



<b>Work package</b>	<b>WP3 – Multilevel Qualification Portfolio on EQF levels 1 to 6</b>			
<b>Result</b>	R3.1 - Multilevel Qualification Portfolio for the Painting Trade			
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<b>Project Coordinator</b>	SBG			





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<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>Overview</b>
<b>EQR LEVEL</b>	<b>4</b>

<b>UNITS OF LEARNING OUTCOMES</b>	<b>L4_U1</b>	<b>Measurements and calculations</b>	
		L4_U1-1	Measurements and calculations
	<b>L4_U2</b>	<b>Health, safety and environment</b>	
		L4_U2-1	<b>Health, safety</b>
		L4_U2-2	<b>Environment</b>
	<b>L4_U3</b>	<b>Handling of information and communication technology (ICT) and customer orientation</b>	
		L4_U3-1	Handling of information and communication technology (ICT)
		L4_U3-2	Customer orientation
	<b>L4_U4</b>	<b>Planning of processing procedures and setting up workplaces</b>	
		L4_U4-1	Planning of processing procedures
		L4_U4-2	Setting up workplaces
	<b>L4_U5</b>	<b>Materials (materials, auxiliary and coating materials) and tools, devices, machines, systems</b>	
		L4_U5-1	Materials (materials, auxiliary and coating materials)
		L4_U5-2	Tools, devices, machines, systems
	<b>L4_U6</b>	<b>Working methods for coating processes (cleaning, decorating, spraying and coating techniques)</b>	
		L4_U6-1	<b>Working methods for coating processes (cleaning, decorating, spraying and coating techniques)</b>



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<b>UNITS OF LEARNING OUTCOMES</b>	<b>L4_U7</b>	<b>Substrate assessment</b> (test methods)		
	L4_U7-1	<b>Substrate assessment</b> (test methods) – <b>TROWELLED SUBSTRATES</b>		
	L4_U7-2	<b>Substrate assessment</b> (test methods) – <b>PLASTERBOARD, BUILDING BOARDS AND PREFABRICATED PARTS</b>		
	L4_U7-3	<b>Substrate assessment</b> (test methods) – <b>TIMBER SUBSTRATES</b>		
	L4_U7-4	<b>Substrate assessment</b> (test methods) – <b>METAL SUBSTRATES (Iron / Steel)</b>		
	L4_U7-5	<b>Substrate assessment</b> (test methods) – <b>METAL SUBSTRATE - Non-ferrous metals: Zinc</b>		
	L4_U7-6	<b>Substrate assessment</b> (test methods) – <b>METAL SUBSTRATE - Non-ferrous metals: Aluminium</b>		
	L4_U7-7	<b>Substrate assessment</b> (test methods) – <b>METAL SUBSTRATE - Non-ferrous metals: Copper</b>		
	L4_U7-8	<b>Substrate assessment</b> (test methods) – <b>PLASTIC-SUBSTRATES</b>		
	<b>L4_U8</b>	<b>Substrate treatments</b> (Prepare substrates for coatings)		
		L4_U8-1	Substrate treatments (Prepare substrates for coatings)	
	<b>L4_U9</b>	<b>Coating systems</b> (layers of coating)		
		L4_U9-1	Coating systems (layers of coating)	
	<b>L4_U10</b>	<b>Decorative design</b>		
		L4_U10-1	Stylistics, color and form theory, writing	
		L4_U10-2	Decoration techniques	
	<b>L4_U11</b>	<b>Wallpapering</b>		
		L4_U11-1	Wallpapering	
	<b>L4_U12</b>	<b>Protective and speciality finishes</b>		
		L4_U12-1	Protective and speciality finishes	
	<b>L3_U13</b>	<b>Assembly work and insulation work</b>		
		L4_U13-1	Assembly work	
		L4_U13-2	Insulation work	



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# PAINTING SKILLS ACADEMY

Project ID 612288-EPP-1-2019-1-DE-EPPKA2-SSA



<b>UNITS OF LEARNING OUTCOMES</b>	<b>L4_U14</b>	<b>Standards and quality control (management)</b>	
		L4_U14-1	Standards and quality control (management)
	<b>L4_U15</b>	<b>Historical painting techniques</b>	
		L4_U15-1	Historical painting techniques
	<b>L4_U16</b>	<b>Lay floor coverings</b>	
		L4_U16-1	Lay floor coverings
	<b>L4_U17</b>	<b>Ecological painting and sustainability</b>	
		L4_U17-1	Ecological painting
	L4_U17-2	Sustainability	



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<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 1 – Measurement and calculations</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U1-1</b> <b>Measurements and calculations</b>	He / she knows <ul style="list-style-type: none"> <li>the calculations required for work preparation and the implementation of services in the painting trade.</li> <li>the basic rules, regulations and components for the preparation of the following calculations:                             <ul style="list-style-type: none"> <li>- Measurement calculations</li> <li>- Material calculations</li> <li>- cost calculations</li> <li>- calculation</li> </ul> </li> </ul>	He / she can <ul style="list-style-type: none"> <li>read construction drawings, tables and graphics.</li> <li>present the numbers and calculations required for the billing in a clean, clear, unambiguous and clearly recognizable manner.</li> <li>describe and explain these basic rules, regulations, components and methods of the various calculations.</li> <li>create allowance calculations (determine masses / quantities).</li> </ul>	He / she is able <ul style="list-style-type: none"> <li>to properly apply the basic rules, regulations and methods of the various calculations.</li> <li>to analyze and assess received documents.</li> <li>to carry out calculations, compare, identify relationships.</li> <li>to delegate and control individual services for the calculations.</li> <li>to communicate with business partners.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
L4_U1-1		He / she can <ul style="list-style-type: none"> <li>• carry out material calculations (material requirements, productivity, layer thicknesses, consumption calculations, layer thickness conversion, determine material costs).</li> <li>• prepare effort calculations (determine and document time requirements).</li> <li>• formulate and describe simple calculations (differentiate between net and gross amounts, structure a price calculation, interpret cost offers).</li> </ul>	



