



National Unit Specification: general information

UNIT Painting and Decorating: Construction Studies (SCQF level 6)

CODE F79S 12

SUMMARY

This Unit is suitable for candidates working towards a Modern Apprenticeship in Painting and Decorating and will develop the candidate's knowledge and understanding of the construction industry. This Unit is designed to provide candidates with an in-depth knowledge of the personnel in the construction team and the roles and responsibilities of each. It is also designed to provide candidates with an understanding of the sequence of operations and procedures required to construct a domestic building.

OUTCOMES

- 1 Identify the members of the construction team and explain their individual roles.
- 2 Describe the construction and function of elements and components of buildings.
- 3 Identify the sequence of activities in the construction of small buildings.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates undertaking the Professional Development Award in Painters and Decorators Work at SCQF level 6 must meet the requirements of the Modern Apprenticeship 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.*

Administrative Information

Superclass: TE

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CORE SKILLS

There is no automatic certification of Core Skills 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
- ◆ *ICT* at SCQF level 3
- ◆ *Numeracy* 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

Identify the members of a construction team and explain their individual roles.

Performance Criteria

- (a) Identify the members of a construction team correctly.
- (b) Explain the roles associated with the team members correctly.

OUTCOME 2

Describe the construction and function of elements and components of buildings.

Performance Criteria

- (a) Identify the functions of elements and components within a structure.
- (b) Illustrate the constructional detail of elements and components.
- (c) Annotate a diagram using the correct terminology associated with elements or components.

OUTCOME 3

Identify the sequence of activities in the construction of small buildings.

Performance Criteria

- (a) Accurately list the sequence of activities in the construction of a single story domestic building.
- (b) Accurately list the sequence of activities in the construction of a single story framed structure.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or oral evidence is required to demonstrate that the candidate has achieved this Unit to the standard specified in the Outcomes and Performance Criteria. Candidates will be required to demonstrate their understanding of construction team members and their roles, elements and components of buildings and sequence of activities in construction. This assessment will take the form of a question paper and annotation of drawings and will be conducted under controlled, closed-book supervised conditions.

National Unit Specification: support notes

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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, which is a mandatory component of the Modern Apprenticeship delivered as part of a structured programme of training and orientated to the context of the candidate's work and area of responsibility.

The successful completion of this Unit will provide candidates with the required underpinning knowledge and skills relating to the members and functions of the construction team, the functions of the elements and components of a domestic building, and the erection sequence of such a building.

The Unit would be offered to candidates from the construction and related services industries. The skills and knowledge and understanding are transferable within different working environments but the Unit is primarily aimed at candidates whose normal place of work would be a site, workshop or similar environment.

The Unit deals with the operational aspects of the construction industry and provides candidates with information on the roles and responsibilities of the construction team from concept to completion. It should be delivered as part of a structured programme of training and orientated to the context of the candidates work and area of responsibility.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

The candidate should be introduced to the members of the construction team through the use of audio-visual material, internet research and lecturer led discussions. These discussions should focus on the functions of each member of the team and their role within the team as well as responsibilities. The members of the team could be split into two clear sections.

Site

- ◆ Site Agent
- ◆ Site Engineer
- ◆ Contracts Manager
- ◆ Clerk of Works
- ◆ General Foreman
- ◆ Trades Foreman
- ◆ Ganger
- ◆ Site Operatives

Design

- ◆ Client
- ◆ Architect
- ◆ Quantity Surveyor
- ◆ Structural Engineer
- ◆ Service Engineer

Candidates should be encouraged to relate their own experiences, however limited, to the discussion.

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Outcome 2

Candidates should be introduced to the main elements and components of a domestic structure and their functions. This could be achieved through audio-visual materials, internet research, VLE's and lecturer lead discussions.

The main elements and components could include:

- ◆ substructure
- ◆ superstructure
- ◆ floors
- ◆ roofs
- ◆ services
- ◆ finishes
- ◆ doors
- ◆ windows

Functions could include:

- ◆ structural strength
- ◆ thermal and sound insulation
- ◆ fire resistance
- ◆ servicing functions
- ◆ weather resistance
- ◆ structural stability and purpose
- ◆ aesthetic requirements

Outcome 3

Candidates should be introduced to the activities involved in the construction of single story buildings with an emphasis on critical and non-critical activities in the logical sequence of the buildings development. Recommended methods of delivery would be audio-visual materials, site visits and lecturer led discussions.

Where appropriate, 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

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There are opportunities to develop the Core Skill of *Problem Solving* at SCQF level 4. 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 and the use of role play will enhance the evaluation of efficient working practices.

Opportunities also arise for candidates to develop the Core Skill of *Information and Communication Technology* at SCQF level 3 by researching, use of spreadsheets, word processing, e-learning and e-assessment.

Numeracy skills at SCQF level 4 could be developed through the interpretation of information from working drawings and the practical use of calculation and measuring scales.

Candidates will have the opportunity to develop the Core Skill of *Communication* at SCQF level 4 through the production of an assignment using the correct terminology throughout.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

The candidate's knowledge and understanding of construction terminology and methods will be assessed through a set of questions covering all Performance Criteria in Outcomes 1-3. This assessment should be conducted under controlled, supervised conditions. Assessment should show that the candidate has achieved all Performance Criteria and reassessment of any area of this Outcome can be conducted through an oral/answer session.

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)*.

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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.