



National Unit specification: general information

Unit title: Furniture Upholstery: An Introduction

Unit code: H3MK 11

Superclass: JP

Publication date: April 2013

Source: Scottish Qualifications Authority

Version: 02

Summary

This Unit has been designed to provide the candidate with the knowledge and skills required to measure, mark and cut upholstery materials, operate a sewing machine and apply hand stitching techniques in the context of furniture upholstery.

It is suitable for a range of candidates with an interest in furniture making and related industries.

Outcomes

- 1 Describe tools for measuring, marking and cutting upholstery materials.
- 2 Apply techniques for measuring, marking and cutting upholstery materials.
- 3 Demonstrate machine and hand sewing techniques for upholstery materials.

Recommended entry

Entry is at the discretion of the centre.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**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.*

General information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

National Unit specification: statement of standards

Unit title: Furniture Upholstery: An Introduction

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Describe tools for measuring, marking and cutting upholstery materials.

Performance Criteria

- (a) Describe appropriate tapes, measuring sticks and rules for measuring materials.
- (b) Describe appropriate chinks, powders, markers, templates, marking aids and crayons for marking materials.
- (c) Describe appropriate knives, cutters and shears for cutting materials.

Outcome 2

Apply techniques for measuring, marking and cutting upholstery materials.

Performance Criteria

- (a) Demonstrate accurate use of tapes, measuring sticks, templates and rules for measuring materials.
- (b) Carry out correct marking techniques using chinks and markers.
- (c) Cut upholstery materials accurately using shears and cutters.
- (d) Comply with all relevant Health and Safety requirements.

Outcome 3

Demonstrate machine and hand sewing techniques for upholstery materials.

Performance Criteria

- (a) Select correct thread, needle and foot for an industrial sewing machine.
- (b) Fill a bobbin and thread up sewing machine properly.
- (c) Demonstrate accurate machine sewing techniques to produce an upholstery cover.
- (d) Select appropriate needle and thread to hand stitch a seam.
- (e) Demonstrate methods of hand sewing neatly and accurately.
- (f) Comply with all relevant Health and Safety requirements.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Performance evidences required which demonstrates that the learner has developed and demonstrated how to measure, mark and cut upholstery materials and sew covers to the standard described in the Outcomes and Performance Criteria.

Outcome 1: Describe tools for measuring, marking and cutting upholstery materials.

Written and/or oral evidence is required which demonstrates that the learner has achieved to the standard specified in the Outcome and Performance Criteria. Learners should describe **two** measuring tools from:

- ◆ Tailors cloth tape measure
- ◆ Hard wood Metre stick
- ◆ Aluminium Metal rules
- ◆ Retractable metal tape measure

Learners should describe **two** marking methods from:

- ◆ French chalk
- ◆ Fabric Pen
- ◆ Marker pen
- ◆ Crayon

Learners should describe **two** cutting tools from:

- ◆ Shears
- ◆ Trimming knife
- ◆ Foam cutter
- ◆ Powered fabric cutters
- ◆ Thread Snips

Outcome 2: Apply techniques for measuring, marking and cutting upholstery materials.

Learners should measure, mark and cut **one** upholstery cover from the following list:

- ◆ fabric
- ◆ leather
- ◆ PVC

National Unit specification: statement of standards (cont)

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Learners should measure, mark and cut **two** upholstery fillings from the following list:

- ◆ polyurethane foam
- ◆ polyester fibre
- ◆ felt (woollen or cotton)
- ◆ Fibre/Hair fillings

Outcome 3: Demonstrate machine and hand sewing techniques for upholstery materials.

Learners should accurately produce upholstery covers to include one each of:

- ◆ Plain Seam
- ◆ Piped seam
- ◆ Slip Stitch

National Unit specification: support notes

Unit title: Furniture Upholstery: An Introduction

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit has been developed as a mandatory Unit within the Furniture National Certificate at SCQF level 5.

The successful completion of this Unit will provide candidates with the required underpinning knowledge of how to measure, mark and cut upholstery materials, operate a sewing machine and apply hand stitching techniques. It could be that candidates take their measurements from a simple upholstery frame, perhaps a stool or small chair. Students should consider:

Outcome 1

Plan the measuring, marking out and cutting of material to minimise waste and take account of material type, width and pile. Use of patterns or templates, tapes, metre sticks and T-squares for bench work. Make cutting Lists and cutting plans Use appropriate marking methods permanent/non-permanent. Make sure that marked covers will be free of major flaws and that any minor defects will not be visible when used.

Outcome 2

Means of measuring using tapes, metre sticks and rules, include sewing allowances and tolerances. Use templates for irregular shapes. Consider pile direction, pattern direction, economy and use of flies or attachments. Mark accurately using chinks, soluble pens, pencils and powders. Select scissors to cut covers, select electric cutter to cut foams. Select correct foam grade, polyester grades, select appropriate fillings for traditional upholstery such as hair, coir, cotton felt, woollen felt, Kapok, Algerian fibre. Use scales to weigh natural fillings.

Outcome 3

Sewing machine: correct threading, fill spool, stitch accurately, create seams. Carry out sample stitching to confirm that stitch length and quality of seam is of an appropriate standard. Hand stitching neat with regular stitch size using curved needle. Seam stitch length and tensioning is within accepted tolerance. Work in safe manner.

All materials used should conform to the 1988 Furniture and Furnishings (fire) (safety) Regulations.

National Unit specification: support notes (cont)

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Guidance on learning and teaching approaches for this Unit

The candidate should be introduced to all the relevant tools, materials and sewing machine and legislation through classroom teaching with the use of PowerPoint presentations, online material, DVDs, VLE, reference books, classroom exercises and group discussions. The operation of a sewing machine should be demonstrated thoroughly. Safe working practices should be observed at all times. The teaching approach should ensure the candidate is gaining the underpinning knowledge and practical experience to complete the Unit.

Guidance on approaches to assessment for this Unit

Outcome 1

Evidence for this Outcome could be obtained by a short answer question paper under closed-book supervised conditions.

Outcome 2

Evidence for this Outcome could be gathered through observation that the candidate has met the given standards during the practical activity, an assessor observation checklist could be used to record this evidence.

Outcome 3

Evidence for this Outcome could be gathered through observation that the candidate has met the given standards during the practical activity, an assessor observation checklist could be used to record this evidence.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

National Unit specification: support notes (cont)

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Opportunities for developing Core Skills

There are opportunities to develop the Core Skill of *Numeracy* at SCQF level 4 through the interpretation of information from dimensioned working drawings and the practical use of calculation and measuring scales.

There are opportunities to develop the Core Skill of *Communication* at SCQF level 4 through out practical tasks, as candidates should be expected to communicate with others using the correct terminology, tone and style suited to the workplace.

Outcome 1 provides an opportunity for candidates to develop the Core Skill of *Working with Others* at SCQF level 4 through discussions within group activities.

There are opportunities to develop the Core Skill of *Problem Solving* at SCQF level 4. Candidates will need to take account of a range of factors in order to work efficiently and safely, such as the choice of tools and safety equipment. Individual discussions with assessors and the use of role play will enhance the evaluation of efficient working practices.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 4.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 4 embedded.	22/04/2013

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