

Level 1 NVQ Certificate in Supporting the Production of Furniture and Furnishings (5782- 01)

Qualification handbook for centres



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Level 1 NVQ Certificate in Supporting the Production of Furniture and Furnishings

Qualification handbook for centres

Qualification title	Number	Ofqual ref.
Level 1 NVQ Certificate in Supporting the Production of Furniture and Furnishings	5782 - 01	500/8542/6

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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	City & Guilds qualification numbers	Ofqual accreditation numbers	Last registration date	Last certification date
Level 1 NVQ Certificate in Supporting the Production of Furniture and Furnishings	5782-01	500/8542/6	31/10/2014	31/10/2015

This document includes details and guidance on:

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

2 About the qualifications

2.1 Accreditation details

Accreditation details

This qualification is

- accredited by Ofqual

Qualifications and Credit Framework (QCF)

The QCF replaces the National Qualifications Framework (NQF) in England and Northern Ireland, and is intended to replace the regulated pillar within the Qualifications and Credit Framework for Wales (CQFW). It is also intended to align with the Scottish Credit and Qualifications Framework (SCQF). The QCF provides a way of recognising achievement through the award of credit for units and qualifications. Units within the framework are allocated a:

- level to indicate the level of difficulty
- credit value to indicate the size of the unit. 10 hours of **learning time** = 1 credit value.

Learning time is a notional measure of the amount of time a typical candidate might be expected to take to complete all the learning relevant to achievement of the learning outcomes. It differs from Guided Learning Hours (GLH) which represent only those hours a tutor/trainer or facilitator are present and contributing to the learning process because it takes into account all learning relevant to the learning outcomes regardless of where, when and how it has taken place.

The QCF recognises learning by awarding credit each time a candidate successfully completes a unit. Candidates can accumulate and transfer credit achievement over time.

A unit is the smallest part of learning for which credit is awarded. Candidates can also gain credit for full qualifications.

For further information about the QCF, CQFW and the SCQF, please refer to the websites for each country listed at Appendix 1.

2 About the qualifications

2.2 Aims of the qualifications

The NVQ Certificate in Supporting the Production of Furniture and Furnishings is a work-based qualification designed for those who have recently entered the Furniture, Interiors and Woodmachining industries.

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 to Levels 2 and 3:

- 5782-[10-26] – Level 2 NVQ Diplomas in Furniture, Interiors and Woodmachining
- 5782-[30-43] – Level 3 NVQ Diplomas in Furniture, Interiors and Woodmachining

2 About the qualifications

2.3 Rules of combination

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

To achieve the Level 1 NVQ Certificate in Supporting the Production of Furniture and Furnishings, learners must achieve all units (8 credits) in Group A, one unit (minimum of 3 credits) from Group B1 and one unit (minimum of 8 credits) from Group B2. The total minimum credit value of this qualification is 19.

Group A - Mandatory

City & Guilds unit number	Unit title	Credit Value
101	Comply with Health and Safety requirements in the workplace	4
102	Support effective working	4

Group B1 - Optional

City & Guilds unit number	Unit title	Credit Value
103	Support manufacturing operations in the furniture, furnishings and interiors industry	5
104	Pack and store furniture items and components	5
105	Prepare furniture and furnishing sub-assemblies	7

106	Prepare resources and components for use in soft furnishings and upholstery	3
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Group B1 - Optional

City & Guilds unit number	Unit title	Credit Value
231	Maintain tools and equipment used in furniture making and installation	8
232	Prepare resources for use in making hand-crafted furniture	9
233	Strip down and store items of furniture	11

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 1 NVQ in Supporting the Production of Furniture and Furnishings (5614-01) may apply for approval for the new Level 1 NVQ Certificate in Supporting the Production of Furniture and Furnishings (5782-01) 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 -5782-01

Candidates achieving the required Rules of Combination will be issued with the full Level 1 NVQ Certificate in supporting the production of furniture and furnishings (5782-01). 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	QCF unit number	Credit Value	GLH	Level
101	Comply with Health and Safety requirements in the workplace	F/600/8113	4	18	1
102	Support effective working	L/600/8115	4	16	1
103	Support manufacturing operations in the furniture, furnishings and interiors industry	R/600/8228	5	18	1
104	Pack and store furniture items and components	D/600/8118	5	28	1
105	Prepare furniture and furnishing sub-assemblies	H/600/8119	7	12	1
106	Prepare resources and components for use in soft furnishings and upholstery	Y/600/8120	3	14	1
231	Maintain tools and equipment used in furniture making and installation	D/600/8250	8	40	2
232	Prepare resources for use in making hand-crafted furniture	H/600/8251	9	48	2
233	Strip down and store items of furniture	K/600/8252	11	18	2

Unit 101

Comply with Health and Safety requirements in the workplace

Level: 1

Credit value: 4

Unit aim

To demonstrate that candidates can conduct their day to day work in a Healthy and safe way and follow emergency procedures for their workplace

Learning outcomes

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

1. Comply with workplace Health and safety requirements Use basic file management techniques and maintain health and safety requirements
2. Understand workplace Health and Safety requirements
3. Comply with workplace emergency procedures
4. Understand workplace emergency procedures

Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

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

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

Unit 101 **Comply with Health and Safety requirements in the workplace**

Outcome 1 Be able to comply with workplace Health and safety requirements

Assessment Criteria

Underpinning Knowledge

The learner can:

1. follow **health and safety** requirements at work
2. work safely at all times
3. follow current **workplace practices** that apply to the job role
4. ensure that personal conduct in the **workplace** does not endanger the health and safety of self and or others
5. follow **workplace practices** for the safe use of equipment, materials and products
6. follow suppliers/manufacturers' instructions for the safe use of equipment, materials and products
7. report differences between **workplace practices** and suppliers/manufacturers' instructions to the **responsible/appropriate** person

Range

Health, safety and environmental Legislation

To be aware of all the relevant legislation and company policies including the disposal of waste.

