

National Unit Specification: general information

UNIT Construction Crafts: Decorative Painting Techniques
(Intermediate 2)

CODE DX0R 11

COURSE Construction Crafts (Intermediate 2)

SUMMARY

This Unit is an optional Unit within the *Intermediate 2 Construction Crafts Course* and has been designed to be taken as part of that Course.

The Unit is suitable for candidates with no previous painterwork experience and may also provide progression for candidates who have successfully completed the *Intermediate 1 Construction Crafts Course* or Units.

The Unit is based on practical workshop activities. Candidates are required to form bands and lines as well as basic brush grained effects. The basic brush grained effect will have to be completed on a moulded panel and in correct sequence. Candidates will learn how to enlarge and transfer a given design and then paint it using free brush work and how to mix different colours to match given paint samples.

Candidates who achieve this Unit should feel confident to widen their experience in painting and decorating by taking other Intermediate 2 Units in this trade area.

OUTCOMES

- 1 Select, use and manage tools and materials.
- 2 Produce bands and lines in paint.
- 3 Produce a simple brush grained effect.
- 4 Enlarge a given design using freehand brushwork technique.
- 5 Mix different colours to match given paint samples.

Administrative Information

Superclass: TG

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National Unit Specification: general information (cont)

UNIT Construction Crafts: Decorative Painting Techniques (Intermediate 2)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ *Intermediate 1 Construction Crafts: Decorative Painting Unit*
- ◆ *Intermediate 1 Construction Crafts: Decorative Finishes Using Water-borne Paints Unit*

CREDIT VALUE

1 credit at Intermediate 2 (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.*

CORE SKILLS

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

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Construction Crafts: Decorative Painting Techniques (Intermediate 2)

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 the Scottish Qualifications Authority.

OUTCOME 1

Select, use and manage tools and materials.

Performance Criteria

- (a) Selection of tools is appropriate for the allocated work.
- (b) Selection and preparation of materials are in accordance with good practice.
- (c) Surplus materials are returned to store in accordance with good practice.
- (d) Tools are cleaned and maintained correctly.
- (e) Health and safety requirements are complied with during all activities.

OUTCOME 2

Produce bands and lines in paint.

Performance Criteria

- (a) Location of lines and bands are marked out on a pre-prepared surface to a designated pattern.
- (b) A flat surface is painted using a series of horizontal lines and bands to prescribed standards.
- (c) A quality check is carried out on the finished work against prescribed standards.
- (d) Health and safety requirements are complied with during all activities.

OUTCOME 3

Produce a simple brush grained effect.

Performance Criteria

- (a) A moulded panel is painted in a suitable ground coat colour to prescribed standards.
- (b) The moulded panel is brush grained in an appropriate colour, in a prescribed sequence and to given standards.
- (c) A quality check is carried out on the finished work against prescribed standards.
- (d) Health and safety requirements are complied with during all activities.

OUTCOME 4

Enlarge a given design using freehand brushwork technique.

Performance Criteria

- (a) A flat surface is painted in a ground coat colour to prescribed standards.
- (b) A given design is enlarged and transferred onto the surface to prescribed standards.
- (c) A quality check is carried out on the finished work against prescribed standards.
- (d) Health and safety requirements are complied with during all activities.

National Unit Specification: statement of standards (cont)

UNIT Construction Crafts: Decorative Painting Techniques (Intermediate 2)

OUTCOME 5

Mix different colours to match given paint samples.

Performance Criteria

- (a) Paints are mixed to match given colours to a prescribed standard.
- (b) A quality check is carried out on the finished work against prescribed standards.
- (c) Health and safety requirements are complied with during all activities.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence is required to show that all Outcomes and Performance Criteria have been achieved.

