Skills

The learner can:

1. organise **materials, tools** and **equipment**
2. maintain a tidy work area
3. check the required **work specification** and that everything is available
4. ensure that the mattress is suitable and free from defects
5. protect mattress from damage while it is being prepared
6. deal with **problems** that arise with the tools, **equipment and materials**
7. reporting difficult to solve problems to the relevant person
8. accurately position materials to be used in the finishing operation
9. follow machine set up specifications
10. complete preparations within the required time and with a minimum amount of wastage

Range

Customer

Components and materials

Tape edging includes some of the following: self tape, plain tape, plastic tape, thread and filler cord. Hand stitching includes thread. Some materials require careful handling and alignment and tensioning may be required to achieve the required quality.

Tools and equipment

Tape edging machine, needles, and/or scissors.

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 in the finished item
- components/materials should be as per specification
- finishing operation should be as per specification, either hand stitched or tape edged on a machine
- visual appearance and finished quality should be as specification

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 finishing operation, these include typical equipment faults and how to deal with them e.g. re-threading, re-needling, incorrect tension

Unit 310

Completing mattress finishing operations in furniture and related industries

Outcome 2

Know how to prepare the mattress and finishing equipment

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe the handling characteristics of different types of materials, components and their uses, including:
 - threads
 - self tape
 - plastic tape
 - plain tape
 - filler cord
2. explain terms used in technical specifications for finishing methods
3. describe how to protect the mattress from damage
4. explain the function of finishing equipment used in the finishing operation
5. state problems that can occur in the finishing operation
6. describe how to deal with problems in order to meet the specification
7. state the relevant people to contact if the problem cannot be rectified

Unit 310

Completing mattress finishing operations in furniture and related industries

Outcome 3

Be able to carry out and complete finishing operations

Assessment Criteria

Practical Skills

The learner can:

1. ensure that the visual appearance, fixing and tensioning conforms to the **specification**
2. deal with **problems** that arise with the **materials, equipment**
3. report difficult to solve **problems** to the relevant person
4. apply instructions for **equipment** used in the operation
5. accurately position and fix specified tapes, borders, panels
6. complete the process within the required time and with the minimum amount of wastage
7. maintain tidy work area
8. protect the mattress from damage while it is being worked on
9. check and confirm that the required quality has been achieved
10. report the work as complete and transfer information if requested
11. place the completed item in a designated location and position for safe storage

Range

Components and materials

Tape edging includes some of the following: self tape, plain tape, plastic tape, thread and filler cord. Hand stitching includes thread. Some materials require careful handling and alignment and tensioning may be required to achieve the required quality.

Tools and equipment

Tape edging machine, needles, and/or scissors.

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 in the finished item
- components/materials should be as per specification
- finishing operation should be as per specification, either hand stitched or tape edged on a machine
- visual appearance and finished quality should be as specification

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 finishing operation, these include typical equipment faults and how to deal with them e.g. re-threading, re-needling, incorrect tension.

Unit 310

Completing mattress finishing operations in furniture and related industries

Outcome 4

Know how to carry out and complete finishing operations

Assessment Criteria

Underpinning knowledge

The learner can:

1. identify the handling characteristics of different types of materials, components used in the finishing operation
2. explain terms used in technical specifications for finishing methods
3. describe how to position the mattress and begin the operation
4. explain how to complete the operation with the minimum amount of wastage
5. describe problems that may occur and how to deal with them to meet the specification
6. describe who to contact if the problem cannot be rectified
7. explain functions of equipment used in the operation and the process requirements

Unit 310

Completing mattress finishing operations in furniture and related industries

Outcome 5

Be able to follow safe workplace procedures

Assessment Criteria

Practical Skills

The learner can:

1. follow safe working procedures when:
 - using sharp **tools** and items of **equipment**
 - using tape edging machines
 - lifting and moving heavy items

Range

Tools and equipment

Tape edging machine, needles, and/or scissors.

Unit 310

Completing mattress finishing operations in furniture and related industries

Outcome 6

Know how to follow safe workplace procedures

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to handle the equipment safely to protect yourself and others from risk
2. describe the importance of health and safety in the workplace
3. state the health and safety issues that can arise if a work area is disorganised and untidy

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 311

Develop and present suitable design responses

Level: 3

Credit value: 13

UAN: J/600/8324

Unit aim

Develop the competence required to create a professional response to a brief design.

Learning outcomes

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

1. Evaluate design ideas against the brief
2. Know how to evaluate design ideas against the brief
3. Produce design visuals and supporting information
4. Know how to produce design visuals and supporting information
5. Present design options
6. Know how to present design options

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 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 311

Develop and present suitable design responses

Outcome 1

Be able to evaluate design ideas against the brief

Assessment Criteria

Practical Skills

The learner can:

1. use the **client** brief and **design** objectives to select suitable criteria for the evaluation process
2. evaluate the viability of **designs**
3. identify any differences between the **design** ideas and **criteria**
4. objectively **evaluate** the **designs**
5. identify and agree modifications to the brief and to **designs**

Range

Design

Designs are for items of furniture and/or furnishings and may be produced in drawn and/or written formats

Client

A client for an item of furniture and/or furnishings may be external or internal to the organisation. For example, a design may be developed to a client brief that has come directly from a customer or may have been generated within the organisation as a result of market research or in response to an aesthetic review of existing products.

Evaluation

Evaluation is of purpose, durability, strength, aesthetics, and of costs in relation to budgetary limits. Evaluation needs to take account of the environmental conditions within which the item of furniture and/or furnishings is to be used and will have to ensure compliance with current British and European safety and performance standards

Criteria

The criteria used in evaluations relate to purpose, strength, aesthetics, cost and other factors as relevant to the item of furniture. They may be set by the client, the organisation and/or a combination of both.

Unit 311

Develop and present suitable design responses

Outcome 2

Know how to evaluate design ideas against the brief

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to derive evaluation criteria for use within the furniture industry
2. explain how to evaluate design ideas in terms of fitness for purpose and aesthetic qualities
3. describe how to analyse the visual qualities and features of a design
4. explain how to predict the viability of a design within a furniture production context
5. explain the details of the client brief and design objectives
6. outline quantitative evaluation techniques:
 - measuring
 - weighing
 - performance testing
 - fitting
7. outline qualitative evaluation techniques:
 - focus groups
 - surveys
 - self evaluation
8. explain current British and European performance standards for items of furniture
9. describe technical constraints on design development and design realisation

Unit 311

Develop and present suitable design responses

Outcome 3

Be able to produce design visuals and supporting information

Assessment Criteria

Practical Skills

The learner can:

1. propose a **visual interpretation** for the selected design and agree with the decision-maker
2. prepare the **design** using suitable media, techniques and technology
3. produce clear visuals to demonstrate how the design meets the brief
4. research and prepare supporting information required to communicate the **design** features and realisation options
5. prepare and present visuals and supporting information to the **client** within the limits of time and budget

Range

Design

Designs are for items of furniture and/or furnishings and may be produced in drawn and/or written formats

Client

A client for an item of furniture and/or furnishings may be external or internal to the organisation. For example, a design may be developed to a client brief that has come directly from a customer or may have been generated within the organisation as a result of market research or in response to an aesthetic review of existing products

Visual Interpretation

Visual interpretations may take the form of drawings, diagrams or collages/collections of samples to illustrate finish and materials. Typically these will involve the use of IT software packages as well as hand produced visuals.

Unit 311 Develop and present suitable design responses

Outcome 4 Know how to produce design visuals and supporting information

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to prepare and present a visual interpretation of a design to a professional standard
2. outline the procedure to prepare and present written material in support of a design
3. describe how to communicate design proposals visually and in writing to non-designers
4. explain how to use design and presentation media, techniques and technology
5. state what forms of visual interpretation are appropriate to the furniture industry:
 - roughs
 - presentation drawings
 - working drawings
 - models
 - samples
 - multimedia presentations
6. explain the use of the design or design product
7. explain how the final design or design product will be realised, produced, installed, replicated
8. explain the presentation context:
 - formal
 - informal
 - available resources
 - people involved

Unit 311

Develop and present suitable design responses

Outcome 5

Be able to present design options

Assessment Criteria

Practical Skills

The learner can:

1. agree the objectives, roles and format of the presentation meeting
2. present **design** options using suitable visuals and additional information where requested
3. encourage **client** and others to seek clarification and make comments and suggestions at appropriate stages
4. agree and record the results of the meeting and any amendments or variations

Range

Design

Designs are for items of furniture and/or furnishings and may be produced in drawn and/or written formats

Client

A client for an item of furniture and/or furnishings may be external or internal to the organisation. For example, a design may be developed to a client brief that has come directly from a customer or may have been generated within the organisation as a result of market research or in response to an aesthetic review of existing products

Unit 311 Develop and present suitable design responses

Outcome 6 Know how to present design options

Underpinning knowledge

Practical Skills

The learner can:

1. explain how to prepare and present written material in support of a design
2. explain how to use presentation techniques to communicate design options to non-designers
3. explain how to structure an argument in support of a design option
4. clarify the presentation context, roles and responsibilities
5. explain presentation formats used in the furniture industry:
 - a. for 2D or visuals (e.g. graphic artwork, working drawings and printouts)
 - b. for 3D displays (e.g. models, samples and prototypes)
 - c. using technology (e.g. audio, visual, digital and multimedia)
6. explain the use of presentation media, techniques and technology
7. explain the types of recording techniques:
 - minutes
 - informal notes
 - follow up letters
 - action plans and
 - audio/visual recording techniques
8. clarify the importance of keeping records

Unit 312

Clarify design briefs and research information

Level: 3
Credit value: 17
UAN: D/600/8328

Unit aim

Develop the competence required to research information and ideas to help clarify the client brief for the project.

Learning outcomes

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

1. Identify and evaluate information relevant to design briefs
2. Know how to identify and evaluate information relevant to design briefs
3. Explore and select visual sources, materials and techniques relevant to the design context
4. Know how to explore and select visual sources, materials and techniques relevant to the design context
5. Originate ideas to meet project briefs
6. Know how to originate ideas to meet project briefs

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 312

Clarify design briefs and research information

Outcome 1

Be able to identify and evaluate information relevant to design briefs

Assessment Criteria

Practical Skills

The learner can:

1. evaluate the **client's design development needs**
2. clarify the expectations and preferences of the decision-maker
3. identify target users of the design
4. analyse the needs of target users
5. analyse the nature and potential of **problems**, limitations and constraints on the project and design work
6. ensure analysis is based on best available information
7. provide clear and accurate **documentation** and information within agreed timescales
8. agree an approach to the project with others involved

Range

Designs Design development needs

The purpose, scope and limits of the objectives for the project. To include time scale, outcomes, quality criteria to be met and cost when appropriate

Problems

Problems may occur with any aspect of the process. Solving them may require direct action by the individual developing the design brief, or by referring to other relevant authorities within the organisation.

Documentation

To include all forms of written documentation including reports

Client

The individual and/or organisation for whom the design brief needs to be achieved.

Unit 312

Clarify design briefs and research information

Outcome 2

Know how to identify and evaluate information relevant to design briefs

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe methods used to clarify a **client** brief and contribute to setting design objectives
2. explain how to evaluate needs of target users
3. state how to gather information, structure and conduct interviews
4. explain how to carry out qualitative and quantitative data analysis
5. describe how to evaluate and verify research findings
6. describe how to prepare and present evaluation reports relevant to a design brief
7. describe the purpose and function of client briefs
8. explain the limitations and constraints that may affect the design response:
 - cost
 - time
 - market
 - environmental
9. outline sources of advice on:
 - technical requirements and constraints
 - legal and regulatory requirements and constraints
 - the use of information retrieval systems

Range

Client

The individual and/or organisation for whom the design brief needs to be achieved.

Unit 312

Outcome 3

Clarify design briefs and research information

Be able to explore and select visual sources, materials and techniques relevant to the design context

Assessment Criteria

Practical Skills

The learner can:

1. identify sources of **information** relevant to the product and the design context
2. explore visual sources using appropriate design media, techniques and technology
3. select information that contributes to the development of design ideas
4. base analysis on best available information, given constraints of time and cost
5. present clear and accurate **documentation** and information within agreed timescales

Range

Sources of information

Information sources would include design media, techniques, technology, documents, people and professional/trade organisations

Documentation

To include all forms of written documentation including reports.

Unit 312

Outcome 4

Clarify design briefs and research information

Know how to explore and select visual sources, materials and techniques relevant to the design context

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain information gathering methods
2. explain how to structure and conduct interviews
3. describe how to evaluate and verify research findings
4. state how to access, collate and record visual source materials
5. explain how to present research findings
6. describe information about:
 - history of the product
 - competitive products
 - the context, situation or location in which the product will be used
 - previous commissions

Unit 312
Outcome 5

Clarify design briefs and research information
Be able to originate ideas to meet project briefs

Assessment Criteria

Practical Skills

The learner can:

1. identify design opportunities presented by the **design brief**
2. investigate ideas which are in line with agreed design concept
3. apply relevant research and previous experience when originating ideas
4. work independently and with others to originate ideas
5. discuss the development of ideas with decision-maker and others
6. evaluate the effectiveness of ideas in meeting the **design objectives**

Range

Design objectives

The outcomes and objectives that need to be achieved at the end of the process.

Design brief

The agreed 'document' that will ensure that the design objectives will be met.

Unit 312

Clarify design briefs and research information

Outcome 6

Know how to originate ideas to meet project briefs

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe suitable methods to originate ideas
2. describe the selection of design media, including traditional and digital media
3. explain how to present initial design ideas
4. explain information relating to:
 - the use of design media
 - techniques and technology
 - the use of presentation media
 - techniques and technology

Unit 313

Replicate and restore wooden components of furniture

Level: 3

Credit value: 15

UAN: D/600/8331

Unit aim

Develop the competence required to make wooden components for hand-crafted furniture.

Learning outcomes

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

1. Disassemble furniture sections
2. Replicate parts and assemble
3. Know how to disassemble and replicate parts and re-assemble

Guided learning hours

It is recommended that **63** 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 313

Replicate and restore wooden components of furniture

Outcome 1

Be able to disassemble furniture sections.

Assessment Criteria

Practical Skills

The learner can:

1. organise tools, equipment and adhesives
2. work effectively and keep work area tidy
3. ensure there are clear and complete details of the **specification** to be met
4. apply new patinated materials to meet the work specification
5. remove **materials** using suitable dismantling tools and techniques
6. measure and mark out profiles to within the specified tolerances
7. demonstrate effective **techniques** to check alignment of surfaces
8. minimise waste by selection of materials and measuring and marking them out for **cutting**
9. avoid damage in dismantling materials and **components**
10. perform using dismantling tools safely and effectively
11. return **tools** and **equipment** to the correct storage locations
12. dispose of waste safely to the designated location

Range

Components

The pieces from which an assembly within hand-crafted furniture is constructed, which could include a replica of an original part.

Cutting

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

Materials

The softwoods, hardwoods and wood composites used in making/restoring traditional and modern 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. Breakers to be used where available.

Specification

The set of instructions which describe the work to be carried out, including details of the qualities (colour, grain, replica of finish and marks) of the materials to be used, 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.

Techniques

The techniques covered by this unit are drilling, boring, sawing, planing, moulding, scraping, abrading, splicing and matching.

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 could include 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. Examples of powered tools would include sanders, routers, drills and saws. Examples of machinery would include lathes, presses, bandsaw, surface planer and thicknesser. Examples of equipment would include glue pots, cramping jigs, iron..

Unit 313

Replicate and restore wooden components of furniture

Outcome 2

Be able to replicate parts and assemble

Assessment Criteria

Practical Skills

The learner can:

1. organise **tools** and **equipment**
2. work effectively and keep work area tidy
3. select materials to be used in the correct face and grain alignment
4. check materials are free from flaws
5. discard any damaged **materials**
6. check and confirm moulded components have the required contour
7. ensure the details of the **components/joints** to be produced are clear
8. use a template to measure, mark out and control the dimensions of the cuts
9. **cut** and replace parts keeping within the required tolerances
10. check that **components/joints** fit correctly before making them permanent
11. clean and sand the components prior to working
12. apply the correct **adhesives** and pressure when **gluing** materials
13. deal with any component/joint faults that arise
14. check that the finished joint/components meet the **specified** quality for alignment shape and grain orientation
15. use re-assembly tools safely and effectively
16. return **tools** and **equipment** to the correct storage locations
17. dispose of waste safely to the designated location

Range

Adhesives

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

Components

The pieces from which an assembly within hand-crafted furniture is constructed, which could include a replica of an original part.

Cutting

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

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 and butt joints.

Materials

The softwoods, hardwoods and wood composites used in making/restoring traditional and modern 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. Breakers to be used where available.

Specification

The set of instructions which describe the work to be carried out, including details of the qualities (colour, grain, replica of finish and marks) of the materials to be used, 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.

Techniques

The techniques covered by this unit are drilling, boring, sawing, planing, moulding, scraping, abrading, splicing and matching.

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 could include 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. Examples of powered tools would include sanders, routers, drills and saws. Examples of machinery would include lathes, presses, bandsaw, surface planer and thicknesser. Examples of equipment would include glue pots, cramping jigs, iron.

Unit 313

Replicate and restore wooden components of furniture

Outcome 3

Know how to disassemble and replicate parts and re-assemble

Assessment Criteria

Underpinning knowledge

The learner can:

1. evaluate functions of different types of tools and equipment used in furniture assembly
2. explain relevant Personal Protective Equipment (PPE) and how to use it correctly
3. illustrate how to set out a work area for efficient working
4. explain health and safety issues that can arise if a work area is disorganised and untidy
5. explain the importance of working with the grain of wood
6. analyse the consequences of inaccurate measuring and cutting
7. explain how to use manual and powered tools and equipment safely to protect self and others from risk
8. summarise the work implications of the Health and Safety at Work Act (HASAWA) and control of Substances Hazardous to Health (COSHH)
9. explain where to find organisation risk assessment details and control strategies
10. summarise how to handle adhesives safely, to include
 - the use of personal protective equipment
 - adequate ventilation
11. explain personal limitations in respect of the Provision and Use of Work Equipment (PUWER) regulations 1998
12. summarise how the characteristics of different wood composites affect the way they are cut
13. explain the suitability of different wood composites for different joint constructions
14. explain the mechanics of joint construction
15. compare the limitations of different jointing components
16. compare alternative jointing techniques
17. summarise methods of mechanical cutting with templates
18. explain terms used in technical specifications for component production and disassembly
19. explain the terms used in technical specifications for joints
20. summarise the consequences of using blunt tools and poor technique when shaping materials
21. compare the growth and handling characteristics of different species of wood used in furniture and the importance of this to
 - abrasion
 - tensile strength
 - compression strength
 - seasoning
 - durability
 - degradation
 - infestation
 - density

Unit 314

Improve the customer relationship

Level: 3
Credit value: 14
UAN: K/600/8333

Unit aim

This unit requires competences in improving customer relationships

Learning outcomes

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

1. Improve customer communications
2. Balance the needs of the customer and the organisation
3. Exceed customer expectations to develop relationships
4. Know how to represent the organisation in developing customer relationships

Guided learning hours

It is recommended that **55** 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 314

Outcome 1

Improve the customer relationship

Be able to improve customer communications

Assessment Criteria

Practical Skills

The learner can:

1. evaluate the best method of **communication** to suit **customers' needs**
2. maintain regular contact with customers to update them and obtain further information
3. adapt behaviour to suit individual **customers'** feelings

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

Communicate

To include spoken, written and/or electronic.

Unit 314

Improve the customer relationship

Outcome 2

Be able to balance the needs of the customer and the organisation

Assessment Criteria

Practical Skills

The learner can:

1. demonstrate **customers' needs** and expectations
2. present a sensitive and positive approach to customers when their needs and expectations cannot be met
3. compare alternative solutions for customers
4. assess the costs and benefits of alternative solutions to the **organisation** and the customers
5. **negotiate** and agree satisfactory solutions with customers that are also acceptable to the organisation
6. implement agreed solution with customers

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

Organisation

The company or individual that you are working for and responsible to.

Negotiate

The method whereby all parties reach an agreement

Unit 314

Improve the customer relationship

Outcome 3

Be able to exceed customer expectations to develop relationships

Assessment Criteria

Practical Skills

The learner can:

1. describe extra efforts to improve relationships with **customers**
2. recognise opportunities to exceed your **customers' needs** and expectations
3. exceed customers' needs and expectations within the limits of your own **authority**
4. summarise support from **relevant others** to exceed customers' needs and expectations

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

Authority

The responsibility that is given to an individual and/or organisation to enable them to perform a task efficiently and effectively

Relevant others

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

Problems/conflict

Problems/conflicts in working relations may be able to be readily dealt with, or may require additional support obtained through following organisational.

Unit 314

Outcome 4

Improve the customer relationship

Know how to represent the organisation in developing customer relationships

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe customers' rights and how these effect customer relations
2. explain the specific aspects relating to:
 - health and safety
 - data protection
 - equal opportunities
 - disability discrimination
3. clarify legislation and regulations that affect delivery of products or services to customers
4. describe industry, ethical standards organisational and professional codes of practice that affect delivery of products or services to customers
5. evaluate contractual agreements between the customers and the organisation
6. describe the organisational products or services that are relevant to your customer service role
7. outline organisational guidelines that limit your job role
8. explain the limits of your authority and when you need to seek agreement or permission from others
9. state organisational targets relevant to the job
10. explain the implications for the organisation if organisational targets are not met
11. describe your role in meeting organisational targets
12. clarify the importance of communicating in a clear, polite, confident way
13. describe effective methods of communication with customers
14. describe effective negotiation techniques with customers
15. describe how to assess the costs and benefits of unusual agreements to both the customer and the organisation
16. explain the importance of customer loyalty and improved internal customer relationships to your organisation

Unit 315

Define and develop standard operating procedures within the furniture, furnishings and interiors industry

Level: 3
Credit value: 10
UAN: F/600/8337

Unit aim

Competence required to develop standard operating procedures for production activities.

Learning outcomes

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

1. Devise standard operating procedures
2. Know how to devise standard operating procedures
3. Test and agree standard operating procedures
4. Know how to test and agree standard operating procedures

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 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 315

Define and develop standard operating procedures within the furniture, furnishings and interiors industry

Outcome 1

Be able to devise standard operating procedures

Assessment Criteria

Practical Skills

The learner can:

1. evaluate the scope of the **procedure** and the **objectives** to be drafted
2. obtain all relevant **information** for drafting the procedure
3. produce sufficient detail in the procedure to ensure it will be implemented as intended
4. design the procedure to meet the required quantity, quality, time and cost **objectives**
5. draft the procedure in a clear, concise and logical format
6. ensure the procedure complies with relevant safety, health and environmental considerations
7. seek initial feedback and comment on the draft procedure from **relevant people**
8. evaluate and incorporate feedback that strengthens the draft procedure

Range

Standard Operating Procedures

Written specifications of how to carry out certain defined production activities in a manner that will ensure the required outcomes if the procedure is followed accurately. This unit covers the development of new and substantially revised standard operating procedures

Objectives

A standard operating procedure would typically be prepared to meet with organisational requirements in the areas of:

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

Relevant people

People who have expertise in and/or responsibility for the areas of work affected by the procedure. This is likely to include colleagues with production, safety, health and environment and quality specialisms.

