Unit 305: Installing specialist architectural finishes for decorative work

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 305. It is based on 7.5 hours per session for 8 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 305: Installing specialist architectural finishes for decorative work

Sample scheme of learning

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

Number of sessions: 8 **Delivery hours**: 60 **Venue**: _____ **Group**: _____

Learning outcomes:	**To enable learners to**:
• Set out and install centre-pieces • Set out and install coving and cornice	• Understand the different designs, components and materials used in applying centre-pieces, coving and cornices • Identify the different adhesives and fixings used when securing centre-pieces, coving and cornices • Set out and fix/install centre-pieces, coving and cornices

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Session 1: Designs and materials used when setting out and installing centre-pieces **Suggested Teaching Time**: 7.5 hours

Learning Outcome: 1. Set out and install centre-pieces

- Learners must be able to understand the different designs, components and materials used in applying centre-pieces.
- Most of the practical tasks require the use of scaffold systems; therefore, this unit could be delivered after the learners have had training on the safe use of scaffold systems.

Topics: 1.1 – Designs and materials

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to **list** and record the different types and designs of ceiling centre-pieces available for use by accessing the internet and searching sites such as: www.decorative-coving.co.uk. **Active learning:** • Tutor to produce **Presentation 1** to introduce the topic to the class, and explain the learning outcomes and topics to be covered for unit. • Learners to **present** their **lists** to the group and answer any verbal questions from peers or tutor. • Tutor to produce **Presentation 2** on the different types of ceiling centre-pieces designs available to purchase and the different types of materials used to produce them. **Tutor** to facilitate a **discussion** with the class about the different designs and materials used to manufacture ceiling roses/centre-pieces. • Tutor could use the following link to show learners a range of different designs available: www.regency-mouldings.com. • Tutor to produce **Activity 1** with questions to test learners' knowledge of the different designs available and the materials used to produce centre-pieces. Learners to split into pairs and complete the activity. • Tutor to ask learners to **draw a design** of a plain centre-piece with dimensions added to be used for work bay or classroom ceiling.	**Resources** For the tutor to devise/source in advance: • **Presentation 1** • **Presentation 2** • **Activity 1** • **Worksheet 1** • **Worksheet 2** **Materials** • Polyurethane foam centre-pieces • Gypsum plaster centre-pieces • PVA • Flip chart • Coloured pens • Suggested learning	• Tutor to assess learners' knowledge by reviewing lists and asking questions about it during the presentation. • Tutor to check learners' knowledge during the discussions about the different designs and materials used to manufacture ceiling roses/centre-pieces, by introducing **Activity 1**. • Tutor to ensure that dimensions are correct and accurate in the learner drawing task. • Tutor to check learners' knowledge by observing peer-marked answers for **Worksheets 1** and **2**. • Tutor to check more able learners' drawings to see whether they have indeed recreated Edwardian and Victorian centre-pieces.

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Key learning activity/approach	Suggested materials and resources	Skills check
• Tutor to show the following videos of ceiling centre-pieces being manufactured: www.youtube.com/watch?v=vEKQbsNCU1s and www.youtube.com/watch?v=P44iF_EXqy0. Tutor to then hand out **Worksheet 1**, which is a question paper based on the contents of the videos shown, for learners to complete. • Tutor to produce **Worksheet 2** on the different periods of ceiling centre-pieces that have occurred through history. This worksheet could be a table that learners need to complete, identifying the different time periods and designs that have been produced. Once completed, learners to swap with peers for marking; tutor to facilitate. **Challenge focus:** • More able learners to **draw** an Edwardian and Victorian centre-piece with dimension added to fit classroom or work bay ceiling. **Independent learning:** • Learners to conduct **online research** and find/list the appropriate adhesives used to apply centre-pieces to surfaces.	resource books	

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

English:	British values:
• Learners demonstrate **reading** skills in brief history of ceiling centre-piece research task, **identifying** and **summarising** the **main points** about the designs and periods of production. • **Speaking and listening** skills in **presenting** can be developed during the centre-piece design and era of production task. Learners to use the **correct format** with an **introduction**, **supporting evidence** and **statements**, and **conclusions**. They should adapt	• Remind learners about **staying safe online** and raise awareness of the potential risk of radicalisation as part of the government's '**prevent strategy**'. • Talk about **appropriate learner behaviour**, both at college and at work, when looking at learners' codes of conduct and the similarities with working in a construction context. • Talk about how learners may come into contact with wider **public**

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the content to **suit the audience** and **purpose**. **Maths:** • Learners to **identify different shapes** (eg ovals and circles) and **analyse the geometry** used as part of creating the different shapes in individual ceiling centre-pieces. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about ceiling centre-piece designs and the different eras of production.	**institutions**, such as the **Health and Safety Executive** and the **local council**, the need for learners to **respect** them, and why they are **important** in ensuring safe working practices and that planning permissions are followed as part of a construction project.