Performance evidence will be supported by an assessor observation checklist. This evidence will be generated from an integrated assignment consisting of practical activities carried out in supervised workshop conditions. The evidence may be gathered at different points throughout the Unit. The practical activities will cover:

- ◆ selecting the correct tools and materials for particular tasks
- ◆ using the tools in a correct and safe manner
- ◆ using tools solely for the purpose for which they are designed
- ◆ cleaning and storing tools correctly after use
- ◆ selecting and preparing materials for groundcoats in accordance with good practice
- ◆ select and preparing suitable graining colour, paints and stainers for the work in accordance with good practice
- ◆ returning surplus materials to store as required
- ◆ applying groundcoat colour to prescribed standards
- ◆ producing uniform graining, paint and stain effects to a prescribed standard
- ◆ marking out of lines and bands to a designated pattern
- ◆ producing a minimum of **six** horizontal lines and bands to a prescribed standard and using specified tools and equipment (each line or band to be of different width and a minimum 800 mm long)
- ◆ brush graining colour being appropriate to complement groundcoat colour
- ◆ carrying out of moulded panel work in a prescribed sequence to a panel of minimum overall size 600 x 600 mm
- ◆ enlarging and transferring of a given design to prescribed standards (pattern to be, as a minimum, doubled in size)
- ◆ mixing paints to match a minimum of **three** given colours to a prescribed tolerance or standard
- ◆ candidates carrying out a quality check on their own work before submitting for final assessment
- ◆ maintaining a clean and tidy workplace and adhering to health and safety requirements throughout all activities

The item for this Unit provides an assessor checklist and details of the practical assignment which exemplify the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT Construction Crafts: Decorative Painting Techniques (Intermediate 2)

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

The content in this Unit covers decorative painting activities at an introductory level. The candidate is required to develop the ability to select and use tools and materials correctly and safely. It is therefore important that the learning takes place in a supervised workshop/site environment. Standard and workshop-specific safe working practices must be learned and it is important that candidates adhere to these at all times.

During the process of practical work, the candidate will become accustomed to the use of painterwork terms and will be able to demonstrate knowledge and understanding of these terms in everyday practice. This will help candidates discuss technical work with teachers/lecturers.

The main content of the Unit will be to learn the skills for preparing and applying uniform effects and regular lines, bands and patterns. Candidates should be taught good working practices at each stage and should learn how to carry out a quality check on their own work throughout the tasks and on completion.

One difference between this Unit and Units at Intermediate 1 is that candidates will be given greater freedom in selecting suitable and harmonious colours for decorative finishes. One of the Outcomes in this Unit specifically deals with the subject of colour matching.

Strong contrasts of value or colour between groundcoat and glazing colour should be avoided, as these will make it unnecessarily difficult for candidates to achieve visually acceptable broken-colour effects.

Candidates will cover a diverse range of skills in this Unit. They will learn the discipline of drawing lines and bands and the techniques that can be used to accomplish this. In addition they will learn a completely different discipline and skill in freehand brushwork.

Learning/teaching in this Unit should underline the importance of following correct sequencing when decorating moulded panels. The fact that this work must be accomplished with brushed grain effects adds to the complexity and discipline needed to complete this task.

Candidates should be able to recognise the range of tools, brushes and other equipment needed to produce a variety of decorative effects. They should know the difference between water-borne and solvent-borne materials, both for groundcoats and glazes and know the correct stainers and fillers to use with those materials.

National Unit Specification: support notes (cont)

UNIT Construction Crafts: Decorative Painting Techniques (Intermediate 2)

All work should be carried out on area of an appropriate size. For example, a hardboard sheet measuring 2440 mm by 1220 mm can be cut into six panels of approximately 813 mm by 610 mm. Such individual panels should be appropriate for most of the work in this Unit. Any panels from other materials, card or existing wall areas of similar size would be suitable. Moulded panel work could also be of this approximate overall size or can be accomplished by using sections of a moulded door or fixed wall panel arrangement.

