



Higher National Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the Higher National Certificate in Painting and Decorating Supervision. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit title: Painting and Decorating Supervision: Graded Unit 1

Graded Unit code: F8WC 34

Type of Graded Unit: Project

Assessment Instrument: Case Study

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**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.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC in Painting and Decorating Supervision:

General aims — to develop:

- ◆ Study skills, research and analysis
- ◆ Ability to define and solve problems
- ◆ Transferable skills
- ◆ Ability to be flexible and work in cooperation with others
- ◆ Take responsibility for own learning
- ◆ Planning, organisational and review/evaluation skills
- ◆ Technical skills — broadening and deepening
- ◆ Oral, written and pictorial communication skills
- ◆ Numerical and ICT skills
- ◆ Resource management ability
- ◆ Flexibility, knowledge, skills and motivation as a basis for progression to graduate and post graduate studies

General information for centres (cont)

Specific aims are to:

- ◆ Prepare candidates for employment as a Painting and Decorating Supervisor in the Construction Industry
- ◆ Provide candidates with a range of contemporary vocational skills, making full use of modern equipment and techniques available that will allow candidates to make an immediate contribution to employment within the Painting and Decorating sector
- ◆ Provide a choice of Units that will allow candidates to develop in the area relevant to their employment and future in the decorating industry

Recommended prior knowledge and skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

Unit Title	SCQF Level	SQA Credit
Painting and Decorating: Health and Safety Management	7	1
Painting and Decorating: Paint Systems for Building Substrates	7	1
Painting and Decorating: Technical Problem Solving	7	1
Supervision and Management	7	1
Optional Units		
Painting and Decorating: Applying Specialised Wallcoverings	7	1
Painting and Decorating: Producing Faux Finishes	7	1
Painting and Decorating: Specialist Decorative Applications	6	1
Painting and Decorating: Applying Metal Leaf and Powder	7	1
Painting and Decorating: Papering Complex Surfaces	7	2
Painting and Decorating: Colour and Design	7	1
Quality Assurance in Construction	7	1
Management: Developing Self Management Skills	7	1

Core Skills: There are opportunities to develop the Core Skills of *Problem Solving, Information and Communication Technology* and *Communication* at Level 5 in this Graded Unit, although there is no automatic certification of Core Skills or Core Skills components.’

Assessment: This Graded Unit will be assessed by the use of a Case Study. The developed Decorating Refurbishment Project should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

An exemplar of instrument of assessment and marking guidelines have been produced to provide evidence required to demonstrate achievement of the aims of the Group Award covered by this integrative assessment and to indicate the national standard of the achievement at SCQF level 7.

Administrative Information

Graded Unit Code: F8WC 34

Graded Unit Title: Painting and Decorating Supervision:
Graded Unit 1

Original date of publication: August 2010

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History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

Graded Unit title: Painting and Decorating Supervision: Graded Unit 1

Conditions of assessment

The candidate should be given a date for completion of the project. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions; provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any re-assessment of stages must be undertaken before proceeding to the next stage.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a substantially different project, ie all stages are undertaken using a new project, assignment, case study, etc In this case, a candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

The candidate should be give a date for completion of the project. Parameters should be agreed with the assessor by the candidate on a continuing basis providing clarification, guidance and reasonable assistance.

Each assessment task should be marked as soon as possible after completion date. The final grading given should reflect the quality of the candidates' evidence at the time of the completion date, including any oral examination. Reassessment of this Graded Unit should be based on a significantly different assessment task.

At this level, candidates should work independently within the context of a typical working environment. It is up to centres to take reasonable steps to ensure that the candidates bring their specialist knowledge and experience to the project. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance. Candidates should be allowed to use appropriate technology within and out with the college environment.

To ensure that all work submitted is authentic; it is advisable for candidates to keep a log or diary recording progress and tasks completed. There should also be regular meetings between the assessor and candidate to review progress with discussion from meetings being recorded.

