QUALIFICATION HANDBOOK

Diploma in Painting and Decorating at SCQF Level 4 (6807-13)

February 2016 Version 2

**City&
Guilds**

Qualification at a glance

Subject area	Construction
City & Guilds number	6807
Age group approved	16-18, 19+
Entry requirements	None
Assessment	Multiple Choice, assignment
Support materials	Centre handbook Assessor Guidance Task Manual
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number
Diploma in Painting and Decorating at SCQF Level 4	6807-13

Version and date	Change detail	Section
V2 February 2016	Unit 201 amended	Units
	City & Guilds group statement amended	Useful contacts
	Phone numbers deleted	Useful contacts

Contents

1   Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	It is for learners who work or want to work as a Painter and Decorator in the Construction sector.
What does the qualification cover?	It allows learners to learn, develop and practise the skills required for employment and/or career as a painter and decorator. It covers the following skills: • Erecting and Dismantling Access Equipment and Working Platforms • Preparing Surfaces for Decoration • Applying Paint Systems by Brush and Roller to non-complex areas • Applying Foundation and Plain Papers • Producing Specialist Decorative Finishes
Is the qualification part of a framework or initiative?	No.
What opportunities for progression are there?	It allows learners to progress into employment or to the following City & Guilds qualification: • Diploma in Painting and Decorating at SCQF Level 5

Structure

To achieve the **Diploma in Painting and Decorating at SCQF Level 4 (6807-13),** learners must achieve **41** credits from the mandatory units below.

City & Guilds unit no.	Unit title	Credit value
101	Principles of building construction, information and communication	6
116	Erecting and dismantling access equipment and working platforms	2
117	Preparing surfaces for decoration	7
118	Applying paint systems by brush and roller to non-complex areas	9
119	Applying foundation and plain papers	7
120	Producing specialist decorative finishes	3
201	Health, safety and welfare in construction	7

2   Centre requirements

Approval

The approval process for Construction qualifications is available at our website. Please visit **www.cityandguilds.com/construction** for further information.

Resource requirements

Physical resources and site agreements

Centres will have well equipped workshops with a comprehensive range of hand and portable power tools that meet current industry standards. All powered equipment should be well maintained and PAT certified. Centres will have special designated areas within Painting and Decorating workshops (cubicles or project areas) allowing candidates to practise the requirements of the units and carry out the Practical Assignments.

Centre staffing

All staff who assess (tutor/deliver) this qualification must:
- have recent relevant experience in the specific area they will be teaching;
- be technically competent in the area for which they are delivering training and/or have experience of providing training;
- have a CV available demonstrating relevant experience and any qualifications held.

All staff who quality assure this qualification must:
- have a good working knowledge and experience within the construction industry;
- have an established strategy and documentary audit trail of internal quality assurance;
- have a good working knowledge of quality assurance procedures;
- have a CV available demonstrating relevant experience and any qualifications held.

While the Assessor/Verifier (A/V) units/TAQA are valued as qualifications for centre staff, they are not currently a requirement for this SCQF qualification. However, we encourage trainers and assessors to qualify to the current TAQA standard.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for under 16s.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification], their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessor guidance	**www.cityandguilds.com**
Task manual	**www.cityandguilds.com**
Qualification approval form	**www.cityandguilds.com/construction**
SmartScreen	**www.smartscreen.co.uk**
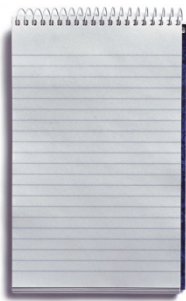
4   Assessment

Unit	Title	Assessment method	Where to obtain assessment materials
101	Principles of building construction, information and communication	City & Guilds e-volve multiple choice test. The test covers all of the knowledge in the unit.	Examinations provided on e-volve.
201	Health, safety and welfare in construction	City & Guilds e-volve multiple choice test. The test covers all of the knowledge in the unit.	Examinations provided on e-volve.
116	Erecting and dismantling access equipment and working platforms	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	**www.cityandguilds. com**
117	Preparing surfaces for decoration	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	**www.cityandguilds. com**

Unit	Title	Assessment method	Where to obtain assessment materials
118	Applying paint systems by brush and roller to non-complex areas	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	**www.cityandguilds. com**
119	Applying foundation and plain papers	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	**www.cityandguilds. com**
120	Producing specialist decorative finishes	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	**www.cityandguilds. com**

Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

Test 1: Unit 101 Principles of building construction, information and communication

Duration: 70 minutes

Unit	Outcome	Number of questions	%
101	1 Know how to identify information used in the workplace	7	20
	2 Know about environmental considerations in relation to construction	2	5.5
	3 Know about construction of foundations	4	11.5
	4 Know about construction of internal and external walls	8	23
	5 Know about construction of floors	4	11.5
	6 Know about construction of roofs	6	17
	7 Know how to communicate in the workplace	4	11.5
	Total	35	100

Test 2: Unit 116 Principles of erecting and dismantling access equipment and working platforms

Duration: 30 minutes

Unit	Outcome	Number of questions	%
116	1 Know the preparation required for using access equipment and working platforms	4	20
	3 Know how to check access equipment and working platforms	9	45
	4 Know how to erect access equipment and working platforms	5	25
	6 Know how to dismantle and store access equipment and working platforms	2	10
	Total	**20**	**100**

Test 3: Unit 117 Preparing surfaces for decoration
Duration: 50 minutes

Unit	Outcome	Number of questions	%
117	1 Know how to carry out preparation of bare and previously painted and decorated surfaces	12	48
	3 Know how to correct defects in surfaces and surface coatings	5	20
	5 Know how to repair and make good surfaces	8	32
	Total	**25**	**100**

Test 4: Unit 118: Applying paint systems by brush and roller to non-complex areas
Duration: 40 minutes

Unit	Outcome	Number of questions	%
118	1 Know how to prepare domestic work areas and protect surrounding areas	5	20
	3 Know how to prepare and apply water borne and solvent borne coatings by brush and roller in line with manufacturer's instructions to non-complex areas	11	44
	5 Know how to clean, maintain and store brushes, rollers and equipment for solvent and water-borne coatings	5	20
	7 Know how to store paint materials	4	16
	Total	**25**	**100**

Test 5:   Unit 119: Applying foundation and plain papers
Duration: 45 minutes

Unit	Outcome	Number of questions	%
119	1 Know how to select, use and maintain tools and equipment	5	20
	3 Know how to select and prepare adhesives	8	32
	5 Know how to apply lining papers and wood ingrain to walls	9	36
	7 Know how to store materials in line with manufacturer's instructions	3	12
	Total	**25**	**100**

Test 6:   Unit 120: Producing specialist decorative finishes
Duration: 40 minutes

Unit	Outcome	Number of questions	%
120	1 Know how to produce quality finish ground coats for painted decorative work	5	20
	3 Know how to produce broken colour effect using acrylic and oil based scumbles	15	60
	5 Know how to apply single colour stencils	5	20
	Total	**25**	**100**

Test 7:   Unit 201 Health, safety and welfare in construction
Duration: 1 hour

Unit	Outcome	Number of questions	%
201	1 Know the health and safety regulations, roles and responsibilities	7	17.5
	2 Know accident and emergency reporting procedures and documentation	5	12.5
	3 Know how to identify hazards in the workplace	7	17.5
	4 Know about health and welfare in the workplace	3	7.5
	5 Know how to handle materials and equipment safely	2	.5
	6 Know about access equipment and working at heights	3	7.5
	7 Know how to work with electrical equipment in the workplace	4	10
	8 Know how to use personal protective equipment (PPE)	5	12.5
	9 Know the cause of fire and fire emergency procedures	4	**10**
	Total	**40**	**100**

5   Units

Structure of units

These units each have the following:
- City & Guilds reference number
- title
- level
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria

Range explained:

Range gives further scope on what areas within an assessment criteria must be covered. The range in a unit **must** be taught to learners and parts of the range will be assessed.