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Session 2: Adhesives and fixings used when setting out and installing centre-pieces **Suggested Teaching Time**: 7.5 hours

Learning Outcome: 1. Set out and install centre-pieces

- Learners must be able to identify the different adhesives and fixings used to secure centre-pieces.
- Most of the practical tasks require the use of scaffold systems; therefore, this unit could be delivered after the learners have had training on the safe use of scaffold systems.

Topics: 1.2 – Adhesives and fixings

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to **access websites** to find out the range of fixings and fittings used to install ceiling centre-pieces. The following website could be used by learners as a start to their pre-learning activity: www.ukplaster.com. **Active learning:** • Tutor to ask learners to **discuss** their findings from the pre-learning activity about different adhesives and fixings used for centre-pieces. Learners to then work in small groups and produce a chart of the different fixings and fittings used during the installation of ceiling centre-pieces. • Tutor to produce **Presentation 3** on the range of different fixings and adhesives available for installing centre-pieces. Learners to complete **Worksheet 3**, which would be a series of long- and short-answer questions on the different advantages and disadvantages of fixing/fitting materials. • Tutor to could produce a crossword puzzle for **Activity 2** on adhesives and fixings. Once completed, learners to swap papers and peer-mark with assistance from the tutor.	**Resources** For the tutor to devise/source in advance: • **Presentation 3** • **Activity 2** • **Worksheet 3** • **Worksheet 4** **Materials** • Paper/pens/ pencils • Suggested learning resource textbooks • Ready-mixed adhesive • Powder-based adhesive	• Tutor to check learners' knowledge by questioning their research into adhesives and fixings, and discussing their findings. • Tutor to check learners' knowledge by observing peer-marked answers for **Worksheets 3** and **4,** and **Activity 2**. • Tutor to check more able learners' understanding by observing their scaffold systems in the work bays and giving feedback/answering questions where appropriate.

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Key learning activity/approach	Suggested materials and resources	Skills check
• Tutor to show the following videos on installing centre-pieces to ceiling areas: www.youtube.com/watch?v=0DaOTFFBBGs and www.youtube.com/watch?v=AjKI_VCb4sY. Learners to take notes from videos to help them answer **Worksheet 4.** • Learners to complete **Worksheet 4** question paper relating to videos on installation of centre-pieces. These questions will be related to the installation of centre-pieces, tools and equipment used within the videos. Once learners have finished the worksheet, they are to swap papers and peer-mark, with assistance from the tutor. • Tutor to demonstrate how to measure up ceiling areas and calculate where centre-pieces are to be located. **Challenge focus:** • More able learners to **set up suitable scaffold** systems and **check** ceiling surfaces within work bays to ensure that they are **suitable** to **mark** area for fixing centre-pieces. **Independent learning:** • Learners to conduct **online research** for the health and safety requirements of using the **different materials and fixings** when completing the task of installing centre-pieces, and produce **a list** of the requirements/regulations. • Learners to **measure two ceilings** within their homes and **calculate** where a suitable ceiling rose would be installed by completing a **drawing with measurements recorded.**	• Galvanised nails • Wall plugs • Brass screws	

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

English: • **Speaking and listening** skills can be demonstrated in developing the **discussion** about advantages and disadvantages of adhesives, **giving a point of view** as well as **allowing** and **responding** to **others' opinions**. **Maths** • Learners will need to **identify** and **compare** the **sizes** of different fixings, and their advantages and disadvantages, in a fitting centre-piece context, as part of the adhesives and fixings research task.	**British values:** • Talk about **appropriate learner behaviour**, both at college and at work, when looking at learners' codes of conduct and the similarities with working in a construction context. • Introduce and talk about the **importance** of **respecting others** in the workplace as part of looking at individual strengths and weaknesses, and how different people's skills might complement one another when working in a team.

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Session 3: Set out and install centre-pieces

Suggested Teaching Time: 7.5 hours

Learning Outcome: 1. Set out and install centre-pieces

- Learners must select correct scaffold system for task, use correct manual handling techniques and be able to set out areas to fix/install centre-pieces to surfaces, following all health and safety requirements, PPE and health and safety regulations associated with setting out and installing centre-pieces.
- Most of the practical tasks require the use of scaffold systems; therefore, this unit could be delivered after the learners have had training on the safe use of scaffold systems.
- Sessions 3 and 4 to be run in succession.

