



## Higher National Unit specification

### General information for centres

**Unit title:** Painting and Decorating: Colour and Design

**Unit code:** F8PE 34

**Unit purpose:** This Unit is designed to enable the candidate to develop their knowledge, understanding and skills in relation to colour theory and the application of colour. The candidate will demonstrate their understanding in using colour theory for the purpose of producing and presenting colour design schemes.

On completion of the Unit the candidate will be able to:

- 1 Explain design principles relating to the effects of colour, texture and form.
- 2 Explain the requirement of legislation in relation to colour and design in buildings.
- 3 Present a colour design scheme.

**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.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of centres. However it is recommended that candidates have completed the Professional Development Award in Painting and Decorating at SQF level 6 or have the equivalent level of industrial experience and prior learning.

**Core Skills:** There are opportunities to develop the Core Skills of *Communication; Working with Others* and *Information and Communication Technology* all at SCQF level 4 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.'

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed in the subject area of the Group Award to which it contributes. This Unit was developed as part of the Professional Development Award in Painting and Decorating at SCQF level 7 and is aimed at candidates following a career in Painting and Decorating with current industrial experience.

## General information for centres (cont)

**Assessment:** The candidate will be given the opportunity to enhance their skills and knowledge in painting and decorating by learning of the importance of design principles and current legislation prior to producing a colour design scheme.

This Unit is assessed on the candidates` demonstrating their understanding in using colour theory for the purpose of producing and presenting colour design schemes, and the ability to meet the Evidence Requirements in all Outcomes.

In order to achieve this Unit, candidates are required to present sufficient evidence that they have met all the Knowledge and/or Skills elements for each Outcome. Details of these requirements are given for each Outcome.

The assessment instruments used should follow the general guidance offered by the Scottish Qualifications Authority (SQA) assessment model and an integrative approach to assessment is encouraged.

Evidence will be gathered through assignments and assessments for all Outcomes. Assessment should be carried out under controlled, supervised conditions. Candidates must achieve all of the Knowledge and/or Skills and Evidence Requirements specified for each Outcome to gain this Unit. Centres may use the instrument of assessment which they consider to be most appropriate but are advised to use the Painting and Decorating Training and Assessment Programme (TAP) which has been developed centrally by SQA. Any other instruments of assessment used must be compatible to the TAP and have been through prior verification.

Accurate records should be made of the assessment instruments used showing how evidence is generated for each Outcome and giving marking schemes, checklists and recorded candidate feedback. Records of candidates` achievements should be retained. These records will be made available for external verification.

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

**Unit title:** Painting and Decorating: Colour and Design

**Unit code:** F8PE 34

### **Outcome 1**

Explain design principles relating to the effects of colour, texture and form

#### **Knowledge and/or Skills**

- ◆ Define terminology used in colour systems.
- ◆ Produce colour schemes based on colour theory.
- ◆ Specify surface decoration to disguise or highlight architectural features.

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the following colour terms. accent, achromatic, analogous, complementary, contrasting, monochromatic, orientation, polychromatic, safety colours/identification, split complimentary, weight. questions should be directed at framework for colour co-ordination for building purposes, specification for identification of pipelines and services, safety signs and RAL
- ◆ produce a one point perspective drawing of a room interior including some items of furniture, a door and window to be created by the candidate for the purpose of producing the following colour schemes. accent, achromatic, analogous, complementary, contrasting, monochromatic, polychromatic, split complimentary, weight
- ◆ refer to colour schemes that suit the style and period of the building, and what architectural features would be better highlighted or disguised

All the Evidence Requirements must be met and all items in the knowledge and skills covered. Evidence should be gathered through an assignment outlining terminology, colour schemes and the production of a colour scheme drawing, techniques, health and safety and sustainability requirements related to Colour and design. Assessment should be conducted under open-book supervised conditions.

#### **Assessment Guidelines**

In the assessment candidates will be required to complete an assignment based on colour schemes and specifications for an actual work project. This could be conducted as an assignment in a classroom environment lasting up to three hours.

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

**Unit title:** Painting and Decorating: Colour and Design

### **Outcome 2**

Explain the requirement of legislation in relation to colour and design in buildings

#### **Knowledge and/or Skills**

- ◆ Outline the importance of building regulations
- ◆ Explain the importance of colour tone and light reflectance values.
- ◆ Produce a colour scheme complying with current legislation.

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe the importance of building design and their approaches to meet the needs of people with disabilities
- ◆ explain why contrasts need to be established when using colours in everyday environments, and how these contrasts in relation to chromaticity, saturation and/or hue can be used in certain locations within a building to assist visually impaired people
- ◆ produce a colour scheme in line with building regulations with particular reference to different areas where contrasts could have the greatest benefits

All the Evidence Requirements must be met and all items in the knowledge and skills covered. Evidence should be gathered through an assignment outlining terminology, colour schemes legislation, techniques, health and safety and sustainability requirements related to Colour and design. Assessment should be conducted under open-book supervised conditions.

#### **Assessment Guidelines**

In the assessment candidates will be required to complete an assignment based on colour schemes and specifications for an actual work project. This could be conducted as an assignment in a classroom environment lasting up to three hours.

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

**Unit title:** Painting and Decorating: Colour and Design

### **Outcome 3**

Present a colour design scheme.

#### **Knowledge and/or Skills**

- ◆ Project briefs
- ◆ Legal requirements
- ◆ Colour schedules
- ◆ Influences on colour choice
- ◆ Mood board

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ use theoretical knowledge to prepare and present colour proposals for project
- ◆ assess needs of client/users and prepare a project brief
- ◆ demonstrate knowledge of colour and how legal requirements can affect choices
- ◆ outline and originate a colour schedule for a designated project area
- ◆ explain how the orientation of the building may influence colour choice
- ◆ produce a mood board showing design concepts.