Working practices

These are any activities, procedures, use of materials or equipment and working techniques/instructions used in carrying out your job. In this unit it also covers any omissions in good working practice that may pose a threat to health and safety

Responsible/appropriate Person

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

Unit 101 Comply with Health and Safety requirements in the workplace

Outcome 2 Understand workplace Health and Safety requirements

Assessment Criteria

Underpinning Knowledge

The learner can:

1. explain the legal duties for health and safety in the workplace as required by the Health and Safety at Work Act 1974
2. describe the duties for health and safety as defined by specific legislation covering the job role
3. state workplace practices that cover the job role, and why it is important to follow them
4. explain the importance of complying with health and safety requirements and working safely
5. explain the importance of following workplace practices and suppliers/manufacturers' instructions
6. state who in the organisation should differences between workplace practices and suppliers/manufacturers' written instructions be reported to
7. explain the importance of ensuring that your personal conduct does not endanger yourself and others

Unit 101 **Comply with Health and Safety requirements in the workplace**

Outcome 3 Be able to comply with workplace emergency procedures

Assessment Criteria

Underpinning knowledge

The learner can:

1. work safely at all times, complying with all rules and regulations
2. when necessary **raise the alarm** and find and inform a **responsible/appropriate** person of the emergency
3. take prompt action to minimise the risk of personal injury in an emergency
4. follow the **emergency procedure** promptly, calmly and correctly

Range

Raising the alarm

This could be done by either:

- mechanical/electrical means
- notifying someone else
- shouting

Responsible/appropriate person

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

Emergency procedure

The procedure that is to be used in the event of an emergency occurring at the workplace.

Unit 101 **Comply with Health and Safety requirements in the workplace**

Outcome 4 Understand workplace emergency procedures

Assessment Criteria

Underpinning knowledge

The learner can:

1. ensure that you know what the **emergency procedure** is for your workplace
2. state why it is important to work safely at all times
3. explain health and safety duties as defined by specific legislation covering your job role
4. describe methods of raising the alarm in case of emergency in the workplace
5. state occasions when it may be necessary to find and inform a **responsible/appropriate person** of the emergency
6. describe ways of minimising risk of personal injury
7. explain the importance of following the emergency procedure promptly, calmly and correctly

Range

Emergency procedure

Procedure that is followed in the event of an emergency occurring in the workplace.

Responsible/appropriate person

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

Unit 102

Support effective working

Level: 1

Credit value: 4

Unit aim

To work productively within any 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. Work effectively
2. Know how to work effectively
3. Maintain working relationships with others
4. Know how to maintain working relationships with others

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 102

Outcome 1

Support effective working

Be able to work effectively

Assessment Criteria

Practical skills

The learner can:

1. check understanding of what is required before beginning work
2. set out the **resources** required to work in a safe and effective manner
3. work efficiently, making good use of the time available
4. promptly report any **problems** which affect the work to a suitable person
5. seek additional support where needed to achieve **work objectives**
6. fulfil work responsibilities on time and to acceptable quality standards
7. keep **work area** in a tidy and organised state

Range

Resources

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

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

Problems

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

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

Work area

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

Unit 102
Outcome 2

Support effective working
Know how to work effectively

Assessment Criteria

Underpinning knowledge

The learner can:

1. state the importance of having a good understanding of the work
2. describe the safety and commercial implications of not setting out resources effectively
3. state how to pace the work in order to achieve required quality and quantity standards and specifications
4. describe acceptable quality standards
5. state the importance of completing responsibilities on time and to acceptable quality standards
6. state organisational procedures for reporting problems
7. describe the reason to keep the work area well organised and tidy
8. outline the steps to take if you are unable to solve problems directly following organisational policies and procedures

Unit 102

Outcome 3

Support effective working

Be able to maintain working relationships with others

Assessment Criteria

Practical skills

The learner can:

1. check that you and relevant **others** understand responsibilities for completing **work objectives**
2. work with **others** to achieve the objectives set
3. keep **others** informed on matters affecting your own work
4. respond appropriately to information and advice from others
5. seek positive solutions to **problems** in your working relations with **others**

Range

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

Others

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

Problems

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

Unit 102

Outcome 4

Support effective working

Know how to maintain working relationships with others

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe the importance of having an understanding of your job role
2. describe how to work cooperatively including:
 - anticipating others' needs
 - sort out problems
 - prevent problems arising
3. describe how to avoid offensive or discriminatory behaviour or language
4. state the importance of communicating with others
5. describe how to respond to information and advice from others
6. describe information that others are likely to need, and what you may need from them
7. explain types of problems that might occur within working relationships and how they might be overcome

Unit 103

Support manufacturing operations in the furniture, furnishings and interiors industry

Level: 1

Credit value: 5

Unit aim

Support a range of operations within a furniture production environment.

Learning outcomes

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

1. Supply materials and components to workstations
2. Supply materials and components to workstations
3. Store and stack components and assembled items
4. Know how to store and stack components and assembled items
5. Understand health and safety in the workplace

Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

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

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 103

Support manufacturing operations in the furniture, furnishings and interiors industry

Outcome 1

Be able to supply materials and components to workstations

Assessment Criteria

Practical skills

The learner can:

1. check there is a complete and clear **specification** of required **materials** and **components**
2. check with a supervisor for advice on any aspects of the specification which are unclear or incomplete
3. select **materials** of the required quality and quantity to meet the **specification**
4. reject and report **materials** and **components** which are **damaged** or of unacceptable quality
5. use safe handling and lifting techniques to transfer the **materials** and **components** to the **work station**
6. organise and sort materials and components to complete work in an efficient manner
7. follow safe working procedures when working near powered equipment
8. keep the **work stations** supplied with efficient levels of **components** and **materials**
9. complete accurate and legible records

Range

Specification

The set of instructions which describe the supplies required at a given workstation. They detail the quantities and qualities of the components and materials to be supplied

Materials

The raw materials used in the production of wooden furniture items. They include lengths of natural timber, sheets and panels of wood composites, as well as fixings, fastenings and other items used in assembly, veneer joining, upholstery and finishing processes within a production environment.