Topics: 1.3 – Setting out and installing

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to list the PPE, equipment, tools and materials they think will be needed when installing ceiling centre-pieces safely. Learners to also list the appropriate health and safety regulations that should be followed during installation. Learners could access the following link to help them with their lists: www.hse.gov.uk. **Active learning:** • Tutor to facilitate a **discussion** with the class about their lists of PPE, tools, equipment and materials needed when installing centre-pieces. Tutor to verbally question learners on the health and safety regulations that have been listed and create a debate regarding the importance of following regulations. • Tutor to use the following **video** as part of delivery for the topic, regarding the importance of wearing PPE: www.youtube.com/watch?v=loQ9Dbsy2ag. • Tutor to produce **Presentation 4** on the health and safety regulations to be followed when installing centre-pieces. Tutor to use cue cards with	**Resources** For the tutor to devise/source in advance: • **Presentation 4** • **Activity 3** • **Worksheet 5** **Materials** • Cue cards/paper/ pens • Flip charts • PPE • Tools and equipment • Scaffold systems	• Tutor to check learners' knowledge of the tools, materials and equipment, as well as the regulations and requirements that are in place when installing centre-pieces, during the discussion and ask questions. • Tutor to monitor the PPE that learners choose and ensure it's suitable for erecting scaffold systems, by asking learners why they have chosen it and to justify their decisions. • Tutor to check learners' knowledge by observing peer-marked answers for **Activity 3** and **Worksheet 5**. • Tutor to check more able learners'

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Key learning activity/approach	Suggested materials and resources	Skills check
health and safety acronyms recorded on them as a learning aid for the subject. • Learners to take **notes** during presentation. Tutor to use the following link on the installation of ceiling centre-pieces as part of the delivery method on this subject: www.youtube.com/watch?v=UJwFhvnLLaQ. Learners to take notes for future reference: • Learners to then split into small groups and select appropriate **PPE** for erecting scaffold systems. Tutor to supervise and offer information, advice and guidance to learners when selecting and erecting scaffold. • Learners to work in pairs to **measure** and **mark** ceiling area suitable for the installation of a standard-sized ceiling rose. Tutor to observe and offer information, advice and guidance where necessary. • Tutor to produce **Worksheet 5** to test learners' understanding of the health and safety regulations, tools, materials, equipment and access equipment needed/followed when installing ceiling centre-pieces. Once completed, papers need to be swapped and peer-marked. • Tutor to produce **Activity 3**, where learners could be asked to create a step-by-step guide on how to install ceiling centre-pieces, starting with the selection of PPE, from the knowledge that they've gathered so far in the lesson. **Challenge focus:** • More able learners to **attempt** to mark out for installing a **larger** and more **ornate** ceiling centre-piece in the work bay/area during practice sessions. **Independent learning:** • Learners to get into small groups and conduct **online research** into installation techniques used to install different types of ceiling centre-pieces, and **list** the **appropriate** scaffold systems that can be used for	• Range of ceiling centre-pieces	progress by monitoring their installation of a larger ceiling centre-piece.

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Key learning activity/approach	Suggested materials and resources	Skills check
short- and **long-duration** work when setting out and installing centre-pieces. Create a **short presentation** for the next session.		

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

English:

- Learners can demonstrate **writing** skills when producing a **presentation** about the appropriate materials, tools, equipment and scaffold needed for the task. 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 and width** using metres in a decorating context as part of the installation task.

ICT:

- Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about regulations and requirements when installing ceiling centre-pieces.
- Learners could use appropriate **presentation software** to complete their presentation on the correct tools, materials, equipment and scaffolding needed for the centre-piece task.

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.
- Talk about how learners may come into contact with wider **public institutions**, such as the **Health and Safety Executive** and the **local council**, the need for learners to **respect** them, and why they are **important** in ensuring safe working practices and that planning permissions are followed as part of a construction project.

Employability:

- Learners are able to prove their **decision-making** skills during the PPE selection task. Ensure that the learners demonstrate they have **reviewed** and **weighed up** all the **available options** before making an appropriate decision based on the **evidence** and **justifying** it.

