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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Building Construction**

Registered by NSB 12, Physical Planning and Construction, publishes the following unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purposes of the qualifications, and the titles and specific outcomes of the unit standards upon which qualifications are based. The full qualifications and unit standards can be accessed via the SAQA web-site at [www.saqaco.za](http://www.saqaco.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar street, Brooklyn, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 18 January 2002***. All correspondence should be marked **Standards Setting – SGB for Building Construction** and addressed to

The Director: Standard Setting and Development  
SAQA

Attention: Mr. D Mphuthing  
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Private Bag X06  
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PT **SAMUEL B.A. ISAACS**  
**EXECUTIVE OFFICER**

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY



## NATIONAL CERTIFICATE IN CONSTRUCTION PAINTING – NQF 3

**NQF Level:** 3  
**Field:** Physical Planning and Construction - NSB 12  
**Sub-field:** Building Construction  
**Credit Totals:** 129  
**Issue date:**  
**Review date:**

**1. Rationale for the Qualification**

The rationale for this qualification stems from a need to recognise the competencies of painters, who have, in the past, been denied recognition and career advancement. The area of employment consists of many small and micro enterprises, with painters who have no recognition for their competencies, and work without supervision. This segment forms a large part of the construction painter area of practice. The encouragement of entrepreneurship and job creation, redress, and facilitation of access to credit, career advancement and further learning provide both a social and economic rationale for this qualification.

The current application of learning has had little recognition of competencies. At the same time, there are competencies that are required for practice without supervision that have not been attained. For example, a learner may have attained the technical skills for coating surfaces with paint, but cannot provide their customers with accurate quotes due to inadequate numeric skill, or not understanding business principles, especially in the case of small and micro enterprises. The rationale for this qualification is to address the need for applied numeric and communication competence in this learner market (fundamental component), while providing a means of recognising prior learning whereby, for example, technical competencies (painting) can be credited.

**2. Purpose of the Qualification**

The greatest technical skills need exists regarding:

- Surface preparation before painting
- Area preparation
- Selecting and applying different paints to different surfaces according to specification, using paint techniques to apply undercoats and final coats, and to varnish surfaces
- Paint preparation
- Handling the required equipment
- Knowledge of different paints
- Knowledge of materials used
- Knowledge of different surfaces
- Planing the paint job, by obtaining information about painting requirements

The purpose of the qualification is that qualifying learners are able to prepare, prime and coat absorbent and non-absorbent surfaces using conventional construction painting skills, without supervision. A construction painter who works without supervision should be able to establish a

site, install and use access equipment, select the correct materials, tools and equipment, prepare and prime surfaces, and paint surfaces, employing safe and healthy work practices. In addition, the qualifying learner will demonstrate competence in two areas of specialisation, elected from applying wallpaper, special surfaces, basic business practices, and industrial protective painting. The qualified learner is able to competently fulfil painting contracts safely and in a professional manner, to ensure that industry standards are maintained.

### 3. Access to the Qualification

As this is a unit standard based qualification, any learner who is competent in the unit standards as required by the fundamental, core and elective components and stipulated in the qualification, will have free access to this qualification with the provision that they meet requirements for the learning assumed to be place for each unit standard.

### 4. Unit Standards Titles Matrix for Construction Painting

Unit Standard	Composition	Level	Credits
1. Mathematical Numeracy and Literacy	Fundamental	3	16
2. Communications and Language	Fundamental	3	20
<b>Subtotal: Fundamental</b>			<b>36</b>
3. Calculate Construction Quantities to develop a work plan	Core	3	8
4. Apply Health and Safety to a Work Area	Core	2	3
5. Render Basic First Aid	Core	2	3
6. Establish and Prepare a Work Area	Core	2	4
7. Erect, Use and Dismantle Access Equipment	Core	3	4
8. Procure Materials, Tools and Equipment	Core	3	10
9. Prepare and Prime Previously Coated Surfaces	Core	3	15
10. Prepare and Prime New Surfaces	Core	3	15
11. Paint Surfaces	Core	3	15
<b>Subtotal: Core</b>			<b>77</b>
12. Apply Special Surface Coatings	Elective	4	8
13. Apply Basic Business Concepts	Elective	3	8
14. Apply Wallpaper	Elective	3	8
15. Apply Industrial Protective Coatings	Elective	4	8
<b>Subtotal: Electives (2 x Electives)</b>			<b>16</b>
<b>TOTAL CREDITS</b>			<b>129</b>