Glossary of terms

The following key words and terms are used in the units.

Term	Definition
Ball-pien hammer	Small hand held hammer used with nail punches and when placing sprigs in window frames etc
Broom	Sweeping brush
Cherry Pickers-	Motor vehicle which has an extendable boom with cage where operatives stand in when painting high points/areas on buildings/bridges etc
Chisel knife-	Small 1inch/25mm scraper used to assist operatives removing small drawing pins, staples etc during preparation of surfaces
Curtains	Heavy build up of paint/coating sliding down surface
Drop sheets-	Large dust sheets
Making good-	Preparing surfaces ready for decoration etc
Paper hanging shears	Paperhanging scissors
Pop ups	Small podium scaffold which can be collapsed down when not in use
Outriggers	Stabilisers on mobile tower scaffolds

Scuttle	Roller bucket
Skid marks	Roller head slides across surface during application of coatings
Starting lines	Starting lines
Swingbacks	Back frame of a step ladder
Wood ingrain	Woodchip paper

Unit 101 Principles of building construction, information and communication

Level:	4
Credit value:	6
Aim:	The aim of this unit is to provide the learner with the knowledge of building methods and construction technology in relation to:

- understanding a range of building materials used within the construction industry and their suitability to the construction of modern buildings
- processes for disseminating information
- basic concepts of effective communication.

Learning outcome
The learner will:
1. know how to identify information used in the workplace.
Assessment criteria
The learner can:
1.1 identify **information sources** used in construction
1.2 identify the scale to use with **drawings** in relation to BS1192
1.3 identify **symbols** and **hatchings** from drawings in relation to BS1192
1.4 state the purpose of datums used in construction.

Range
Information sources Drawings, schedule, specifications, programme of work **Drawings** Block plan, site plan, detail, section **Symbols** WC, sink, bath, door, window **Hatchings** Brickwork, timber (wrot and unwrot), blockwork, concrete, hardcore, sub soil/earth, insulation, damp proof course (DPC),damp proof membrane (DPM)

Learning outcome
The learner will: 2. know about environmental considerations in relation to construction.
Assessment criteria
The learner can: 2.1 state **features** of a building that improve efficiency 2.2 state the importance of **waste management**.

Range
Features Design features that reduce consumption of water and energy: insulation and water harvesting/conservation **Waste management** Reduce, reuse, recycle.

Learning outcome
The learner will: 3. know about construction of foundations.
Assessment criteria
The learner can: 3.1 identify **types of foundations** 3.2 identify **materials** used in concrete foundations 3.3 state the **information** required to work out the quantity of materials used in a foundation 3.4 calculate volume of concrete used in single strip foundation.

Range
Types of foundations Strip, raft, pile, pad **Materials** Course aggregate, fine aggregate, cement, water, steel reinforcement **Information** Specification, dimensions

Learning outcome
The learner will: 4.　know about construction of internal and external walls.

Assessment criteria
The learner can: 4.1　identify **types** of internal and external walls 4.2　identify **external walling materials and components** 4.3　identify **internal walling materials and components** 4.4　calculate the area of a wall 4.5　identify **materials** and mix ratios used in mortar 4.6　identify **wall finishes** 4.7　state **paint systems** for new plaster.

Range
Types Solid, cavity, timber frame, stud **External walling materials and components** Brick, block, timber, insulation, Damp proof course (DPC), wall ties, **Internal walling materials and components** Stud (timber, metal), low density blockwork, plasterboard, plaster **Materials** Sand, lime, plasticiser, cement **Wall finishes** Plaster, render **Paint systems** Mist-coat/seal, two coats of emulsion

Learning outcome
The learner will: 5. know about construction of floors.
Assessment criteria
The learner can: 5.1   identify **types of floors** 5.2   identify **components of solid concrete ground floors** 5.3   identify **components of timber** floors.

Range
Types of floors Solid concrete ground, timber (ground, upper) **Components of solid concrete ground floors** Hardcore, blinding sand, damp proof membrane (DPM), insulation, oversite concrete, screed **Components of timber** Oversite concrete, sleeper walls, wall plates, DPC, joists, insulation, floor covering

Learning outcome
The learner will: 6. know about construction of roofs.
Assessment criteria
The learner can: 6.1   identify **types of roofs** 6.2   identify **components of roofs** 6.3   state **paint systems for timber** 6.4   calculate the linear quantity of fascia board 6.5   state the importance of thermal insulation in a roof.

Range
Types of roofs Gable-ended, flat, hipped, lean-to **Roof components** Ridge, batten/lathe, fascia, wall plate, felt, slate/tile, truss rafters, insulation, joists, wall plate straps, **Paint systems for timber** Knotting, prime, undercoat, gloss, (water-based and solvent-based)

Learning outcome
The learner will:
7. know how to communicate in the workplace.

Assessment criteria
The learner can:
7.1 list **job roles** within construction
7.2 state **information** needed when recording a message
7.3 list **benefits** of clear and effective communication
7.4 list **benefits** of positive communication with colleagues and others
7.5 identify **communication methods** used to relay information to colleagues.

Range
Job roles
Professional, technician, trade, general operative
Information
Date, time, content, contact name and details
Benefits (AC 7.3)
Preventing errors, safe working, improved productivity,
Benefits (AC 7.4)
Improved motivation, avoid conflict, complying with equality and diversity
Communication methods
Verbal, memos, telephone, email, radio, text messages

Unit 116 Erecting and dismantling access equipment and working platforms

Level:	4
Credit value:	2
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to erect and dismantle access equipment and working platforms.

Learning outcome
The learner will:
1. know the preparation required for using access equipment and working platforms.
Assessment criteria
The learner can:
1.1 state **access equipment and working platforms** for types of internal and external work
1.2 describe **benefits** of not having too much equipment on site when it's not in use
1.3 state the purpose of a risk assessment
1.4 state why producing a risk assessment relates to legislation and safe working practices.

Range
Access equipment and working platforms
Ladders, stepladders, leaning ladder/standing ladder, platform steps, trestle platforms, podiums/ hop-ups, scaffolding, mobile tower scaffold
Benefits
Overall cost, insurance, theft, damage, storage, safety.

Learning outcome
The learner will:
2. be able prepare to use access equipment and working platforms.

Assessment criteria
The learner can:
2.1 identify **guidance information** for erecting and dismantling **access equipment and working platforms**
2.2 identify **factors** to be considered when using **access equipment and working platform components**
2.3 follow a basic risk assessment in line with manufacturer's instructions when using **access equipment and working platforms**
2.4 follow current **environmental and health and safety regulations**.