Candidates should be made aware of the property of all coating known as ‘wet-edge time’ or ‘open-edge time’. Candidates need to learn how adept the operative has to be in order to produce a uniform broken-colour effect within the open-edge time of the coating. This can be learned at Intermediate 2 without the candidate having to study in depth the science and technology of paint drying. The emphasis for candidates here should be on the practice and techniques of decorative painting.

Outcome 1 requires the candidate to select tools, and to handle, transport, position, and store both tools and materials. Materials used will include ground coats and finishing coats. Candidates will use standard painterwork tools including a variety of brushes, rollers and paint pads. Candidates will also use sundry items such as masking tape and dust sheets.

Outcomes 2 to 5 inclusive cover a variety of decorative painting applications:

- ◆ Outcome 2 asks candidates to paint different bands and lines. Candidates may be familiar with the bands and lines that are found in the common areas of public buildings, sports facilities and tenement buildings.
- ◆ Outcome 3 requires the candidate to produce a simple brush grained effect, but on a surface that includes a moulded panel. A moulded panel door might be given as an example of such a surface.
- ◆ Outcome 4 asks candidates to enlarge and transfer a given design and point it using freehand brushwork. This may be accomplished by the use of grids as a reference between the original and the enlarged model, although other techniques are available and may be learned.
- ◆ For Outcome 5 candidates will learn how to mix paints to match given colours. These exercises should focus on matching shades of primary colours. Candidates will become aware of standard colour charts and their uses.

For all Outcomes involving practical work candidates will learn how to carry out a quality check on their work against the standards and tolerances applicable to each task.

In addition to the vocational content of this Unit, candidates should be encouraged to cultivate the general work practices and attitudes which are valued by construction industry employers. These employability skills should be delivered as an integral part of the Unit. Opportunities will arise in various practical contexts to discuss the value of, for example: good time-keeping and attendance; thorough planning and preparation; working co-operatively; appreciation of health and safety issues; the maintenance of a clean, tidy and organised workplace; checking own work to ensure it is of an appropriate standard; adopting a positive attitude to learning; demonstrating a willingness to take advice; following instructions.

Candidates should learn about waste minimisation and sustainability. In a practical way they can contribute to this by careful use of materials and by promptly returning surplus materials to the store.

National Unit Specification: support notes (cont)

UNIT Construction Crafts: Decorative Painting Techniques (Intermediate 2)

Relevant aspects of current health and safety legislation, current COSHH Regulations and any systems of work relevant to the candidates' to as part of the work of this Unit. Candidates should be helped to appreciate the importance of being clean, presentable and appropriately dressed for the workshop. This includes wearing Personal Protective Equipment (PPE) including protective clothing, gloves and barrier creams when required.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Experiential learning is the main approach recommended for this Unit. This involves learning through practical experiences and activities. Candidates should experience real or simulated workplace conditions and should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace.

Experiential learning also involves reflecting on experiences/activities, identifying strengths and areas for improvement. It is important to encourage candidates throughout this Unit to evaluate their own work and progress. They should be encouraged to seek advice and set themselves goals to build confidence and competence in undertaking tasks.

Candidates who undertake this Unit at Intermediate 2 without prior experience of decorative painting may benefit from tutoring in basic brushwork techniques. Such exercises will permit them to move on with confidence and without much delay to the decorative finishes and techniques particular to this Unit.

Candidates will learn how to evaluate their practical painterwork skills by comparing their own work with given standards. This can be done using quality standards checklists. Quality criteria in painterwork are often descriptive as opposed to measurable and will require explanation to most candidates.

Checking standards of work is a very useful skill and habit that candidates can develop during their work. The construction industry is very keen on producing work that is 'right first time' and quality checks are an inherent part of the work in the industry. Candidates can be encouraged to approach their work with care and build in a checking process as part of good practice. For most decorative painterwork activities candidates can check their work at three distinct stages – preparation of surfaces, ground coating and finishing coats.

Candidates will also require constructive feedback on peripheral aspects of painterwork such as the safe transporting of tools and materials to and around the workspace, the planning and setting out the work area and the protecting of surrounding surfaces. Often such feedback is best delivered on a one-to-one basis.

