Diploma in Plastering at SCQF Level 4 (6808-13)

February 2016 Version 2

City&
Guilds

Qualification at a glance

Subject area	Construction
City & Guilds number	6808
Age group approved	16-18, 19+
Entry requirements	None
Assessment	Multiple choice/assignment
Support materials	Centre handbook Assessor guidance Task manual
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number
Diploma in Plastering at SCQF Level 4	6808-13

Version and date	Change detail	Section
V2 February 2016	Unit 201 amended	Units
	City & Guilds group statement amended	Useful contacts
	Phone numbers deleted	Useful contacts

Contents

1   Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	It is for candidates who work or want to work as a Plasterer in the construction sector.
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in Plastering. It covers the following skills: • Preparing backgrounds surfaces and plastering materials • Applying scratch coats • Fixing sheet materials • Applying floating coats • Applying setting coats
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualification: • Diploma in Plastering at SCQF Level 5

Structure

To achieve the **Diploma in Plastering at SCQF Level 4 (6808-13)**, learners must achieve **42** credits from the mandatory units.

City & Guilds unit number	Unit title	Credit value
Unit 101	Principles of building construction, information and communication	6
Unit 121	Prepare background surfaces and mix plastering materials	3
Unit 122	Applying scratch coats to internal backgrounds	6
Unit 123	Fixing sheet materials	6
Unit 124	Applying floating coats to wall	7
Unit 125	Applying setting coats to wall	7
Unit 201	Health, safety and welfare in construction	7

2   Centre requirements

Approval

The approval process for Construction qualifications is available at our website. Please visit **www.cityandguilds.com/construction** for further information.

Resource requirements

Physical resources and site agreements

Centres will have well equipped workshops with a comprehensive range of hand and portable power tools that meet current industry standards. All powered equipment should be well maintained and PAT certified. Facilities for grinding and sharpening hand tools will be available. Centres will have special designated areas within their Plastering workshop (cubicles or project areas) allowing candidates to practise the requirements of the units and carry out the Practical Assignments.

Centre staffing

All staff who assess (tutor/deliver) this qualification must:
- have recent relevant experience in the specific area they will be teaching;
- be technically competent in the area for which they are delivering training and/or have experience of providing training;
- have a CV available demonstrating relevant experience and any qualifications held.

All staff who quality assure this qualification must:
- have a good working knowledge and experience within the construction industry;
- have an established strategy and documentary audit trail of internal quality assurance;
- have a good working knowledge of quality assurance procedures;
- have a CV available demonstrating relevant experience and any qualifications held.

While the Assessor/Verifier (A/V) units/TAQA are valued as qualifications for centre staff, they are not currently a requirement for this SCQF qualifications. However, we encourage trainers and assessors to qualify to the current TAQA standard.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessor guidance	**www.cityandguilds.com**
Task manual	**www.cityandguilds.com**
Qualification approval form	**www.cityandguilds.com/construction**
SmartScreen	**www.smartscreen.co.uk**

4   Assessment

Unit	Title	Assessment method	Where to obtain assessment materials
101	Principles of building construction, information and communication	City & Guilds e-volve multiple choice. The test covers all of the knowledge in the unit.	Examinations provided on e-volve.
121	Prepare background surfaces and mix plastering materials	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	**www.cityandguilds. com**
122	Applying scratch coats to internal backgrounds	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	**www.cityandguilds. com**

Unit	Title	Assessment method	Where to obtain assessment materials
123	Fixing sheet materials	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	**www.cityandguilds. com**
124	Applying floating coats to wall	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	**www.cityandguilds. com**
125	Applying setting coats to wall	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes. Both assessments are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out.	**www.cityandguilds. com**

Unit	Title	Assessment method	Where to obtain assessment materials
201	Health, safety and welfare in construction	City & Guilds e-volve multiple choice test. The test covers all of the knowledge in the unit.	Examinations provided e-volve.

