Unit 110: Decorative finishing and industrial painting occupations

# Sample scheme of work

This sample scheme of work covers both classroom and workshop-based learning for Unit 110. It is based on 3.5 hours per session for 7 classroom sessions and 33 x 3.5 hours practical workshop activities. It is an example only of a possible scheme of work and is based on theory and practical sessions within an FE centre, but it can be amended to suit all learning facilities with the necessary adjustments to meet individual learners’ needs.

**You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.**

Centres should also incorporate the following themes, where appropriate, as strands running through each of the sections within the qualification. Although they are not specifically referred to in the section content section, City & Guilds regards these as essential in the teaching of the qualification:

* health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
* Essential Skills (Application of Number, Communication, Digital Literacy and Employability)
* extension tasks and differentiation, inclusion, entitlement and equality issues
* spiritual, moral, social and cultural issues
* environmental education and related European issues
* British Values
* use of information learning technology (ILT).

Unit 110: Decorative finishing and industrial painting occupations

# Sample scheme of work

**Course/qualification:** Foundation in Construction and Building Services Engineering **Tutor’s name:** Enter the tutor’s name here

**Number of sessions**:40 **Delivery hours**: 140 **Venue**:Enter the venue here **Group**: Enter the group here

|  |
| --- |
| **Learning outcomes**   1. Know the underlying principles that guide the work of a painter and decorator 2. Know common tools, equipment and materials used in the painting and decorating trade 3. Preparation for common painting and decorating tasks 4. Carry out common painting and decorating tasks 5. Understand performance criteria for the completion and evaluation of common painting and decorating tasks |

