City & Guilds Level 2 Technical Certificate in Painting and Decorating

(7907-20)

Version 1.3 April 2025

Qualification Handbook Technicals

Qualification at a glance

Industry area	Construction
City & Guilds number	7907-20
Age group	16-18 (Key Stage 5), 19+
Entry requirements	Centres must ensure that any pre-requisites stated in the *What is this qualification about?* section are met.
Assessment	To gain this qualification, candidates must successfully achieve the following assessments: • One externally set, externally moderated assignment • One externally set, externally marked exam, sat under examination conditions
Additional requirements to gain this qualification	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
Grading	This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 7: Grading.
Approvals	This qualification requires full centre and qualification approval
Support materials	Sample assessments Guidance for delivery Guidance on use of marking grids
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
External quality assurance	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 2 Technical Certificate in Painting and Decorating	360	600	7907-20	603/0364/5

Version and date	Change detail	Section
1.2 July 2017	Amendments to topic wording	Unit 202, LO1
1.1 May 2017	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments	5. Assessment – Assessment Objectives
	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Branding Changes	City and Guilds Logo
1.3 April 2025	Added City & Guild to title Removed NVQ or NVQ Code of practice reference	Front Page P72

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1 Introduction

What is this qualification about?

The following purpose is for the **City & Guilds Level 2 Technical Certificate in Painting and Decorating**

Area	Description
OVERVIEW	
Who is the qualification for?	This Level 2 Technical Certificate in Painting and Decorating is aimed at you if you are looking to work in the construction industry specifically as a craftsperson in painting and decorating. A painter and decorator has the skills and knowledge to use a range of coverings such as paint and wallpaper to enhance and protect surfaces such as plaster, metal and wood, and plays an important part of any construction team. You will gain an understanding of the skills and knowledge that are important when you are working as a painter and decorator or progressing to further learning and training in this area. This qualification is suitable if you are16 years old, or over. You don't need any previous experience to start this qualification. This qualification is designed to help you enter into employment in the construction industry as a painter and decorator.
What does the qualification cover?	This qualification covers all the main skills and knowledge you will need to progress to further learning and training, or to enter the world of work as a painter and decorator. You will study the following mandatory content: • Principles of construction • Access equipment • Preparation of surfaces for decoration • Application of surface coatings • Application of papers to walls and ceilings • Producing decorative colour effects The units are designed so that you learn the underlying principles and practical skills involved, as well as getting an overview of the principles of construction, building technology and terminology used. Centres and providers where you do your training, work with local employers who will contribute to the knowledge and delivery of this training. The different

Area	Description
	ways in which centres could support your learning, by working with local and national businesses include: • Structured work-experience or work placements within their business • Your attendance at classes or lectures given by industry experts • Employers input into projects and exercises, or their involvement with setting assessments and examinations • Employers who act as 'expert witnesses' to contribute to the assessment of your work This practical based training is ideal preparation for gaining employment as a craftsperson in painting and decorating or further specialist study.
WHAT COULD THIS QUALIFICATION LEAD TO?	
Will the qualification lead to employment, and if so, in which job role and at what level?	Achievement of this qualification demonstrates to an employer that you have the necessary technical skills and knowledge they are looking for when recruiting for a painter and decorator. This may be working for a house-building company, a property development company, or working as part of a small business repairing and refurbishing buildings.
Why choose this qualification over similar qualifications?	There are no other qualifications within this suite at this level. However, City & Guilds offers different technical certificate qualifications at Level 2 covering the skills and knowledge needed to work in other areas of the construction industry such as bricklaying, site carpentry, architectural joinery, and plastering.
Will the qualification lead to further learning?	This qualification will allow you to progress into employment or onto the Level 3 Advanced Technical Diploma in Painting and Decorating (450).This will allow you to enhance the skills and knowledge that you have gained at level two, to progress into higher job roles such as an advanced craft painter and decorator. This qualification could also lead you to an apprenticeship in construction. There are a number of new and exciting apprenticeships currently being developed in construction, including painting and decorating, so you could progress to be an apprentice working as a painter and decorator.
WHO SUPPORTS THIS QUALIFICATION?	
Employer/Higher Education Institutions	This qualification is supported by the Federation of Master Builders (FMB) The FMB is the UK's largest trade association in the building industry and was established to protect the interests of small and medium-sized building firms. The FMB supports the above qualification as being important for employment within the industry.

Qualification structure

To achieve the **City & Guilds Level 2 Technical Certificate in Painting and Decorating** the teaching programme must cover the content detailed in the structure below:

Unit number Mandatory	Unit title	GLH
201	Principles of construction	60
202	Access equipment	30
203	Preparation of surfaces for decoration	60
204	Application of surface coatings	60
205	Application of papers to wall and ceilings	90
206	Producing decorative colour effects	60
	Total GLH	**360**

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Technical Certificate in Painting and Decorating	360	600

Assessment requirements and employer involvement

To achieve the **City & Guilds Level 2 Technical Certificate in Painting and Decorating** candidates must successfully complete **both** mandatory assessment components**.**

Component number	Title
Mandatory	
003 or 503	Level 2 Painting and Decorating - Theory exam
004	Level 2 Painting and Decorating - Synoptic assignment

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

Employer involvement

Component number	Title
Mandatory	
820	Employer involvement

2 Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: **www.cityandguilds.com**

Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the "*What is this qualification about?*" section are met when registering on this qualification.

