Unit 303: Applying hangings to walls and ceilings

Sample scheme of learning

Please revise the following text to suit your requirements.

This sample scheme of learning covers both classroom and workshop based learning for Unit 303. It is based on 90 hours over 45 sessions, plus additional hours for independent learning. Some suggestions of independent learning are made in the session plans.

This is only an example of a possible scheme of learning. You can use it as it is, adjust it or extract content to suit your delivery needs, or the needs of individual learners. We have endeavoured to make the schemes of learning as flexible as possible: where sessions may be taught out of order, this has been signposted. You may find it useful to use our lesson plan template to translate and adapt the sessions.

The schemes of learning are intended to be learner-focused, and they embrace current pedagogical methodology such as flipped and blended learning. They include the following types of learning tasks:

- **Pre-learning** – tasks for the learner to complete in advance of the session to allow for flipped learning
- **Active learning** – active, experiential and discovery learning approaches
- **Challenge focus** – stretching tasks to challenge more able learners
- **Independent learning** – tasks that learners can complete individually or collaboratively without tutor supervision. These tasks may be given as homework.

Reference is made within the scheme of learning to learning materials and other resources required for each session. A version of this scheme of learning with **full supporting materials** is also available to purchase on **SmartScreen.co.uk**. Resources consist of physical equipment required, as well as any technologies needed. Where possible we have included blended learning activities that make good use of technology so as to help centres fulfil the minimum amount of digital teaching recommended by the government.

The scheme of learning also signposts opportunities within the unit content to introduce the following wider skills and government initiatives:

- English, mathematics and ICT
- employability skills and behaviours
- British values (including the Prevent strategy).

Centres should also incorporate the following themes, where appropriate. Although they are not specifically referred to in the scheme of learning, City & Guilds regards these as essential in the teaching of the qualification:

- spiritual, moral, social and cultural issues
- 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
- environmental education and related European issues.

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Unit 303: Applying hangings to walls and ceilings

Sample scheme of learning

Course/qualification: _____ **Tutor's name**: _____

Number of sessions: 45 **Delivery hours**: 90 **Venue**: _____ **Group**: _____

Learning outcomes:	**To enable learners to**:
• Understand methods used in wallpaper production • Understand how to select and prepare adhesives • Plan and apply wallcoverings to ceilings, walls and complex surfaces	• The purpose of this unit is to provide the learner with the skills and knowledge required to apply hangings to walls and ceilings

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Session 1: Introduction to unit and methods of assessment **Suggested Teaching Time**: 1 Hour

Learning Outcome: An introductory overview of the unit to provide the learner with the skills and knowledge required to apply hangings to walls and ceilings.

Topics: 1.1–3.6 – Introduction to all topics

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to refer to the induction paperwork before class and research suitable online tools to start a **reflective log**, eg Tumblr, blogger.com. **Active learning:** • Tutor to devise **Presentation 1**, giving a full explanation of the content and structure of the unit, including the elements of the learning outcomes, how the unit will be delivered and the assessment process. • Learners to form 'teams' of 2 or 3 individuals and each team to write down as many of the learning outcomes as possible within one minute. The team with the most is the 'winner'. • Tutor to clarify learners' understanding of the course, and facilitate a **Q&A session** to answer any questions about the course in advance. **Challenge focus:** • More able learners to **research** the various jobs and roles within the decorating industry and **present** them to others in the group, ie considering roles on the technical side, remain working for a company, going self-employed, etc. **Independent learning:** • Learners to write a diary entry in a **reflective log**, outlining a few key skills that they think are required to complete this course, which areas	**Resources** For the tutor to devise in advance: • **Presentation 1** **Materials** • Textbooks • Copy of centre's current appeals procedure	• Tutor to verify that learners are familiar with the learning outcomes through the 'race task'. • Tutor to question more able learners' research and ask the whole group questions during the presentation to get their thoughts on how they see the future of the industry and what part they feel themselves playing as individuals in the future.

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Key learning activity/approach	Suggested materials and resources	Skills check
are of most interest to them and what they hope to achieve by the end.		

Opportunities to develop maths, English, ICT and wider skills:

English:

- Learners can demonstrate **writing** skills when producing a **reflective log entry** about their thoughts regarding the course. Check that learners have used **informal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used.

ICT:

- Learners have the opportunity to engage in **blended learning** by writing in the reflective log, which makes use of suitable online tools for the task. This is an example of **communication** technology.

British values:

- Remind learners about **staying safe online** and raising awareness of the potential risk of radicalisation as part of the government's '**prevent strategy**'.
- Learners to develop their **self-knowledge**, **self-esteem** and **self-confidence** when writing in their reflective log and assessing their skills and further training options.
- Learner to develop their **self-knowledge**, **self-esteem** and **self-confidence** on completion of the unit

Employability:

- Learners should demonstrate they can **actively listen** during the presentation, **understand** what has been said and **respond** accordingly by asking any questions in the Q&A session. Learners should be encouraged to use techniques to ensure that they understand the requirements of the course, eg **repeating back** what was said in the 'race task', **summarising** or **asking clarifying questions**.
- Learners should demonstrate **self-analysis** by **identifying** the **skills** needed in the painting and decorating industry when filling out their reflective log, and using this to evaluate and prioritise their **own strengths** and **skill gaps** for development.

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Session 2: PPE and general hazards

Suggested Teaching Time: 2 hours

Learning Outcome: 3. Plan and apply wallcoverings to ceilings, walls and complex surfaces

By the end of the lesson, learners will be able to explain and justify various types of PPE in relation to the risks, hazards and general risks associated with the task in order for them to be able to carry out tasks safely.

Topic: 3.6 – Environmental and health and safety regulations

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to research various aspects of health and safety, and why they are important, by referring to the relevant sections of their textbooks and the HSE website (www.hse.gov.uk) whilst making notes. **Active learning:** • Tutor to cover health and safety and PPE in **Presentation 2**. Learners to identify in small groups one hazard that can be found on site. Learners to then **present** back to the class the correct PPE to use in that situation and why it's important. • Tutor to point out general hazards associated with applying wallcoverings. Learners must choose one hazard from the presentation and create a **poster** highlighting the risks surrounding the hazard. • Tutor to facilitate a **discussion** based on the posters, sharing learners' opinions on why it's important to adhere to environmental and chemical warnings. • Learners to complete **Worksheet 2,** featuring questions on health and safety, and then go through the answers as a class using peer review. • Learners to get into pairs and look at various PPE, eg gloves, barrier cream, etc, and **discuss** what would happen if they did **not** use this equipment on site, and the advantages and disadvantages of each type.	**Resources** For the tutor to devise in advance: • **Presentation 2** • **Worksheet 1** **Materials:** • Latex, vinyl and cut-resistant gloves • Barrier cream • Textbooks	• Tutor to verify learners' understanding by listening to presentations about PPE and hazards, and asking questions. Extend the discussion by tying in learners' research about the importance of health and safety. • Tutor to monitor learners' progress as they create the poster, and discuss their thoughts about adhering to environmental and chemical warnings. • Tutor to check learners' understanding the importance of adhering to health and safety by checking the answers to **Worksheet 1** in class. • Tutor to observe learners' demonstrations on how to do the lifting technique correctly, and correct them where appropriate.

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Key learning activity/approach	Suggested materials and resources	Skills check
Demonstrate to each other how to do the lifting technique correctly. **Challenge focus:** • Write **a short report** evaluating the hazard risks and how to prevent them on site, using a case study, ie real life or fictional. **Independent learning:** • Split learners into groups and assign a particular item of PPE to each group with. Ask learners to look up local or internet suppliers of PPE and find out the range of gloves they have, the prices and what are the legal implications of not wearing it. Each group to **present** their findings at the start of the next session		• Tutor to review the short report for more able learners and mark accordingly.

