



Group Award Specification for:

National Progression Award (NPA) in Furniture Making at SCQF level 5

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1. Introduction

The purpose of this document is to:

- ◆ Assist centres to implement, deliver and manage the qualification.
- ◆ Provide a guide for new staff involved in offering the qualification.
- ◆ Inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- ◆ Provide details of the range of learners the qualification is suitable for and progression opportunities.

This entry level qualification provides an introduction to Furniture Making. The National Progression Award (NPA) is aimed at those who want to explore their interest in Furniture Making, increase their understanding and develop their practical and theoretical skills in Furniture Making. The NPA introduces learners to techniques that are important in the furniture manufacturing sector, developing knowledge and understanding of planning and organising, workshop practice skills, timber framing, carcass making and provides bite-sized chunks of learning that are straightforward for centres to adopt and for learners to study.

The National Progression Award is suitable for schools, colleges and training providers who want to provide opportunities for practical 'hands-on' learning about Furniture Making. It is designed for a wide range of learners, including learners who are at school or have just left school, adult learners returning to education and those who are looking to access NC Furniture and HN programmes. The NPA covers areas such as woodwork tools, woodworking joints, producing production plans, planning, and producing furniture framework, providing learners with opportunity for articulation to higher level courses, employment, self-employment.

2. Qualification structure

The NPA in Furniture at SCQF level 5 consists of five SQA units (30 SCQF credit points) including three mandatory units (18 SCQF points all at SCQF level 5) and one chosen additional unit (6 SCQF points) from two total optional units.

2.1 Structure

Learners will be awarded the NPA in Furniture at SCQF level 5 on completion of all three units listed in the mandatory section (18 SCQF credit points at SCQF level 5) and a minimum of one unit from the optional section (6 SCQF credit points at SCQF level 5).

Mandatory units:

All mandatory units needed, 3 credits.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H3LG	11	Furniture: Workshop Practice	1	6	5
H3LK	11	Furniture: Timber Frame	1	6	5
H3MC	11	Furniture: Carcase Making	1	6	5

Optional units:

One optional unit needed, 1 credit.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H3ML	11	Furniture Polishing: An Introduction	1	6	5
H3MH	11	Furniture Veneering: An Introduction	1	6	5
H3ME	11	Furniture Drawing: An Introduction	1	6	5

NOTE: If this award is being delivered in a school setting consideration should be given to the selection of the optional unit, taking into account the available resources within the school.

3. Aims of the qualification

This qualification has been developed for a range of possible learners including young learners through to adults who wish to consider entering a career in the furniture sector.

The aims outlined in the following sections reflect the breadth of learners and the intention to provide a qualification which will facilitate access to further study. This NPA will become an entry point for some learners who could progress from school through, NC Furniture Making and Higher National level studies.

The aim of National Progression Awards is to provide learners with opportunities to attain a structured award that develops both practical and theoretical skills in preparation for next level courses and employment.

3.1 General aims of the qualification

The general aims of the NPA in Furniture Making at SCQF level 5 are to:

1. Provide learners with opportunities to develop awareness of the disciplines within Furniture manufacture.
2. Encourage the learner's knowledge and skills in planning, and manufacturing furniture artifacts.
3. Provide opportunities to develop Core Skills including Communication, Numeracy, Working with Others, Problem Solving and Information and Communication Technology (ICT).
4. Provide learners with a range of learning, teaching and assessment styles, which motivates them to achieve their full potential.
5. Encourage learners to develop a positive attitude to their own learning.
6. Provide opportunities for learners to develop organisational skills.
7. Encourage flexibility and working cooperatively with others (Citizenship and a Curriculum for Excellence).
8. Encourage students to undertake project work involving the integration and application of a variety of skills within a determined time frame.

3.2 Specific aims of the qualification

The specific aims of the NPA in Furniture Making at SCQF level 5 are to:

1. Provide learners with skills and knowledge of the furniture industry so that they can consider the area for employment or future study.
2. Develop a broad based curriculum that can facilitate vocationally specialist skills acquisition taking account of relevant health and safety considerations.
3. Develop a critical thinking capacity and reflective evaluation process within furniture manufacture.
4. Develop learners' creative processes and visual language.
5. Develop learners' employability skills for furniture manufacture.
6. Develop learners' communication, team working and critical thinking skills in the context of furniture.
7. Provide opportunities for progression within the Scottish Credit and Qualifications Framework (SCQF).