The final evaluation should include an oral examination of each candidates understanding of the evidence submitted. Where possible, the involvement of an employer in the oral examination is encouraged.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

The assessment task should be a case study based project within the context of a domestic building development project (new build or refurbishment). The range of tasks to be undertaken should be defined in relation to the context of the particular decorating project, and what is reasonable to expect of candidates in the timescales available. The issues selected should focus on the main aims of the HNC course, and the need to demonstrate an ability to integrate knowledge and skills across the mandatory units in the award.

The investigation should allow the candidate to demonstrate valid and realistic responses to the current and future needs of an ongoing decorating project including, where appropriate, issues of Health and Safety and sustainability. Safe Working Practices should be looked at in accordance with current safety codes of practice and regulations. Reference should be made to criteria affecting sustainability, the impact on the environment of not implementing it and the legislation used to promote its use.

NOTE:

Where candidates are progressing from an HNC to an HND programme, the centre may wish to consider that the HND Graded Unit 2 might be an extension of the HNC Graded Unit 1. A similar progression might also be considered for candidates progressing through the three Graded Unit credits of an HND.

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Grade A	Grade C
<p>Is a seamless, coherent piece of work which has many more strengths than weaknesses and:</p> <ul style="list-style-type: none"> ◆ Provides considerably more than the minimum evidence for each of the three tasks required by the project brief ◆ Evidence is produced to a very high standard ◆ Demonstrates an accurate and particularly insightful interpretation of the project brief ◆ Has continuously accessed available guidance in arriving at the Outcomes submitted ◆ Embodies non-traditional and innovative solutions ◆ Has accessed a wide range of available data and design guidance ◆ Outcomes are of a high standard in terms of level, accuracy and technical content ◆ Effectively consolidates and integrates required knowledge and skills ◆ Considers possible conflicts in integrating solutions in relation to constraints being imposed ◆ Includes rationale and justification for solutions proposed ◆ Clearly addresses a 'fit for purpose' objective in arriving at proposed solutions ◆ Clearly identifies key areas for improvement when undertaking the work to the defined time line action plan ◆ Clearly identifies key areas for improvement when reflecting on the technical solutions chosen compared with the initial objectives. 	<p>Is a co-ordinated piece of work which has a balance of strengths and weaknesses and:</p> <ul style="list-style-type: none"> ◆ Provides the minimum evidence for each of the three tasks required by the project brief ◆ Evidence is produced to an acceptable standard ◆ Demonstrates an acceptable interpretation of the project brief ◆ Has not amplified the initial project brief in arriving at the Outcomes submitted ◆ Embodies only routine and traditional solutions ◆ Has accessed a minimal range of available data and design guidance ◆ Outcomes are adequate in terms of level, accuracy and technical content ◆ Consolidates and integrates knowledge and skills, but lacks continuity and consistency ◆ Treats proposed solutions without justification ◆ Has not considered cost or quality issues ◆ Achieves Outcomes with minimal evaluation against the time line plan ◆ Assumes the technical solutions chosen as the 'most appropriate' with minimal retrospective comparison with initial objectives

Performance for this Graded Unit is specified in the following table overleaf:

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A = 70% — 100%
 B = 60% — 69%
 C = 50% — 59%

Note: the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning <i>Maximum 30 marks</i>	Develop a Plan for the completion of tasks. <ul style="list-style-type: none"> ◆ Suitable time line action plan. <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>
Stage 2 — Developing <i>Maximum 140 marks</i>	Use appropriate methods in undertaking the specified tasks. <ul style="list-style-type: none"> ◆ Selected criteria with reasoning and justification. ◆ Identified required data. ◆ ‘First principles’ evaluation of agreed elements of the task. ◆ Evaluation using computer packages or other alternative processes. Produce evidence (reports, drawings, schedules, calculations, specifications,) etc. <ul style="list-style-type: none"> ◆ Adequate drawings, schedules, calculations, specifications etc to justify understanding and completion of tasks. ◆ Rationale and justification for proposal submitted. Create a project portfolio. <ul style="list-style-type: none"> ◆ Portfolio including executive summary and evidence of development and conclusions. ◆ Presentation as introduction to an oral examination to include design objectives and summary of chosen solutions. <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>
Stage 3 -Evaluating <i>Maximum 30 marks</i>	Reflect on Outcomes of tasks <ul style="list-style-type: none"> ◆ Critical evaluation of Outcomes achieved compared with the time line action plan. ◆ Critical comparison of submitted evidence against initial objectives. ◆ Identification of feedback to inform future similar tasks. <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Support Notes