Unit 315 **Define and develop standard operating procedures within the furniture, furnishings and interiors industry**

Outcome 2 Know how to devise standard operating procedures

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the reason that standard operating procedures are used within the furniture, furnishings and interiors industry
2. justify the level of detail included in a standard operating procedure
3. describe sources of information to be used when drafting a standard operating procedure
4. state who is involved in establishing the scope and objectives of a procedure
5. explain ways to evaluate alternatives and describe the consequences of different aspects of a procedure in order to meet objectives
6. state what safety, health and environment hazards are associated with the activity being described in the procedure
7. explain how to include outcomes of risk assessments into a procedure
8. state whom to approach in order to obtain initial feedback on a procedure
9. explain the factors to consider when evaluating feedback that could lead to amendments

Unit 315

Define and develop standard operating procedures within the furniture, furnishings and interiors industry

Outcome 3

Be able to test and agree standard operating procedures

Assessment Criteria

Practical Skills

The learner can:

1. obtain authority to carry out **tests**
2. ensure that there is sufficient expertise and thorough understanding of the **procedure** to conduct the test effectively
3. design the tests to ensure they provide thorough, reliable and valid evidence of the effectiveness of the procedure
4. conduct the tests in a safe and cost-effective manner
5. accurately record the **tests** conducted, the conditions under which they were run and the results obtained
6. evaluate the test results to identify any adjustments necessary to achieve the required objectives
7. propose improvements to the **procedure** as a result of feedback from the tests
8. report on and agree the revised procedure with the appropriate authority
9. ensure that the agreed procedure is recorded

Range

Objectives

A standard operating procedure would typically be prepared to meet with organisational requirements in the areas of:

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

Relevant people

People who have expertise in and/or responsibility for the areas of work affected by the procedure. This is likely to include colleagues with production, safety, health and environment and quality specialisms

Tests

Trials carried out to ensure that a proposed procedure will meet the required objectives. Tests need to be designed to cover the full range of conditions under which the procedure would be expected to apply and be repeated often enough to provide reliable evidence that the procedure works. Tests are normally carried out by third parties who have not been responsible for devising the procedure in order to maximise the objectivity of the tests

Unit 315

Define and develop standard operating procedures within the furniture, furnishings and interiors industry

Outcome 4

Know how to test and agree standard operating procedures

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain why authorisation should be agreed before beginning a test
2. explain the importance of tests being conducted by an independent party
3. describe the steps to be taken to ensure that a test is reliable, valid and thorough
4. explain what the implications are of not conducting reliable, valid and thorough tests
5. state the importance of keeping accurate and complete test records
6. outline the data that test records should contain
7. assess the importance of objectivity and accuracy in evaluating the effectiveness of a procedure and deciding on how to improve it
8. describe ways of communicating information effectively in writing and verbally to people
9. state the formats to be followed for reporting on, recording and gaining formal agreement to a standard operating procedure

Unit 316

Provide technical advice on furniture manufacture operations

Level: 3

Credit value: 15

UAN: L/600/8339

Unit aim

To develop competence required to give technical advice and information to production workers and other departments in order to assist in solving production problems and progress production operations.

It also covers the identification and reporting of potential improvements to production operations. Providing information and advice on materials, methods and techniques. Demonstrating and conveying skills. Evaluating production problems and identifying opportunities for improvement. Taking account of health and safety requirements.

Learning outcomes

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

1. Provide information and advice to individuals
2. Know how to provide information and advice to individuals
3. Contribute to the improvement of manufacturing operations
4. Know how to contribute to the improvement of manufacturing operations

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 316

Provide technical advice on furniture manufacture operations

Outcome 1

Be able to provide information and advice to individuals

Assessment Criteria

Practical Skills

The learner can:

1. establish the aspect of the **manufacturing** operation on which **information** and **advice** is needed
2. provide information and **advice** that is:
 - accurate
 - current
 - meets health and safety requirements
3. provide an accurate reflection of the required practice to suit individual's needs
4. communicate in a way that is suited to the **individual's** level of understanding of the operation
5. check and confirm that the individual has an accurate understanding of the advice and **information** provided
6. use technical terms correctly
7. report additional training requirements through the correct organisational **procedures**

Range

Individuals

Discussions may be informal e.g. in quality circles or formal e.g. at manufacturing meetings.

Information and advice

Information and advice are given in relation to the area of technical expertise of the person carrying out this role. This may be with regard to assembly, veneering, polishing and finishing or upholstery operations

Manufacturing operations

Manufacturing operations within furniture manufacture fall into one of the following areas: assembly, veneering, polishing and finishing or upholstery.

Technical advice

Advice given to operatives in order to assist solving problems.

Unit 316

Provide technical advice on furniture manufacture operations

Outcome 2

Know how to provide information and advice to individuals

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain terms used in the furniture manufacturing operations
2. describe when technical information and advice is needed
3. explain the importance of providing information and advice that is accurate, to the point and current.
4. ensure information and advice meets health and safety requirements
5. explain the implications of the HASAWA and COSHH Regulations and the Environmental Protection Act
6. explain relevant organisational risk assessment details and control measures
7. state the importance of communicating technical information at an appropriate pace to the individual
8. explain how to gauge an individual's level of technical understanding
9. explain the importance of checking that information and advice has been correctly understood
10. explain why demonstrations are useful for communicating technical information and advice
11. describe how to recognise when an individual has additional training needs
12. explain your limits of authority when responding to individuals training needs

Unit 316

Provide technical advice on furniture manufacture operations

Outcome 3

Be able to contribute to the improvement of manufacturing operations

Assessment Criteria

Practical Skills

The learner can:

1. monitor the effectiveness and efficiency of **manufacturing operations**
2. assess scope for improvements in manufacturing **operations**
3. assess the benefits and drawbacks of changes to manufacturing operations
4. ensure that health and safety requirements are included when considering improvements to manufacturing operations
5. identify and report opportunities for improvement through organisational procedures
6. contribute to **discussions** on the progress, effectiveness and efficiency of manufacturing operations
7. respond to requests for **information** about manufacturing operations for which you have responsibility

Range

Changes

Changes may be needed as a result of meeting new manufacturing requirements, adaptations to equipment or processes or the inclusion of new materials with different handling characteristics. They may have implications for techniques, equipment settings or the use of materials. Their effects may be felt in relation to the pace of operations and/or the efficiency with which they can be carried out.

Discussions

Discussions may be informal e.g. in quality circles or formal e.g. at manufacturing meetings.

Information and advice

Information and advice are given in relation to the area of technical expertise of the person carrying out this role. This may be with regard to assembly, veneering, polishing and finishing or upholstery operations

Manufacturing operations

Manufacturing operations within furniture manufacture fall into one of the following areas: assembly, veneering, polishing and finishing or upholstery.

Unit 316

Provide technical advice on furniture manufacture operations

Outcome 4

Know how to contribute to the improvement of manufacturing operations

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain terms used in the furniture manufacture operations
2. explain the importance of routine monitoring of the effectiveness and efficiency of manufacturing operations
3. describe what to take into account when evaluating operations
4. explain the importance of considering the potential benefits and possible drawbacks of changes to manufacturing operations
5. explain the implications of the HASAWA and COSHH Regulations and the Environmental Protection Act
6. explain relevant organisational risk assessment details and control measures
7. describe how to report improvement opportunities
8. explain the importance of clarity and accuracy when taking part in discussions
9. state who is likely to ask for information
10. explain the importance of providing prompt responses

Unit 317

Configure furniture production equipment for operation

Level: 3

Credit value: 7

UAN: L/600/8342

Unit aim

Develop competence required to configure furniture production equipment for operational use.

Learning outcomes

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

1. Check equipment condition
2. Know how to check equipment condition
3. Set and adjust equipment for operation
4. Know how to set and adjust equipment for operation

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 317

Configure furniture production equipment for operation

Outcome 1

Be able to check equipment condition

Assessment Criteria

Practical Skills

The learner can:

1. carry out **equipment** checks following a logical and safe sequence
2. check parameters against the **equipment specification** using approved methods and procedures
3. identify variations in **equipment** condition
4. deal with **variations** you are authorised to correct, reporting those which require further action
5. follow safe and effective working practices in line with current health and safety legislation
6. keep accurate records of checks carried out

Range

Equipment

This unit is relevant to a range of equipment used in furniture production with the exception of wood machining equipment for which specific units of competence exist. Typical equipment associated with this unit would include:

- saws
- anders
- borers
- turning and shaping machinery

Equipment specification

The equipment specification details the condition in which it must be for safe and effective operation. This would typically address such parameters, safety features, surface cleanliness, various functional settings (e.g. speed), the location and alignment of moving parts and so on. These will be detailed in documentation and/or diagrams prepared by the manufacturer of the equipment and/or the organisation

Variations

Variations are deviations from the equipment specification for any parameter to be checked. Variations can be minor in that they do not prevent the equipment from being used, or significant in which case they mean that the equipment cannot be used as intended. Minor variations would usually be dealt with by the person carrying out this work; significant variations would usually require to be reported to another for action (e.g. to maintenance specialists)..

Unit 317

Configure furniture production equipment for operation

Outcome 2

Know how to check equipment condition

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the importance of following a logical sequence when checking **equipment**
2. state the consequences of missing out any steps in the sequence
3. describe approved methods and procedures when checking different **equipment** parameters
4. describe the criteria for judging whether equipment condition is acceptable or not
5. explain **variations** that can occur
6. explain how to make judgements about dealing with **variations** directly or reporting them
7. explain the implications of the HASAWA and COSHH Regulations
8. explain where to find out about relevant organisational risk assessment details and control measures
9. describe records that need to be kept and why it is important that they are accurate

Range

Equipment

This unit is relevant to a range of equipment used in furniture production with the exception of wood machining equipment for which specific units of competence exist. Typical equipment associated with this unit would include:

- saws
- anders
- borers
- turning and shaping machinery

Variations

Variations are deviations from the equipment specification for any parameter to be checked. Variations can be minor in that they do not prevent the equipment from being used, or significant in which case they mean that the equipment cannot be used as intended. Minor variations would usually be dealt with by the person carrying out this work; significant variations would usually require to be reported to another for action (e.g. to maintenance specialists).

Unit 317

Configure furniture production equipment for operation

Outcome 3

Be able to set and adjust equipment for operation

Assessment Criteria

Practical Skills

The learner can:

1. determine the **equipment** settings required by accurate interpretation of the work specification
2. set up material handling and holding devices to achieve the specified outcomes
3. ensure that all **safety features** are in place
4. set the **equipment operating parameters** to achieve the required production outcomes
5. follow standard operating procedures to check that the equipment set up is complete
6. deal safely and effectively with any **problems** during **equipment** set up
7. follow safe and effective working practices in line with current health and safety legislation

Range

Equipment

This unit is relevant to a range of equipment used in furniture production with the exception of wood machining equipment for which specific units of competence exist. Typical equipment associated with this unit would include:

- saws
- anders
- borers
- turning and shaping machinery

Safety features

Safety features include some or all of the following:

- guards
- personal protective equipment for the operator

Problems

Problems and faults may occur with achieving any aspect of the equipment set up. Some problems may be serious enough to mean that the equipment cannot be used as intended; other problems may simply mean some minor maintenance is needed before the equipment can be used (e.g. cleaning or lubrication). Solving problems may require direct action by the individual carrying out the work or reference to an authority within the organisation

Unit 317

Configure furniture production equipment for operation

Outcome 4

Know how to set and adjust equipment for operation

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe how to interpret work **specifications** including drawings
2. describe what material handling and holding devices are needed
3. explain how to set material handling and holding devices for different requirements
4. describe types of safety features associated with different types of furniture production **equipment**
5. explain what sorts of operating parameters can be adjusted on different types of furniture production **equipment**
6. describe how operating parameters interact
7. explain how to change the operating parameters on **equipment**
8. describe the handling characteristics of natural timber and wood composites
9. explain how equipment settings may need to be adjusted to deal with handling characteristics
10. describe the importance of carrying out a completion check when you have set up equipment
11. explain **problems** that can occur with different types of furniture production equipment
12. explain problems you are competent to solve and when to seek assistance
13. explain the implications of the Health and Safety at Work Act (HASAWA) and Control of Substances Hazardous to Health (COSHH) Regulations
14. explain where to find out about relevant organisational risk assessment details and control measures

Range

Equipment

This unit is relevant to a range of equipment used in furniture production with the exception of wood machining equipment for which specific units of competence exist. Typical equipment associated with this unit would include:

- saws
- sanders
- borers
- turning and shaping machinery

Equipment specification

The equipment specification details the condition in which it must be for safe and effective operation. This would typically address such parameters, safety features, surface cleanliness, various functional settings (e.g. speed), the location and alignment of moving parts and so on.

These will be detailed in documentation and/or diagrams prepared by the manufacturer of the equipment and/or the organisation

Problems

Problems and faults may occur with achieving any aspect of the equipment set up. Some problems may be serious enough to mean that the equipment cannot be used as intended; other problems may simply mean some minor maintenance is needed before the equipment can be used (e.g. cleaning or lubrication). Solving problems may require direct action by the individual carrying out the work or reference to an authority within the organisation

Unit 318

Produce and maintain jigs and templates

Level: 3

Credit value: 8

UAN: R/600/8343

Unit aim

Develop competence require in the production and maintain jigs and templates and maintenance of jigs and templates to be used in furniture manufacture

Learning outcomes

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

1. Produce jigs and templates
2. Know how to produce jigs and templates
3. Maintain jigs and templates
4. Know how to maintain jigs and templates

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 318

Outcome 1

Produce and maintain jigs and templates

Be able to produce jigs and templates

Assessment Criteria

Practical Skills

The learner can:

1. ensure complete work specification is ready
2. select **materials** of a suitable size for the item to be produced
3. accurately measure and mark out
4. use **materials** efficiently and minimise waste
5. protect jigs and **templates** from **damage** when using them
6. cut, shape and finish **jigs** and templates to the specified requirements
7. work efficiently to avoid re-working areas of the jig or template
8. store completed jigs and templates under suitable conditions
9. maintain records of the details of completed jigs and templates
10. follow safe and effective working practices in line with current health and safety legislation

Range

Damage

Problems and faults may occur in the production or maintenance of jigs and templates. Some problems may be serious enough to mean that the jig or template cannot be used as intended; other problems may simply mean some additional maintenance is needed before it can be used (e.g. cleaning). Solving problems may require direct action by the individual carrying out the work or reference to an authority within the organisation.

Jigs

A jig is used for guiding a tool, such as a cutting blade, so that the position of a cut or drill hole (for example) is positioned accurately. Jigs may be simple, (e.g. straight lines, limited numbers of positions), or complex (e.g. complicated angles and curves, and multiple positions).

Materials

Jigs and templates may be made of wood, metal or plastic.

Templates

Templates are used in the furniture industry to ensure that shapes can consistently be reproduced to accurate dimensions. A template is only as good as its ability to reproduce the required shape and size over a specified number of occasions. Some templates are intended for single use, but the majority are used on numerous occasions. As with jigs, templates may be used for the reproduction of simple shapes or complex ones.

Unit 318
Outcome 2

Produce and maintain jigs and templates
Know how to produce jigs and templates

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to read and interpret technical specifications
2. describe different materials used to produce jigs and templates for cutting, laying up and shaping wood and metal components
3. explain how to establish a suitable datum to ensure that measurements are accurate
4. describe techniques used to produce jigs and templates
5. explain why the sequence of actions used to produce a jig or template is important to efficiency
6. describe the steps to take to protect jigs and templates from damage
7. state why it is important to protect jigs and templates from damage
8. state how to protect jigs and templates
9. describe the conditions required to maintain jigs and templates in good order
10. explain records that need to be kept
11. explain the importance of keeping accurate clear records
12. explain the implications of the Health and Safety at Work Act (HASAWA) and Control of Substances Hazardous to Health (COSHH) Regulations when producing Jigs & Templates 3
13. explain where to find out about relevant organisational risk assessment details and control measures for using tools and equipment to produce Jigs & Templates 3

Unit 318

Outcome 3

Produce and maintain jigs and templates

Be able to maintain jigs and templates

Assessment Criteria

Practical Skills

The learner can:

1. routinely examine **jigs** and **templates** for signs of **damage**
2. check **jigs** and templates using correct specifications
3. assess suitability for continuing use of **jigs** and **templates**
4. identify **damage** that affects the use of a jig or template
5. deal safely and promptly with damage that can be effectively repaired
6. use appropriate methods and equipment to clean jigs and **templates**
7. remove and report **jigs** and **templates** which are damaged beyond use
8. follow safe and effective working practices in line with current health and safety legislation
9. keep accurate, clear and up to date records of jig and **template** checks and maintenance

Range

Jigs

A jig is used for guiding a tool, such as a cutting blade, so that the position of a cut or drill hole (for example) is positioned accurately. Jigs may be simple, (e.g. straight lines, limited numbers of positions), or complex (e.g. complicated angles and curves, and multiple positions)

Templates

Templates are used in the furniture industry to ensure that shapes can consistently be reproduced to accurate dimensions. A template is only as good as its ability to reproduce the required shape and size over a specified number of occasions. Some templates are intended for single use, but the majority are used on numerous occasions. As with jigs, templates may be used for the reproduction of simple shapes or complex ones.

Damage

Problems and faults may occur in the production or maintenance of jigs and templates. Some problems may be serious enough to mean that the jig or template cannot be used as intended; other problems may simply mean some additional maintenance is needed before it can be used (e.g. cleaning). Solving problems may require direct action by the individual carrying out the work or reference to an authority within the organisation.

Unit 318

Outcome 4

Produce and maintain jigs and templates

Know how to maintain jigs and templates

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the importance of examining jigs and templates on a routine basis
2. describe how to read and interpret technical specifications
3. describe the damage that can occur to jigs and templates used with different types of furniture production equipment
4. state what the tolerance levels are when assessing if a jig or template is beyond use
5. describe damage that you are competent to repair and when to seek assistance
6. explain the importance of using appropriate solvents, cleaning materials and cleaning agents when cleaning jigs and templates
7. explain records that need to be kept
8. explain the importance of keeping accurate clear records
9. explain the implications of the Health and Safety at Work Act (HASAWA) and Control of substances Hazardous to Health (COSHH) Regulations
10. explain where to find out about relevant organisational risk assessment details and control measures

Unit 319

Solve and prevent furniture manufacture problems

Level: 3
Credit value: 15
UAN: Y/600/8344

Unit aim

Develop competence required to deal with production problems in the furniture and furnishings sector, whether revealed through processes or outcomes. Identifying problems at an early stage limiting the consequences of production problems. Investigating and diagnosing the causes of problems. Finding and implementing solutions to production problems.

Learning outcomes

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

1. Identify and investigate manufacturing problems
2. Know how to identify and investigate manufacturing problems
3. Deal with manufacturing problems
4. Know how to deal with manufacturing problems

Guided learning hours

It is recommended that **47** 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 319

Solve and prevent furniture manufacture problems

Outcome 1

Be able to identify and investigate manufacturing problems

Assessment Criteria

Practical Skills

The learner can:

1. ensure that systems to report **problems** are effective
2. ensure that systems to report problems allow for early identification
3. ensure that **relevant people** use the **systems** to report **problems**
4. review feedback on manufacturing processes and outcomes on a regular basis
5. confirm potential problems promptly
6. review and use all **information** relevant to the problem
7. investigate the problem using a logical, safe and cost-effective approach
8. evaluate the information to draw valid conclusions about the nature and causes of the problem
9. keep accurate and complete records of the problem and its **cause**

Range

Information

Information on a problem will derive from systems, quality records, equipment manuals and other documentary sources such as trade publications. Information may be both current information about actual or potential problems, or historical in that it refers to previous occurrences of the same or a similar problem

Problems

Problems may be intermittent or continual. They may pose manufacturing implications in terms of non-achievement of work flow or outcome requirements and/or they may pose hazards to people, property or the environment.

Relevant people

Anyone who is involved in manufacturing activities which may be affected by a problem and whose actions can help identify, solve and prevent the problem from occurring

Causes

Problems can be caused by a variety of reasons, some of which may be easy to identify, others of which may be more complex and difficult to discern. Typical causes could be to do with:

- equipment malfunction
- material fitness for purpose
- operator error
- product design error

Systems

Systems to provide feedback on problems are established by the organisation and may depend on regular reports via documentation or verbal feedback, first-hand monitoring and inspection activities and/or computer based analyses of processes and outcomes.

Unit 319

Solve and prevent furniture manufacture problems

Outcome 2

Know how to identify and investigate manufacturing problems

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe reporting and feedback systems used to identify manufacturing problems
2. explain the operational and commercial implications of not identifying problems at an early stage
3. state how often information on manufacturing problems and processes should be reviewed
4. explain how to confirm that a problem exists
5. describe the importance of reviewing all information on possible problems
6. explain the importance of following a logical approach to check causes as a priority
7. explain how to analyse information to draw conclusions
8. state the importance of problem record keeping
9. explain the organisation requirements for record-keeping

Unit 319

Solve and prevent furniture manufacture problems

Outcome 3

Be able to deal with manufacturing problems

Assessment Criteria

Practical Skills

The learner can:

1. respond to **problems** to minimise loss and damage
2. identify solutions to manufacturing problems using current and accurate **information**
3. assess the consequences, costs and benefits of alternative **solutions** to a problem
4. select the optimum course of action to solve the problem and prevent future occurrences
5. ensure that **relevant people** know how to resolve problems and their role in the process
6. implement the **solution** as soon as possible
7. monitor the effectiveness of a solution and adjust as necessary to achieve required results
8. maintain accurate and complete records of the decision making process and actions to be taken

Range

Information

Information on a problem will derive from systems, quality records, equipment manuals and other documentary sources such as trade publications. Information may be both current information about actual or potential problems, or historical in that it refers to previous occurrences of the same or a similar problem

Problems

Problems may be intermittent or continual. They may pose manufacturing implications in terms of non-achievement of work flow or outcome requirements and/or they may pose hazards to people, property or the environment.