Age restrictions

These qualifications are approved for learners aged 16-18, 19+.

3 Delivering Technical qualifications

Initial assessment and induction

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

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand 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.

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of Technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

Support materials

The following resources are available for these qualifications:

Description	How to access
Sample assessments	Available on the qualification pages on the City & Guilds Website: www.cityandguilds.com
Guidance for delivery	
Guidance on use of marking grids	

4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.
[Technical qualifications] must:

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: ***Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90***

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval

To be approved to offer City & Guilds Technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.
Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.
As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.
Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities must relate to one or more elements of the mandatory content of this qualification.
As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.
Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.To be of most benefit this must add to, rather than replace the centre's programme of learning.
Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.
The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows[1]:

The following activities meet the requirement for meaningful employer involvement:

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

[1] Based on Technical and applied qualifications for 14 to 19 year olds Key stage 4 and 16 to 19 performance tables from 2019: technical guidance for awarding organisations, August 2016.

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, eg a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. Eg for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.
Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (eg the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

5 Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
004	Synoptic assignment	The synoptic assignment is **externally set, internally marked and externally moderated**. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives. Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website. Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method. There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have **one** re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification. Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.

Component numbers	Assessment method	Description and conditions
003/503	Externally marked exam	The exam is **externally set and externally marked** and can be taken either online through City & Guilds' computer-based testing platform, (003) or as a paper based exam (503). The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: **http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations** The exam specification shows the coverage of the exam across the qualification content. Candidates who fail the exam at the first sitting will have **one** opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds Technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be to decorate a room in a period style eg Edwardian.

This will require the candidate to prepare surfaces, apply decorative effects, measure, mark out and apply wall coverings. They will need to draw on their skills and knowledge from across the qualification when preparing to carry out the work, selecting the correct tools and equipment, selecting and using appropriate access equipment and following health and safety requirements. They will also ensure environmental regulations are complied with.

External exam for stretch, challenge and integration

The exam draws from across the mandatory content of the qualification, using:

- **multiple choice questions** to confirm breadth of knowledge and understanding
- **multiple choice applied knowledge and understanding questions**, giving candidates the opportunity to demonstrate higher level, integrated understanding through application, analysis and evaluation.

Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.
Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.
The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	How to select and use tools, equipment, methods of work, marking out, practical techniques and processes, Health and Safety, legislation, risk assessment, component terminology, positioning and fixing, inspection and maintenance of tools, use of PPE/safety aids, types and arrangements used in the various aspects of decorating work.	10%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Methods of work, links between Health and Safety legislation and planning activities, correct sequence of work, interpretation of drawings/specifications, selection of materials, positioning, centring and hanging, concept of colour.	15%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Inspect, set up, and use hand and power tools, access equipment and safety aids; measuring and working accurately to tolerances; working safely according to risk assessment and method statement; preparation of surfaces and materials,	35%

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
	application of coatings, positioning and hanging of wall papers, producing decorative effects; protection of work/surrounding area, storage and cleaning of tools and equipment.	
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Applying knowledge and understanding to the tasks/ scenario, able to plan activities from information provided. Materials and techniques are used appropriately, correct sequence of operations carried out. Safe working practices demonstrated.	20%
AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Accuracy of setting out, application, measuring, cutting and hanging. Adherence to tolerances and the details during the task. Quality of finish. Systematic approach to work and cleanliness.	20%

Exam specification

AO weightings per exam

Assessment objective	Exam 003/503 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	50%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	30%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Multiple choice exam*
Assessment conditions: Invigilated examination conditions
Grading: X/P/M/D

003/503	Duration: 2 hours		
Unit	**Unit title**	**Number of marks**	**%**
201	Principles of construction	12	20
202	Access equipment	6	10
203	Preparation of surfaces for decoration	15	25
204	Application of surface coatings	15	25
N/A	Applied knowledge and understanding	12	20
	Total	**60**	**100**

*These exams are sat under invigilated examination conditions, as defined by the JCQ:
http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

Entry for exams can be made through the City & Guilds Walled Garden.

6 Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.
City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation

For internally marked work[2] the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Internal appeal

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

[2] For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.
City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

7 Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

Grade descriptors

To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.

- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 2 Technical Certificate in Painting and Decorating** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary for the synoptic assignment in this qualification is:

Synoptic Assignment	Pass Mark (%)
004	43

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows::

Assessment method	Grade scale	% contribution
Exam (003/503)	X/P/M/D	40%
Synoptic assignment (004)	X/P/M/D	60%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Exam: 40%	6	12	18
Synoptic assignment: 60%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates.

8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to Section 2: Centre requirements in this handbook.
To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to:

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals** page of the City & Guilds website at **www.cityandguilds.com**.

Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments once only. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments.*

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-**

qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, A guide to the special consideration process. This document is available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Unit 201 Principles of construction

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is to introduce learners to the construction industry and to give a wider context to the trade area they are studying, as construction is a vital part of the economy and plays an important role in all our lives. Learners will discover that this sector can be very rewarding and that there are opportunities for career progression.

This unit provides learners with an understanding of the principles of construction, building technology and terminology used. This unit also covers various pieces of legislation, including health and safety, planning and building control.

Learners may be introduced to the unit by asking themselves questions, such as:

- How are materials and components used in construction?
- How are work areas set up and organised through to completion?
- What types of career progression opportunities are available in the construction industry?
- Who needs to communicate throughout a construction project?

