

Unit 17: Developing Construction Decorating Skills

Unit reference number: Y/502/3688

QCF level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in decorating, and offers them opportunities to develop the skills needed to decorate surfaces.

Unit introduction

Learners will need to practise decorating techniques, and use these techniques to decorate a surface area in an acceptable time.

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out decorating tasks.

Although learners will work independently when decorating, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and tutors during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is recommended that learners will either have successfully completed unit 10 *Health and Safety and Welfare in Construction* before starting this unit, or that they will be studying the unit alongside this one, using an integrated delivery and assessment approach.

Essential resources

Learners will require access to a wall of at least 3 m² to decorate, and to hand tools, materials and equipment of a nature and standard typical of a proper work environment.

The learning environment must be a safe place of work. Adequate workshop space must be provided for the safe storage and use of decorating materials, as well as adequate washing facilities, access to first aid facilities and storage for PPE.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used in basic decorating tasks	1.1	List and describe appropriate hand tools to be used in the decorating process	<ul style="list-style-type: none"> □ <i>Hand tools:</i> scrapers, filling knives, pasting table, paper-hanging brush, caulker, trimming knives, scissors or shears, rule, tape, plumb bob and line, spirit level, paste bucket, paste brush, pencil
2	Know the materials used in basic decorating tasks	2.1	List and describe appropriate materials to be used in the decorating process	<ul style="list-style-type: none"> □ <i>Materials:</i> lining wallpapers, non-patterned wallpapers, pastes, filler
3	Know the personal protective equipment (PPE) used in basic decorating tasks	3.1	List and describe appropriate personal protective equipment (PPE) to be used when decorating	<ul style="list-style-type: none"> □ <i>Personal protective equipment:</i> safety boots, bib and brace overalls, hand barrier cream, and other PPE as appropriate
4	Be able to apply safe working practices to produce a wallpapered wall	4.1	Select and use wallpaper paste safely to fix wallpaper to a wall of 3 m ²	<ul style="list-style-type: none"> □ <i>Safe working practices:</i> compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment □ <i>Basic decorating processes:</i> wallpaper a wall of 3 m², cutting around a socket or switch
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment	<ul style="list-style-type: none"> □ <i>Behaviour:</i> e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'
		5.2	Work responsibly in the workshop	

Learning outcomes	Assessment criteria		Unit amplification
6 Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> □ <i>Attitudes:</i> e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions
	6.2	Communicate appropriately with others	

Information for tutors

Delivery

This unit will give learners their first experience of the practical skills associated with decorating, together with any knowledge required to underpin such practical skills. Learners must be given opportunities to develop their knowledge and practical skills through supervised workshop activities, group teaching and demonstrations of the theories, equipment and techniques involved.

Learners will need to practise decorating a wall of at least 3 m². Tutors must demonstrate the necessary skills and techniques which learners will then use to produce the required assessment work.

The most important requirement of the unit is that learners are given opportunities to practise decorating techniques and procedures. To do this they must be able to recognise and select the tools, materials, equipment and PPE needed to work safely. Tutors will therefore need to demonstrate correct selection and use of the appropriate hand tools, materials, equipment and PPE. They must also demonstrate the practical painting skills required and monitor learners' performance as they practise their skills. They should correct poor practice and commend good practice. Tutors must encourage learners to ask for help and advice when necessary and to maintain a clean and tidy workplace. Tutors should encourage the reliable, positive and enthusiastic response to learning that employers value in prospective employees.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in decorating.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Know the hand tools used in basic decorating tasks. Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisitioning tools from tools store.
Know the materials used in basic decorating tasks. Site visit. Presentation from qualified working decorator. Trip to decorating centre.
Know the personal protective equipment (PPE) used in basic decorating tasks. Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works. Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners provided with opportunities to select and wear the full range of PPE used in decorating.
Practise the processes used in basic decorating tasks. Practical demonstration of how to keep individual work areas tidy. The hand-to-eye motor skills associated with decorating are best taught by demonstration (group or individually) by the tutor, followed by repeated practice by the learner. The tried and tested method of developing a construction craft skill is for the learner to be shown how to do it by someone experienced, and for the learner to practise the skills, with continuous monitoring by the tutor.

Topic and suggested assignments/activities

Be able to apply safe working practices to produce a wallpapered wall.
Assessment—three hours for learners to produce the paperwork required in the form of requisition forms/tool identification sheets. Practical assessment four hours.

Be able to work responsibly with others.
Use of health and safety videos to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by personnel behaving in a cooperative and responsible manner. Constant encouragement from tutors to 'tidy as you go' during practical painting workshop sessions.

Be able to seek and respond to guidance when working as part of a team.
Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

Assessment

The evidence can be provided by a single practical assignment covering all of the assessment criteria for the unit. Achievement of assessment criteria should be evidenced through vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many of the assessment criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements plus photographs of the completed work.

For 1.1, learners must list and describe the appropriate hand tools to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders or tool identification sheets.

For 2.1, learners must list and describe the materials to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, learners must list and describe the items of PPE to be used in the practical task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 4.1, learners must be able to decorate a wall area of 3 m². It is anticipated that considerable guidance may need to be provided to learners at this level. There is no requirement for the work to comply with specific tolerances, or to demonstrate a professional standard. It is sufficient that the task has been completed. Photographs, observation records and witness statements could be provided as evidence. . Learners need to follow safe working practices.

For 5.1 and 5.2, learners should work as part of a team to create and maintain a clean and tidy work environment. They must also work responsibly when performing the decorating process. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must be able to seek guidance from tutors and other experienced persons. The learner must follow instructions and communicate

appropriately with other learners and with their tutors and/or instructors. The evidence could take the form of a witness statement.

Suggested resources

Books

Brett P – *A Building Craft Foundation: Levels 1 & 2* (3rd Revised Edition, Nelson Thornes, 2007) ISBN 9780748781843

Fulcher A – *Painting & Decorating: An Information Manual* (Blackwell Science, 1998) ISBN 9780632041596

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 9781846909207

Websites

www.diydata.com

www.hse.gov.uk