Range
Guidance information
Manufacturer's instruction, Working at Height, Regulations 2006 , Provision and Use of Work Equipment Regulations 1998.
Access equipment and working platforms
Ladders, stepladders, platform steps, trestle platforms podiums
Factors
Ground conditions, height, type and duration of work, weather conditions, internal/external locations, access and egress, training required for type of equipment, proximity to general public
Environmental and health and safety regulations
The Environmental Protection Act 1990, Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, Provision and Use of Work Equipment 1998 (PUWER), Work at Height Regulations 2005, Manual Handling Operations Regulations 1992.

Learning outcome
The learner will:
3. know how to check access equipment and working platforms.

Assessment criteria
The learner can:
3.1 state **inspection time periods** for **access equipment and working platforms**
3.2 state the importance of **inspections** for **access equipment and working platforms**
3.3 state personnel who carry out inspection on **access equipment and working platforms**
3.4 state the **components** of **access equipment and working platforms**
3.5 state **hazards** associated with **access equipment and working platforms**
3.6 state methods of reporting hazards associated with **access equipment and working platform**.

Range
Inspection time periods
Pre-erection, post erection, handing over, major alterations, every 7 days, post-accident and incident, inclement weather
Access equipment and working platforms
Ladders, stepladders, leaning ladder/standing ladder, platform steps, trestle platforms, podiums/ hop-ups, scaffolding, mobile tower scaffold
Ladders and step ladders
Stiles, rungs, tie, rods, ropes, treads, hinges, swingbacks, locking bars, non-slip inserts, clip-on platforms, crossbearers
Inspections
Pre-use, in-use
Components
Stiles, rungs, tie rods, latching hooks and guide brackets, scaffold boards, platform staging, ropes, hinges, swing-backs, locking bars, non-slip inserts, clip-on platforms, crossbearers, end frames, braces, castors, treads, toe boards, hand/guard rails
Hazards
falls from heights (people/materials), slips, trips, cuts and abrasions, faulty equipment, altered / removed parts, positioning of access equipment.

Learning outcome
The learner will:
4.   know how to erect access equipment and working platforms.
Assessment criteria
The learner can:
4.1   state suitable **Personal Protective Equipment (PPE)** for use with **access equipment and working platforms**
4.2   state methods of **loading** working platforms
4.3   state correct manual handling techniques for erecting and moving **access equipment and working platforms**
4.4   state current **environmental and health and safety regulations** in relation to using **access equipment and working platforms**.

Range
Personal Protective Equipment (PPE)
Head protection, eye protection, safety footwear, gloves, fixed length and fall arrest , body harness, lanyards, high visibility jacket
Access equipment and working platforms
Ladders, stepladders, leaning ladder/standing ladder, platform steps trestle platforms, podiums/ hop-ups, scaffolding, mobile tower scaffold
Loading
Mechanical hoist, hydraulic boom, fork lift, weight
Environmental and health and safety regulations:
The Environmental Protection Act 1990, Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, Provision and Use of Work Equipment 1998 (PUWER), Work at Height Regulations 2005, Manual Handling Operations Regulations 1992.

Learning outcome
The learner will:
5.   be able to erect access equipment and working platforms.
Assessment criteria
The learner can:
5.1   follow a basic risk assessment in line with manufacturer's instructions when using **access equipment and working platforms**
5.2   use **Personal Protective Equipment (PPE)** when erecting **access equipment and working platforms**
5.3   complete a visual check of access equipment and working platforms to ensure they are safe for use
5.4   erect **access equipment and working platforms** in accordance with current **environmental and health and safety regulations**.

Range
Personal Protective Equipment (PPE) Head protection, eye protection, safety footwear, gloves, fixed length and fall arrest , body harness, lanyards, high visibility jacket **Access equipment and working platforms** Ladders, stepladders, platform steps, podiums, trestle platforms **Environmental and health and safety regulations** The Environmental Protection Act 1990, Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, Provision and Use of Work Equipment 1998 (PUWER), Work at Height Regulations 2005, Manual Handling Operations Regulations 1992.

Learning outcome
The learner will: 6. know how to dismantle and store access equipment and working platforms.
Assessment criteria
The learner can: 6.1 state methods of dismantling **access equipment and working platforms** 6.2 state methods of storing **access equipment and working platforms** in accordance with organisational requirements.

Range
Access equipment and working platforms Ladders, stepladders, leaning ladder/standing ladder, platform steps trestle platforms, podiums/ hop-ups, scaffolding, mobile tower scaffold

Learning outcome
The learner will: 7. be able to dismantle and store access equipment and working platforms.
Assessment criteria
The learner can: 7.1 dismantle **access equipment and working platforms** in accordance with organisational requirements 7.2 store **access equipment and working platforms** in accordance with organisational requirements.

Range
Access equipment and working platforms Ladders, stepladders, platform steps, podiums.

Unit 117   Preparing surfaces for decoration

Level:	4
Credit value:	7
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to prepare surfaces for decoration.

Learning outcome
The learner will:
1. know how to carry out preparation of bare and previously painted and decorated surfaces.
Assessment criteria
The learner can:
1.1 define the term **substrates**
1.2 state how different **substrates** are used during building
1.3 identify **materials, tools and equipment** needed to prepare **surfaces**
1.4 state **preparation processes** for **substrates** and their **common defects**
1.5 state appropriate types of **abrasives** used in **preparation processes**
1.6 state reasons for preparing surfaces
1.7 state necessary **precautions** required to work safely while preparing surfaces.

Range
Substrates
Timbers (hard wood and soft wood), sheet materials, metal – ferrous, non-ferrous, plaster, plasterboard, brick, block work, porous, non-porous
Materials
Stoppers, solvents, single-pack filler, shellac/patent/white knotting, mordant solutions, stabilising solution.
Tools and equipment
Scraper, putty knife, chisel knife, hacking knife, nail punch, hot air gun, hammer, dusting brush, natural/synthetic brushes, block brush, paint pots/kettles, wire brushes, filling knife, filling board, buckets, sponges, rubbing blocks (rubber, cork, wood), shave hooks, skeleton gun

PPE:
Protective gloves, dust masks, respirator, goggles, boots, hard hat, high visibility jacket, barrier cream

Surfaces
Timbers (hard wood and soft wood), sheet materials, metal – ferrous, non-ferrous, plaster, plasterboard, brick, block work, porous, non-porous

Preparation processes
Wet and dry abrading, degreasing, knotting, priming, stopping, filling, rust removal, raking out, wetting in, removal of paint systems, removal of wall coverings, caulking/dry lining (taping and jointing), scraping, soaking

Common defects
Knots, splits, open joints, resin exudation, end grain, corrosion, settlement cracks, shrinkage cracks, nail holes, protruding nail heads, efflorescence

Abrasives
glass paper, garnet paper, emery cloth, emery paper, steel wool, silicon carbide, aluminium oxide, tungsten carbide.

Precautions
PPE, electrical safety, disposal of waste in accordance with legislation, storage, Health & Safety Risks: toxic materials, ventilation, dust, fumes, irritants.

Learning outcome
The learner will:
2. be able to carry out preparation of bare and previously painted and decorated surfaces.
Assessment criteria
The learner can:
2.1 carry out a **risk assessment**
2.2 **protect** work area prior to and during work
2.3 select **tools, equipment** and **materials** needed for the **preparation process**
2.4 prepare bare and previously painted **substrates** and rectify **defects**
2.5 remove old paint systems with hot air guns and Liquid Paint Remover (LPR)
2.6 remove existing wall coverings by hand
2.7 follow current **environmental and relevant health and safety regulations** when preparing surfaces.