Test specifications

The way the knowledge is covered by each test is laid out in the table[s] below:

Test 1:   Unit 101 Principles of building construction, information and communication
Duration: 70 minutes

Unit	Outcome	Number of questions	%
101	1 Know how to identify information used in the workplace	7	20
	2 Know about environmental consideration in relation to construction	2	5.5
	3 Know about construction of foundations	4	11.5
	4 Know about construction of internal and external walls	8	23
	5 Know about construction of floors	4	11.5
	6 Know about construction of roofs	6	17
	7 Know how to communicate in the workplace	4	11.5
	Total	**35**	**100**

Test 2:   Unit 121 Prepare background surfaces and mix plastering materials
Duration: 30 minutes

Unit	Outcome	Number of questions	%
121	1 Know the processes to prepare background surfaces	10	50
	3 Know how to prepare for mixing plastering materials	5	25
	5 Know how to mix plastering materials	5	25
	Total	**20**	**100**

Test 3:   Unit 122 Applying scratch coats to internal backgrounds
         Unit 124 Applying floating Coats

Duration: 30 minutes

Unit	Outcome	Number of questions	%
122	1 Know how to apply scratch coats to internal backgrounds	8	40
124	1Know how to apply floating coats to wall	12	60
	Total	**20**	**100**

Test 4: Unit 123 Fixing sheet materials
Duration: 25 minutes

Unit	Outcome	Number of questions	%
123	1 Know how to measure, cut and fix plasterboards	7	46
	3 Know how to measure, cut and fix pre-formed beads and EML	8	54
	Total	**15**	**100**

Test 5: Unit 125 Applying setting coats to wall
Duration: 25 minutes

Unit	Outcome	Number of questions	%
125	1 Know how to apply setting coats to wall	15	100
	Total	**15**	**100**

Test 6: Unit 201 Health, safety and welfare in construction
Duration: 1 hour

Unit	Outcome	Number of questions	%
201	1 Know the health and safety regulations, roles and responsibilities	7	17.5
	2 Know accident and emergency reporting procedures and documentation	5	12.5
	3 Know how to identify hazards in the workplace	7	17.5
	4 Know about health and welfare in the workplace	3	7.5
	5 Know how to handle materials and equipment safely	2	5
	6 Know about access equipment and working at heights	3	7.5

	7 Know how to work with electrical equipment in the workplace	4	10
	8 Know how to use personal protective equipment (PPE)	5	12.5
	9 Know the cause of fire and fire emergency procedures	4	10
	Total	**40**	**100**

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5   Units

Structure of units

These units each have the following:
- City & Guilds reference number
- title
- level
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Range explained:

Range gives further scope on what areas within assessment criteria must be covered. The range in a unit **must** be taught to learners and parts of the range will be assessed.

Glossary of terms

The following key words and terms are used in the units.

Term	Definition
Adhesion	The "sticking" of a material to the background
Aggregate	The course material that is the bulk of a mix
Arris	A sharp corner
Bearers	Timber or steel studs or joists which plasterboards can be fixed to
British Standards	The British Standards Institute (BSI) develops and publishes standards in the UK
Common Bricks	Bricks of medium quality used for ordinary walling work where no special face finish is required.
Concrete	Composed of cement, sand and stone, of varying size and in varying proportions.
Damp Proof Course (DPC)	A layer or strip of impervious material placed in a joint of a wall to prevent the passage of moisture
Damp Proof Membrane (DPM)	A layer or sheet of impervious material within or below a floor or vertically within a building to prevent the passage of moisture

Datum	A datum is a fixed point for reference levels from, they may be permanent Ordnance Bench Marks (OBMs) or Temporary Bench Marks (TBMs)
Dimensions	Measurements
Dubbing out coat	Filling out of large hollows or voids prior to a scratch coat
EML (Expanded metal Lathing)	Metal reinforcement made out of sheet metal to form a mesh, fixed over concrete, timber or friable backgrounds to provide key
Engineering Bricks	Hard dense bricks of regular size used for carrying heavy loads (e.g. in bridge buildings, heavy foundations, etc.).
Floating coat	Undercoat plaster, commonly lightweight, applied 8-11mm thick to a background to make it straight and plumb prior to setting coat being applied
Foundations	Used to spread the load of a building to the sub-soil
Gauge	Mix or to mix as in gauge a mix or gauge consistency
Gauge Box	A bottomless box used for measuring material to be mixed together to form a plaster or mortar
Gypsum	A white rock, mined or produced as a by-product from power stations, it is used in plasterboard production and is the binder in lightweight plasters
Hatchings	Patterns used on a drawing to identify different materials to meet the standards BS1192
Industrial standards	Minimum standards of quality of completed work
Key (mechanical key)	The ability of a plastering material to grip to the background, provide mechanical key- provide something to grip to.
Leaf	One of two parallel walls that are tied together as a cavity wall
Lightweight plaster	A pre-mixed, (most containing gypsum and an aggregate as well as other additives for differing strengths etc.) bagged plaster available in a wide range to suit different backgrounds, properties and situations.
Lime	A fine powdered material traditionally used in mortars
Method Statement	A description of the intended method of carrying out a task, often linked to a risk assessment.
Mortar	A mixture of sand, cement and/or lime and water used for pricking up coats, scratch coats and floating coats.
Perlite	An aggregate formed from volcanic rock, found in lightweight plasters with good fire resistance qualities
Plasticiser	Used to make mortar workable
Plumb	The verticality of plasterwork or beads
Risk Assessment	An assessment of the hazards and risks associated with an activity and the reduction and monitoring of them
Scale	A method used to make increase or decrease an actual object to show on a drawing
Scratch coat	The first coat of plaster materials applied, to control suction, straighten and even out walls and provide mechanical key for next coat
Services	Eg provided by the utility companies, Gas, electric and water.

