

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**Hanover House  
24 Douglas Street  
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**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

**-Module Number- 0065407 -Session-1986-87**

**-Superclass- WK**

**-Title- TRADITIONAL UPHOLSTERY PREPARATION**

**-DESCRIPTION-**

Type and Purpose A specialist module which enables the student to prepare traditional upholstery.

Preferred Entry Level This module should be done in conjunction with 05409: Materials for Traditional Upholstery.

Learning Outcomes The student should:

1. identify the main types of frame suitable for upholstering;
2. repair carcasses and frames;
3. select and use appropriate hand tools and materials;
4. prepare frames for finishing;
5. use methods of springing and stuffing;
6. comply with regulations and procedures and use safe working practices specified for equipment and work areas.

Content/ Context Corresponding to the Learning Outcomes:

1. Identification of suitable frames to include loose seat, shown-wood, stuff over.
2. techniques used to repair carcasses and frames.
3. selection of tools and materials to include:
  - (a) tacks, twines, cabriole hammer, scissors, shears, web stretcher, hide strainer, mallet, ripping chisels, regulator, stitching needles, packing and circular needles, skewers, knives, measuring tape, rule, stapling gun (pneumatic/electric);

- (b) webbing, hessian, calico, horsehair, boas, feather and down.
- 4. preparation of frames by marking out for webbing, preparation of edges for stuffings.
- 5. (a) methods of stuffing: pin-cushion stuffing, first stuffing, second stuffing.  
(b) spring assemblies:
  - (i) single assembly) spring lashing,
  - (ii) double assembly) star, straight,) middle
  - (iii) webbing.
- 6. safety precautions and regulations relevant to tools, equipment, behaviour and work.

Suggested  
Learning  
and  
Teaching  
Approaches

It is envisaged that the general teaching approach will be activity/workshop based and student centred.

The learning programme should interest the student and relate to a theme or vocational bias.

Critical skills and techniques should be demonstrated prior to student involvement.

Posters, information sheets, worksheets, workfiles, slides, films and video may be used to enhance the learning environment and process.

A set of completed exercises should be available for students to work to and compare standards.

safety, safe working practices, care and use of equipment should be an integral part of all module activities.

Assessment  
Procedures

All Learning Outcomes must be validly assessed.

The student must be informed of the tasks which contribute to summative assessment. Any unsatisfactory aspects of performance should, if possible, be discussed with the student as and when they arise.

Acceptable performance in the module will be satisfactory achievement of the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome  
IA Instrument of Assessment  
PC Performance Criteria

LO3 IA Written short answer test. & 5

PC The student should correctly:

LO3 (a) state the uses and applications of at least four tools and four materials;

LO5 (b) identify fixing and filling materials.

LO1 IA Practical exercises. - 5

PC The student should correctly:

(a) complete all tasks in an agreed time in which:

(i) the functional dimensions are within specified tolerances;

(ii) quality is comparable with an agreed exemplar;

(iii) follow the sequence of operations involved in a given upholstery item.

LO1 (b) identify two suitable frames for upholstering;

LO2 (c) complete a repair;

LO3 (d) use five appropriate hand tools and five materials;

LO4 (e) prepare an upholstery frame;

LO5 (f) use appropriate method of springing and stuffing.

LO6 IA Observation checklist used in conjunction with practical work in other Learning Outcomes:

PC The student should:

(a) wear all necessary safety clothing and equipment;

(b) behave in a manner appropriate to the working environment;

(c) use tools and equipment safely.