Range

Risk assessment
Manual handling, correct access equipment, materials, COSHH, waste and storage of materials, access and egress, PPE, ventilation.

Protect
Dust sheets, tarpaulin, plastic sheets, masking tape, adhesive tape, external tape.

Tools and equipment
Scraper, putty knife, chisel knife, hacking knife, nail punch, hot air gun, hammer, dusting brush, natural/synthetic brushes, block brush, paint pots/kettles, wire brushes, filling knife, filling board, buckets, sponges, rubbing blocks (rubber, cork, wood), shave hooks, skeleton gun

PPE:
Protective gloves, dust masks, respirator, goggles, boots, hard hat, high visibility jacket, barrier cream

Materials
Stoppers, solvents, single-pack filler, shellac/patent/white knotting, mordant solutions, stabilising solution

Preparation processes
Wet and dry abrading, degreasing, knotting, priming, stopping, filling, rust removal, raking out, wetting in, removal of paint systems, removal of wall coverings, caulking/dry lining (taping and jointing), scraping, soaking

Substrates
Timbers (hard wood and soft wood), sheet materials, metal – ferrous, non-ferrous, plaster, plasterboard, brick, block work, porous, non-porous

Defects
Cracks, nails, holes, protruding nail heads, open joints, resin exudation

Environmental and health and Safety Regulations
Control of Substances Hazardous to Health (COSHH), Volatile Organic Compounds (VOCs), disposal of waste, cuts and abrasions, dermatitis, dust inhalation, burns, electrical safety, work at heights regulations, risk assessment, Personal Protective Equipment (PPE).

Learning outcome
The learner will:
3. know how to correct defects in surfaces and surface coatings.
Assessment criteria
The learner can:
3.1 state **defects** which could result in unsound paint or timber
3.2 state **processes** and **abrasives** to **rectify** defects
3.3 state **materials, tools** and **equipment** needed to rectify defects
3.4 state **cleaning agents** used for removal of **contamination**.

Range
Defects Cissing, flaking, chalking, bittiness, runs, sags/curtains, efflorescence **Rectify Process** Scraping, wet and dry abrading, brushing, washing down, degreasing, solvent wiping **Abrasives** Glasspaper, aluminium oxide, silicon carbide, emery cloth, steel wool **Materials** Fungicidal washes, de-greasers, stain blocks (proprietary and non-proprietary), primers/sealers (alkali-resisting, aluminium wood, acrylic, stabilising solutions), shellac/patent knotting, hot water and detergents, chemical stripper **Tools and equipment:** Scraper, putty knife, chisel knife, hacking knife, nail punch, hot air gun, hammer, dusting brush, natural/synthetic brushes, block brush, paint pots/kettles, wire brushes, filling knife, filling board, buckets, sponges, rubbing blocks (rubber, cork, wood), shave hooks, skeleton gun, short pile and foam rollers, roller trays **PPE:** Protective gloves, dust masks, respirator, goggles, boots, hard hat, high visibility jacket, barrier cream **Cleaning agents** Solvents (white spirit, methylated spirit, acetone), detergents (sugar soap/ washing soda) household bleach **Contamination** Dust, dirt, grease, old paste, silicone, resin exudation.

Learning outcome
The learner will:
4.   be able to correct defects in surfaces and surface coatings.

Assessment criteria
The learner can:
4.1   select **materials, tools and equipment** needed for **rectification processes**
4.2   protect the work area prior to and during work
4.3   rectify **defects** to surfaces and surface coatings
4.4   follow current **environmental and relevant health and safety regulations**.

Range
Materials
Fungicidal washes, de-greasers, stain blocks (proprietary and non-proprietary), primers/sealers (alkali-resisting, aluminium wood, acrylic, stabilising solutions), shellac/patent knotting, hot water and detergents, chemical stripper
Tools and equipment
Scraper, putty knife, chisel knife, hacking knife, nail punch, hot air gun, hammer, dusting brush, natural/synthetic brushes, block brush, paint pots/kettles, wire brushes, filling knife, filling board, buckets, sponges, rubbing blocks (rubber, cork, wood), shave hooks, skeleton gun, short pile and foam rollers, roller trays
Rectification processes
Scraping, wet and dry abrading, brushing, washing down, degreasing, solvent wiping
Defects
Cissing, flaking, chalking, bittiness, runs, sags/curtains, efflorescence
Environmental and Health and Safety Regulations
Control of Substances Hazardous to Health (COSHH), Volatile Organic Compounds (VOCs), disposal of waste, cuts and abrasions, dermatitis, dust inhalation, burns, electrical safety, work at heights regulations, risk assessment, Personal Protective Equipment (PPE).

Learning outcome
The learner will:
5.   know how to repair and make good surfaces.

Assessment criteria
The learner can:
5.1   state appropriate **making good processes** for **defective areas**
5.2   state **materials, tools and equipment** used during **making good processes**
5.3   state the relevance of each **stage** of **making good processes** for cracks in trowelled finishes
5.4   state commonly used **stoppers** during **making good processes**
5.5   state **methods** used to apply putty
5.6   state commonly used **primers** for **defective areas**.

Range
Making good processes
Sinking nail heads, raking out, undercutting, scraping, wetting in, filling, stopping, wet and dry abrading, applying caulk and sealants, cracks in trowelled finishes
Defective areas
Open joints in joinery, splits, indentations, open grained timber/resinous timber, putties, holes, cracks, gaps, stale paste, rust, corrosion
Materials
For interior and exterior, water-based fillers, putty, solvent- based, stoppers and fillers, ready-mixed lightweight filler, acrylic coloured, timber fillers, single pack fillers, plaster, expanding foam, PVA primer/sealer, abrasives, decorator's caulk
Tools and equipment
Scraper, chisel knife, nail punch, hot air gun, hammer, dusting brush, roller trays, natural/synthetic brushes, dust masks, paint pots/kettles, wire brushes, filling knife, filling board, buckets, sponges, short pile and foam rollers, rubbing blocks (rubber, cork, wood)
Stoppers
Putty, sand and cement, plastic wood, expanding foam, oil based stained stopper, 2 pack exterior
Methods
Remove defective putties, prime rebates
Primers
Acrylic, universal wood and metal primer, alkali resistance, aluminium wood primer

Learning outcome
The learner will:
6.   be able to repair and make good surfaces.

Assessment criteria
The learner can:
6.1   protect work area prior to and during the work
6.2   select **tools, equipment and materials** needed for making good processes
6.3   prepare **defective areas** ready for **making good processes**
6.4   prepare **materials** for the **making good process**
6.5   apply and finish **materials** to make good surfaces to given specifications
6.6   follow current **environmental and health and safety regulations**.