| Session | Objectives/learning outcomes **The learner will:** | Activities and resources | Skills check |
| --- | --- | --- | --- |
| 1  3.5 hours | Introduction to the unit so that learners understand the requirements and content.  . | Classroom activities:   * Introduce the basic principles behind preparing bare and previously painted surfaces and applying water-based and solvent-based coatings by brush and roller to non-complex areas * Answer any questions regarding content.   Resources:   * **PowerPoint 0: Introduction** | Verbal questioning of understanding of the unit  Completion of tutor-generated checklist  **PowerPoint 0** |
| 2  3.5 hours | 1. **Know common tools, equipment and materials used in the painting and decorating trade**   2.3 Materials used to protect surrounding areas   1. **Preparation for common painting and decorating tasks**   3.2 Preparing the work area and protecting surrounding areas  3.3 Erecting and dismantling access equipment and working platforms  3.7 Storing materials before and after use   1. **Understand performance criteria for the completion and evaluation of common painting and decorating tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Workshop activities:   * Conduct workshop walkthrough with learners pointing out fire exits, fire points, tools, first aid washing facilities and general rules. * Demonstrate the safe laying, folding and storage of dust sheets * Demonstrate and explain how to lay dust sheets safely. * Demonstrateand explain the correct methods associated with the safe moving, handling and storage of resources. * Set task of finding health and safety information, fire equipment, washing facilities, first aid equipment. * Learners to observe, take notes, ask questions as necessary.   Resources:   * Stepladders, ladders, platform/podium steps, hop-ups, dust sheets * Items to lift: boxes, access equipment * Tutor-generated checklist of things to find in the workshop as part of the workshop orientation and familiarisation   . | Monitoring of ability and evaluation of practical work  Discussing the methods and techniques used with the learner to establish the learners’ understanding |
| 3  3.5 hours | 1. **Know the underlying principles that guide the work of a painter and decorator**   1.1 The role of the painter and decorator  1.2 Types of painting and decorating work   1. **Preparation for common painting and decorating tasks**   3.3 Erecting and dismantling access equipment and working platforms   1. **Understand performance criteria for the completion and evaluation of common painting and decorating tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Classroom activities:   * Show PowerPoint presentations explaining contents in detail * Explain the types of access equipment, inspection and safe use * As a group, discuss the role and responsibilities of painter and decorators. Ask the following recap questions to prompt discussion: * What are tradespeople who only carry out one or two tasks generally known as? * What type of areas would be sprayed using and airless spray machine? * What is the most important part of the decorating process? * What do the health and safety abbreviations HASAWA stand for? * Name three types of specialist work. * Lead a discussion on the types of work learners should expect to carry out. Ask the following questions: * What sort of skills do you think are required when dealing directly with customers and clients? * Why do you think commercial work often has to be completed within tight timescales? * What qualities do you think a painter and decorator needs in order to be able to carry industrial work? * Now you have an understanding of the types of work a painter and decorating could do, which type would you prefer? * Get learners to work in pairs, using manufacturer’s information and guidance to research and note the following: * The types of surfaces that are common to industrial work * How these surfaces are prepared * Three types of ‘industrial’ coatings * When learners have found the answers, they can add them to question 11 on Worksheet 2. * Set a group task: ask learners to work in pairs’ and use manufacturer’s information and guidance to research and note the following: * List the surfaces you would expect to work on when carrying out heritage work. * Which types of preparation materials are used in heritage work? * What types of paints may be commonly used? * When learners have found the answers, they can add them to question 12 on Worksheet 2. * Set written work using worksheets and get learners to partake in discussion/group work. * Show selected clips.   Resources:   * **PowerPoint 1: The role of the painter and decorator** * **PowerPoint 2: Types of decorating work** * **PowerPoint 7: Access equipment** * **Worksheet 1: The role of the painter and decorator** * **Worksheet 2: Types of decorating work** * **Worksheet 7: Access equipment** * Examples of manufacturer’s product information, product data sheets etc | Verbal assessment of knowledge and understanding using recap questions  Marking of worksheets  Ask recap questions  **PowerPoints 1, 2 and 7**  **Worksheets 1, 2 and 7** |
| 4  3.5 hours | 1. **Know common tools, equipment and materials used in the painting and decorating trade**   2.3 Materials used to protect surrounding areas.   1. **Understand performance criteria for the completion and evaluation of common painting and decorating tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Classroom activities:   * Show PowerPoint presentation explaining contents in detail. * Set written work using worksheets. * Demonstrate and explain various types of masking and sheeting materials and equipment using examples during the theory session. * Ask learners some of the following questions to check their understanding at the end of the session: Why is protection of property very important? * Name two standard sizes for cotton dust sheets. * What is a disadvantage of using hard sheet/board material? * Which type of masking would you NOT use to protect fixtures and fittings on the exterior of a building and why? * What is considered an advantage of using a masking machine to assist the masking process?   Resources:   * **PowerPoint 6: Masking and sheeting materials** * **Worksheet 6: Materials used to protect surrounding areas** * Various types of masking and sheeting materials * Masking machines (hand and floor) | Verbal assessment of knowledge and understanding using recap questions  Marking of worksheets  Evaluation and verbal feedback of learners’ work  Ask recap questions  **PowerPoint 6**  **Worksheet 6** |