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate **reading** skills in the pre-learning task – **identifying** and **summarising** the **main points** about the importance of health and safety. • **Speaking and listening** skills in **presenting** can be developed during the presentation task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience** and **purpose**. • **Speaking and listening** skills can be demonstrated in developing the **discussion** about the importance of using PPE, **giving a point of view** as well as **allowing** and **responding** to **others' opinions.** • Learners can demonstrate **writing** skills when producing a **report** about hazard risks. Check that learners have used **formal**	**British values:** • Remind learners about the **importance** of the **laws of England**, and their **purpose** to **protect citizens**, when discussing health and safety laws in the workplace. **Employability:** • Learners should gain **commercial awareness** and an understanding of how to **identify competitors** and their **performance** in the construction industry during the PPE pricing presentation task. More able learners can be encouraged to **assess** and **compare competitors**. • Learners can experience **working in a team** as part of the independent learning task. Check that learners are **working well together** (letting one another have input, being positive, motivated, etc) and all are **contributing** appropriately.

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language appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about PPE suppliers, and health and safety legal information. • Learners could use appropriate **presentation software** to create their presentations for the independent learning task.	

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Session 3: Risk assessments

Suggested Teaching Time: 2 hours

Learning Outcome: 3. Plan and apply wallcoverings to ceilings, walls and complex surfaces

By the end of the lesson, learners will be able to deliver the knowledge to carry out basic risk assessments; learners will also be able to identify risks and hazards, and address them accordingly.

Topics: 3.6 – Environmental and health and safety regulations

Key learning activity/approach	Suggested materials and resources	Skills check
Active learning: • Learners to present their group **presentations** of findings from the previous session. Peers to **provide feedback** by writing at least two positive points about the presentation, and one area for improvement. Tutor to ask learners to share their thoughts with the class after each presentation. • Tutor to hand out examples of completed risk assessments and show www.hsdirect.co.uk/free-info/risk-assessment.html, which explains the contents of a risk assessment • Learners to complete a blank risk assessment, highlighting the risks, potential for harm and controls individually. • Learners to **source** examples of blank risk assessments from www.hse.co.uk or Google images, and **draw** up their own design of risk assessment based on the examples. • Once complete, learners to split into groups and identify hazards in and around the workshop/s, prior to carrying out any practical task for this unit, whilst sharing what they've written in their risk assessments.	**Resources** For the tutor to devise in advance: • **Example and blank risk assessments** (can use information from: www.hsdirect.co.uk/free-info/risk-assessment.html) **Materials** • Smart board • Textbooks	• Tutor to listen to group presentations and ask learners questions to check understanding of the research. Extend discussion to include learners' thoughts about the delivery of the presentations. • Tutor to check learners' answers on **risk assessments** to confirm knowledge, understanding and perception of risk/hazards, as well as ask learners questions when sharing conclusions in the discussion. • Tutor to check short report about general risks and hazards in the workplace by reviewing it and discussing in next session.

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Key learning activity/approach	Suggested materials and resources	Skills check
• Tutor to lead a **discussion** on perception of hazards with the class. **Challenge focus:** • Encourage employed learners to bring in examples of company risk assessments and demonstrate to other learners what to look out for when completing them in the workplace. They can then be uploaded onto a shared platform/VLE as an example for others to reference. **Independent learning:** • Learners to write a **short report**, highlighting general risks and hazards in their workplace.		

Opportunities to develop maths, English, ICT and wider skills:

English: • **Speaking and listening** skills in **presenting** can be developed during the presentation task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience** and **purpose**. • Learners can demonstrate **writing** skills when producing **a short report** about general risks and hazards. Check that learners have used **formal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. **ICT:** • Learners could use appropriate **presentation software** to create their presentations for the independent learning task.	**British values:** • Introduce and talk about the **importance** of **respecting others** in the workplace as part of the presentation feedback. **Employability:** • Learners can demonstrate how they **change** their **communication style** to suit their **audience** in presentation task. Use of **appropriate language**, **tone** and **body language** should be analysed. Learners should have successfully identified that the **purpose** of the presentation is to **inform** and acted accordingly. • Learners can experience **working in a team** as part of the group presentation task. Check that learners are **working well together** (letting one another have input, being positive, motivated, etc) and all are **contributing** appropriately.

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• Learners have the opportunity to engage in **blended learning** in the company risk assessment task, which makes use of the VLE. This is an example of **cloud-based** technology.	• Learners to learn how to **use feedback** by **listening openly**, and **accepting** both **praise** and **criticism**, as part of getting peer review comments on their presentations. They should be encouraged to **clarify** any feedback as needed and think of their **own next steps** for improvement.

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Session 4: Production methods

Suggested Teaching Time: 2 hours

Learning Outcome: 1. Understand methods used in wallpaper production

By the end of the lesson, learners will have an understanding of wet/dry embossing, laminating, heat expansion and flock. The lesson will assist learners to identify characteristics of wallcoverings and their uses.

Topics: 1.1 – Wallcovering production

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Refer learners to relevant sections of textbook and view internet clips of wallpaper production: https://youtu.be/fZ3HQ9lBHuA whilst **summarising the key points** in a bullet point list to bring into class. **Active learning:** • Tutor to facilitate a **discussion** about the video that learners should have watched before the lesson, and ask what they think are the key elements to remember in wallcovering production and the impact on the environment. • Tutor to show www.youtube.com/watch?v=E4C3X26dxbM about wallpaper production, describing each method. • Tutor to provide learners with **Worksheet 2,** which includes questions on wallpaper production methods. Learners to complete individually within a specified time. • Hand out wallcovering samples to learners in pairs. Ask learners to write down their properties and for which environments they think they would be most suitable. • Ask learners to provide **feedback** to the class, writing down their	**Resources** For the tutor to devise in advance: • **Worksheet 2** **Materials** • Wallcovering samples • Samples of paper types and grades • Textbooks	• Tutor to check learners' thoughts by discussing their key points from the video and textbook sections in class. • Tutor to check answers on **Worksheet 2** by discussing what learners thought as a class. • Tutor to observe learners' feedback by listening to what they have written about wallcovering properties and ask questions. • Tutor to check that more able learners have done any extra reading by asking their thoughts about *The Papered Wall.* • Tutor to mark independent learning task about writing a short report on the appropriate uses of various wallcoverings in different environments.

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Key learning activity/approach	Suggested materials and resources	Skills check
answers in a table on the board. **Challenge focus:** • Encourage more able learners to read *The Papered Wall* by Lesley Hoskins and research various websites on the subject. **Independent learning:** • Learners to explore a real-life **case study** by applying what they've learned about wallpaper production to a situation at home or in the workplace. They will need to consider which type of wallpaper will be appropriate for the situation and why its properties are suitable over other types, and summarise their thoughts in **a short report.** • Learners to update their **reflective log**, outlining how they are feeling about the course and highlighting any strengths/interests or areas that they would like to improve or focus on more.		

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners can demonstrate **writing** skills when producing a short **report** about the wallpaper case study. Check that learners have used **informal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. • Learners demonstrate **reading** skills in the pre-learning task – **identifying** and **summarising** the **main points** about wallcovering production. **ICT:** • Learners have the opportunity to engage in **blended learning** by	**British values:** • Learners to develop their **self-knowledge**, **self-esteem** and **self-confidence** when writing in their reflective log and assessing their skills and further training options. **Employability:** • Learners should demonstrate **self-analysis** by **identifying** the **skills** needed in the painting and decorating industry when filling out their reflective log, and using this to evaluate and prioritise their **own strengths** and **skill gaps** for development. • Learners are able to prove their **decision-making** skills by

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writing in the reflective log, which makes use of suitable online tools for the task. This is an example of **communication** technology.	completing the short report in the independent learning. Ensure that learners demonstrate they have **reviewed** and **weighed up** all the **available options** of different wallpaper types before making an appropriate decision based on the **evidence** and **justifying** it.