Range
Tools and equipment
Scraper, chisel knife, nail punch, hot air gun, hammer, dusting brush, roller trays, natural/synthetic brushes, dust masks, paint pots/kettles, wire brushes, filling knife, filling board, buckets, sponges, short pile and foam rollers, rubbing blocks (rubber, cork, wood)
Materials
For interior and exterior, water-based fillers, putty, solvent- based, stoppers and fillers, ready-mixed lightweight filler, acrylic coloured, timber fillers, single pack fillers, plaster, expanding foam, PVA primer/sealer, abrasives, decorator's caulk
Defective areas
Open joints in joinery, splits, indentations, open grained timber/resinous timber, putties, holes, cracks, gaps, stale paste, rust, corrosion
Making good processes
Sinking nail heads, raking out, undercutting, scraping, wetting in, filling, stopping, wet and dry abrading, applying caulk and sealants, cracks in trowelled finishes
Environmental and health and safety regulations
Control of Substances Hazardous to Health (COSHH), Volatile Organic Compounds (VOCs), disposal of waste, cuts and abrasions, dermatitis, dust inhalation, burns, electrical safety, work at heights regulations, risk assessment, Personal Protective Equipment (PPE).

Unit 118 Applying paint systems by brush and roller to non-complex areas

Level:	4
Credit value:	9
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to apply paint systems by brush and roller to non-complex areas.

Learning outcome
The learner will:
1. know how to prepare domestic work areas and protect surrounding areas.
Assessment criteria
The learner can:
1.1   state **factors** to consider when preparing **work areas**
1.2   state uses of **masking tape**
1.3   state uses of **protective sheeting**
1.4   state maintenance and storage required for **protective sheeting**.

Range
Factors
climate/weather, ventilation, temperature, hazardous surfaces, other trade areas, public, lighting, access to premises
Work areas
Door and window furniture, wall/ceiling mounted fixtures and fittings, floor/carpets, furniture, office equipment
Masking tape
Exterior, interior, low tack, 7 day
Protective sheeting
Dust sheets (lightweight, protective backing, heavy duty), polythene sheets, tarpaulin, drop sheets, adhesive plastic covering.

Learning outcome
The learner will:
2. be able to prepare and protect domestic work and surrounding area.

Assessment criteria
The learner can:
2.1 select correct **materials**, **tools and equipment** to protect work and **surrounding areas**
2.2 **prepare** work and **surrounding areas**
2.3 **protect surrounding areas** and surfaces ready for painting
2.4 follow current **environmental and relevant health and safety regulations**.

Range
Materials
Dust sheets (lightweight, protective backing, heavy duty), polythene sheets
Tools and equipment
Signs, barriers, pliers, screwdrivers (slotted, cross-head, posi-drive), claw hammer, brushes, broom, shovels
Personal protective equipment (PPE)
protective gloves, dust masks, goggles, boots, hard hat, high visibility jacket, barrier cream
Surrounding areas
Door and window furniture, wall/ceiling mounted fixtures and fittings, floor
Prepare
Clear area, clean area, place protective materials
Protect
Place protective materials
Environmental and health and safety regulations
Control of Substances Hazardous to Health (COSHH), Volatile organic compounds (VOCs), disposal of waste, cuts and abrasions, dermatitis, dust inhalation, burns, electrical safety, work at heights regulations, risk assessment, personal protective equipment (PPE).

Learning outcome
The learner will:
3. know how to prepare and apply water borne and solvent borne coatings by brush and roller in line with manufacturer's instructions to **non-complex areas**.
Assessment criteria
The learner can:
3.1 state types of **surface coating**
3.2 identify **methods** of preparing surface coatings
3.3 state reasons why searching and straining primers may not be advisable
3.4 state reasons for thinning coatings prior to application
3.5 state **application tools** for **surface coatings**
3.6 state **factors** associated with volatile organic compounds
3.7 state causes and remedies of **post- application defects**.

Range
Non-complex areas
Ceilings broad areas, linear work, panel door, ferrous, non-ferrous metal
Surface coating
(Water and solvent) based (interior, exterior, pigmented, non-pigmented) with finishes in: matt, mid-sheen, low sheen, silk, primers/ undercoat, eggshell, gloss, wood treatments, stains, preservatives, varnishes, glazes
Methods
Open container, stir, decant, search/strain coatings where appropriate adjust viscosity
Application tools
Rollers with sleeves of synthetic filament, woven pile, woven fabric, mohair, lambswool, short/medium/long pile, brushes in natural bristle, synthetic filament
Factors
Relevance to the painting and decorating industry, EU directive 2004/42/EC, categories of coatings, product labelling, product exemptions
Post-application defects
Runs, sags, curtains, cissing, ladders, orange peel, misses, fat edges, excessive brush marks and ropiness, excessive bits and nibs, skid marks, paint on adjacent surfaces.

Learning outcome
The learner will:
4.   be able to prepare and apply water-borne and solvent borne coatings by brush and roller to non complex areas.
Assessment criteria
The learner can:
4.1   select **application tools** and equipment for the work
4.2   prepare **surface coatings**
4.3   apply **surface coatings** in the correct sequence, to **non-complex areas**
4.4   cut in by brush to angles and obstructions accurately to non complex areas
4.5   follow current **environmental and relevant health and safety regulations**.

Range
Non-complex areas
Ceilings broad areas, linear work, panel door, ferrous, non-ferrous metal.
Application tools
Rollers with sleeves of synthetic filament, woven pile, woven fabric, mohair, lambswool, short/medium/long pile, brushes in natural bristle, synthetic filament
Surface coatings
Waterborne: primers and undercoats, glosses, egg-shells, emulsions
Solvent borne: primers and undercoats, glosses
Environmental and health and safety regulations
Control of Substances Hazardous to Health (COSHH), Volatile organic compounds (VOCs), disposal of waste, cuts and abrasions, dermatitis, dust inhalation, burns, electrical safety, work at heights regulations, risk assessment, personal protective equipment (PPE).

Learning outcome
The learner will:
5.   know how to clean, maintain and store brushes, rollers and equipment for solvent and water-borne coatings.
Assessment criteria
The learner can:
5.1   state different methods of cleaning **tools and equipment**
5.2   state the difference in cleaning procedures for **brushes** and **rollers**
5.3   state the correct cleaning and storage **conditions** for short-and long-term storage of brushes and rollers.

Range
Tools and equipment
Brushes, rollers, scuttles/roller bucket, roller trays, kettles/pots
PPE: protective gloves, dust masks, goggles, safety footwear, hard hat, high visibility jacket, barrier cream
Brushes
Natural and synthetic
Rollers
Roller sleeve types: sheepskin/lambswool, woven fabric, mohair, short/medium/long pile, foam
Conditions
Water steep, solvent steep, suspension, insecticide, dry air.

Learning outcome
The learner will:
6.   be able to clean, maintain and store brushes and rollers.
Assessment criteria
The learner can:
6.1   clean tools, equipment, brushes and rollers
6.2   maintain and store brushes and rollers in line with manufacturer's instructions
6.3   dispose of contaminated solvent and rags correctly
6.4   follow current **environmental and health and safety regulations**.

Range
Environmental and health and safety regulations
Control of Substances Hazardous to Health (COSHH), Volatile organic compounds (VOCs), disposal of waste, cuts and abrasions, dermatitis, dust inhalation, burns, electrical safety, work at heights regulations, risk assessment, personal protective equipment (PPE).

Learning outcome
The learner will:
7.   know how to store paint materials.
Assessment criteria
The learner can:
7.1   state correct **storage conditions** for paint **materials**
7.2   state **hazards** associated with storage of materials
7.3   state storage defects of setting, skinning and livering.

