Unit 221: Painting and decorating core knowledge

# Delivery guide

Unit information

This unit covers the overarching knowledge required for this pathway.

The content contained within this unit has been presented in a generic way as it is consistent through many of the skills units in this qualification. The content should be taught, and will be assessed both generically and in the context of the following skills units (where appropriate):

* Prepare surfaces for painting/decorating
* Apply coatings to surface by using a brush and roller
* Hang wallcoverings (standard and foundation)

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

* Why are site inductions important?
* What’s the difference between a job card and a time sheet?
* Who are Cadw and what do they do?

Learning outcomes

1. Understand how to interpret and maintain information
2. Understand safe work practices
3. Understand how to minimise the risk of damage
4. Understand working to deadlines

Suggested resources

Textbook

Yarde, B. and Olsen, S. (2020) *The City & Guilds Textbook: Painting and Decorating for Level 1 and Level 2 Diploma/Level 2 Technical certificate*. London: Hodder Education.

ISBN 978-1-39830-577-9

Website

* [HSE | Information about health and safety at work](https://www.hse.gov.uk/)
* *City & Guilds Construction SmartScreen Factsheet – Level 2 Technical Certificate in Painting and Decorating* (7909–20)

| **Learning outcomes** | **Criteria** | **Delivery guidance** |
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| 1. Understand how to interpret and maintain information | * 1. The organisational procedures developed to report and rectify inappropriate information and unsuitable resources, and how they are implemented | * Learners to know the methods of communicating and the different types of information sources such as verbal instructions, toolbox talks, inductions and the implications of a breakdown in the chain of command. |
| * 1. The types of information, their source and how they are interpreted | * Learners to understand the features and uses for a range of organisational documents such as drawings, specifications, schedules, risk assessments, method statements and manufacturers’ technical instructions (MTIs) and to know about their key features and how they are implemented. * Learners to be able to state the difference between a method statement and risk assessment. |
| * 1. The organisational procedures to solve problems with the information and why it is important they are followed | * Learners to be familiar with organisational documents such as drawings, specifications, schedules, risk assessments, method statements and MTIs. * Learners to know the procedure to report on to the correct chain of command for any problems arising from misheard instructions, inaccurate information and misinterpretation of method statements. * Learners to be able to identify the problems arising from inappropriate information, including misheard instructions, inaccurate information, misinterpretation of method statement, incorrect information given. |
|  | * 1. The importance of maintaining documentation | * Learners to understand the importance of accurately completing documentation such as Risk Assessment Method Statements (RAMS), filing/keeping records and the implications of not maintaining documentation accurately. |
| 1. Understand safe work practices | * 1. The level of understanding operatives must have of information for relevant, current legislation and official guidance and how it is applied | * Learners to understand safe working practices, according to current legislation in the workplace, below ground level, in confined spaces, when working at height, when working with tools, equipment, materials and hazardous substances. * Learners to know current legislation regarding health hazards while in the workplace, below ground level, in confined spaces, at height, with tools and equipment, with materials and substances. * Learners to be aware of the following legislation and the penalties and consequences of non-compliance: Health and Safety at Work Act (HASAWA), Provision and Use of Work Equipment Regulations (PUWER), Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment Regulations (PPE), Lifting Operations and Lifting Equipment Regulations (LOLER), Working at Height Regulations (WAH). |
| * 1. How emergencies should be responded to and who should respond | * Learners to know how to respond in the correct manner should an emergency arise, including fires, spillages, injuries and emergencies. * Learners to know the procedure to report, using the correct chain of command, for any emergency that may arise. * Learners to research types of fire extinguishers and to state how and when they are used for the different classes of fire. * Learners to understand what is meant by the fire triangle (fuel, oxygen and heat) in relation to what all fires need to start. * Learners to know how to respond to emergencies regarding immediate actions to be taken in relation to evacuation procedures and muster points. * Learners to be able to identify types of fire extinguishers and know what each one should be used for. * Learners to be able to identify the types of spillages, to know how to prevent them and how to deal with them. * Learners to know who is responsible for emergencies involving common injuries, including first aid, first aid kit and accident reporting procedures. * Learners to know the types of common injuries and responsibilities including first aider, first aid kit and accident reporting for emergencies relating to occupational activities, including prevention, emergency procedures, emergency services, reporting and evacuation procedures. |
| * 1. The organisational security procedures for tools, equipment and personal belongings | * Learners to be aware of site security on entering and exiting a site, e.g. signing in and out. * Learners to know about security for safe keeping of tools and resources on site, e.g. secure site cabins, tool strong boxes. * Learners to know about site security for personal belongings and use of the welfare facilities, such as personal lockers. * Learners to state the difference in procedures for domestic work compared to site work. |
| * 1. What the accident reporting procedures are and who is responsible for making the report | * Learners to understand the process for recording and reporting accidents or injuries. * Learners to know who is responsible for completing accident reports and how to complete accident reports for minor accidents, near misses and the processes used to re-evaluate procedures in place. * Learners to research how and when to report to the HSE under the Reporting of Injuries and Dangerous Occurrences Regulations (RIDDOR). * Learners to state how many first aiders there should be in ratio to operatives, according to HSE guidelines, and how to identify who the first aiders are in their workplace. * Learners to know the roles and responsibilities for reporting accidents and near misses on different sites, including domestic dwellings. * Learners to research how and when to report accidents to the HSE under RIDDOR for relevant incidents, and the implications of not following procedures. |
| * 1. Why, when and how health and safety control equipment should be used | * Learners to list and describe the equipment and resources required for use of safety control equipment. * Learners to state who is responsible for issue, replacement and maintenance of safety control equipment. * Learners to know how to select and obtain instructions on using health and safety control equipment, including Personal Protective Equipment (PPE), Respiratory Protective Equipment (RPE) and Local Exhaust Ventilation (LEV). * Learners to understand the implications of not selecting and using health and safety control equipment correctly. |
| * 1. How to comply with environmentally responsible work practices to meet current legislation and official guidance | * Learners to know how to comply with environmentally responsible work practices to meet current legislation and official guidance, including Site Waste Management Plan (SWMP), recycling, reuse, segregated waste. * Learners to state roles and responsibilities of all parties within the SWMP, i.e. client, operatives, principal contractor, subcontractor. |
| 1. Understand how to minimise the risk of damage | * 1. How to protect work from damage and the purpose of protection | * Learners to know how to protect work from damage from general work activities and from other occupations and weather conditions before, during and after the work. * Learners to know how to correctly store materials before, during and after completion of the work. |
| * 1. Why disposal of waste should be carried out safely and how it is achieved | * Learners to understand current legislation on the disposal of waste and that it should be carried out safely and responsibly following organisational procedures, MTI for specific disposal of waste, statutory regulations and official guidance in line with current environmental responsibilities regarding segregation and recycling of waste. * Learners to know the different methods of disposal, including designated skips, recycling, segregation of waste, local waste collection point and biofuel. |
| 1. Understand working to deadlines | * 1. How work is carried out to meet the programme in the scheduled time and the importance of deadlines | * Learners to understand how work activities, materials and labour are allocated to meet the required time scale within the programme and the importance of keeping to deadlines. * Learners to understand types of productivity targets and time scales, how times are estimated, circumstances which will affect the work programme, e.g. adverse weather, availability of labour and materials, effects of poor handling and storage causing damage to materials. |