They can be classified into the following types:

- woods and wood composites
- metallic fasteners and fixings
- tapes, threads and other stitching/joining items
- fabrics, padding, trimmings, templates and lays
- containerised surface coatings and solvents

Components

The work pieces, assemblies and sub-assemblies which are used to produce wooden furniture items. They may be single items or packs. They will vary depending on the workstation being

supplied, for example, upholstery packs would be supplied to an upholstery station, while lengths of timber would be supplied to a wood machining area

Materials

The raw materials used in the production of wooden furniture items. They include lengths of natural timber, sheets and panels of wood composites, as well as fixings, fastenings and other items used in assembly, veneer joining, upholstery and finishing processes within a production environment. They can be classified into the following types:

- woods and wood composites
- metallic fasteners and fixings
- tapes, threads and other stitching/joining items
- fabrics, padding, trimmings, templates and lays
- containerised surface coatings and solvents

Damage

Damage to materials and components can take several forms. In the case of hardwood, softwood, composite board materials and veneer panels there may be warping, twisting, splitting or bruising or there may be shakes, surface gouges or dead knots; the case of upholstered items there may be tears or cuts in the fabric or a pack may be incomplete; in the case of fixings and fittings there may be bent or broken runners, handles or action mechanisms; in the case of finishing materials they may be out of specification or incorrectly labelled; in the case of metal components there may be warping, scratching or chipping

Workstations

Dedicated areas of the production environment where a furniture production operator will carry out a given process. Workstations are generally dedicated to one of the following furniture production processes:

- wood machining
- assembly
- sheet veneer production
- veneer application
- upholstery cover production
- upholstery application
- finishing

Unit 103

Support manufacturing operations in the furniture, furnishings and interiors industry

Outcome 2

Know how to supply materials and components to workstations

Assessment Criteria

Underpinning knowledge

The learner can:

1. state the terms used for furniture components and materials
2. state how to check different types of materials and components against a specification
3. state how to recognise materials and components that are damaged, or unacceptable quality
4. state the consequences of over or under-supply of materials and components
5. explain damage that can occur and how to recognise them
6. explain information that should be recorded and the importance of recording it

Unit 103

Support manufacturing operations in the furniture, furnishings and interiors industry

Outcome 3

Be able to store and stack components and assembled items

Assessment Criteria

Practical skills

The learner can:

1. handle **components** and assembled items to protect them from **damage**
2. move **components** and assembled items to the specified location
3. use safe handling and lifting techniques
4. stack **components** and assembled items in safe positions, keeping within specified stacking heights and numbers
5. report any **damage** to **components** and assembled items to a supervisor
6. complete the work within the required time

Range

Components

The work pieces, assemblies and sub-assemblies which are used to produce wooden furniture items. They may be single items or packs. They will vary depending on the workstation being supplied, for example, upholstery packs would be supplied to an upholstery station, while lengths of timber would be supplied to a wood machining area

Damage

Damage to materials and components can take several forms. In the case of hardwood, softwood, composite board materials and veneer panels there may be warping, twisting, splitting or bruising or there may be shakes, surface gouges or dead knots; the case of upholstered items there may be tears or cuts in the fabric or a pack may be incomplete; in the case of fixings and fittings there may be bent or broken runners, handles or action mechanisms; in the case of finishing materials they may be out of specification or incorrectly labelled; in the case of metal components there may be warping, scratching or chipping

Unit 103

Support manufacturing operations in the furniture, furnishings and interiors industry

Outcome 4

Know how to store and stack components and assembled items

Assessment Criteria

Underpinning knowledge

The learner can:

1. state the terms used for furniture components and materials
2. describe the implications of poor stacking of components and assembled items
3. state the types of damage that can occur and how to avoid them
4. state who to report damage to
5. explain the importance of maintaining work schedules

Unit 103

Support manufacturing operations in the furniture, furnishings and interiors industry

Outcome 5

Understand Health and Safety in the workplace

Assessment Criteria

Underpinning knowledge

The learner can:

1. state the implications of the HASAWA and COSHH Regulations in the workplace
2. explain where to find out about relevant organisational and risk assessment details and control methods for the work areas you are supplying and using
3. state what personal protective equipment to use and why
4. state your personal limitations in respect of the PUWER regulations 1998
5. explain the implications for health and safety and production efficiency if a work area is disorganised and materials and components unsorted

Unit 104

Pack and store furniture items and components

Level: 1

Credit value: 5

Unit aim

To support a range of operations within the furniture production environment.

Learning outcomes

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

1. Carry out pre-packing quality checks
2. Know how to carry out pre-packing quality checks
3. Pack and store furniture items and components
4. Know how to pack and store furniture items and components
5. Understand health and safety in the workplace

Guided learning hours

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

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

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

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 104

Pack and store furniture items and components

Outcome 1

Be able to carry out pre-packing quality checks

Assessment Criteria

Practical skills

The learner can:

1. check that you have a complete and clear **quality specification** to work from
2. accurately and systematically check the items and **components** against the **quality specification**
3. accurately identify any aspects of the **quality specification** which have not been met
4. reject and report any **furniture items** and **components** which are of unacceptable quality
5. complete required **records** so that they are accurate and legible
6. complete the checks within the required time

Range

Quality specification

The set of criteria's which describe the qualities to be met. These are likely to include the type and quantity of items or components, their finish, composition and dimensions

Components

The assemblies and sub-assemblies which form part of the furniture. They may be single items or in packs

Furniture items

The completed furniture items which are ready for packing and storage prior to distribution.