Range
Storage conditions Well ventilated, frost-free, racking, stock rotation/shelf-life, temperature **Materials** Water –borne coatings, solvent-borne coatings **Hazards** Volatile organic compounds (VOC), current legislation, manual handling, fire, explosion, safe stacking **Materials (AC 7.2)** Powder filler, texture finish material.

Unit 119 Applying foundation and plain papers

Level:	4
Credit value:	7
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to apply foundation and plain papers.

Learning outcome
The learner will:
1. know how to select, use and maintain tools and equipment.
Assessment criteria
The learner can:
1.1 identify **tools and equipment** used to apply foundation and plain papers
1.2 state uses of **tools and equipment** when applying foundation and plain papers
1.3 state care and maintenance requirements of cleaning, sharpening and storage of **tools and equipment**
1.4 state **conditions** required for storage of paper hanging **tools and equipment**
1.5 state types of deterioration that can occur to **tools and equipment** due to incorrect storage.

Range
Tools and equipment
Tape measure, folding rule, plumb bob, chalk line, paste brush, paste brush pasting machine, paste table, sponges, buckets, seam roller, paperhanging brush, paperhanging shears, pencil, spirit level, straight edge, trimming knife, sharpes box roller, scuttle, laser level, trimming knife, straight edge sharpes box roller, scuttle;PPE: protective gloves, goggles, safety footwear, high visibility jacket, barrier cream, overalls/protective clothing
Conditions
Storage conditions: dry, ventilated, shelves/hooks.

Learning outcome
The learner will:
2. be able to maintain and store tools and equipment.
Assessment criteria
The learner can:
2.1 clean and maintain **tools and equipment**
2.2 store **tools and equipment**
2.3 follow current **environmental and health and safety regulations**.

Range
Tools and equipment
Tape measure, folding rule, plumb bob, chalk and line, paste brush, paste table, sponges, buckets, seam roller, paperhanging brush, paperhanging shears, pencil, spirit level.
Environmental and health and safety regulations
Control of Substances Hazardous to Health (COSHH), Volatile Organic Compounds (VOCs), disposal of waste, cuts and abrasions, dermatitis, dust inhalation, burns, electrical safety, work at heights regulations, risk assessment, Personal Protective Equipment (PPE).

Learning outcome
The learner will:
3. know how to select and prepare adhesives.
Assessment criteria
The learner can:
3.1 identify **adhesives** and the papers for which they are suitable
3.2 state advantages and disadvantages of **adhesives**
3.3 state **factors** that could determine the consistency of **adhesives**
3.4 state reasons for **defects** in relation to the consistency of **adhesives**
3.5 state the **defects** that could occur from poor application
3.6 state the potential **health hazards** associated with adhesives.

Range
Adhesives
Cellulose paste, starch paste (ether, modified), ready-mixed (lightweight), Overlap
Factors
Paper type, paper weight, surface, room/air temperature, age of adhesive
Defects (AC3.4)
Paper defects: blisters, delamination, stretching, tearing; Consistency defects: lumps, too thin, too thick, contamination, stale Application defects: dry edges, springing joints, blistering, shrinking and stretching, contamination, peeling, staining
Health hazards
COSHH hazards, fungicide, dermatitis, disposal of waste material, Ingestion.

Learning outcome
The learner will:
4. be able to select and prepare adhesives.
Assessment criteria
The learner can:
4.1   select the correct type of **adhesives** for applying foundation and plain papers
4.2   prepare **adhesives** to a smooth consistency
4.3   adjust **adhesive** consistency to suit the relevant paper in accordance with manufacturers' instructions
4.4   follow current **environmental and relevant health and safety regulations** when selecting and preparing adhesives.

Range
Adhesives
Cellulose paste, starch paste, ready-mixed (lightweight)
Environmental and health and safety regulations
Control of Substances Hazardous to Health (COSHH), Volatile Organic Compounds (VOCs), disposal of waste, cuts and abrasions, dermatitis, dust inhalation, burns, electrical safety, work at heights regulations, risk assessment, Personal Protective Equipment (PPE).

Learning outcome
The learner will:
5.   know how to apply lining paper and wood ingrain to walls.

Assessment criteria
The learner can:
5.1   state **factors** to consider when planning work
5.2   state the importance of calculating the quantity of paper required
5.3   calculate the quantity of paper using area method
5.4   state **reasons** for marking starting lines
5.5   describe the application sequence for pasting paper
5.6   state the importance of ensuring pasted edges are always aligned after folding
5.7   state the causes of different **defects** and how they can be prevented
5.8   state why lining is advisable in certain **circumstances**.

Range
Factors
Walls, starting point, finishing point, focal point, doors, windows, features/obstacles, natural light source, concertia folds, end to centre folds, grade of lining paper, non-woven /paste the wall lining paper
Reasons
First drop on wall, after an internal/external angle, and positions: horizontal, vertical; and methods: spirit level, plumb bob
Defects
Creasing, overlaps, tears, blisters, polished edges, open joints, loose edges, irregular cutting, staining/surface marking, corners incorrectly negotiated, inaccurate plumbing, delamination
Circumstances
Solvent-painted wall, excessive making good, type of finishing paper, even porosity.

Learning outcome
The learner will:
6. be able to apply lining paper and wood ingrain to walls.
Assessment criteria
The learner can:
6.1 plan starting and finishing **points** for paper hangings
6.2 select **tools and equipment** correctly to apply foundation and plain papers
6.3 measure and cut lengths with minimum wastage
6.4 measure and mark lines to hang to, taking into account different **factors**
6.5 **paste**, fold and soak paper
6.6 **apply** papers correctly with minimum **defects**
6.7 cut paper neatly to top, bottom and around obstacles, maintaining maximum cleanliness
6.8 work to current **environmental and health and safety regulations**.

Range
Points
Starting point, finishing point, doors, windows, features/obstacles
Tools and equipment
Tape measure, folding rule, plumb bob, spirit level, paperhanging shears, sponges, paperhanging brush, access equipment, pencil, chalk and line, paste table, paste brush, buckets, rubbish containers/bags
Factors
First drop on wall, after an internal/external angle; Positions: horizontal, vertical; Method: spirit level plumb bob.
Paste
Mixing, consistency, application sequence, faults (misses, excess paste, paste staining) and folds: end- to-centre, concertina
Apply
Hanging and trimming, lining and random/non-match papers, walls and internal and external angles, sockets/switches, tolerances
Defects
Creasing, overlaps, blisters, tears, polished edges, open joints, loose edges, irregular cutting, staining/surface marking, corners incorrectly negotiated, inaccurate plumbing
Environmental and Health and Safety Regulations
Control of Substances Hazardous to Health (COSHH), Volatile organic compounds (VOCs), disposal of waste, cuts and abrasions, dermatitis, dust inhalation, burns, electrical safety, work at heights regulations, risk assessment, personal protective equipment (PPE).

Learning outcome
The learner will:
7. know how to store materials in line with manufacturer's instructions.
Assessment criteria
The learner can:
7.1 state how **physical considerations** relate to the correct storage of standard papers and adhesives
7.2 state how **atmospheric considerations** can affect storage of papers
7.3 state the deterioration that may occur if **atmospheric conditions** do not exist.

Range
Physical considerations
Racks, wrapping and dust, damaged ends
Atmospheric conditions
Temperature, dampness and direct sunlight.