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Session 4: Set out and install centre-pieces

Suggested Teaching Time: 7.5 hours

Learning Outcome: 1. Set out and install centre-pieces

- Learners must select correct scaffold system for task, use correct manual handling techniques and be able to set out areas to fix/install centre-pieces to surfaces following all health and safety requirements.
- Most of the practical tasks require the use of scaffold systems; therefore, this unit could be delivered after the learners have had training on the safe use of scaffold systems.

Topics: 1.3 – Setting out and installing

Key learning activity/approach	Suggested materials and resources	Skills check
Active learning: • Tutor to facilitate a **discussion** with the class regarding previous practical session carried out. • Learners to complete **Activity 4,** which may ask learners to **draw** a suitable scaffold system to use when installing centre-pieces. Once completed, learners to provide feedback to the rest of the class. • Tutor to use the following link: www.ukplaster.com to show learners the different centre-pieces used throughout industry, as underpinning for the topic. • Tutor to produce **Presentation 5** on how to install ceiling centre-pieces; learners to **take notes** from presentation for use when completing activities and worksheet. • Learners to split into small groups, **select** an appropriate scaffold system and **erect** it correctly in designated work bays/areas where ceiling centre-pieces are to be **installed**. • Learners to complete **Activity 5**, which could be a crossword puzzle about the different access equipment used during the installation of	**Resources** For the tutor to devise/source in advance: • **Presentation 5** • **Presentation 6** • **Activity 4** • **Activity 5** • **Worksheet 6** **Materials** • Cue cards/paper/ pens • Flip charts • Range of different scaffold systems • PPE • Polyurethane foam	• Tutor to check learners' understanding of installation techniques for different ceiling centre-pieces by asking questions during presentations. • Tutor to monitor learners' progress when they erect the scaffold systems, through observation, and offer feedback when appropriate. • Tutor to check learners' knowledge by observing peer-marked answers for **Activities 4** and **5**, and **Worksheet 6**. • Tutor to ask learner pairs questions whilst they measure the ceiling/wall areas, and check that they are marking in the correct places. • Tutor to check that learners are watching the demonstration by

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Key learning activity/approach	Suggested materials and resources	Skills check
ceiling centre-pieces. • Tutor to present **Presentation 6** on how to set out and install centre-pieces. Learners to **take notes** from presentation to aid their understanding of installing centre-pieces. • Learners to complete individually **Worksheet 6**, which could be a series of questions about setting out and installing centre pieces. Once completed, learners to swap papers for peer-marking, with assistance from the tutor. • Learners to work in pairs and **measure** ceiling/wall areas of designated work bay/surface, then **mark** where ceiling centre-piece is to be installed. Tutor to facilitate and offer information, advice and guidance during activity. • Tutor to **demonstrate** how to pre-drill surface and centre-pieces, and then learners to work in pairs to complete the same task. This task can also be completed on **wall areas** as practice prior to working on ceilings. • Learners to **practise** pre-drilling and using fixings on surfaces and centre-pieces. Tutor to instruct learners to **install** centre-pieces on ceilings once practice sessions have been completed. **Challenge focus:** • More able learners to **attempt** installing **two** different-shaped ceiling centre-pieces to work bay/area during practice sessions. **Independent learning:** • Learners to work in pairs and **produce a presentation** on the materials, equipment, tools and scaffold when installing centre-pieces.	centre-pieces • Gypsum plaster centre-pieces • PVA • Ready-mixed adhesive • Powder-based adhesive • Galvanised nails • Wall plugs • Brass screws • Tools and equipment	asking questions about pre-drilling surfaces and centre-pieces, and observing their progress when installing the centre-pieces themselves. • Tutor to check more able learners' progress by monitoring their work when installing two different-shaped ceiling centre-pieces. • Tutor to check learners' knowledge by observing presentations on the materials, equipment, tools, scaffold and regulations to be followed, and asking questions throughout.

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

English: • Learners can demonstrate **writing** skills when producing a **presentation** the materials, tools, equipment and scaffold needed for task. Check that learners have used **formal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. • **Speaking and listening** skills in **presenting** can be developed during the installing of centre-pieces 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**. **Maths:** • Learners will need to **measure length and width** using metres in a decorating context, as part of the installation task. **ICT:** • Learners could use appropriate **presentation software** to complete their presentation on the correct tools, materials, equipment and scaffolding needed for the centre-piece task.	**British values:** • Talk about how learners may come into contact with wider **public institutions**, such as the **Health and Safety Executive** and the **local council**, the need for learners to **respect** them, and why they are **important** in ensuring safe working practices and that planning permissions are followed as part of a construction project.