Learning outcomes

In this unit, learners will be able to

1 Understand how to work in the construction industry
2 Understand construction information
3 Understand how to set up and secure work areas
4 Know building substructure
5 Know building superstructure

Learning outcome

1 Understand how to work in the construction industry

Topics

1.1 Areas of and personnel involved in construction work
1.2 Roles of team members and career progression
1.3 Communication within construction team

Depth

Topic 1.1

Range of construction work:

- new build
- renovation
- maintenance
- restoration
- domestic
- commercial
- industrial.

Organisations that contribute to the construction process:

- building contractors
- manufacturers
- suppliers
- local authorities
- legislative bodies.

Topic 1.2

Members of the building team and their roles:

- professional
- craft
- operatives.

Career opportunities that exist in the construction industry:

- progression routes
- continuing professional development (CPD)/qualifications.

Topic 1.3

Key personnel involved in day to day communication:

- site managers
- supervisors

- fellow operatives
- clients.

Additional parties involved in wider communication:

- architects
- Health and Safety Executive
- local authorities
- local residents
- registered building control
- Construction (Design and Management) (CDM) co-ordinator
- environmental bodies
- other trade areas.

Methods of communication:

- written
- verbal.

Learning outcome

2 Understand construction information

Topics

2.1 Building controls and regulations
2.2 Types and uses of construction information
2.3 Technical drawings used in the construction industry
2.4 Health and safety legislation

Depth

Topic 2.1

The controls and regulations that support the construction process:

- planning permission
- building regulations
- health and safety law
- quality and standards.

An in-depth knowledge of building regulations is **not** a requirement at this stage.

Topic 2.2

Construction information used to manage, support and organise projects:

- specifications
- drawings
- schedules

- bill of quantities
- programme of works
- Building Information Modelling (BIM).

Topic 2.3

Methods of drawing:

- hand
- Computer Aided Design (CAD).

Drawing skills are **not** essential at this stage.

Types of drawing:

- orthographic projection
- isometric projection.

Drawing information:

- scale
- symbols and hatchings.

Topic 2.4

Health and safety guidance used during the construction process:

- Health and Safety at Work Act (HASAWA)
- 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.

An in-depth knowledge of health and safety legislation is **not** a requirement at this stage.

Learning outcome

3 Understand how to set up and secure work areas

Topics

3.1 Planning a site layout
3.2 Site welfare
3.3 Site security

Depth

Topic 3.1

Importance of the following areas on planning:

- material deliveries
- material storage
- neighbouring properties
- noise considerations
- parking
- waste management/recycling
- protection to the natural environment
- access/egress
- plant.

Topic 3.2

Areas of welfare that should be considered during site set up:

- toilets
- washing facilities
- storage of personal items
- canteen
- drying room.

Knowledge of site planning (3.1) and welfare (3.2) should be connected for the learner to understand the importance they play.

Topic 3.3

Importance of protecting various work areas in relation to:

- the public
- employees
- materials
- tools and equipment.

Learning outcome

4 Know building substructure

Topics

4.1 Purposes and materials of substructure
4.2 Types of building services

Depth

Topic 4.1

Types and purposes of foundations:

- pad
- pile
- raft
- strip.

Characteristics of the following materials used in substructure:

- brick
- block
- steel
- concrete
- Damp Proof Course (DPC)/Damp Proof Membrane (DPM) and membranes
- insulation.

Topic 4.2

Types of services that are used to supply buildings:

- electricity
- gas
- water
- drainage (surface and foul)
- communication networks.

Learning outcome

5 Know building superstructure

Topics

5.1 Wall types and their associated materials
5.2 Floor types and their associated materials
5.3 Roof types and their associated materials
5.4 Types of finishes
5.5 Types of building elements

Depth

Topic 5.1

Types of walls and their components:

- solid
- cavity

- timber frame
- partitions.

Types of materials:

- brick
- block
- stone
- timber
- metal stud.

An in depth knowledge of each type of wall and their components is **not** a requirement at this stage.

Topic 5.2

Types of floors:

- solid
- suspended.

Types of materials:

- block/beam
- concrete
- timber
- steel reinforcement
- insulation
- DPM
- screed.

An in depth knowledge of each type of floor and their components is **not** a requirement at this stage.

Topic 5.3

Types of roofs and their components:

- pitched
  - traditional hand cut
  - trussed
- flat.

Types of materials:

- timber
- lead
- slate
- tile
- felt
- sheet
- other synthetic systems.

An in depth knowledge of each type of roof and their components is **not** a requirement at this stage.

Topic 5.4

Types of internal finishes:

- paint systems
- paper coverings
- plaster
- dry lining
- tiling.

Types of external finishes:

- paint systems
- rendering systems
- coatings
- external wall insulation (EWI)
- cladding.

An in depth knowledge of each type of finish and their components is **not** a requirement at this stage.

Topic 5.5

Building elements:

- first fix
  - partitions
  - external door and window frames
  - internal door lining
  - stairs
  - services
- second fix
  - finishes
  - doors
  - kitchen units
  - sanitary ware.

An in depth knowledge of each type of element and their components is **not** a requirement at this stage.