4. Recommended entry to the qualification

Entry is at the discretion of the centre. There are no formal entry requirements to the National Progression Awards in Furniture Making at level 5. Learners may have some previous experience of for example art and design, woodworking, design and manufacture or industry experience. Learners opting to study this subject in school may have already completed the National 5 Practical Woodworking course.

Access can be determined in relation to the individual, their level of interest and ability to succeed at SCQF level 5, as appropriate.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

The expected Core Skills Entry and Exit Profile is shown below:

Core Skill	Recommended SCQF entry profile	Exit level	Associated assessment activities
Communication	SCQF level 3	SCQF level 4	Communicate with others using the appropriate terminology, tone and style suited to the workplace. Group discussions. Presentation of work.
Numeracy	SCQF level 3	SCQF level 4	Interpretation of information from dimensioned working drawings. Practical use of calculation and measuring scales.
Information and Communication Technology (ICT)	SCQF level 3	SCQF level 4	Reading and interpreting drawings. Producing cutting lists.
Problem Solving	SCQF level 3	SCQF level 4	Interpretation of workshop drawings. Working within tolerances. Selection of appropriate tools.
Working with Others	SCQF level 4	SCQF level 4	Discussions within group activities. Health and safety legislation.

5. Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8
H3LG 11	Furniture: Workshop Practice	X	X	X	X	X		X	x
H3LK 11	Furniture: Timber Frame	X	X	X	X	X	X	X	X
H3MC 11	Furniture: Carcase Making	X	X	X	X	X	X	X	X
H3MK 11	Furniture: Machine Woodworking	X	X	X	X	X		X	X
H3MK 11	Furniture Veneering: An Introduction	X	X	X	X	X	X	X	X

Specific aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7
H3LG 11	Furniture: Workshop Practice	X	X	X		X	X	X
H3LK 11	Furniture: Timber Frame	X	X	X	X	X	X	X
H3MC 11	Furniture: Carcase Making	X	X	X	X	X	X	X
H3MK 11	Furniture: Machine Woodworking	X	X	X		X	X	X
H3MK 11	Furniture Veneering: An Introduction	X	X	X	X	X	X	X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Code	Unit title	Outcome/Performance criteria	National Occupational Standards (NOS)	Performance criteria
H3LG 11	Furniture: Workshop Practice	<ol style="list-style-type: none"> 1. Identify and describe the function and maintenance of a range of woodworking tools. 2. Safely demonstrate the manufacture of a range of woodworking joints. 3. Produce cutting lists and production plans and describe their function. 	<p>PROFFI236: Maintain tools and equipment used in furniture making and installation.</p> <p>PROFFI217: Make and assemble wooden components of hand-crafted furniture</p>	<ol style="list-style-type: none"> 1. Checking the condition of tools. 2. Carrying out routine maintenance. 3. Bringing tools into working condition. 1. Cutting, shaping and moulding components. 2. Cutting joints. 3. Working in ways which maintain your own and others' safety.
H3LK 11	Furniture: Timber Frame	<ol style="list-style-type: none"> 1. Describe the structural requirements of furniture timber frameworks. 2. Plan the manufacture of a framed item of furniture. 3. Produce a furniture framework from a manufacturing schedule. 	<p>PROFFI237: Prepare resources for use in making hand-crafted furniture.</p>	<ol style="list-style-type: none"> 1. Checking the condition and suitability of materials. 2. Marking out materials. 3. Preparing surfaces 4. Identifying and preparing different tools and equipment needed for the operations to be carried out. 5. Selecting and preparing wood working adhesives. 6. Working in ways which maintain your own and others' safety.

Code	Unit title	Outcome/Performance criteria	National Occupational Standards (NOS)	Performance criteria
H3MC 11	Furniture: Carcase Making	<ol style="list-style-type: none"> 1. Select woodworking materials for specific purposes. 2. Make a range of woodworking joints. 3. Manufacture a carcass component from a working drawing. 	PROFFI217: Make and assemble wooden components of hand-crafted furniture.	<ol style="list-style-type: none"> 1. Cutting, shaping and moulding components. 2. Cutting joints. 3. Working in ways which maintain your own and others' safety.
H3MB 11	Furniture: Machine Woodworking	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the parts of a range of woodworking machines. 2. Describe the safe working practices of a range of machines. 3. Demonstrate the safe working practice of at least six woodworking machines. 	PROFFI228: Set up and operate woodworking machinery.	<ol style="list-style-type: none"> 1. Interpreting information 2. Planning, organising and adopting safe working practices. 3. Selecting and maximising resources. 4. Preparing and setting up machinery to work timber and timber-based materials to a specification.
H3MH 11	Furniture Veneering: An Introduction	<ol style="list-style-type: none"> 1. Describe the types of veneers and adhesives used in making furniture. 2. Produce a range of Matching and Jointing techniques to a given brief. 3. Produce a range of laying techniques to a given brief. 	PROFFI204: Lay veneers.	<ol style="list-style-type: none"> 1. Preparing equipment and materials for applying veneers. 2. Applying veneers to surfaces. 3. Working in ways which maintain your own and others' safety.

