

National Unit Specification: general information

UNIT Construction Crafts: Decorative Painting (Intermediate 1)

NUMBER DM7K 10

COURSE Construction Crafts (Intermediate 1)

SUMMARY

This Unit will be suitable for candidates who have limited or no experience of painting and decorating craft practices. The Outcomes require the candidate to select the correct tools and materials required to produce groundcoats, broken-colour effects and stencils. The candidate will mix and colour scumble glazes, produce examples of hair stippling, rag rolling, sponge stippling and dragging. They will also develop safe working practices and general skills that will enhance employability.

The Unit is a mandatory Unit in the Intermediate 1 Construction Craft Course but can also be taken as a free-standing Unit. Candidates who achieve this Unit should feel confident in progressing to further Units at Intermediate 1 or Intermediate 2.

OUTCOMES

- 1 Select, use and manage tools and materials.
- 2 Produce uniform broken-colour effects.
- 3 Produce a stencilled decorative effect.

RECOMMENDED ENTRY

Access to this Unit is at the discretion of the centre.

Administrative Information

Superclass: TG

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National Unit Specification: general information (cont)

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CREDIT VALUE

0.5 credit at Intermediate 1 (3 SCQF credit points at SCQF level 4*).

**SCQF 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 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 in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

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 the Scottish Qualifications Authority.

OUTCOME 1

Select, use and manage tools and materials.

Performance Criteria

- (a) The selection of tools is appropriate for the allocated work.
- (b) The selection and preparation of materials needed for groundcoats are correct and in accordance with good practice.
- (c) The selection and preparation of glazes, paints and stainers needed for the work are correct and in accordance with good practice.
- (d) Tools are cleaned and maintained correctly and in accordance with good practice.
- (e) Health and safety requirements are complied with during all activities.

OUTCOME 2

Produce uniform broken-colour effects.

Performance Criteria

- (a) The groundcoat is applied to recommended standards.
- (b) A variety of broken-colour effects are produced to the recommended standards.
- (c) In each case, the broken-colour effect is applied in a uniform manner.
- (d) A quality check is carried out on the finished work against the recommended standards.
- (e) Health and safety requirements are complied with during all activities.

OUTCOME 3

Produce a stencilled decorative effect.

Performance Criteria

- (a) A stencil plate is cut neatly from a given design.
- (b) The design is set out and transferred on to a suitable surface to a given specification.
- (c) A quality check is carried out on the finished work against the recommended standards.
- (d) Health and safety requirements are complied with during all activities.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence is required to show that all Outcomes and Performance Criteria have been achieved.

Performance evidence will be supported by an assessor checklist. This evidence will be generated from an integrated assignment consisting of practical activities carried out in supervised workshop conditions. The evidence may be gathered at different points throughout the Unit. The practical activities will cover:

- ◆ selecting the correct tools and materials for particular tasks, using the tools in a correct and safe manner, using them solely for the purpose for which they are designed, and cleaning and storing them correctly after use
- ◆ selecting suitable water-borne and solvent-borne groundcoats with regard to surface texture and colour
- ◆ select the correct scumble glaze materials, paints and stainers for the work
- ◆ applying groundcoat to recommended standards
- ◆ producing uniform broken-colour effects, hair stippling, rag rolling, sponge stippling and dragging
- ◆ producing broken-colour effects to recommended standards
- ◆ cutting a neat stencil plate from a given simple design using a stencil knife or craft knife and pre-prepared stencil card, acetate sheet or oiled paper
- ◆ accurately setting out and transferring the design three times on a suitable surface
- ◆ candidates carrying out a quality check on their own work before submitting for final assessment
- ◆ candidates maintaining a clean and tidy workplace and adhering to health and safety requirements throughout all activities

The National Assessment Bank item (NAB) for this Unit provides an assessor checklist and details of the practical assignment which exemplify the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

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 20 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The content in this Unit covers decorative painting activities at an introductory level. The candidate is required to develop the ability to select and use tools and materials correctly and safely. It is therefore important that the learning takes place in a supervised workshop/site environment. Basic safe working practices will be included in the content, as it is important that candidates learn to adhere to these at all times.

During the process of practical work, the candidate will become accustomed to the use of painterwork terms and will be able to demonstrate knowledge and understanding of these terms in everyday practice. The main content of the Unit will be to learn the skills for preparing and applying uniform broken-colour effects and stencilled decorative effects. Candidates should be taught good working practices at each stage and should learn how to carry out a quality check on their own work throughout the tasks and on completion.

Candidates should be able to recognise the range of tools, brushes and equipment needed to produce broken-colour effects, ie hair stripping, rag rolling, sponge stippling and dragging. They should know the difference between water-borne and solvent-borne materials, both for groundcoats and glazes and know the correct stainers and fillers to use with those materials.

From a given simple design, candidates should be able to cut a neat stencil plate from pre-prepared stencil card, acetate sheet or oiled paper. They will learn to use a stencil knife or craft knife. They will learn which surfaces are suitable for cutting stencils and how to carry out this work safely.

Candidates should be able to set out and consistently transfer the design accurately, a minimum of three times, to a given area and apply it neatly and cleanly. Brushes, sponges or spray equipment may be used to apply the design. Candidates should be able to clean, maintain and store tools, brushes and their undamaged stencil plates.