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Session 5: Printing methods

Suggested Teaching Time: 2 hour

Learning Outcome: 1. Understand methods used in wallpaper production

By the end of the lesson, learners will have an understanding of the various printing methods (block, screen, machine, wet/dry embossing) associated with the types of wallcovering to assist them in understanding the characteristics of the materials.

Topics: 1.1 – Wallcovering production

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to watch the following video about wallpaper printing methods: www.youtube.com/watch?v=8ycigOdc7FU, and write **some notes** about the different methods they can see and what's involved in each process. **Active learning:** • Tutor can show the following videos: www.youtube.com/watch?v=VO6IDeqvouM, https://youtu.be/klQr0oaJZIg, https://youtu.be/DaqAGoldKZU, https://youtu.be/GeKDAWQVFzw, https://youtu.be/WC8xZYaibdQ about the different printing methods in wallpaper production. • Learners will be asked to take part in **jigsaw learning**. This will require the learners to research in groups a printing method each: **block, screen, machine, wet/dry embossing**. Learners will then provide feedback on the key features and the advantages/disadvantages of using each method. • Tutor to hand out the wallpaper trimming equipment, and demonstrate to learners how to trim small sections of wallcoverings and compare this to modern methods. Ask	**Resources** For the tutor to devise in advance: • **Worksheet 3** **Materials** • Wallpaper trimmer	• Tutor to review feedback from **jigsaw learning activity** and check understanding by asking questions about learners' research. • Tutor to assess accuracy of cutting and trimming by observing learners' progress and asking questions. • Tutor to check answers on **Worksheet 3** by discussing what learners thought as a class. • Tutor to review more able learners' own observations about their techniques in the workplace, and check other learners' understanding by asking questions during the presentation. • Tutor to check learners' understanding by reading short summaries about local employers and answering any questions.

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Key learning activity/approach	Suggested materials and resources	Skills check
learners to attempt this themselves and monitor their progress whilst providing feedback. • Learners to then complete **Worksheet 3** on questions and tasks about printing methods. Once complete, swap with the person next to them so they can mark each other's work as the tutor goes through the correct answers. **Challenge focus:** • Encourage more able learners to **record their observations** when carrying out different trimming methods in the workplace, and **present** their findings to learners in class so they can learn from their experiences. **Independent learning:** • Learners to get in contact with a local employer, and find out which wallpaper designs are the most popular with customers and why. Write **a short summary** of findings to give to the tutor to review.		

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate **reading** skills in the video task – **identifying** and **summarising** the **main points** about wallpaper printing methods. • **Speaking and listening** skills in **presenting** can be developed during the jigsaw learning task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience**	**British values:** • Talk about **appropriate learner behaviour** both at college and at work when more able learners record their observations in the different trimming methods task and report back to the class. **Employability:** • Learners to learn how to **use feedback** by **listening openly**, and **accepting** both **praise** and **criticism**, as part of the practical

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and **purpose**. • Learners can demonstrate **writing** skills when producing a **summary about popular wallpaper designs** Check that learners have used **formal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. **ICT:** • Learners have the opportunity to engage in **blended learning** in the video task, which makes use of YouTube. This is an example of **informative** technology.	wallpaper trimming task. They should be encouraged to **clarify** any feedback as needed and think of their **own next steps** for improvement. • Learners will demonstrate their **understanding of customers** by **identifying customer expectations** through **carrying out** market research when contacting local employers about popular wallpaper printing methods.

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Session 6: Wallcovering types and application

Suggested Teaching Time: 2 hours

Learning Outcome: 1. Understand methods used in wallpaper production

By the end of the lesson, learners will be able to identify the types, characteristics and application of wallcovering, in order to make choices and advise relevant parties.

Topics: 1.2 – Wallcovering types and application

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to visit a wallpaper store to view the different wallcovering types. Collect at least one sample if possible to bring into class for discussion, and prepare a few **short notes** to explain to the group the type of material and/or design and where they would use it. **Active learning:** • Tutor to show various samples of **types of wallcovering** and ask learners to complete **Worksheet 4** based on this content. Once complete, learners should swap with the person next to them so they can mark each other as the tutor goes through the correct answers in class. • Tutor to ask learners to bring up their samples to the front of the class and pick a few at random to **discuss** their findings. Ask learners in turn what the sample is, why they chose it and what situation they think it'd be used in. Ask the class if they think the choice is appropriate and, if not, ask which situation they think would be better. • Learners to split into small groups and be sent off to identify different areas of the centre for them to advise on suitable wallcoverings for the environment. They should make brief **notes** on the type of environment, which wallcovering they would use to suit that environment and why.	**Resources** For the tutor to devise in advance: • **Worksheet 4** • Textbooks **Materials** • Wallcovering samples	• Tutor to check learners' understanding by reviewing answers to **Worksheet 4.** • Tutor to assess the different types of wallcoverings that learners have brought in to ensure they meet the brief and ask them questions in the class discussion. • Tutor to check learners' understanding by reviewing the drawings and marking-up of wallcovering types in the group task, and by asking why they decided to choose them. • Tutor to read learners' case studies and mark the short summary, giving any written feedback where appropriate.

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Key learning activity/approach	Suggested materials and resources	Skills check
Then learners to provide **feedback** based on their findings to the rest of the class. **Challenge focus:** • More able learners to pick one type of wallcovering and use online tools to **research** the history behind it, ie where it came from, how it has evolved and why/how we still use it today. **Independent learning:** • Learners to research a **case study** where the incorrect wallcoverings have been used in a certain environment and write a **short report** about what steps have been taken to resolve the issue. It can either be real-life, ie from the workplace or talking to an employer, or fictional, ie internet research.		

Opportunities to develop maths, English, ICT and wider skills:

English: • **Speaking and listening** skills can be demonstrated in developing the **discussion** about wallcovering sample types, **giving a point of view** as well as **allowing** and **responding** to **others' opinions**. • Learners can demonstrate **writing** skills when producing a **report** about the case study task. Check that learners have used **formal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about incorrect wallcovering types in the independent learning task.	**Employability:** • Learners should demonstrate they can **actively listen** when the tutor discusses the wallcovering samples, **understand** what has been said and **respond** accordingly by providing their own opinions. Learners should be encouraged to use techniques to ensure that they understand the discussion, eg **asking clarifying questions**. • Learners can experience **working in a team** as part of finding suitable environments for wallcoverings in the centre. Check that learners are **working well together** (letting one another have input, being positive, motivated, etc) and all are **contributing** appropriately. • Learners can demonstrate their ability to **analyse problems** by **gathering**, **observing** and **analysing information** to increase their

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	understanding of unsuitable wallcovering types in the case study research task. Encourage learners to consider **different perspectives**, **define the problem** and **identify probable causes**.

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Session 7: Pattern types

Suggested Teaching Time: 2 hours

Learning Outcome: 1. Understand methods used in wallpaper production

By the end of the lesson, learners will be able to identify patterns and their correct usage/limitations, and plan and set out areas correctly.

Topics: 1.2 – Wallcovering types and application

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Leaners to find a particular area at home or in the workplace, and choose three different pattern types. **Make notes** about the properties and characteristics of each pattern type, eg colour, style, material, etc to bring into class. **Active learning:** • Tutor to produce a **mind map** and ask learners for their findings about different pattern types and their properties. Extend the **discussion** by asking learners why they are suitable in some situations but not others. • Tutor to present **samples of** wallpaper pattern types. Learners to complete **Worksheet 5**, which should include an exercise about matching pattern types to various sections of paper and then drawing the pattern types to match the international performance symbols. Once complete, learners to swap with the person next to them and tutor to go through correct answers. • Show learners different samples of pattern matching, and ask them to reproduce full-size sections of three pattern types. Tutor to observe progress and provide feedback where appropriate. **Challenge focus:** • More able learners to work together to **discuss** what they would suggest to customers who asked for an opinion on specific designs, ie advice on	**Resources** For the tutor to devise in advance: • **Worksheet 5** **Materials** • Pattern samples • Wall areas • Textbooks	• Tutor to check learners' understanding of wallpaper pattern types by asking them about their research at home in the mind map task. • Tutor to check learners' understanding by reviewing answers to **Worksheet 5.** • Tutor to observe learners reproducing full-size sections of three pattern types and, when providing feedback, answer any questions. • Tutor to check more able learners' understanding by reviewing the **short presentation** and providing verbal feedback. • Tutor to review the **short report** in the independent learner task by providing feedback.

