



# **City & Guilds Level 1 Certificate in Making Furniture and Furnishings (5780-01)**

**Version 1.5 (September 2024)**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Manufacturing technologies
<b>City &amp; Guilds number</b>	5780
<b>Age group approved</b>	All ages 16+
<b>Entry requirements</b>	N/A
<b>Assessment</b>	Centre devised assignment, multiple choice
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Fast track approval
<b>Support materials</b>	Assessor guidance, sample assessment, example grading criteria
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Regulatory reference number</b>	<b>GLH</b>	<b>TQT</b>
City & Guilds Level 1 Certificate in Making Furniture and Furnishings	5780-01	600/1974/8	123	170

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 May 2012	Amendment to range for assessment criteria 1.1 in unit 105	Units
1.2 March 2017	Centre Devised Guidance	Assessment
1.3 August 2017	Added TQT details Deleted QCF	Structure Throughout
1.4 March 2022	GLH and TQT clarified and highlighted	Structure
1.5 February 2024	Handbook reviewed and updated to the new template	Throughout
	Additional assessment guidance added	Assessment

# Contents

Qualification at a glance .....	2
Contents .....	4
1 Introduction .....	6
Structure	7
Total Qualification Time (TQT) .....	8
2 Centre requirements .....	9
Approval	9
Resource requirements .....	10
Quality assurance .....	10
Learner entry requirements.....	12
Age restrictions.....	12
Access arrangements and reasonable adjustments .....	12
3 Delivering the qualification.....	13
Initial assessment and induction .....	13
Inclusion and diversity.....	13
Sustainability.....	13
Support materials.....	14
4 Assessment.....	15
Assessment of the qualification.....	15
Assessment strategy .....	15
Centre set and marked assessments.....	16
Time constraints .....	16
Test specifications .....	17
5 Units.....	18
Structure of the units .....	18
Guidance for delivery of the units.....	18
Unit 101Finishing methods in upholstery and soft furnishings.....	19
Unit 102Furniture making by hand.....	21
Unit 103Materials in furniture making and furnishings .....	24
Unit 104Preparation and finishing methods in furniture making .....	26
Unit 105Tools and equipment in furniture making and furnishings .....	29
Unit 106Upholstery and soft furnishing methods .....	31
Unit 210Health and safety within furniture and furnishing making environments .....	35
Unit 229Sustainability in the timber trade .....	38
Unit 230Technical drawings and workshop geometry.....	41



# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is for those individuals who are working in, or want to work, in the furniture, furnishing and wood machining industry.
What does the qualification cover?	This qualification is designed for learners who want to develop and practice the skills required for employment and/or career progression in the Furniture Making sector.
What opportunities for progression are there?	Learners can progress into employment or onto the following Level 2 City & Guilds qualification areas:- <ul style="list-style-type: none"><li data-bbox="730 1059 1166 1126">• Furniture, Furnishings, Wood Machining</li></ul>
Who did we develop the qualification with?	These units of this qualification were endorsed by ProSkills, the Sector Skills Council.
Is it part of an apprenticeship framework or initiative?	No

## Structure

To achieve the City & Guilds Level 1 Certificate in Making Furniture and Furnishings, learners must achieve a minimum of 17 credits. Of this, 8 credits must come from the mandatory unit group and a minimum of 9 credits must come from the optional unit group. Learners may achieve credits from the elective unit, but this will not contribute to the achievement of the overall qualification.

Unit accreditation number	City & Guilds unit number	Unit title	GLH	Credit
T/503/2138	103	Materials in furniture making and furnishings	24	3
M/503/2140	105	Tools and equipment in furniture making and furnishings	16	2
D/503/2151	210	Health and safety within furniture and furnishing making environments	18	3
L/503/2145	101	Finishing methods in upholstery and soft furnishings	25	3
A/503/2142	102	Furniture making by hand	90	10
F/503/2143	104	Preparation and finishing methods in furniture making	60	6
J/503/2144	106	Upholstery and soft furnishing methods	70	7
K/503/2220	230	Technical drawings and workshop geometry	40	7
<b>Elective units:</b>				
T/503/2222	229	Sustainability in the timber trade	12	3

## Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 1 Certificate in Making Furniture and Furnishings	123	170

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## 2 Centre requirements

### Approval

#### Full approval

To offer these qualifications, new centres will need to gain both centre and qualification approval.