Broken-colour work should be carried out on area of an appropriate size, eg a hardboard sheet measuring 2440mm by 1220mm can be cut into six panels of approximately 813mm by 610mm. Any panels, wall areas or card of similar size would be suitable.

Strong contrasts of value or colour between groundcoat and glazing colour should be avoided, as these will make it unnecessarily difficult for candidates to achieve visually acceptable broken-colour effects.

Candidates should be made aware of the property of all coating known as 'wet-edge time' or 'open-edge time'. Candidates need to learn how adept the operative has to be in order to produce a uniform broken-colour effect within the open-edge time of the coating. This can be learned without the candidate having to study in depth the science and technology of paint drying.

Stencil designs should be kept simple. It is not intended, for example, that the design takes the form of a continuously repeating pattern.

National Unit Specification: support notes (cont)

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In addition to using stencil brushes to apply the design, candidates should be taught how to apply translucent colour effects and how to use sponges and/or spray equipment.

In addition to the vocational content, candidates should be encouraged to focus on the general work practices and attitudes which employers value. These should be delivered as an integral part of the Unit. Opportunities will arise in various practical contexts to discuss the value of, for example, good time-keeping and attendance; thorough planning and preparation, working co-operatively; maintaining a clean, tidy and organised workplace; checking own work to ensure it is of an appropriate standard; adopting a positive attitude to learning; demonstrating a willingness to follow instructions and taking a positive attitude to receiving feedback on performance. The context for learning should include the requirement to be clean, presentable and appropriately dressed for the workshop, wearing personal protective equipment (PPE) including protective clothing when required.

Working practices must conform with health and safety legislation making use of protective clothing, gloves and barrier creams as necessary.

Relevant aspects of current health and safety legislation and any systems of work relevant to the candidates' workshop/workplace should be explained and adhered to as part of the work of this Unit.

Employability Skills

On completion of this Unit the candidate will have had opportunities to develop the following employability skills:

- ◆ timekeeping
- ◆ attendance
- ◆ following instructions
- ◆ taking advice and dealing with constructive feedback
- ◆ maintaining a tidy work area
- ◆ working co-operatively with others
- ◆ planning and preparation*
- ◆ checking quality of own work*
- ◆ positive attitude to learning
- ◆ review and self-evaluation
- ◆ awareness of health and safety issues*
- ◆ interpretation of graphic information

Achievement in a number of these employability skills (those marked with an asterisk) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities to develop the remaining skills.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Experiential learning is the main approach recommended for this Unit. This involves learning through practical experiences and activities. Candidates should experience workplace conditions and should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace.

Experiential learning also involves reflecting on experiences/activities, identifying strengths and areas for improvement. It is important to encourage candidates throughout the Unit to evaluate their own work and progress. They should be encouraged to seek advice and set themselves goals to build competence and confidence in undertaking tasks.

In this Unit there are many opportunities to build up an understanding of the workplace ethos and the behaviours and practice required of employees and employers. Checking standards of work is a very useful skill and habit that candidates can develop during their work. The construction industry is very keen on producing work that is 'right first time' and quality checks are an inherent part of the work in the industry. Candidates can be encouraged to approach their work with care and build in a checking process as part of good practice.

Responsible, safe behaviour in the workplace can be demonstrated and practised as part of the routine essential work, for example: candidates will learn that leaving paint tins, crumpled dust sheets, ladders and other equipment around the workspace could be a tripping hazard; they will learn how to use hand tools, brushes, paints and solvents in a safe manner and how to clean and maintain brushes and other tools; daily routines in the workplace will include maintaining a clean and tidy workspace.

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this Unit candidates will make simple calculations or estimates of the amount of groundcoat or finishing coat materials needed. This presents an opportunity for developing aspects of numeracy. Candidates will need to read instructions for work activities, including information about different paints and solvents; they will also take part in discussions with peers and tutors regarding work activities, interpretation of drawings, materials, use of tools and workshop protocols. They will need to demonstrate, at all times, clear and courteous communication with their peers, supervisors and technicians. All of these activities present opportunities for developing oral and reading communication skills.

Where this Unit is taken alongside the *Construction Crafts: Employability Skills* Unit, candidates will have additional opportunities to develop an awareness of the general work practices and attitudes which employers value. Integrated activities will involve the candidate assessing his/her own performance on time-keeping and attendance, planning and preparation, working co-operatively, maintaining a tidy and safe work area, checking their own work, demonstrating a positive attitude to learning, showing a willingness to follow instructions and responding positively to feedback on performance. Candidates will also seek the views of tutors/supervisors and will identify areas for improvement and take responsibility for action plans. These activities will add value to the candidate's experience and help to enhance employability.

Core Skills

There are opportunities to develop aspects of the Core Skills *Problem Solving* in this Unit. Candidates are required to check their own practical work against given standards and are required to review and evaluate their work.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is expected that candidates will be given as much practice as possible in decorative painting and stencilling techniques, prior to being set the assessment tasks. The National Assessment Bank item for the Unit gives the details of the practical assignment to be produced for the Unit assessment.

Standards required for the assessment tasks are significantly less onerous than those required by National Occupational Standards. Nevertheless, such an approach introduces candidates to the kind of quality regime they will experience if and when they pursue a career as a tradesperson in the construction industry.

An observation checklist should be used when gathering performance evidence. The NAB item for this Unit provides an observation checklist. Centres may develop their own instruments of assessment but these must be of a comparable standard to the NAB.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).