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Key learning activity/approach	Suggested materials and resources	Skills check
making an area appear brighter, wider, cooler, cosy, formal, or relating to a specific era, eg Edwardian, pop art, 70s retro, or design themes from other countries or cultures, etc. Learners to **present** their findings to the rest of the class in the next session. **Independent learning:** • Learners to identify situations through online research where unavoidable problems with drop/asymmetrical patterns could occur, ie fixed length wall, and record their findings in **a short report**.		

Opportunities to develop maths, English, ICT and wider skills:

English: • **Speaking and listening** skills can be demonstrated in developing the **discussion** about wallpaper pattern types in the mind map task, **giving a point of view** as well as **allowing** and **responding** to **others' opinions**. • **Speaking and listening** skills in more able learners **presenting** can be developed during the presentation task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience** and **purpose**. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about unavoidable problems with drop/asymmetrical patterns. • More able learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources	**Employability:** • Learners to learn how to **use feedback** by **listening openly**, and **accepting** both **praise** and **criticism**, as part of the reproducing full-size sections of three pattern types task. They should be encouraged to **clarify** any feedback as needed and think of their **own next steps** for improvement. • Learners can demonstrate their ability to **analyse problems** by **gathering**, **observing** and **analysing information** to increase their understanding of problems with drop/asymmetrical wallpaper pattern types in the short report research task. Encourage learners to consider **different perspectives**, **define the problem** and **identify probable causes**.

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that provide suitable information about different types of wallpaper patterns in other countries and cultures. • More able learners could use appropriate **presentation software** to complete their presentation.	

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Session 8: Symbols

Suggested Teaching Time: 2 hours

Learning Outcome: 1. Understand methods used in wallpaper production

By the end of the lesson, learners will have been introduced to the various symbols associated with wallcoverings, and will be able to identify their characteristics, hanging and handling information associated with individual types.

Topics: 1.3 – International performance symbols

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Refer learners to relevant sections of textbook and **make notes** about the symbols used, so they are able to familiarise themselves with at least one symbol before the session. **Active learning:** • Tutor to establish learners' prior understanding by going around the class and asking learners to **name** and **describe** one symbol each. • Tutor to introduce subject, and aims, and reinforce the importance for being able to understand a variety of symbols. • Tutor to describe wallpaper types and pattern types, and then ask learners to **draw** alternative symbols. • Tutor to show presentation to reveal these symbols to the group, and the group to **discuss** their individual choices related to the wallcoverings. • Tutor to devise a **bingo activity** (eg https://bingobaker.com) where learners can, either individually or in pairs, cross off the correct symbol that the tutor is describing to the class. The first one to get all of the symbols crossed off their card wins a prize. • Learners to complete **Worksheet 6**, covering the international performance symbols of wallcoverings. Learners need to match the correct name with the relevant symbol. Once complete, learners to swap	**Resources** For the tutor to devise in advance: • **Worksheet 6** **Materials** • Cue cards • Wallcovering labels • Textbooks	• Tutor to review answers for **Worksheet 6** and discuss with learners. • Tutor to recap symbols with group by using the bingo activity. • Tutor to assess ability of more able learners by asking them to draw symbols from memory and marking correct answers.

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Key learning activity/approach	Suggested materials and resources	Skills check
sheets to mark each other's work. **Challenge focus:** • More able learners to identify the harder symbols by **drawing** them from memory and giving them to the tutor to mark. **Independent learning:** • Learners to bring in examples of symbols found on wallcovering labels, when they have had the opportunity to hang wallcoverings, and look for any variations of symbols from worldwide wallcoverings. • Learners to update their **reflective log**, outlining how they are feeling about the course, and highlight any strengths/interests or areas that they would like to improve or focus on more.		

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate **reading** skills in the pre-learning task – **identifying** and **summarising** the **main points** about symbols from their textbooks. **ICT:** • Learners have the opportunity to engage in **blended learning** by writing in the reflective log, which makes use of suitable online tools for the task. This is an example of **communication** technology.	**British values:** • Learners to develop their **self-knowledge**, **self-esteem** and **self-confidence** when writing in their reflective log and assessing their skills and further training options. **Employability:** • Learners should demonstrate **self-analysis** by **identifying** the **skills** needed in the painting and decorating industry when filling out their reflective log, and using this to evaluate and prioritise their **own strengths** and **skill gaps** for development.

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Session 9: Adhesives

Suggested Teaching Time: 2 hours

Learning Outcome: 2. Understand how to select and prepare adhesives

By the end of the lesson, learners will be familiar with the qualities, uses, characteristics, and advantages and disadvantages of adhesives, and will be able to identify which specific adhesives should be used with various wallcoverings.

Topics: 2.1 – Advantages and disadvantages of adhesives; 2.2 – Consistency of adhesives

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to research common brands of adhesive and **make notes** about their uses, so that they are more familiar when demonstrating them in the session. **Active learning:** • Tutor to introduce subject, and aims, and then lead a **discussion** about the various common brands of adhesive researched, and ask learners about what they think their uses are. • Tutor to explain adhesive types and their uses to the learners. • Learners to break into groups and tutor to give them a factor that may affect the consistency of adhesive on a cue card, eg old adhesive, temperature, incorrect mixing. Ask them to **brainstorm** about *how* the factor would affect the adhesive and what defects could happen as a result. • Learners to **present** their findings back to the rest of the class in their groups, and tutor to extend the discussion by questioning their thoughts. • Tutor to explain the reason behind different consistencies of adhesive, and the factors that may affect the consistency of adhesive and the defects. • Tutor to show samples of all types of paste to the class, and learners to break into groups and mix various pastes, working out smaller ratios.	**Resources** For the tutor to devise in advance: • **Worksheet 7** **Materials** • Cue cards • Paste samples • Defect samples • Textbooks	• Tutor to review **Worksheet 7** answers and discuss the selection and preparation of adhesives with learner feedback. Discuss with group as a whole the implications of using the wrong type of adhesive. • Tutor to display different wallcoverings and ask the more knowledgeable/experienced learners to share their thoughts with the rest of the group to assist them.

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Key learning activity/approach	Suggested materials and resources	Skills check
• Tutor to replicate defects that can happen due to application techniques and facilitate a **discussion** with learners by asking them questions. • Learners to complete **Worksheet 7**, featuring questions regarding defects as per qualification handbook to confirm session knowledge. **Challenge focus:** • Tutor to challenge more advanced/experienced learners to identify the suitable type of paste required by viewing a sample of the wallcovering. Learners to write up their thoughts regarding a selection of samples in a **short summary.** **Independent learning:** • Learners to look up health and safety guidance and **make notes**, and then come up with a novel way of remembering them, eg using a mnemonic or mind map, so they can remember them before practical activities take place to show awareness of the hazards. • Learners to produce a **basic risk assessment** for the use of adhesives.		

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate **reading** skills in the pre-learning task – **identifying** and **summarising** the **main points** about adhesives and evaluating the usefulness of each resource. • More able learners can demonstrate **writing** skills when producing a **report** about wallcovering samples. Check that learners have used **formal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used.	**British values:** • Remind learners about the **importance** of the **laws of England**, and their **purpose** to **protect citizens**, when researching health and safety guidance for the independent learning task. **Employability:** • Learners can experience **working in a team** as part of the brainstorming task about how factors affect adhesives. Check that learners are **working well together** (letting one another have

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Maths: • Learners to practise using **ratio** in a painting and decorating context, as part of interpreting water-to-powder ratios from manufacturer's information.	input, being positive, motivated, etc) and all are **contributing** appropriately.