Setting coat	Finish plaster applied 2-3mm thick to provide a smooth finish ready for decoration
Skutch hammer	A bricklayers hammer with interchangeable finishing heads for trimming and tidying bricks and blocks
Specification	Instruction detailing types of materials and methods of work to be used
Suction	The porosity or ability to absorb water from an applied material
Vermiculite	An aggregate, found in lightweight plasters with excellent fire resistance qualities
Adhesion	The "sticking" of a material to the background

Unit 101 Principles of building construction, information and communication

Level:	4
Credit value:	6
Aim:	The aim of this unit is to provide the learner with the knowledge of building methods and construction technology in relation to: • understanding a range of building materials used within the construction industry and their suitability to the construction of modern buildings • processes for disseminating information • basic concepts of effective communication.

Learning outcome
The learner will: 1. know how to identify information used in the workplace
Assessment criteria
The learner can: 1.1 identify **information sources** used in construction 1.2 identify the scale to use with **drawings** in relation to BS1192 1.3 identify **symbols** and **hatchings** from drawings in relation to BS1192 1.4 state the purpose of datums used in construction.

Range
Information sources Drawings, schedule, specifications, programme of work **Drawings** Block plan, site plan, detail, section **Symbols** WC, sink, bath, door, window **Hatchings** Brickwork, timber (wrot and unwrot), blockwork, concrete, hardcore, sub soil/earth, insulation, damp proof course (DPC),damp proof membrane (DPM)

Learning outcome

The learner will:
2. know about environmental considerations in relation to construction
Assessment criteria
The learner can:
2.1 state **features** of a building that improve efficiency
2.2 state the importance of **waste management**.

Range
Features
Design features that reduce consumption of water and energy: insulation and water harvesting/conservation
Waste management
Reduce, reuse, recycle

Learning outcome
The learner will:
3. know about construction of foundations
Assessment criteria
The learner can:
3.1 identify **types of foundations**
3.2 identify **materials** used in concrete foundations
3.3 state the **information** required to work out the quantity of materials used in a foundation
3.4 calculate volume of concrete used in single strip foundation.

Range
Types of foundations Strip, raft, pile, pad
Materials Course aggregate, fine aggregate, cement, water, steel reinforcement
Information Specification, dimensions

Learning outcome
The learner will:
4.   know about construction of internal and external walls
Assessment criteria
The learner can:
4.1 identify **types** of internal and external walls
4.2 identify **external walling materials and components**
4.3 identify **internal walling materials and components**
4.4 calculate the area of a wall
4.5 identify **materials** and mix ratios used in mortar
4.6 identify **wall finishes**
4.7 state **paint systems** for new plaster.

Range
Types
Solid, cavity, timber frame, stud
External walling materials and components
Brick, block, timber, insulation, Damp proof course (DPC), wall ties
Internal walling materials and components
Stud (timber, metal), low density blockwork, plasterboard, plaster
Materials
Sand, lime, plasticiser, cement
Wall finishes
Plaster, render
Paint systems
Mist-coat/seal, two coats of emulsion

Learning outcome
The learner will:
5.   know about construction of floors
Assessment criteria
The learner can:
5.1 identify **types of floors**
5.2 identify **components of solid concrete ground floors**
5.3 identify **components of timber** floors.

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Range
Types of floors Solid concrete ground, timber (ground, upper) **Components of solid concrete ground floors** Hardcore, blinding sand, damp proof membrane (DPM), insulation, oversite concrete, screed **Components of timber** Oversite concrete, sleeper walls, wall plates, DPC, joists, insulation, floor covering

Learning outcome
The learner will: 6. know about construction of roofs
Assessment criteria
The learner can: 6.1 identify **types of roofs** 6.2 identify **components of roofs** 6.3 state **paint systems for timber** 6.4 calculate the linear quantity of fascia board 6.5 state the importance of thermal insulation in a roof.

