



## National Unit specification: general information

**Unit title:** Furniture in Context

**Unit code:** H3MN 11

**Superclass:** WK

**Publication date:** March 2013

**Source:** Scottish Qualifications Authority

**Version:** 01

### Summary

The purpose of this Unit is to enable learners to develop their research and communication skills. This Unit should be delivered in a classroom environment. The learner would be expected to provide evidence through a portfolio of work that shows their ability to research and apply knowledge of Furniture design and manufacture within the last 100 years.

This Unit is suitable for candidates in full or part time study, school leavers and adult returners who are interested in studying the subject of furniture making.

### Outcomes

- 1 Explore the key factors in development of furniture manufacturing.
- 2 Describe the effect technology has had on furniture manufacture.
- 3 Describe how traditional furniture manufacture has inspired contemporary furniture design.

### 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)**

**Unit title:** Furniture in Context

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

## **National Unit specification: statement of standards**

### **Unit title: Furniture in Context**

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**

Explore the key factors in development of furniture manufacturing.

##### **Performance Criteria**

- (a) Describe key movements in furniture design and manufacture from the past 100 years.
- (b) Describe the materials available at this time.

#### **Outcome 2**

Describe the effect technology has had on furniture manufacture.

##### **Performance Criteria**

- (a) Describe a range of technological changes within furniture manufacture within the last 100 years.
- (b) Describe a range of processes used in furniture manufacture.
- (c) Describe how these processes have been affected by technological change.

#### **Outcome 3**

Describe how traditional furniture manufacture has inspired contemporary furniture design.

##### **Performance Criteria**

- (a) Describe the inspiration behind a contemporary designers work.
- (b) Identify the processes and materials used by the designer.
- (c) Relate the designer's work to relevant design movements.

## **National Unit specification: statement of standards (cont)**

**Unit title:** Furniture in Context

### **Evidence Requirements for this Unit**

#### **Outcome 1**

Written and/or recorded oral evidence is required of the candidates ability to describe the main points of a minimum of three furniture design styles or movements and the materials commonly associated with them.

#### **Outcome 2**

Written and/or recorded oral evidence is required of the candidate's ability to, for a minimum of three different times within the last 100 years, describe how technology has changes within furniture manufacture and how these changes have affected furniture design and manufacture.

#### **Outcome 3**

Written and/or recorded oral evidence is required of the candidates ability to relate the work of a contemporary designer to relevant changes in style and process within furniture design and manufacture within the last 100 years.

A combined assessment could be used to generate evidence for all three Outcomes.

## **National Unit specification: support notes**

### **Unit title: Furniture in Context**

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 is designed to introduce the candidate to the main historical and contemporary issues of furniture design and manufacture over the last 100 years.

The movements in furniture design and manufacture could include, but are not limited to, Arts and Craft, Art Deco, Utility Furniture, Pop Art, G plan, Memphis, Hi tech and Green Design.

Materials should include, but are not limited to, timber, plywood, plastics, chipboard, hardboard, medium density fibre board and recycled materials.

### **Guidance on learning and teaching approaches for this Unit**

This Unit should be delivered in a candidate centred way. A combination of oral presentation by tutors and learning materials could be used to introduce candidates to the main concepts covered by this Unit but candidates will benefit most from carrying out their own research.

### **Guidance on approaches to assessment for this Unit**

It may be possible to integrate the assessment of the three Outcomes of this Unit in to a single assessment, where the candidate compiles a portfolio of evidence.

The portfolio could include annotated sketch books, scrap books, recorded artefacts etc.

### **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)*.

### **Opportunities for developing Core Skills**

There may be opportunities to develop the Core Skills of *Communication, Working with Others* and *ICT* at SCQF level 4 in this Unit, however there is no automatic certification of Core Skills or Core Skills components.

## **National Unit specification: support notes (cont)**

**Unit title:** Furniture in Context

### **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](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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