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Session 5: Set out and install coving and cornices

Suggested Teaching Time: 7.5 hours

Learning Outcome: 2. Set out and install coving and cornices

- Learners must understand and consider the appropriate uses of different designs, components and materials of coving and cornices.
- Most of the practical tasks require the use of scaffold systems; therefore, this unit could be delivered after the learners have had training on the safe use of scaffold systems.

Topics: 2.1 – Designs and materials

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to use ICT search engine and access the following link: www.copleydecor.co.uk to **list** four different coving/cornice designs and sizes available for use during installation processes. **Active learning:** • Tutor to introduce topic and present **Presentation 7** on the different designs available for covings and cornices, as well as how they are manufactured. • Tutor to ask learners to turn to the person next to them and **compare** the different coving/cornice designs and sizes that they found before the session. • Learners to complete **Activity 6**, which could be a crossword puzzle on the different designs available. • Tutor to present **Presentation 8** on further cornice and coving designs available to purchase and install. Learners to **take notes**, as the names/ designs may be covered in activities and worksheets. • Tutor then to facilitate a **discussion** with the class about how they may be used in different scenarios. Learners to **take notes** on the different materials that are used in the production of coving and cornices.	**Resources** For the tutor to devise/source in advance: • **Presentation 7** • **Presentation 8** • **Activity 6** • **Activity 7** • **Worksheet 7** **Materials** • Samples of coving and cornice designs • Cue cards • Paper/pens/ notepads	• Tutor to check learners' knowledge of coving/cornice designs and sizes available by listening to discussions in pairs and asking questions. • Tutor to check learners' understanding of different types of coving/cornices, and how these designs and sizes may be used in different scenarios, by asking questions during the discussion, identifying task and flip chart list. • Tutor to use verbal open questioning to check learners' underpinning knowledge on subject topic and to then give learners the correct answers regarding the coving/cornice sampled during session. • Tutor to check learners' knowledge by observing peer-marked answers for **Activities 6** and **7**, and

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Key learning activity/approach	Suggested materials and resources	Skills check
• Learners to complete **Activity 7**, which could be an activity to unscramble design names and about different materials used in the production of coving and cornices. Once completed, learners to swap papers and **peer-mark**, with tutor facilitating. • Tutor to split learners into **small groups** and give each group a section of coving or cornice, asking them to **identify** the design and material used to produce it. Each group to spend **five minutes** with each section of coving/cornice before moving on to the next section. • Learners to **produce** a **flip chart list**, and then individually **write a report** of the coving/cornice names and materials used to produce them with a range of sizes available. They can **present** their findings to their peers, with tutor facilitating. • Learners to **work in pairs** and state what **considerations** should be taken into account prior to **installing** coving and cornice. Tutor to facilitate discussions. • Learners to complete individually **Worksheet 7**, which could be a series of long and short questions on the different designs and materials used during the installation of coving and cornice. Once completed, learners to **swap papers** and **peer-mark** while tutor gives out correct answers. **Challenge focus:** • More able learners to be tested on producing a **drawing** of a decorative cornice design with appropriate sizes to fit within classroom **Independent learning:** • Learners to **conduct online research** and list **four different** adhesives and suitable fixings needed to **install** coving and cornice. They are also required to **state** why they have chosen the materials in **a short summary**.		**Worksheet 7**. • Tutor to review more able learners' drawings of decorative cornice designs and provide correct answers whilst offering feedback.

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

English: • Learners demonstrate **reading** skills in the coving/cornice research task – **identifying** and **summarising** the **main points** about the sizes and designs available. • Learners can demonstrate **writing** skills when producing a **report** about the different coving/cornice names and materials used to produce them. Check that learners have used **formal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. • **Speaking and listening** skills in **presenting** can be developed during the coving/cornice names/materials 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**. **Maths:** • Learners will need to **measure length and width** using metres in a decorating context, as part of the coving/cornice tasks. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about the different coving/cornice designs and sizes available to purchase.	**Employability:** • 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 flip chart presentations and reports. They should be encouraged to **clarify** any feedback as needed and think of their **own next steps** for improvement. • Learners can demonstrate how they **change** their **communication style** to suit their **audience** in the presentation task about applying adhesives and fixings for coving/cornices. 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 presentation about coving/cornice names, materials and sizes. 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 6: Set out and install coving and cornices

Suggested Teaching Time: 7.5 hours

Learning Outcome: 2. Set out and install coving and cornices

- Learners must be able to understand the different adhesives and fixings needed when securing coving and cornices.
- Most of the practical tasks require the use of scaffold systems; therefore, this unit could be delivered after the learners have had training on the safe use of scaffold systems.