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<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 2 – Health, safety and environment</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U2-1</b> <b>Health, safety</b>	He / she knows <ul style="list-style-type: none"> <li>the dangers (from harmful substances) that arise in many areas of activity in the painting trade.</li> <li>the necessary first aid steps.</li> <li>rights and obligations from the occupational health and safety and accident prevention regulations.</li> <li>the technical standards, regulations, laws and labels.</li> </ul>	He / she can <ul style="list-style-type: none"> <li>determine, check and assess the risks to safety and health at work and on the way to work.</li> <li>select and assign job-related protective measures and necessary measures for the prevention of dangers and accidents according to the situation.</li> <li>explain safe and healthy work and ergonomic working methods.</li> </ul>	He / she is able <ul style="list-style-type: none"> <li>to take technical and organizational measures to avoid hazards as well as psychological and physical stress for himself/herself and others, including preventive measures.</li> <li>to describe the behavior in the event of an accident and initiate initial measures in the event of an accident.</li> </ul>







LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
L4_U2-1		<p>He / she can</p> <ul style="list-style-type: none"> <li>• apply the rules of preventive fire protection.</li> <li>• describe the behavior in the event of a fire and take fire-fighting measures.</li> <li>• describe, explain and implement the relevant standards and legal regulations (EU law):                             <ul style="list-style-type: none"> <li>- Health (occupational safety), safety (handling dangerous substances, safety signs, working with ladders and scaffolding, handling electrical devices, personal protective equipment).</li> <li>- First aid (correct measures and correct order).</li> </ul> </li> <li>• read and understand safety data sheets.</li> </ul>	
L4_U2-2 <b>Environment</b>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>• the dangers (from environmentally harmful substances) that arise in many areas of activity in the painting trade.</li> <li>• the technical standards, regulations, laws and labels.</li> <li>• environmentally friendly materials and coating systems.</li> <li>• energy saving measures.</li> <li>• environmental protection regulations applicable to the training company.</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>• use the possibilities of economical and environmentally friendly use of energy and materials.</li> <li>• implement measures for water pollution control, waste avoidance and disposal.</li> <li>• describe and assign measures to save energy.</li> <li>• advise customers on environmental protection.</li> <li>• select and apply environmentally friendly coatings.</li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>• to recognize possible environmental hazards and independently carry out environmental protection measures depending on the situation.</li> <li>• to recognize opportunities to avoid operational pollution for the environment in his/her own area of responsibility and contribute to its further development.</li> <li>• to live up to ecological responsibility through considered action (ecological competence).</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
L4_U2-2	He / she knows <ul style="list-style-type: none"> <li>the general measures for environmental protection and waste disposal.</li> </ul>	He / she can <ul style="list-style-type: none"> <li>adhere to the environmental protection regulations applicable to the training company.</li> <li>avoid waste and recycle or dispose of substances and materials in an environmentally friendly manner.</li> <li>consider economic, environmentally friendly and social aspects in work processes, materials and energy consumption.</li> </ul>	



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<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 3 – Handling of information and communication technology (ICT) and customer orientation</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U3-1</b> <b>Handling of information and communication technology (ICT)</b>	He / she knows <ul style="list-style-type: none"> <li>the rules (e.g. data protection requirements) and methods in dealing with information and communication technology (ICT).</li> <li>presentation techniques, documentation and storage options.</li> <li>sources for obtaining information.</li> <li>the opportunities and risks of the Internet and digitization in the craft sector.</li> <li>digital media and information technology systems.</li> </ul>	He / she can <ul style="list-style-type: none"> <li>work and communicate with IT (PC etc. and the current basic and application software such as Word, Excel, PowerPoint, Outlook), taking into account the applicable rules and regulations.</li> <li>plan his/her own work steps.</li> <li>analyze and present data.</li> <li>use ICT (e.g. data research).</li> <li>communicate electronically (e-mail, social media)</li> </ul>	He / she is able <ul style="list-style-type: none"> <li>to handle your own and company-related data from third parties and comply with data protection and data security regulations.</li> <li>to associate risks with the use of digital media and information technology systems assess and comply with regulations when using them.</li> <li>to recognize disruptions in communication processes and contribute to their resolution.</li> </ul>



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LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<b>L4_U3-1</b>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>industry-specific software.</li> <li>technical terms for technical and creative work tasks.</li> <li>the current Basic Data Protection Regulation (GDPR).</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>communicate efficiently and in a resource-saving, target-oriented manner, as well as document communication results.</li> <li>do research information in digital networks and obtain it from digital networks as well as checking, evaluating and selecting information, including third-party information.</li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to obtain information and differentiating, assessing and evaluating it with regard to the various sources and media.</li> <li>to use IT and the Internet responsibly.</li> </ul>
<b>L4_U3-2</b> <b>Customer orientation</b>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the importance of customer orientation.</li> <li>the rules for dealing with customers (manners and behavior in business life).</li> <li>the impact of customer satisfaction on operating results.</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>implement measures of customer orientation.</li> <li>structure the customer order in a customer-oriented manner.</li> <li>describe and apply correct behavior when dealing with customers.</li> <li>submit maintenance suggestions and explain maintenance intervals.</li> <li>carry out work in a customer-oriented manner.</li> <li>receive and forward requests and objections from customers.</li> <li>conduct customer-oriented discussions with customers.</li> <li>inform customers.</li> <li>hand over completed work.</li> <li>classify and present services.</li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to advise customers.</li> <li>to create the documentation and presentations required for the process and the acceptance / billing of a customer order.</li> <li>to practice appreciation of others while taking social diversity into account.</li> </ul>