Guidance for delivery

It is advised that this unit should be one of the last units delivered in this qualification because it relates to much of the content of the other units and it will give learners a holistic understanding of the construction industry. Because this unit has a broad content, tutors should consider utilising the skills and expertise of relevant trade areas to support delivery. Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

This is a knowledge only unit and although the majority of content could be delivered in a classroom environment, it is important that learners can relate this knowledge and understanding to real life working tasks and environments. Reference to this unit should be made when teaching the practical units that make up this qualification.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self-study, City and Guilds SmartScreen materials, research opportunities, collaborative learning activities, visits to exhibitions and practical training to stimulate, motivate and educate the learner.

Teaching and learning strategies must help learners to develop a clear and simple understanding of how the construction industry functions. This can be done by examining the industry from a variety of perspectives, breaking the knowledge down into bite-sized pieces and then asking the learners to work out how they fit together to form a united whole. This should be based on real-life case studies.

Learners should adhere to relevant Building Regulations and select materials to minimise waste.

Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place.

Sustainability and the environmental impact of the materials used should be considered during teaching delivery.

Unit 202 Access equipment

Unit level:	Level 2
GLH:	30

What is this unit about?

The purpose of this unit is to provide the learner with the skills and knowledge required to select and use the appropriate access equipment. Working at height is the biggest cause of severe injury in the construction industry. Working safely with the most appropriate access equipment for the task must be the operative's prime consideration. Understanding and being able to use access equipment safely will provide the decorator with the capability to ensure not only their safety but also the safety of their fellow workers and members of the public.

Learners can be introduced to this unit by asking themselves questions such as:

- Can I select appropriate access equipment for a given activity?
- Can I use access equipment safely?

Learning outcomes

In this unit, learners will be able to

1 Understand selection and inspection of access equipment

2 Use access equipment

Learning outcome

1 Understand selection and inspection of access equipment

Topics

1.1 Selection of access equipment
1.2 Inspection of access equipment

Depth

Topic 1.1

Factors to consider when selecting suitable access equipment:

- ground conditions
- height, type and duration of work
- weight
- number of operatives
- weather conditions
- internal/external locations
- access and egress.

Types of access equipment and working platforms:

- extension ladders / stepladders
- proprietary towers
- trestle platforms
- proprietary staging
- scaffold boards
- hop-ups
- podiums.

Requirements when selecting access equipment:

- British/European Standards for classifications of ladders
- manufacturers' specifications.

Topic 1.2

Factors to consider when inspecting access equipment:

- inspection time periods
- reasons for inspections
- 'scaff' tags
- falls from heights
  - operatives
  - materials and tools
- slips and trips
- cuts and abrasions
- faulty equipment.

Learning outcome

2 Use access equipment

Topics

2.1 Factors affecting access equipment usage
2.2 Use access equipment

Depth

Topic 2.1

Factors to consider when erecting, carrying, moving and dismantling access equipment:

- public access
- overhead obstacles
- ground conditions
- regulations
  - manual handling
  - PPE
  - Working at height 2005
  - HASAWA
- storage.

Topic 2.2

Using access equipment:

- selecting
- inspecting
- erecting
- carrying
- moving
- dismantling.

Guidance for delivery

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self- study, City and Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner.

This unit should be delivered prior to the other units as working at height is relevant throughout this qualification.

Access equipment at any height, if not used properly can be hazardous. Safety and the use of PPE must always be emphasised at every opportunity when delivering this unit. It is recommended that the tower access equipment is erected up to a minimum height of 3m. Staff delivering this unit must use up-to-date guidance, statistics and information.

Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place. Adequate ventilation and the use of hand protection are paramount.

Unit 203 Preparation of surfaces for decoration

Unit level:	Level 2
GLH:	60

What is this unit about?

Good preparation is a key and fundamental part of high quality painting and decorating. The purpose of this unit is to provide the learner with the skills and knowledge required to identify, prepare, and rectify various surfaces and surface finishes.

Learners can be introduced to this unit by asking themselves questions such as:

- How would I prepare a surface for painting and decorating?
- Can I remove a coating without causing damage to the surface?

Learning outcomes

In this unit, learners will be able to

1 Prepare timber and timber sheet products
2 Prepare metals
3 Prepare trowel finishes and plasterboard
4 Remove defective paint coatings and paper
5 Prepare previously painted surfaces

Learning outcome

1 Prepare timber and timber sheet products

Topics

1.1 Types of timber and timber sheets
1.2 Timber and timber sheet defects
1.3 Timber and timber sheets preparation processes
1.4 Types of primers used on timber and timber sheets
1.5 Safety considerations when preparing timber and timber sheets
1.6 Prepare timber and timber sheet products

Depth

Topic 1.1

Types of timber:

- softwood
- hardwoods.

Types of timber sheets:

- Medium Density Fibreboard (MDF)
- plywood
- hardboard
- blockboard
- Oriented Strand Board (OSB).

Topic 1.2

Types of defects affecting timber and timber sheets:

- knots
- resin exudation
- end grain
- cracks
- moisture content
- open joints
- glue residue
- protruding nail heads
- nail holes
- delamination.

Topic 1.3

Processes used for preparation of timber and timber sheets:

- solvent wiping

- dry abrading
- knotting
- priming
- stopping
- filling.

Topic 1.4

Types of primers used on timber and timber sheets:

- solvent borne
- white and pink wood primers
- universal- wood/metal
- shellac knotting
- aluminium wood
- water borne.