Topics: 2.2 – Adhesives and fixings

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to **visit their local DIY stores, and list** what adhesives and fixings are available and used to install coving/cornice. Learners should also **read** through their **previous notes** on this subject, as the same adhesives and fixings are used to install ceiling centre-pieces. **Active learning:** • Introduction of topic by tutor and facilitate **discussion** with learners on the different lists of adhesives/fixings provided via **pre-learning task.** • Tutor to use the following link as part of the introduction for this session: www.youtube.com/watch?v=aw46Q9QGzqM. • Tutor to produce **Presentation 9** on the different fixings and adhesives used for installing coving and cornices, recapping the importance of health and safety. This is more of a **recap session**, as the same fixings and adhesives are used for ceiling centre-pieces and coving/cornices. Tutor to use the following link to show learners the range of adhesives and fixings available: www.copleydecor.co.uk. • Learners to split into **four** groups. Two groups to be given the **powder-based** adhesive and the other groups to be given the **ready-mixed** adhesive. Learners to record the correct mixing and fixing instructions needed to use the material correctly. Once all the **information has**	**Resources** For the tutor to devise/source in advance: • **Presentation 9** • **Activity 8** • **Worksheet 8** **Materials** • Range of different adhesives and fixings • Range of different coving and cornices • PPE equipment • Cue cards/paper/ pens • Flip charts	• Tutor to check learners' knowledge by asking questions about their visits to local DIY stores during the discussion, and checking that they know what adhesives/fixings are available to install coving/cornices. • Tutor to monitor learners' progress in the powder-based/ready-made adhesive task, through observation and offering suggestions to improve the step-by-step guides. • Tutor to listen to presentations and ask questions about their step-by-step guides, and provide feedback. • Tutor to check learners' knowledge by observing peer-marked answers for **Activity 8** and **Worksheet 8**. • Tutor to check more able learners' understanding by monitoring how they set up a suitable scaffold

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Key learning activity/approach	Suggested materials and resources	Skills check
been recorded, the groups are to **swap** over the adhesives and **repeat** the same task. • Learners to **present** their information via **flip chart** to the rest of the class and answer questions directed to them from tutor and peers. • Tutor to produce **Activity 8** and split learners into small groups, asking them to write out a **step-by-step** guide on how to mix and use adhesive when installing coving/cornices. This guide should incorporate the appropriate tools, materials and equipment needed to complete the task. • Tutor to produce **Worksheet 8** on the different adhesives and fixings needed to install coving and cornice. Learners to complete this individually and, once finished, swap papers and peer-mark with assistance from tutor. **Challenge focus:** • More able learners to **set up suitable scaffold systems**, and check ceiling and wall surfaces within work bays, if needed; they are to improve the surfaces prior to marking the wall and ceiling area for fixing coving/cornices. **Independent learning:** • Learners to **conduct online research** for the health and safety requirements of using the different materials and fixings when completing the task of installing coving and cornices. Once found, they are to **produce a list** of the requirements/regulations to be used for the next session. • Learners to **measure** a **ceiling** within their homes and **calculate** the number of **lengths** of coving/cornice needed to fit around the room. A **drawing** with **measurements** recorded will be required.		system and highlighting where they can improve any surfaces prior to marking up any fixing coving/cornices. • Tutor to mark the lists, calculations and drawings that the learners will produce for the independent learning task.

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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 different adhesives and fixings used to install coving/cornice.
- Learners can demonstrate **writing** skills when producing a **step-by-step guide** about applying adhesives and using fixings when installing coving/cornices. Check that learners have used **formal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used.
- **Speaking and listening** skills in **presenting** can be developed during the **flip chart 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**.

Maths:

- Learners will need to **measure length/width/height** using metres in a decorating context, as part of the marking areas for coving task.

ICT:

- Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about the health and safety requirements of using the different materials and fixings when completing the task of installing coving and cornices.

British values:

- Talk about **appropriate learner behaviour**, both at college and at work, when discussing tasks to be completed throughout the day, including when they visited the DIY stores before the session.

Employability:

- Learners can demonstrate how they **change** their **communication style** to suit their **audience** in the presentation task about applying adhesives and fixings for coving/cornices. 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 presentation about powder-based/man-made adhesives. 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 7: Set out and install coving and cornices

Suggested Teaching Time: 7.5 hours

Learning Outcome: 2. Set out and install coving and cornices

- Learners must be able to install coving and cornice correctly and safely.
- Most of the practical tasks require the use of scaffold systems; therefore, this unit could be delivered after the learners have had training on the safe use of scaffold systems.
- PPE and health and safety regulations to be followed during installation of coving and cornice, and scaffold systems used during installation.
- Sessions 7 and 8 to be run in succession.

