

## Higher National Graded Unit specification

### General information for centres

This Graded Unit has been validated as part of the HNC Furniture. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit title:** Furniture: Graded Unit 1

**Graded Unit code:** F1AA 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Credit points and level:** 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Furniture.

- ◆ To develop candidates' knowledge and skills such as planning, analysis and synthesizing.
- ◆ To develop transferable skills including Core Skills to the levels demanded by employers and for progression to HND.
- ◆ To conduct project work involving the planning integration and application of a variety of skills within a determined time scale.
- ◆ To develop a range of contemporary vocational skills within the context of Furniture Studies.

**Recommended prior knowledge and skills:** It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ *Furniture Specification*
- ◆ *Furniture: Materials*
- ◆ *Furniture: Workshop Practice*
- ◆ *Furniture: Woodworking Machines Function and Use*

The candidates should also be familiar with Units in their chosen area of specialism-restoration, craftsmanship or design.

## General information for centres (cont)

**Core Skills:** The achievement of this Unit gives automatic certification of the following: Problem Solving at SCQF level 5. There are also further opportunities to develop the Core Skills of Communication at SCQF level 5 and Working with Others and Numeracy at SCQF level 5 in this Unit.

**Assessment:** This Graded Unit will be assessed by the use of Practical Assignment. The ‘fleshed-out’ Practical Assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

## Administrative Information

**Graded Unit code:** F1AA 34

**Graded Unit title:** Furniture: Graded Unit 1

**Original date of publication:** March 2007

**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates**

**Graded Unit title:** Furniture: Graded Unit 1

### **Conditions of assessment**

The candidate should be given a date for completion of the Practical Assignment. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any reassessment of stages must be undertaken before proceeding to the next stage.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the *re-assessment*.

### **Instructions for designing the assessment task**

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

The project must involve a practical assignment culminating in a finished product, and candidates must demonstrate the application of the skills and knowledge that fall within the specialist programme delivered by the centre, under the Award of HNC/D Furniture. This assessment instrument is not concerned exclusively with practical activity, candidates are provided with a brief that allows them to prepare, plan, demonstrate practical skills and evaluate the outcome.

The candidate will be asked to:

- ◆ plan the manufacture or restoration of an artefact or component part of an item of furniture
- ◆ carry out the manufacturing or restoration work
- ◆ evaluate the planning and processes and resulting artefact or component part

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

The brief for this practical assignment should reflect the specialism being delivered by the awarding centre, within the award of HNC Furniture. This brief will include one of the following which should be sufficiently detailed to allow the candidate to work out solutions independently.

- ◆ Restoration: An assessment of an item of furniture
- ◆ Design: A set of agreed orthographic drawings
- ◆ Craft: A set of orthographic drawings

The brief will require the candidate to plan the manufacture or restoration of an artefact or component parts of an item of furniture.

For example candidates following an HNC with the bias towards restoration might be asked to produce a leg of an item of furniture, a table top, an arm for a chair or a drawer. The candidates would be expected to produce the component part to match the rest of the item in terms of style and finish.

Candidates following an HNC with the bias towards craft are likely to produce a similar component part. It is not envisaged that they would require to undertake the whole design process but that the skills in manufacturing to meet a given design are tested, for example producing a chair leg, a table top, a drawer or a chair arm. Alternatively they might be asked to produce a footstool or a small table.

Candidates following an HNC with the bias towards design are likely to produce a similar component part. It is envisaged that they would develop their own design work into production showing an awareness of the appropriate use of equipment in the production and testing of a component part and displaying skills in the use of manufacturing to meet an agreed design specification, for example the production of a chair leg, a table top, a drawer or a chair arm. Alternatively they may be asked to produce a prototype of a small furniture product.

The practical assignment and the way it is planned should reflect opportunities for the candidate to conduct individual research and development within a brief that reflects the diversity and range of the awarding centre. The brief should allow a degree of choice in the way a project is taken forward so that it may reflect a candidates interests and personal strengths. The project should also fit centres' available resources. A mentoring system as described in the *conditions of assessment* above, would help the candidate to develop the brief, and ensure the candidate was carrying out appropriate preparation for the task.

In the production of the artefact a set of generic criteria is set out below in the Evidence Requirements, however, the required features and detailed specification of the artefact should be clearly defined by the awarding centre and made known to the candidate. This specification should reflect the candidate's chosen specialism.

### Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Has sufficient evidence for the three essential phases of the project, is produced to a high standard and is quite clearly inter-related</li> <li>◆ Demonstrates an accurate and insightful interpretation of the project brief</li> <li>◆ Is highly focused and relevant to the tasks associated with the project brief</li> <li>◆ Displays a high level of competence in hands-on execution of practical task</li> <li>◆ Effectively consolidates and integrates required knowledge, and skills</li> <li>◆ Demonstrates effective planning, and sequencing of activities throughout the project</li> <li>◆ Shows initiative in investigating potential Health and Safety issues</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Has sufficient evidence of the three essential phases of the project, is produced to an adequate standard</li> <li>◆ Demonstrates an acceptable interpretation of the project brief</li> <li>◆ Is focused and relevant to the tasks associated with the project brief</li> <li>◆ Displays an acceptable level of competence in hands-on execution of practical task</li> <li>◆ Consolidates and integrates knowledge and skills but this may lack some continuity and consistency</li> <li>◆ Demonstrates adequate planning and sequencing for most activities in the project</li> <li>◆ Complies with Health and Safety requirements</li> </ul>

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A = 70% — 100%  
 B = 60% — 69%  
 C = 50% — 59%

**Note:** the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**Note:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning  40%	<p>The planning stage for the manufacture or restoration of an artefact should contain evidence of:</p> <ul style="list-style-type: none"> <li>◆ Selection of a suitable solution</li> <li>◆ A production plan</li> <li>◆ A schedule of work</li> <li>◆ A material requisition</li> <li>◆ A projected costing</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage. Candidates should achieve 20 of the allocated 40 marks to pass.</i></p>
Stage 2 — Developing  50%	<p>The development stage of the practical assignment should contain:</p> <ul style="list-style-type: none"> <li>◆ The ability to interpret planning in the manufacture or restoration of an artefact.</li> <li>◆ Appropriate use of materials and resources.</li> <li>◆ The outcome of the project must meet the required quality which should be of a commercially aware standard.</li> <li>◆ Safe working practice.</li> </ul> <p>A record of the process underpinning the activity, should be contained in a log book which should consist of the following:</p> <ul style="list-style-type: none"> <li>◆ Production specification</li> <li>◆ Maintained production specification with appropriate editing. This will include an ongoing evaluation of materials, tools and techniques</li> <li>◆ Documentation of the process and organisation.</li> <li>◆ Mentoring feedback.</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage. Candidates should achieve 25 of the allocated 50 marks to pass.</i></p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating  10%	<p>The Evaluation report which should:</p> <ul style="list-style-type: none"> <li>◆ Briefly outline the assignment</li> <li>◆ Review and update the Action plan in the light of experience</li> <li>◆ Identify any knowledge and skills which have been gained and/or developed</li> <li>◆ Assess the strengths and weaknesses of the output of the Practical Assignment</li> <li>◆ Determine to what extent the assignment met the original brief</li> </ul> <p>A presentation utilising the plan, the product and the log book should be given by the student for approximately 10 minutes highlighting how problems were solved and how the plan had to be amended. This should include an evaluation of the overall outcome.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage. Candidates should achieve 5 of the allocated 10 marks to pass.</i></p>

### Support notes

It is envisaged that this Graded Unit would be started approximately half way through the student's studies with an increasing amount of time being spent towards the end of the course. It should not be seen as a repeat of previous Unit assessments. It is not intended that any new knowledge or skills are taught during delivery of the Graded Unit instead the lecturer's time will be spent discussing individual candidate work.

Time management is an important aspect of planning, developing and evaluating a practical activity and in order to help candidates manage their time effectively, lecturers should consider setting up individual progress reviews with candidates at the start of the Unit delivery time. Lecturers may consider developing a centre proforma to record their discussions with candidates. These discussions or mentoring activities are an essential part of the Graded Unit and should help ensure that candidates keep to timelines and should be included in their portfolio. The Grade finally achieved by the candidate depends on the work submitted. It is therefore very important that staff do not give undue assistance to students. The level of assistance should be fully discussed at Course Team level and any assistance given should be logged in the candidate's mentoring records.

The amount of time spent planning the project at this stage is seen as critical to the development of skills which are genuinely transferable in the Furniture industry. Part of the planning will require the candidates to negotiate use of workshop tools and facilities and co-operating with others in the glass group. While it is not essential that all delivery takes place in a workshop, lecturers should try to ensure that a flexible approach towards ensuring workshop facilities are available to candidates. Access to computers is likely to be required for accessing the internet for research activities, word processing, working with visuals and possibly for powerpoint.



## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

The Core Skill of Problem Solving at SCQF level 5 is embedded in this Unit and clearly seen in the planning, development and evaluation process. Additionally the Core Skills of Communications at SCQF level 5 is signposted. Candidates will demonstrate their writing skills in their log books and in their evidence of research. Candidates will also require to present information to show evidence of meeting the candidate brief. This could include information researched on the internet such as interpreting information from manufacturer's sites, researching health and safety and costs and availability of materials. In preparing this work candidates will show evidence of using their IT skills, in researching information using the internet, in using word processing skills or in using presentation software. They will also demonstrate their skills in interpreting diagrams and drawings and will be required to measure accurately, calculate materials required and costs involved. This will demonstrate their Numeracy skills. Additionally candidates will have to demonstrate their ability to work with others in a healthy and safe workshop environment. This will require them to agree times and opportunities for using machinery and equipment and to work in a co-operative manner.

The kind of task which will be undertaken in this Unit would be for those undertaking an HNC course with the accent on restoration might be asked to produce a leg of an item of furniture, a table top, an arm for a chair or a drawer. The candidates would be expected to produce the component part to match the rest of the item in terms of style and finish.

Candidates following an HNC with the bias towards craft might be asked to produce a similar component part. It is not envisaged that they would require to undertake the whole design process but that the skills in manufacturing to meet a given design are tested, for example producing a chair leg, a table top, a drawer or a chair arm. Alternatively they might be asked to produce a small item of furniture such as a footstool or small table.

Candidates following an HNC with the bias towards design are likely to produce a similar component part. It is envisaged that they would develop their own design work into production showing an awareness of the appropriate use of equipment in the production and testing of a component part, and displaying skills in the use of manufacturing to meet an agreed design specification, for example the production of a chair leg, a table top, a drawer or a chair arm. Alternatively they may be asked to produce a prototype of a small product.

Candidates are required to present a summary of their project and the full development and evaluation process as a client presentation. This is likely to be to 2 lecturers and should be recorded. This is likely to be an oral presentation although it may be another format such as a client board and while they could use presentation software, they could also base their presentation on the evidence they have gathered throughout the project ie their log book, the product and their evaluation. Additionally candidates will have records of discussions with their lecturers which they should develop into notes. Use of visuals and appropriate software should be encouraged throughout the course. Candidates should be encouraged throughout to use digital images as part of their evidence and to record the ongoing product development.

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## General information for candidates

Towards the end of your course you will start your Graded Unit. The purpose of this Unit is to bring together many of the different skills you have learnt throughout your course. You will already have studied or be in the process of studying the following Units:

- ◆ *Furniture Specification*
- ◆ *Furniture: Materials*
- ◆ *Furniture: Workshop Practice*
- ◆ *Furniture: Woodworking Machines Function and Use*

This Graded Unit also reflects the main aims of the award. These are:

- ◆ To develop candidates' knowledge and skills such as planning, analysis and synthesizing.
- ◆ To develop transferable skills including Core Skills to the levels demanded by employers and for progression to HND.
- ◆ To conduct project work involving the planning integration and application of a variety of skills within a determined time scale.
- ◆ To develop a range of contemporary vocational skills within the context of Furniture Studies.

You will be asked to apply some of the skills and knowledge you have learnt in these Units to a practical assignment. As part of this Unit you will be asked to demonstrate your practical skills but you will also have to show how you planned your assignment, how you developed your ideas and how you evaluated what you had produced.

At the start of the Unit you will be given a manufacturing, restoration or design brief as well as technical information which you will plan, develop and evaluate to provide a solution — just as you would for a client. You will be asked to make a small piece of furniture or part of a piece of furniture as your project. The project will be out of 100 and you have to pass each part of the project to pass the Unit. The marks you get for each part will be added up and you will be given a grade for the Unit. The grade you receive is based on the following:

- ◆ A = 70% — 100%
- ◆ B = 60% — 69%
- ◆ C = 50% — 59%

If you pass, you will not only achieve the Unit but you will also achieve the Core Skill of Problem Solving at SCQF level 5. You will also develop your Communication skills through discussions with your lecturer, making a client presentation and writing up your log book. You will develop your IT skills and Numeracy skills too and you will also develop skills in Working with Others.

Throughout the Unit you will meet with your lecturer who will advise you and make sure you are on the right track to achieve your Unit within the given timescale. As part of your assessment you will present your ideas and how you developed your solution and you will present your ideas just as you would to a client.