Relevant people

Anyone who is involved in manufacturing activities which may be affected by a problem and whose actions can help identify, solve and prevent the problem from occurring

Solutions

This unit covers solutions which provide temporary limitation of a problem's consequences and solutions which are intended to be permanent and to prevent the problem occurring. Either type of solution may depend on one or more of the following:

- equipment modification
- changes to materials
- operator training
- changes to process and/or outcome specifications
- changes to standard operating procedures

Unit 319

Solve and prevent furniture manufacture problems

Outcome 4

Know how to deal with manufacturing problems

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the importance of fast action to limit the effects of a problem
2. describe information that should be used when deciding on how to tackle a problem
3. explain the importance of objectivity and thoroughness in assessing problem solutions
4. state organisational and safety considerations that may impact on problem solutions
5. describe effective written and verbal communication to different groups of people
6. state specific problems that affect organisation manufacturing procedures and management practices
7. describe solutions to specific manufacturing procedures and management practice problems within the organisation
8. explain the importance of monitoring a solution
9. describe how to achieve monitoring in an effective manner
10. state the importance of keeping records about problems and methods used to solve and prevent them
11. state the organisation requirements for record-keeping

Unit 320

Produce furniture design prototypes

Level: 3
Credit value: 19
UAN: H/600/8346

Unit aim

Develop competence required to produce prototypes of furniture designs.

Learning outcomes

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

1. Plan and monitor realisation processes
2. Know how to plan and monitor realisation processes
3. Realise and evaluate prototypes
4. Know how to realise and evaluate prototypes
5. Understand current legislation and workplace health and safety procedures

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 320

Outcome 1

Produce furniture design prototypes

Be able to plan and monitor realisation processes

Assessment Criteria

Practical Skills

The learner can:

1. identify and agree with others the aims for a **design prototype**
2. select suitable media, materials and associated tools, equipment, **techniques and processes** to meet design objectives
3. plan and organise resources needed to realise a viable prototype and to meet deadlines
4. monitor the process to ensure **prototype** matches design and functional specifications
5. respond effectively to problems encountered during the **realisation process**

Range

Prototypes

Prototypes are 2D and 3D models, mock-ups, samples or test pieces made using small-scale realisation techniques. They are produced since designers need to understand how their final design will be made, function and perform to check that their ideas will work in practice and be suitable for the client. Prototypes may be made at any stage of the design development cycle.

Realisation techniques and processes

Small scale realisation techniques cover preparing, forming, joining, assembling, manipulating, editing and finishing the prototype ready for evaluation.

Unit 320

Outcome 2

Produce furniture design prototypes

Know how to plan and monitor realisation processes

Assessment Criteria

Underpinning knowledge

The learner can:

1. identify and agree with others the aims for a **design prototype**
2. select suitable media, materials and associated tools, equipment, **techniques and processes** to meet design objectives
3. plan and organise resources needed to realise a viable prototype and to meet deadlines
4. monitor the process to ensure **prototype** matches design and functional specifications
5. respond effectively to problems encountered during the **realisation process**

Range

Prototypes

Prototypes are 2D and 3D models, mock-ups, samples or test pieces made using small-scale realisation techniques. They are produced since designers need to understand how their final design will be made, function and perform to check that their ideas will work in practice and be suitable for the client. Prototypes may be made at any stage of the design development cycle.

Realisation techniques and processes

Small scale realisation techniques cover preparing, forming, joining, assembling, manipulating, editing and finishing the prototype ready for evaluation.

Unit 320

Outcome 3

Produce furniture design prototypes

Be able to realise and evaluate prototypes

Assessment Criteria

Practical Skills

The learner can:

1. work with skill and creativity to use small-scale **realisation techniques and processes** safely
2. realise the prototype to enable evaluation to take place
3. judge the aims of the **prototype** by identifying and carrying out a suitable evaluation process
4. analyse the results of the **evaluation** process and structure arguments to support conclusions
5. communicate the results of the **evaluation** process to relevant people

Range

Prototypes

Prototypes are 2D and 3D models, mock-ups, samples or test pieces made using small-scale realisation techniques. They are produced since designers need to understand how their final design will be made, function and perform to check that their ideas will work in practice and be suitable for the client. Prototypes may be made at any stage of the design development cycle.

Realisation techniques and processes

Small scale realisation techniques cover preparing, forming, joining, assembling, manipulating, editing and finishing the prototype ready for evaluation.

Evaluation

Evaluation is the systematic assessment of a prototype to identify whether or not a design will meet its objectives. Evaluation can be qualitative (in which case it measures perceptions such as visual appearance or tactile features etc) or quantitative (in which case it makes use of measurable characteristics such as strength, flexibility, torsion etc).

Unit 320

Outcome 4

Produce furniture design prototypes

Know how to realise and evaluate prototypes

Assessment Criteria

Underpinning knowledge

The learner can:

1. summarise how to carry out small-scale **realisation techniques**
2. explain how to plan and carry out evaluation techniques to meet agreed aims related to:
 - design objectives
 - specifications
 - client requirements
 - technical constraints of final design realisation
3. explain how to gather and record data to support **evaluation** decisions about:
 - performance
 - function
 - ease of use
 - user/audience response
4. explain how to prepare and present **evaluation** reports
5. explain the features, potential, limitations, availability and uses of:
 - media
 - materials and associated tools
 - equipment
 - techniques
 - processes used in producing furniture design
 - prototypes
6. clarify practical testing techniques that can be applied for:
 - materials
 - technology
 - designs
 - products
7. explain evaluation techniques that are applied in the furniture industry
8. evaluate the uses and limitations of different qualitative and quantitative approaches

Range

Evaluation

Evaluation is the systematic assessment of a prototype to identify whether or not a design will meet its objectives. Evaluation can be qualitative (in which case it measures perceptions such as visual appearance or tactile features etc) or quantitative (in which case it makes use of measurable characteristics such as strength, flexibility, torsion etc)

Realisation techniques and processes

Small scale realisation techniques cover preparing, forming, joining, assembling, manipulating, editing and finishing the prototype ready for evaluation..

Unit 320

Outcome 5

Produce furniture design prototypes

Understand current legislation and workplace health and safety procedures

Assessment Criteria

Underpinning knowledge

The learner can:

1. clarify how to work safely and efficiently in a studio or workplace
2. summarise the regulations, environmental and health and safety considerations relating to the use of materials, processes and technology
3. explain the health and safety procedures to follow in the studio or workplace including the implications of the Health and Safety at Work Act (HASAWA) and Control of Substances hazardous to Health (COSHH) Regulations
4. explain where to find out about relevant organisational risk assessment details and control measures

Unit 321

Produce furniture production specifications

Level: 3

Credit value: 9

UAN: K/600/8347

Unit aim

To develop the competence required to produce furniture production specifications by producing a specification for the product, ensuring that the specification meets the clients needs and recording all relevant information.

Learning outcomes

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

1. Produce specifications for furniture products
2. Understand how to produce specifications for furniture products

Guided learning hours

It is recommended that **30** 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 321

Outcome 1

Produce furniture production specifications

Be able to produce specifications for furniture products

Assessment Criteria

Practical Skills

The learner can:

1. produce a **product or process** specification that meets the requirements of the client
2. incorporate all details into the **specification**
3. ensure that the specification can be implemented
4. ensure that the specification complies with all relevant regulations and guidelines
5. agree the **specification** with the client throughout the design process
6. produce a rationale for specification changes and requirements that cannot be achieved
7. produce the **specification** in the agreed **formats** with the necessary supporting documents
8. record the **specification** in the appropriate **information systems**

Range

Product or process

What needs to be produced for the client to meet their requirements, as detailed in the specification. May be any item of furniture to be produced on a commercial basis.

Formats

The appropriate methods of presenting the information.

Information systems

Where the specification information is recorded.

Specifications

The set of instructions which detail the work to be carried out

Clients

The person(s), organisation(s) or department(s) either inside or outside your organisation for whom you are providing a service.

Unit 321

Outcome 2

Produce furniture production specifications

Understand how to produce specifications for furniture products

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe the design **principles and processes** that apply to the furniture items being produced
2. explain the general and furniture item-specific **principles and processes** that apply to furniture production
3. explain how the principles and processes affect the details to be included in the specification
4. explain health and safety legislation, regulations and safe working practices and procedures that are required for the specifications including the implications of the Health and Safety at Work Act (HASAWA) and Control of Substances Hazardous to Health (COSHH) Regulations
5. explain where to find out about relevant organisational risk assessment details and control strategies
6. state the legislative and regulatory frameworks that govern furniture production
7. explain the requirement for compliance with relevant national and international furniture standards
8. describe the organisational procedures and systems for creating, disseminating, storing and maintaining furniture specifications
9. describe the organisational procedures in relation to patents, copyright, and intellectual property issues
10. explain the information that should be included in furniture **specifications** including:
 - the conventions
 - units of measurement
 - terms used
 - preferred organisational formats

Range

Specifications

The set of instructions which detail the work to be carried out.

Product or process

What needs to be produced for the client to meet their requirements, as detailed in the specification. May be any item of furniture to be produced on a commercial basis.

Unit 322

Operate CAD equipment

Level: 3
Credit value: 10
UAN: M/600/8348

Unit aim

To develop the competence required to operate CAD equipment.

Learning outcomes

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

1. Operate computer and peripheral hardware
2. Know how to operate computer and peripheral hardware
3. Produce drawings using computer aided drawing software
4. Know how to produce drawings using computer aided drawing software

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 322

Outcome 1

Operate CAD equipment

Be able to operate computer and peripheral hardware

Assessment Criteria

Practical Skills

The learner can:

1. maintain the workstation in a safe and tidy condition
2. check that the **computer peripherals** are securely connected to the outlet ports and all leads are in good condition
3. follow correct sequence to power up, check peripheral operating status and close down **equipment**
4. solve **problems** that arise

Range

Peripheral equipment

To include the various types and application of peripherals such as printers, plotters, scanners, digitisers, tablets, light pens and also to include checking the connection of these peripheral pieces of equipment.

Problems

Problems and faults may occur with achieving any aspect of the equipment set up and operation. Some problems may be serious enough to mean that the equipment cannot be used as intended; other problems may need some minor adjustments to the computer and/ or peripheral equipment. Solving the problem may require direct action by the individual or reference to another within the organisation

Unit 322

Outcome 2

Operate CAD equipment

Know how to operate computer and peripheral hardware

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe the specific work area **health and safety** requirements (e.g. VDU regulations, electrical supply requirements)
2. describe how to identify potential hazards in the workplace
3. describe ways of maintaining good housekeeping arrangements
4. assess the various types of display screen equipment that is available
5. assess the various types and application of peripherals such as printers, plotters, scanners, digitisers and tablets, light pens
6. explain how to check peripheral devices are correctly connected
7. explain how to identify correct cables/leads and connectors
8. explain how to identify typical equipment faults
9. describe action to be taken when dealing with equipment faults
10. explain the use of **computer operating systems**
11. explain the requirement for start-up and shutdown procedures
12. explain the importance of adherence to start-up and shutdown procedures
13. describe the use of technical manuals to check for correct hardware connections
14. explain own responsibilities under the data protection act, Software Copyright, Computer Misuse Act

Range

Health and Safety

To be aware of all relevant health and safety legislation and company policy

Computer systems

To include relevant knowledge of computer operating systems. The importance of shutting down, starting up correctly and how to use technical manuals to aid operation of the system.

Unit 322

Outcome 3

Operate CAD equipment

Be able to produce drawings using computer aided drawing software

Assessment Criteria

Practical Skills

The learner can:

1. access and terminate the correct **software application**
2. identify the type of drawing required and choose a suitable start point
3. use appropriate techniques to create the required drawing to organisational **standards**
4. save drawings in appropriate locations
5. produce hard copies of the finished drawings

Range

Software application

To include the relevant software packages for computer aided design used by the organisation.

Standards

To include organisational, national and international standards where appropriate.

Unit 322

Operate CAD equipment

Outcome 4

Know how to produce drawings using computer aided drawing software

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the national, international and organisational standards with regard to engineering drawings
2. describe the various types of drawing layouts that are used for mechanical, fabrication and electrical/electronic applications
3. illustrate the symbols and abbreviations used on drawings
4. explain how to determine the scale to be used and methods of indicating this on the drawing
5. describe the methods of constructing drawings and the application and use of drawing tools
6. describe the methods of constructing lines and curves, circles and ellipses
7. illustrate the types and application of dimension lines
8. explain how to enter text onto drawings
9. explain the procedures and methods for editing drawings and text
10. explain how to produce hard copies
11. assess the advantages and disadvantages of printers and plotters

Unit 323

Quality assure and co-ordinate furniture placements

Level: 3

Credit value: 5

UAN: K/600/8350

Unit aim

To develop the competences required to co-ordinate and assure the quality of furniture placement.

Learning outcomes

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

1. Co-ordinate the furniture placement
2. Know how to co-ordinate the furniture placement
3. Assure the quality of furniture placement
4. Know how to assure the quality of furniture placement

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 323

Quality assure and co-ordinate furniture placements

Outcome 1

Be able to co-ordinate the furniture placement

Assessment Criteria

Practical Skills

The learner can:

1. confirm the completion of preparations and work area
2. inform mains service providers inform qualified mains service engineer
3. check that the required **components** and **materials** as stated in the specification are at **location**
4. conduct a pre-assessment of assembly problems which may affect safe achievement of the placement
5. **co-ordinate** mains service providers co-ordinate qualified mains service engineer
6. check and confirm that the placement is proceeding as required in the **specification**
7. deal safely and effectively with any **problems** that may occur during 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
- fascia components

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 material, 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, primers, paints)
- adhesives
- fixings (e.g. screws, nails, drawer runners, handles)
- ancillary items (e.g. cabling conduits, lighting, glassware)

- services (e.g. gas, water, electric)
- appliances (e.g. fridge, freezer, cooker, dryer, washer, dishwasher)

Unit 323

Quality assure and co-ordinate furniture placements

Outcome 2

Know how to co-ordinate the furniture placement

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to interpret work specifications including drawings
2. state why it is important to complete preparations
3. explain when it is necessary to inform mains service providers explain when it is necessary to inform qualified mains service engineer
4. describe how to inform and liaise with main service providers describe how to inform and liaise with qualified mains service engineers
5. describe the features of the assembly that may be affected by the location of the placement
6. explain the importance of checking that all material and components are at location
7. describe types of problems that can occur and ways of dealing with them
8. describe ways to co-ordinate furniture placement
9. explain the importance of preparing the work area to comply with health and safety legislation
10. explain how to provide information clearly to customers
11. describe what type of information customers require
12. explain why it is important to provide clear information of the type that customers require

Unit 323

Quality assure and co-ordinate furniture placements

Outcome 3

Be able to assure the quality of furniture placement

Assessment Criteria

Practical Skills

The learner can:

1. confirm that the furniture placement is proceeding as per the specification
2. specify outcome qualities which need to be met
3. monitor furniture placement
4. use the correct **techniques** and **materials** to achieve the **specification**
5. maintain the quality of the installation by making good any **faults**
6. check and confirm the quality of placement is as required in the **specification**
7. follow safe and effective working practices at all times
8. maintain effective **customer** communication
9. complete the work within the required time
10. complete required documentation

Range

Materials

Typical materials within furniture assembly in location would include:

- finishes (e.g. stains, sealers, primers, paints)
- adhesives
- fixings (e.g. screws, nails, drawer runners, handles)
- ancillary items (e.g. cabling conduits, lighting, glassware)
- services (e.g. gas, water, electric)
- appliances (e.g. fridge, freezer, cooker, dryer, washer, dishwasher)

Techniques

Typical techniques within furniture assembly would be associated with the use of:

- hand tools (e.g. planing, sawing, sanding, screwing)
- powered tools (e.g. drilling, screwing, sawing, screwing)

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
- time schedule

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
- time schedule

Unit 323

Quality assure and co-ordinate furniture placements

Outcome 4

Know how to assure the quality of furniture placement

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to interpret work specifications and specify outcome quality
2. describe methods of monitoring the installation
3. explain ways of checking the completed work against specifications or drawings
4. describe types of faults and how to deal with them
5. describe methods to confirm quality of furniture placement
6. describe personal responsibilities with regard to health and safety legislation when at location
7. explain how to provide information clearly to a customer
8. describe what type of information customers require
9. explain why it is important to provide clear information of the type that customers require
10. state the timescales specified for the work
11. describe what documentation is required

Unit 324

Install complex work surfaces

Level: 3

Credit value: 14

UAN: J/600/8369

Unit aim

To develop the competences required in installing complex work surfaces in a location

Learning outcomes

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

1. Prepare for the placement of complex work surfaces
2. Know how to prepare for the placement of complex work surfaces
3. Fit and fix complex work surfaces
4. Know how to fit and fix complex work surfaces

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 324

Outcome 1

Install complex work surfaces

Be able to prepare for the placement of complex work surfaces

Assessment Criteria

Practical Skills

The learner can:

1. confirm work area is ready and preparations are completed
2. ensure the required tools and fixings are available for use
3. check that the work surface has been cut and finished to the required **specification**
4. adjust the **components** and their placement to provide the best position and fit
5. ensure dimensions and alignments are to the required specification
6. ensure that correct handling procedures are followed
7. deal with **problems** during the placement
8. follow safe and effective working practices in line with current health and safety legislation
9. communicate with **relevant personnel**

Range

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

Relevant personnel

Other relevant personnel that may be involved in the installation could include:

- customer/client
- other trades
- suppliers
- colleagues

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

Unit 324

Install complex work surfaces

Outcome 2

Know how to prepare for the placement of complex work surfaces

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe how to interpret work specifications including drawings
2. explain the importance of preparing and protecting the work area
3. state procedures to confirm that preparations are complete
4. describe the features of the work surface that could be affected by the location
5. state the fixings required to attach work surfaces in location
6. list the checks required to ensure that the work surface meets required specifications
7. describe the handling characteristics of natural and man-made materials used for work surfaces
8. explain the importance of safe handling of bulky and heavy items
9. describe types of problems when preparing for the placement of work surfaces and ways of dealing with them
10. explain the importance of complying with health and safety legislation
11. explain how to provide information clearly to customers
12. describe what type of information customers require
13. explain the importance of providing clear information of the type that customers require
14. explain the correct procedures to deal with suppliers and other trades involved in the placement

Unit 324

Outcome 3

Install complex work surfaces

Be able to fit and fix complex work surfaces

Assessment Criteria

Practical Skills

The learner can:

1. assemble **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 decorative features are correctly aligned in position
4. securely fit the work surface in **location**
5. ensure adequate seals are achieved
6. finish the work surface using the appropriate method including:
 - cleaning,
 - wiping glue joints
 - staining
 - polishing
7. use the correct **techniques** and **materials** to achieve the **specification**
8. make good any **faults**
9. follow safe and effective working practices
10. communicate effectively with the **relevant personnel**
11. complete the work within the required time
12. complete any required documentation

Range

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

Relevant personnel

Other relevant personnel that may be involved in the installation could include:

- customer/client
- other trades
- suppliers
- colleagues

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

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

Location

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

Unit 324

Outcome 4

Install complex work surfaces

Know how to fit and fix complex work surfaces

Assessment Criteria

Underpinning knowledge

The learner can:

1. state timescales specified for the work
2. explain the handling characteristics of natural and man-made materials used for work surfaces
3. describe the working characteristics of natural and man-made materials used for work surfaces
4. list factors that might affect sequencing when placing types of work surface
5. describe types of faults and ways of dealing with them
6. state fixings that are appropriate for the work surface
7. state considerations that might affect the success of placement
8. describe how to accurately measure alignment in three dimensions
9. explain how to adjust alignment and movement
10. state own personal health and safety responsibilities
11. explain how to provide information clearly to customers
12. describe what type of information customers require
13. explain the importance of providing clear information of the type that customers require
14. list documentation that is required and ways of completing it
15. explain how to check the completed work against specifications or drawings
16. explain the correct procedures to deal with suppliers and other trades involved in the placement

Unit 325

Prepare and cut materials for fabric wall coverings and tented ceilings

Level: 3
Credit value: 8
UAN: D/600/9771

Unit aim

To assess the competencies involved to prepare and cut materials for fabric wall coverings and tented ceilings

Learning outcomes

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

1. Prepare to cut fabric wall panels
2. Know how to be able to prepare to cut fabric wall panels
3. Cut fabric wall panels
4. Know how to cut fabric wall panels

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 Proskills.

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 325

Prepare and cut materials for fabric wall coverings and tented ceilings

Outcome 1

Be able to prepare to cut fabric wall panels

Assessment Criteria

Practical Skills

The learner can:

1. check the required **plans and drawings, specification, materials, tools and equipment** are available to achieve the work specification
2. draw in seam positions on plan and elevation drawings to the same scale, marking the widths in sequence
3. ensure the cutting table is clean and clear of obstructions
4. follow safe working procedures when handling materials
5. check materials, and trimmings against **specification**
6. check **materials** to include:
 - piece lengths
 - pattern repeats
 - wastage
 - weaving or printing faults
 - methods of tagging faults
 - technique for re-rolling material
 - the method for reporting problems and material shortfall
7. deal with problems that may arise
8. accurately re-roll **materials**

Range

Materials

The materials selected for wall covering and/or tented ceilings can be delicate or robust ranging from medium weight silks, plain, patterned or printed to heavy brocatelle, figured and plain velvet and complex weaves. The composition can be of natural fibres, silk, cotton, linen, wool or synthetic yarns viscose, acetate or polyester or mixtures of natural and synthetic yarns.

Faults may include tight wefts, reduction or increase in size of pattern repeats, uneven dyeing, and printed pattern not at right angle to selvedge, loops in warp or weft.

Identify materials:

- collect and check that the material numbers, types and quantity conform to the specification. This includes checking that the required flame retardant treatment has been undertaken.

Plans and drawings

This covers the ability to interpret the scale plan and elevation drawings for the best possible seam and pattern placement, both practically and artistically, including the plan to show the extent of the tented ceiling, if any. The elevations may include fall of tented ceiling, walls with jib doors, doors with shaped architraves and pediments. It will also include angled bay and swept

bay windows having covered reveals and soffits, together with permanent fixtures that include bookcases, fixed seating and fireplace surrounds

Tools and equipment

Cutting table, fabric support cradle, hand and power cloth-cutting tools. Scale rule, measuring equipment, square, straight edge, tailors chalk, labels, work-holding devices

Specification

The set of instructions which describes the work to be undertaken whether by traditional or modern methods. This includes reference number, type, colour and width of material to be used for covering the walls and ceilings, level of flame retardant compliance required and type and colour of edge finish.

Work may include:

- fabric wall panels

Term used to describe either one width or the result of two or more widths sewn together to cover a complete wall surface.

Using the traditional method or the modern method:

- traditional: this could include covering walls with panels of lining fabric and face fabric, hung separately, finished at top and bottom and internal angles with braid, borders, double piping or mouldings of various descriptions.

This method could include:

- covering jib doors so that pattern follows through vertically and horizontally
- forming a tent roof with or without fullness finished at perimeter with decorative edge

Modern:

- the use of manufactured fabric panel fixing devices that eliminate the need for edge trimming.