### 5. Exit Level Outcomes

On achieving this qualification, learners will be able to:

- calculate quantities for construction painting materials
- apply basic business concepts to manage a small enterprise
- communicate verbally and non-verbally with customers
- establish the health and safety of a work area
- render basic first aid
- establish the structure of a work area
- erect, use and dismantle access equipment
- select materials, tools and equipment
- prepare and prime surfaces
- paint surfaces
- apply special surface coatings
- apply wallpaper
- apply industrial protective coatings

## 6. Associated Assessment Criteria

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- Taking into account that the relationship between practical and theoretical is not fixed but varies according to the type and level of qualification.

## 7. Learning assumed to be in place

Learners should have acquired the competencies of NQF Level 2 in the Further Education and Training (FET) Band, especially numeracy and literacy competencies relating to communication with customers (verbal and written) and basic calculation, prior to embarking on learning towards this qualification.

## 8. International Comparability

These standards have been developed in line with international standards for the same level of learning and application. Specific comparisons have been made with the standards employed in Australia, New Zealand and the United Kingdom, and some standards are based on those used in New Zealand. Included are the New Zealand National Certificates in Painting and Decorating (with strands in Specialised Coatings, Industrial Coatings, and Decorating) - Levels 3 to 5, the Australian National Certificates in Painting and Decorating - Levels 1 to 4, and the British National Vocational Qualification for Painting and Decorating (Construction), Level 3. The credits and outcomes are comparable to the qualification developed here, at NQF level 3.

## 9. Articulation Possibilities

This qualification has been developed for mobility across similar trades within the industry and is intended to allow for further learning towards supervisory and management qualifications within this and other sectors. This qualification builds on other certificates from a range of sub-sectors and will provide articulation with a range of qualifications in both technical and management areas. Articulation on the Framework is possible with qualifications such as Construction Plastering, and Construction Tiling, as well as fundamental Unit Standards in this qualifications with those in others, such as Unit Standards 8558, 7784, 7788, 7885, and 8556. Also, articulation with ABET Level 4, and with FET Levels 2 and 4 qualifications is possible. The competencies attained during this qualification provides a basis for further learning towards SMME management, entrepreneurship, construction site supervision, scaffolding erection, spray painting, sandblasting, decorating, glazing, etc.

## 10. Integrated Assessment

Before qualifying, the learners will be expected to demonstrate competence in a practical scenario (simulation) that integrates the assessment of all specific outcomes, for all unit standards. In addition, during the learning process for each Unit Standard, learners will be expected to write tests to assess underpinning knowledge, and demonstrate their skills in terms of specific outcomes for the relevant Unit Standard in assignments and practical exams.

## 11. Criteria for the registration of Assessors

For an applicant to register as an assessor, the applicant needs:

- A minimum of 2 (two) years' practical, relevant occupational experience
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant (Portfolio of Evidence)
- A recognised assessor qualification

## 12. Recognition of Prior Learning

Learners who have met the requirements of any unit standard in this qualification may apply for recognition of prior learning to the Construction Education and Training Authority (CETA), and will be assessed against the assessment criteria and specific outcomes for the relevant Unit Standard/s. If a candidate is successful in all the unit standards, a whole qualification will be obtained.

## 13. Moderation

Assessment of learner achievements takes place at providers accredited by CETA (RSA, 1998b) for the provision of programs that result in the outcomes specified for the Certificate for Construction Painters. CETA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification.

Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA. Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA. Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQAs policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs and in terms of the moderation guideline detailed immediately below.

Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless the ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards as well as the integrated competence described in the qualification.

Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution which is accredited by the relevant ETQA.