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Session 10: Calculations

Suggested Teaching Time: 5 hours

Learning Outcome: 3. Plan and apply wallcoverings to ceilings, walls and complex surfaces

By the end of the lesson, learners will have an understanding of metrication and areas, and will be able to calculate areas and quantities in order to estimate correctly.

Topics: 3.1 – Planning and setting out

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Suggest familiarisation with basic maths formulae and how they are used in the calculation of wallcoverings, including addition, subtraction, multiplication and division from textbooks or BBC Bitesize website (www.bbc.co.uk/bitesize/ks3/maths/measures/area/revision/3), and **making notes** about why the common formulae are used. **Active learning:** • Tutor to establish learners' understanding of pre-learning activity by writing up some basic maths calculations on the board and asking learners to **work out** the answers individually. • Tutor to ask learners for their answers as a class, and ask how they worked them out and using which formulae. (Reiterate that the maths side of calculations will be done on calculators and that learners just need to know the formulae and sequences) • Tutor to explain and demonstrate simple examples on a board of how to calculate quantities, and ask learners to turn to the person next to them and quickly **brainstorm** what the implications of guessing quantities could be.	**Resources** For the tutor to devise in advance: • **Worksheet 8** **Materials** • Metric tape measures • Calculators • Pencils • Note paper/pads • Textbooks	• Tutor to review answers for **Worksheet 8** to confirm knowledge and understanding of the calculations involved. • Tutor to perform examples of how to determine the correct answers, asking more able and confident learners to lead the lesson. • Tutor to progress and offer support and guidance to weaker learners where needed when appropriate. • Tutor to identify learners who may need extra assistance with maths and allow them to join essential skills groups.

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Key learning activity/approach	Suggested materials and resources	Skills check
• Tutor to ask pairs what their thoughts are and why it's important to make sure that quantities are worked out accurately and correctly. • Tutor to perform examples of calculations on whiteboard (girthing method 1 and 2, easy method and area method – both quantity and area). Start with basic figures and then progress to harder calculations. • Learners to complete individually **Worksheet 8**, featuring calculation tasks based on using the area and girthing methods, and compare their accuracy to wallpaper calculation tables; then swap with the person next to them to mark each other's work. • Learners to be split into small groups, each with a different method, and then choose different areas of the workshop to be **measured.** • Tutor to facilitate a **discussion** by asking each group to compare different methods by **presenting** their findings to the class. **Challenge focus:** • Tutor to **set harder estimating challenges** to learners who are more competent and confident at mathematics (eg more complex figures used in calculations). **Independent learning:** • Encourage learners to take away the skills and knowledge they have learned and practise these on walls at home or in the workplace. Learners to bring in examples of findings, eg take photographs and **write up their findings.** • Learners to update their **reflective log**, outlining their		

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Key learning activity/approach	Suggested materials and resources	Skills check
thoughts regarding the importance of calculations in the working world and what they feel they have gained from covering calculations in general.		

Opportunities to develop maths, English, ICT and wider skills:

English: • **Speaking and listening** skills in **presenting** can be developed during the discussion task **Maths:** • Learners to practise using and performing calculations with **decimals** (up to 2 decimal places) as part of estimation of areas and quantities exercises. Learners will need to use **addition/subtraction/multiplication/division** in their calculations. Learners should be encouraged to use **checking procedures**, for example using equivalences between decimals, fractions and percentages, to ensure that their answers are correct. • Learners can practise using formulae in an estimation context, as part of calculating areas. • Learners to practise creating, using and performing calculations with percentages as part of estimation of quantities exercises. Learners will need to use **addition/subtraction/multiplication/division** in their calculations. Learners should be encouraged to use checking procedures, for example using equivalences between percentages, decimals and fractions, to ensure that their answers are correct. • Learners will need to calculate **area/perimeter/capacity** in an estimating context, as part of the calculation of areas exercise. • Learners will need to measure **length/width/height/weight** using	**Employability:** • Learners can experience **working in a team** as part of the measuring and presenting task about calculating wall measurements. Check that learners are **working well together** (letting one another have input, being positive, motivated, etc) and all are **contributing** appropriately. • Learners should have an understanding of the **wider current issues** in the construction industry from writing in their reflective log about the importance of using accurate calculations in the working world.

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traditional and digital measures in a estimating context, as part of the calculation exercises. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about basic maths formulae in the pre-learning task.	

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Session 11: Planning and setting out

Suggested Teaching Time: 2 hours

Learning Outcome: 3. Plan and apply wallcoverings to ceilings, walls and complex surfaces

By the end of the lesson, learners will be able to demonstrate how to set out, and understand the importance of planning, in order to carry this out on walls and ceiling areas without excess wastage of time or materials.

Topics: 3.1 – Planning and setting out

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to **research online** the considerations which may impact the aesthetic of a finished product that should be taken into account on areas away from the workshop, eg sockets, switches, height of radiators, window sills and other obstacles. List these and then bring into class and compare with other learners' findings. **Active learning:** • Tutor to draw a **mind map** on the board, and ask learners about the considerations and potential obstacles that need to be considered in the classroom/workshop before starting a job. • Tutor to refer learners to textbooks, for examples about planning and setting out, and then ask them to complete **Worksheet 9** based on setting out for wallpaper on feature walls and full room, incorporating wastage, cutting issues and pattern balance. Learners to swap with the person next to them and peer review, whilst tutor goes through answers as a class. • Tutor to **demonstrate** setting out standard width papers using wall/ceiling areas whilst learners observe. • Learners are then to **participate** and try planning and setting out for themselves. They can practise on wall and ceiling areas in pairs, using	**Resources** For the tutor to devise in advance: • **Worksheet 9** • **Worksheet 10** **Materials** • Metric tape measures • Chalk lines • Pencils • Levels • Laser measures • Wall ceiling areas	• Tutor to review answers for **Worksheets 9** and **10,** and discuss with the learners ability to plan and set out paper on wall areas. • Tutor to ask the learners to talk through the process, as some may find this easier than putting it to paper. • Learners who have struggled in this task to be paired with more able learners to carry out the task in the workshop, with tutor monitoring progress through observation.

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Key learning activity/approach	Suggested materials and resources	Skills check
different types of measuring equipment. Tutor to monitor progress and answers any questions. • Tutor to **demonstrate** on a wall with a reasonable length whilst learners observe. • Learners are then to **participate** and try wide width wallcoverings for themselves. They can practise in pairs or as individuals, whilst tutor goes round and monitors progress, answering any questions. • Learners to complete **Worksheet 10** about how to plan and set out for wide width wallcoverings on a large wall and areas featuring obstacles, internal/external corners and window reveals. Hand in to tutor to mark correct answers. **Challenge focus:** • Allow more experienced learners to attempt setting out tasks for wider wallcoverings, and more complex considerations and obstructions, possibly demonstrating to less experienced learners. **Independent learning:** • Learners to look at existing areas in the home or workplace and **draw a table** outlining good and bad setting out methods and planning practice. They could also consider better or alternative setting out methods.		

Opportunities to develop maths, English, ICT and wider skills:

English:	British values:
• **Speaking and listening** skills can be demonstrated in developing the discussion about the importance of planning, giving a point of view as well as allowing and responding to others' opinions.	• Talk about **appropriate learner behaviour** both at college and at work when carrying out the planning and setting out of wallcoverings in the classroom.