Learning outcome
The learner will:
8. be able to store materials.
Assessment criteria
The learner can:
8.1 store materials correctly in accordance with manufacturer's instructions.

Unit 120 Producing specialist decorative finishes

Level:	4
Credit value:	3
Aim:	The aim of this unit is to provide the learner with the skills and knowledge required to produce specialist decorative finishes.

Learning outcome
The learner will:
1. know how to produce quality finish ground coats for painted decorative work.
Assessment criteria
The learner can:
1.1 state **preparation processes** to be used prior to application of ground coats for decorative work
1.2 state coating types for use as **ground coats** for painted decorative work
1.3 state why different **defects** may occur in decorative work if the ground coat finish is not of a high quality
1.4 state how the application method may affect the quality of finished work
1.5 state benefits of using a stipple brush and roller to provide finish for some **ground coats**.

Range
Preparation processes
Wet abrading, dry abrading, making good, filling
Ground coats
Type of paint system – water borne/solvent borne
Types of finish – colour matching
Defects
Uneven colour, sinking, bittiness, ropiness, brush marks.

Learning outcome
The learner will:
2. be able to produce quality finish ground coats for painted decorative work.

Assessment criteria
The learner can:
2.1 prepare **surfaces** to receive materials to produce quality finish ground coats for painted decorative work
2.2 select **tools and equipment** to produce quality ground coat finishes
2.3 prepare **materials** to produce quality ground coat finishes
2.4 apply **materials** to produce quality ground coat finishes
2.5 follow current **environmental and relevant health and safety regulations**.

Range
Surfaces
Previously painted timber, previously painted plaster or plasterboard
Tools and equipment
Hair stipplers, rollers, rubbing blocks, buckets, sponges, dusting brush, tack rags, paint stirrers, strainers, paint brushes (natural bristle and synthetic filament), kettles
Materials
Water-borne eggshell, solvent-borne eggshell, fillers
Environmental and health and safety regulations
Control of Substances Hazardous to Health (COSHH), Volatile Organic Compounds (VOCs), disposal of waste, cuts and abrasions, dermatitis, dust inhalation, burns, electrical safety, work at heights regulations, risk assessment, Personal Protective Equipment (PPE).

Learning outcome
The learner will:
3. know how to produce broken colour effect using acrylic and oil-based scumbles.

Assessment criteria
The learner can:
3.1 state **materials** that may be used for producing broken colour effects of rag rolling (additive and subtractive) and sponge stippling
3.2 state **tools and equipment** that may be used for producing broken colour effects of rag rolling (additive and subtractive) and sponge stippling
3.3 state **personal protection** requirements whilst using glazes
3.4 state differences between a glaze and scumble
3.5 state **methods** of extending and reducing the drying time of oil-based/acrylic scumbles
3.6 state important **factors** when using different **materials** for broken colour work
3.7 state the benefits of preparing more than the calculated quantity of scumble for a piece of work
3.8 state the effect that the viscosity of a scumble has on the appearance of finished work
3.9 state differences between opaque and translucent in relation to surface coatings oil-based scumble glaze
3.10 state how **application faults** may result in an uneven pattern effect
3.11 state how application faults may be prevented
3.12 state problems which may result from careless **application** and **removal** of masking material
3.13 state cleaning requirements for **tools and equipment**
3.14 state storage requirements for **tools and equipment**.

Range
Materials
Oil-borne glaze, acrylic glaze, oil colourant, acrylic colourant, white spirit, linseed oil, driers, acrylic scumble
Tools and equipment
Paint brushes, stipple brushes, mohair roller/sleeve, lint-free rag, chamois leather, dragging brushes, natural sponges, palettes, kettles, plastic pots
Personal protection
Barrier creams, disposable gloves, overalls, boots, any other items to comply with organisations' regulations
Methods
Linseed oil, driers, glycerine, light spray, wet rag, acrylic conditioners

Factors

Working time of material, yellowing, area size, number of operatives

Application faults

Banding/tracking, skidding

Application

Selection of appropriate tape, duration, positioning, crisp edges, prevention of creepage, protection of surrounding area

Removal

Timing of removal, damage/lifting of surface coatings, disposal of waste tape

Tools and equipment

Paint brushes, stipple brushes, mohair roller/sleeve, chamois leather, dragging brushes, natural sponges, palettes, kettles, plastic pots, roller tray.

Learning outcome
The learner will:
4.   be able to produce broken colour effect using acrylic and oil-based scumbles.
Assessment criteria
The learner can:
4.1   check the **suitability** of ground coat and rectify if required
4.2   set out areas for application of **broken colour effects** correctly using **protection** for adjacent areas
4.3   prepare **materials** ready to **produce broken colour effects**
4.4   select a suitable colourant for broken colour effects using acrylic glaze
4.5   select **tools and equipment** to produce **broken colour effects**
4.6   produce uniform **broken colour effects**
4.7   remove types of **protection** correctly and dispose of waste products in accordance with legislation and official guidance
4.8   clean and maintain **tools and equipment**
4.9   store **tools and equipment**
4.10 follow **current environmental and health and safety regulations**.

Range
Suitability Colour, finish, no visible coating defects (misses, ropiness, bits and nibs, brush marks, excessive orange peel, obliteration **Broken colour effects** Rag rolling (additive and subtractive) sponge stippling **Protection** Masking tape, low-tack tape, masking papers, films **Materials** Glaze, colourant, scumble **Tools and equipment** Paint brushes, hair stipplers, mohair roller, lint-free rag, chamois leather, natural sponges, palettes, kettles, plastic pots **Environmental and health and safety regulations** Control of Substances Hazardous to Health (COSHH), Volatile Organic Compounds (VOCs), disposal of waste, cuts and abrasions, dermatitis, dust inhalation, burns, electrical safety, work at heights regulations, risk assessment, Personal Protective Equipment (PPE).

Learning outcome
The learner will: 5.   know how to apply single colour stencils.
Assessment criteria
The learner can: 5.1   state differences between positive and negative stencil types 5.2   describe **planning considerations** when setting out linear runs and border stencils for wall areas 5.3   state the purpose of **chalk lines** to mark out an area to be stencilled 5.4   state reasons for using **securing methods** for stencil plates 5.5   state methods of preventing **application faults** when applying single colour stencils.

Range
Planning considerations
Room dimensions, access requirements, location of doors, windows corners, number of repeats/connections, stencil size, spacing, symmetrical balance
Chalk lines
Centre/horizontal/vertical lines and registration marks
Securing methods
Tape (masking, low tack), proprietary spray adhesive, scraper
Application faults
Creep, smudging, paint lifting, uneven colour, undue texture, uneven weight of colour over repeats, buckled/curled stencil plate.

Learning outcome
The learner will:
6. be able to apply single colour stencils.
Assessment criteria
The learner can:
6.1 select **tools and equipment** to apply single colour stencils
6.2 set out stencil locations for linear runs and borders, demonstrating **planning considerations**
6.3 apply pre-cut positive and negative stencil types with sharp outlines
6.4 clean and maintain **tools and equipment** used to apply single colour stencils
6.5 follow current **environmental and relevant health and safety regulations**.