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<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 4 – Planning of processing procedures and setting up workplaces</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U4-1</b> <b>Planning of processing procedures</b>	He / she knows <ul style="list-style-type: none"> <li>the structure of customer orders (6 phases, see below).</li> <li>the usual order documents (e.g. description of services).</li> <li>the importance of information and technical documents.</li> <li>the subsurface tests and measurements customary on construction sites.</li> </ul>	He / she can <ul style="list-style-type: none"> <li>check specifications for feasibility (after entering the work order).</li> <li>make and use sketches.</li> <li>obtain and use information (technical data sheets and instructions for use).</li> <li>use technical documents (e.g. material lists, operating instructions, manufacturer information, standards, safety rules, work instructions).</li> </ul>	He / she is able <ul style="list-style-type: none"> <li>to take over the planning, preparation and execution of work tasks.</li> <li>to organize the work in the team.</li> <li>to applying problem-solving strategies can reflect on one's own actions and communicate with those involved (employees, customers, ...).</li> <li>to define work processes taking ergonomic and ecological aspects into account.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
L4_U4-1		He / she can <ul style="list-style-type: none"> <li>• apply plans and drawings.</li> <li>• determine quantities from drawings and plans.</li> <li>• plan work steps.</li> <li>• carry out and document work tasks with people involved in the company.</li> <li>• check local and weather conditions as a prerequisite for starting and carrying out work.</li> <li>• carry out underground tests and measurements.</li> <li>• provide materials.</li> <li>• plan the use of work equipment.</li> <li>• carry out safety measures.</li> </ul>	
<b>L4_U4-2</b> <b>Setting up workplaces</b>	He / she knows <ul style="list-style-type: none"> <li>• the essential aspects for the successful establishment of safe workplaces.</li> <li>• the importance of security measures for construction sites, for people working in the workplace and against theft of work equipment.</li> </ul>	He / she can <ul style="list-style-type: none"> <li>• set up, secure, maintain and close workplaces taking ergonomic aspects into account.</li> <li>• assess the suitability of traffic and transport routes and initiate measures for their use.</li> <li>• check ladders and scaffolding.</li> <li>• carry out construction site safety measures, observe safety and health plans.</li> </ul>	He / she is able <ul style="list-style-type: none"> <li>• to set up workplaces taking ergonomic, economic and ecological aspects into account.</li> <li>• to apply problem-solving strategies can reflect on one's own actions and communicate with those involved (employees, customers, ...).</li> </ul>





<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 5 – Materials (materials, auxiliary and coating materials) and tools, devices, machines, systems</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U4-1</b> <b>Materials (materials, auxiliary and coating materials)</b>	He / she knows <ul style="list-style-type: none"> <li>the properties and composition of coating materials (e.g. binders, pigments, solvents, additives).</li> <li>the basics for the production of a coating material / lacquer.</li> <li>the drying processes in coating materials</li> </ul>	He / she can <ul style="list-style-type: none"> <li>select work, auxiliary and coating materials based on the order.</li> <li>prepare and provide materials, auxiliary materials and coating materials for processing.</li> <li>select and apply coating materials according to properties, composition and compatibility.</li> <li>process raw materials, auxiliary materials and coating materials using tools, devices, machines and systems.</li> </ul>	He / she is able <ul style="list-style-type: none"> <li>to properly assess and use materials (materials, auxiliary materials and coating materials).</li> <li>to create suitable documentation.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p><b>L4_U5-2</b>  <b>Tools, devices, machines, systems</b></p>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>• the tools, equipment, machines and systems required to carry out painting work.</li> <li>• the dealing with instructions for use.</li> <li>• the handling, care, maintenance and storage of tools, devices, machines and systems.</li> <li>• the possible uses of tools, devices, machines and systems.</li> <li>• the advantages and disadvantages of the individual tools, devices, machines and systems.</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>• select, handle and maintain tools, devices, machines and systems.</li> <li>• set up devices, machines and systems and operate them using the protective devices.</li> <li>• detect malfunctions in devices, machines and systems and arrange for the malfunction to be rectified.</li> <li>• operate transport equipment.</li> <li>• select, handle and maintain measuring and testing devices.</li> <li>• set up and use work aids (e.g. work platforms).</li> <li>• carry out and document functional checks on tools, devices, machines and systems.</li> <li>• select, set up and operate tools, devices, machines and systems:                             <ul style="list-style-type: none"> <li>- for creating and preparing the subsurface,</li> <li>- for cleaning</li> <li>- for stripping and coating</li> <li>- for the production and design of surfaces</li> </ul> </li> </ul>	<p>He / she is able to operate and maintain tools, devices, machines and systems properly.</p>



