

Title:	Further Skills for Painting and Decorating
Aim:	The purpose of this unit is to allow learners to further develop and demonstrate additional basic decorating skills after completing the Skills for Painting and Decorating unit (Y/618/0888).
Unit Level:	1
Credit Value:	6
GLH	54
Unique Reference Number	L/618/0791
Assessment	<p>Assessment of this unit will be through the completion of two NOCN devised practical tasks and associated knowledge questions (written or verbal). This unit is internally assessed and internally and externally quality assured using the NOCN assessment booklets to evidence all learning outcomes.</p> <p>The selected assessment tasks must be different to those completed for the Skills for Painting and Decorating unit.</p>
Learning outcomes	
<i>The learner will:</i>	
1. Be able to prepare to carry out painting and decorating.	
Delivery content:	
<p>The purpose of this learning outcome is to allow learners to demonstrate their ability to prepare to carry out painting and decorating tasks.</p> <p>The learner must:</p> <ul style="list-style-type: none"> • be able to identify the information required to carry out given tasks. • be able to identify the hazards and risks before starting tasks. • know how to use information to identify the work required and calculate the materials necessary. • be able to select the tools, equipment, including personal protective equipment, and materials required for given tasks. • be able to check all tools, equipment and materials to ensure they are safe and fit for purpose. • know the procedures for reporting faulty or unsafe tools and equipment. • be able to set up an area for painting and decorating. • be able to set out tools, equipment and materials for painting and decorating tasks. 	
2. Be able to prepare materials to carry out painting and decorating.	
Delivery content:	
<p>The purpose of this learning outcome is to allow learners to demonstrate their ability in preparing the materials required to carry out given tasks.</p> <p>The learner must:</p> <ul style="list-style-type: none"> • follow the method statements and risk assessments to ensure that materials are prepared correctly and safely. • apply suitable protection to surrounding areas. 	

- prepare areas for painting.
- prepare positive and negative stencils.
- select appropriate **tools** and **equipment** to paint and decorate.

3. Be able to carry out painting and decorating.

Delivery content:

The purpose of this learning outcome is to allow learners to demonstrate their ability in carrying out painting and decorating tasks

The learner must:

- carry out surface preparation.
- carry out painting activities in accordance with provided instructions/specification.
- apply standard plain paper and coverings to walls.
- cut in, including internal and external corners.
- apply **decorative finishes**.
- ensure all work is completed to specified finish and within agreed tolerances.
- check for and correct any imperfections/defects.

4. Be able to clear and clean the work area and tools after painting and decorating tasks.

Delivery content:

The purpose of this learning outcome is to evidence that learners can clear and clean the work area to instruction.

The learner must:

- clean, inspect and store all tools, equipment and excess materials in accordance with manufacturers' guidance.
- report any issues in accordance with organisational procedures.
- clean the work area and dispose of all waste in accordance with legislative requirements, manufacturers' guidance and organisational procedures.
- leave the work area in a safe and clean condition, using collective protective measures as appropriate.
- complete all final paperwork as required and file correctly.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

The expectation is that the learner will be able to complete basic preparation activities with little, or no, support from the trainer. It is not expected that the work produced will be at site standard but must be carried out safely and the completed work left in a safe condition.

Tutors should use their professional experience to set basic painting and decorating tasks that increase in complexity.

The following expands on terms highlighted through the unit. Those in bold are the minimum expectations, those not highlighted can be addressed in order to stretch and

challenge learners. It is expected that tutors use their professional experience to expand on the areas covered, making them relevant to the local area and employment opportunities and explain terms in using terminology understandable to their learners.

Scope of Assessment

The learners will complete **two** further live painting and decorating assessments, available from NOCN.

The chosen assessments must be different from the assessments completed for the Skills for Painting and Decorating unit.

The following are examples of what the assessments are based around.

- Preparing surfaces
- Applying foundation and plain papers
- Painting doors/walls/ceilings/features/timber surfaces
- Producing standard decorative finishes

The current live assessments must be downloaded at the start of the learner's assessment.

The completed work must be within agreed tolerances. Specifications for each assessed task are available from NOCN.

Completed work must be to free from **imperfections/defects** and left in a safe and clean condition.

	Requirements		
Sources of Information	Job specification Drawings (2D and 3D) Method statements Risk assessments	Permits to work Plans Colour wheel	
Use information	Materials Tools Quantities	Measurements Hazards and risks Tolerances	
Tools	Cutting in brush/sash brush Paint brushes Roller and tray Wallpaper scrapers Paper scissors/shears Pasting brush Paper hanging brush Tape measure Spirit level Paint comb Knives Knotting brush Hot air gun	Steam stripper Dusting brush Hammer and nail punch Paint pots and kettles Wire brush Filling knife and board Rubbing blocks and abrasive materials Chalk and line Seam roller Plumb bob Decorative finishing tools	
Materials	Paint Brush cleaner Sugar soap	Filler Wallpaper paste	Adhesive Solvents
Equipment	Dust sheet Masking tape	Abrasive paper	Waste sacks Brush

	Self-adhesive film Pasting table	Protective coverings Access equipment	Buckets and sponges
Personal Protective Equipment (PPE)	Hard hat Safety boots Goggles Overalls	Gloves Knee pads Mask / respiratory protection	High visibility clothing Hearing protection
Paint	Emulsion Eggshell	Matt Gloss	Undercoat/primer
Surfaces	Brick Plaster Render	Metal Timber	Stripped surfaces Coated surfaces
Defects	Misses Grinning Runs and sags Excessive brush marks and ropiness Paint on adjacent surfaces Fat edges or wet edge build up Excessive bits and nibs Irregular cutting in	Orange peel Roller edge marks/tramlines Bubbles & blisters Curling Loose ends Seams opening Streaks on paper Tears	
Decorative finishes	Form straight lines and bands of uniform thickness. Cut and apply positive or negative single colour stencils. Apply broken colour finishes: stippling, rag rolling.		