Range
Tools and equipment
Rule, tape measure, chalk and line, palette, pencil, stencil brushes, scraper, adhesive tapes
Planning considerations
Room dimensions, access requirements, location of doors, windows, corners, number of repeats/connections, stencil size, spacing
Environmental and health and safety regulations
Control of Substances Hazardous to Health (COSHH), Volatile Organic Compounds (VOCs), disposal of waste, cuts and abrasions, dermatitis, dust inhalation, burns, electrical safety, work at heights regulations, risk assessment, Personal Protective Equipment (PPE).

Unit 201   Health, safety and welfare in construction

Level:	5
Credit value:	7
Aim:	The aim of this unit is to provide the learner with the knowledge to carry out safe working practices in construction, in relation to sourcing relevant safety information and using the relevant safety procedures at work

Learning outcome
The learner will:
1. know the health and safety regulations, roles and responsibilities
Assessment criteria
The learner can:
1.1   identify **health and safety legislation** relevant to and used in the construction environment
1.2   state **employer and employee responsibilitie**s under the Health and Safety at Work Act (HASWA)
1.3   state **roles and responsibilities** of the Health and Safety Executive (HSE)
1.4   identify **organisations** providing relevant health and safety information
1.5   state the importance of holding on-site safety inductions and toolbox talks.

Range
Health and safety legislation
Health and Safety at Work Act, Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health (COSHH), Construction, Design and Management (CDM) regulations , Provision and Use of Work Equipment Regulations (PUWER), manual handling operations Regulations, Personal Protective Equipment (PPE) at Work Regulations, Work at Height Regulations, Control of Noise at Work Regulations, Control of Vibration at Work Regulations , Electricity at Work Regulations, Lifting operations and Lifting Equipment Regulations (LOLER)
Employer responsibilities
Safe working environment, adequate staff training, health and safety information, site inductions, toolbox talks, risk assessment, supervision, PPE, reporting hazards, accidents and near misses, sections 2 to 9 of Health and Safety at Work Act, CDM reg's, construction phase plans,

welfare, display public liability Insurance and health and safety law poster.

Employee responsibilities

Working safely, working in partnership with the employer, reporting hazards, accidents and near misses, following organisational procedures as per Sections 2 to 9 of Health and Safety at Work Act.

Roles and responsibilities:

Enforcement (including fees for intervention), legislation and advice, inspection, investigation eg site investigations.

Organisations

Health and Safety Executive (HSE) website, Institute of Occupational Safety and Health, British Safety Council, 'manufacturer', ROSPA.

Learning outcome
The learner will: 2. know accident and emergency reporting procedures and documentation
Assessment criteria
The learner can: 2.1   state legislation used for reporting accidents 2.2   state major **types of emergencies** that could occur in the workplace 2.3   identify reportable injuries, diseases and dangerous occurrences as per RIDDOR 2.4   state main types of **records** used in the event of an accident, emergency and near miss and reasons for reporting them 2.5   identify **authorised personnel** involved in dealing with accident and emergency situations 2.6   state **actions** to take when discovering an accident.

Range
Types of emergencies Fires, security incidents, gas leaks.
Records: Accident book, first aid records, organisational records and documentation.
Authorised personnel First aiders, supervisors/managers, health and safety executive, emergency services, safety officer.
Actions Area made safe, call for help, emergency services.

Learning outcome
The learner will:
3. know how to identify hazards in the workplace

Assessment criteria
The learner can:
3.1 state the importance of **good housekeeping**
3.2 state reasons for risk assessments and method statements
3.3 identify **types of hazards** in the workplace
3.4 state the importance of the correct storage of combustibles and chemicals on site
3.5 identify different **signs and safety notices** used in the workplace.

Range
Good housekeeping:
Cleanliness, tidiness, use of skips and chutes, segregation of materials, clear access to fire escapes, clear access to fire extinguishers.
Types of hazards:
Fires, slips, trips and falls, hazardous substances (relating to inhalation, absorption, exposure, ingestion, cross-contamination), electrical, asbestos, manual handling, plant and vehicle movement, adverse weather.
Signs and safety notices:
Prohibition, mandatory, warning, safe condition, supplementary.

Learning outcome
The learner will:
4. know about health and welfare in the workplace

Assessment criteria
The learner can:
4.1 identify requirements for welfare facilities in the workplace as per Construction Design Management (CDM)
4.2 state health effects of noise and **precautions** that can be taken
4.3 state **risks** associated with drugs, alcohol and medication which could affect performance in the workplace.

Range
Precautions
Reducing noise at source, PPE, isolation, exposure time.
Risks
Reduced risk perception, loss of concentration, balance problems, absenteeism and reduced productivity.

Learning outcome
The learner will:
5.   know how to handle materials and equipment safely
Assessment criteria
The learner can:
5.1   identify legislation relating to safe handling of materials and equipment
5.2   state procedures for safe lifting and manual handling activities in accordance with guidance and legislation
5.3   state the importance of using **lifting aids** when handling materials and equipment.

Range
Lifting aids
Wheelbarrow, sack barrow, mechanical lifting aids, pallet truck.

Learning outcome
The learner will:
6.   know about access equipment and working at heights
Assessment criteria
The learner can:
6.1   identify legislation relating to working at heights
6.2   identify types of **access equipment**
6.3   state **safe methods** of use for **access equipment**
6.4   identify **dangers** of working at height.

Range
Access equipment:
Stepladders, ladders (pole, extension), trestles, hop-ups, proprietary scaffolding, podium, stilts
Safe methods
Regular inspection, check for broken, damaged or missing components, responsible use, consideration of adverse weather conditions, good housekeeping
Dangers
Falling tools, falling equipment, falling materials, persons falling from height (injuries to themselves and others).

Learning outcome
The learner will:
7. know how to work with electrical equipment in the workplace
Assessment criteria
The learner can:
7.1 state **precautions** to take to avoid risks to self and others when working with electrical equipment
7.2 state **dangers** of using electrical equipment
7.3 identify **voltages** and voltage colour coding that are used in the workplace
7.4 state **methods** of storing electrical equipment.

Range
Precautions
Check leads, check plugs, use of cable hangers, check tools and equipment, current valid PAT certificate
Dangers:
Burns, electrocution, fire.
Voltages
Battery powered, 110/115 volts, 230/240 volts and 415 volts.
Methods
Components present, equipment cleaned, checked for damage, stored in a clean and secure location.

Learning outcome
The learner will:
8. know how to use Personal Protective Equipment (PPE)
Assessment criteria
The learner can:
8.1 state the legislation governing use of Personal Protective Equipment (PPE)
8.2 state **types of PPE** used in the workplace
8.3 state the importance of PPE
8.4 state why it is important to store, maintain and use PPE correctly
8.5 state the importance of checking and reporting damaged PPE.

Range
PPE:
Head protection, eye protection, ear protection, face/dust masks, breathing apparatus, high visibility clothing, safety footwear, gloves, sun protection, barrier cream, water proofs, knee pads, overalls/disposable clothing

Learning outcome
The learner will:
9. know the cause of fire and fire emergency procedures
Assessment criteria
The learner can:
9.1   state **elements** essential to creating a fire
9.2   identify methods of fire prevention
9.3   state actions to be taken on discovering a fire
9.4   state **types of fire extinguishers** and their uses.

Range
Elements
Oxygen, fuel, heat.
Types of fire extinguishers:
Water, foam, CO_2, dry powder.

Appendix 1   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Useful contacts

International learners General qualification information	E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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