#### Fast track

If your centre was approved to offer the qualification **Level 1 Certificate in Making and Installing Furniture (5610)** you can apply for the new **Level 1 Making Furniture and Furnishings**. Fast track approval is available for 12 months from the launch of the qualification. After 12 months the centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking the fast track approval is still current at the time of application.

Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

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

## Resource requirements

### Physical resources and site agreements

Centres can use specially designated areas within a centre to assess. The equipment, systems and machinery must meet industrial standards and be capable of being used under normal working conditions.

### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training (this knowledge must be to the same level as the training being delivered)
- hold the Level 1 Making Furniture and Furnishings, or an equivalent qualification
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

## 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 monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

## **Learner entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## **Age restrictions**

This qualification is approved for learners aged 16 and above.

## **Access arrangements and reasonable adjustments**

City & Guilds has considered the design of this qualification to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

Equities legislation requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments and access arrangements in the [Centre Document Library](#) on the City & Guilds website [www.cityandguilds.com](http://www.cityandguilds.com) for when and how applications need to be made to City & Guilds.

## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

### Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/uk/qualifications/inclusion-and-diversity)

### Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/uk/qualifications/our-pathway-to-net-zero)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)

- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

## Support materials

The following resources are available for this qualification:

Description	How to access
Assessor guidance	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Example grading criteria	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Sample assessment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 4 Assessment

### Assessment of the qualification

This qualification is assessed by a combination of online multiple-choice tests and centre devised and marked assignments covering practical skills and underpinning knowledge. The table below provides details on the assessment methods for each unit.

Assessment types			
Unit	Title	Assessment method	Where to obtain assessment materials
101	Finishing methods in upholstery and soft furnishings	Assignment	Centre devised
102	Furniture making by hand	Assignment	Centre devised
103	Materials in furniture making and furnishings	Assignment	Centre devised
104	Preparation and finishing methods in furniture making	Assignment	Centre devised
105	Tools and equipment in furniture making and furnishings	Online multiple choice	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
106	Upholstery and soft furnishing methods	Assignment	Centre devised
210	Health and safety within furniture and furnishing making environments	Online multiple choice	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
229	Sustainability in the timber trade	Assignment	Centre devised
230	Technical drawings and workshop geometry	Assignment	Centre devised

### Assessment strategy

City & Guilds has written the following assessments to use with these qualifications: evolve multiple choice tests to be delivered on-screen (105, 210).

Units 101, 102, 103, 104, 106, 229 and 230 require centre-based assessment. For these units, City & Guilds has provided separate [guidance for writers](#) to be read in conjunction with the City & Guilds document, entitled [Developing centre devised assessments \(GM1\) Guidance for centre based assessment writers \(see section below\)](#).

All internally marked assessments are subject to internal and external verification.

## **Centre set and marked assessments**

City & Guilds has provided a separate 'Assessor guidance' document for writers of centre-based assessments which should be read in conjunction with the document, entitled, 'GM1 - Developing centre devised assessments – guidance for centre-based assessment writers' both available on the City & Guilds website.

A set of generic recording forms is also provided as follows:

- Assessment tasks (AD1)
- Assessment grading criteria (AD2)
- Assessment sign off form (AD3)
- Evidence recording form (GF1)
- Assessment unit front and mark sheet (GF2)
- Assessment task front sheet (GF3)
- Assessment unit mark sheet (GF4)
- Assessment feedback and action plan form (GF5)
- Qualification assessment tracking form (GF6)
- Group assessment tracking form (GF7)

A full explanation of the use of these forms can be found in the centre devised assessment writing guidance. All of this material is available to download from the City & Guilds website. at <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/quality-assurance/quality-assurance-documents>

## **Time constraints**

The following must be applied to the assessment of this qualification:

- Candidates must finish their assessment within 6 months.
- Assignments should take no longer than 8 hours. If they do, centres should consider why this is and make sure that they are not trying to gather too much evidence.