Unit 325

Prepare and cut materials for fabric wall coverings and tented ceilings

Outcome 2

Know how to be able to prepare to cut fabric wall panels

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain terms used in the specification
2. explain how to read a drawing
3. explain how to use a scale rule
4. illustrate the seam and pattern positions to be avoided
5. describe the standards for fire retardant materials
6. explain the correct method of lifting and carrying heavy weights
7. compare the advantages and disadvantages of varying materials for wall covering purposes
8. explain the aspects of materials that make them unsuitable for wall coverings
9. identify the focal points for ideal pattern position
10. identify seam positions to be avoided
11. describe the main implications of the british standards fire tests on materials and structures as applied to fabric wall coverings and tented ceilings

Unit 325

Prepare and cut materials for fabric wall coverings and tented ceilings

Outcome 3

Be able to cut fabric wall panels

Assessment Criteria

Practical Skills

The learner can:

1. check the required **specification** and **drawings, materials, tools** and **equipment** are available to carry out the task
2. check own interpretation of **drawings and specification** before commencing cutting, checking where necessary with the appropriate person
3. position pattern on a **jib door**
4. measure and cut fabric to length in accordance with measured **drawings**
5. avoid flaws and minimise wastage when making cuts
6. label each width with wall and width number to conform to **drawings**
7. follow specification to assemble widths of fabric for each wall in the correct sequence
8. minimise creasing of materials by careful folding and packing and storing for next process

Range

Materials

The materials selected for wall covering and/or tented ceilings can be delicate or robust ranging from medium weight silks, plain, patterned or printed to heavy brocatelle, figured and plain velvet and complex weaves. The composition can be of natural fibres, silk, cotton, linen, wool or synthetic yarns viscose, acetate or polyester or mixtures of natural and synthetic yarns.

Faults may include tight wefts, reduction or increase in size of pattern repeats, uneven dyeing, and printed pattern not at right angle to selvedge, loops in warp or weft.

Identify Materials:

Collect and check that the material numbers, types and quantity conform to the specification. This includes checking that the required flame retardant treatment has been undertaken.

Plans and drawings

This covers the ability to interpret the scale plan and elevation drawings for the best possible seam and pattern placement, both practically and artistically, including the plan to show the extent of the tented ceiling, if any. The elevations may include fall of tented ceiling, walls with jib doors, doors with shaped architraves and pediments. It will also include angled bay and swept bay windows having covered reveals and soffits, together with permanent fixtures that include bookcases, fixed seating and fireplace surrounds

Tools and equipment

Cutting table, fabric support cradle, hand and power cloth-cutting tools. Scale rule, measuring equipment, square, straight edge, tailors chalk, labels, work-holding devices

Specification

The set of instructions which describes the work to be undertaken whether by traditional or modern methods. This includes reference number, type, colour and width of material to be used for covering the walls and ceilings, level of flame retardant compliance required and type and colour of edge finish.

Work may include:

- fabric wall panels

Term used to describe either one width or the result of two or more widths sewn together to cover a complete wall surface.

Using the traditional method or the modern method:

- traditional: this could include covering walls with panels of lining fabric and face fabric, hung separately, finished at top and bottom and internal angles with braid, borders, double piping or mouldings of various descriptions.

This method could include:

- covering jib doors so that pattern follows through vertically and horizontally
- forming a tent roof with or without fullness finished at perimeter with decorative edge

Modern:

- the use of manufactured fabric panel fixing devices that eliminate the need for edge trimming.

Unit 325

Prepare and cut materials for fabric wall coverings and tented ceilings

Outcome 4

Know how to cut fabric wall panels

Assessment Criteria

Underpinning knowledge

The learner can:

1. identify minimum allowances for turning at top and hand hold at bottom
2. describe how to deal with half drop patterns
3. explain how to use lays to check pattern length consistency
4. describe materials suitable for multi layer cutting
5. illustrate best positions for placement of slight fabric flaws
6. explain health and safety requirements for using cutting tools
7. describe methods of cutting woven fabrics
8. explain the importance of minimising waste

Unit 326

Produce seamed wall panels and tented ceilings

Level: 3

Credit value: 8

UAN: H/600/9772

Unit aim

To describe and assess the competencies required to Produce seamed wall panels and tented ceilings

Learning outcomes

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

1. Prepare to sew fabric wall panels and tented ceilings
2. Know how to sew fabric wall panels and tented ceilings
3. stitch seams of wall panels and tented ceilings
4. Know how to stitch seams of wall panels and tented ceilings

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 Proskills.

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

Unit 326

Produce seamed wall panels and tented ceilings

Outcome 1

Be able to prepare to sew fabric wall panels and tented ceilings

Assessment Criteria

Practical Skills

The learner can:

1. organise the **tools** and **equipment**
2. check work specification is clear and complete
3. select the appropriate **sewing** thread for strength and colour
4. set up the sewing machine and test for stitch length and tension
5. ensure that the **sewing** machine and work table surfaces are clean and free from obstruction
6. follow safe working procedures

Range

For the purposes of this unit, the term Fabric Wall Panels is used to describe either one width or the result of two or more widths sewn together to cover a complete wall surface

Sewing

- selection of sewing machine settings and appropriate sewing materials
- machine sewing of seams that are straight and devoid of gathers
- sewing panels in accordance with specification
- dealing with material faults, such as tight selvages and small differences in pattern repeats
- handling multi width panels

Tools and equipment

Scissors, sewing machine, cottons, work table, labelling and marking equipment, packing materials.

Unit 326

Produce seamed wall panels and tented ceilings

Outcome 2

Know how to sew fabric wall panels and tented ceilings

Assessment Criteria

Underpinning knowledge

The learner can:

1. state whom to contact for clarification of instructions
2. describe the characteristics of the fabrics to be sewn
3. identify the type of sewing thread to be used
4. explain how to alter sewing machine settings
5. describe how to organise work space to allow for the sewing together of long and multiple lengths of material

Unit 326

Produce seamed wall panels and tented ceilings

Outcome 3

Be able to stitch seams of wall panels and tented ceilings

Assessment Criteria

Practical Skills

The learner can:

1. ensure the widths to be sewn are in the proper order and correctly aligned
2. sew the widths of fabric in the pre-determined order
3. choose appropriate **sewing** methods for the fabric
4. overcome variations in pattern repeats
5. flatten seams after the panel has been assembled
6. check and confirm that finished appearance meets the **specification**
7. seek assistance to fold sewn panels in the specified manner
8. **pack** panels in protective packaging materials
9. label packaging materials for dispatch

Range

Specification

Drawings and written instructions giving the necessary information for carrying out a task successfully.

Sewing

- selection of sewing machine settings and appropriate sewing materials
- machine sewing of seams that are straight and devoid of gathers
- sewing panels in accordance with specification
- dealing with material faults, such as tight selvages and small differences in pattern repeats
- handling multi width panels

Packing

Method of folding completed wall panels to facilitate easy handling and minimum fold marks at site.

This involves the selection of appropriate types of packaging and packing for dispatch.

Unit 326

Produce seamed wall panels and tented ceilings

Outcome 4

Know how to stitch seams of wall panels and tented ceilings

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe the handling characteristics of different fabrics
2. explain how the characteristics of different fabrics can affect their behaviour during positioning and sewing
3. describe methods of handling materials with tight selvages or uneven pattern repeats
4. explain problems associated with pile fabrics
5. state the importance of sewing widths of fabric together in the prescribed order
6. describe the method of folding sewn panels for ease of use by upholsterers
7. identify types of packaging materials suitable for purpose

Unit 327

Remove fabric wall panels and tented ceilings

Level: 3

Credit value: 9

UAN: K/600/9773

Unit aim

To describe and assess the competencies required to remove fabric wall panels and tented ceilings

Learning outcomes

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

1. Remove existing wall and ceiling coverings
2. Know how to remove existing wall and ceiling coverings
3. Repair damaged wall and ceiling surfaces
4. Know how to repair damaged wall and ceiling surfaces

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 327

Remove fabric wall panels and tented ceilings

Outcome 1

Be able to remove existing wall and ceiling coverings

Assessment Criteria

Practical Skills

The learner can:

1. read and understand the work **specification**
2. produce a list of items to be sent to site
3. conduct a **site assessment** and report hazards to appropriate authority
4. ensure that access equipment is erected by competent persons
5. follow the employers health and safety policy for site work and working at heights
6. remove mouldings used as **trimming** for edge of panels and ceilings
7. number and store wood mouldings and **trimmings** for future replacement
8. use tools and techniques safely to remove fabric wall panels and tented ceiling
9. remove unwanted battens without damage to wall surface
10. clear debris and store it ready for disposal
11. report damage to walls and ceilings to the appropriate person before **new fabric panels** or tented ceilings are installed

Range

Wall lining

Depending on requirement, hessian (sized), lining paper, fibreglass, bump, cotton sheet

Fabric wall panels

Fabric lining and face fabric to battens at panel perimeters, ensuring a taught, smooth finish with straight vertical seams. The surface should be free from creases, puckers, fullness and tack ties.

Edge trimming

Decorative finish at panel perimeters to hide fabric fixing method using braid, gimp, double piping, fabric-covered moulding. This could also include decorative wood moulding, painted, or gilded, pelmets or valances

Specification

Drawings and written instructions giving the appropriate information for carrying out a task.

Site assessment

This may include hazardous conditions, loose and missing floorboards, exposed live electrical wiring.

Other considerations may include valuable artefacts in situ, including wall lights, intruder detection systems fitted to wall surfaces.

The assessment will include reporting hazards to competent authority for rectification before work commences; noting signs of wall surface and groundwork deterioration for attention.

Unit 327

Remove fabric wall panels and tented ceilings

Outcome 2

Know how to remove existing wall and ceiling coverings

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain terms used in the specification
2. identify tools and equipment to carry out the task
3. state the **health and safety regulations** relevant to the task
4. explain the correct procedure for use of step ladders and for erection and use of mobile towers
5. describe the correct use of tools and techniques used to remove fabric wall panels and tented ceilings
6. identify defects in the wall and ceiling surfaces that will require attention
7. name the person to whom problems are reported

Range

Health and safety regulations

Relating to working at height and the erection and use of mobile towers. Protective clothing and equipment etc

Unit 327

Remove fabric wall panels and tented ceilings

Outcome 3

Be able to repair damaged wall and ceiling surfaces

Assessment Criteria

Practical Skills

The learner can:

1. read and understand the work **specification**
2. produce a list of items to be sent to site
3. follow the employers health and safety policy for site work and working at heights
4. rectify damaged wall and ceiling surfaces
5. follow drawings and **specification** to place and securely fix battens
6. follow specification to apply wall lining **fabric wall panels and tented ceilings**
7. apply edge moulding or trimming as specified
8. keep work area free of debris
9. dismantle mobile towers in the appropriate manner
10. assemble **tools and equipment** for collection
11. report completion of work to appropriate site authority

Range

Fabric wall panels

Fabric lining and face fabric to battens at panel perimeters, ensuring a taught, smooth finish with straight vertical seams. The surface should be free from creases, puckers, fullness and tack ties.

Specification

Drawings and written instructions giving the appropriate information for carrying out a task.

Tools and equipment

Ladders, mobile towers, dust sheets, waste disposal bags, broom and dust pan, ripping chisels, shears, knives, screwdrivers, pincers, pliers
Compressors, air lines, staple guns, staples, fine wire nails, masonry nails, nail guns, hammer and tacks, electric drill, drill bits, blumb bobs, adhesives.
Battens, wall lining and face fabric panels and sewn tented ceiling

Tented ceilings

fabric tented ceilings, plain or gathered to battens at perimeter, appropriately finished at ceiling centre and edges.

Unit 327

Remove fabric wall panels and tented ceilings

Outcome 4

Know how to repair damaged wall and ceiling surfaces

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain terms used in the specification
2. identify tools and equipment to carry out the task
3. state the health and safety rules relevant to the task
4. describe methods used to overcome damaged wall and ceiling surfaces
5. explain the method and sequence of handling fabric wall panels and tented ceilings
6. describe characteristics of yarns used for wall covering and tented ceiling fabrics
7. explain the consequences of rise and fall of room temperature and humidity
8. compare the advantages and disadvantages of adhesives used for applying edge trimmings
9. describe methods of applying painted, gilded or covered edge moulding
10. state the importance of keeping the work area clear of debris
11. explain how to dismantle mobile towers safely
12. explain the importance of reporting completion of work to an appropriate person
13. describe the main implications of the British standards fire tests on materials and structures as applied to fabric wall coverings and tented ceilings

Unit 328

Construct upholstery foundations

Level: 3
Credit value: 17
UAN: A/600/8370

Unit aim

To develop and assess the competences required to construct upholstery foundations.

Learning outcomes

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

1. Apply upholstery suspensions
2. Know how to apply upholstery suspensions
3. Form the shape of upholstered items
4. Know how to form the shape of upholstered items
5. Understand current legislation and workplace health and safety procedures

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 328

Outcome 1

Construct upholstery foundations

Be able to apply upholstery suspensions

Assessment Criteria

Practical Skills

The learner can:

1. check and confirm that the frame is of an appropriate type, dimension and **condition** for the upholstering
2. set aside frames which are of unsuitable **condition** for upholstering
3. select **suspensions** of a suitable type and quantity to meet the load bearing requirements of the item of furniture
4. space and align the **suspensions** to provide sufficient support to accommodate the **upholstery**
5. secure the suspensions together as required 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. where springs are being used, use an appropriate spring edge construction
8. ensure the tensioning of the suspensions can provide the strength and rigidity of foundation needed by the **specification**
9. deal promptly and effectively with **problems**

Range

Upholstery

Upholstery is of scroll arms, deep-buttoned panels and squab cushions. Panels are of simple and complex shapes

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.

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.

Suspensions

Webbings, double and single cone 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, what sort of deep-buttoning pattern and tension is to be produced, the number and size of buttons to be used, the area for buttoning and 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.

Unit 328

Outcome 2

Construct upholstery foundations

Know how to apply upholstery suspensions

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain terms used in technical **specifications** for **upholstery**
2. state the importance of checking the condition of the frame before applying **suspensions**
3. explain factors that would render a frame unsuitable
4. explain types of **suspensions** that are used and their purposes
5. explain the principles behind the spacing and alignment of **suspensions**
6. explain why suspensions may need to be secured to each other
7. describe the implications of not securing suspensions
8. state how to secure suspensions in place
9. describe which **fixings** to use for different types of suspension
10. explain why suspensions need to be tensioned and the implications of over and under-tensioning
11. describe types of spring edge construction to use for different situations
12. explain why different types of spring edge construction should be used for different situations
13. describe **problems** that can arise with applying suspensions and how to correct them

Range

Upholstery

Upholstery is of scroll arms, deep-buttoned panels and squab cushions. Panels are of simple and complex shapes

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.

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.

Suspensions

Webbings, double and single cone 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, what sort of deep-buttoning pattern and tension is to be produced, the number and size of buttons to be used, the area for buttoning and 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

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 328

Outcome 3

Construct upholstery foundations

Be able to form the shape of upholstered items

Assessment Criteria

Practical Skills

The learner can:

1. select **fillings** that are of suitable quality for the **upholstery** to be carried out
2. ensure there are sufficient **fillings** to form the shape to the required dimensions
3. mark the required locations on the ground work for deep buttoning
4. position and form the **fillings** to the required shape, density and depth
5. secure the **fillings** in place using fixing methods suited to the type of filling and its location on the item of furniture
6. ensure that **stitchings** are of the required length, tension, size and spacing to produce the results required and are securely finished
7. ensure that stitching follows the frame line and the shape required for finished contour lines
8. deal promptly and effectively with **problems**
9. secure the undercover so that it lies smooth and even

Range

Upholstery

Upholstery is of scroll arms, deep-buttoned panels and squab cushions. Panels are of simple and 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 traditional and wooden fillings such as fabrics, hair, fibres, felts, wadding, feather/down and foam

Stitching

Stitching is carried out to form the shape and hold fillings in place and also to form edges and contours.

Unit 328

Construct upholstery foundations

Outcome 4

Know how to form the shape of upholstered items

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain terms used in technical **specifications** for upholstery
2. describe types of fillings used in traditional upholstery
3. explain the purposes of fillings used in traditional **upholstery**
4. explain the handling requirements which apply to different sorts of materials
5. explain when and why deep buttoning is carried out
6. state the implications deep buttoning has for the way in which a shape is formed
7. identify methods used to **fix fillings** in place and when to use them
8. state the implications of using insufficient **fillings** or of applying them unevenly
9. explain how to overcome problems insufficient **fillings** can cause
10. state the implications of inappropriate tensioning of stitches
11. explain how to overcome **problems** caused by inappropriate tensioning of **stitches**
12. explain why an undercover is used and how this is secured

Range

Upholstery

Upholstery is of scroll arms, deep-buttoned panels and squab cushions. Panels are of simple and 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 traditional and wooden fillings such as fabrics, hair, fibres, felts, wadding, feather/down and foam

Stitching

Stitching is carried out to form the shape and hold fillings in place and also to form edges and contours

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 328

Outcome 5

Construct upholstery foundations

Understand current legislation and workplace health and safety procedures

Assessment Criteria

Underpinning knowledge

The learner can:

1. work in ways that protect self and others from risk of injury
2. explain the work implications of the HASAWA and COSHH regulations
3. explain where to find out about relevant organisational risk assessment details and control measures
4. state the current furnishing regulations in relation to suspensions
5. state the current Furnishing Regulations in relation to the use of different upholstery fillings

Unit 329

Plan and manage design work

Level: 3

Credit value: 17

UAN: F/600/8371

Unit aim

To develop the competence required to plan and manage design work

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will be able to:

1. Identify factors that affect the design service
2. Know how to identify factors that affect the design service
3. Identify resource requirements for projects
4. Know how to identify resource requirements for projects
5. Plan and monitor progress
6. Know how to plan and monitor progress
7. Evaluate design service provided to clients
8. Know how to evaluate design service provided to clients

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 329

Outcome 1

Plan and manage design work

Be able to identify factors that affect the design service

Assessment Criteria

Practical Skills

The learner can:

1. review how to respond to a **client** brief
2. identify strengths, weaknesses, opportunities and threats in relation to new projects
3. evaluate factors that may cause **problems** in undertaking the project
4. confirm accuracy of judgements by seeking advice on additional **information**
5. state how to seek advice and assistance

Range

Client

The client may be an individual, organisation or department either inside or outside the organisation for whom you are providing a service.

Problems

Problems may be associated with the provision of resources or may present themselves within project constraints such as time, cost, safety, quality and legislation. Technical problems may include the use, storage and adaptation of materials and components.

Information

Information may be captured in verbal, written or pictorial form.

Unit 329

Plan and manage design work

Outcome 2

Know how to identify factors that affect the design service

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to negotiate and liaise
2. clarify factors likely to affect the design service (e.g. time, cost and the law)
3. evaluate the strengths and weaknesses of design service offered on similar projects
4. explain SWOT analysis techniques
5. clarify what previous projects may affect the design
6. explain what laws related to design services may affect the design

Unit 329

Outcome 3

Plan and manage design work

Be able to identify resource requirements for projects

Assessment Criteria

Practical Skills

The learner can:

1. determine the limit of your role and responsibilities
2. identify skills and any external agents needed to complete the work
3. identify **physical resources** needed to complete the work
4. estimate budget required to provide the **design service**
5. ensure project costs will be recompensed by fees for the work
6. prepare and present clear and accurate **information on personnel, physical resources and finances**
7. determine the limit of personal responsibility within the project, team or organisation
8. identify financial and resource constraints
9. provide information on:
 - costs for design development (e.g. for materials, support services, accommodation and equipment)
 - costs for design realisation (e.g. from manufacturer/suppliers, for materials/components, services, labour and equipment), and
10. external agents with suitable skills (e.g. specialist freelancers, sub-contractors or agencies)

Range

Information

Information may be captured in verbal, written or pictorial form.

Physical resources

Resources such as accommodation, transport, materials, labour, equipment and finance

Design service

The agreed work to be completed, recorded in the most appropriate way. The work to be carried out may be shown as a quotation, job sheet, schedule, or service level agreement provided within your organisation or agreed directly with the client.

Unit 329

Plan and manage design work

Outcome 4

Know how to identify resource requirements for projects

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain skills needed in relation to project requirements (e.g. own skills, assistance by others and support service)
2. explain how to estimate physical resource requirements (e.g. for materials, accommodation and equipment)
3. explain how to estimate costs and prepare budgets
4. explain how to analyse and present financial information

Unit 329

Outcome 5

Plan and manage design work

Be able to plan and monitor progress

Assessment Criteria

Practical Skills

The learner can:

1. liaise with the decision-maker and others in the planning process
2. determine your role and responsibilities within the **work programme**
3. schedule and present clear and realistic proposals to meet **design objectives**
4. produce a schedule that reflects ongoing design priorities and any necessary changes
5. continuously monitor progress against the plan
6. ensure design response is delivered to meet agreed objectives and timescales
7. deal with unforeseen difficulties as they arise

Range

Work programme

The work programme may be presented in any, or all of the following forms:

- notes
- charts
- schedules
- minutes from meetings
- diagrams

Design objectives

The key design-related objectives within the design service.

Unit 329

Plan and manage design work

Outcome 6

Know how to plan and monitor progress

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain negotiation and liaison techniques
2. explain how to estimate and schedule design development time
3. explain how to produce a design development timetable
4. clarify how to use planning tools
5. describe ways of monitoring progress against agreed objectives and time-scales
6. explain limits of personal responsibility within the project, team or organisation
7. explain project planning and management monitoring techniques
8. clarify organisational policies, procedures and objectives

Unit 329

Outcome 7

Plan and manage design work

Be able to evaluate design service provided to clients

Assessment Criteria

Practical Skills

The learner can:

1. **evaluate** own performance, plans, project management and contribution to the **design service**
2. identify criteria to use in the evaluation process
3. **evaluate** the effectiveness and efficiency of the design service and
4. identify strengths and weaknesses that could impact on future commissions
5. evaluate the **design service** considering relevant data and own and others views
6. identify and agree changes to working practices to improve future responses
7. identify personal development needs with the decision-maker
8. agree how personal development needs can be met
9. identify strengths and weaknesses of design service provided on current projects

Range

Evaluate

A recorded judgement or calculation of the quality, importance or value of performance – ideally drawing upon a number of information sources, which may include colleagues and/or the client

The evaluation is likely to be in written narrative form, however may contain graphical or numerical data and will ideally feed back into the organisation. The evaluation process may be carried out on a cyclical basis throughout the design service or as a conclusion to the service

Design service

The agreed work to be completed, recorded in the most appropriate way. The work to be carried out may be shown as a quotation, job sheet, schedule, or service level agreement provided within your organisation or agreed directly with the client

Unit 329

Plan and manage design work

Outcome 8

Know how to evaluate design service provided to clients

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain ways to improve working practices
2. explain how to identify personal development needs
3. explain ways of conducting interviews to clarify perceptions and analyse results
4. summarise evaluation techniques (quantitative and qualitative)
5. summarise training and development opportunities

Unit 330

Sell and promote designs and design services

Level: 3
Credit value: 10
UAN: J/600/8372

Unit aim

To develop the competence required to sell and promote designs and design services.