5.3 Mapping of Core Skills development opportunities across the qualifications

Key: X = Development of Core Skills, or Core Skills component within unit.
 (Number) = SCQF level of Core Skill development.
 S = Core Skills development is signposted within the unit.
 E = Core Skills embedded in unit.

Mandatory individual units — Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
H3LG 11	Furniture: Workshop Practice			X, (4), S
H3LK 11	Furniture: Timber Frame			X, (4), S
H3MC 11	Furniture: Carcase Making			X, (4), S

Mandatory individual units — Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
H3LG 11	Furniture: Workshop Practice	X, (4), S	X, (4), S
H3LK 11	Furniture: Timber Frame	X, (4), S	X, (4), S
H3MC 11	Furniture: Carcase Making	X, (4), S	X, (4), S

Mandatory individual units — Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
H3LG 11	Furniture: Workshop Practice		
H3LK 11	Furniture: Timber Frame		
H3MC 11	Furniture: Carcase Making	X, (4), S	X, (4), S

Mandatory individual units — Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
H3LG 11	Furniture: Workshop Practice	X, (4), E	X, (4), E	X, (5), S
H3LK 11	Furniture: Timber Frame	X, (4), E	X, (4), E	X, (4), S
H3MC 11	Furniture: Carcase Making	X, (4), E	X, (4), S	

Mandatory individual units — Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
H3LG 11	Furniture: Workshop Practice	X, (4), S	X, (4), S
H3LK 11	Furniture: Timber Frame	X, (4), S	X, (4), S
H3MC 11	Furniture: Carcase Making	X, (4), S	X, (4), S

Optional individual units — Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
H3MB 11	Furniture: Machine Woodworking			X, (4), S
H3MH 11	Furniture Veneering: An Introduction			X, (4), S

Optional individual units — Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
H3MB 11	Furniture: Machine Woodworking	X, (4), S	X, (4), S
H3MH 11	Furniture Veneering: An Introduction	X, (4), S	X, (4), S

Optional individual units — Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
H3MB 11	Furniture: Machine Woodworking		
H3MH 11	Furniture Veneering: An Introduction	X, (4), S	X, (4), S

Optional individual units — Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
H3MB 11	Furniture: Machine Woodworking	X, (4), E	X, (4), S	X, (4), S
H3MH 11	Furniture Veneering: An Introduction	X, (4), E	X, (4), S	

Optional individual units — Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
H3MB 11	Furniture: Machine Woodworking	X, (4), S	X, (4), S
H3MH 11	Furniture Veneering: An Introduction	X, (4), S	X, (4), S

5.4 Assessment strategy for the qualifications

Mandatory assessment requirements are detailed in the individual unit specifications and provide centres with valuable information to help with standardisation of the awards.

Delivery of the National Progression Awards is at the discretion of individual centres but where possible integration and holistic assessment could be used to support best practice in teaching, learning and assessment.

Teachers and lecturers must exercise their professional responsibility in ensuring that evidence submitted by a learner is the learner's own work.

Written and/or oral recorded evidence and product evidence, produced under open-book or closed-book conditions is required.

Assessment is mostly carried out through 'hands-on' practical tasks which will generate physical or recorded evidence. Each task is underpinned by appropriate knowledge and understanding, which learners may demonstrate through written or oral evidence.

Due to the practical nature of the NPA it is recommended that centres provide health and safety advice to learners undertaking this award. It is essential that learners understand the subject-specific health and safety guidance and observe safe and considerate working practices throughout their studies.

Centres can choose the sequence of delivery for units in National Progression Awards. Care should be taken to ensure that learners have necessary underpinning skills before undertaking assessment. Integrative and holistic approaches to assessment mean that formal assessment can take place at the end of each outcome, unit or at the end of the award. Centres may wish to use checklists to ensure learners are 'on track' to completion and this can help to assist learners to map progress. Feedback may be given at formative assessment and throughout delivery.