Topics: 2.3 – Installing coving and cornices

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to **read** through their **notes and information** covered from **Session 3**, and access the following link: www.hse.gov.uk. Learners to **list** the different PPE and health and safety regulations to be followed when installing coving/cornice; **notes** to be used as underpinning for topic. **Active learning:** • Tutor to produce **Presentation 10**, recapping the health and safety regulations prior to installing coving/cornices. • Learners to **discuss** the health and safety requirements that should be followed during the installation of coving and cornice, and decide if there are **any** differences compared to installing centre-pieces. • Tutor to show the following **video** on the installation of coving and cornice for learners to watch and take notes: www.youtube.com/watch?v=w3EeqpbX6oA. • Learners to work in pairs and design a **safety poster** for installing coving/cornice after watching the following video: www.youtube.com/watch?v=TKNJ5BPJpe4.	**Resources** For the tutor to devise/source in advance: • **Presentation 10** • **Activity 9** • **Activity 10** • **Worksheet 9** **Materials** • Tools and equipment • PPE equipment • Cue cards/paper/ pens • Flip charts	• Tutor to check learners' understanding of the different PPE and health and safety regulations to be followed by asking questions during the discussion. • Tutor to monitor learners' progress as they create and present their posters by asking them questions and offering suggestions for improvement. • Tutor to check learners' knowledge by observing peer-marked answers for **Activities 9** and **10**, and **Worksheet 9**. • Tutor to listen to learners' presentations on the materials, equipment, tools, scaffold and regulations to be followed when

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Key learning activity/approach	Suggested materials and resources	Skills check
• Learners to display their posters and **explain** the content to peers via a **five-minute presentation**; posters to be left displayed for others to view. • Tutor to produce **Activity 9** and ask learners to unscramble words relating to installing coving/cornice individually. Once completed, learners to swap papers and peer-mark with assistance from the tutor. • Tutor to produce **Activity 10**, which could ask learners to match COSHH symbols with correct information individually. Once completed, learners to swap papers for peer-marking with assistance from the tutor. • Learners to work in pairs and produce a **presentation** on the materials, equipment, tools, scaffold and regulations to be followed when installing coving/cornice. • Tutor to produce **Worksheet 9**, which could be a series of questions that will test learners' knowledge of the session. Learners to work in pairs, and once complete, papers to be swapped and peer-marked with assistance from the tutor. **Challenge focus:** • More able learners to try to **piece** a matching coving/cornice section to **existing** installation within work bay. **Independent learning:** • Learners to **search** the **internet** and find an **appropriate** matching coving/cornice, ceiling centre-piece, freeze and dado rail for a work bay, and **create a drawing**, including the name and sizes used.		installing coving/cornices, and ask questions, offering feedback where appropriate.

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

English: • **Speaking and listening** skills can be demonstrated in developing the **discussion** about the importance of erecting scaffold systems, **giving a point of view** as well as **allowing** and **responding** to **others' opinions**. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources that provide suitable information about installing coving, and health and safety legal information.	**British values:** • Remind learners about the **importance** of the **laws of England**, and their **purpose** to **protect citizens**, when discussing health and safety laws/COSHH in the workplace. **Employability:** • Learners should demonstrate they can **actively listen** during the demonstration, **understand** what has been said and **act** accordingly by following the instructions correctly. Learners should be encouraged to use techniques to ensure that they understand the instructions, eg **repeating back** what was said, **summarising** or **asking clarifying questions**

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Session 8: Set out and install coving and cornices

Suggested Teaching Time: 7.5 hours

Learning Outcome: 2. Set out and install coving and cornices

- Learners must be able to install coving and cornice correctly and safely.
- Most of the practical tasks require the use of scaffold systems; therefore, this unit could be delivered after the learners have had training on the safe use of scaffold systems.