Range
Types of roofs Gable-ended, flat, hipped, lean-to **Roof components** Ridge, batten/lathe, fascia, wall plate, felt, slate/tile, truss rafters, insulation, joists, wall plate straps **Paint systems for timber** Knotting, prime, undercoat, gloss, (water based and solvent-based)

Learning outcome
The learner will: 7. know how to communicate in the workplace
Assessment criteria
The learner can: 7.1 list **job roles** within construction 7.2 state **information** needed when recording a message 7.3 list **benefits** of clear and effective communication 7.4 list **benefits** of positive communication with colleagues and others 7.5 identify **communication methods** used to relay information to colleagues.

Range
Job roles Professional, technician, trade, general operative
Information Date, time, content, contact name and details
Benefits (AC 7.3) Preventing errors, safe working, improved productivity
Benefits (AC 7.4) Improved motivation, avoid conflict, complying with equality and diversity
Communication methods Verbal, memos, telephone, email, radio, text messages

Unit 121   Prepare background surfaces and mix plastering materials

Level:	4
Credit value:	3
Aim:	The aim of this unit is to provide the learner with the knowledge new and existing background surfaces and prepare for laying on.

Learning outcome
The learner will:
1. know the processes to prepare background surfaces.
Assessment criteria
The learner can:
1.1   identify different types of **background surfaces**
1.2   state the **methods** for removing existing plaster by hand and machine
1.3   state the **methods** for cleaning down **background surfaces**
1.4   describe the **importance and control** of suction
1.5   describe the **importance** of forming a **key** and using **bonding agents** to **background surfaces**
1.6   list **common faults** caused by ineffective surface preparation
1.7   describe the **importance** of cleaning and waste disposal.

Range
Background surfaces
Brick, block, stone, timber studs, concrete, composite backgrounds, sheet materials (plasterboard, EML), pre-plastered surface
Methods (AC1.2)
Skutch hammer, lump hammer, claw hammer, pick hammer, bolster, chisel, mechanical stripping tools eg breaker
Methods (AC1.3)
Brush, water, industrial vacuum, mechanical extraction systems
Importance and control (AC1.4)
Drying times, adhesion, water suction test
Importance (AC1.5)
Adhesion, control of suction

Key/bonding agents
Spatterdash/slurry/stipple, mechanical (hand and power), PVA, SBR bonding slurry

Common faults
Poor adhesion, fire cracking/crazing, surface or fine cracking, material failure (shrinkage, cracking or dusting of material), stress (strength of materials), sagging

Importance (AC1.7)
Prevention of hazards, efficient working, care for the environment, avoid contamination of mix

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Learning outcome
The learner will:
2. be able to use processes to prepare background surfaces.
Assessment criteria
The learner can:
2.1 use **instructions** for preparation of background surfaces
2.2 identify different **suction backgrounds**
2.3 select **hand** and **power tools** to prepare background surfaces
2.4 apply **suction test** and control measures on background surfaces
2.5 provide **key** and **bonding agents** to backgrounds surfaces
2.6 clean work area and dispose of waste
2.7 use correct access equipment
2.8 follow current environmental and relevant health and safety legislation.

Range
Instructions
Verbal, written/drawings.
Suction backgrounds
High, medium, low.
Hand tools
Skutch hammer, lump hammer, claw hammer, bolster, chisel.
Power tools
Mechanical stripping tools.
Suction test
Brush, water.
Key/bonding agents
Spatterdash/slurry/stipple, mechanical (hand and power), PVA

Learning outcome
The learner will:
3. know how to prepare for mixing plastering materials.
Assessment criteria
The learner can:
3.1   identify different types of **plastering materials**
3.2   state the **requirements** for mixing plastering materials
3.3   identify different types of **equipment and tools** used for mixing plastering materials.

Range
Plastering materials
Sand, cement, lime, pre-mixed plasters (lightweight, backing and setting coat), additives
Requirements
Manufacturer's instructions, method statement, risk assessment and control measures, manual handling, COSHH assessment, suitable mixing area to include access to services (water, electric supply, waste disposal)
Tools and equipment
Gauging trowel, bucket, shovel, mechanical whisk, mixing wheel, hand held paddle, hand brush, gauging box/bucket, dust sheets, mechanical extraction systems, Personal Protective Equipment (PPE)

Learning outcome
The learner will:
4. be able to prepare for mixing plaster materials.
Assessment criteria
The learner can:
4.1   select **plastering materials**
4.2   select the **tools and equipment** to gauge and mix plastering materials
4.3   set up the mixing area
4.4   use correct equipment
4.5   follow current environmental and relevant health and safety legislation.