Records

The quality control records which are completed as part of the checking process. They may be written or electronic. In most cases they will be of a check-list type format

Unit 104

Pack and store furniture items and components

Outcome 2

Know how to carry out pre-packing quality checks

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe terms to describe furniture components and materials
2. state how to check different types of materials and components against a specification
3. explain the implications of being unsystematic or inaccurate in carrying out checks
4. state how to recognise materials and components that are of unacceptable quality
5. explain information that should be recorded and why this is important

Unit 104

Pack and store furniture items and components

Outcome 3

Be able to pack and store furniture items and components

Assessment Criteria

Practical skills

The learner can:

1. organise **packing materials, tools and equipment** in order to work effectively and keep the work area tidy
2. select the appropriate protective packing to use
3. fit the packing correctly so that it provides the required protection
4. handle the items and **components** to avoid damaging them
5. report **problems** which you cannot solve to a supervisor
6. use safe handling and lifting techniques
7. store packed items in the designated locations and positions
8. dispose of waste packaging promptly and in line with specified procedures
9. complete the work within the required time

Range

Packing materials, tools and equipment

The materials used to pack furniture items and components so that they are adequately protected during storage and transit, together with the tools and equipment used in the packing process. Materials include polythene and other material wraps, expanded polystyrene and foam in blocks or as chips, bubble packs, boxes and tapes. Tools and equipment include knives, guillotines, scissors, packing tape dispensers and wrapping material dispensers

Components

The assemblies and sub-assemblies which form part of furniture. They may be single items or in packs.

Problems

Problems may arise where the packing materials are of poor quality or there are not enough of them available to pack the item or component properly. Problems can also relate to damage caused to the item or component during the packing or storing process

Unit 104

Pack and store furniture items and components

Outcome 4

Know how to pack and store furniture items and components

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe types of packing materials and their uses
2. explain how to fit protective packing correctly, safely and without damage
3. state the implications of poor packing and storing
4. explain the types of damage that can occur during packing and how to avoid them
5. state who to report packing problems to
6. explain the importance of maintaining work schedules

Unit 104

Pack and store furniture items and components

Outcome 5

Understand Health and Safety in the workplace

Assessment Criteria

Underpinning knowledge

The learner can:

1. state the implications of the HASAWA and COSHH regulations in the workplace
2. explain where to find out about relevant organisational and risk assessment details and control methods for the work areas you are supplying and using
3. state what personal protective equipment to use and why

Unit 105

Prepare furniture and furnishing sub-assemblies

Level: 1

Credit value: 7

Unit aim

To prepare furniture and furnishings sub-assemblies. This involves:

- checking materials and ancillary components against specification
- assembling and marking materials and ancillary components
- working in ways which maintain yours and others' safety

Learning outcomes

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

1. Obtain and check sub-assembly components
2. Understand how to check sub-assembly components
3. Make sub-assemblies ready for use
4. Know how to make sub-assemblies ready for use
5. Understand health and safety in the workplace

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

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

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 105

Prepare furniture and furnishing sub-assemblies

Outcome 1

Be able to obtain and check sub-assembly components

Assessment Criteria

Practical skills

The learner can:

1. check that the required **work specification** is clear and complete
2. select the **correct materials** to meet the specification
3. check the **components** against the **specification**
4. identify any unacceptable **components**
5. promptly report any **problems** to the correct person
6. apply safe working procedures when lifting and moving items
7. complete the checks within the required time

Range

Work specification

Set of instructions which describe the work to be carried out. Including details of the quantities and qualities of materials to be gathered together to form the sub-assembly. The specification will also detail the outcome to be achieved and the time within which it must be completed.

Materials

The raw materials used in the production of wooden furniture items. They include lengths of natural timber, sheets and panels of wood composites, as well as fixings, fastenings and other items used in assembly, veneer joining, upholstery and finishing processes within a production environment. They can be classified into the following types:

- woods and wood composites
- metallic fasteners and fixings
- tapes, threads and other stitching/joining items
- fabrics, padding, trimmings, templates and lays
- containerised surface coatings and solvents

Sub-assembly components

The set of materials and other ancillary items that together form a sub-assembly within the manufacture of furniture and furnishings

Problems

Problems will be related to the specification or the components of the sub-assembly. Problems with the specification are likely to be lack of clarity, incomplete information or poor communication of the specification. Problems to do with the components could include out-of-stock, marked,

damaged or faulty materials. The person carrying out this role is responsible for identifying and reporting problems using the correct workplace procedures

Unit 105

Prepare furniture and furnishing sub-assemblies

Outcome 2

Understand how to check sub-assembly components

Assessment Criteria

Underpinning knowledge

The learner can:

1. identify terms used in furniture and finishing specifications
2. describe the types of components which are assembled into a furniture and furnishings sub-assembly
3. describe how to check that components match the specification
4. explain the importance of accuracy and being complete when carrying out the check
5. explain the use made of sub assemblies within modern production systems
6. describe the principles and techniques for safe manual handling of loads
7. state who to report problems to

Unit 105

Prepare furniture and furnishing sub-assemblies

Outcome 3

Be able to make sub-assemblies ready for use

Assessment Criteria

Practical Skills

The learner can:

1. assemble the components for a kit without damaging them
2. clearly mark the **sub-assembly** so that it is easily identified
3. promptly report any **problems** to the correct person
4. apply safe working procedures when lifting and moving heavy items
5. pass the **sub-assemblies** over for use in the required condition and at the required time and location
6. complete records accurately and legibly

Range

Sub-assembly components

The set of materials and other ancillary items that together form a sub-assembly within the manufacture of furniture and furnishings

Problems

Problems will be related to the specification or the components of the sub-assembly. Problems with the specification are likely to be lack of clarity, incomplete information or poor communication of the specification. Problems to do with the components could include out-of-stock, marked, damaged or faulty materials. The person carrying out this role is responsible for identifying and reporting problems using the correct workplace procedures

Unit 105

Prepare furniture and furnishing sub-assemblies

Outcome 4

Know how to make sub-assemblies ready for use

Assessment Criteria

Underpinning knowledge

The learner can:

1. identify terms used in furniture and furnishings specifications
2. describe the system used to mark sub-assemblies for identification purposes
3. describe the consequences of inaccurate or unclear markings
4. state who to report problems to
5. explain what information is recorded and why it is important
6. describe the principles and techniques for safe manual handling of loads
7. explain the use of **sub-assemblies** within modern production systems

Range

Sub-assembly components

The set of materials and other ancillary items that together form a sub-assembly within the manufacture of furniture and furnishings

Unit 105

Prepare furniture and furnishing sub-assemblies

Outcome 5

Understand Health and Safety in the workplace

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe the implications of the Health and Safety at Work Act (HASAWA) and Control of substances Hazardous to Health (COSHH) Regulations in the workplace
2. explain where to find out about relevant organisational and risk assessment details and control methods for the work areas you are supplying and using

Unit 106

Prepare resources and components for use in soft furnishings and upholstery

Level: 1

Credit value: 3

Unit aim

To prepare resources and components for use in soft furnishings.