Topics: 2.3 – Installing coving and cornices

Key learning activity/approach	Suggested materials and resources	Skills check
Pre-learning: Learners to access internet and watch the following five-minute **video clip**: www.youtube.com/watch?v=BlsEd7NYzuI. Learners to then write out a **fact sheet** that states the tools, materials and equipment needed to install coving /cornice and write a brief **'how to install coving' guide**, which will be used as underpinning knowledge for the session. **Active learning:** • Tutor to produce **Presentation 11** on which tools, equipment and materials are needed to install coving and cornice. Tutor to **discuss** with learners the different **considerations** to be taken into account when installing coving and cornice. Learners to **take notes** to be used when completing **activities**. • Tutor to produce **Activity 11**, and ask learners individually to unscramble words related to coving/cornice designs, tools and equipment used during installation; once completed, learners to swap papers for **peer-marking** with assistance from the tutor. • Tutor to produce **Presentation 12** on how to cut internal and external corners during coving/cornice installation. Learners to take notes for future reference.	**Resources** For the tutor to devise/source in advance: • **Presentation 11** • **Presentation 12** • **Presentation 13** • **Activity 11** • **Activity 12** • **Worksheet 10** **Materials** • Ready-mixed adhesive • Powder-based adhesive • Galvanised nails • Wall plugs • Brass screws	• Tutor to check that learners watched the video by asking questions about the fact sheet and also by reviewing their 'how to' guides. • Tutor to check that learners understand the demonstrations through observation and asking questions about the cutting techniques and fixing coving. Offer guidance and feedback where appropriate when learners attempt the techniques themselves. • Tutor to check learners' knowledge by observing peer-marked answers for **Activities 11** and **12**, and **Worksheet 10**. • Tutor to check more able learners' abilities by observing their installation of a dado rail and offering feedback when appropriate.

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Key learning activity/approach	Suggested materials and resources	Skills check
• Tutor to **demonstrate** how to cut external and internal corners, with learners observing and then **working in pairs** to copy demonstration. Tutor to facilitate and offer guidance during practical task. • Tutor to produce **Presentation 13** on **installing** coving by using a **step-by-step** guide for learners to follow. Tutor to show the following video to aid underpinning knowledge: www.youtube.com/watch?v=u8etz7H7PxU. • Tutor to produce **Activity 12** and ask learners to add the missing words from sentences about the tools and equipment used during the installation of coving/cornice. Once completed, learners to swap papers and **peer-mark** with tutor facilitating. • Learners to work in pairs and **measure** ceiling/wall areas of designated work bay/surface, then **mark** where coving is to be installed. Tutor to facilitate and offer information, advice and guidance during activity. • Tutor to **demonstrate** how to fix coving in place using the correct tools, equipment and materials; learners to **work in pairs** to complete the same task, making sure to work safely and to handle resources correctly. • Tutor to produce **Worksheet 10** question paper on the tools and equipment used during the installation of coving/cornice. Learners to answer questions individually and then, once completed, swap papers for peer-marking with assistance from the tutor. • Learners to continue to **practise** installing coving/cornices. Tutor to facilitate when learners are **installing** coving/cornices to the wall and ceiling areas. **Challenge focus:** • More able learners to work in pairs and install **a dado rail** to work bay walls after installation of coving/cornice.	• Polyurethane foam coving/cornice • High density coving/cornice • Duropolymer coving/cornice • Lightweight polystyrene coving/cornice • Gypsum plaster coving/cornice/ dado rail • Suitable scaffold system • Tools and equipment • PPE • Cue cards/paper/ pens • Flip charts	• Tutor to review learners' drawings and labels by offering feedback.

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Key learning activity/approach	Suggested materials and resources	Skills check
Independent learning: • Learners to **conduct online research** and find an **appropriate** matching coving/cornice, ceiling centre-piece, freeze and dado rail for a work bay, and **create a drawing** to include the name and sizes used.		

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

English: • Learners can demonstrate **writing** skills when producing a **fact sheet and brief guide** about the correct tools, materials and equipment needed to install coving correctly. Check that learners have used **formal language** appropriately. Ensure that correct **spelling**, **punctuation** and **grammar** have been used. • **Speaking and listening** skills can be demonstrated in developing the **discussion** about the importance of erecting scaffold systems, **giving a point of view** as well as **allowing** and **responding** to **others' opinions**. **Maths:** • Learners will need to **measure length and width** using metres in a decorating context, as part of the coving installation task. • Learners will need to **calculate perimeter** in a construction context, as part of the installing coving/cornice tasks. **ICT:** • Learners have the opportunity to use **advanced search techniques** to **locate, select and evaluate** relevant online sources	**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 demonstrate they can **actively listen** during the demonstration, **understand** what has been said and **act** accordingly by following the instructions correctly. Learners should be encouraged to use techniques to ensure that they understand the instructions, eg **repeating back** what was said, **summarising** or **asking clarifying questions**.

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that provide suitable information about installing coving and health and safety legal information.	

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