



## **National Unit Specification: general information**

**UNIT**        Painting and Decorating: Broad Wall Decorative Effects  
                  (SCQF level 6)

**CODE**        F79P 12

### **SUMMARY**

This Unit is suitable for candidates working towards a Modern Apprenticeship in Painting and Decorating. It will develop the candidate's craft skills in broad wall decorative effects applying broken colour decorative effects, marble and brush grained effects and forming painted lines and bands to broad wall areas to an acceptable standard. This Unit is designed to provide candidates with competence in the use of tools and equipment and the ability to apply these skills in the workplace.

### **OUTCOMES**

- 1    Select tools and materials and apply broad wall coatings.
- 2    Produce a range of decorative effects applied to broad wall area.
- 3    Form painted lines and bands.

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates undertaking the Professional Development Award in Painting and Decorating at SCQF level 6 must meet the requirements of the Modern Apprentices which include being employed in the relevant craft industry.

### **CREDIT VALUE**

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6\*).

*\*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*

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### **Administrative Information**

**Superclass:**        TG

**Publication date:**    July 2009

**Source:**             Scottish Qualifications Authority

**Version:**            01

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## **National Unit Specification: general information (cont)**

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### **CORE SKILLS**

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

Opportunities for developing aspects of the following Core Skills are highlighted in Support Notes of this Unit.

- ◆ *Problem Solving* at SCQF Level 4
- ◆ *Communication* at SCQF Level 4

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

### **UNIT        Painting and Decorating: Broad Wall Decorative Effects (SCQF level 6)**

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**

Select tools and materials and apply broad wall coatings.

##### **Performance Criteria**

- (a) Select, use and maintain appropriate tools correctly.
- (b) Select and prepare materials appropriate to the task.
- (c) Apply ground and glaze coats in various mediums to suitable standard.
- (d) Comply with current health and safety legislation during all work methods and activities.

#### **OUTCOME 2**

Produce a range of decorative effects applied to broad wall area.

##### **Performance Criteria**

- (a) Produce broken colour decorative effects in water mediums to given specifications.
- (b) Produce broken colour decorative effects in solvent mediums to given specifications.
- (c) Produce effects representing oak and mahogany to given specifications.
- (d) Produce effects representing a chosen marble to given specifications.
- (e) Comply with current Health and Safety legislation during all work methods and activities.

#### **OUTCOME 3**

Form painted lines and bands.

##### **Performance Criteria**

- (a) Select and use tools and materials correctly.
- (b) Form lines and bands in various sizes using straight edge and lining tool method.
- (d) Comply with current health and safety legislation during all work methods and activities.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

These Evidence Requirements will be met by the completion of the Painting and Decorating Training and Assessment Programme (TAP).

Performance and product evidence is required to demonstrate that the candidate has achieved all Outcomes to the standard specified in the Performance Criteria. Candidates will be required to prepare tools and materials and use them appropriately when applying coatings, and produce a range of decorative effects including rag rolling, ragging, sponging, stippling, brush grain, marble, lines and bands.

## National Unit Specification: statement of standards (cont)

### UNIT Painting and Decorating: Broad Wall Decorative Effects (SCQF level 6)

These Outcomes will be evidences through observation of work processes and assessment of completed work. Candidates must meet the given standards and tolerances during the practical assessments. An assessor observation checklist must be used to record this evidence. Assessment should be conducted under controlled, supervised conditions.

<b>Summary of standards (for candidate information only)</b>	
<b>Item</b>	<b>Measurement of standard</b>
Apply solvent-based glaze to surface area	Solvent-based glaze is applied evenly to surface Solvent-based glaze area coverage is limited to what can be successfully worked by student
Produce a basic 'marble' effect to surface area	Finished marble effect colour is correct for representative type Finished marble effect is even in colour and texture and shows no unintentional joints Finished marble effect meets agreed replica sample(s)
Appropriate PPE worn	Safety boots worn at all times Overalls worn at all times Barrier cream applied or latex gloves worn during application of coating/s
Working area	Kept clean at all times
Health and safety	Complies at all times