This involves:

- maintaining tools and equipment for use in soft furnishings and/or upholstery.
- understanding and interpreting specifications.
- checking fabrics and components conform to specifications
- maintaining your own and others' safety while working

Learning outcomes

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

1. Organise and maintain tools and equipment
2. Know how to organise and maintain tools and equipment ready for use
3. Work to a given specification
4. Know how to work to a given specification
5. Follow health and safety procedures in the workplace

Guided learning hours

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

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

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

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 106 Prepare resources and components for use in soft furnishings and upholstery

Outcome 1 Be able to organise and maintain tools and equipment

Assessment Criteria

Practical Skills

The learner can:

1. organise the **materials, tools and equipment** you will need so that you can work effectively and keep your work area tidy
2. maintain **tools and equipment** to ensure they work efficiently
3. check the required **work specification** and that everything you need to achieve it is available
4. deal promptly with any **problems** that arise with the **tools and equipment**, reporting any which you cannot solve
5. ensure work area is cleared after use
6. complete the preparations within the required time and with a minimum amount of wastage

Range

Materials

The different forms of material used for soft furnishings. These include a range of different fabric types, including materials that need careful handling if a good quality end product is to be achieved. Components need to be properly aligned eg in patterned /striped fabrics, plain pile, flat weave fabrics etc. In addition materials include finishing materials used in edgings, trimmings, linings, fillings etc.

Tools and equipment

The hand and machine equipment used within soft furnishings can include some or all of the following. Sewing machine equipment includes lockstitch machines, long arm machines, twin needle machines, overlock machines and multi-needle machines and their various components ie work holding devices, needles, thread spools, feet. Hand equipment includes needles, pinking shears, embroidery scissors, dressmaker's scissors, bodkin, seam ripper, large set square, cloth tape measure, tailor's chalk, pins, tacking thread, pencil

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. Details of the materials to be used including fabric, colour and type will be given in the 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 types of problems, reporting them when they cannot be dealt with quickly, safely and readily

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

Unit 106

Prepare resources and components for use in soft furnishings and upholstery

Outcome 2

Know how to organise and maintain tools and equipment

Assessment Criteria

Underpinning knowledge

The learner can:

1. outline functions and uses of the different types of equipment used in soft furnishings
2. outline terms used in technical **specifications** for soft furnishings
3. state what the implications are of no maintenance
4. outline **equipment** faults that can occur and how to recognise and deal with them
5. state who to report hard to solve **problems** to

Range

Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. Details of the materials to be used including fabric, colour and type will be given in the 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 types of problems, reporting them when they cannot be dealt with quickly, safely and readily

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

Unit 106

Prepare resources and components for use in soft furnishings and upholstery

Outcome 3

Be able to work to a given specification

Assessment Criteria

Practical skills

The learner can:

1. check the required **work specification** and that it is clear and complete
2. select the correct **materials** and **equipment** to meet the **specification**
3. accurately check **materials** and **equipment** against the **specification**
4. identify any **materials** and **equipment** which are unacceptable
5. deal with **problems** that arise with the **materials** and **equipment**, reporting any which you cannot solve
6. complete the preparations within the required time with a minimum amount of wastage
7. keep work area tidy and protect all items from damage
8. check and confirm that the required outcome quality can be achieved before reporting the work as completed

Range

Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. Details of the materials to be used including fabric, colour and type will be given in the specification

Materials

The different forms of material used for soft furnishings. These include a range of different fabric types, including materials that need careful handling if a good quality end product is to be achieved. Components need to be properly aligned eg in patterned /striped fabrics, plain pile, flat weave fabrics etc. In addition materials include finishing materials used in edgings, trimmings, linings, fillings etc.

Tools and equipment

The hand and machine equipment used within soft furnishings can include some or all of the following. Sewing machine equipment includes lockstitch machines, long arm machines, twin needle machines, overlock machines and multi-needle machines and their various components ie work holding devices, needles, thread spools, feet. Hand equipment includes needles, pinking shears, embroidery scissors, dressmaker's scissors, bodkin, seam ripper, large set square, cloth tape measure, tailor's chalk, pins, tacking thread, pencil

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 types of problems, reporting them when they cannot be dealt with quickly, safely and readily.

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

Unit 106

Prepare resources and components for use in soft furnishings and upholstery

Outcome 4

Know how to work to a given specification

Assessment Criteria

Underpinning knowledge

The learner can:

1. outline handling characteristics of different types of **materials** used in soft furnishings
2. outline technical terms used in **specifications** for soft furnishings
3. state the importance of specifications in soft furnishings
4. outline how to check the quality and identify which materials are unacceptable
5. outline how to identify **equipment** that is unacceptable
6. outline who to report **problems** to if you cannot solve them yourself
7. state how to check the quality against the given specification

Range

Work specification

The set of instructions which describe the work to be carried out, including details of the materials to be used, the quality of outcome to be achieved and the time within which it must be completed. Details of the materials to be used including fabric, colour and type will be given in the specification

Materials

The different forms of material used for soft furnishings. These include a range of different fabric types, including materials that need careful handling if a good quality end product is to be achieved. Components need to be properly aligned eg in patterned /striped fabrics, plain pile, flat weave fabrics etc. In addition materials include finishing materials used in edgings, trimmings, linings, fillings etc.