Learning outcomes

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

1. Negotiate sales
2. Know how to negotiate sales
3. Prepare and present proposals and quotations
4. Know how to prepare and present proposals and quotations
5. Promote design and design services
6. Know how to promote design and design services

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 330

Sell and promote designs and design services

Outcome 1

Be able to negotiate sales

Assessment Criteria

Practical Skills

The learner can:

1. identify and confirm the client's main requirements from the **negotiation**
2. highlight features of proposals that meet client requirements
3. produce amendments or new **proposals** if client requirements change
4. clarify **clients** understanding of proposals
5. reach agreement on supply of designs and **design services**
6. prepare accurate agreements to conform to organisational, legal and regulatory requirements
7. communicate sales information to relevant people throughout **negotiations**

Range

Client

The client may be an individual, organisation or department either inside or outside the organisation for whom you are providing a service.

Negotiation

A one-off or series of conversations or correspondence in which the client's requirements are discussed, identified, and agreed.

Proposal

Recorded suggestion, proposition, solution or scheme relating to the manufacture or installation of furniture or furnishing components.

The proposal should be communicated in the most appropriate method such that the client is able to understand it in full.

Design service

The agreed work to be completed, recorded in the most appropriate way. The work to be carried out may be shown as a quotation, job sheet, schedule, or service level agreement provided within your organisation or agreed directly with the client.

Unit 330

Sell and promote designs and design services

Outcome 2

Know how to negotiate sales

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to negotiate and liaise with clients to promote goodwill and understanding
2. describe how to support clients in committing to an agreement
3. state ways of modifying proposals during negotiation
4. describe methods of communicating and recording agreements
5. state the organisational requirements for sales (e.g. price, terms of payment, deadlines, brief/design specification and house style)
6. state the limit of own personal authority in relation to sales and marketing
7. explain legal and regulatory requirements for proposals

Unit 330

Sell and promote designs and design services

Outcome 3

Be able to prepare and present proposals and quotations

Assessment Criteria

Practical Skills

The learner can:

1. identify and prioritise the client's main requirements for design and **design services**
2. identify **conditions and constraints** required to protect the interests of the design organisation
3. prepare **proposals** and quotations to meet client and organisational requirements
4. protect confidential information
5. present the proposal and quotation clearly and in a manner to promote good will

Range

Proposal

Recorded suggestion, proposition, solution or scheme relating to the manufacture or installation of furniture or furnishing components.

The proposal should be communicated in the most appropriate method such that the client is able to understand it in full.

Design service

The agreed work to be completed, recorded in the most appropriate way. The work to be carried out may be shown as a quotation, job sheet, schedule, or service level agreement provided within your organisation or agreed directly with the client.

Conditions and constraints

Conditions and constraints associated with the preparation and presentation of the proposal may include time, financial, safety, quality, technical or legislative issues

Unit 330

Sell and promote designs and design services

Outcome 4

Know how to prepare and present proposals and quotations

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe ways of clarifying client requirements
2. explain how to draft proposals and quotations in line with organisational, legal and regulatory requirements
3. explain how to handle and store confidential information
4. describe methods of presenting proposals and quotations
5. explain the difference between proposals and quotations
6. compare features and benefits of the designs or design services offered
7. illustrate conditions or constraints which can be written into quotations
8. state who should be consulted in relation to proposals and quotations
9. identify the organisational requirements for sales (e.g. price, terms of payment, deadlines, brief/design specification and house style)
10. explain the limit of own personal authority in relation to sales and promotion

Unit 330

Sell and promote designs and design services

Outcome 5

Be able to promote design and design services

Assessment Criteria

Practical Skills

The learner can:

1. gather valid and reliable market information from available sources
2. analyse market information to highlight current and anticipated trends and developments
3. provide feedback to relevant people about current promotional methods
4. evaluate market **conditions** and the value and competitiveness of designs and **design services**
5. make promotional recommendations based on market evaluations

Range

Design service

The agreed work to be completed, recorded in the most appropriate way. The work to be carried out may be shown as a quotation, job sheet, schedule, or service level agreement provided within your organisation or agreed directly with the client.

Conditions and constraints

Conditions and constraints associated with the preparation and presentation of the proposal may include time, financial, safety, quality, technical or legislative issues

Unit 330

Sell and promote designs and design services

Outcome 6

Know how to promote design and design services

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe how to research and analyse market information to support decision making
2. explain how to select promotional methods (e.g. public relations, advertising, direct marketing and personal selling)
3. explain the role of promotion in developing the client base
4. illustrate ways of making promotional decisions
5. describe sources of information and advice about:
 - promotional methods
 - market research techniques
 - the market for design and design services

Unit 331

Complete complex production furniture

Level: 3
Credit value: 21
UAN: R/600/8374

Unit aim

Competences required for this unit are involved with the Completion of complex production furniture

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Plan and assemble components
2. Understand how to plan and assemble components
3. Attach fittings and finish the assembly
4. Know how to attach fittings and finish the assembly
5. Complete and check assemblies
6. Know how to complete and check assemblies
7. Understand health and safety issues within the workplace

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 331

Outcome 1

Complete complex production furniture

Be able to plan and assemble components

Assessment Criteria

Practical Skills

The learner can:

1. interpret and clarify **information** relating to the design
2. design and make accurate templates for complex designs
3. sort, match and mark **components**, making adjustments if required
4. deal with any damaged or incorrect components
5. resolve production problems with damaged or incorrect **components**
6. select the correct components and confirm quality meets the company standards
7. select the required **tools** and **equipment** to complete the assembly
8. assemble components in a logical and safe sequence using appropriate fixing and joining **materials**
9. make adjustments to ensure that alignment of surfaces is to the required tolerances
10. maintain communication with supporting personnel to specify quality outcomes

Range

Components

These may vary in size from complex, detailed and/or delicate components to large, heavy items and/or items of an awkward shape or size. Components will differ according to the type of furniture and can include:

- structural/framework
- curved parts
- splayed work
- tapered and shaped components
- internal components such as wine racks, hidden drawers
- sliding doors
- ambour door

Components can be made from natural or man-made materials. Doors may be flat or curved and surface or flush fitted.

The types of drawers covered by this unit are those with false fronts, fitted by hand, and which make use of mechanical runners.

Materials

Typical materials for assembling of furniture could include: wood composites (e.g. chipboard, laminates, MFC), softwoods, hard woods, metals, glass and man-made materials used in modern production furniture.

Materials also cover: finishes (e.g. filler, silicone), adhesives, fixings (e.g. screws, nails, drawer runners, hinges, handles, bolts) and specialised fixtures and fittings.

Equipment

Typical tools and equipment needed for the production of furniture would include

- hand tools (e.g. sawing, sanding, screwing scraping)
- powered tools (e.g. drilling, screwing, sawing, routing, sanding)
- basic woodworking machinery
- devices (eg. jigs, templates, cramps, measuring devices)
- pneumatic or vacuum operated tools

Unit 331

Outcome 2

Complete complex production furniture

Understand how to plan and assemble components

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to interpret work specifications and the meaning of technical terms
2. outline when it would be necessary to make adjustments to designs
3. describe the extent of adjustment that might be necessary
4. explain means of correctly identifying measurements required for templates and cut outs
5. describe how to design and make accurate templates for complex designs
6. describe the handling characteristics and properties of
 - natural timber
 - wood composites
 - laminates
 - glass
 - stainless steel
7. explain how to recognise defects in wood and wood based products and how to deal with this
8. describe safe handling techniques for components
9. describe the range of joining and fixing materials available
10. describe characteristics of joining and fixing materials and their suitability for furniture assembly
11. describe the range of tools and equipment available
12. describe the operation and suitability of tools and equipment for furniture assembly
13. explain techniques for joining materials and potential problems with joining different materials
14. describe how to accurately measure, check and align in three dimensions
15. describe sort of problems that can occur with the assembly and how to deal with them
16. outline organisational work flow procedures

Unit 331

Outcome 3

Complete complex production furniture

Be able to attach fittings and finish the assembly

Assessment Criteria

Practical Skills

The learner can:

1. finish the furniture by cleaning, wiping glue joints, staining, filling
2. use the correct techniques and **materials** to achieve the **specification**
3. make good any assembly **faults** to ensure specified quality is achieved
4. carry out **repairs** on marks and defects made during the manufacturing/fitting process
5. measure, mark and position fittings to produce the required alignment adjusting to ensure that movement of fixed **components** is minimised
6. bore, cut or shape the item in preparation for the fastening of fittings
7. ensure that fittings are firmly secured in place and lie square and true to the surface, according to the attachment method used
8. follow organisational procedures to minimise the risk of damage to **components**
9. maintain communication with supporting personnel to specify quality outcomes

Range

Components

These may vary in size from complex, detailed and/or delicate components to large, heavy items and/or items of an awkward shape or size. Components will differ according to the type of furniture and can include:

- structural/framework
- curved parts
- splayed work
- tapered and shaped components
- internal components such as wine racks, hidden drawers
- sliding doors
- ambour door

Components can be made from natural or man-made materials. Doors may be flat or curved and surface or flush fitted.

The types of drawers covered by this unit are those with false fronts, fitted by hand, and which make use of mechanical runners.

Materials

Typical materials for assembling of furniture could include: wood composites (e.g. chipboard, laminates, MFC), softwoods, hard woods, metals, glass and man-made materials used in modern production furniture.

Materials also cover: finishes (e.g. filler, silicone), adhesives, fixings (e.g. screws, nails, drawer runners, hinges, handles, bolts) and specialised fixtures and fittings

Problems and faults

Problems and faults may relate to quality and design issues, the use of materials, tools, equipment and/or components. Solving them will require communicating and coordinating

with internal and external suppliers about lead times and other supply information or ordering replacement components/materials.

Repair

Repairs may relate to any work that is done to put right any marks or defects highlighted, or modifications that alter the design. These could include

- cutting in new pieces of laminate/veneer to repair chips or blemishes
- reattaching loose laminate/veneer
- filling or waxing with coloured materials to hide any blemishes.

Unit 331

Outcome 4

Complete complex production furniture

Know how to attach fittings and finish the assembly

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe how to interpret and pass on information on work specifications
2. explain handling characteristics of natural timber, wood composites, glass, laminate, stainless steel
3. describe working characteristics of natural timber, wood composites, glass, laminate, stainless steel
4. illustrate tolerances expected and the level of accuracy required
5. explain types of assembly fault that may arise and how to correct them
6. explain how to repair marks and defects
7. describe fittings suitable for production furniture and the methods of attachment
8. define how to accurately measure, mark and position fittings
9. describe how to check and adjust alignment and movement of components
10. illustrate faults that may occur and how to deal with them
11. explain timescales that have been agreed for the work

Unit 331

Outcome 5

Complete complex production furniture

Be able to complete and check assemblies

Assessment Criteria

Practical Skills

The learner can:

1. complete work in the required time and standard
2. deal with problems during the assembly
3. make sure dimensions and construction of completed furniture are to the required quality specification
4. reinstate the work area ready for the next assembly
5. complete and check required documentation

Range

Problems and faults

Problems and faults may relate to quality and design issues, the use of materials, tools, equipment and/or components. Solving them will require communicating and coordinating with internal and external suppliers about lead times and other supply information or ordering replacement components/materials

Information/Specification

The specification for the assembly of furniture will have been obtained and agreed between yourself and colleagues. This may also include deciding and agreeing on other information such as suitable materials and fittings for use in the assembly.

It should be written and/or involve drawings and work lists. It will typically detail:

- the dimensions, construction and finishing of the furniture
- resource requirements
- time schedule
- Health and Safety issues
- design alterations

This will also include manufacturer's information for components and fittings.

In the context of this unit, fitting tolerances to within +/- 1mm would be expected.

Although specifications will usually be provided in written form or by diagrams a competent person should also be able to work from verbal instructions.

Unit 331
Outcome 6

Complete complex production furniture
Know how to complete and check assemblies

Assessment Criteria

Practical Skills

The learner can:

1. state time allowed for the completion of the work
2. outline problems that might arise and the action required to deal with them
3. explain how to check the assembly against specifications or drawings
4. describe how to make alterations to specifications or drawings
5. define quality standards required for the work
6. describe the procedures for checking quality of completed assemblies
7. describe how to reinstate the work area for the next assembly
8. explain what customer documentation is required and how to complete it

Unit 331

Outcome 7

Complete complex production furniture

Understand health and safety issues within the workplace

Assessment Criteria

Underpinning knowledge

The learner can:

1. use approved safe handling techniques, following any special procedures for handling **components**
2. comply with specific Health and Safety legislation relating to the workplace
3. follow official guidelines to maintain a safe working environment
4. confirm that necessary legal and regulatory requirements are met in the completed assembly
5. ensure safe and effective working practices are followed at all times, in line with current health and safety legislation
6. explain personal responsibilities and that of your team towards Health and Safety
7. describe the implications for work of the Health and Safety in the Workplace act (HASAWA) and Control of Substances Hazardous to Health (COSHH) regulations
8. explain legal and regulatory requirements that are applicable for production of furniture

Range

Components

These may vary in size from complex, detailed and/or delicate components to large, heavy items and/or items of an awkward shape or size. Components will differ according to the type of furniture and can include:

- structural/framework
- curved parts
- splayed work
- tapered and shaped components
- internal components such as wine racks, hidden drawers
- sliding doors
- ambour door

Components can be made from natural or man-made materials. Doors may be flat or curved and surface or flush fitted.

The types of drawers covered by this unit are those with false fronts, fitted by hand, and which make use of mechanical runners.

Unit 332

Collect and research information to support furniture restoration and repair commissions

Level: 3

Credit value: 16

UAN: Y/600/8375

Unit aim

To collecting information to support restoration of furniture. This supports decision making with historical and contextual direction and the availability of supplies.

Learning outcomes

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

1. Research the requirements for a commission
2. Know information required in researching a commission
3. Source materials and support for a commission
4. Know how to source materials and support for a commission

Guided learning hours

It is recommended that **60** 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 332

Collect and research information to support furniture restoration and repair commissions

Outcome 1

Be able to research the requirements for a commission

Assessment Criteria

Practical Skills

The learner can:

1. Apply and identify reliable **sources of information**
2. Develop a complete and accurate picture of the original techniques and materials used in producing the item
3. Apply accurate and up to date details of materials and techniques which can be successfully used to replace original features
4. Apply expert assistance on information which requires further clarification
5. Investigate likely problems associated with the commission
6. Perform effective and tested solutions to potential problems
7. Implement complete and accurate records of the information collected

Range

Sources of information

Information sources would include primary sources - other people, professional/trade organisations. Or secondary sources - documents (e.g. historical records, manufacturer's specifications), Information sources may be accessed directly or electronically. Information may have been collected and collated by another person as part of research into the restoration. In the context of this unit, the important dimension is that the information is used to support valid and effective decision-making

Unit 332

Collect and research information to support furniture restoration and repair commissions

Outcome 2

Know information required in researching a commission

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe sources that can provide valid and reliable information
2. explain why it is important to understand the original production techniques and materials
3. describe historical techniques and materials for furniture production that are still in use today
4. explain the importance of gathering information on tried, tested and successful uses of modern materials and techniques
5. describe the importance of gathering information on solutions to potential problems
6. judge who to ask for expert advice and assistance
7. describe problems likely to be associated with a restoration or repair
8. explain the importance of keeping records of research and what it should contain

Unit 332

Collect and research information to support furniture restoration and repair commissions

Outcome 3

Be able to source materials and support for a commission

Assessment Criteria

Practical Skills

The learner can:

1. obtain accurate details of the **specification** for the commission
2. review and revise potential suppliers of materials and services
3. conduct an assessment of the quality and costs associated with each supply source
4. check and confirm that the required supplies can be available within the timeframe for the job
5. identify the preferred suppliers for the **restoration** optimising quality, cost and timings
6. agree **client** action to be taken in the event of difficulties with the availability of supplies
7. develop a log of material and service suppliers that could be useful for future commissions

Range

Restoration and repair

The return of an item of furniture to its original condition. Restoration is typically used when referring to older, traditional or antique furniture; repair is used when referring to modern furniture. Restoration and repair commissions may be small scale (e.g. a small stool or chest) or large scale (e.g. because of the number of items to be restored, or because of the condition of the item, or because of the rarity/value of the item)

Client

Clients for a restoration may be private or corporate (e.g. via a gallery) or antique dealers.

Specification

The specification for a restoration or repair will include details on the following:

- quality criteria to be met
- budgetary limits
- time scale for the work
- materials to be used
- techniques to be used

These will have been established when the commission to undertake a restoration or repair was agreed.

Unit 332

Collect and research information to support furniture restoration and repair commissions

Outcome 4

Know how to source materials and support for a commission

Assessment Criteria

Underpinning knowledge

The learner can:

1. research sources that can provide valid and reliable information about suppliers
2. summarise sorts of supplies needed for common restoration and repair commissions
3. explain the importance of thoroughly evaluating and balancing quality, cost and availability
4. explain the importance of seeking client agreement when deciding how to deal with difficulties
5. determine the sort of information to keep on suppliers
6. describe why supplier information needs to be kept up to date

Unit 333

Secure furniture components in complex locations

Level: 3
Credit value: 18
UAN: H/600/8377

Unit aim

To develop the competences required in securing furniture components in to complex locations

Learning outcomes

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

1. Prepare for the securing of furniture components
2. Know how to prepare for the securing of furniture components
3. Fit and fix furniture components in complex locations
4. Know how to fit and fix furniture components in complex locations
5. Understand current legislation and workplace health and safety procedures

Guided learning hours

It is recommended that **95** 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 333

Secure furniture components in complex locations

Outcome 1

Be able to prepare for the securing of furniture components

Assessment Criteria

Practical Skills

The learner can:

1. comply with organisational procedures to minimise the risk of damage to **components** and workpieces and the surrounding area
2. identify the correct **location** of the components from the information **specification**
3. carry out any necessary treatment, **repairs** to the **background surface**
4. confirm that the location is ready and all preparations have been completed
5. assess problems of the location and identify how these might affect placement
6. mark out the location and decide on the best possible position of components,
7. check any potential problems when marking out
8. make adjustments to components and their placement to provide the best possible fit to location
9. select components as specified for each location
10. confirm the quality meets company standards
11. deal safely and effectively with problems and **faults** during the placement
12. maintain effective communication with supporting personnel and **customer**

Range

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
- internal components such as units, beds, benches, lockers
- fascia components
- shutters and blinds

Components may possess inherent difficult properties which pose particular complications in handling, fitting and fixing. Properties will include at least 1 of the following:

- fragile
- repaired
- bespoke/ one –off
- second hand
- unstable
- specialist moving mechanisms: such as carousel units

complex internal mechanisms and hardware

Location

The location is any interior used for domestic, commercial, industrial and public purposes. The location will require components to be fitted to any 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. This may include liaising with company personnel other than a line manager or with suppliers

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 fitted
- the dimensions, construction and finishing of the furniture
- resource requirements
- time schedule
- Health and Safety issues

Repairs

Repairs may relate to any work that is done to correct marks or defects highlighted during or post installation. These could include the following:

- cutting in new pieces of laminate/veneer to repair chips or blemishes
- steaming or filling dents/bruises
- reattaching loose laminate/veneer
- filling or waxing with coloured materials
- touching out any minor colour differences exposed by different lighting angles

Background surfaces

Background surfaces could include those which are problematic and may require:

- treatment to stabilise the background
- insertion of additional fixing points
- repair or replacement of the surface

Customer

The customer for furniture that is assembled in location may be an individual or an organisation in a domestic or commercial setting.

Unit 333

Secure furniture components in complex locations

Outcome 2

Know how to prepare for the securing of furniture components

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain ways of interpreting work plans and specifications including drawings
2. describe relevant health and safety risks associated with the installation of components
3. state why it is important to protect the work area
4. review procedures to follow in order to confirm that preparations are complete
5. explain how to mark out a scribe of an uneven surface whilst maintaining level, plumb or alignment of the component
6. explain how to mark out for joints between components
7. explain how to determine angles at the location
8. state what features of the assembly could be affected by the location of the components
9. state types of fixings are used to secure the placement of components
10. explain the handling characteristics of components and how these affect the assembly and fitting of components in location
11. explain how to check the completed work against specifications, drawings or plans
12. describe types of problems that can occur and how to deal with them

Unit 333

Secure furniture components in complex locations

Outcome 3

Be able to fit and fix furniture components in complex locations

Assessment Criteria

Practical Skills

The learner can:

1. use **work skills** to make and use accurate templates
2. use work skills to produce **joints** between components
3. cut, shape, trim and scribe the components to fit and align
4. fit **components** in a logical and safe sequence
5. adjust components to ensure that joints and alignments between components, furniture and surrounds are to the required tolerances
6. level and secure the components in location
7. correctly align decorative features in position
8. finish the components, including cleaning, wiping glue joints, staining
9. make good any **faults** and **repairs** to maintain quality of the **placement**
10. maintain effective communication with personnel and customers
11. complete the work within the required time
12. reinstate and check **location** with personnel and **customers**
13. complete required documentation

Range

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
- internal components such as units, beds, benches, lockers
- fascia components
- shutters and blinds

Components may possess inherent difficult properties which pose particular complications in handling, fitting and fixing. Properties will include at least 1 of the following:

- fragile
 - repaired
 - bespoke/ one –off
 - second hand
 - unstable
 - specialist moving mechanisms: such as carousel units
- complex internal mechanisms and hardware

Location

The location is any interior used for domestic, commercial, industrial and public purposes. The location will require components to be fitted to any 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. This may include liaising with company personnel other than a line manager or with suppliers

Repairs

Repairs may relate to any work that is done to correct marks or defects highlighted during or post installation. These could include the following:

- cutting in new pieces of laminate/veneer to repair chips or blemishes
- steaming or filling dents/bruises
- reattaching loose laminate/veneer
- filling or waxing with coloured materials
- touching out any minor colour differences exposed by different lighting angles

Customer

The customer for furniture that is assembled in location may be an individual or an organisation in a domestic or commercial setting.

Work Skills

Typical work skills extending beyond those required to measure, mark, cut, trim, level and fix could include the following:

- producing templates to define shape, size and position
- the use of templates to define shape, size and position
- aligning components with each other and/or other features
- scribing to uneven and /or out-of-plumb surfaces
- producing functional or decorative features such as fluting, carving, grooves, rebates

Joints

Joints may be traditional or modern and could include the following: biscuit, mitre, scribe, splice, dovetail, handrail bolts, and specialist fixings. Visible gaps are unlikely to exceed 0.5mm.