<b>Summary of standards (for candidate information only)</b>	
<b>Item</b>	<b>Measurement of standard</b>
Apply water-based glaze to surface area	Water-based glaze is applied evenly to surface Water-based glaze area coverage is limited to what can be successfully worked by student
Produce a basic marble effect to surface area	Finished marble effect colour is correct for representative type Finished marble effect is even in colour and texture and shows no unintentional joints Finished marble effect meets agreed replica sample(s)
Appropriate PPE worn	Safety boots worn at all times Overalls worn at all times Barrier cream applied or latex gloves worn during application of coating/s
Working area	Kept clean at all times
Health and safety	Complies at all times

## **National Unit Specification: support notes**

### **UNIT        Painting and Decorating: Broad Wall Decorative Effects (SCQF level 6)**

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 has been developed as a mandatory Unit in the Professional Development Award in Painting and Decorating at SCQF level 6.

A candidate successfully completing this Unit will require underpinning knowledge and skills relating to decorative skills and broken colour effects. The Unit deals with preparing materials of different mediums and applying these materials in order to produce decorative finishes. The Unit also deals with basic marbling and graining effects.

This Unit would be offered to candidates from the construction or similar industries. The skills are transferable within different working environments but the Unit is primarily aimed at candidates whose workplace would normally be a site, workshop, or similar environment.

Health and safety and sustainability are integral and key to the construction industry therefore throughout the Unit emphasis will be placed where appropriate on the application of health and safety and sustainability. Safety working practices should be looked at in accordance with current safety codes of practice and regulation. Sustainability should include reference to the criteria affecting sustainability, the impact of not implementing sustainability on the environment and the legislation promoting sustainability.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

##### **Outcome 1**

Candidates must be made aware of the need for a good ground coat. They should be aware of which tools and materials are required to do this. They must also be made familiar with the need for suitable viscosity and colouring of different glaze coats in both water and solvent in respect to producing broken colour effects. Practical demonstrations are required to detail the difference in applying coatings to broad wall areas. Health and safety issues should also be recognised.

##### **Outcome 2**

Candidates should be made familiar with various broken colour effects and how to produce them. They should also be able to identify non desirable elements. The minimum delivery of effects should be recognisable with samples. Marble and grain effects should be produced with both water and solvent borne materials. Practical demonstrations are required to show the difference in applying to broad wall areas.

##### **Outcome 3**

Candidates should be made familiar with how to produce lines and bands. Practical demonstration is required to show the use of specific tools and techniques in order to complete these effects.

## National Unit Specification: support notes (cont)

### UNIT        Painting and Decorating: Broad Wall Decorative Effects (SCQF level 6)

Opportunities should be taken throughout delivery of this Unit to meet the requirements of the generic Units of the Training and Assessment Programme including:

- ◆ Conform to General Workplace Safety
- ◆ Confirm Work Activities and Resources for the Work
- ◆ Develop and Maintain Good Working Relationships
- ◆ Confirm the Occupational Method of Work
- ◆ Conform to Efficient Working Practices
- ◆ Move and Handle Resources

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

The Core Skill of *Problem Solving* at SCQF level 4 could be developed as candidates undertake this Unit. Candidates will need to take account of a range of factors in order to work efficiently and safely, such as the choice of tools, appropriate materials, safety issues, safety equipment and sustainability. Individual discussions with assessors will enhance the evaluation of efficient working practices.

There could be opportunities for candidates to develop the Core Skill of *Communication* at SCQF level 4. As candidates complete practical tasks, they should be expected to communicate with others using the correct terminology, tone and style suited to the workplace.

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Detailed assessment material for this Unit will be found in section 5 of the Painting and Decorating Training and Assessment Programme (TAP). Centres may use the instruments of assessment which they consider to be most appropriate but are advised to use the Painting and Decorating TAP which has been developed centrally by SQA. Any other instruments of assessment used must be comparable to the TAP and have been through prior verification.

Candidates should be given as much practise as possible in preparing for and producing broad wall decorative effects including broken colour, rag rolling, ragging, sponging and stippling effects in water and solvent mediums prior to being set the assessment. Evidence will be gathered through observation of work processes and assessment of the completed workpieces to ensure that the candidates have met the given standards and tolerances during the practical assessment. An assessor observation checklist should be used to record this evidence.

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

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### **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)*.

### **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).