Tools and equipment

The hand and machine equipment used within soft furnishings can include some or all of the following. Sewing machine equipment includes lockstitch machines, long arm machines, twin needle machines, overlock machines and multi-needle machines and their various components ie work holding devices, needles, thread spools, feet. Hand equipment includes needles, pinking shears, embroidery scissors, dressmaker's scissors, bodkin, seam ripper, large set square, cloth tape measure, tailor's chalk, pins, tacking thread, pencil

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 types of problems, reporting them when they cannot be dealt with quickly, safely and readily

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

Unit 106

Prepare resources and components for use in soft furnishings and upholstery

Outcome 5

Be able to follow Health and Safety Procedures in the workplace

Assessment Criteria

Practical skills

The learner can:

1. follow safe working procedures when:
 - using sharp **tools** and items of **equipment**
 - using electrical **equipment**
 - lifting and moving heavy items
2. wear appropriate safety equipment
3. explain how to handle sharp and powered **tools** safely to protect yourself and others from risk
4. describe personal responsibilities with regard to health and safety legislation in the workplace
5. explain how to set out a work area for efficient working
6. describe the health and safety issues that can arise if a work area is disorganised and untidy

Range

Tools and equipment

The hand and machine equipment used within soft furnishings can include some or all of the following. Sewing machine equipment includes lockstitch machines, long arm machines, twin needle machines, overlock machines and multi-needle machines and their various components ie work holding devices, needles, thread spools, feet. Hand equipment includes needles, pinking shears, embroidery scissors, dressmaker's scissors, bodkin, seam ripper, large set square, cloth tape measure, tailor's chalk, pins, tacking thread, pencil

Unit 231

Maintain tools and equipment used in furniture making and installation

Level: 2

Credit value: 8

Unit aim

To develop and assess the competences required to maintain tools and equipment used in furniture making and fitting furniture and furnishings.

Learning outcomes

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

1. Check and maintain the condition of tools
2. Keep tools in working condition
3. Know how to check tools and keep them in working condition
4. Know how to maintain workplace health and safety

Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

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

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 231

Maintain tools and equipment used in furniture making and installation

Outcome 1

Be able to check and maintain the condition of tools

Assessment Criteria

Practical skills

The learner can:

1. check the condition of **tools** regularly
2. **sharpen** cutting edges to keep tools in effective **working condition**
3. oil and grease tools to prevent **damage**
4. keep **tools** clean and free from dust and debris
5. identify **tools** that are damaged and remove for repair
6. ensure **tools** are stored safely and tidily in designated locations

Range

Sharpening

Grinding stones, strops, files and slip stones.

It is expected that care and maintenance of tools should reflect those in general use within the craft.

For example furniture makers may be required to use sharpening techniques using traditional oil stones for producing a sharpening angle to edges such as mortice, firmer and bevel edge chisels, smoothing and block planes. Fine tuning of hand tools such as smoothing and block planes may be required for traditional furniture making crafts which involve working to fine tolerances.

Damage

Damage can arise from wear, misuse or from faults in the materials being worked. Examples might include blunting and notching of cutting edges, missing or bent teeth on saws or frayed or cut electric cables, Screwdriver blade damage

Tools and equipment

Hand tools, electric and air-powered tools, measuring devices, workshop tools, devices and equipment.

Furniture making crafts may be required to sharpen a range of hand tools which could include: knives, planes, chisels, scrapers, gauges and turning and carving tools.

Care and maintenance of tools may include screwdrivers, cramps, drills, squares, mallets, mitre blocks bench hooks

Unit 231

Maintain tools and equipment used in furniture making and installation

Outcome 2

Be able to keep tools in working condition

Assessment Criteria

Practical skills

The learner can:

1. assess how to bring **tools** back into **working condition**
2. report tools which are beyond repair
3. use appropriate **equipment and techniques** to achieve the required tolerances
4. use tests to check the condition of the **tool**
5. ensure **tools** are of the required sharpness and performance accuracy before use

Range

Tools and equipment

Hand tools, electric and air-powered tools, measuring devices, workshop tools, devices and equipment.

Furniture making crafts may be required to sharpen a range of hand tools which could include: knives, planes, chisels, scrapers, gauges and turning and carving tools.

Care and maintenance of tools may include screwdrivers, cramps, drills, squares, mallets, mitre blocks bench hooks

Working condition

The level of sharpness and performance accuracy needed to produce hand-crafted furniture accurately and to a high quality finish. Typically this involves tolerances of within +/- 2mm for sharp edges, +/- 2 degrees for angles and sharpness of drill bits. May include the condition of screwdrivers, cramps, drills, squares, mallets, mitre blocks bench hooks. Oiling, greasing and wax application.

Unit 231 Maintain tools and equipment used in furniture making and installation

Outcome 3 Know how to check tools and keep them in working condition

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe **tools** used in making and installing components and wooden furniture by hand
2. explain how to assess the **condition** of tools
3. describe how to bring tools into a working state
4. describe how to recognise damaged tools that need more than routine maintenance
5. describe different types of damage to tools including:
 - damage that can be repaired
 - damage that cannot be repaired
6. describe where and how often to oil and grease tools
7. identify correct oils and grease to use for tools
8. describe the importance of keeping tools clean and free of dust and debris
9. outline the importance of keeping cutting edges sharp
10. explain how to test tools for sharpness and performance accuracy
11. describe the importance of storing tools correctly

Range

Tools and equipment

Hand tools, electric and air-powered tools, measuring devices, workshop tools, devices and equipment.

Furniture making crafts may be required to sharpen a range of hand tools which could include: knives, planes, chisels, scrapers, gauges and turning and carving tools.

