



National Unit Specification: general information

UNIT Painting and Decorating: Basic Decorative Effects (SCQF level 6)

CODE F79N 12

SUMMARY

This Unit is suitable for candidates working towards a Modern Apprenticeship in Painting and Decorating and will develop the candidate's craft skills in basic decorative effects producing and using block lettering, stencils and enlarged designs by a given method 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. It is also designed to enable candidates to develop their understanding and use of painting and decorating terminology, components, techniques and practices to produce basic decorative effects.

OUTCOMES

- 1 Select tools, prepare materials, and apply basic decorative effects.
- 2 Produce a range of broken colour decorative effects.
- 3 Produce and use block lettering and stencils.
- 4 Enlarge given designs and apply to surface using free brushwork techniques.

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.

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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CREDIT VALUE

1.5 credits at SCQF level 6 (9 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.*

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

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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, prepare materials and apply basic decorative effects.

Performance Criteria

- 1 Select, use and maintain tools correctly for the given task.
- 2 Select and prepare materials appropriately for the given task.
- 3 Apply ground and glaze coats in various mediums to given standard.
- 4 Comply with current health and safety legislation during all work methods and activities.

OUTCOME 2

Produce a range of broken colour decorative effects.

Performance Criteria

- (a) Produce broken colour decorative effects in water mediums to given standards.
- (b) Produce broken colour decorative effects in solvent mediums to given standards.
- (c) Comply with current health and safety legislation during all work methods and activities.

OUTCOME 3

Produce and use block lettering and stencils.

Performance Criteria

- (a) Produce block lettering from point system to given specification.
- (b) Produce positive and negative stencils with appropriately positioned ties.
- (c) Sets out and apply stencils with sharp outlines using paint.
- (d) Comply with current health and safety legislation during all work methods and activities.

OUTCOME 4

Enlarge given design and apply to surface using free brushwork techniques.

Performance Criteria

- (a) Enlarge suitable design using grid method.
- (b) Transfer drawing to surface with minimum distortion.
- (c) Use free brushwork techniques to re create on surface.

National Unit Specification: statement of standards (cont)

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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, basic sign work, block lettering and free brush work. Assessment of these Outcomes will be evidenced 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.

National Unit Specification: statement of standards (cont)

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Summary of standards (working towards industrial tolerances)			
Item	Measurement of standard	Yes	No
Preparation of all surfaces	Correct method of abrasion used		
	Any defects are filled and abraded correctly		
	No evidence of over- or under-filling		
	Surfaces are free from bits and nibs		
Application of ground coat to all areas	Open, stir, thin (if required) and decant material		
	Material is free from any debris		
	Even coating obtained		
	Good laying off technique used		
	Good sequence of work adopted		
	Cutting-in by brush is neat and straight		
	Fat edges/wet edge build up not to exceed 100mm		
	Maximum of two runs, tears or curtains not more than 5mm deep and 25mm wide		
Production of decorative effects	Open, stir, thin (if required) and decant material		
	Material is free from any debris		
	Correct colour match produced for each effect		
	Correct tools/equipment used for producing effects in each area		
	Correct effects produced for each area		
Lettering	Lettering produced using correct method		
	Lettering is neat and tidy and of the correct size		
	Lettering is set out correctly and painted using 'free brushwork' technique		
	Correct tools and brush/es used		
Stencil effect	Both negative and positive stencils produced		
	Stencil plates produced are clean, accurate and free from any damage		
	Correct tools and brush selected to apply stencils		
	Stencils are set out and applied accurately		
	Finished stencil effects are clean and sharp		
Painted bands	Painted bands are measured and set out accurately		
	Painted bands produced are accurate and even in width		
	Good techniques adopted when using tools for producing bands		
Cleaning of all tools and equipment	All equipment used is cleaned and stored away correctly		
	Brushes are washed out clean and free from any debris		
	Brushes are stored away using correct methods		

National Unit Specification: support notes

UNIT Painting and Decorating: Basic 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 60 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.

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.

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 sign work through the use of block lettering and free brush work. Aspects of this Unit could be integrated with other Units in the Painting and Decorating PDA such as *Broadwall Decorative Effects*.

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 regulations. Sustainability should include reference to criteria affecting sustainability, 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. 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. Effects should be produced with both water and solvent borne materials.

National Unit Specification: support notes (cont)

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Outcome 3

Candidates should be made familiar with how to produce block lettering from a point system. They should also be made aware of stencils, both produced and proprietary, how to make, assemble ties, and produce sharp stencils from them. Setting out and applying paint to produce work which meets required standards should also become familiar.

Outcome 4

Candidates should be made familiar with the grid method used for drawing enlargement. They should be able to enlarge a given design with minimum distortion. They should be made aware of the possible methods for transferring the drawing onto a surface. They should also become familiar with the skills involved with free brush work. All tools and equipment required should be used and maintained to acceptable levels.

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

Components of the Core Skill of *Problem Solving* at SCQF level 4, such as planning and organisation and critical thinking will 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 will 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.

National Unit Specification: support notes (cont)

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Candidates should be given as much practise as possible in preparing for and producing 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 pieces of work 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.

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.