Responsible, safe behaviours in the workplace can be demonstrated and practiced as part of the essential work routine, for example: candidates will learn that leaving paint tins, crumpled dust sheets, ladders and other equipment around the workspace could be a tripping hazard; they will learn how to use hand tools, brushes, paints and solvents in a safe manner and how to clean and maintain brushes and other tools. Daily routines in the workplace will include maintaining a clean and tidy workspace.

National Unit Specification: support notes (cont)

UNIT Construction Crafts: Decorative Painting Techniques (Intermediate 2)

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this Unit candidates will make simple calculations or estimates of the amount of groundcoat or finishing coat materials needed for practical activities. This presents an opportunity for developing aspects of Numeracy.

Candidates will need to read instructions for work activities, including safety information about different paints and solvents. They will take part in discussions with peers and tutors regarding work activities, interpretation of drawings, materials, use of tools and workshop protocols. They will possibly also have to collect the correct tools, equipment and materials from central stores and this may entail giving precise details to the person in charge of materials stores verbally or in writing. These activities present opportunities for developing oral and reading communication skills.

Candidates will have to learn how to interpret drawings and sketches showing the extent and pattern of decorative finishes for practical exercises. They will also have to learn how to read published colour charts and match colours in paint. Practical tutorial time on paint mixing and matching exercises will be time well spent.

Where this Unit is taken alongside the *Intermediate 2 Construction Crafts: Employability Skills Unit*, candidates will have additional opportunities to develop an awareness of the general work practices and attitudes which are valued by employers. Integrated activities will involve the candidate assessing his/her own performance on time-keeping and attendance, planning and preparation, working co-operatively, maintaining a tidy and safe work area, checking their own work, demonstrating a positive attitude to learning, showing a willingness to follow instructions and responding positively to feedback on performance. Candidates will seek the views of teachers/lecturers and will identify areas for improvement. They can take responsibility for action plans. These activities will add value to the candidate's experience and help to enhance employability.

Outcome 1 should be integrated with Outcomes 2 to 5 inclusive. Candidates can naturally select, use and manage hand tools and materials when carrying out practical painterwork tasks. Where it is possible to do so, underpinning knowledge should be integrated with practical activities in the workshop or project area. Nevertheless, underpinning knowledge is not separately assessed in this Unit. Applied knowledge is assessed by observation as candidates complete each practical task.

It may also be possible to integrate work in relation to Outcome 5 (mixing and matching of paint colours) with learning and teaching in the other practical Outcomes.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is expected that candidates will be given as much practice as possible in decorative painting and graining techniques, prior to being set the assessment tasks. This may be particularly important for candidates who, although demonstrating an aptitude and enthusiasm for practical activities, have little or no prior experience of decorative painting. Candidates who do have prior experience of decorative paintwork at Intermediate 1 will find that this Unit asks them to acquire either new skills or to employ previously gained skills in a different context.

Outcome 1 concerns general skills and knowledge in selecting materials, tools and equipment as well as aspects of health and safety that can be assessed as part of the work of the other four Outcomes.

National Unit Specification: support notes (cont)

UNIT Construction Crafts: Decorative Painting Techniques (Intermediate 2)

The Evidence Requirements for the Unit gives the details of the practical assignment to be produced for the Unit assessment. Standards required for the assessment tasks are significantly less onerous than those required by National Occupational Standards. Nevertheless, such an approach introduces candidates to the kind of quality regime they will experience if and when they pursue a career as a painter or decorator in the construction industry.

Assessor observation checklists and other assessment records should be maintained and kept up to date to keep track of candidate progress and to provide evidence for internal and external moderation purposes. The NAB for this Unit provides an assessor observation checklist.

Centres may develop their own instruments of assessment but these must be of a comparable standard to the NAB. Pre-moderation of own instruments of assessment by SQA is strongly recommended.

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 Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).