

National Unit Specification: general information

UNIT Decorative Painting (Intermediate 2)

CODE F1K9 11

SUMMARY

This Unit is suitable for candidates who have little or no experience of Painting and Decorating craft practices. The Unit 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. The candidate will also produce and use a simple positive and negative stencil. The work throughout will be based on recognised craft practices including working in an organised and safe manner. Candidates who achieve this Unit should feel confident in progressing to other Units demanding higher level skills in this area when the range and level of work will be greater.

OUTCOMES

- 1 Select tools and prepare materials.
- 2 Produce uniform broken-colour effects.
- 3 Produce a positive and a negative stencilled decorative effect.

RECOMMENDED ENTRY

Whilst entry is at the discretion of the centre, it would be beneficial for the candidate to have attained one of the following or equivalent:

- ◆ an aptitude for craft skills
- ◆ Skills for Work Construction Crafts
- ◆ Preparing and Painting Surfaces (Intermediate 1)

Administrative Information

Superclass: TG

Publication date: May 2007

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2007

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

UNIT Decorative Painting (Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2 level (6 SCQF credit points at SCQF level 5*)

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

National Unit Specification: statement of standards

UNIT Decorative Painting (Intermediate 2)

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 tools and prepare materials.

Performance Criteria

- (a) The selection of tools is correct and adequate for the work to be carried out.
- (b) The selection and preparation of materials needed to provide groundcoats are correct.
- (c) The selection and preparation of glazes, paints and stainers needed for the work is correct.
- (d) Tools are cleaned and maintained correctly.
- (e) Work methods and activities conform to the requirements of current Health and Safety Regulations.

OUTCOME 2

Produce uniform broken-colour effects.

Performance Criteria

- (a) The broken-colour effects are uniform throughout the range.
- (b) Work methods and activities conform to the requirements of current Health and Safety Regulations.

OUTCOME 3

Produce a simple positive and a negative stencilled decorative effect.

Performance Criteria

- (a) Stencil plates (positive and negative) are neatly cut from a given simple design using appropriate tools and materials.
- (b) Set out and transfer both designs on one occasion to recommended standards.
- (c) Work methods and activities conform to the requirements of current Health and Safety Regulations.

National Unit Specification: statement of standards (cont)

UNIT Decorative Painting (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and/or oral evidence is required which demonstrates that the candidate has achieved the knowledge part of Outcome 1 to the standard specified in the Outcome and Performance Criteria. The evidence for this should be obtained by identifying that the candidate can recognise and select the appropriate tools needed for the range of work contained in the Unit by achieving eight correct answers from ten matching questions.

Performance evidence supplemented with an assessor observation checklist/record should be used to show that the candidate has achieved the practical requirements of Outcomes 1, 2, and 3 to the standard specified in the Outcomes and Performance Criteria. Each candidate will be observed to show that they can achieve the following throughout the delivery of the Unit:

- ◆ select suitable water-borne groundcoats with regard to surface texture and colour
- ◆ select the correct scumble glaze materials, paints and stainers for the work
- ◆ clean and maintain tools correctly
- ◆ produce uniform broken-colour effects, hair stippling, rag rolling, sponge stippling and dragging throughout the range
- ◆ apply groundcoat to recommended standards
- ◆ produce broken-colour effects are to recommended standards
- ◆ cut 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 set out and transfer the design on one occasion for both positive and negative onto a suitable surface
- ◆ conform with current health and safety legislation.

Assessment of this Unit should be completed over a period of time and evidence should be gathered at appropriate intervals.

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

National Unit Specification: support notes

UNIT Decorative Painting (Intermediate 2)

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 an optional Unit in the National Progression Award in Construction and can also be delivered as a freestanding Unit.

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

From a given simple design, candidates should be able to cut a neat positive and negative stencil plate from pre-prepared stencil card, acetate sheet or oiled paper and should be able to maintain in a sharp condition, a stencil knife or craft knife. They should know which surfaces are suitable on which a stencil can be cut and should be able to do so using safe working practices.

Candidates should be able to set out and transfer both designs accurately a minimum of one occasion for each stencil 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.

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

Candidates should be made aware of what will be required of them in order to achieve credit for the Unit. They should be encouraged to discuss the work with the lecturer and with their colleagues. Help and encouragement should be given throughout the Unit so that the candidates become confident in their ability to achieve the Performance Criteria.

Broken-colour work should be carried out on area of a size which is suitable for the age and potential ability for the candidates, 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.

National Unit Specification: support notes (cont)

UNIT Decorative Painting (Intermediate 2)

Candidates should be made aware of the property of all coating known as ‘wet-edge time’ or ‘open-edge time’, and 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 should be taught without going deeply into the technology of paint drying.

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

Candidates should be taught to appreciate a translucent colour effect and the use of sponges and/or spray equipment in addition to stencil brushes to apply the design.

The importance of health and safety should be emphasised at all stages when dealing with candidates who are likely to be experiencing working with tools and materials such as craft knives, paint and solvents for the first time.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

The elements of the Core Skill of Problem Solving, such as planning and organising and critical thinking will be developed and enhanced as candidates undertake this Unit. Candidates will need to take account of many factors in order to work efficiently and safely, such as the choice of safe methods of mixing and applying a range of substances used in decorative painting, the safe use of solvents and craft knives. Complying at all times with health and safety requirements will enable candidates to develop co-operative working skills, as they must be aware of the safety of others as well as themselves. Individual discussions with assessors will enhance the evaluation of efficient working practices.

Opportunities arise for candidates to develop the Core Skill of Information Technology by researching Health and Safety legislation affecting their area of work.

Although Communication skills are not formally assessed, candidates will have the opportunity to develop written and/or oral communication skills for the knowledge part of the teaching and learning assessment for Outcome 1. 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

Centres may use the Instruments of Assessment which they consider to be most appropriate but are encouraged to use the Assessment Support Pack (ASP) developed centrally by SQA.

It is expected that candidates will be given as much practise as possible in painting techniques, prior to being set the assessment tasks.

The matching exercise which forms the assessment for Outcome 1 would be best left until candidates have some experience of seeing and using the various tools and materials and will therefore be familiar enough with them to be confident of their ability to achieve credit for the Outcome.

The ASP includes a bank of questions which may be used to form the assessment of Outcome 1 and assessor observation checklist/records for Outcomes 1, 2 and 3.

National Unit Specification: support notes (cont)

UNIT Decorative Painting (Intermediate 2)

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).