Range
Plastering materials
Sand, cements, lime, pre-mixed plasters (lightweight and backing coat), additives
Tools and equipment
Gauging trowel, bucket, shovel, mechanical whisk, mixing wheel, hand held paddle, hand brush, dust sheets, mechanical extraction systems, Personal Protective Equipment (PPE).

Learning outcome
The learner will:
5. know how to mix plastering materials.

Assessment criteria
The learner can:
5.1 state the different **methods** of mixing plastering materials
5.2 identify the **potential hazards** when mixing plastering materials
5.3 identify **control measures** when mixing plastering materials
5.4 state **effects** relating to incorrect gauging and mixing of plastering materials
5.5 state the **equipment** for protecting the work and surrounding area.

Range
Methods
Hand mixing, mechanical mixing
Potential hazards
Splashes, electric shocks, slips, trips and falls, airborne contamination/dust, entanglements, fumes, chemical burns
Control measures
Clean working area, signage, emergency procedures, PUWER, Personal Protective Equipment (PPE), COSHH, risk assessment, manufacturers' instructions/data sheet
Effects
Failure of mix (strength and quality), waste of materials, poor adhesion, flash set/no set
Equipment
Dust sheets/protective polythene, floor coverings eg plywood sheets, barriers/hoardings, warning notices

Learning outcome
The learner will:
6. be able to mix plaster materials.

Assessment criteria
The learner can:
6.1   **mix proportions** of materials to given specifications
6.2   report **problems** when mixing plaster materials to the relevant personnel
6.3   use correct equipment
6.4   follow current environmental and relevant health and safety legislation.

Range
Mix proportions
Sand/lime mixes
Problems
Material shortage, old/damaged materials, health and safety issues, dirty water, storage

Unit 122　Applying scratch coats to internal backgrounds

Level:	4
Credit value:	6
Aim:	The aim of this unit is to provide the learner with the knowledge, techniques and skills for applying scratch-coats and dubbing out coats.

Learning outcome
The learner will:
1.　know how to apply scratch coats to internal backgrounds.
Assessment criteria
The learner can:
1.1　state **why** scratch coats would be applied
1.2　state different types of **materials and mixes**
1.3　identify different types of **equipment and tools** to apply scratch coats to internal backgrounds
1.4　describe the importance of **correct technique and procedures** when using tools.

Range
Why
To even out surfaces/dubbing out coat, for a key, control and even out suction
Materials
Sand (coarse and sharp), cement, lime, lightweight plasters, additives
Mixes
Strong/weak, lime based (ratio 5:2), cement based (ratio 4:1, 5:1, 6:1), cement and lime based (ratio 6:1:1, 6:1:½)
Equipment and tools
Spot board and stand, plasterer's hawk (hand board), straight/feather edge, plasterer's trowel, gauging trowel, bucket trowel, bucket, brush, scratch comb, scarifier
Correct technique and procedures
Preparing backgrounds, checking surface for straightness, setting up equipment, tools and work area, checking tools for accuracy and cleanliness, application of material, keying surface, transferring materials (spot board to wall)

Learning outcome
The learner will:
2. be able to apply scratch coats to internal backgrounds.
Assessment criteria
The learner can:
2.1 comply with **specifications** for applying scratch coats to internal backgrounds
2.2 select **equipment, tools and materials** to apply scratch coats to internal backgrounds
2.3 select **mix** and **materials**
2.4 use correct techniques and procedures when applying scratch coats to internal backgrounds
2.5 use correct access equipment
2.6 follow current environmental and relevant health and safety legislation.

Range
Specifications
Verbal, written/drawings
Equipment, tools and materials
Spot board and stand, plasterer's hawk (hand board), straight/feather edge, plasterer's trowel, gauging trowel, bucket trowel, bucket, brush, scratch comb, scarifier
Mixes
Strong/weak, lime based (ratio 5:2)
Materials
Sand (coarse and sharp), lime

Unit 123   Fixing sheet materials

Level:	4
Credit value:	6
Aim:	The aim of this unit is to provide the learner with the knowledge, techniques and skills for fixing sheet materials.

Learning outcome
The learner will:
1. know how to measure, cut and fix plasterboards.
Assessment criteria
The learner can:
1.1   state how to use specifications and schedules to fix plasterboards
1.2   state the importance of accurate measurements
1.3   identify different types of **fixings** used for plasterboards
1.4   state the reasons for staggering joints when fixing plasterboards
1.5   identify different types of **materials** used for jointing plasterboards.