Topic 1.5

Safety considerations when preparing timber and timber sheets:

- manual handling
- COSHH
- waste and storage of materials
- PPE
- ventilation
- Volatile Organic Compound (VOC).

Topic 1.6

Preparing timber and timber sheets:

- checking timber and timber sheets for defects
- applying preparation processes
- applying primers.

Learning outcome

2 Prepare metals

Topics

2.1 Types of metals
2.2 Types of metal corrosion
2.3 Metal preparation processes
2.4 Metal preparation materials and primers
2.5 Safety considerations when preparing metal
2.6 Prepare metals

Depth

Topic 2.1

Types of metals:

- ferrous
- non-ferrous.

Topic 2.2

Types of corrosion:

- pitting
- oxidation
- millscale
- sacrificial coating
- cathodic protection.

Factors contributing to corrosion:

- oxygen
- hydrogen
- moisture
- atmospheric pollution.

Topic 2.3

Metal preparation processes:

- descaling
- degreasing.

Tools and materials used in the metal preparation processes:

- orbital sanders
- belt sanders
- rotary disc
- rotary brush
- needle descaling gun
- scrapers
- wire brush
- phosphorous bronze brush
- steel wool
- emery paper
- aluminium oxide.

Topic 2.4

Metal preparation materials:

- degreasing agents
- rust removers.

Types of primers used on metal:

- mordant solutions
- zinc phosphate
- single and two-pack primer
- etch primers
- water-borne primer
- universal primer.

Topic 2.5

Safety considerations when preparing metal:

- manual handling
- COSHH
- waste and storage of materials
- PPE
- ventilation
- VOC.

Topic 2.6

Preparing metals:

- checking metal for corrosion
- applying preparation processes
- applying preparation materials and primers.

Learning outcome

3 Prepare trowel finishes and plasterboard

Topics

3.1 Surfaces for plasterboard and trowel finishes
3.2 Types of plasterboard and trowel finishes defects
3.3 Plasterboard and trowel finishes preparation processes
3.4 Types of plasterboard and trowel finishes preparation materials and primers
3.5 Safety considerations when preparing plasterboard and trowel finishes
3.6 Prepare plasterboard and trowel finishes

Depth

Topic 3.1

Types of surfaces:

- gypsum plaster
- cement render
- plasterboard (square and feather edged)

- blockwork
- brickwork.

Physical properties of surfaces:

- tactility
- porosity
- capillarity
- adhesion.

Chemical properties of surfaces:

- alkalinity
- acidity
- inertness
- soluble
- salt content
- water content.

Topic 3.2

Types of plasterboard and trowel finishes defects:

- cracks
- dry out
- shrinkage cracks
- nail heads
- open joints
- defective pointing
- efflorescence
- saponification
- moss and lichen
- moulds and fungi
- contamination
- friable.

Topic 3.3

Plasterboard and trowel finishes preparation processes:

- wetting in
- raking out
- making good
- abrading
- scraping
- caulking & taping
- proud filling
- flush filling
- degreasing.

Plasterboard and trowel finishes preparation materials:

- plaster-based fillers
- cement-based fillers

- joint fillers
- joint tapes
- reinforced corner tapes
- abrasives.

Topic 3.4

Types of plasterboard and trowel finishes preparation materials:

- degreasing agent
- stabilising solutions
- sizes
- fungicidal washes
- stainblock.

Types of primers used on plasterboard and trowel finishes:

- water-borne
- solvent-borne.

Topic 3.5

Safety considerations when preparing plasterboard and trowel finishes:

- manual handling
- COSHH
- waste and storage of materials
- PPE
- ventilation
- VOC.

Topic 3.6

Preparing plasterboard and trowel finishes:

- checking plasterboard and trowel finishes for defects
- applying preparation processes
- applying primers.

Learning outcome

4 Remove defective paint coatings and paper

Topics

4.1 Removal of defective paint coatings
4.2 Removal of paper
4.3 Safety considerations when removing paint and paper
4.4 Remove defective paint coatings and paper

Depth

Topic 4.1

Reasons for paint removal:

- blistering
- cracking or crazing
- flaking
- excessive film thickness
- peeling.

Paint removal process:

- protection of surrounding area
- liquid paint removing
- electric hot-air
- LPG burning off.

Topic 4.2

Reasons for paper removal:

- poor adhesion
- mould
- redecoration.

Paper removal process:

- protection of surrounding area
- hand soaking
- steam stripping
- dry stripping of peelable papers.

Topic 4.3

Safety considerations when removing paint and paper:

- COSHH
- VOC
- slips and trips
- electrical safety
- work at heights regulations
- PPE
- ventilation
- lead paint regulations
- disposal of waste
    - chemical
    - hot
    - bacterial.

Topic 4.4

Removing defective paint coatings and paper:

- protecting work and surrounding areas
- applying paint coating removal processes
- applying paper removal processes
- disposing of waste.

Learning outcome

5 Prepare previously painted surfaces

Topics

5.1 Processes for preparation of previously painted surfaces
5.2 Types of stoppers and fillers used on previously painted surfaces
5.3 Safety considerations when preparing previously painted surfaces
5.4 Prepare previously painted surfaces

Depth

Topic 5.1

Processes for preparation of previously painted surfaces

- spot prime
- wet and dry abrading
  - mechanical
  - hand
- scraping
- raking out
- undercutting
- wetting in
- back filling
- proud filling
- flush filling
- brushing
- washing down
- degreasing
- solvent wiping
- washing down for a finish
- face putty.