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<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 6 – Working methods for coating processes (cleaning, decorating, spraying and coating techniques)</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U6-1</b> Working methods for coating processes (cleaning, decorating, spraying and coating techniques)	He / she knows <ul style="list-style-type: none"> <li>comprehensive facts, principles, procedures and general terms relating to work processes and coating techniques.</li> <li>the properties of the substrates (mineral substrates, building boards, timber and timber-based materials, metal substrates, plastic substrates) and the respective suitable working processes and coating techniques.</li> </ul>	He / she can <ul style="list-style-type: none"> <li>create surfaces through initial and overhaul coatings with suitable coating materials.</li> <li>design surfaces with patterns, tool structures and coating materials.</li> <li>implement fonts and symbols.</li> <li>maintain and preserve surfaces.</li> <li>describe and carry out maintenance and repair work.</li> </ul>	He / she is able <ul style="list-style-type: none"> <li>to select and carry out work processes and coating techniques properly and to control the work carried out.</li> <li>to manufacture, process, treat and design surfaces.</li> <li>to carry out tasks using suitable working processes and coating techniques, and to select and use them to solve special problems.</li> </ul>





<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 7 – Substrate assessment (test methods)</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U7-1</b> <b>Substrate assessment (test methods)</b>  <b>TROWELLED SUBSTRATES</b>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the influence of the nature of a mineral substrate on the quality of the coating.</li> <li>general substrate tests for mineral substrates (check for soiling, strength, absorbency, growth such as algae, mold, moss).</li> <li>special tests for plaster substrates (check for alkalinity, moisture, cracks, sintered layers, strength, breakouts, cavities).</li> </ul>	<p>He / she can</p> <p>carry out the following test methods, document and compare the results of the assessment or measurement:</p> <ul style="list-style-type: none"> <li>Methods for general exams                             <ul style="list-style-type: none"> <li>visual inspection</li> <li>hand rub</li> <li>scratch test (with painter's spatula)</li> <li>wetting test</li> </ul> </li> <li>Test methods for plaster substrates                             <ul style="list-style-type: none"> <li>visual inspection</li> <li>measure moisture and pH</li> </ul> </li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to examine and assess the nature of a mineral substrate using suitable test methods.</li> <li>to document the results of the test.</li> <li>to take or initiate the necessary measures to remedy identified defects, based on the results of the inspection.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
L4_U7-1	<p>He / she knows</p> <ul style="list-style-type: none"> <li>special substrate tests for masonry (check for breakouts, joint damage, salt efflorescence).</li> <li>special substrate tests for concrete (check for concrete cover of the reinforcement, form-work oil residues, rust flags, surface strength, compressive strength, tear strength).</li> </ul>	<p>He / she can</p> <p>carry out the following test methods, document and compare the results of the assessment or measurement:</p> <ul style="list-style-type: none"> <li>Methods of testing masonry                             <ul style="list-style-type: none"> <li>visual inspection</li> <li>knock test</li> </ul> </li> <li>Methods of testing concrete                             <ul style="list-style-type: none"> <li>electromagnetic measurement</li> <li>wetting test</li> <li>visual inspection</li> <li>scratch test</li> <li>knock test</li> <li>pulling device</li> <li>Phenolphthalein test</li> </ul> </li> </ul>	
<p>L4_U7-2</p> <p><b>Substrate assessment</b> (test methods)</p> <p><b>PLASTERBOARD, BUILDING BOARDS AND PREFABRICATED PARTS</b></p>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the influence of the nature of the substrates made of plasterboards, building boards and prefabricated parts in the interior on the quality of the coating.</li> <li>the substrate properties to be checked before coating: surface quality, moisture, adhesion of the cardboard, yellowing of the cardboard, dirt, cracks, mold, corrosion of the fasteners.</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>identify the substrate properties relevant for the proper coating of plasterboards, building boards and prefabricated parts in the interior by visual inspection.</li> <li>analyze and document the results of the review.</li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to examine and assess the condition of plasterboards, building boards and prefabricated parts in the interior using suitable test methods.</li> <li>to document the results of the test.</li> <li>to take or initiate the necessary measures to remedy identified defects, based on the results of the inspection.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p><b>L4_U7-3</b>  <b>Substrate assessment</b> (test methods)</p> <p><b>TIMBER SUBSTRATES</b></p>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the influence of the nature of a timber substrate on the quality of the coating.</li> <li>the substrate tests to be carried out before coating timber substrates and timber structures (check for moisture, grayed timber, cracks in the timber, resin pockets and timber constituents, timber pests, load-bearing capacity of old coatings).</li> <li>the timber defects that have to be detected before the coating of timber substrates and timber structures (loose knots, sharp edges, edge alignment, insufficient tendency to run off, open timber connections, timber dowels, finger-jointing).</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>recognize the substrate properties relevant for the proper coating of timber substrates by means of suitable test methods (visual inspection, scratch test, moisture measurement, adhesive tape test).</li> <li>analyze and document the results of the review.</li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to examine and assess the nature of a timber substrate by using suitable test methods.</li> <li>to document the results of the test.</li> <li>to take or initiate the necessary measures to remedy identified defects, based on the results of the inspection.</li> </ul>