Range
Fixings
Dry wall screws, galvanised nails
Materials
Tapes, scrim

Learning outcome
The learner will:
2. be able to measure, cut and fix plasterboards.
Assessment criteria
The learner can:
2.1   comply with **specifications** for cutting and fixing plasterboards
2.2   select **equipment and tools** to cut and fix plasterboards
2.3   fix sheet materials in place
2.4   apply safe working procedures for cutting and fixing plasterboards
2.5   use correct access equipment
2.6   follow current environmental and relevant health and safety legislation.

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Range
Specifications and schedules
Verbal, written/drawings
Equipment and tools
Claw hammer, cordless screwdriver, straight edge, board knife, pad saw, surform, tape measure, dry wall hammer

Learning outcome
The learner will:
3.   know how to measure, cut and fix pre-formed beads and EML.
Assessment criteria
The learner can:
3.1   describe different types of **pre-formed beads** and **expanded metal lath (EML)**
3.2   state the importance of accurate measurements
3.3   describe different **methods** for fixing pre-formed beads and EML
3.4   identify different types of **equipment and tools** for fixing pre-formed beading and EML.

Range
Beads:
Pre-formed
Thin coat stop bead, thin coat angle bead
Expanded metal lath (EML)
Roll form, strip
Methods
Screwed, nailed, stapled, plaster
Equipment and tools
Claw hammer, snips, cordless screwdriver, straight edge, drill, tape measure, staple gun, hawk and trowel, spirit level, Personal Protective Equipment (PPE)

Learning outcome
The learner will:
4. be able to measure, cut and fix pre-formed beads and EML.
Assessment criteria
The learner can:
4.1 comply with **specifications** for measuring, cutting and fixing pre-formed beads and EML
4.2 select **equipment and tools** and to measure, cut and fix pre-formed beads and EML
4.3 measure pre-formed beads and EML
4.4 cut pre-formed beads and EML to given sizes
4.5 select **methods** for fixing pre-formed beads and EML
4.6 fix pre-formed beads and EML
4.7 apply safe working procedures for measuring, cutting and fixing re-formed beads and EML
4.8 use correct access equipment
4.9 follow current environmental and relevant health and safety legislation.

Range
Specifications and schedules
Verbal, written/drawings
Equipment and tools
Snips, tape measure, claw hammer, combi drill, straight edge, hawk and trowel, spirit level, Personal Protective Equipment (PPE)
Methods
Screwed, nailed, adhesive

Unit 124   Applying floating coats to wall

Level:	4
Credit value:	7
Aim:	The aim of this unit is to provide the learner with the knowledge, techniques and skills for applying floating coats to wall

Learning outcome
The learner will:
1. know how to apply floating coats to wall.
Assessment criteria
The learner can:
1.1   describe different types of **materials** used for applying floating coats to wall
1.2   state different types of **mixes**
1.3   identify different types of **tools and equipment** for applying floating coats to wall
1.4   describe the importance of correct **technique and procedure** when using tools
1.5   describe different types of **floating coats.**

Range
Materials
Aggregates (sand, perlite and vermiculite), cement, lime, lightweight plasters, additives, classifications of plaster
Mixes
Strong/weak, lime based (ratio 5:2), cement based (ratio 4:1, 5:1, 6:1), cement and lime based (ratio 6:1:1, 6:1:½).
Tools and equipment
Spot board and stand, plasterer's hawk (hand board), straight/feather edge, plasterer's trowel, gauging trowel, bucket trowel, bucket, brush, float/devil float, darby, spirit level.
Technique and procedure
preparing backgrounds, checking surface for straightness, setting up equipment, tools and work area, checking tools for accuracy and cleanliness, application of floating coats, keying surface transferring materials (spot board to wall)

Floating coats
Methods: dot and screed, broad screed, making good (patching a chase), free hand.

Learning outcome
The learner will:
2.   be able to apply floating coats to walls.
Assessment criteria
The learner can:
2.1   comply with **specifications** for applying floating coats to wall
2.2   select **equipment, tools** and materials to applying floating coats
2.3   select **mixes** for **floating coats**
2.4   use methods to apply **floating coats**
2.5   use correct techniques when applying **floating coats**
2.6   use correct access equipment
2.7   follow current environmental and relevant health and safety legislation.