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Maths: • Learners will need to **measure length/width/height/weight** using digital and traditional measuring equipment as part of the planning and setting out for wallcoverings exercises. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about conditions that may affect the aesthetics of a product in the pre-learning task.	**Employability:** • Learners can demonstrate their ability to **analyse problems** by **gathering**, **observing** and **analysing information** to increase their understanding of problems or obstacles that may affect the aesthetics of a finished product. Encourage learners to consider **different perspectives**, **define the problem** and **identify probable causes**. • Learners should demonstrate they can **actively listen** during the tutor demonstration of planning and setting out wallcoverings, **understand** what has been said and **act** accordingly by carrying out the task themselves. Learners should be encouraged to use techniques to ensure that they understand the demonstration, eg **repeating back** what was said, **summarising** or **asking clarifying questions**. • Learners to learn how to **use feedback** by **listening openly**, and **accepting** both **praise** and **criticism**, as part of the planning and setting out wallcovering task. They should be encouraged to **clarify** any feedback as needed and think of their **own next steps** for improvement.

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Session 12: Applying paste

Suggested Teaching Time: 2 hours

Learning Outcome: 3. Plan and apply wallcoverings to ceilings, walls and complex surfaces

By the end of the lesson, learners will be able to deliver and demonstrate various methods of applying paste to wallcoverings, and will be able to select the best method in relation to the material.

Topics: 3.2 – Pasting methods

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to refresh existing knowledge of techniques and methods by reading relevant sections of textbook whilst making **short notes** to assist them and strengthen any weaker areas of knowledge. Write down any techniques that are unfamiliar or need clarifying for the tutor to answer. Learners can also **watch the video** www.youtube.com/watch?v=VqSsGcLKQFo to familiarise themselves with the operation of a pasting machine. **Active learning:** • Tutor to ask learners about their preferred methods and what techniques they used or have observed recently. Learners to then split into small groups and create a **mind map** on a **flip chart** to write down the advantages and disadvantages of these methods and techniques, and **present** back to the class. • Tutor to demonstrate paste application and folds. Learners to split into groups of three and look at a method each (brush, roller and paste machine): carry out some online **research** and then perform **jigsaw learning** by	**Resources** For the tutor to devise in advance: • **Worksheet 11** **Materials** • Pasting equipment • Rollers • Brushes • Paste machine • Various types of paste • Flip chart • Marker pens • Textbooks	• Tutor to review answers for **Worksheet 11** to confirm knowledge and understanding of applying adhesive. Check and provide feedback to learners. • Tutor to observe the learners' understanding of the practical elements of the task when applying paste during future practical sessions. • Tutor to ask questions based on working knowledge during future practical activity.

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Key learning activity/approach	Suggested materials and resources	Skills check
telling the others in the group about each method, in which situation they are most often used, and the advantages and disadvantages. • Learners to answer questions in **Worksheet 11** on the application of paste, methods of folding and what types of folds would be suitable for certain situations, such as ceilings, long drops, wide width papers and small infill pieces. Learners to then swap papers with the person next to them and mark as the tutor goes through the answers. **Challenge focus:** • Allow learners who are already experienced in applying paste to strip down, clean and reassemble a pasting machine. **Independent learning:** • Learners to get into small groups and **make a survey** (www.surveymonkey.co.uk/), asking colleagues in the workplace and/or other people they know who have hung wallcoverings questions about the various methods of applying paste and which are their most popular choices. Learners to record, organise and present the results in a **short report**.		

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Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate **reading** skills in the pre-learning task – **identifying** and **summarising** the **main points** about pasting techniques, methods and the operation of the pasting machine. • Learners can demonstrate **writing** skills when producing a **short report** about their applying paste survey results. Check that learners have used **formal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. **Maths:** • Learners will have to **record**, **organise** and **present the data** from the information provided by colleagues in a **suitable format** to draw useful **conclusions** regarding the methods of applying paste, as part of the independent learning task. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about pasting methods in the jigsaw learning task. • Learners have the opportunity to engage in **blended learning** in the applying paste survey task, which makes use of SurveyMonkey. This is an example of **collaborative** technology.	**British values:** • Talk about **appropriate learner behaviour** both at college and at work, when talking to colleagues in the workplace in the survey task. **Employability:** • Learners can demonstrate how they **change** their **communication style** to suit their **audience** in the jigsaw learning and survey tasks. Use of **appropriate language**, **tone** and **body language** should be analysed. Learners should have successfully identified that the **purpose** of the survey is to **inform and collaborate**, and act accordingly. • Learners can experience **working in a team** as part of the survey task. Check that learners are **working well together** (letting one another have input, being positive, motivated, etc) and all are **contributing** appropriately.

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Session 13: Types of defects

Suggested Teaching Time: 2 hours

Learning Outcome: 3. Plan and apply wallcoverings to ceilings, walls and complex surfaces

By the end of the lesson, learners will gain an understanding of the type of defects that can occur, how to deal with them effectively and how to avoid them, so they can anticipate future defects and produce a quality finish.

Topics: 3.4 – Defects and their prevention

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to find defects that they may come across in real-life situations, what causes these defects and how they can prevent them. They may also visit workshop before the session, and note any defects found in existing papered areas. Learners to make a **short presentation** of their case studies to show to the class. **Active learning:** • Learners to describe the defects they had seen by **presenting their case studies** in class. • Tutor to list the defects that learners highlight on the board, and facilitate a **discussion** about the potential causes of these defects. • Tutor to show prepared smaller sample boards of defects and ask learner to describe each one, its cause and how to prevent it. • Learners to perform **jigsaw learning**. Tutor to split them into three groups: group one to locate defects in previously papered areas featuring defects; group two to ascertain the causes; group three to provide solutions. • Tutor to enact **role play** with each group, pretending to be the customer who is unhappy due to a particular defect; learners must explain why this has happened, eg mould growth problems could be due to damp	**Resources** For the tutor to devise in advance: • **Worksheet 12** **Materials** • Defect samples • Textbooks	• Tutor to review answers for **Worksheet 12** to confirm knowledge and understanding of defects and their causes; check, provide feedback and discuss with learners. • Tutor to use prepared samples of defects to clarify learners' knowledge and understanding.

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Key learning activity/approach	Suggested materials and resources	Skills check
walls, condensation, incorrect/stale/old paste or existing mould, and provide a solution as to how to get rid of it/prevent it from happening in the future. • Learners to complete individually **Worksheet 12,** covering questions about wallpapering defects as per the qualification handbook**,** and then tutor to run through answers as a class. **Challenge focus:** • Ask more experienced learners to share with the group details of defects that they have encountered and how they were dealt with in a short **presentation.** **Independent learning:** • Encourage learners to ask themselves what they can do to prevent these defects when they carry out practical activities, and write a **short summary** to hand in to the tutor next session. • Learners to update their **reflective log**, outlining how they are feeling about the course, and highlight any strengths/interests or areas that they would like to improve or focus on more.		

Opportunities to develop maths, English, ICT and wider skills:

English: • **Speaking and listening** skills in **presenting** can be developed during the defects case studies task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt the content to **suit the audience** and **purpose**. • Learners can demonstrate **writing** skills when producing a	**British values:** • Learners to develop their **self-knowledge**, **self-esteem** and **self-confidence** when writing in their reflective log, and assessing their skills and further training options. **Employability:** • Learners should gain an understanding of **customer expectations**

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reflective log entry about their thoughts regarding the course. Check that learners have used **informal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. **ICT:** • Learners could use appropriate **presentation software** to present their defects case studies to the class. • Learners have the opportunity to engage in **blended learning** by writing in the reflective log, which makes use of suitable online tools for the task. This is an example of **communication** technology.	and be able to explain them as a result of the role play task. They should have an idea of how to **listen to** and **meet customer demands**, as well as deal with those who are **dissatisfied**. • Learners to suggest various **potential solutions** to the various defect problems in the role play task, and **judge** if the proposed solutions will work or not. Encourage them to work out how to **prevent** the problem occurring in future.

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Session 14: Storage

Suggested Teaching Time: 3 hour

Learning Outcome: 3. Plan and apply wallcoverings to ceilings, walls and complex surfaces

By the end of the lesson, learners will be able to deliver the knowledge required to identify storage and legal/physical requirements, so they can store materials legally and prevent any waste or damage.