<p><b>L4_U7-4</b>  <b>Substrate assessment</b> (test methods)</p> <p><b>METAL SUBSTRATES</b>  <b>(Iron / Steel)</b></p>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the influence of the nature of a metal substrate - iron / steel on the quality of the coating.</li> <li>the substrate tests that have to be carried out before coating metal substrates - iron / steel (check for scale and mill skin, rust, impurities, grease, oils, adhesion of the old coating, re-coatability of the old coating).</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>recognize the substrate properties relevant for the proper coating of metal substrates - iron / steel, by means of suitable test methods (visual inspection, scratch test, cross-cut test, adhesive tape test, test with copper sulphate solution).</li> <li>analyze and document the results of the review.</li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to examine and assess the nature of a metal substrate - iron / steel using suitable test methods.</li> <li>to document the results of the test.</li> <li>to take or initiate the necessary measures to remedy identified defects, based on the results of the inspection.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p><b>L4_U7-5</b>  <b>Substrate assessment</b> (test methods)</p> <p><b>METAL SUBSTRATE</b>  <b>- Non-ferrous metals</b></p> <p><b>Zinc</b></p>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the influence of the nature of a metal substrate - zinc on the quality of the coating.</li> <li>the substrate tests that must be carried out before coating a metal substrate - zinc (check for visible and recognizable defects (e.g. damaged galvanization), contamination, grease, oils, load-bearing capacity and adhesion of old coatings).</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>recognize the substrate properties relevant for the proper coating of a metal substrate - zinc by means of suitable test methods (visual inspection, scratch test, cross-cut test, adhesive tape test).</li> <li>analyze and document the results of the review.</li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to examine and assess the nature of a metal substrate - zinc using suitable test methods.</li> <li>to document the results of the test.</li> <li>to take or initiate the necessary measures to remedy identified defects, based on the results of the inspection.</li> </ul>
<p><b>L4_U7-6</b>  <b>Substrate assessment</b> (test methods)</p> <p><b>METAL SUBSTRATE</b>  <b>- Non-ferrous metals</b></p> <p><b>Aluminium</b></p>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the influence of the nature of a metal substrate - aluminum on the quality of the coating.</li> <li>the substrate tests to be carried out before coating a metal substrate - aluminum (check for visible and recognizable defects (e.g. pitting, etched spots), contamination, grease, oils, load-bearing capacity and adhesion of old coatings, aging).</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>recognize the substrate properties relevant for the proper coating of a metal substrate - aluminum by means of suitable test methods (visual inspection, scratch test, cross-cut test, adhesive tape test).</li> <li>analyze and document the results of the review.</li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to examine and assess the nature of a metal substrate - aluminum using suitable test methods.</li> <li>to document the results of the test.</li> <li>to take or initiate the necessary measures to remedy identified defects, based on the results of the inspection.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p><b>L4_U7-7</b>  <b>Substrate assessment</b> (test methods)</p> <p><b>METAL SUBSTRATE</b>  <b>- Non-ferrous metals</b></p> <p><b>Copper</b></p>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the influence of the nature of a metal substrate - copper on the quality of the coating.</li> <li>the substrate tests that are to be carried out before coating a metal substrate - copper (check for visible and recognizable defects, impurities, grease, oils, aging).</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>recognize the substrate properties relevant for the proper coating of a metal substrate - copper by means of suitable test methods (visual inspection, scratch test, cross-cut test, adhesive tape test).</li> <li>analyze and document the results of the review.</li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to examine and assess the nature of a metal substrate - copper using suitable test methods.</li> <li>to document the results of the test.</li> <li>to take or initiate the necessary measures to remedy identified defects, based on the results of the inspection.</li> </ul>
<p><b>L4_U7-8</b>  <b>Substrate assessment</b> (test methods)</p> <p><b>PLASTIC-SUBSTRATES</b></p>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the influence of the nature of a plastic substrate on the quality of the coating.</li> <li>the substrate tests that must be carried out before coating a plastic substrate (check for type of plastic, weathering, release agents, old coatings).</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>recognize the substrate properties relevant for the proper coating of a plastic substrate by means of suitable test methods (research type of plastic, visual inspection, touch, wetting test, scratch test, cross-cut test, adhesive tape test, compatibility test).</li> <li>analyze and document the results of the review.</li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to examine and assess the nature of a plastic substrate using suitable test methods.</li> <li>to document the results of the test.</li> <li>to take or initiate the necessary measures to remedy identified defects, based on the results of the inspection.</li> </ul>