| 5  3.5 hours | 1. **Preparation for common painting and decorating tasks**   3.3 Erecting and dismantling access equipment and working platforms  3.4 Preparing surfaces   1. **Understand performance criteria for the completion and evaluation of common painting and decorating tasks**   5.1 Evaluation against industry standards    5.2 Performance analysis | Workshop activities:   * Explain the uses of the various tools and materials required for the task. * Demonstrate and explain how to prepare new bare softwood timber featuring knots and various surface defects. * Demonstrate and explain the safe erection/dismantling of various pieces of access equipment. * Learners to observe demonstration, select appropriate resources and prepare bare timber up to the filling stage ready to receive an undercoat.   Resources:   * Hand tools, section of new bare timber, abrasives, * Water-based primer, knotting, paint kettles, * Brushes, solvent, filling board, powder filler * Access equipment, stepladders, podiums, hop ups | Monitoring of ability and evaluation of practical work  Discussing the methods and techniques used with the learner to establish the learners’ understanding |
| 6  3.5 hours | 1. **Know the underlying principles that guide the work of a painter and decorator**   1.3 Reasons for painting surfaces.  1.4 Key legislation   1. **Know common tools, equipment and materials used in the painting and decorating trade**   2.1 Painting tools and equipment.   1. **Understand performance criteria for the completion and evaluation of common painting and decorating tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Classroom activities:   * Show PowerPoint presentation explaining contents in detail. * Ask some of the following questions to prompt a class discussion on the reasons for painting and decorating: * What would be the main reason to decorate a hospital corridor? * What qualities does a paint need to have to make it washable? * What colour is associated with emergency equipment and escape routes? * Which of the four reasons for painting would be a priority for a new bare steel bracket supporting a satellite dish? * Set written work using worksheets. * Ask learners to come up with an easy-to-remember word connected to painting and decorating using the first letter of each of the four reasons for painting. * Ask learners the following questions to check their understanding of key legislation: * In which year was the Health and Safety at Work Act introduced? * Show of hands, true or false: the HASAWA doesn’t cover employees. * Each name a harmful substance that a painter and decorator would use. * What is WAHR better known as? * How do you think a painter and decorator could still be exposed to lead now? * Ask learners the following questions to check their understanding of hand and power tools: * What main characteristic makes a filling knife different to a scraper? * State two type of shave hook blade * What are the implications of working directly from a paint tin? * Name the three materials a sanding block can be made from. * What is a clear advantage of powered sanding? * Learners to take notes as required, complete worksheets, answer questions   Resources:   * **PowerPoint 3: Reasons for decorating** * **PowerPoint 4: Key legislation** * **Worksheet 3: Reasons for decorating** * **Worksheet 4: Key legislation** * **PowerPoint 8: Painting tools and equipment** * **Worksheet 8: Tools and equipment** * Heat gun * Small electric/cordless hand sander * Selection of common hand tools | Verbal assessment of knowledge and understanding using recap questions  Marking of worksheets  Ask recap questions  **PowerPoints 3, 4 and 8**  **Worksheet 3, 4 and 8** |
| 7  3.5 hours | 1. **Preparation for common painting and decorating tasks**   3.5 Making good surfaces.   1. **Understand performance criteria for the completion and evaluation of common painting and decorating tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis. | Workshop activities:   * Demonstrate and explain the uses of the various pieces of tools and equipment. * Demonstrate and explain how to prepare previously painted timber for decorating by burning off (linear and moulded section). * After observing the demonstration the learner should **s**elect the appropriate and correct resources and prepare section of wood by burning-off method.   Resources:   * Heat gun, abrasives, appropriate hand tools * section of timber with mouldings, * PPE: goggles, heat-resistant gloves. | Monitoring of ability and evaluation of practical work  Discussing the methods and techniques used to establish the learners’ depth of understanding. |
| 8  3.5 hours | 1. **Know the underlying principles that guide the work of a painter and decorator**   1.5 Sustainability of resources.   1. **Know common tools, equipment and materials used in the painting and decorating trade**   2.1 Painting tools and equipment.   1. **Understand performance criteria for the completion and evaluation of common painting and decorating tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Classroom activities:   * Start the session by asking learners: What does the word ‘sustainability’ mean to you? * Show PowerPoint presentations explaining contents in detail. * Set written work and provide guidance and feedback. * Check learner understanding by asking some of the following questions: * What does VOC stand for? * Name a product you think has high VOCs * Name a product that has low VOCs * In which year did all paint in the UK become VOC compliant? * Ask learners at the end of the discussion: How do you think you can make a difference? * Ask learners questions to check their understanding of painting equipment: * What is the name of the metal part of a paint brush? * State an advantage of pure bristle * State an advantage of synthetic filaments * Which type of roller sleeve would you use for painting a textured surface? * The learners should take notes as required, complete worksheets, discuss how people can make a difference to environmental issues that concern the planet.   Resources:   * **PowerPoint 5: Sustainability of resources** * **Worksheet 5: Sustainability** * **PowerPoint 9: Paint application tools** * **Worksheet 9: Paint application tools** * Brushes, roller sleeves and frames | Verbal assessment of knowledge and understanding using recap questions  Marking of worksheets  Ask recap questions  **PowerPoints 5 and 9**  **Worksheets 5 and 9** |