## Test specifications

The way the knowledge is covered by each test is laid out in the table below:

Test 1: Unit 105

Duration: 45 minutes

Outcome	Number of questions	%
Know tools and equipment in furniture making and furnishing	17	56.7
Know the importance of keeping	13	43.3
<b>Total</b>	<b>30</b>	<b>100</b>

Test 1: Unit 210

Duration: 60 minutes

Outcome	Number of questions	%
Know health and safety requirements in the workplace	29	72.5
Know how to identify hazards and risks in the workplace	11	27.5
<b>Total</b>	<b>40</b>	<b>100</b>

## 5 Units

### Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- credit value
- assessment type
- unit aim
- learning outcomes, which are comprised of a number of assessment criteria
- range statements
- supporting information

### Guidance for delivery of the units

This qualification comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

**Range** statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

**Supporting information** provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

## Unit 101

## Finishing methods in upholstery and soft furnishings

<b>UAN:</b>	L/503/2145
<b>Level:</b>	1
<b>GLH:</b>	25
<b>Credit value:</b>	3
<b>Endorsement by a sector or other appropriate body:</b>	This unit is endorsed by ProSkills, the Sector Skills Council
<b>Aim:</b>	To provide the learner with the knowledge and skills to finish furnishing items. The skills covered by this unit include: material characteristics, equipment functions, overcoming problems. This unit will give learners the opportunity to explore skills that will give them knowledge and understanding to progress within the furnishings industry.

### Learning outcome

The learner will:

LO1 Know finishing methods in upholstery and soft furnishings

### Assessment criteria

The learner can:

AC1.1 list types of finishing methods

AC1.2 identify functions of tools and equipment used in finishing

AC1.3 state indicators that determine tools and equipment faults

AC1.4 identify the importance of reporting tools and equipment faults

AC1.5 state handling characteristics of materials

AC1.6 state indicators that determine material faults

AC1.7 state how to protect item from damage

AC1.8 state the importance of minimising waste

AC1.9 state quality checking measures

AC1.10 outline safe working practice when using tools and equipment used in finishing

## **Range**

Stapling, hammering, centring, measuring, hand stitching, hand sewing, pressing, glue gun

### **Tools and equipment**

Hammers, staple gun, staple remover, knife, shears, needle, press, glue-gun

### **Tools and equipment faults**

Non-functional, damaged

### **Materials**

Show-wood attachments, facing clips, tacking strip, studs, bottom cloth, twine, thread, buttons, castors, legs, bun feet, glides, fringe, braid, buttons, tie backs, valance

### **Material faults**

Loose tassels, damage to show-wood, non-alignment, broke, non-functional

### **Item**

Modern furniture, contract furniture, office furniture, lined curtains, valance, tie backs

### **Safe working practice**

PPE, legal requirements, Approved Code of Practice (ACOP)

## **Learning outcome**

The learner will:

LO2 Be able to finish items of upholstery and soft furnishings

## **Assessment criteria**

The learner can:

AC2.1 maintain a tidy work area

AC2.2 organise tools and equipment for effective working

AC2.3 identify materials defects

AC2.4 carry out finishing methods

## **Range**

Finishing methods

Stapling, hammering, centring, measuring, hand stitching, hand sewing, pressing, glue gun

## Unit 102

## Furniture making by hand

<b>UAN:</b>	A/503/2142
<b>Level:</b>	1
<b>GLH:</b>	90
<b>Credit value:</b>	10
<b>Endorsement by a sector or other appropriate body:</b>	This unit is endorsed by ProSkills, the Sector Skills Council
<b>Aim:</b>	This unit introduces the learners to basic skills in furniture making by hand. The skills covered by the unit include: preparing materials, marking out and cutting components using equipment, tools and materials. The knowledge acquired by the learner will enable them to understand and explain the basic processes involved of furniture making by hand. The unit introduces safe working practices. This is a practical unit that gives learners the opportunity to experiment with different types of wood, tools and materials.