<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 8 – Substrate treatments (Prepare substrates for coatings)</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U8-1</b> <b>Substrate treatments</b> (Prepare substrates for coatings)	He / she knows <ul style="list-style-type: none"> <li>the properties and materials of the typical substrates in the building trade.</li> <li>the properties and characteristics of the base, intermediate and topcoats.</li> <li>different primers.</li> <li>subsurface treatments that serve diurnal and solid surfaces and corrosion protection (chemical, electro-chemical, biological).</li> </ul>	He / she can <ul style="list-style-type: none"> <li>select the suitable substrate treatments and to carry them out professionally:                             <ul style="list-style-type: none"> <li>removal of plaster damage</li> <li>fluating, hydrophobing</li> <li>impregnate</li> <li>grouting with sealants</li> <li>smoothing and filling (e.g. filling according to quality levels Q1 to Q4, putty)</li> </ul> </li> <li>apply base coats for subsequent top coats.</li> </ul>	He / she is able to professionally select and carry out substrate treatments, tailored to the nature and requirements of the respective substrate and check the work carried out in order to achieve stable surfaces for subsequent coatings.





<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 9 – Coating systems</b> (layers of coating)
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U9-1</b> <b>Coating systems</b> (layers of coating)	He / she knows <ul style="list-style-type: none"> <li>the type of coating processes and their characteristics.</li> <li>coating systems (primer, intermediate, top-coat) for mineral substrates, timber, metal and plastic substrates.</li> <li>the tasks of the individual layers of a coating.</li> <li>the different coating materials, the essential properties and the most important areas of application.</li> </ul>	He / she can <ul style="list-style-type: none"> <li>apply coatings in compliance with standards and guidelines for the processing of different coating materials.</li> <li>execute and prove the required layer thicknesses.</li> </ul>	He / she is able <ul style="list-style-type: none"> <li>to select the coating and the correct coating structure required for the respective substrate and to carry out and control the coating properly.</li> <li>to justify the respective coating structure to persons and customers involved in the company.</li> </ul>







<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 10 – Decorative design</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U10-1</b> <b>Stylistics, color and form theory, writing</b>	He / she knows <ul style="list-style-type: none"> <li>the basic building / art styles and their characteristics.</li> <li>the basics of the geometry / architecture of a room.</li> <li>the basics of form and color theory.</li> <li>the basics of communicative and decorative design.</li> </ul>	He / she can <ul style="list-style-type: none"> <li>classify the basic building / art styles.</li> <li>determine the geometry / architecture of a room and apply the basic rules of design.</li> <li>use fonts, symbols, pictorial representations and ornaments in the design of rooms and surfaces.</li> </ul>	He / she is able <ul style="list-style-type: none"> <li>to receive and forward customer requests.</li> <li>to inform customers and justify design proposals.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p><b>L4_U10-2</b> <b>Decoration techniques</b></p>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the basics of room and facade design.</li> <li>the typical substrates in the building trade and the requirements for the substrates of the design techniques.</li> <li>the difference between safety signs and road markings and the respective application techniques.</li> </ul> <p>He / she knows that the quality of the design techniques, in addition to high-quality materials and special tools, depends in particular on the craftsmanship and the “handwriting” of the person carrying out the work.</p>	<p>He / she can</p> <ul style="list-style-type: none"> <li>design rooms and areas with coating materials and wall, ceiling and floor coverings.</li> <li>produce metallic appliquéés.</li> <li>present room concepts and facade designs to customers.</li> <li>create surface effects with coating materials, glazes, applications, bronze techniques and sheet metal coatings:             <ul style="list-style-type: none"> <li>Simple design techniques (dabbing technique, winding technique, design with Pattern rollers, combing technique, speckling technique, dabbing technique, stenciling technique, stamping technique, spatula technique).</li> <li>Complex design techniques (timber imitation, grain, stone imitation (marble, granite, sandstone, illusion painting)).</li> <li>Individual creative techniques.</li> <li>Design with leaf metals.</li> </ul> </li> <li>carry out decoration and restoration work while observing the style epochs, especially in rooms and facades.</li> <li>prepare and implement drafts for simple communicative and decorative designs (e.g. fonts, symbols, ornaments).</li> <li>carry out safety signs and road markings.</li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to describe design work and to carry it out professionally, taking into account the customer's wishes.</li> <li>to document the design work.</li> <li>to produce lettering and means of communication.</li> </ul>





<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 11 – Wallpapering</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U11-1 Wallpapering</b>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the importance of wallpaper and wall coverings for the design of wall surfaces.</li> <li>the history, development and manufacture of wallpapers and wall coverings.</li> <li>the classification of wallpapers and wall coverings according to EN 233 and EN 234.</li> <li>the requirements for wallpapering substrates.</li> <li>rules, tools / devices and processing regulations for professional wallpapering.</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>cover surfaces (carry out wallpapering and gluing work).</li> <li>process wall coverings - taking into account the following subtasks:                             <ul style="list-style-type: none"> <li>determine the need for wallpaper</li> <li>select wallpapering tools and equipment and have them ready</li> <li>check the wallpaper labeling</li> <li>check wallpaper</li> <li>cut wallpaper</li> <li>prepare, carry out wallpaper paste</li> </ul> </li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to use wall coverings to design rooms and surfaces.</li> <li>to derive work tasks within the framework of wall cladding and to control persons involved in the operation during implementation.</li> <li>to advise customers.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
L4_U11-1	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the wallpaper markings according to EN 235 and the wallpaper adhesive (depending on the use of the wall covering and the type of wallpaper).</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>carry out wall coverings, taking into account the following subtasks:                             <ul style="list-style-type: none"> <li>- paste</li> <li>- wallpapering practice</li> </ul> </li> <li>check the substrate and select the substrate preparation suitable for the specific wall covering.</li> <li>describe, assign, explain and apply the rules, tools / devices and processing guidelines for professional wallpapering.</li> </ul>	



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<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 12 – Protective and speciality finishes</b>
<b>EQR LEVEL</b>	<b>4</b>

<b>LEARNING OUTCOMES</b>	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U12-1</b> <b>Protective and speciality finishes</b>  (Note: These are coatings that can be carried out without additional qualification.)	He / she knows <ul style="list-style-type: none"> <li>• features, properties and tasks of the most important protective and special coatings.</li> <li>• the necessary materials, tools and devices, machines and systems for processing protective and special coatings.</li> <li>• the standards and regulations that must be observed for the execution of such coatings.</li> </ul>	He / she can <ul style="list-style-type: none"> <li>• carry out preventive timber and building protection measures.</li> <li>• eliminate damage from timber-destroying fungi and insects on timber structures and components.</li> <li>• carry out special coatings and sealings on floor surfaces.</li> <li>• carry out preventive fire protection on timber and steel components.</li> </ul>	He / she is able <ul style="list-style-type: none"> <li>• to implement measures for timber and building protection.</li> <li>• to select and carry out protective and special coatings in a professional manner and to check the work carried out.</li> <li>• to develop customer-oriented problem solutions.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
L4_U12-1		<p>He / she can</p> <ul style="list-style-type: none"> <li>• apply protective and maintenance coatings to metal surfaces.</li> <li>• apply protective and maintenance coatings to concrete and aerated concrete surfaces.</li> <li>• clean natural stones, exposed masonry and concrete surfaces.</li> <li>• seal surfaces made of fiber cement taking into account the properties that are hazardous to health.</li> <li>• repair cracked plaster surfaces.</li> <li>• in particular, carry out the following protective and special coatings correctly and document the results:                             <ul style="list-style-type: none"> <li>- concrete protective coatings</li> <li>- fire protection coatings</li> <li>- anti-corrosion coatings</li> <li>- floor coatings</li> <li>- coating of trusses</li> </ul> </li> </ul>	