Topics: 3.5 – Storing specialist wallcoverings and adhesives

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to visit DIY stores and/or on-site facilities/company premises and **make notes** on how the materials are stacked and stored, ready to compare to decorating trade outlets in the session. **Active learning:** • Tutor to take learners to a trade centre/wallpaper supplier to show how various material types are moved, handled, stacked and stored. • Establish learners' understanding by questioning what they thought of the visit and how much it differed from what they had noted in DIY stores and/or on-site company premises. • Tutor to **demonstrate** the kinetic lifting technique, and learners to get into pairs and practise this technique by showing it to each other. • Tutor to show the centre's paint and paper storage facility • Learners to lift, handle and position wallcoverings in storage facility using manual and mechanical (lifting and moving aids) methods. • Learners to complete individually **Worksheet 13** based on aspects of storage and handling. It could feature questions and problems about handling awkward-shape loads, lifting techniques, assessing loads prior to handling and factors which may influence method of storage, such as sunlight, heat, cold, damp and dirty conditions. Learners to then swap	**Resources** For the tutor to devise in advance: • **Worksheet 13** **Materials** • Boxes of wallcoverings • Lifting aids • Additional PPE • Gloves • Storage area • Textbooks	• Tutor to review answers for **Worksheet 13** to confirm knowledge and understanding of how to store materials; mark, provide feedback and discuss with learners. • Tutor to observe learners' ability to move, handle, stack and store various items correctly. • Tutor to observe individual learners' understanding of practical lifting session.

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Key learning activity/approach	Suggested materials and resources	Skills check
with the person next to them for peer review as tutor goes through the answers in class. **Challenge focus:** • More able learners to get into pairs to perform a **role play**, adopting the role of store supervisors and checking the amounts of items, rotating older stock and producing a list of items which need restocking. **Independent learning:** • Learners to update their **reflective log**, outlining what aspects of it they have enjoyed, found challenging and interesting, and what they felt would most benefit them in the working environment.		

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners can demonstrate **writing** skills when producing a **reflective log entry** about their thoughts regarding the course. Check that learners have used **informal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. **ICT:** • Learners have the opportunity to engage in **blended learning** by writing in the reflective log, which makes use of suitable online tools for the task. This is an example of **communication** technology.	**British values:** • Talk about **appropriate learner behaviour**, both at college and at work, observing how materials are stored/stacked, etc when visiting DIY stores or on-site/company facilities. • Learners to develop their **self-knowledge**, **self-esteem** and **self-confidence** when writing in their reflective log, and assessing their skills and further training options. **Employability:** • Learners to learn how to **use feedback** by **listening openly**, and **accepting** both **praise** and **criticism**, as part of the kinetic lifting technique task in pairs. They should be encouraged to **clarify** any feedback as needed and think of their **own next steps** for improvement. • More able learners can practise their **planning skills** by

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	identifying and **estimating** the **time** and **resources** needed when in charge of a store, when enacting the role play task.

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Session 15: Revision and multiple choice questions **Suggested Teaching Time**: 1 hour

Learning Outcome: Consolidation of all theory-based subjects

Learners to undertake multiple choice test in order to satisfy tutor of successful understanding of all theory-based learning outcomes.

Topics: Various

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to conduct general revision of all main subject headings previously covered, by **reading** and **making any notes** from relevant sections of the textbook. Identify any areas for improvement and **write a list** of questions to ask the tutor for revision purposes. Revision notes can be compiled by the tutor, as long as they do not replicate the test questions. **Active learning:** • Tutor to prepare 20 questions based on the practical and theory content of this unit. • Tutor to ensure that readers are available to learners who require assistance. Calculators are permitted. • Learners to revise from completed worksheets and textbooks. • Learners to complete **Multiple choice questions** individually, and then go through the answers together as a class. • Tutor to **discuss** any questions that learners may have, including those compiled in the pre-learning task.	**Resources:** For the tutor to devise in advance: • **Multiple choice questions** **Materials:** • Pens • Pencils • Calculators • Textbooks	• Tutor to lead revision session using **Worksheets 1–13** and relevant sections of appropriate textbooks. • Tutor to discuss any areas of weakness in the **Multiple choice questions** and ask questions to gauge learners' understanding. • Tutor to assess more able learners' understanding by marking the questions they have devised, and offer feedback and guidance where appropriate.

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Key learning activity/approach	Suggested materials and resources	Skills check
Challenge focus • More able learners to write an extra set of multiple choice questions based on what they have learned. This can be given to weaker learners to assist with their revision. **Independent learning:** • Learners to revise weak areas highlighted in **Multiple choice questions** by going over notes made in previous sessions and using relevant resources.		

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate **reading** skills in the revision research task – **identifying** and **summarising** the **main points** about the main subject headings previously covered and any areas for improvement.	**British values:** • Learners to develop their **self-knowledge**, **self-esteem** and **self-confidence** when assessing their strengths and weaknesses during the revision research task. **Employability:** • Learners should demonstrate **self-analysis** by **identifying** the **skills** needed in the painting and decorating industry, and using this to evaluate and prioritise their **own strengths** and **skill gaps** for development. • Learners to learn how to **use feedback** by **listening openly**, and **accepting** both **praise** and **criticism**, as part of the revision session. They should be encouraged to **clarify** any feedback as needed and think of their **own next steps** for improvement.

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Sessions 16–17: Lining

Suggested Teaching Time: 12 hours
(6 x 2-hour practical sessions)

Learning Outcome: 3. Plan and apply wallcoverings to ceilings, walls and complex surfaces

Learners will be able to demonstrate the correct techniques required in order to apply traditional and non-woven lining paper to complex areas, so that they can complete the task successfully, whilst maintaining a clean and safe working environment.

Topics: 3.3 – Applying wallcoverings

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: It is expected that all learners will have had experience in hanging lining paper while undertaking their Level 1 or 2 diplomas. Tutor to advise learners to seek and view relevant training videos on YouTube prior to commencing training: www.youtube.com/watch?v=sbhBbM9mO4s and www.youtube.com/watch?v=g6yXw-WdPXs. **Active learning:** • Tutor to **discuss** the video links that the learners have watched and answer any questions they may have before starting the session. • Tutor to **demonstrate** hanging techniques to the group and monitor learners' performance throughout practice sessions. • Learners to demonstrate selection of materials, and plan set out and mark prior to application. • Learners to prepare adhesives, and demonstrate correct application and folding techniques. • Learners to ensure that correct access equipment is set up for hanging of material prior to practice. **Make notes** of important aspects of the task.	**Materials** • Paper and non-woven lining adhesive (dry and ready mixed) • Complex areas, sloping ceilings, arches, stairwells, pillars, walls with longer than average spans • Paper hanging equipment • Access equipment	• Tutor to verify learners' working knowledge of the planning and applying adhesive theory activities, and the characteristics of the material to be applied. • Tutor to observe and evaluate learners' standard of work while training. Learner to train to required standard. Formal assessment of working knowledge and skills using the tolerances and assessment criteria on the marking sheets. • Tutor to check more able learners' understanding by monitoring progress with hanging non-woven lining and providing feedback where appropriate.

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Key learning activity/approach	Suggested materials and resources	Skills check
• Learners to apply lining papers, and be aware of maintaining cleanliness and a safe working environment at all times. They must return unused materials to storage and stack/store appropriately. **Challenge focus:** • More able learners, who have completed traditional lining previously, could move straight onto hanging non-woven lining. **Independent learning:** • Learners to look at complex areas away from the centre and **plan** how they would set them out. They should note the difficulties and what obstacles they may come up against, and how they would address them in a **short report.**		

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate the **writing** skills of **planning** and **drafting** in the independent learning task about complex areas away from the centre. • Learners can demonstrate **writing** skills when producing a **report** about the difficulties and obstacles that may occur when setting out complex areas, and how they would address them. Check that learners have used **formal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. **Maths:** • Learners will need to measure **length, width, height and weight** using digital and traditional measuring devices as part of the paper	**British values:** • Talk about **appropriate learner behaviour**, both at college and at work, when carrying out the lining practical sessions. • Learners to develop their **self-knowledge, self-esteem and self-confidence** as their hand skills and ability improve. **Employability:** • Learners should demonstrate that they can **actively listen** during the hanging techniques demonstration, **understand** what has been said and **act** accordingly by carrying out the task themselves. Learners should be encouraged to use techniques to ensure that they understand the demonstration, eg **repeating back** what was said, **summarising** or **asking clarifying questions**.