Care and maintenance of tools may include screwdrivers, cramps, drills, squares, mallets, mitre blocks bench hooks

Working condition

The level of sharpness and performance accuracy needed to produce hand-crafted furniture accurately and to a high quality finish. Typically this involves tolerances of within +/- 2mm for sharp edges, +/- 2 degrees for angles and sharpness of drill bits. May include the condition of screwdrivers, cramps, drills, squares, mallets, mitre blocks bench hooks. Oiling, greasing and wax application.

Unit 231

Maintain tools and equipment used in furniture making and installation

Outcome 4

Know how to maintain workplace health and safety

Assessment Criteria

Underpinning knowledge

The learner can:

1. follow safe working practices when handling **tools**, materials, **equipment**, oils and greases
2. wear the appropriate personal **protective equipment (PPE)**
3. explain the implications of the health and safety at work act (HASAWA) and control of substances hazardous to health (COSHH) regulations
4. explain relevant organisational risk assessment and control measures
5. describe the potential hazards that can arise from defective and faulty tools

Range

Tools and equipment

Hand tools, electric and air-powered tools, measuring devices, workshop tools, devices and equipment.

Furniture making crafts may be required to sharpen a range of hand tools which could include: knives, planes, chisels, scrapers, gauges and turning and carving tools.

Care and maintenance of tools may include screwdrivers, cramps, drills, squares, mallets, mitre blocks bench hooks

Personal protective equipment (PPE)

Ear, eye, hand, feet and respiratory protection

Unit 232

Prepare resources for use in making hand-crafted furniture

Level: 2

Credit value: 9

Unit aim

To develop competence required to prepare resources for use in making wooden hand-crafted furniture

Learning outcomes

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

1. To prepare equipment tools and the work area
2. Know how to prepare equipment tools and the work area
3. Select and prepare materials and surfaces
4. Know how to select and prepare materials and surfaces
5. Follow safe working practices
6. Know health and safety regulations and procedures in the workplace

Guided learning hours

It is recommended that **48** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

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

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills.

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 232

Prepare resources for use in making hand-crafted furniture

Outcome 1

Be able to prepare equipment tools and the work area

Assessment Criteria

Practical skills

The learner can:

1. select the correct **tools and equipment** to carry out the work specified
2. check and confirm that the **tools and equipment** are in working condition
3. ensure that the correct equipment components are selected and set in place
4. ensure that equipment is correctly set up for operation and that guards are in place
5. select and lay out required workshop devices to complete the work
6. clear and clean adequate working space for the tools and equipment
7. ensure that **environmental conditions** are suitable

Range

Tools and equipment

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

Drill bits, work holding devices, chucks and key, blades and abrasives

Environmental conditions

The cleanliness, temperature, ventilation and humidity characteristics of the working area.

Unit 232 Prepare resources for use in making hand-crafted furniture

Outcome 2 Know how to prepare equipment tools and the work area

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe the types of workshop **tools, equipment** and devices that are used in making wooden furniture by hand
2. explain checks required for the condition of **tools and equipment**
3. explain types of components needed to achieve different **specifications**
4. explain the implications of using the wrong components
5. explain the implications of setting up equipment incorrectly

Range

Tools and equipment

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

Drill bits, work holding devices, chucks and key, blades and abrasives

Specifications

Specifications are details as to the work to be carried out and the materials, adhesives, tools, equipment and work area selection and preparations needed.

Unit 232 Prepare resources for use in making hand-crafted furniture

Outcome 3 Be able to select and prepare materials and surfaces

Assessment Criteria

Practical skills

The learner can:

1. organise **tools** to work effectively
2. maintain work area tidy
3. ensure that there are complete details of the required **materials** and preparations
4. select **materials** of the required types and dimensions
5. check that the selected **materials** are free of irregularities and suitable to be worked on
6. determine the face side of the material to be used for the best match to:
 - structural requirements
 - the desired visual effect
7. measure the material to the required tolerances
8. keep wastage as low as possible
9. make all markings clearly and cleanly
10. use the most suitable **technique** and **tools** to produce the required **surface finish**
11. return tools to the correct storage locations
12. report tools which require maintenance

Range

Tools and equipment

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

Drill bits, work holding devices, chucks and key, blades and abrasives

Materials

The materials used in constructing hand-crafted furniture. These include softwoods (e.g. pine), hardwoods (e.g. mahogany) and wood composites (typically plywood, chipboard and MDF). Materials also include mouldings, fittings, ground work and components such as dowelling used in joint making

Surface finish

Smooth, planed and sanded surface finishes will be needed, depending on the intended use of the material within the furniture item.

Techniques

Sawing, planing, sanding and jointing

Unit 232

Prepare resources for use in making hand-crafted furniture

Outcome 4

know how to select and prepare materials and surfaces

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the different sorts of workshop tools and devices used in making wooden furniture by hand
2. describe materials, tools and techniques used for making hand-crafted furniture
3. explain why specific materials, tools and techniques are used
4. explain why the face mark is used and its purpose
5. describe how the face mark relates to the movement of timber
6. explain how to identify the face side of material
7. describe the importance of correct and accurate surface preparation
8. describe the growth characteristics of different hard and soft woods
9. explain the implications of growth characteristics on working with different hard and soft woods
10. explain the handling characteristics of different sorts of wood composites
11. explain the implications of handling characteristics on working with different sorts of wood composites
12. explain how to handle materials without causing damage
13. describe the units of measurement used to specify length, width, thickness and performance accuracy
14. describe the tolerance levels typically used in hand-crafted furniture

Unit 232

Prepare resources for use in making hand-crafted furniture

Outcome 5

Be able to follow safe working practices

Assessment Criteria

Practical skills

The learner can:

1. handle **tools and equipment** safely
2. follow safe working procedures
3. wear the appropriate **personal protective equipment (PPE)**
4. dispose of wastes safely using designated procedures and disposal areas

Range

Tools and equipment

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

Drill bits, work holding devices, chucks and key, blades and abrasives

Personal protective equipment (PPE)

Ear, eye, hand, feet and respiratory protection

Unit 232

Prepare resources for use in making hand-crafted furniture

Outcome 6

Know health and safety regulations and procedures in the workplace

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe the **personal protective equipment (PPE)** Describe the importance of wearing personal protective equipment (PPE)
2. state the importance of disposing of waste materials safely
3. identify who to report extraction and ventilation problems to
4. state how to dispose of waste in accordance with current legislation

Range

Personal protective equipment (PPE)

Ear, eye, hand, feet and respiratory protection

Unit 233

Strip down and store items of furniture

Level: 2

Credit value: 11

Unit aim

To develop the competence required to strip down an item of furniture ready for work to be carried out on it. This unit is particularly relevant to upholstery, repair and restoration contexts.