Range
Specifications and schedules
Verbal, written/drawings
Equipment and tools
Spot board and stand, plasterer's hawk (hand board), straight/feather edge, plasterer's trowel, gauging trowel, bucket trowel, bucket, brush, darby, devil float
Mixes
Strong/weak, lime based (ratio 5:2)
Materials: sand (coarse and sharp), lime
Floating coats
Methods: dot and screed, broad screed, free hand

Unit 125   Applying setting coats to wall

Level:	4
Credit value:	7
Aim:	The aim of this unit is to provide the learner with the knowledge, techniques and skills for applying setting coats to wall

Learning outcome
The learner will:
1. know how to apply setting coats to walls
Assessment criteria
The learner can:
1.1 describe different types of **materials** used for applying setting coats
1.2 describe the **importance** of clean water
1.3 state the **effects** of out of date plasters
1.4 identify **equipment and tools** for applying setting coats
1.5 describe the importance of **correct technique and procedure** when using tools.

Range
Materials
Finishing/setting plaster, multi-purpose setting coat, plasterboard finish, one/two coat application, spray finish, hard grade plaster finish, gypsum, aggregates (sand, perlite, vermiculite), classifications of plaster
Importance
Flash set/no set, poor quality finish
Effects
Flash set, poor quality finish, waste of materials, damage to tools and equipment, cost implications
Equipment and tools
Spot board and stand, plasterer's hawk (hand board), bucket, hand brush, floor scraper, straight edge, mixing whisk, gauging trowel, bucket trowel, finishing trowel, flat brush, internal angle trowel, spatula, finishing blades.
Correct technique and procedure

preparing backgrounds, checking surface for straightness, key and suction, setting up equipment, tools and work area, checking tools for accuracy and cleanliness, application of setting plaster, transferring materials (spot board to wall)

Learning outcome
The learner will: 2.   be able to apply setting coats to walls.
Assessment criteria
The learner can: 2.1   comply with **specifications** for apply setting coats to walls 2.2   select **equipment, tools** and **materials** to apply setting coats to wall 2.3   mix plasters 2.4   use correct techniques when applying setting coats 2.5   apply setting coat finish 2.6   use correct access equipment 2.7   follow current environmental and relevant health and safety legislation.

Range
Specifications and schedules Verbal, written/drawings **Equipment and tools** Spot board and stand, plasterer's hawk (hand board), bucket, brush, floor scraper, mixing whisk, gauging trowel, bucket trowel, finishing trowel, flat brush, finishing blade **Materials** Lightweight setting plaster

Unit 201   Health, safety and welfare in construction

Level:	5
Credit value:	7
Aim:	The aim of this unit is to provide the learner with the knowledge to carry out safe working practices in construction, in relation to sourcing relevant safety information and using the relevant safety procedures at work

Learning outcome
The learner will:
1. know the health and safety regulations, roles and responsibilities
Assessment criteria
The learner can:
1.1   identify **health and safety legislation** relevant to and used in the construction environment
1.2   state **employer and employee responsibilitie**s under the Health and Safety at Work Act (HASWA)
1.3   state **roles and responsibilities** of the Health and Safety Executive (HSE)
1.4   identify **organisations** providing relevant health and safety information
1.5   state the importance of holding on-site safety inductions and toolbox talks.

Range
Health and safety legislation
Health and Safety at Work Act, Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health (COSHH), Construction, Design and Management (CDM) regulations , Provision and Use of Work Equipment Regulations (PUWER), manual handling operations Regulations, Personal Protective Equipment (PPE) at Work Regulations, Work at Height Regulations, Control of Noise at Work Regulations, Control of Vibration at Work Regulations , Electricity at Work Regulations, Lifting operations and Lifting Equipment Regulations (LOLER)
Employer responsibilities
Safe working environment, adequate staff training, health and safety information, site inductions, toolbox talks, risk assessment, supervision, PPE, reporting hazards, accidents and near misses,

sections 2 to 9 of Health and Safety at Work Act, CDM reg's, construction phase plans, welfare, display public liability Insurance and health and safety law poster.

Employee responsibilities

Working safely, working in partnership with the employer, reporting hazards, accidents and near misses, following organisational procedures as per Sections 2 to 9 of Health and Safety at Work Act.

Roles and responsibilities:

Enforcement (including fees for intervention), legislation and advice, inspection, investigation eg site investigations.

Organisations

Health and Safety Executive (HSE) website, Institute of Occupational Safety and Health, British Safety Council, 'manufacturer', ROSPA.

Learning outcome
The learner will: 2. know accident and emergency reporting procedures and documentation
Assessment criteria
The learner can: 2.1 state legislation used for reporting accidents   2.2 state major **types of emergencies** that could occur in the workplace   2.3 identify reportable injuries, diseases and dangerous occurrences as per RIDDOR   2.4 state main types of **records** used in the event of an accident, emergency and near miss and reasons for reporting them   2.5 identify **authorised personnel** involved in dealing with accident and emergency situations   2.6 state **actions** to take when discovering an accident.