### Unit Standards Titles

#### Unit Standards Titles at Level 02

- Title 1:** Apply health and safety to a work area  
**Title 2:** Render basic first aid  
**Title 3:** Establish and prepare a work area

#### Unit Standards Titles at Level 03

- Title 1:** Demonstrate understanding of numbers and relationships amongst numbers and number systems, and represent numbers in different ways (Credits 2: ID No. 9010)  
**Title 2:** Use mathematics to investigate and monitor the financial aspects of personal, business and national issues (Credits 2: ID No 9014)  
**Title 3:** Investigate life related problems using data and probabilities (Credits 3: ID No 9012)  
**Title 4:** Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts (Credits 4: ID No 9013)  
**Title 5:** Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings (Credits 5: ID No 9015)  
**Title 6:** Accommodate audience and context needs in face-to-face communication (Credits 5: ID No: 8415)  
**Title 7:** Interpret and use information from texts (Credits 5: ID No: 8969)  
**Title 8:** Write texts for a range of communicative contexts (Credits 5: ID No: 8970)  
**Title 9:** Calculate construction quantities to develop a work plan  
**Title 10:** Erect, use and dismantle access equipment  
**Title 11:** Procure materials, tools and equipment  
**Title 12:** Prepare and prime previously coated surfaces  
**Title 13:** Prepare and prime new surfaces  
**Title 14:** Paint surfaces  
**Title 15:** Apply Basic business concepts  
**Title 16:** Apply wallpaper

#### Unit Standards Titles at Level 04

- Title 1:** Apply special surface coatings  
**Title 2:** Apply industrial protective coatings (Credits 5: ID No: 8415)

**Unit Standards Titles and Specific Outcomes****Unit Standards Titles at Level 02****Title: Apply health and safety to a work area**

- Specific Outcome 1:** Identify potential hazards in the work area  
**Specific Outcome 2:** Limit damage to persons or property in the case of an emergency  
**Specific Outcome 1:** Follow procedures that apply to illness or injury in the work area

**Title: Render basic first aid**

- Specific Outcome 1:** Intervene in a first aid scenario  
**Specific Outcome 2:** Treat bleeding wounds  
**Specific Outcome 3:** Treat an injured person for shock  
**Specific Outcome 4:** Immobilise a fracture  
**Specific Outcome 5:** Intervene in minor medical emergencies

**Title: Establish and prepare a work area**

- Specific Outcome 1:** Read and interpret specifications and drawings  
**Specific Outcome 2:** Determine infrastructure requirements  
**Specific Outcome 3:** Prepare the site for painting activities

**Unit Standards Titles at Level 03****Title: Calculate construction quantities to develop a work plan**

- Specific Outcome 1:** Prepare work area  
**Specific Outcome 2:** Calculate material quantities required  
**Specific Outcome 3:** Develop a quote  
**Specific Outcome 4:** Develop a work plan

**Title: Erect, use and dismantle access equipment**

- Specific Outcome 1:** Erect and dismantle a system scaffold with ladder access  
**Specific Outcome 2:** Erect and dismantle a trestle scaffold  
**Specific Outcome 3:** Erect and dismantle an extension ladder  
**Specific Outcome 4:** Make use of a stepladder

**Title: Procure materials, tools and equipment**

- Specific Outcome 1:** Measure and order materials for painting  
**Specific Outcome 2:** Purchase and receive tools and equipment  
**Specific Outcome 3:** Identify, select and maintain tools and equipment

**Title: Prepare and prime previously coated surfaces**

- Specific Outcome 1:** Identify type of surfaces  
**Specific Outcome 2:** Prepare surfaces  
**Specific Outcome 3:** Prime surfaces

**Title: Prepare and prime new surfaces**

- Specific Outcome 1:** Identify type of surface  
**Specific Outcome 2:** Prepare new surfaces  
**Specific Outcome 3:** Prime new surfaces

**Title: Paint surfaces**

- Specific Outcome 1:** Prepare materials  
**Specific Outcome 1:** Coat surfaces  
**Specific Outcome 2:** Finish surfaces after painting

**Title: Apply Basic business concepts**

- Specific Outcome 1:** Sell services  
**Specific Outcome 2:** Process payments  
**Specific Outcome 3:** Deal with customers

**Title: Apply wallpaper**

- Specific Outcome 1:** Prepare work area  
**Specific Outcome 2:** Prepare for wall papering  
**Specific Outcome 3:** Hang wall paper



**Unit Standards Titles at Level 04****Title: Apply special surface coatings**

- Specific Outcome 1:** Prepare special surface coatings  
**Specific Outcome 2:** Apply special surface coatings  
**Specific Outcome 3:** Remedy failure effects in special coatings

**Title: Apply industrial protective coatings**

- Specific Outcome 1:** Prepare industrial surface coating  
**Specific Outcome 2:** Apply industrial surface coatings  
**Specific Outcome 3:** Remedy failure effects in industrial surface coatings