This involves:

- stripping down an item to meet specifications
- storing removed components safely and correctly

Learning outcomes

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

1. Follow specifications to strip an item of furniture
2. Know how to follow specifications to strip an item of furniture
3. Store removed components for re-use
4. Know how to store removed components for re-use
5. Understand Health and Safety and organisational risk control strategies

Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

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

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Proskills

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 233

Outcome 1

Strip down and store items of furniture

Be able to follow specifications to strip an item of furniture

Assessment Criteria

Practical skills

The learner can:

1. check **work specification** is clear and complete before beginning
2. select and prepare **tools** and **equipment**
3. work in a logical and safe sequence
4. avoid damage to the item of furniture
5. use suitable **personal protective equipment** for the materials and finishes
6. report problems that cannot be solved to a senior person
7. dispose of waste safely

Range

Personal Protective Equipment

The personal protective equipment (PPE) provided by the employer for use in carrying out various activities for which a risk assessment has identified that PPE is needed. These include items of clothing that protect the wearer's eyes, lungs, skin, and clothing. They would be particularly necessary when dealing with older furniture which is made of materials which have deteriorated and/or finishes which might be toxic

Tools and equipment

The tools and equipment used for stripping down an item of furniture including a variety of hand tools. Stripping methods would include either hand methods-solvents/scrap or dipping methods-hot/cold, depending on the item to be stripped

Work specification

The set of instructions which describe the work to be carried out, including details of the area of the item to be stripped down, if not the whole item, and any special handling and/or storage instructions specified by the client ordering the work to be done, or the organisation.

Unit 233

Outcome 2

Strip down and store items of furniture

Know how to follow specifications to strip an item of furniture

Assessment Criteria

Underpinning knowledge

The learner can:

1. explain the meaning of terms used in specifications for stripping down furniture
2. explain when and why furniture items would be stripped down in part or completely before further work
3. identify tools and equipment and their purpose
4. outline problems that can be solved and when to seek assistance

Unit 233

Outcome 3

Strip down and store items of furniture

Be able to store removed components for re-use

Assessment Criteria

Practical skills

The learner can:

1. handle **components** carefully to avoid damage
2. protect **components** from damage and soiling during storage
3. store **components** in conditions and the required state for re-use
4. store components securely
5. keep accurate records of removed components in order to reunite them with the **item of furniture**

Range

Component

Components include solid, structural components (e.g. a door frame, part of the carcase of a chair) and upholstery components (e.g. fillings, top cover). Components may be fragile in that they can be easily damaged (e.g. certain cloths, antique items) and may need special protective measures to be taken. More robust components may still need careful handling, but do not require any special treatment

Item of furniture

Any item of furniture, whether modern or traditional, which needs to be stripped down in order for repairs to be made to structural aspects and/or to upholstery.

Unit 233

Outcome 4

Strip down and store items of furniture

Know how to store removed components for re-use

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe handling characteristics of different components
2. explain how to avoid damaging components
3. describe the type of protection used for different sorts of components
4. explain the optimum conditions for different sorts of component
5. describe the type of information to record
6. explain the importance of recording information

Unit 233

Strip down and store items of furniture

Outcome 5

Understand Health and Safety and organisational risk control strategies

Assessment Criteria

Underpinning knowledge

The learner can:

1. describe the commercial and safety implications of not following a logical sequence to complete work
2. outline occasions when it is necessary to use personal protective equipment
3. describe the importance of using personal protective equipment
4. explain where and how to dispose of waste
5. describe the work implications of the health and safety at work act (HASAWA) and control of substances hazardous to health (COSHH)
6. explain where to find organisation risk assessment details and control strategies

Range

Component

Components include solid, structural components (e.g. a door frame, part of the carcass of a chair) and upholstery components (e.g. fillings, top cover). Components may be fragile in that they can be easily damaged (e.g. certain cloths, antique items) and may need special protective measures to be taken. More robust components may still need careful handling, but do not require any special treatment

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 QCF 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.

This qualification has connections to the Level 1 NVQ in Supporting the Production of Furniture and Interiors (5614-01):

NQF units		QCF units	
Unit Number/Title		Unit Number/Title	
101	Comply with Health and Safety requirements in the workplace	101	Comply with Health and Safety requirements in the workplace
102	Support effective working	102	Support effective working
103	Support manufacturing operations in the furniture and interiors industry	103	Support manufacturing operations in the furniture and interiors industry
104	Pack and store furniture items and components	104	Pack and store furniture items and components
105	Prepare furniture and furnishing sub-assemblies	105	Prepare furniture and furnishing sub-assemblies
106	Prepare resources and components for use in soft furnishings and upholstery	106	Prepare resources and components for use in soft furnishings and upholstery
107	Maintain tools and equipment used in furniture making and installation	231	Maintain tools and equipment used in furniture making and installation
108	Prepare resources for use in making hand-crafted furniture	232	Prepare resources for use in making hand-crafted furniture
109	Strip down and store items of furniture	233	Strip down and store items of furniture

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

- **Qualifications and Credit Framework (QCF)**

Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs

- **Events**

Contains dates and information on the latest Centre events

- **Online assessment**

Contains information on how to register for GOLLA assessments.

City & Guilds
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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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