Range
Types of emergencies   Fires, security incidents, gas leaks.
Records: Accident book, first aid records, organisational records and documentation.
Authorised personnel   First aiders, supervisors/managers, health and safety executive, emergency services, safety officer.
Actions   Area made safe, call for help, emergency services.

Learning outcome
The learner will:
3. know how to identify hazards in the workplace
Assessment criteria
The learner can:
3.1   state the importance of **good housekeeping**
3.2   state reasons for risk assessments and method statements
3.3   identify **types of hazards** in the workplace
3.4   state the importance of the correct storage of combustibles and chemicals on site
3.5   identify different **signs and safety notices** used in the workplace.

Range
Good housekeeping:
Cleanliness, tidiness, use of skips and chutes, segregation of materials, clear access to fire escapes, clear access to fire extinguishers.
Types of hazards:
Fires, slips, trips and falls, hazardous substances (relating to inhalation, absorption, exposure, ingestion, cross-contamination), electrical, asbestos, manual handling, plant and vehicle movement, adverse weather.
Signs and safety notices:
Prohibition, mandatory, warning, safe condition, supplementary.

Learning outcome
The learner will:
4. know about health and welfare in the workplace
Assessment criteria
The learner can:
4.1   identify requirements for welfare facilities in the workplace as per Construction Design Management (CDM)
4.2   state health effects of noise and **precautions** that can be taken
4.3   state **risks** associated with drugs, alcohol and medication which could affect performance in the workplace.

Range
Precautions
Reducing noise at source, PPE, isolation, exposure time.
Risks
Reduced risk perception, loss of concentration, balance problems, absenteeism and reduced productivity.

Learning outcome
The learner will:
5. know how to handle materials and equipment safely
Assessment criteria
The learner can:
5.1   identify legislation relating to safe handling of materials and equipment
5.2   state procedures for safe lifting and manual handling activities in accordance with guidance and legislation
5.3   state the importance of using **lifting aids** when handling materials and equipment.

Range
Lifting aids
Wheelbarrow, sack barrow, mechanical lifting aids, pallet truck.

Learning outcome
The learner will:
6. know about access equipment and working at heights
Assessment criteria
The learner can:
6.1   identify legislation relating to working at heights
6.2   identify types of **access equipment**
6.3   state **safe methods** of use for **access equipment**
6.4   identify **dangers** of working at height.

Range
Access equipment:
Stepladders, ladders (pole, extension), trestles, hop-ups, proprietary scaffolding, podium, stilts
Safe methods
Regular inspection, check for broken, damaged or missing components, responsible use, consideration of adverse weather conditions, good housekeeping
Dangers
Falling tools, falling equipment, falling materials, persons falling from height (injuries to themselves and others).

Learning outcome
The learner will:
7. know how to work with electrical equipment in the workplace
Assessment criteria
The learner can:
7.1 state **precautions** to take to avoid risks to self and others when working with electrical equipment
7.2 state **dangers** of using electrical equipment
7.3 identify **voltages** and voltage colour coding that are used in the workplace
7.4 state **methods** of storing electrical equipment.

Range
Precautions
Check leads, check plugs, use of cable hangers, check tools and equipment, current valid PAT certificate
Dangers:
Burns, electrocution, fire.
Voltages
Battery powered, 110/115 volts, 230/240 volts and 415 volts.
Methods
Components present, equipment cleaned, checked for damage, stored in a clean and secure location.

Learning outcome
The learner will:
8. know how to use Personal Protective Equipment (PPE)
Assessment criteria
The learner can:
8.1 state the legislation governing use of Personal Protective Equipment (PPE)
8.2 state **types of PPE** used in the workplace
8.3 state the importance of PPE
8.4 state why it is important to store, maintain and use PPE correctly
8.5 state the importance of checking and reporting damaged PPE.

Range
PPE:
Head protection, eye protection, ear protection, face/dust masks, breathing apparatus, high visibility clothing, safety footwear, gloves, sun protection, barrier cream, water proofs, knee pads, overalls/disposable clothing

Learning outcome
The learner will:
9. know the cause of fire and fire emergency procedures
Assessment criteria
The learner can:
9.1 state **elements** essential to creating a fire
9.2 identify methods of fire prevention
9.3 state actions to be taken on discovering a fire
9.4 state **types of fire extinguishers** and their uses.

Range
Elements
Oxygen, fuel, heat.
Types of fire extinguishers:
Water, foam, CO2, dry powder.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Useful contacts

International learners General qualification information	E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	