Unit 333

Secure furniture components in complex locations

Outcome 4

Know how to fit and fix furniture components in complex locations

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain how to interpret work specifications
2. explain how to determine the measurements required for the production of templates and cut outs
3. describe the handling characteristics of natural timber, wood composites and sheet material
4. explain how handling characteristics affect the assembly and fitting of components in a location
5. describe the working characteristics of natural timber, wood composites, glass, stainless steel
6. explain how working characteristics affect the assembly and fitting of components in a location
7. explain how to cut materials to scribed outlines and internal /external curves
8. state what affects the fixing sequencing of components in a location
9. state the fixings required for securing the components in a location
10. explain how to check the completed work against specifications or drawings
11. explain how to adjust alignment and movement of components
12. describe how to accurately measure alignment in three dimensions
13. explain types of problems and faults that may occur and how to deal with them
14. explain how to provide information clearly to customers
15. describe what type of information customers require
16. explain the importance of providing clear information of the type that customers require
17. state timescales specified for the work
18. list the documentation required

Unit 333

Secure furniture components in complex locations

Outcome 5

Understand current legislation and workplace health and safety procedures

Assessment Criteria

Underpinning knowledge

The learner can:

1. follow safe and effective working practices to comply with relevant Health and Safety legislation and official guidance
2. maintain a safe working area for self and others
3. describe personal responsibilities towards health and safety legislation when at location
4. explain how to dispose of waste in accordance with current legislation

Unit 334

Finish furniture by modern and traditional polishing

Level: 3
Credit value: 11
UAN: M/600/8379

Unit aim

To develop the competence required to apply hand-finishing polishes, waxes, varnishes and lacquers to hand-crafted furniture

Learning outcomes

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

1. Prepare the finish for application
2. Know how to prepare the finish for application
3. Apply specialist finishes
4. Understand how to apply specialist finishes
5. Understand current legislation and workplace health and safety procedures

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 334

Finish furniture by modern and traditional polishing

Outcome 1

Be able to prepare the finish for application

Assessment Criteria

Practical Skills

The learner can:

1. organise the **materials, tools** and **equipment**
2. maintain a tidy work area
3. ensure work **specification** is available
4. check the **work piece** and accurately identify any **faults** that are present
5. remedy any **faults** that are present
6. follow the **specification** to select **specialist finishing** materials
7. ensure shelf life and quantity of **specialist finishing** materials are correct
8. produce purchase request for **specialist finishing** materials
9. check consistency of the specialist finishing materials
10. mix the specialist finishing materials to specification requirements
11. operate in ways to prevent contamination of the finish
12. protect specialist finishing materials when handling and storing them in line with current regulations
13. re label decanted specialist finishing materials in line with current regulations

Range

Tools and equipment

Tools and equipment could include: sanding blocks, scrapers, cleaning rags, sponges, abrasive papers, abrasive pads, steel wool, tak rags, masking tape, craft knives, filler knives, filters and hand-held spray guns, rubbers, and spray booths

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 applying traditional and modern finishes. 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

Specialist finishes

The kind of specialist finishes could include: metallic, textured, pearlescents, glitter, marble, antique effects, rolling, ragging, cobweb, Crackolac sparkle finish, hammer finish, patina, paint finishes, colour matching and tinting

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 and cleaning solvents

Application faults

Types of defects that may occur during application could include: uneven coat, blotching, runs streaks, orange peel and fish eye, incorrect curing times, chilling, blushing, flow-out.

Unit 334

Finish furniture by modern and traditional polishing

Outcome 2

Know how to prepare the finish for application

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain terms used in technical specifications for modern and traditional polishing
2. identify checks on workpieces being prepared for finishing
3. describe types of faults and how to recognise them
4. explain remedial action to be taken to deal with different types of faults
5. explain different preparations of specialist finishing materials
6. describe the types of specialist finishing materials available in the industry
7. explain the process for purchase requirements
8. describe how to check the viscosity of the specialist finishing materials
9. explain how to work out quantity requirements for the specification
10. explain how to prevent contamination of specialist finishing materials
11. explain the labelling requirements for decanted specialist finishing materials

Unit 334

Finish furniture by modern and traditional polishing

Outcome 3

Be able to apply specialist finishes

Assessment Criteria

Practical Skills

The learner can:

1. prepare work area to correct standard in order to reduce the risk of contamination
2. ensure correct **tools** and **equipment** are available
3. check ventilation levels before working with **specialist finishing** materials
4. ensure that surfaces are clean and free of excess **materials** and surface irregularities
5. prepare specialist finishes according to specification
6. choose the correct application technique for the specialist finishes
7. apply specialist finishes uniformly to the required build and depth of colour adjusting techniques as necessary
8. check surface against **specification** requirements
9. deal with **faults** during the application process
10. allow specified drying times between coats
11. label unused materials and transfer finished **workpiece** to designated storage areas
12. complete the process within required time
13. complete clear, accurate production records

Range

Tools and equipment

Tools and equipment could include: sanding blocks, scrapers, cleaning rags, sponges, abrasive papers, abrasive pads, steel wool, tak rags, masking tape, craft knives, filler knives, filters and hand-held spray guns, rubbers, and spray booths

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 applying traditional and modern finishes. 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

Specialist finishes

The kind of specialist finishes could include: metallic, textured, pearlescents, glitter, marble, antique effects, rolling, ragging, cobweb, Crackolac sparkle finish, hammer finish, patina, paint finishes, colour matching and tinting

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 and cleaning solvents

Application faults

Types of defects that may occur during application could include: uneven coat, blotching, runs streaks, orange peel and fish eye, incorrect curing times, chilling, blushing, flow-out.

Unit 334

Finish furniture by modern and traditional polishing

Outcome 4

Understand how to apply specialist finishes

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain terms used in technical specifications
2. describe different types of materials and their uses
3. list the drying times of different materials
4. state the importance of adhering to drying times before applying additional coats
5. compare variations in application techniques and their influence on the results produced
6. describe types of **surface defects** in the application of coatings
7. explain steps that can be taken to deal with faults
8. illustrate types of information that is recorded on production records
9. explain why it is important that production records are kept up to date and accurate
10. explain expected work rates

Range

Surface defects

The kinds of faults which could occur to work-pieces prior to treating would include Chips, cracks, blisters, blemishes, holes, bruising, splits, scratches, dents, and the presence of adhesives

Unit 334 **Finish furniture by modern and traditional polishing**

Outcome 5 Understand current legislation and workplace health and safety procedures

Assessment Criteria

Underpinning knowledge

The learner can:

1. dispose of wastes safely using designated procedures in line with the current regulations
2. describe **personal protective equipment** that should be worn when handling specialist finishing materials
3. explain the importance of wearing personal protective equipment
4. explain the work implications of the HASAWA and COSHH Regulations and the Environmental Protection Act,
5. explain where to find out about relevant organisational risk assessment details and control measures
6. summarise the importance of safe disposal of waste materials, including rags

Range

The Personal protective equipment

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

Unit 335

Conduct a health and safety risk assessment of a furniture/interiors-related workplace

Level: 3
Credit value: 8
UAN: H/600/8380

Unit aim

To develop the competence required to carry out risk assessments and identifying hazards.

Learning outcomes

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

1. Identify hazards in the workplace
2. Know how to identify hazards in the workplace
3. Assess the workplace and recommend control measures
4. Know how to assess the workplace and recommend control measures
5. Review your workplace assessment of risks

Guided learning hours

It is recommended that **36** 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 335

Conduct a health and safety risk assessment of a Furniture/interiors-related workplace

Outcome 1

Identify hazards in the workplace

Assessment Criteria

Underpinning knowledge

The learner can:

1. clearly define why and where the **risk** assessment will be carried out
2. confirm that all the information available to you on statutory health and safety regulations is up-to-date and from reliable sources
3. recognise your own limitations and seek expert advice and guidance on operational controls when appropriate
4. select a method for identifying **hazards** appropriate to the workplace being assessed
5. make sure your investigation fully identifies those areas in the **workplace** where **hazards** with a potential for serious harm to health and safety are most likely to occur
6. identify hazards which could result in serious harm to people at work or **other people** record hazards in a way which meets legal, good practice and workplace requirements
7. report the results of the process to the responsible people in an agreed format and timescale

Range

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)

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.

Risk*

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

The extent of the risk depends on:

- the likelihood of that harm occurring
- 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

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

Unit 335

Conduct a health and safety risk assessment of a Furniture/interiors-related workplace

Outcome 2

Know how to identify hazards in the workplace

Assessment Criteria

Underpinning knowledge

The learner can:

1. summarise the responsibilities for **risk** assessments as required by current legislation
2. state your legal responsibilities for health and safety in the workplace as required by the current legislation
3. define your own responsibilities for health and safety as defined by any specific legislation covering your job role
4. explain the **workplace hazards** that are most likely to cause harm to health and safety
5. explain the importance of remaining alert to the presence of **hazards** in the work place
6. describe methods of identifying hazards, including direct observation, examining records, or interviews
7. summarise the purpose, legal implications and importance of carrying out **risk** assessments

Range

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).

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Workplace

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

Unit 335

Conduct a health and safety risk assessment of a furniture/interiors-related workplace

Outcome 3

Assess the workplace and recommend control measures

Assessment Criteria

Underpinning knowledge

The learner can:

1. review all legal requirements that are appropriate to your **workplace** and working practices to make sure effective control measures are in place
2. confirm that industry standards and all other reasonable precautions are in place
3. identify **hazards** that could be eliminated
4. for **hazards** that cannot be eliminated identify the measures needed to **control** them to make sure the people carrying out the work will not be harmed
5. assess the level of risk and consider how the risks can be **controlled** to minimise harm
6. list unacceptable **risks** in priority order including all breaches of relevant health and safety legislation and **workplace instructions**
7. prepare a risk assessment report containing recommendations for minimising **risks**
8. present the results of the risk assessment to the responsible people in the agreed format and timescale

Range

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).

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The extent of the risk depends on:

- the likelihood of that harm occurring
- 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

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

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.

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:

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

Unit 335

Conduct a health and safety risk assessment of a Furniture/interiors-related workplace

Outcome 4

Know how to assess the workplace and recommend control measures

Assessment Criteria

Underpinning knowledge

The learner can:

1. summarise the procedures for carrying out a risk assessment
2. summarise the particular health and safety risks which may affect your own job role and the precautions to be taken
3. define the resources required for a risk assessment to take place
4. explain what to do with the results of the risk assessment
5. explain the importance of dealing with, or promptly reporting, risks
6. describe your own limitations, job responsibilities and capabilities
7. state where to find expert advice and guidance
the work areas and people for whom you are carrying out the assessment
8. identify work activities of the people in the **workplace** where you are carrying out the **risk** assessment
9. describe effective communication methods
10. state information sources for **risk** assessments

Range

Risk*

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

Workplace

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

Unit 335

Conduct a health and safety risk assessment of a Furniture/interiors-related workplace

Outcome 5

Review your workplace assessment of risks

Assessment Criteria

Underpinning knowledge

The learner can:

1. compare the latest **risk** assessment to the current workplace and working practices
2. accurately identify any significant differences between previous and new working practices
3. investigate the action taken as a result of your recommendations
4. accurately identify new **hazards** arising from changes in the **workplace** or working practices
5. make changes to your risk assessment in line with the review
6. promptly inform everyone affected by the changes

Range

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)

Risk*

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

The extent of the risk depends on:

- the likelihood of that harm occurring
- 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

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

Unit 336

Make sure your own actions within the Furniture/interiors- related workplace aim to protect the environment

Level: 3
Credit value: 7
UAN: M/600/8382

Unit aim

To develop competence required to meet environmental protection act and control of substances hazardous to Health Regulations.

Learning outcomes

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

1. Identify the risks to the environment arising as a result of workplace activities
2. Know how to identify the risks to the environment arising as a result of workplace activities
3. Minimise risks to the environment arising as a result of workplace activities
4. Know how to minimise risks to the environment arising as a result of workplace activities

Guided learning hours

It is recommended that **30** 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 336

Make sure your own actions within the Furniture/interiors- related workplace aim to protect the environment

Outcome 1

Identify the risks to the environment arising as a result of workplace activities

Assessment Criteria

Underpinning knowledge

The learner can:

1. identify the people in the **workplace** to whom you should report environmental matters
2. make sure you are up-to-date on environmentally-friendly working practices which are relevant to you **workplace**
3. identify any current working practices in your job role which could cause harm to the environment
4. identify any materials, products or equipment used in any part of your job role which could cause harm to the environment
5. report any differences between legal regulations and **workplace instructions** and the actual use of materials or products hazardous to the environment
6. promptly report to the **people responsible** for environmental matters those **hazards** which present high **risks**

Range

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:

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

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)

Risk*

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

The extent of the risk depends on:

- the likelihood of that harm occurring;
- 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

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

Responsible person

Refers to anyone in a more responsible role than yourself who is capable of dealing with the hazards to the environment that you have identified

Unit 336

Make sure your own actions within the furniture/interiors- related workplace aim to protect the environment

Outcome 2

Know how to identify the risks to the environment arising as a result of workplace activities

Assessment Criteria

Underpinning knowledge

The learner can:

1. state the legislation relating to environmental matters which affect your **workplace**
2. describe your responsibilities for the environment as defined by any specific legislation covering your job role
3. evaluate the particular risks to the environment which may be present in your **workplace** and/or in your own job role
4. explain how to use resources and materials effectively and efficiently
5. explain the importance of remaining alert to the presence of **hazards** to the environment in the whole work place

Range

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)

Workplace

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

Unit 336

Make sure your own actions within the furniture/interiors- related workplace aim to protect the environment

Outcome 3

Minimise risks to the environment arising as a result of workplace activities

Assessment Criteria

Underpinning knowledge

The learner can:

1. follow the relevant legal requirements and **workplace** environmental procedures for your job role within your capability and the scope of your job responsibilities, control those environmental **hazards**
2. promptly report risks to the environment that you are unable to deal with
3. pass on any suggestions for limiting risks to the environment to the **responsible persons**
4. follow suppliers', manufacturers' and workplace **instructions** for the safe use and storage of materials, products and equipment
5. follow the correct instructions for handling materials and products which can be hazardous to the environment
6. follow the correct instructions for disposing of materials and products which can be hazardous to the environment

Range

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)

Workplace

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

Responsible person

Refers to anyone in a more responsible role than yourself who is capable of dealing with the hazards to the environment that you have identified

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:

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

Unit 336

Make sure your own actions within the Furniture/interiors- related workplace aim to protect the environment

Outcome 4

Know how to minimise risks to the environment arising as a result of workplace activities

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the importance of dealing with, or promptly reporting, risks to the environment
2. state the substances and processes categorised as hazardous to the environment
3. describe the workplace instructions, precautions and procedures relating to controlling risks to the environment
4. define your responsibilities for materials and equipment which can be hazardous to the environment detailed in your job description
5. identify the responsible persons to whom to report environmental matters
6. state the specific workplace environmental procedures covering your job role
7. identify the suppliers, manufacturers and workplace instructions for the use of equipment, materials and products which can be hazardous to the environment
8. state the working practices for your own job role
9. review the correct handling procedures for materials which can be hazardous to the environment
10. summarise your own responsibilities for controlling hazards to the environment
11. summarise the workplace instructions for handling hazards to the environment which you are unable to deal with

Unit 337

Allocate and check your team's work

Level: 3

Credit value: 5

UAN: D/600/8491

Unit aim

To develop and assess competencies in allocating work to a team and checking that work.

Learning outcomes

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

1. Allocate work amongst the team
2. Know how to allocate work amongst the team
3. Check team performance
4. Know how to check team performance

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 Management Standards Centre 2004 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 337
Outcome 1

Allocate and check your team's work
Be able to allocate work amongst the team

Assessment Criteria

Practical Skills

The learner can:

1. confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.
2. plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.
3. allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.
4. brief team members on the work they have been allocated and the standard or level of expected performance.
5. encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.

Unit 337
Outcome 2

Allocate and check your team's work
Know how to allocate work amongst the team

Assessment Criteria

Underpinning knowledge

The learner can:

1. different ways of communicating effectively with members of a team
2. the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively
3. how to plan the work of a team, including how to identify any priorities or critical activities and the available resources
4. how to identify and take due account of health and safety issues in the planning, allocation and checking of work
5. why it is important to allocate work across the team on a fair basis and how to do so
6. why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so
7. ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated.

Unit 337
Outcome 3

Allocate and check your team's work
Be able to check team performance

Assessment Criteria

Practical Skills

The learner can:

1. check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.
2. support team members in identifying and dealing with problems and unforeseen events.
3. motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.
4. monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.
5. identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.
6. recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager.
7. use information collected on the performance of team members in any formal appraisal of performance.

Unit 337

Allocate and check your team's work

Outcome 4

Know how to check team performance

Assessment Criteria

Underpinning knowledge

The learner can:

1. effective ways of regularly and fairly checking the progress and quality of the work of team members
2. how to provide prompt and constructive feedback to team members
3. how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements
4. the additional support and/or resources which team members might require to help them complete their work and how to assist in providing this
5. why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively
6. why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members
7. the type of problems and unforeseen events that may occur and how to support team members in dealing with them
8. how to log information on the ongoing performance of team members and use this information for performance appraisal purposes

Range

Behaviours which underpin effective performance

1. You make time available to support others.
2. You clearly agree what is expected of others and hold them to account.
3. You prioritise objectives and plan work to make best use of time and resources.
4. You state your own position and views clearly and confidently in conflict situations.
5. You show integrity, fairness and consistency in decision-making.
6. You seek to understand people's needs and motivations.
7. You take pride in delivering high quality work.
8. You take personal responsibility for making things happen.
9. You encourage and support others to make the best use of their abilities.
10. You are vigilant for possible risks and hazards.

Industry/sector specific knowledge and understanding

1. Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work
2. Industry/sector requirements for the development or maintenance of knowledge, understanding and skills

Context specific knowledge and understanding

1. The members, purpose and objectives of your team
2. The work required of your team
3. The available resources for undertaking the required work

4. The organisation's written health and safety policy statement and associated information and requirements
5. Your team's plan for undertaking the required work
6. The skills, knowledge and understanding, experience and workloads of team members
7. Your organisation's policy and procedures in terms of personal development
8. Reporting lines in the organisation and the limits of your authority
9. Organisational standards or levels of expected performance
10. Organisational policies and procedures for dealing with poor performance
11. Organisational grievance and disciplinary policies and procedures
12. Organisational performance appraisal systems

Unit 338

Manage and motivate work teams

Level: 3

Credit value: 5

UAN: H/600/8492

Unit aim

To develop and assess the competencies required when managing and motivating a work team.

Learning outcomes

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

1. Manage team objectives
2. Know how to manage team objectives
3. Provide motivation of team members
4. Know how to provide motivation of team members

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 Management Standards Centre 2004 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 338

Manage and motivate work teams

Outcome 1

Be able to manage ideas of team objectives

Assessment Criteria

Practical Skills

The learner can:

1. set out and positively communicate the purpose and objectives of the team to all members.
2. involve members in planning how the team will achieve its objectives.
3. ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives.
4. encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved.
5. win, through your performance, the trust and support of the team for your leadership.

Unit 338
Outcome 2

Manage and motivate work teams
Know how to manage team objectives

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe the different ways of communicating effectively with members of a team
2. explain how to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
3. explain how to plan the achievement of team objectives and the importance of involving team members in this process
4. explain the importance of and being able to show team members how personal work objectives contribute to achievement of team objectives.

Unit 338

Outcome 3

Manage and motivate work teams

Be able to provide motivation of team members

Assessment Criteria

Practical Skills

The learner can:

1. steer the team successfully through difficulties and challenges, including conflict within the team.
2. encourage and recognise creativity and innovation within the team.
3. give team members support and advice when they need it especially during periods of setback and change.
4. motivate team members to present their own ideas and listen to what they say.
5. encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
6. monitor activities and progress across the team without interfering.

Unit 338

Outcome 4

Manage and motivate work teams

Know how to provide motivation of team members

Assessment Criteria

Underpinning knowledge

The learner can:

1. summarise different styles of leadership
2. state how to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements
3. describe types of difficulties and challenges that may arise, including conflict within the team, and ways of identifying and overcoming them
4. explain the importance of encouraging others to take the lead and ways in which this can be achieved
5. state the benefits of and how to encourage and recognise creativity and innovation within a team

Range

Behaviours which underpin effective performance

1. You create a sense of common purpose.
2. You take personal responsibility for making things happen.
3. You encourage and support others to take decisions autonomously.
4. You act within the limits of your authority.
5. You make time available to support others.
6. You show integrity, fairness and consistency in decision-making.
7. You seek to understand people's needs and motivations.
8. You model behaviour that shows respect, helpfulness and co-operation.

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements in the industry/sector

Context specific knowledge and understanding

1. The members, purpose, objectives and plans of your team
2. The personal work objectives of members of your team
3. The types of support and advice that team members are likely to need and how to respond to these standards of performance for the work of your team

Unit 339

Encourage new ideas and innovation amongst the work team

Level: 3

Credit value: 4

UAN: K/600/8493

Unit aim

To develop and assess competencies to encourage new ideas and innovation amongst a work team.

Learning outcomes

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

1. Manage ideas of team members
2. Know how to manage ideas of team members
3. Manage implementation of team members
4. Know how to manage implementation of team members

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 Management Standards Centre 2004 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 339

Encourage new ideas and innovation amongst the work team

Outcome 1

Be able to manage ideas of team members

Assessment Criteria

Practical Skills

The learner can:

1. motivate members of your team, including yourself, to identify ideas for new products and/or services and improvements.
2. respond enthusiastically to ideas identified by members of your team and provide constructive feedback.
3. encourage members of your team to share, discuss and work together in developing initial ideas.
4. identify and pursue opportunities to work with other teams to generate and develop ideas.
5. discuss and agree with members of your team those ideas which should be developed further, how they should be developed and the required resources.
6. provide ongoing support, encouragement and resources to members of your team who are developing and testing ideas and help to remove any identified obstacles.
7. encourage and develop the creativity of members of your team.
8. encourage members of your team to take acceptable risks in pursuing innovation and to make and learn from mistakes.