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hanging process. • Learners to practise using **scale, ratio and proportion** in a mixing context, as part of mixing powder adhesives to water. • Learners will need to calculate **area, perimeter and capacity in a** calculation of required materials context, as part of the papering exercises. **ICT:** • Learners could use appropriate **word-editing software** to write up their short report about setting up complex areas.	• Learners to suggest various **potential solutions** to the difficulties and obstacles that may occur when setting up in complex areas, and **judge** if the proposed solutions will work or not. Encourage learners to work out how to **prevent** the problem occurring in future.

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Sessions 18–33: Specialist wallcoverings

Suggested Teaching Time: 30 hours
(15 x 2-hour practical sessions)

Learning Outcome: 3. Plan and apply wallcoverings to ceilings, walls and complex surfaces

Learners will be able to demonstrate the correct techniques required in order to apply specialist wallcoverings to complex areas, so that they can complete the task successfully, whilst maintaining a clean and safe working environment.

Topics: 3.3 – Applying wallcoverings

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to ensure that they are familiar with characteristics of selected specialist wallcoverings (see resource list). Watch the videos on hanging a textile (hessian) wallcovering on YouTube: www.youtube.com/watch?v=CPsPMfMQW3M and www.youtube.com/watch?v=JrycJumwVqg. **Active learning:** • Tutor to **discuss** the video links that the learners have watched and answer any questions they may have before starting the session. • Tutor to **demonstrate** hanging techniques to the group and monitor learners' performance throughout practice sessions. • Learners to demonstrate selection of materials, and plan set out and mark prior to application. • Learners to prepare adhesives, and demonstrate correct application and folding techniques. • Learners to ensure that correct access equipment is set up for hanging of material prior to practice. **Make notes** of important aspects of the task. • Learners to apply lining papers, and be aware of maintaining cleanliness and a safe working environment at all times. They must return unused	**Materials:** • Complex areas, sloping ceilings, arches, stairwells, pillars, walls with longer than average spans • Photo mural, glass fibre, hessian, warps, flock, weftless, lincrusta, hand prints, metallics, supadurables • Dry and ready-mixed adhesives	• Tutor to verify learners' working knowledge of the planning and applying adhesive theory activities, and their knowledge and understanding of the characteristics of the specialist wallcovering they have selected. • Tutor to observe and evaluate learners' standard of work while training. Learners to train to required standard. Formal assessment of working knowledge and skills using the tolerances and assessment criteria on the marking sheets.

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Key learning activity/approach	Suggested materials and resources	Skills check
materials to storage and stack/store appropriately. **Challenge focus:** • Tutor to ask more able learners if they have had experience of applying specialist wallcoverings, and set those who have tasks in more complex areas. **Independent learning:** • Learners to get into pairs and look at various areas away from the centre. They should consider which wallcovering they think would be most suitable and why, and write up a **short joint report**.		

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners demonstrate the **writing** skills of **planning** and **drafting** in the independent learning task about complex areas away from the centre. • Learners can demonstrate **writing** skills when producing a short joint **report** about wallcoverings and why they are suitable in particular areas. Check that learners have used **formal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. **Maths:** • Learners will need to measure **length, width, height and weight** using digital and traditional measuring devices as part of the paper hanging process. • Learners to practise using **scale, ratio and proportion** in a mixing context, as part of mixing powder adhesives to water.	**British values:** • Talk about **appropriate learner behaviour**, both at college and at work, when carrying out the specialist wallcovering practical sessions. • Learners to develop their **self-knowledge, self-esteem and self-confidence** as their hand skills and ability improve. **Employability:** • Learners should demonstrate they can **actively listen** during the hanging techniques demonstration, **understand** what has been said and **act** accordingly by carrying out the task themselves. Learners should be encouraged to use techniques to ensure that they understand the demonstration, eg **repeating back** what was said, **summarising** or **asking clarifying questions**.

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• Learners will need to calculate **area, perimeter and capacity in a** calculation of required materials context, as part of the papering exercises. **ICT:** • Learners could use appropriate **word-editing software** to write up their short report about wallcoverings.	.

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Session 34–45: Wide width vinyls

Suggested Teaching Time: 16 hours
(8 x 2-hour practical sessions)

Learning Outcome: 3. Plan and apply wallcoverings to ceilings, walls and complex surfaces

Learners will be able to demonstrate the correct techniques required in order to apply wide width vinyls to complex areas, so that they can complete the task successfully, whilst maintaining a clean and safe working environment.

Topics: 3.3 – Applying wallcoverings

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to watch the video (www.youtube.com/watch?v=QHKzgskqtFs) and write notes in order to gain an insight into the materials and techniques required to hang the material. Note any questions that learners may want to ask the tutor. **Active learning:** • Tutor to **discuss** the video link that the learners have watched and answer any questions they may have before starting the session. • Tutor to **demonstrate** hanging techniques to the group and monitor learners' performance throughout practice sessions. • Learners to demonstrate selection of materials, and plan set out and mark prior to application. • Learners to prepare adhesives, and demonstrate correct application and folding techniques. • Learners to ensure that correct access equipment is set up for hanging of material prior to practice. **Make notes** of important aspects of the task. • Learners to apply lining papers, and be aware of maintaining cleanliness and a safe working environment at all times. They must return unused materials to storage and stack/store appropriately.	**Materials** • Large wall areas, free-standing pillar or column • Paper hanging equipment • Access equipment • Wide width contract vinyls • Suitable grade • Ready-mixed adhesives	• Tutor to verify learners' working knowledge of the planning and applying adhesive theory activities, and their knowledge and understanding of the characteristics of the wide width wallcovering they have selected • Tutor to observe and evaluate learners' standard of work while training. Learners to train to required standard. Formal assessment of working knowledge and skills using the tolerances and assessment criteria on the marking sheets.

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Key learning activity/approach	Suggested materials and resources	Skills check
Challenge focus: • Tutor to ask more able learners if they have had experience applying wide width vinyls, and set those who have tasks in more complex areas, such as window reveals, arches and areas featuring more obstacles. **Independent learning:** • Learner to complete **reflective log** on aspects of the practical elements they found challenging and interesting, noting solutions to problems they encountered and how they hope to put the techniques they have learned into practice.		

Opportunities to develop maths, English, ICT and wider skills:

English: • Learners can demonstrate **writing** skills when updating their **reflective log**. Check that learners have used **informal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. **Maths:** • Learners will need to measure **length, width, height and weight** using digital and traditional measuring devices as part of the paper hanging process. • Learners to practise using **scale, ratio and proportion** in a mixing context, as part of mixing powder adhesives to water. • Learners will need to calculate **area, perimeter and capacity in a** calculation of required materials context, as part of the papering exercises.	**British values:** • Talk about **appropriate learner behaviour**, both at college and at work, when carrying out the wide width vinyls practical sessions. • Learners to develop their **self-knowledge, self-esteem and self-confidence** as their hand skills and ability improve. **Employability:** • Learners should demonstrate that they can **actively listen** during the hanging techniques demonstration, **understand** what has been said and **act** accordingly by carrying out the task themselves. Learners should be encouraged to use techniques to ensure that they understand the demonstration, eg **repeating back** what was said, **summarising** or **asking clarifying questions**.

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ICT: • Learners have the opportunity to engage in **blended learning** by writing in the reflective log, which makes use of suitable online tools for the task. This is an example of **communication** technology.	

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