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<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 13 – Assembly work and insulation work</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U13-1 Assembly work</b>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>• features, properties and tasks of the most important assembly work.</li> <li>• the concepts of dry construction.</li> <li>• the areas of application of dry construction and the advantages and disadvantages of this construction method.</li> <li>• the necessary materials, tools, devices, machines and systems to carry out assembly work.</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>• assemble system elements, components, prefabricated parts and prefabricated elements, including substructures:                             <ul style="list-style-type: none"> <li>- dry construction (post construction, substructures, single post, double post, installation walls)</li> <li>- ceiling structures</li> <li>- assembly of plasterboard</li> <li>- filling (quality levels Q1 - Q4)</li> <li>- joint formation</li> <li>- primer</li> </ul> </li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>• to carry out and check dismantling and assembly work.</li> <li>• to develop customer-oriented solutions to problems.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p><b>L4_U13-2</b> <b>Insulation work</b></p>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>• features, properties and tasks of the most important insulation work.</li> <li>• the concepts of thermal insulation.</li> <li>• standards and guidelines that are required to carry out such services.</li> <li>• the tools, equipment, machines and systems required to carry out insulation work.</li> <li>• the basics of thermal protection.</li> <li>• the properties and areas of application of the thermal insulation materials.</li> <li>• the construction of external and internal insulation.</li> <li>• the most important materials for performing insulation work:                             <ul style="list-style-type: none"> <li>- thermal insulation materials (rigid polystyrene foam boards, mineral fibers, polyurethane, timber fiber boards, ...)</li> <li>- thermal insulation plaster</li> </ul> </li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>• install insulation and separating layers.</li> <li>• apply coating and assembly techniques to reduce heat losses.</li> <li>• create thermal insulation composite systems.</li> <li>• select and use cold and moisture protection systems.</li> <li>• carry out insulation work properly and document the results:                             <ul style="list-style-type: none"> <li>- thermal insulation composite systems (insulation layer, reinforcement, topcoat)</li> <li>- interior insulation (thermal wallpaper, composite panels, facing shells, calcium silicate panels, etc.)</li> </ul> </li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>• to carry out and control energy-saving measures (thermal insulation work).</li> <li>• to develop customer-oriented solutions to problems.</li> </ul>







<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 14 – Standards and quality control (management)</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U14-1 Standards and quality control (management)</b>	He / she knows <ul style="list-style-type: none"> <li>the most important occupational standards, technical guidelines, regulations and laws.</li> <li>the importance and characteristics of quality control.</li> <li>quality assurance measures.</li> <li>the rules of operational quality management.</li> </ul>	He / she can <ul style="list-style-type: none"> <li>check and describe the most important job-related standards, regulations and laws (for order processing, technical order execution, training and employment relationships).</li> <li>implement quality assurance measures (evaluate measurement and test results. Document and evaluate object related weather measurements.).</li> </ul>	He / she is able <ul style="list-style-type: none"> <li>to apply quality assurance measures.</li> <li>to select and apply suitable measures of operational quality management for problem solving.</li> <li>to supervise and control the implementation and implementation.</li> <li>to reflect on one's own actions and to communicate with other participants.</li> </ul>





<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 15 – Historical painting techniques</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U15-1 Historical painting techniques</b>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the importance of historical painting techniques for the painting trade.</li> <li>the special requirements for professional competence that are required to carry out high-quality historical painting techniques.</li> <li>the history, style, structure and function of the architecture of objects and spaces.</li> <li>the basics of restoration and monument protection.</li> <li>the test and evaluation criteria of the subsurface.</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>recognize, check and evaluate historical undergrounds.</li> <li>select special materials and application techniques and apply them to the object.</li> <li>recognize damage patterns on substrates, coatings and objects and take suitable measures to eliminate them.</li> <li>describe and apply the rules and processing guidelines for the professional execution of historical painting techniques.</li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>for the professional implementation of historical painting techniques.</li> <li>to demonstrate that the quality of historical painting techniques depends on high-quality materials, historical recipes and special tools, special specialist knowledge and skills on manual skill and knowledge of surface decorations in the historical inventory.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p><b>L4_U15-1</b></p>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the materials and application techniques.</li> <li>the damage patterns on substrates, coatings and objects.</li> <li>high-quality materials, historical recipes and special tools and devices that are to be used for surface decorations in historical buildings.</li> <li>the rules and processing guidelines for the professional execution of historical painting techniques.</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>carry out the historical painting techniques, taking into account the specifications of the monument office and the regulatory principles of the monument protection:                             <ul style="list-style-type: none"> <li>Basic services and techniques (diagnosis, documentation, subsurface evaluation, lime technique, casein technique, chalk bases, stencil technique, fresco technique, lime smoothing technique)</li> <li>Reconstruction techniques (timber imitation (grain), stone imitation (marble, granite, sandstone), illusion painting, forms of writing).</li> <li>Gilding techniques (oil gilding, poliment gilding, gilding behind glass).</li> </ul> </li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to delegate, supervise and control this work.</li> <li>to work together with restorers and monument protection officers.</li> </ul>

Note: Some of the listed techniques (skills) overlap with UNIT 10 Decorative Design.