All the Evidence Requirements must be met and all items in the knowledge and skills covered. Evidence should be gathered through an assignment outlining terminology, colour scheme, project briefs, influence on colour choice, legislation, techniques, health and safety and sustainability requirements related to Colour and design. Assessment should be conducted under open-book supervised conditions.

#### **Assessment Guidelines**

In the assessment candidates will be required to complete an assignment based on colour schemes and specifications and produce a mood board for an actual work project. This could be conducted as an assignment in a classroom environment lasting up to three hours.

## Administrative Information

**Unit code:** F8PE 34

**Unit title:** Painting and Decorating: Colour and Design

**Superclass category:** TG

**Original date of publication:** August 2010

**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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

### **Unit title: Painting and Decorating; Colour and Design**

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 7 and may be delivered in a sequence suitable to individual candidates and centres.

Candidates following a career in painting and decorating and with current industrial experience will benefit from undertaking this Unit.

This Unit is designed to enable the candidate to develop their knowledge, understanding and skills relevant to producing and presenting colour design schemes.

The candidate successfully completing this Unit will require underpinning knowledge and skill relating to basic graphic projection, and to colour and design

The Knowledge and/or Skills for this Unit deal with the effects of colour and design schemes, and are complemented by other units dealing with related aspects of painting and decorating.

Various pattern types and sizes and their effect on room proportions, should be studied.

In addition to this, when specifying schemes, the psychological effects of colour should be borne in mind, how colour and/or pattern can be used to enlarge or diminish rooms. Produce warm or cool, active or restful, stimulating or relaxing effects, and to disguise or highlight architectural features through the use of individual pattern selection or advancing or receding colours.

Current Health and Safety should be fully emphasised throughout the delivery of this Unit.

### **Guidance on the delivery and assessment of this Unit**

#### **Outcome 1**

- ◆ A revision of previous knowledge and skills gained would be advantageous to the candidates. Namely colour terms and colour washing.
- ◆ Photocopying of the one point perspective drawing is permitted for the purpose of completing the colour schemes.
- ◆ Choose a period eg Victorian, Georgian, with reference to heritage colours in order to highlight and disguise architectural features. ICT can be used in finding the relevant information.

#### **Outcome 2**

- ◆ Questions relating to building regulations
- ◆ Production of a colour scheme on a provided drawing to show colour differentials in line with the building regulations. The drawing to include ceiling, walls, floor, doors, lineal features and handrail.

## Higher National Unit specification: support notes

### Unit title: Painting and Decorating; Colour and Design

#### Outcome 3

Candidates will have to use their knowledge when producing a colour scheme for a public service building. The reception area, corridors, offices not used by the general public and toilets are to be included in the presentation.

5 colour schemes to be produced;

Toilet — Taking the orientation of the building into account, 1 toilet is north facing and the other toilet is south facing.

1 corridor — all other corridors will be the same.

Reception area.

1 office not used by the general public to receive wall covering and paint — all other rooms will be the same.

Colour swatches etc that define light reflectance values and one which enables the design of colour from concept through to completion should be used.

Wallpaper pattern books or wallpaper samples or digital photographs should also be used for preparing the design scheme.

#### *Opportunities for developing Core Skills*

*Communication skills* at SCQF level 4 may be developed by the completion of Outcome 3 where a presentation of their colour scheme will be explained to other candidates.

*Working with Others* at SCQF level 4 may be developed in assisting each other when producing colour design schemes for Outcome 3

*Information and Communication Technology* at SCQF level 4 may be developed by the candidates when researching material for the Unit.

#### Open learning

There would be difficulty in delivering this Unit by distance learning. It would require a considerable degree of planning by the centre to ensure the sufficiency and authenticity of candidate evidence, especially for the open-book assessments within the three Outcomes. Because of the nature of these assessments it would probably not be feasible to offer this Unit by distance learning.

#### 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)



## General information for candidates

### Unit title: Painting and Decorating; Colour and Design

This Unit is designed to develop your knowledge and skills in using colour theory for given situations. You will have the opportunity to demonstrate your understanding of design principles and current legislation for producing a colour design scheme. You will also have to comply with current Health and Safety Regulations throughout this Unit.

Outcome 1: Explain design principles relating to the effects of colour, texture and form.

You will be assessed on the completion of assignments where you will be required to explain colour terminology. You will also be required to produce a 1 point perspective drawing for the purpose of producing colour schemes based on colour theory. You will specify surface decoration to disguise or highlight architectural features.

You should be able to identify and describe colour systems which are used as part of the design scheme for buildings, which may have the psychological effect of increasing or decreasing physical dimensions.

Outcome 2: Explain the requirement of legislation in relation to colour and design in buildings.

You will be assessed by short answer questions outlining the importance of Building Regulations and explaining the importance of colour tone and light reflectance values. You will also produce a colour scheme on a provided drawing which complies with current legislation.

Outcome 3: Present a colour design scheme.

You will be assessed by producing and presenting a colour design scheme. You will explain how the orientation of the building may influence colour choice and produce a mood board showing design concepts.

You will be assessed in supervised conditions to specified tolerances contained in an observation checklist. These tolerances should be fully explained and available to you prior to the assessment. You will be expected to work individually for the assessment and where required working with others. You will receive both oral and written feedback on your performance for the assessment.

There are opportunities to develop the Core Skills of *Communication; Working with Others* and *Information and Communication Technology* all at SCQF level 4 in this Unit, although there is no automatic certification of Core Skills or Core Skills components