### Learning outcome

The learner will:

LO1 know how to make furniture by hand

### Assessment criteria

The learner can:

AC1.1 identify functions of tools and equipment

AC1.2 state safe working practice

AC1.3 identify checks on resources

AC1.4 state environmental conditions for resources in the work area

AC1.5 state indicators that determine surface faults

AC1.6 identify different materials

AC1.7 state handling characteristics of materials

AC1.8 state preparation methods

AC1.9 identify uses of jointing methods

AC1.10 state quality checking measures

## Range

### Tools and equipment

Hand tools, power tools, jigs, templates, workshop devices, adhesives

### Safe working practice

Manufacturers instructions, (Control of Substances Hazardous to Health COSHH, Provision and Use of Work Equipment Regulations PUWER, Health and Safety At Work Act HASAWA) Personal Protective Equipment PPE)

### Checks

Visual, quality, quantity, inventories

### Environmental conditions

Storage handling, cleanliness, temperature, ventilation, humidity

### Surface faults

Cracks, blemishes

### Materials

Soft wood, hard wood, plywood, MDF, chipboard

### Preparation methods

Marking out resources, face side face edge signs, drawings

### Joining methods

Dovetails, mortice and tenon, tongue and groove, housing, butt, lap, halving, rebate

## Learning outcome

The learner will:

LO2 Be able to make furniture by hand

## Assessment criteria

The learner can:

AC2.1 maintain a tidy work area

AC2.2 organise tools and equipment

AC2.3 carry out checks on resources

AC2.4 carry out material quality checks

AC2.5 prepare for jointing

AC2.6 carry out jointing methods

AC2.7 carry out quality checks

AC2.8 select Personal Protective Equipment

## **Range**

### **Jointing methods**

Through dovetail, through mortice and tenon, housing

## **Guidance**

### **Tools and equipment**

Chisels, planes, cramps, saws, drills, drill bits, squares mallets, scrapers, honing stones, knives and measuring devices used in the making of hand-crafted furniture. Also includes powered tools such as sanders, routers, drills and power saws, as well as workshop tools and devices such as bench hooks, shooting boards, mitre blocks of different angles, scratch stock, drill bits, work holding devices, chucks and key, blades and abrasives

## Unit 103

## Materials in furniture making and furnishings

<b>UAN:</b>	T/503/2138
<b>Level:</b>	1
<b>GLH:</b>	24
<b>Credit value:</b>	3
<b>Endorsement by a sector or other appropriate body:</b>	This unit is endorsed by ProSkills, the Sector Skills Council
<b>Aim:</b>	This unit is an introduction to the materials found in upholstery, woodwork and spray finishing workshops. It equips learners with basic knowledge of each of the material characteristics and they will be able to identify material types and recognise defects. The unit also introduces safe working practices and safe waste disposal.

### Learning outcome

The learner will:

LO 1. Know different type of materials and surfaces

### Assessment criteria

The learner can:

AC 1.1 identify characteristics of wood

AC 1.2 identify characteristics of fabric

AC 1.3 list types of fillings

AC 1.4 list types of coatings

AC 1.5 list defects found with materials

AC 1.6 state how to handle material without causing damage

AC 1.7 state the importance of disposing of waste materials

AC 1.8 list the appropriate Personal Protective Equipment

AC 1.9 identify safe working practices.



## Range

### Wood

Solid timbers -hard and soft, plywood, chipboard, MDF

Fabrics Patterned/striped, plain pile, vinyl, stretch fabrics, flat weave fabrics, natural hide, velvet

### Fillings Foam, fibre

**Coatings Stains**, sealers, lacquers

Defects Knots, discolouration, sap, grain, shakes Blooming, runs, orange peel Scars, sewing faults, flaws

Personal Protective Equipment Ear, eye, hand, feet, and reparatory protection

### Safe working practice

Manufacturers' instructions, legal requirements (Control Of Substances Hazardous to Health COSHH, Provision and Use of Work Equipment Regulations PUWER, Health A

## Learning outcome

The learner will:

LO 2. Be able to select and prepare materials

## Assessment criteria

The learner can:

AC 2.1 maintain a tidy work area, organise tools and equipment for effective working

AC 2.2 identify material types

AC 2.3 identify material defects

AC 2.4 carry out safe waste disposal.