At this level candidates should work independently within the context of a typical working environment. It is up to centres to take reasonable steps to ensure that the candidates bring their specialist knowledge and experience to the project. For example centres may wish to informally question candidates at various stages on their knowledge and understanding of the case study on which they have embarked. Centres should ensure that where research etc is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

Candidates should be allowed to use appropriate technology within and out with the college environment.

The evidence will be assessed for showing:

- ◆ practical skills
- ◆ analytical skills of the planning application
- ◆ problem-solving skills
- ◆ reference to concepts covered in the Group Award
- ◆ self-directed learning

All evidence should be presented to a professional standard as shown in the original submission to the planning department.

There should be regular meetings between the assessor and the candidate to review progress and each candidate should record these meetings in a diary, which is required to be submitted as evidence. The candidate can also use the diary to record his or her progress in completing the required tasks and these entries in the diary can serve as authentication of work by the candidate. The assessor can use the opportunity of the meetings to verify this authentication, for example by questioning the candidate.

Each assessment task should be marked as soon as possible after the completion date. The final grading should reflect the quality of the candidate's evidence at the time of the completion date, including any oral presentation required. Reassessment of this Graded Unit should be based on a significantly different assessment task.

Opportunities for developing Core Skills

There are opportunities to develop aspects of the following Core Skills.

Communication at SCQF level 5. Candidates will be required to read materials relating to the decorating project. If candidates produce written reports or essays this will provide opportunities to develop Written Communication.

Information and Communication Technology at SCQF level 5. This Unit offers candidates the opportunity to research, source information, and produce evidence using ICT.

Problem Solving at SCQF level 5. Candidates will be required to develop a plan for the decorating project which will provide opportunities to develop the Core Skill of Critical Thinking.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

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

General information for candidates

For this Graded Unit you will be expected to carry out a decorating project which will provide you with the opportunity to produce evidence that demonstrates you have met the aims of the Graded Unit.

You will be able to discuss possible projects with your assessor but it will be up to you to choose a suitable project.

You will be expected to follow three stages for your project — Planning, Developing and Evaluating.

During the Planning stage (worth 30 marks) you will be expected to do the following:

- ◆ set objectives for your project
- ◆ identify reasons to justify your choice of project
- ◆ identify suitable sources of information for your project
- ◆ identify suitable practical activities required to complete the project
- ◆ prepare a timetable for your project

You have to pass the Planning stage before you can move on to the other two stages.

In the Developing stage (worth 140 marks), you will:

- ◆ gather relevant information from the sources you identified in the Planning stage
- ◆ carry out the practical work associated with the project: you will be expected to do this in a safe manner
- ◆ present the results of your practical work in a suitable format
- ◆ draw conclusions about the project based on the practical work and the information gathered
- ◆ monitor the progress of your project against your timetable and take any necessary corrective action to make sure you meet your deadlines

The Evaluating stage (worth 30 marks) requires you to think about how your project has worked out and to:

- ◆ comment on the extent to which the objectives of your project have been met
- ◆ comment on the strengths and weaknesses of your project
- ◆ draw some lessons for future projects that you may undertake

You will present evidence for each of the three stages. There are a number of ways in which you could do this but your assessor will advise you on what is a suitable method in your case. Marks will be awarded for the evidence you present.

The project will be marked out of 200. To pass the Unit you must achieve 50% of the total marks and gain at least 50% of the marks for each of the three stages of the project. You will be awarded a grade for your project.

- ◆ If you achieve an overall mark of 50–59% you will be awarded a Grade C.
- ◆ If you achieve an overall mark of 60–69% you will be awarded a Grade B.
- ◆ If you achieve an overall mark of 70% or higher you will be awarded a Grade A.