| 9  3.5 hours | 1. **Know common tools, equipment and materials used in the painting and decorating trade**   2.1 Painting tools and equipment  2.2 Preparation materials and surface coatings   1. **Understand performance criteria for the completion and evaluation of common painting and decorating tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Classroom activities:   * Show PowerPoint presentation explaining contents in detail. * Demonstrate and explain various abrading materials and equipment and their uses. * Set written work using worksheets. * Show media clip how paint is made: [**www.youtube.com/watch?v=f39o4EVqx9U**](http://www.youtube.com/watch?v=f39o4EVqx9U) * Ask learners questions to check their understanding: * Which grade of aluminium oxide is the roughest 40 or 120? * What is silicon carbide paper better known as? * Where would you normally use cement-based filler? * Name the filler which has a base and a hardener. * Why is it sometimes important to wash down from the bottom up? * Name two colours of knotting. * How many of the five sheen levels can you remember? * Thumbs up who thinks the following sentence is correct: ‘emulsion is used on inside walls because, being oil based it is very hardwearing’? * Which type of paint finish would be ideal for a busy corridor? * Which type of paint is designed to adhere to previous coatings? * What does ‘permeable’ mean? * Learners to take notes as required, complete worksheets.   Resources:   * **PowerPoint 11: Paint materials** * **PowerPoint 10: Preparation materials** * **Worksheet 11: Paint materials** * **Worksheet 10: Preparation materials** * Samples of abrasives to include aluminium oxide and silicon carbide paper * Washing down products | Verbal assessment of knowledge and understanding using recap questions  Marking of worksheets    Ask recap questions  **PowerPoints 10 and 11**  **Worksheets 10 and 11** |
| 10  3.5 hours | **Recap on past sessions’ theory work** | Classroom activities:   * Evaluate learners’ knowledge and understanding through multiple choice questions   Resources:   * **Multiple choice questions** | Evaluation of peer marking of MCQs  **Multiple choice questions** |
| 11  3.5 hours | 1. **Preparation for common painting and decorating tasks**   3.2 Preparing the work area and protecting surrounding areas   1. **Understand performance criteria for the completion and evaluation of common painting and decorating tasks**   5.1 Evaluation against industry standards.  5.2 Performance analysis. | Workshop activities:   * Demonstrate and explain the masking and protection of various common surfaces found in the workshop * Surfaces: linear, fixtures, fittings floors, windows furniture * Learners to observe and follow instructions to mask and protect given items   **Resources:**   * Standard, exterior and low tack masking tape * Masking paper, masking films * Cotton and polythene dustsheets, tarpaulin * Corrugated plastic protective board | Monitoring of ability and evaluation of practical work  Discussing the methods and techniques used to establish the learner’s depth of understanding. |
| 12  3.5 hours | 1. **Preparation for common painting and decorating tasks**   3.5 Making good surfaces   1. **Understand performance criteria for the completion and evaluation of common painting and decorating tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Workshop activities:   * Explain the uses of various tools, equipment and materials**.** * Demonstrate and explain how to strip paint coatings using paint stripper on a section of timber featuring flat linear areas and moulded sections. * Learners toobserve demonstration, select the correct resources and remove paint using paint stripper   Resources:   * Paint stripper, brush kettle section of timber with mouldings, goggles, gloves detergent/neutraliser, sponge, wire wool * Shave hooks, metal paint kettle | Monitoring of ability and evaluation of practical work  Discussing the methods and techniques used to establish the learners’ depth of understanding. |
| 13  3.5 hours | 1. **Preparation for common painting and decorating tasks**   3.6 Preparing water-based and solvent-based coatings   1. **Understand performance criteria for the completion and evaluation of common painting and decorating tasks**   5.1 Evaluation against industry standards.  5.2 Performance analysis. | Workshop activities:   * Demonstrateand explain how to rake out cracks, and undercut, wet in, fill proud and flush, abrade, level, plaster surfaces, apply caulk to cracks and gaps in timber. * Learners to observe demonstration, select tools and equipment, rake out/prepare cracks in plaster and wooden surfaces, select appropriate filling material and make good various surfaces.   Resources:   * Hacking knife, hammer, filling knives, mixing board/pot, sponge, bucket, skeleton gun * Filling materials, (two pack powder and ready mixed fillers) caulk | Monitoring of ability and evaluation of practical work  Discussing the methods and techniques used to establish the learners’ depth of understanding. |
| 14-40  Remaining sessions (94.5 hours | 1. **Preparation for common painting and decorating tasks**   3.1 Planning the sequence of work  3.2 Preparing the work area and protecting surrounding areas  3.3 Erecting and dismantling access equipment and working platforms  3.4 Preparing surfaces  .  3.7 Storing materials before and after use   1. **Carry out common painting and decorating tasks**   4.1 Applying water-based and solvent-based paint systems without defects  4.2 Cleaning, maintaining and storing application tools and equipment  4.3 Maintaining a clean and safe work area   1. **Understand performance criteria for the completion and evaluation of common painting and decorating tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Workshop activities:  Continue training on the remaining practical elements of this unit in readiness to be able to pass the assessment.   * Demonstrate and explain the processes used to apply water-based and solvent-based surface coatings by brush and roller without defects. * Demonstrate and explain the processes used to clean, maintain and store application equipment correctly after use. * Discuss and describe the processes required to maintain a safe working area while carrying out the tasks adopting safe working practices. * Learners to apply water-based and solvent-based paint systems in the correct sequence without defects to include skirting boards and architraves. * Learners should be able to clean, maintain and store application equipment correctly after use. * Learners should be able to maintain a clean and safe working area while carrying out the tasks by adopting safe working practices.   Resources:   * Water-based and solvent-based paints * Paint brushes, paint rollers, associated equipment * Stepladders, ladders, platform/podium steps, hop-ups * Protective sheeting, protective tape, protective board | Monitoring of ability and evaluation of practical work  Discussing the methods and techniques used to establish the learners’ depth of understanding. |