The table below gives examples of methods of assessment which may be used to demonstrate knowledge and competence to meet the evidence requirements of each individual unit.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3
Furniture: Workshop Practice	Short answer questions/ identification exercise.	Observed practical activity.	Short answer questions.
Furniture: Timber Frame	Short answer questions.	Observed practical activity.	Observed practical activity.
Furniture: Carcase Making	Written and/or oral assessment.	Observed practical activity/ identification exercise.	Practical activity.
Furniture: Machine Woodworking	Short answer questions.	Short answer questions.	Observed practical activity.
Furniture Veneering: An Introduction	Written/oral identification exercise.	Observed practical activity.	Observed practical activity.

6. Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of units

A suggested delivery sequence is provided below:

Unit	Mandatory/Optional	Block	Credit
Furniture: Machine Woodworking	Mandatory	1/2	1
Furniture: Workshop Practice	Mandatory	1/2	1
Furniture: Carcase Making	Optional	1	1
Furniture: Timber Frame	Mandatory	2	1
Furniture Veneering: An introduction	Optional	3	1

Potential opportunities to integrate assessment between units are identified in the table below.

Unit	Furniture: Workshop Practice	Furniture: Machine Woodworking	Furniture: Carcase Making	Furniture: Timber Frame	Furniture Veneering: An Introduction
Furniture: Workshop Practice		3	3	3	3
Furniture: Machine Woodworking	3		3	3	
Furniture: Carcase Making	3	3		3	
Furniture: Timber Frame	3	3	3		3
Furniture Veneering: An Introduction	3				

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ Course and/or external assessments.
- ◆ Other integrative assessment units.
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
- ◆ Where there is an existing requirement for a licence to practice.
- ◆ Where there are specific health and safety requirements.
- ◆ Where there are regulatory, professional or other statutory requirements.
- ◆ Where otherwise specified in an assessment strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Completion of the NPA at SCQF level 5 may allow lateral progression or progression to next level courses in furniture making and other related areas of study.

The NPA functions as a progression route to more advanced Furniture courses by allowing learners to develop relevant skills and techniques. On completion of the NPA Furniture Making (SCQF level 5), you may progress to next level courses such as National Certificate (NC) Furniture (SCQF level 5), or Higher National Certificate and Diploma (HNC/HND) in Furniture or related qualifications.

6.2.2 Professional recognition

National Progression Awards can assist learners in developing employability skills through the development of underpinning and specific skills but would not normally qualify the learner for employment — this is more appropriate upon completion of courses at a higher level.

6.3 Opportunities for e-assessment

E-assessment of theoretical components is possible. However, in the case of practical activities e-assessment is not appropriate; in these cases, other forms of evidence could be encouraged such as video recording.

Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

7. General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All assessments used within these qualifications should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8. Glossary of terms

Embedded Core Skills is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award.
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS).

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue.
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
- ◆ no new centres may be approved to offer the group award.
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up-to-date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

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9. General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

NPA Furniture Making (SCQF level 5) is mainly practical and will further develop your interest and skills in furniture making. You may have completed National courses at SCQF level 5 for example in Art and Design, Design and Manufacture or Practical Woodworking (SCQF level 5) or have previous experience or an interest in furniture making or furniture design and manufacture. The NPA is highly practical in nature, and you will have plenty of opportunities to practice and develop your skills in a workshop setting.

The National Progression Award (NPA) in Furniture Making at SCQF level 5 has been designed as a practical introduction to skills and concepts involved in furniture making. The practical work is based on the safe manufacturing of a product, developing an understanding of planning, interpretation of production plans, safe work practices with machinery and the finishing of the product. These skills can be the first step to a career within the industry.

The furniture industry offers exciting and rewarding careers to individuals with the appropriate skills. On completion of the NPA Furniture Making (SCQF level 5), you may progress to next level courses such as National Certificate (NC) Furniture (SCQF level 5), or Higher National Certificate and Diploma (HNC/HND) in Furniture or related qualifications. You could also enter employment at a trainee level, for example, as a cabinet maker, upholsterer or polisher/finisher. The NPA can help you to develop self-confidence, skills in working with others, problem solving skills and the ability to use information which should be useful for further study or employment in appropriate areas.