Topic 5.2

Types of stoppers used on previously painted surfaces:

- putty
- plastic woods
- coloured stoppers
- finishing plaster
- sand and cement.

Types of fillers used on previously painted surfaces:

- caulk
- powdered
  - o interior
  - o exterior
- ready-mixed
- fine surface
- two-pack.

Topic 5.3

Safety considerations when preparing previously painted surfaces:

- COSHH
- VOC
- electrical safety
- PPE
- ventilation
- lead paint regulations
- disposal of waste.

Topic 5.4

Preparing previously painted surfaces:

- applying preparation processes
- using stoppers and fillers.

Guidance for delivery

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self- study, City and Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner.

Naturally occurring training activities used to carry out application of surface coatings will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste.

The removal of paint and paper can be hazardous, if safety is not observed throughout. As well as working at height, there are a range of hazardous tools and materials used in this unit.

Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place. Adequate ventilation and the use of hand protection are paramount.

Unit 204 Application of surface coatings

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is for learners to understand surface coatings, their application and suitability for a surface. Knowing the attributes and properties of coatings, and the best ways to apply them without defects, are key to any professional decorator. Learners will develop the skills necessary to apply these coatings to a variety of surfaces.

Learners can be introduced to this unit by asking themselves questions such as:

- How would I prepare the work area?
- How would I choose a coating for a particular surface?
- Can I use appropriate tools and techniques to apply coatings?

Learning outcomes

In this unit, learners will be able to

1 Prepare and protect work area
2 Understand paint coatings and new technologies
3 Prepare and apply coatings by brush and roller

Learning outcome

1 Prepare and protect work area

Topics

1.1 Work area protection
1.2 Protective materials for domestic and commercial areas
1.3 Safety considerations when working in domestic and commercial areas
1.4 Prepare and protect work area

Depth

Topic 1.1

Items to be protected in the domestic area:

- room furniture
- floor/carpets
- door and window furniture
- wall-mounted fixtures and fittings
- television
- media/it systems
- lighting.

Items to be protected in a commercial area:

- workstations
- machinery
- equipment
- furniture
- lighting.

Topic 1.2

Materials used to protect items in domestic and commercial areas:

- protective sheeting types
  - polythene
  - dust
  - lightweight plastic
  - drop
  - tarpaulin
  - self-adhesive plastic
  - hardboard
  - chipboard
  - blockboard
- masking tape types
  - exterior

- interior
- low-tack
- 7-day.

Topic 1.3

Safety considerations when working in domestic and commercial areas:

- public access to premises
- signs and barriers
- climate/weather
- temperature
- ventilation
- storage
- fixing of protective materials.

Topic 1.4

Protecting work and surrounding areas prior to the application of paint.

Learning outcome

2 Understand paint coatings and new technologies

Topics

2.1 Paint coatings and their properties
2.2 New technologies used in painting and decorating

Depth

Topic 2.1

Water-borne paint coatings:

- components:
  - pigment and extender
  - dispersant/emulsifier
  - additives
  - solvent/thinner
  - drier
  - film former
- properties
  - evaporation
  - coalescence
  - oxidation
  - film thickness
  - intumescence.

Solvent-borne paint coatings:

- components:
  - film former
  - pigment
  - solvent/thinner
  - driers
  - additives
- properties
  - micro-porous
  - thixotropic
  - evaporation
  - oxidation
  - polymerisation
  - film thickness
  - intumescence.

Topic 2.2

New technologies used in painting and decorating:

- nano coatings
  - self-cleaning
  - anti-scratch
- environmentally-friendly coatings.

Learning outcome

3 Prepare and apply coatings by brush and roller

Topics

3.1 Types of water and solvent-borne coatings
3.2 Types of tools used for applying coatings
3.3 Types of coating application defects
3.4 Storage and cleaning of tools and materials
3.5 Apply coatings by brush and roller

Depth

Topic 3.1

Types of water and solvent-borne coatings:

- interior
- exterior
- pigmented
- non-pigmented

- stains
- preservatives
- varnishes.

Types of finishes:

- matt
- gloss
- mid- sheen
- silk
- eggshell.

Topic 3.2

Types of tools used for applying coatings:

- rollers
- sleeves
  - material
  - pile
- brushes
  - natural bristle
  - synthetic filament.

Topic 3.3

Types of application defects:

- bittiness
- misses
- grinning
- runs and sags
- excessive brushmarks
- ropiness
- fat edges
- wet edge build-up
- paint on adjacent surfaces
- roller edge marks
- roller skid marks
- irregular cutting in
- flashing.

Types of post-application defects:

- retarded drying
- cratering
- bleeding
- blooming
- loss of gloss
- fading
- discolouration
- yellowing
- cracking

- crazing
- flaking
- peeling.

Topic 3.4

Factors to be considered when cleaning and storing application tools and materials:

- COSHH
- VOC
- disposal of waste
- PPE
- stock rotation
- environmental conditions.

Topic 3.5

Applying coatings by brush and roller:

- selecting and use tools and equipment
- preparing and applying solvent and water borne coatings to a variety of surfaces
- cleaning and store tools and equipment
- maintaining a safe and clean working environment.

Guidance for delivery

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self- study, City and Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner.

Naturally occurring training activities used to carry out application of surface coatings will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste.

Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place. Adequate ventilation and the use of hand protection are paramount.

Unit 205 Application of papers to walls and ceilings

Unit level:	Level 2
GLH:	90

What is this unit about?

The purpose of this unit is to provide the learner with the skills and knowledge required to plan and apply various standard papers to ceiling and walls. Applying paper is an integral skill required for any professional decorator and used in both the domestic and commercial sectors. Paper can enhance any decorating project. Its application is a skill that requires precision and methodical working, incorporating calculations, measuring, and an eye for detail. Understanding paper types, patterns, and their respective applications will provide the modern decorator with an invaluable skill and increase their employability status.

Learners can be introduced to this unit by asking themselves questions such as:

- How would I plan and prepare the work area?
- How would I choose an adhesive for a particular surface and paper?
- Can I use appropriate equipment and techniques to apply paper to walls and ceilings?

Learning outcomes

In this unit, learners will be able to

1 Understand paper production
2 Know adhesives for wallpaper application
3 Apply standard papers to walls and ceilings

Learning outcome

1 Understand paper production

Topics

1.1 Paper production methods
1.2 Types of paper and their suitability for application
1.3 Paper labelling

Depth

Topic 1.1

Methods used in paper production:

- wet embossing
- dry embossing
- heat expansion
- block printing
- screen printing
- machine printing.

Topic 1.2

Paper types:

- lining
  - o linen backed
  - o non-woven
- embossed
- blown vinyl
- pulps/grounds
- vinyl
- ready-pasted/pre-pasted
- borders.

Paper pattern types:

- set/straight match
- drop/offset match
- random/free match
- reverse alternate lengths.

Topic 1.3

Information provided on a paper information label:

- international performance symbols
  - o spongeable

- washable
- super washable
- scrubbable
- moderate light fastness
- good light fastness
- ready-pasted
- paste-the-wall
- free match
- straight match
- design/distance repeat
- offset match
- direction of hanging
- co-ordinated fabric available
- reverse alternate lengths

- removal methods
  - complete removal without water
  - partial removal without water
  - removal when moist
- batch numbers
- pattern number
- hanging instructions
- paper width size and repeat length.

Learning outcome

2 Know adhesives for wallpaper application

Topics

2.1 Types of adhesives
2.2 Adhesives defects

Depth

Topic 2.1

Types of adhesives used in paper application:

- cellulose paste
- starch/starch ether
- overlap
- ready-mixed
- PVA.

Characteristics of adhesives used in paper application:

- ease of application
- adhesive properties
- marking quality

- mould inhibitor.

Topic 2.2

Defects caused by too thin or wrong type of adhesives:

- blisters
- delamination
- stretching
- contamination
- open joints and loose edges.

Learning outcome

3 Apply standard papers to walls and ceilings

Topics

3.1 Planning and setting out
3.2 Pasting, folding and application of paper
3.3 Application defects
3.4 Storage of paper and adhesives
3.5 Safety considerations
3.6 Apply standard papers to walls and ceilings

Depth

Topic 3.1

Factors to consider when planning and setting out:

- starting/finishing point
- ceilings/walls
- centring
- features/obstacles
- internal and external angles
- borders
- type of finishing paper
- surface conditions
  - solvent-painted wall
  - absorbency
  - movement
- pattern type and match
  - batches
  - wastage
  - shading
  - repeat
- calculations using girthing and area methods.

Topic 3.2

Paper types:

- lining
  - linen backed
  - non-woven
- embossed
- blown vinyl
- pulps/grounds
- vinyl
- ready-pasted/pre-pasted
- borders.

Pasting techniques:

- pasting machine
- brush
- roller
- ready-pasted.

Factors to consider when pasting:

- pasting procedure
- fold lengths using appropriate fold and soak times
- paste contamination on paper surface
- excess paste.

Equipment used for paper application:

- setting out
- pasting
- application
- trimming
- access.

Application methods:

- walls
  - horizontal
  - vertical
- ceilings
- cutting methods
  - star and half star cuts
  - borders to walls with mitre cuts
- smoothing
  - paper-hanging brush
  - spatula.

Topic 3.3

Application defects:

- blistering

- creasing
- loss of emboss
- overlapping
- tearing
- springing joints
- polished joints
- shrinking
- stretching
- open joints
- loose edges
- irregular cutting
- inaccurate matching
- staining and surface marking
- corners incorrectly negotiated
- inaccurate plumbing and levels.

Topic 3.4

Factors to consider when storing papers and adhesives:

- racking
- wrapping
- stock rotation
- atmospheric conditions
    - o temperature
    - o dampness
    - o direct sunlight.

Topic 3.5

Safety considerations when applying papers to ceilings and walls:

- manual handling
- COSHH
- waste and storage of materials
- working at heights
- PPE
- ventilation.

Topic 3.6

Apply standard papers to walls and ceilings:

- select resources
- prepare the work area
- plan sequence of work
- paste and apply paper to walls and ceilings
- dispose of waste
- maintain safe and clean working environment.

Guidance for delivery

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self- study, City and Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner.

Naturally occurring training activities used to carry out application of surface coatings will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste.

The application of paper can be hazardous, if safety is not observed throughout. As well as working at height, there are a range of hazardous tools and materials used in this unit.

Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place. Adequate ventilation and the use of hand protection are paramount.

Unit 206 Producing decorative colour effects

Unit level:	Level 2
GLH:	60

What is this unit about?