## Range

Material types

Beech, oak, pine, MDF, chipboard, velvet, natural hide, woollen, foam, fibres, stains, sealers, lacquers

## Unit 104

## Preparation and finishing methods in furniture making

<b>UAN:</b>	F/503/2143
<b>Level:</b>	1
<b>GLH:</b>	60
<b>Credit value:</b>	6
<b>Endorsement by a sector or other appropriate body:</b>	This unit is endorsed by ProSkills, the Sector Skills Council
<b>Aim:</b>	This unit introduces learners to basic skills in polishing and finishing. Learners will gain experience in preparation and finishing methods and be able to identify surface faults in timber. The unit looks at tools and equipment, abrasives, fillers and stoppers. The unit introduces safe working practice and the importance of correct waste disposal. This is a practical unit that gives learners the opportunity to experiment with different materials and finishing methods.

### Learning outcome

The learner will:

LO 1. Know how to prepare and finish furniture

## **Assessment criteria**

The learner can:

AC 1.1 list preparation methods

AC 1.2 list finishing methods

AC 1.3 identify functions of tools and equipment

AC 1.4 list types of surfaces

AC 1.5 state handling characteristics of surfaces

AC 1.6 state indicators that determine surface faults

AC 1.7 state the importance of minimising waste

AC 1.8 list fillers and stoppers

AC 1.9 identify different abrasives

AC 1.10 identify finishing materials

AC 1.11 state quality checking measures

AC 1.12 outline safe working practice.

## **Range**

### **Preparation methods**

Sanding, de-nibbing, filling, scraping

### **Finishing methods**

Hand, spray

### **Tools and equipment**

Scrapers, wire wool, abrasives, brushes, spray guns, tak rags

### **Surfaces**

Solid wood, veneered, flat panels, curved work, sub assembly, assembly, wood composite

### **Surface faults**

Holes, scratches, chips, dents, cracks, blisters and blemishes

### **Fillers and stoppers**

Water-based, two pack, wax, thixotropic

### **Finishing materials**

Stains, Sealers, oil, water or mixed solvents, de-greasing agents, cleaning solvents

### **Safe working practice**

Manufacturers' instructions, legal requirements (Control Of Substances Hazardous to Health COSHH, Provision and Use of Work Equipment Regulations PUWER, Health A

### **Learning outcome**

The learner will:

LO 2. Be able to prepare items of furniture

### **Assessment criteria**

The learner can:

AC 2.1 maintain a tidy work area, organise tools and equipment for effective working

AC 2.2 identify surface defects

AC 2.3 prepare work pieces

### **Learning outcome**

The learner will:

LO 3.0 Be able to finish items of furniture

LO 3.1. Be able to prepare items of furniture

### **Assessment criteria**

The learner can:

AC 3.1 apply stains

AC 3.2 apply basecoat

AC 3.3 apply final coats

## Unit 105

## Tools and equipment in furniture making and furnishings

<b>UAN:</b>	M/503/2140
<b>Level:</b>	1
<b>GLH:</b>	16
<b>Credit value:</b>	2
<b>Endorsement by a sector or other appropriate body:</b>	This unit is endorsed by ProSkills, the Sector Skills Council
<b>Aim:</b>	This unit introduces learners to different tools and equipment they will come across in the furniture and furnishing industry. Learners will know the importance of maintaining tools and equipment as well as looking at safe working practice when using tools and equipment

### Learning outcome

The learner will:

LO 1 Know tools and equipment in furniture making and furnishing

### Assessment criteria

The learner can:

AC 1.1 list tools and equipment used in furniture making and furnishing

AC 1.2 identify how to maintain tools and equipment correctly

AC 1.3 identify safe working practice.