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<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 16 – Lay floor coverings</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U16-1</b> <b>Lay floor coverings</b>	He / she knows <ul style="list-style-type: none"> <li>the properties and classifications of the materials as well as the advantages and disadvantages of the different floor coverings.</li> <li>techniques for laying floor coverings.</li> <li>the necessary tools, equipment, machines and materials.</li> <li>current trends (studies).</li> <li>the regulations for documentation.</li> <li>specific standards and rules for occupational safety and environmental protection.</li> </ul>	He / she can <ul style="list-style-type: none"> <li>use specific knowledge and know-how in order to be able to carry out the work and solve problems.</li> <li>advise customers.</li> <li>answer questions (e.g. problem solving, sustainability, cleanability, safety, health protection).</li> <li>select tools, equipment, machines and required materials.</li> <li>apply practical knowledge of procedural options.</li> </ul>	He / she is able <ul style="list-style-type: none"> <li>to advise the customer professionally and to propose solutions to problems.</li> <li>to check that the flooring work has been carried out correctly.</li> <li>to implement the rules of craftsmanship and manufacturer guidelines.</li> <li>to observe the rules for occupational health and safety and environmental protection.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
L4_U16-1	He / she knows <ul style="list-style-type: none"> <li>technical regulations and the necessary quality assurance measures.</li> </ul>	He / she can <ul style="list-style-type: none"> <li>plan, implement and document the execution of floor coverings:                             <ul style="list-style-type: none"> <li>Resilient floor coverings (e.g. linoleum, PVC)</li> <li>Textile floor coverings (carpets) - timberen floors (e.g. finished parquet, laminate)</li> <li>Stone floors (installation using the thin-bed method)</li> </ul> </li> </ul>	

Hints:

- a) Stone floors (tiles made of natural stone or fired plastic) are not, or only to a very limited extent, carried out by painters and varnishers in Germany. This work is part of the job of tiler.
- b) For floor coatings, see "UNIT 12 Protective and Special Coatings".



<b>QUALIFICATION TITLE</b>	<b>Painter and Decorator</b>
<b>UNIT TITLE</b>	<b>UNIT 17 – Ecological painting and sustainability</b>
<b>EQR LEVEL</b>	<b>4</b>

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b> The learning outcomes relevant for level 4 are (source: <a href="https://ec.europa.eu/ploteus/de/node/1440">https://ec.europa.eu/ploteus/de/node/1440</a> ):		
	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change, taking some responsibility for the evaluation and improvement of work or study activities
<b>L4_U17-1 Ecological painting</b>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the properties and classifications of the materials as well as the advantages and disadvantages of the various natural materials.</li> <li>the necessary tools, equipment and machines.</li> <li>current trends (studies) and labels.</li> <li>the regulations for documentation.</li> <li>the components of natural materials and coating materials.</li> <li>areas of application and requirements.</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>use knowledge and know-how to carry out the work and solve problems.</li> <li>answer questions (e.g. on sustainability, cleanability, health and environmental protection).</li> <li>select and use tools, equipment, machines and required materials.</li> <li>produce natural materials and coating materials in-house.</li> </ul>	<p>He / she is able</p> <ul style="list-style-type: none"> <li>to professionally advise the customer and to propose solutions to problems.</li> <li>to control the ecological painting work carried out.</li> <li>to apply the rules of craftsmanship.</li> <li>to observe the manufacturer's guidelines and rules on occupational health and safety and environmental protection.</li> <li>to use technical, personal, social and methodological skills.</li> </ul>





LEARNING OUTCOMES	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<b>L4_U17-1</b>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the coating structure of the individual systems.</li> <li>measures against mold, fungi, pests, etc.</li> <li>the materials for carrying out ecological painting work:                             <ul style="list-style-type: none"> <li>Natural paints (e.g. mineral paints, lime paints, casein paints, silicate paints)</li> <li>Natural plasters (e.g. clay plasters, lime plasters)</li> <li>Natural lacquer (e.g. shellac)</li> <li>Oil paints (e.g. linseed oil paint)</li> <li>Grow</li> </ul> </li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>advise customers.</li> <li>plan, implement and document the execution of ecological painting work.</li> <li>apply practical knowledge of procedural options.</li> </ul>	
<b>L4_U17-2 Sustainability</b>	<p>He / she knows</p> <ul style="list-style-type: none"> <li>the philosophy of sustainability and working with natural materials.</li> <li>the effects of the painting trade on the environment (“ecological footprint”).</li> <li>current trends (studies) and labels.</li> <li>all necessary recycling measures (cycle).</li> <li>the regulations for documentation.</li> <li>opportunities to avoid operational burdens on the environment and society.</li> </ul>	<p>He / she can</p> <ul style="list-style-type: none"> <li>use economic, environmentally friendly and social aspects of sustainability in work processes and with regard to products, goods or services, materials and energy.</li> <li>develop suggestions for sustainable action for his / her own work area.</li> <li>recognize ways of avoiding company-related burdens on the environment and society in his / her own area of responsibility and contribute to their further development.</li> </ul>	<p>He / she is able</p> <p>to work together with employees, colleagues and customers, in compliance with company regulations, in terms of economic, ecological and socially sustainable development and to communicate in a way that is appropriate to the target group.</p>

*Note: Some of the knowledge and skills listed may overlap with UNIT 2, 5 to 10 and 15.*



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