Unit 339

Encourage new ideas and innovation amongst the work team

Outcome 2

Know how to manage ideas of team members

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the key differences between creativity and innovation
2. describe how to make time available for identifying and developing ideas
3. describe how to motivate people to generate and develop ideas
4. explain how to provide constructive feedback on ideas to individuals
5. explain the importance of communication in innovation and how to encourage communication across your team
6. summarise the potential obstacles to creativity and whether/how they can be removed
7. explain the reasons for selecting initial ideas for further development
8. explain how initial ideas might be further developed and tested
9. explain how to recognise and manage risk in innovation

Unit 339

Encourage new ideas and innovation amongst the work team

Outcome 3

Be able to manage implementation of team members

Assessment Criteria

Practical Skills

The learner can:

1. agree the practical implementation of ideas, based on the identified benefits, risks and required resources, when you have the authority to do so
2. support members of your team in submitting formal proposals and plans for the practical implementation of ideas to other people for approval
3. oversee practical implementation of ideas by your team and monitor and report on progress
4. ensure that the originators and developers of any ideas which are successfully implemented receive recognition for their achievement

Unit 339

Encourage new ideas and innovation amongst the work team

Outcome 4

Know how to manage implementation of team members

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe how to develop formal proposals and plans for the practical implementation of an idea and how to support others in doing this
2. describe how to develop creativity in yourself and others
3. state the resources required for creativity and innovation
4. explain how to learn from mistakes
5. explain how to recognise the achievements of the originators/developers of ideas which have been successfully implemented

Range

Behaviours which underpin effective performance

1. You find practical ways to overcome barriers.
2. You encourage and support others to make the best use of their abilities.
3. You make time available to support others.
4. You display a curiosity to learn and try out new things.
5. You balance risks against the benefits that may arise from taking risks.
6. You act within the limits of your authority.
7. You constructively challenge the status quo and seek better alternatives.
8. You recognise the achievements and the success of others.

Industry/sector specific knowledge and understanding

1. The sector(s) in which your organisation works

Context specific knowledge and understanding

1. Your organisation's strategy, if it has one, for innovation
2. The limits of your authority
3. Organisational guidelines and procedures for developing and implementing ideas, including whom to submit formal proposals and plans to
4. The needs of your customers
5. Opportunities to work with other teams in your organisation

Unit 340

Produce advanced bed treatments in furniture and related industries

Level: 3

Credit value: 13

UAN: J/600/8467

Unit aim

To develop and assess the competencies required to produce advanced bed treatments (soft furnishings).

Learning outcomes

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

1. Prepare components for an advanced bed treatment
2. know prepare components for an advanced bed treatment
3. sew an advanced bed treatment
4. know how to sew an advanced bed treatment
5. finish an advanced bed treatment
6. know how to finish an advanced bed treatment

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 340

Produce advanced bed treatments in furniture and related industries

Outcome 1

Prepare components for an advanced 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 an advanced bed 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 bed 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

Set of an instruction that describes the work to be carried out. This 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

Tools and equipment

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

Unit 340

Produce advanced bed treatments in furniture and related industries

Outcome 2

Know prepare components for an advanced bed treatment

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the meaning of technical terms used in specifications, and how to interpret specifications
2. explain how to take account of design characteristics such as pattern repeats and pile direction in planning and cutting
3. describe what type of markers to use and how to mark the material clearly and accurately
4. describe the handling characteristics of different materials and how this can affect their behaviour during positioning and fixing
5. explain why the sequence in which components are attached is important to the efficiency of the process and the quality of the outcome achieved
6. explain which sewing method to use in each stage of the specification
7. explain why it is important to protect the material from damage while it is being worked on
8. describe what sort of problems may arise and how to deal with them, and who to report to if the problem cannot be solved and/or it is not your responsibility
9. explain when and why to carry out checks to confirm that there are no sharp or protruding fixings
10. explain how to confirm that the outcome quality matches the specification
11. explain your personal responsibilities with regard to health and safety

Unit 340

Produce advanced bed treatments furniture and related industries

Outcome 3

Sew an advanced bed 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. check and confirm that there are no loose threads on the finished bed treatment
7. check and confirm that the visual appearance of the bed treatment meets the **specification**
8. deal effectively with any problems which may arise
9. follow safe working practices when using fixing **tools and equipment**

Range

Components

The pieces of material from which an advanced bed treatment is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating.

Sewing

This unit covers both machine and hand sewing.

Fabrics

The different forms of material used for making bed 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.

Specification

Set of an instruction that describes the work to be carried out. This 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, measuring and marking equipment and both hand sewing equipment including scissors, pins, needles, thread, tailor's chalk, and sewing machines.

Unit 340

Produce advanced bed treatments in furniture and related industries

Outcome 4

Know how to sew an advanced 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 fixing
2. explain 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 what sort of problems can arise and how to deal with them
4. explain when and why to carry out checks to confirm that there are no sharp or protruding fixings
5. explain how to confirm that the outcome quality matches the specification
6. describe your personal responsibility with regard to health and safety

Unit 340

Produce advanced bed treatments in furniture and related industries

Outcome 5

Finish an advanced bed 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 including decorative finishes according to design specification.
6. securely attach the decorative **finishings** using **methods** which will give the required durability and appearance
7. follow an efficient sequence when applying decorative finishings
8. make sure that there are no loose ends or visible stitching
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 an advanced bed treatment is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating.

Specification

Set of an instruction that describes the work to be carried out. This 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, 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 e.g. pleating, gathering, appliqué, tucks, smocking and skirts.
Tools and equipment

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

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. Gluing, tacking and stapling where appropriate.

Unit 340

Produce advanced bed treatments in furniture and related industries

Outcome 6

Know how to finish an advanced bed treatment

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain what sorts of trimmings and decorative finishings are used in bed treatments and why
2. explain when and why different fixing methods are used for bed treatments
3. explain terms used in technical specifications for bed treatments
4. explain why the sequence in which the components are attached is of importance to the appearance of the finished bed treatment
5. explain how to make sure that patterns and spacing of decorative finishings are accurate and what role the sequence of application plays in that
6. explain why appropriate lining fabric is used where appropriate
7. explain what sort of problems can arise and how to deal with them
8. state who to report to with unsolvable problems
9. describe what your personal responsibilities are with regard to health and safety

Unit 341

Produce complex shaped cushions and padded items

Level: 3
Credit value: 10
UAN: Y/600/8442

Unit aim

To develop and assess the competencies required to produce complex shaped cushions and padded items.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will be able to:

1. Prepare components for complex shaped cushions and padded items
2. Know how to prepare components for complex shaped cushions and padded items
3. Sew complex shaped cushions and padded items
4. Know how to sew complex shaped cushions and padded items
5. Finish complex shaped cushions and padded items
6. Know how to finish complex shaped cushions and padded items
7. Comply with the fire regulations
8. Understand the fire regulations

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 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 341

Produce complex shaped cushions and padded items

Outcome 1

Prepare components for complex shaped 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 complex shaped cushions and padded items are fashioned by sewing. Examples of sewing method could include straight, shaped sews and seams involving simple pleating.

Components will include deep cushion pad or foam cut to appropriate design and size that comply with the UK Fire Regulations.

Fabrics

The different forms of material used for complex shaped cushions 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.

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, sewing machines, and foam cutting equipment.

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

Set of an instruction that describes the work to be carried out. This 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, frills, appliqué, tucks, smocking.

Closures

This unit covers the assembly and/or fitting of various closures e.g. zips, buttons, tabs, ties, hooks & eye, placket openings

Fire regulations

This unit requires an understanding of the UK's Fire Regulations with regard to domestic upholstered furniture, including cushions.

Unit 341

Produce complex shaped cushions and padded items

Outcome 2

Know how to prepare components for complex shaped cushions and padded items

Assessment Criteria

Underpinning knowledge

The learner can:

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

Unit 341

Produce complex shaped cushions and padded items

Outcome 3

Sew complex shaped cushions and padded items

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. make sure all components are measured to design specification of desired complex shaped cushion or padded item
4. ensure use of fire safe cushion pad materials at all times
5. attach the components in an efficient sequence.
6. use **sewing** methods which are appropriate to the type of component
7. attach the components together securely and to the required shape and finish
8. fit closure components if required and by appropriate method
9. check and confirm that there are no loose threads on the finished complex shaped cushions and padded items
10. check and confirm that the visual appearance of the complex shaped cushions and padded items meets the **specification**
11. deal effectively with any **problems** which may arise
12. follow safe working practices when using **tools and equipment**

Range

Components

The pieces of material from which complex shaped cushions and padded items are fashioned by sewing. Examples of sewing method could include straight, shaped sews and seams involving simple pleating.

Components will include deep cushion pad or foam cut to appropriate design and size that comply with the UK Fire Regulations.

Fabrics

The different forms of material used for complex shaped cushions 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.

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, sewing machines, and foam cutting equipment.

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 341

Produce complex shaped cushions and padded items

Outcome 4

Know how to sew complex shaped cushions and padded items

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the handling characteristics of different fabrics and how this can affect their behaviour during positioning and sewing
2. explain why the sequence in which components are attached is important to the efficiency of the process and the quality of the outcome achieved
3. explain when and why various methods of closures are used
4. explain when and why sorts of sewing methods are used
5. explain how different trimmings and decorative finishes are applied
6. explain what sort of problems can arise and how to deal with them
7. explain how to confirm that the outcome quality matches the specification
8. explain your personal responsibility with regard to health and safety

Unit 341

Produce complex shaped cushions and padded items

Outcome 5

Finish complex shaped cushions and padded items

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 complex shaped cushions and padded items are fashioned by sewing. Examples of sewing method could include straight, shaped sews and seams involving simple pleating.

Components will include deep cushion pad or foam cut to appropriate design and size that comply with the UK Fire Regulations.

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, sewing machines, and foam cutting equipment.

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 and flat fell seams.

Unit 341

Produce complex shaped cushions and padded items

Outcome 6

Know how to finish complex shaped cushions and padded items

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain what sorts of trimmings and decorative finishes are used in loose covers and why
2. explain when and why different closures are used for producing complex shaped cushions and padded items
3. explain terms used in technical specifications for complex shaped cushions and padded items
4. explain why the sequence in which the components are attached is of importance to the appearance of the finished complex shaped cushions and padded items
5. explain what sort of problems can arise and how to deal with them
6. explain who to report to with unsolvable problems
7. explain what your personal responsibilities are with regard to health and safety

Unit 341

Produce complex shaped cushions and padded items

Outcome 7

Comply with the fire regulations

Assessment Criteria

Practical Skills

The learner can:

1. carry out the work required in order that the finished cushions and padded items comply 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 cushions and padded items 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, sewing machines, and foam cutting equipment.

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

Set of an instruction that describes the work to be carried out. This 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 341

Produce complex shaped cushions and padded items

Outcome 8

Understand the fire regulations

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe 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. explain the composition and characteristics of different fabrics and how this applies to the fire regulations
4. explain the difference between a fire retardant calico and a fire retardant interline/barrier cloth
5. explain when and what types of fabrics can be used with a fire retardant interline/barrier cloth
6. explain the cleaning, care and labelling requirements of various fabrics used to make box t-shaped cushions and padded items
7. explain the implications of various trimmings in relation to the fire regulations
8. explain what sort of problems can arise and how to deal with them
9. explain how to confirm that the outcome quality matches the specification
10. explain your personal responsibility with regard to health and safety

Unit 342

Produce advanced loose covers

Level: 3

Credit value: 15

UAN: D/600/8443

Unit aim

To develop and assess the competencies required to produce advanced loose covers for items such as an upholstered armchair

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will be able to:

1. Prepare components for an advanced loose cover
2. Know how to prepare components for an advanced loose cover
3. Sew an advanced loose cover
4. Know how to sew an advanced loose cover
5. Finish an advanced loose cover
6. Know how to finish an advanced loose cover
7. Comply with the fire regulations
8. Understand the fire regulations

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 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 342

Produce advanced loose covers

Outcome 1

Prepare components for an advanced 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

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.

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.

Specification

Set of an instruction that describes the work to be carried out. This 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 342

Produce advanced loose covers

Outcome 2

Know how to prepare components for an advanced loose cover

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the meaning of terms used in technical specifications for loose covers
2. explain the handling and cutting characteristics of different types of materials used in loose covers
3. explain 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. explain what cutting tolerances are appropriate for different types of component and in what ways this may be influenced by fabric type
6. explain what the implications are of not properly placing and aligning fabric before cutting it
7. explain why it is important to minimise waste
8. explain 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. explain the functions and uses of the different types of measuring and marking tools
11. explain what your personal responsibilities are with regard to health and safety
12. explain 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 342

Outcome 3

Produce advanced loose covers

Sew an advanced 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. fit closure components if required and by appropriate method
8. check and confirm that there are no loose threads on the finished loose cover
9. check and confirm that the visual appearance of the loose cover meets the **specification**
10. deal effectively with any **problems** which may arise
11. follow safe working practices when using **tools and equipment**

Range

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.

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.

Specification

Set of an instruction that describes the work to be carried out. This 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 342

Produce advanced loose covers

Outcome 4

Know how to sew an advanced 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. explain 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. explain when and why various methods of closures are used
5. explain when and why sorts of sewing methods are used
6. explain how different trimmings and decorative finishes are applied
7. explain what sort of problems can arise and how to deal with them
8. explain how to confirm that the outcome quality matches the specification
9. describe your personal responsibility with regard to health and safety

Unit 342

Outcome 5

Produce advanced loose covers

Finish an advanced loose cover

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 loose cover is fashioned by sewing and other fixing methods. Examples of sewing method could include straight, shaped sews and seams involving simple pleating.

Specification

Set of an instruction that describes the work to be carried out. This 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 342

Produce advanced loose covers

Outcome 6

Know how to finish an advanced loose cover

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain what sorts of trimmings and decorative finishes are used in loose covers and why
2. explain when and why different closures are used for producing loose covers
3. explain terms used in technical specifications for loose covers
4. explain why the sequence in which the components are attached is of importance to the appearance of the finished loose cover.
5. explain what sort of problems can arise and how to deal with them
6. explain who to report to with unsolvable problems
7. explain what your personal responsibilities are with regard to health and safety

Unit 342

Outcome 7

Produce advanced 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

Specification

Set of an instruction that describes the work to be carried out. This 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.

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.

Unit 342

Produce advanced 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. explain the composition and characteristics of different fabrics and how this applies to the fire regulations
4. explain the difference between a fire retardant calico and a fire retardant interline/barrier cloth
5. explain what types of fabrics can be used with a fire retardant interline/barrier cloth
6. explain the cleaning, care and labelling requirements of various fabrics used to make loose covers
7. explain the implications of various trimmings in relation to the fire regulations
8. explain what sort of problems can arise and how to deal with them
9. explain how to confirm that the outcome quality matches the specification
10. describe your personal responsibility with regard to health and safety

Unit 343

Produce and install advanced window treatments

Level: 3
Credit value: 17
UAN: H/600/8444

Unit aim

To develop and assess the competence required to plan, design, make, install and finish advanced window treatments. This involves:

- liaising with the customer
- planning the design,
- measuring and cutting
- sewing the components
- trimming and finishing

Learning outcomes

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

1. Plan the design and evaluate requirements
2. Know how to prepare components for an advanced loose cover
3. Sew an advanced loose cover
4. Know how to sew an advanced loose cover
5. Finish an advanced loose cover
6. Know how to finish an advanced loose cover

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 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 343

Produce and install advanced window treatments

Outcome 1

Produce and install advanced window treatments

Assessment Criteria

Practical Skills

The learner can:

1. obtain clear and complete details of the **customer requirement**
2. make an accurate assessment of the types, qualities and quantities **of material** resources that will be needed to meet the **customer requirement**
3. plan the design of the advanced window treatment taking into account the different properties of the **materials** needed
4. complete the **specification** for the work which details the methods, **materials** and **tools** to be used accurately and completely
5. confirm with the customer that the design is correct
6. deal with any **problems**, reporting those which you cannot solve and/or are not your responsibility
7. work safely at all times

Range

Fabrics/materials

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.

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.

Customer requirement

The requirements of the customer which need to be met, by the planning, design, making, installation and finishing of an advanced window treatment.

Specification

Set of an instruction that describes the work to be carried out. This 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 343

Produce and install advanced window treatments

Outcome 2

Know how to plan the design and evaluate requirements

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the steps, techniques, timings, skills, materials, tools and equipment that are needed to complete an advanced window treatment
2. explain why it is important to receive clear and accurate instructions on customer requirements
3. explain how many measurements and of which dimension are needed to ensure accurate planning of the design
4. explain how many measurements and of which dimension are needed to ensure accurate cutting and fitting in respect of different types of component
5. explain how to take account of design characteristics such as pattern repeats and pile direction when planning the design
6. explain how to produce a work specification for advanced window treatments
7. explain why it is important to gain customer approval during the planning and design stage
8. explain how to deal with typical problems and who to report problems to if you cannot solve them and/or they are not your responsibility
9. explain what your personal responsibilities are with regard to health and safety

Unit 343

Produce and install advanced window treatments

Outcome 3

Prepare components and sew an advanced window treatment

Assessment Criteria

Practical Skills

The learner can:

1. check that you have the required **work specification** and that it is clear and complete
2. plan the cutting of the material so as to minimise waste and take account of the design characteristics and handling implications of the material to be used
3. measure and mark out the **components** accurately, clearly and to within acceptable tolerance limits for the **material** being used
4. protect the material from damage while it is being worked on
5. make sure that components are correctly orientated and aligned to meet material, pattern and **design requirements**
6. use **sewing methods** which are appropriate to the type of component and then attach the components in an efficient sequence
7. check and confirm that the visual appearance of the advanced window treatment meets the **specification**
8. deal effectively with **any problems** which may arise, reporting those that you cannot solve and/or are not your responsibility
9. follow safe working practices at all times

Range

Fabrics/materials

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.

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.

Customer requirement

The requirements of the customer which need to be met, by the planning, design, making, installation and finishing of an advanced window treatment.

Specification

Set of an instruction that describes the work to be carried out. This 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

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. Gluing, tacking and stapling where appropriate.

Unit 343

Produce and install advanced window treatments

Outcome 4

Know how to prepare components and sew an advanced window treatment

Assessment Criteria

Underpinning knowledge

The learner can:

1. state who to report to if the problem cannot be solved and/or it is not your responsibility
2. explain when and why to carry out checks to confirm that there are no sharp or protruding fixings
3. explain how to confirm that the outcome quality matches the specification
4. explain your personal responsibilities with regard to health and safety the meaning of technical terms used in specifications, and how to interpret specifications
5. explain how to take account of design characteristics such as pattern repeats and pile direction in planning and cutting
6. explain what type of markers to use and how to mark the material clearly and accurately
7. explain the handling characteristics of different materials and how this can affect their behaviour during positioning and fixing
8. explain why the sequence in which components are attached is important to the efficiency of the process and the quality of the outcome achieved
9. explain which sewing method to use in each stage of the specification
10. explain why it is important to protect the material from damage while it is being worked on
11. explain what sort of problems may arise and how to deal with them, and who

Unit 343

Produce and install advanced window treatments

Outcome 5

Finish, install and dress an advanced window treatment

Assessment Criteria

Practical Skills

The learner can:

1. liaise with the customer and agree on a mutually convenient date and time, for installing, **finishing** and dressing the advanced window treatment
2. organise the **tools, equipment** and materials you will need to complete the specification
3. carry out any specified preparatory work at location
4. check that you have the required **finishing specification** and that it is complete
5. follow correct installation method to achieve the **customer requirement**
6. maintain effective communication with the customer at all times
7. follow an efficient sequence when applying any **trimmings and finishings**, using **methods** which will give the required durability, appearance and outcome quality
8. check and confirm with the customer that the finished advanced window treatment meets their **requirement**
9. deal effectively with any **problems** which may arise, reporting those which you cannot solve and /or are not your responsibility
10. follow safe working procedures at all times

Range

Trimmings and finishings

This unit covers the assembly and / or fixing of tie backs, ropes and tassels, holdbacks, valances, pelmets and blinds.

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.

Customer requirement

The requirement of the customer which need to be met, by the planning, design, making, installation and finishing of an advanced window treatment.

Specification

Set of an instruction that describes the work to be carried out. This 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

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. Gluing, tacking and stapling where appropriate.

Unit 343

Produce and install advanced window treatments

Outcome 6

Know how to finish, install and dress an advanced window treatment

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain why it is important to liaise with the customer, to agree a date and time for installation
2. explain terms used in technical specifications for advanced window treatments
3. explain how to interpret specifications and how to organise the equipment, tools and materials to achieve the customer requirement
4. explain what preparatory work may be required at location
5. explain when and why different fixing methods are used for advanced window treatments
6. explain why the sequence in which the components are attached is of importance to the appearance of the finished window treatment
7. explain how to make sure that patterns and spacing of methods of window finishing are accurate and what role the sequence of application plays in that
8. explain what methods of fixing will give advanced window treatments the appropriate strength for their purpose
9. explain the principles which underlie the positioning of hanging systems for stability and movement
10. explain why it is important to check and confirm that the finished item meets the customer's requirements
11. explain what sort of problems can arise and how to deal with them
12. state who to report to with unsolvable problems
13. describe what your personal responsibilities are with regard to health and safety
14. explain how to dispose of waste in accordance with current legislation

Unit 344

Replace fabric wall panels and tented ceilings

Level: 3
Credit value: 17
UAN: M/600/9774

Unit aim

To describe and assess the competencies required to remove fabric wall panels and tented ceilings

Learning outcomes

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

1. Secure battens
2. Know how to secure battens
3. Apply fabric wall and ceiling coverings
4. Know how to apply fabric wall and ceiling coverings

Guided learning hours

It is recommended that **66** 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 344

Replace fabric wall panels and tented ceilings

Outcome 1

Be able secure battens

Assessment Criteria

Practical Skills

The learner can:

1. read and understand the work **specification**
2. carry out a **site assessment**
3. report all hazards to appropriate authority
4. where necessary, ensure that access equipment is erected by competent persons
5. follow the employers health and safety policy for site work and working at heights
6. check condition of walls and ceilings
7. report condition of walls and ceilings to appropriate person where necessary
8. follow drawings and **specification** to place and securely fix battens
9. apply battens to walls and ceiling surfaces as required by the specification

Range

Specification

Drawings and written instructions giving the appropriate information for carrying out the task

Site assessment

This may include hazardous conditions, loose and missing floorboards, exposed live electrical wiring.

Other considerations may include valuable artefacts in situ, including wall lights, intruder detection systems fitted to wall surfaces.

Site assessment of all things that may effect the cost. I.e. access, voltage and noise.

The assessment will include reporting hazards to competent authority for rectification before work commences; noting signs of wall surface and groundwork deterioration for attention.

Unit 344

Replace fabric wall panels and tented ceilings

Outcome 2

Know how to secure battens

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the properties and limitations of the fixings that are shown within the specification
2. explain the properties and limitations of the battens that are shown within the specification
3. state the **tools and equipment** needed to carry out the task
4. describe the correct procedure for use of suitable access equipment
5. describe the correct use of tools and techniques used apply fabric wall panels and tented ceilings
6. explain the methods used for fitting battens to wall and ceilings
7. state the person to whom problems are reported

Range

Tools and equipment

Ladders, mobile towers, dust sheets, waste disposal bags, broom and dust pan, ripping chisels, shears, knives, screwdrivers, pincers, pliers

Compressors, air lines, staple guns, staples, fine wire nails, masonry nails, nail guns, hammer and tacks, electric drill, drill bits, plumb bobs, adhesives.