### Range

#### Tools and equipment

Furniture making: Smoothing plane, Bevelled edge chisel, Try square, Tenon Saw

Upholstery: Webbing stretcher, Staple gun, Magnetic tack hammer, Regulator needle

Finishing: Abrasive paper / grit size, Oil, Spray gun, Wax

#### Maintain

Examine, storage, repair, lubricate, cleaning, sharpening

Safe working practice Manufacturers' instructions, legal requirements (Control Of Substances Hazardous to Health COSHH, Provision and Use of Work Equipment Regulations PUWER, Health

### **Learning outcome**

The learner will:

LO 2. Know the importance of keeping tools and equipment in good working condition

### **Assessment criteria**

The learner will:

AC 2.1 list indicators of damaged equipment

AC 2.2 state the indicators that determine when tools and equipment are beyond use

AC 2.3 identify the importance of keeping tools in good working condition

AC 2.4 identify the importance of keeping tools free of dust and debris

### **Range**

#### **Equipment**

Equipment for: spraying, upholstery, cutting, sewing, assembly, mattress

#### **Importance**

Health & safety, quality of work

## Unit 106

## Upholstery and soft furnishing methods

<b>UAN:</b>	J/503/2144
<b>Level:</b>	1
<b>GLH:</b>	70
<b>Credit value:</b>	7
<b>Endorsement by a sector or other appropriate body:</b>	This unit is endorsed by ProSkills, the Sector Skills Council
<b>Aim:</b>	The aim of this unit is to introduce the learner to preparation, assembly and production of upholstery and soft furnishing items. The skills and knowledge covered by this unit include: material characteristics, equipment functions, assembly methods, jointing and overcoming problems. This unit will give learners the opportunity to explore skills that will give them knowledge and understanding to progress within the furnishings industry

### Learning outcome

The learner will:

LO 1. Know how to prepare for upholstery and soft furnishing

### Assessment criteria

The learner can:

AC 1.1 list assembly processes for upholstery and soft furnishing

AC 1.2 describe jointing methods for upholstery and soft furnishing

AC 1.3 identify functions of tools and equipment used in assembly

AC 1.4 state handling characteristics of materials

AC 1.5 state indicators that determine tools and equipment faults

AC 1.6 state indicators that determine material faults

AC 1.7 identify the importance of reporting faults

AC 1.8 state how to protect items from damage

AC 1.9 state the importance of minimising waste

AC 1.10 state quality checking methods

AC 1.11 state safe working practice when using tools and equipment used in upholstery and soft furnishing.



## **Range**

### **Processes**

Measuring, pattern matching, single lay, multi lay, sequence

### **Methods**

Stapling, hammering, centring, hand sewing, machine sewing

### **Functions**

Hammers, staple gun, staple remover, knives, shears, needle, lockstitch machine, over lock machine, multi needle machine, foot, needle, thread spools, pins, tailor's chalk, circular cutter, Eastman knife

### **Materials**

Suspensions, fillings, patterned/striped, plain pile, vinyl, stretch fabrics, flat weave fabrics, natural hide, velvet

### **Equipment faults**

Non-functional, damaged

### **Material faults**

Poor quality, not to specification Item Upholstery, modern footstool, modern drop in seat, traditional drop in seat, soft furnishing, lined curtains, bolster cushion

### **Item**

Upholstery, modern footstool, modern drop in seat, traditional drop in seat, soft furnishing, lined curtain, bolster cushion

### **Safe working practice**

PPE, legal requirements, Approved Code of Practice (ACOP)

## **Learning outcome**

The learner will:

LO 2. Be able to produce items of upholstery and soft furnishings

## **Assessment criteria**

The learner can:

AC 2.1 maintain a tidy work area

AC 2.2 organise tools and equipment for effective working

AC 2.3 identify material defects

AC 2.4 demonstrate assembly methods

AC 2.5 produce items of upholstery and soft furnishing.