The purpose of this unit is to provide the learner with the skills and knowledge required to identify colour systems and apply various decorative effects. Identification of colour systems, and using the appropriate and correct colour is vital for the modern decorator, for example:

- What colour identifies a gas pipe?
- What colours will complement a chosen wallpaper?

Decorative effects can enhance any decorating project. Their application requires creativity skills, an eye for detail and an artistic approach, providing the professional decorator with traditional skills and knowledge to work not only within the domestic sector but also in the heritage sector.

Learners can be introduced to this unit by asking themselves questions such as:

- How would I plan and prepare the work area?
- How would I choose a suitable ground coat for a decorative effect?
- Can I use appropriate equipment and techniques to produce a desired effect?

Learning outcomes

In this unit, learners will be able to

1 Understand creating colour
2 Produce broken colour effects
3 Produce faux decorative effects

Learning outcome

1 Understand creating colour

Topics

1.1 Theory of colour
1.2 Colour organisational systems

Depth

Topic 1.1

The theory of colour:

- purpose of the colour wheel
- elements of the colour wheel
  - primary colours
  - secondary colours
  - tertiary colours
- natural order of colours
- colour terms
  - saturation
  - neutrals
  - warm/cool colours
  - advancing/receeding
  - shades/tints
- colour schemes
  - analogous colours
  - achromatric colours
  - complementary colours
  - monochromatic colours
  - triadic
  - split complimentary
- metameric effects
  - tungsten
  - fluorescent
  - sodium/LPS.

Topic 1.2

Colour organisational systems:

- BS 4800: Paint Colours for Building Purposes
- RAL
- Natural Colour System (NCS).

Learning outcome

2 Produce broken colour effects

Topics

2.1 Ground coats
2.2 Broken colour effects
2.3 Safety considerations
2.4 Produce broken colour effects

Depth

Topic 2.1

Types of surfaces for ground coats:

- previously painted timber
- previously painted plaster or plasterboard
- embossed paper.

Types of materials for ground coats:

- water-borne
- solvent-borne.

Suitability of the ground coat:

- absorbency
- colour
- finish.

Topic 2.2

Materials used to produce broken colour effects:

- acrylic glaze
- solvent-borne glaze
- oil colourant
- acrylic colourant
- gilp.

Types of broken colour effects:

- rag rolling
  - additive
  - subtractive
- sponge stippling
- dragging
- glaze and wipe.

Broken colour application faults:

- loss of wet edge
- banding/tracking
- slip/skid marks
- creepage
- damage to decorative effect
- removal of ground coat
- removal of masking material.

Topic 2.3

Safety considerations when producing broken colour effects:

- manual handling
- COSHH
- waste and storage of materials
- working at heights
- PPE
- ventilation
- VOC.

Topic 2.4

Produce broken colour effects:

- select resources
- prepare the work area
- plan sequence of work
- apply the ground coats
- produce broken colour effects
- dispose of waste
- maintain safe and clean working environment.

Learning outcome

3 Produce faux decorative effects

Topics

3.1 Faux decorative effects
3.2 Safety considerations
3.3 Produce faux decorative effects

Depth

Topic 3.1

Types of faux decorative effects:

- wood
- marble.

Suitability of the ground coat:

- colour
- finish.

Colours, pigments and glazes:

- artists oil
- acrylics
- gouache
- powder pigment
- universal stainers.
- scumble
- gilp
- binders.

Tools and equipment:

- graining rocker
- pencil overgrainer
- flogging brush
- mottler/cutter
- metal/rubber/card combs
- check/tick roller
- natural sponges,
- feathers eg goose-wing
- lint-free rag
- badger hair softener
- fitch
- sable brushes.

Processes for faux decorative effects:

- application of suitable scumble
- flogging
- combing
- softening
- wiping out
- veining
- cissing or opening out.

Topic 3.2

Safety considerations when producing faux decorative effects:

- manual handling

- COSHH
- waste and storage of materials
- working at heights
- PPE
- ventilation
- VOC.

Topic 3.3

Produce faux decorative effects:

- select resources
- prepare the work area
- plan sequence of work
- apply the ground coats
- produce faux decorative effects
- dispose of waste
- maintain safe and clean working environment.

Guidance for delivery

Tutors need to be aware of prior learning that has taken place and use this information to structure individualised learning where appropriate.

Tutors should make the best use of available resources to provide learners with the opportunity to use a wide range of activities that could include lectures, discussions, self- study, City and Guilds SmartScreen materials, research opportunities, visits to exhibitions and practical training to stimulate, motivate and educate the learner.

Naturally occurring training activities used to create decorative colour effects will facilitate the completion of this unit. This will support the holistic approach of delivering and assessing the qualification as well as stimulate a realistic experience for the learners.

Learners should adhere to relevant Building Regulations and select materials to minimise waste.

Health, safety and welfare issues are an important factor to consider during the delivery of this unit; therefore, strict safe working methods as outlined by legislation should be demonstrated and reinforced through close supervision of all activities. Hand protection (PPE) must be emphasised and adopted when carrying out the effects in this unit. Risk assessments, method statements and COSHH assessments must be completed prior to any practical activities taking place. Adequate ventilation and the use of hand protection are paramount.

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.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

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.

Centre Guide – Delivering International Qualifications 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.

Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates

- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Appendix 2 Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
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	

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