Battens, wall lining and face fabric panels and sewn tented ceiling

Unit 344

Replace fabric wall panels and tented ceilings

Outcome 3

Be able to apply fabric wall and ceiling coverings

Assessment Criteria

Practical Skills

The learner can:

1. follow the employers health and safety policy for site work and working at heights
2. apply **wall lining fabric wall panels** in accordance with drawings and specification
3. apply **wall lining tented ceilings** in accordance with drawings and specification
4. apply **edge moulding or trimming** as specified
5. ensure the work area is kept free of debris to maintain a safe working environment

Range

Wall lining

Depending on requirement, hessian (sized), lining paper, fibreglass, bump, cotton sheet tented

Ceilings

Fabric tented ceilings, plain or gathered to battens at perimeter, appropriately finished at ceiling centre and edges.

Edge trimming

Decorative finish at panel perimeters to hide fabric fixing method using braid, gimp, double piping, fabric-covered moulding. This could also include decorative wood moulding, painted, or gilded, pelmets or valances

Unit 344

Replace fabric wall panels and tented ceilings

Outcome 4

Know how to apply fabric wall and ceiling coverings

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe the main implications of the British standards fire tests on materials and structures as applied to fabric wall coverings and tented ceilings
2. explain the properties and limitations of the coverings that are shown within the specification
3. state the tools and equipment needed to carry out the task
4. describe the **Health and Safety regulations** relevant to the task
5. explain the method and sequence of handling fabric wall panels and tented ceilings
6. explain the characteristics of yarns used for wall covering and tented ceiling fabrics
7. explain the consequences of rise and fall of room temperature and humidity
8. explain the method of applying painted, gilded or covered edge moulding or trimming
9. explain why it is important to keep the work area clear of debris

Range

Health and Safety regulations

Relating to:

- working at height
- erection and use of mobile towers
- protective clothing and equipment
- compressors and other pneumatic equipment
- other relevant legislation

Unit 345

Apply decorative veneers using hand laid and mechanical pressing methods

Level: 3
Credit value: 14
UAN: T/600/8402

Unit aim

Laying of decorative and specialist veneers onto groundwork.

Learning outcomes

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

1. Use adhesives when preparing veneer application
2. Know how to use adhesives when preparing veneer application
3. Lay decorative veneers
4. Know how to lay decorative veneers
5. Understand workplace health and safety

Guided learning hours

It is recommended that **63** 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 345

Apply decorative veneers using hand laid and mechanical pressing methods

Outcome 1

Be able to use adhesives when preparing veneer application

Assessment Criteria

Practical Skills

The learner can:

1. select suitable adhesive for application of the **veneer**, the pattern to be produced and the **surface**
2. apply the adhesive to a suitable coverage and depth for the veneer to be applied, the type and surface area of pattern to be produced and the surface to be veneered
3. apply the **adhesive** appropriately for the veneer to be applied, the type and surface area of pattern to be produced and the surface to be veneered
4. handle **adhesives** safely and apply them effectively to groundwork
5. deal safely and promptly with adhesive spillages and splashes
6. use suitable personal protective equipment for the adhesives and **equipment**
7. deal promptly and effectively with **faults**

Range

Tools and equipment

The tools and equipment used within hand-crafted furniture production environments for cutting and laying veneers covers veneering saws and knives, planes, measuring devices, veneering tape, veneering hammers, heated and unheated presses, heated cauls, adhesive rollers, edge clamps, veneer pins, adhesive pots, brushes and gluesticks, flat irons and sand bags. Vacuum bags, laser cutting, fretsaw, parquetry templates, marquetry design sheets.

Veneers

Veneers used in making hand-crafted furniture are made of natural timber. Typical timbers would include softwood and hardwoods, walnut, oak, ash, mahogany, cherry and maple. Other materials may also be used, such as mother-of-pearl, tortoiseshell, brass and silver nickel.

Veneering methods

Hand pressing – heated cauls or veneer hammering
Hydraulic or fly Flatpress (hot or cold)
Bag pressing (hot or cold)

Adhesives

Commercially available glues used in making hand-crafted furniture. These include polyvinyl acetate, urea or phenol formaldehyde, animal based glues (hot and cold), resorcinol, epoxy resins and cyanide acrylic based glues.

Faults

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 preventing and resolving faults which have occurred.

Unit 345

Apply decorative veneers using hand laid and mechanical pressing methods

Outcome 2

Know how to use adhesives when preparing veneer application

Assessment Criteria

Underpinning knowledge

The learner can:

1. state the open times, shelf life and setting times of adhesives
2. explain the work implications of the open times, shelf life and setting times of adhesives
3. describe the different types of adhesives and their absorption capabilities through inlays and veneers
4. describe adhesives compatibility with veneers and inlays of different types
5. explain problems associated with adhesives and how to resolve them
6. explain where, when and how to use different types of adhesives
7. ensure that **veneer surfaces** to be glued are free of irregularities and are sanded and cleaned to the required **surface** finish

Range

Surface

The groundwork 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. This would also include lippings prior to veneer being laid.

Unit 345

Apply decorative veneers using hand laid and mechanical pressing methods

Outcome 3

Be able to lay decorative veneers

Assessment Criteria

Practical Skills

The learner can:

1. check and confirm that the inlay design and type matches the **specification**
2. determine the best sequence to follow to achieve the required design
3. make sure that the design fits the groundwork laterally and vertically
4. make sure that the required design is accurately reproduced
5. clean the **surface** so that it is free of any excess **adhesives**
6. key the surface using appropriate **tools** and techniques, so that the finish meets the **specification**
7. deal promptly and effectively with any faults that arise
8. follow the specified **fitting method**, using safe and effective technique
9. handle the inlays in ways which avoid damaging them
10. store the inlays in appropriate **conditions** to keep them in the required state for application

Range

Surface

The groundwork 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. This would also include lippings prior to veneer being laid.

Tools and equipment

The tools and equipment used within hand-crafted furniture production environments for cutting and laying veneers covers veneering saws and knives, planes, measuring devices, veneering tape, veneering hammers, heated and unheated presses, heated cauls, adhesive rollers, edge clamps, veneer pins, adhesive pots, brushes and gluesticks, flat irons and sand bags. Vacuum bags, laser cutting, fretsaw, marquetry templates, marquetry design sheets.

Work specification

The set of instructions which describe the work to be carried out, including details of the qualities of the veneer, the dimensions of the veneered area and the nature of the joints to be produced. The specification will also detail the surfaces to be veneered be produced, the decorative patterns to be produced. Specifications may be written, drawn or passed on orally

Fitting method

The inlay fitting methods covered by this unit are dry fitting, pressing and the use of adhesives (hot or cold).

Adhesives

Commercially available glues used in making hand-crafted furniture. These include polyvinyl acetate, urea or phenol formaldehyde, animal based glues (hot and cold), resorcinol, epoxy resins and cyanide acrylic based glues.

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

Unit 345

Apply decorative veneers using hand laid and mechanical pressing methods

Outcome 4

Know how to lay decorative veneers

Assessment Criteria

Underpinning knowledge

The learner can:

1. know the meaning of terms used in technical specifications for parquetry and marquetry designs
2. know the purpose of different tools and equipment used in fitting parquetry and marquetry designs
3. know the differences between parquetry and marquetry designs and the depth of inlay required for each
4. know what kinds of handling damage can occur with inlays and how to avoid it
5. know what kinds of faults can occur with design fitting and how to deal with them
6. know how atmospheric conditions can affect the fitting process
7. know how decorative designs should be stored and why
8. know when and why different fitting methods are used
9. the open times, shelf life and setting times of adhesives and the implications of these for the way you work
10. know the uses and benefits of different ways of pressing
11. know what the consequences are of inaccurate positioning
12. recognise window knifecut and fret cutting techniques for marquetry
13. identify sandshading techniques

Unit 345

Apply decorative veneers using hand laid and mechanical pressing methods

Outcome 5

Understand workplace health and safety

Assessment Criteria

Underpinning knowledge

The learner can:

1. handle tools and adhesives safely
2. describe the work implications of the Health and Safety at Work Act (HASAWA) and control of Substances Hazardous to Health (COSHH)
3. explain where to find organisation control strategies

Unit 346

Evaluate and specify requirements for making soft furnishings

Level: 3
Credit value: 20
UAN: M/600/8463

Unit aim

To develop the competence required to evaluate and specify requirements for making soft furnishings

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Evaluate requirements for completing a piece of work
2. Know how to evaluate requirements for completing a piece of work
3. Produce a work specification
4. Know how to produce a work specification
5. Propose material purchases to meet a specification
6. Know how to propose material purchases to meet a specification
7. Follow safe workplace procedures

Guided learning hours

It is recommended that **75** 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 346

Evaluate and specify requirements for making soft furnishings

Outcome 1

Be able to evaluate requirements for completing a piece of work

Assessment Criteria

Practical Skills

The learner can:

1. obtain clear and complete details of the work required
2. apply the types, qualities and quantities of material resources
3. demonstrate the skill and knowledge required to carry out the techniques and methods
4. demonstrate tools and equipment needed to meet the requirements
5. estimate the time required to complete the job
6. demonstrate the availability of the following and any constraints on their use for the work in question:
 - required personnel
 - time
 - resources
 - tools and equipment
7. Demonstrate technically suitable alternatives where requirements cannot be met in full
8. Develop a plan to resolve **issues** with the requirements to the appropriate person
9. Apply decisions on meeting requirements

Range

The issues

The kinds of issues that might arise in relation to meeting work requirements could include lack of sufficient time, the need to transfer staff with the required skills between jobs and the knock-on effects of this, difficulties in obtaining the materials or carrying out the processes required to meet the original requirement which mean that design changes might be implicated.

Unit 346

Evaluate and specify requirements for making soft furnishings

Outcome 2

Know how to evaluate requirements for completing a piece of work

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the following requirements when making a range of soft furnishings
 - the steps
 - techniques
 - timing
 - skills
 - materials
 - tools and equipment
2. distinguish different skills and knowledge required for different processes within soft furnishings making
3. distinguish the handling characteristics of different fabrics and materials used in making soft furnishings
4. explain how the handling characteristics of different fabrics and materials affect their use for different items of furniture
5. calculate the typical time requirements for production of soft furnishings
6. evaluate the availability of resources before committing to a piece of work
7. analyse constraints and their impact on meeting the requirements

Unit 346

Evaluate and specify requirements for making soft furnishings

Outcome 3

Be able to produce a work specification

Assessment Criteria

Practical Skills

The learner can:

1. specify the outcome qualities to be met
2. specify accurate measurements and tolerances
3. demonstrate the correct use of technical terms correctly
4. specify processes, methods and techniques to achieve the required results
5. specify tools and equipment for the work
6. compare the type and quality of materials to be used
7. demonstrate the deadline for the job and the allocated times for each stage of the process
8. demonstrate that the specification is clearly and accurately recorded
9. produce examples and comparison standards to provide an accurate specification of requirements
10. implement organisational procedures to record and report the specification

Unit 346

Evaluate and specify requirements for making soft furnishings

Outcome 4

Know how to produce a work specification

Assessment Criteria

Underpinning knowledge

The learner can:

1. compare conventions used in preparing work specifications and specifying measurements and tolerances for soft furnishings
2. explain the terminology used within soft furnishings
3. explain the different methods, techniques and processes involved in making soft furnishings
4. explain what the different materials are used for and why they are used
5. evaluate fixings, fittings and other attachments used in soft furnishings
6. explain the value of including comparison standards when describing finishes and outcomes to be achieved such as colour samples

Unit 346

Evaluate and specify requirements for making soft furnishings

Outcome 5

Be able to propose material purchases to meet a specification

Assessment Criteria

Practical Skills

The learner can:

1. develop a plan of materials required to meet work requirements
2. check that stock levels of materials are sufficient to meet demand
3. accurately and clearly specify the types and quantities of materials that need to be purchased to meet requirements
4. implement alternative materials where preferred materials cannot be supplied
5. demonstrate where bulk purchases, and savings, can be made on forthcoming work requirements
6. check purchases are within budget before placing an order
7. specify delivery timescales to ensure materials are available when needed
8. demonstrate that the specifications are clear, complete and unambiguous before passing them on for processing
9. implement organisational procedures to submit material purchase specifications for processing

Unit 346

Evaluate and specify requirements for making soft furnishings

Outcome 6

Know how to propose material purchases to meet a specification

Assessment Criteria

Underpinning knowledge

The learner can:

1. draw conclusions of different stock control systems for materials
2. draw conclusions of the handling characteristics of different components/materials used in making soft furnishings
3. explain how the handling characteristics of different components/materials affect their use
4. summarise which materials/components could be substituted for the preferred ones
5. explain typical time requirements for production of soft furnishings
6. evaluate the budgetary limits that apply to the specification
7. clarify who is authorised to make changes to budgetary limits
8. critically compare supplier sales, ordering and delivery arrangements
9. explain the procedures for submitting purchase specifications for processing
10. explain the importance of adhering to accurate purchase specifications

Unit 346

Evaluate and specify requirements for making soft furnishings

Outcome 7

Be able to follow safe workplace procedures

Assessment Criteria

Practical Skills

The learner can:

1. perform personal responsibilities with regard to health and safety
2. implement relevant personal protective equipment for the different materials and tools and equipment
3. demonstrate the importance of using **personal protective equipment** (PPE)
4. demonstrate procedures that comply with health and safety requirements

Range

Personal Protective Equipment

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

Unit 347

Evaluate and specify requirements for making hand-crafted furniture

Level: 3
Credit value: 20
UAN: R/600/8293

Unit aim

To develop the competence required to evaluate and specify requirements for making hand-crafted furniture

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Evaluate requirements for completing a piece of work
2. Know how to evaluate requirements for completing a piece of work
3. Produce a work specification
4. Know how to produce a work specification
5. Propose material purchases to meet a specification
6. Know how to propose material purchases to meet a specification
7. Follow safe workplace procedures

Guided learning hours

It is recommended that **75** 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 347

Evaluate and specify requirements for making hand-crafted furniture

Outcome 1

Be able to evaluate requirements for completing a piece of work

Assessment Criteria

Practical Skills

The learner can:

1. obtain clear and complete details of the work required
2. apply the types, qualities and quantities of material resources
3. demonstrate the skill and knowledge required to carry out the **techniques and methods**
4. demonstrate **tools and equipment** needed to meet the requirements
5. estimate the time required to complete the job
6. demonstrate the availability of the following and any constraints on their use for the work in question:
 - required personnel
 - time
 - resources
 - **tools and equipment**
7. demonstrate technically suitable alternatives where requirements cannot be met in full
8. develop a plan to resolve issues with the requirements to the appropriate person
9. apply decisions on meeting requirements

Range

Methods and techniques

Refer to standard and specialised techniques within the different processes e.g. stringing veneers, parquetry, stencilling, applying shellac etc.

Tools and equipment

The hand tools and equipment used within hand-crafted furniture making include woodworking equipment such as saws (tenon, dovetail, band), measuring equipment (squares, cutting and metering gauges, ruler), planes (jack, block, smoothing, scraper, rebate, shoulder, bull-nosed), chisels (bevel-edged, mortice, firmer, paring), cramps (sash, G, edging/lipping), knives, cabinet scraper, honing stones, screwdrivers, panel hammers, mallets and straight edges. In addition powered tools including band and circular saws, morticers, routers, drills, grind stones, belt sanders, planers and biscuit joiners may be needed. Other equipment used additionally in finishing processes would include brushes, pads, steel wool, irons, steam generators, mixing and measuring

Unit 347

Evaluate and specify requirements for making hand-crafted furniture

Outcome 2

Know how to evaluate requirements for completing a piece of work

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the following requirements when making a range of hand-crafted furniture
 - the steps
 - techniques
 - timing
 - skills
 - materials
 - tools and equipment
2. distinguish different skills and knowledge required for different processes within hand-crafted furniture making
3. distinguish the handling characteristics of different species of wood and wood composites used in making hand-crafted furniture
4. explain how the handling characteristics of different species of wood affect their use for different items of furniture
5. distinguish the identification and growth characteristics of different species of timber and its importance to;
 - tensile and compression strength
 - seasoning
 - durability
 - degradation
 - Infestation
 - density
6. calculate the typical time requirements for production of hand-crafted furniture
7. evaluate the availability of resources before committing to a piece of work
8. analyse constraints and their impact on meeting the requirements

Unit 347

Evaluate and specify requirements for making hand-crafted furniture

Outcome 3

Be able to produce a work specification

Assessment Criteria

Practical Skills

The learner can:

1. specify the outcome qualities to be met
2. specify accurate measurements and tolerances
3. demonstrate the correct use of technical terms correctly
4. specify **processes, methods and techniques** to achieve the required results
5. specify **tools and equipment** for the work
6. compare the type and quality of **materials** to be used
7. demonstrate the deadline for the job and the allocated times for each stage of the process
8. demonstrate that the specification is clearly and accurately recorded
9. produce examples and comparison standards to provide an accurate specification of colour and finish requirements
10. implement organisational procedures to record and report the specification

Range

Methods and techniques

Refer to standard and specialised techniques within the different processes e.g. stringing veneers, parquetry, stencilling, applying shellac etc.

Tools and equipment

The hand tools and equipment used within hand-crafted furniture making include woodworking equipment such as saws (tenon, dovetail, band), measuring equipment (squares, cutting and metering gauges, ruler), planes (jack, block, smoothing, scraper, rebate, shoulder, bull-nosed), chisels (bevel-edged, mortice, firmer, paring), cramps (sash, G, edging/lipping), knives, cabinet scraper, honing stones, screwdrivers, panel hammers, mallets and straight edges. In addition powered tools including band and circular saws, morticers, routers, drills, grind stones, belt sanders, planers and biscuit joiners may be needed. Other equipment used additionally in finishing processes would include brushes, pads, steel wool, irons, steam generators, mixing and measuring

Materials

Materials include hard and soft woods and wood composites. Woods may be new or reclaimed, burr or pippy, oily or resinous and ripple or interlocking grain.

All types of fabrics, threads, linings and filling materials.

Other materials are traditional and modern stains, grainfillers, primers and sealers. Stains, fillers, sealers and primers may be based on oil, water, chemical, spirit or mixed solvents.

Some may require the addition of catalysts.

Unit 347

Evaluate and specify requirements for making hand-crafted furniture

Outcome 4

Know how to produce a work specification

Assessment Criteria

Underpinning knowledge

The learner can:

1. compare conventions used in preparing work specifications and specifying measurements and tolerances for hand-crafted furniture
2. explain the terminology used within hand-crafted furniture
3. explain the different methods, techniques and processes involved in making hand-crafted furniture
4. compare different materials used within hand-crafted furniture
5. explain what the different materials are used for and why they are used
6. evaluate fixings, fittings and other attachments used in hand-crafted furniture
7. explain the value of including comparison standards when describing finishes and outcomes to be achieved such as colour boards, colour samples

Unit 347

Evaluate and specify requirements for making hand-crafted furniture

Outcome 5

Be able to propose material purchases to meet a specification

Assessment Criteria

Practical Skills

The learner can:

1. develop a plan of materials required to meet work requirements
2. check that stock levels of materials are sufficient to meet demand
3. accurately and clearly specify the types and quantities of **materials** that need to be purchased to meet requirements
4. implement alternative materials where preferred materials cannot be supplied
5. demonstrate where bulk purchases, and savings, can be made on forthcoming work requirements
6. check purchases are within budget before placing an order
7. specify delivery timescales to ensure **materials** are available when needed
8. demonstrate that the specifications are clear, complete and unambiguous before passing them on for processing
9. implement organisational procedures to submit **material** purchase specifications for processing

Range

Materials

Materials include hard and soft woods and wood composites. Woods may be new or reclaimed, burr or pippy, oily or resinous and ripple or interlocking grain.

All types of fabrics, threads, linings and filling materials.

Other materials are traditional and modern stains, grainfillers, primers and sealers. Stains, fillers, sealers and primers may be based on oil, water, chemical, spirit or mixed solvents.

Some may require the addition of catalysts

Unit 347

Evaluate and specify requirements for making hand-crafted furniture

Outcome 6

Know how to propose material purchases to meet a specification

Assessment Criteria

Underpinning knowledge

The learner can:

1. draw conclusions of different stock control systems for materials
2. draw conclusions of the handling characteristics of different components/materials used in making hand-crafted furniture
3. explain how the handling characteristics of different components/materials affect their use
4. summarise which materials/components could be substituted for the preferred ones
5. explain typical time requirements for production of hand-crafted furniture
6. evaluate the budgetary limits that apply to the specification
7. clarify who is authorised to make changes to budgetary limits
8. critically compare supplier sales, ordering and delivery arrangements
9. explain the procedures for submitting purchase specifications for processing
10. explain the importance of adhering to accurate purchase specifications

Unit 347

Evaluate and specify requirements for making hand-crafted furniture

Outcome 7

Be able to follow safe workplace procedures

Assessment Criteria

Practical Skills

The learner can:

1. perform personal responsibilities with regard to health and safety
2. implement relevant **personal protective equipment** for the different **materials** and **tools and equipment**
3. demonstrate the importance of using personal protective equipment (ppe)
4. demonstrate procedures that comply with health and safety requirements

Range

Materials

Materials include hard and soft woods and wood composites. Woods may be new or reclaimed, burr or pippy, oily or resinous and ripple or interlocking grain.

All types of fabric, threads, linings and filling materials.

Other materials are traditional and modern stains, grainfillers, primers and sealers. Stains, fillers, sealers and primers may be based on oil, water, chemical, spirit or mixed solvents.

Some may require the addition of catalysts

Tools and equipment

The hand tools and equipment used within hand-crafted furniture making include woodworking equipment such as saws (tenon, dovetail, band), measuring equipment (squares, cutting and metering gauges, ruler), planes (jack, block, smoothing, scraper, rebate, shoulder, bull-nosed), chisels (bevel-edged, mortice, firmer, paring), cramps (sash, G, edging/lipping), knives, cabinet scraper, honing stones, screwdrivers, panel hammers, mallets and straight edges. In addition powered tools including band and circular saws, morticers, routers, drills, grind stones, belt sanders, planers and biscuit joiners may be needed.

Other equipment used additionally in finishing processes would include brushes, pads, steel wool, irons, steam generators, mixing and measuring

Personal Protective Equipment

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

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:

NQF qualification		Qualification	
POS Number/Title		POS Number/Title	
5614-03	Level 3 NVQ in Making and Repairing Hand-Crafted Furniture and Furnishings	5782-[30-42]	NVQ Diplomas in Furniture, Interiors and Woodmachining
5614-04	Level 3 NVQ in Making and Installing Production Furniture	5782-[30-42]	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.

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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • 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

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