## **Range**

### **Methods**

Stapling, hammering, centring, measuring, hand sewing, machine sewing, pattern matching, single lay, multi lay

## Unit 210

## Health and safety within furniture and furnishing making environments

<b>UAN:</b>	D/503/2151
<b>Level:</b>	2
<b>GLH:</b>	18
<b>Credit value:</b>	3
<b>Endorsement by a sector or other appropriate body:</b>	This unit is endorsed by ProSkills, the Sector Skills Council
<b>Aim:</b>	The unit introduces learners to best working practice and the legal responsibilities they have in the workplace. Learners will develop understanding of hazards and how to reduce risks in the workplace. They will understand how to evaluate the severity of risks.

### Learning outcome

The learner will:

LO 1. Know health and safety requirements in the workplace

### Assessment criteria

The learner can:

AC 1.1 state health and safety responsibilities of the individual

AC 1.2 identify relevant workplace instructions

AC 1.3 identify working practices in a furniture/interiors related workplace with the potential to cause harm

AC 1.4 identify the importance of reporting differences between suppliers, manufacturers or workplace instructions

AC 1.5 describe safe working practice in a furniture/interiors related workplace

### Range

The learner can:

**Workplace instructions**

Manufacturers' instructions, legal requirements (Control Of Substances Hazardous to Health COSHH, Provision and Use of Work Equipment Regulations PUWER, Health And Safety At Work Act HASAWA)

**Working practice**

Use of: machinery, tools, equipment, substances manual handling, storage, housekeeping

**Safe working practice**

Use of PPE, risk assessments observe safe operating procedures, legal requirements

## **Learning outcome**

The learner will:

LO 2. Know how to identify hazards and risks in the workplace

## **Assessment criteria**

The learner can:

AC 2.1 describe hazards which may be present in a furniture/interiors related workplace

AC 2.2 explain the importance of remaining alert to the presence of hazards

AC 2.3 explain the importance of dealing with hazards promptly

AC 2.4 describe risks which may occur in a furniture/interiors related workplace

AC 2.5 describe the employees responsibilities for controlling risks

AC 2.6 describe risk assessments

AC 2.7 explain individual involvement of employees in risk assessments

## **Range**

### **Hazards**

Activity, area

### **Risks**

Activity, area

### **Responsibilities**

Duty of care, correct personal conduct, observing working practices, legal requirements

### **Risk assessments**

Formal record, document location

### **Individual involvement**

Conduct risk inspection before each task (informal) respond to formal risk assessment

## Unit 229

## Sustainability in the timber trade

<b>UAN:</b>	T/503/2222
<b>Level:</b>	2
<b>GLH:</b>	12
<b>Credit value:</b>	3
<b>Endorsement by a sector or other appropriate body:</b>	This unit is endorsed by ProSkills, the Sector Skills Council
<b>Aim:</b>	The aim of this unit is to provide the learner with an understanding of environmental impacts of the timber trade and endangered timbers. The unit required learners to understand waste management techniques and cost implications

### Learning outcome

The learner will:

LO 1. Understand how the timber trade impacts on the environment

### Assessment criteria

The learner can:

AC 1.1 explain the term sustainability

AC 1.2 describe environmental impacts of the timber trade

AC 1.3 describe man-made causes of deforestation

AC 1.4 identify endangered timber species

AC 1.5 describe roles of organisations promoting sustainable sourced timber

AC 1.6 describe how to research sources of timber and timber based products

AC 1.7 explain reasons to provide products made from sustainable sourced materials

## **Range**

### **Impacts**

Environmental degradation, carbon release & capture, deforestation, carbon footprint

### **Causes**

Food production, population pressure, high value timbers, illegal logging

### **Endangered**

Convention on International Trade in Endangered Species

### **Organisation**

Forestry Stewardship Council, Programme for the Endorsement Forest Certification Scheme, pressure groups

### **Sources**

Plantation grown, naturally grown, exotic timbers, domestically grown

### **Reasons**

Market demand, government legislation

## **Learning outcome**

The learner will:

LO 2. Understand waste management within the timber trade

## **Assessment criteria**

The learner can:

AC 2.1 describe waste in processing trees to finished products

AC 2.2 describe waste within workshops

AC 2.3 explain ways of minimising waste within the manufacturing process

AC 2.4 explain the term recycling

AC 2.5 describe ways which materials can be recycled

AC 2.6 identify cost implications of not recycling

AC 2.7 explain how to safely dispose of waste

## **Range**

### **Waste**

Wood chippings, saw dust, off cuts, timber based products, adhesives, finishes

### **Minimising**

Timber sizes, nesting, production process, recycling

### **Materials**

Timber, timber based products, finishes, adhesives

### **Safely dispose**

Burning, pelleting, brickettes, COSH



## Unit 230

## Technical drawings and workshop geometry

<b>UAN:</b>	K/503/2220
<b>Level:</b>	2
<b>GLH:</b>	40
<b>Credit value:</b>	7
<b>Endorsement by a sector or other appropriate body:</b>	This unit is endorsed by ProSkills, the Sector Skills Council
<b>Aim:</b>	The aim of this unit is to provide the learner with knowledge and practical skills to both produce and read a range of projections used in technical drawings and to transfer these skills to a workshop environment. Skills covered in this unit include developing drawing skills, drawing orthographic, oblique and isometric drawings using a range of drawing equipment. Learners will produce cutting lists from technical drawings. Learners will carry out workshop geometry. This unit will require learners to communicate ideas via drawings.

### Learning outcome

The learner will:

LO 1. Know how to create technical drawings and practice workshop geometry

## **Assessment criteria**

The learner can:

AC 1.1 identify equipment used in technical drawings

AC 1.2 identify measurements used in technical drawings

AC 1.3 describe the use of scales in technical drawing

AC 1.4 describe projections used in technical drawing

AC 1.5 describe lines types for technical drawing

AC 1.6 describe the purpose of rods

AC 1.7 describe workshop geometry techniques

AC 1.8 identify drawing conventions for abbreviations

AC 1.9 explain how to prepare a cutting list using technical drawings.

## **Range**

### **Equipment**

Drawing boards, t squares, pens, pencils, compass, set squares, protractor, rubber, paper, computers, French curve, rulers, scale ruler Measurements Millimetres, metres

### **Scales**

1:1, 1:2, 1:5

### **Projections**

Orthographic, isometric, oblique, perspective

### **Lines**

Construction, dimension, hidden detail, section lines, hatching, centre line

### **Techniques**

Ellipse, drawing and bisecting shapes, enlarging, tangent, templates

### **Conventions**

Current European guidelines

## **Cutting list**

Length, width and thickness and for soft furnishings, foam size, top cover

## **Learning outcome**

The learner will:

LO 2. Be able create technical drawings and practice workshop geometry

## **Assessment criteria**

The learner can:

AC 2.1 create technical drawings

AC 2.2 use scales in technical drawings

AC 2.3 use projections in technical drawings

AC 2.4 use lines in technical drawings

AC 2.5 set out rods

AC 2.6 carry out workshop geometry techniques

AC 2.7 use drawing conventions for abbreviations

AC 2.8 prepare cutting lists from technical drawings.

## **Range**

### **Projections**

Orthographic, isometric, oblique, perspective

### **Techniques**

Ellipse, drawing and bisecting shapes, enlarging, tangent, templates

### **Conventions**

Current European guidelines

## 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 [Centre document library](http://www.cityandguilds.com) on [www.cityandguilds.com](http://www.cityandguilds.com) or click on the links below:

### [Centre Handbook: Quality Assurance Standards](#)

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### [Centre Assessment: Quality Assurance Standards](#)

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

### [Access arrangements: When and how applications need to be made to City & Guilds](#)

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 document library](#) also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### **Useful contacts**

Please visit the [Contact us](#) section of the City & Guilds website.

## City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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Published by City & Guilds, a registered charity established to promote education and training.

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