

Diplomas in Plastering at SCQF Level 5 (6808-23/50)

February 2016 Version 2



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 5	6808-23
Extended Diploma in Plastering at SCQF Level 5	6808-50

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



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1 Introduction

This document tells you what you need to do to deliver these qualifications:

Area	Description
Who are the qualifications for?	They are for candidates who work or want to work as a Plasterer in the construction sector.
What do the qualifications cover?	<p>They allow candidates to learn, develop and practise the skills required for employment and/or career progression in Plastering.</p> <p>They cover the following skills:</p> <ul style="list-style-type: none">• Applying plastering materials to interiors• Fixing dry lining and plasterboards to interiors• Laying sand and cement screeds• Applying plastering materials to external backgrounds• Producing reverse moulds for fibrous work• Casting and fixing for fibrous plasterwork
Are the qualifications part of a framework or initiative?	They form the technical certificate for the Construction Building Apprenticeship Framework.
What opportunities for progression are there?	<p>They allow candidates to progress into employment or to the following City & Guilds qualifications:</p> <ul style="list-style-type: none">• Diploma in Plastering at SCQF Level 6

Structure

To achieve the **Diploma in Plastering at SCQF Level 5 (6808-23)**, learners must achieve **53** credits, **34** from the mandatory units and **19** credits from optional group A **or** from optional group B.

City & Guilds unit number	Unit title	Credit value
Mandatory		
Unit 201	Health, safety and welfare in construction	7
Unit 202	Principles of building construction, information and communication	6
Unit 221	Apply plastering materials to interiors	12
Unit 222	Fix dry lining and plasterboards to interiors	9
Optional group A		
Unit 223	Laying sand and cement screeds	9
Unit 224	Applying plastering materials to external backgrounds	10
Optional group B		
Unit 225	Produce reverse moulds for fibrous work	9
Unit 226	Casting and fixing fibrous plasterwork	10

To achieve the **Extended Diploma in Plastering at SCQF Level 5 (6808-50)**, learners must achieve **88** credits. **69** credits from the mandatory units and **19** credits from optional group A **or** from optional group B.

City & Guilds unit number	Unit title	Credit value
Mandatory		
Unit 101	Principles of building construction, information and communication	6
Unit 121	Prepare background surfaces and mix plastering materials	3
Unit 122	Applying render coats to 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
Unit 202	Principles of building construction, information and communication	6
Unit 221	Apply plastering materials to interiors	12
Unit 222	Fix dry lining and plasterboards to interiors	9
Optional group A		
Unit 223	Laying sand and cement screeds	9
Unit 224	Applying plastering materials to	10

external
backgrounds

Optional group B

Unit 225	Produce reverse moulds for fibrous work	9
Unit 226	Casting and fixing fibrous plasterwork	10

Please Note the Extended Diploma is for learners starting an
Apprenticeship at SCQF Level 5.

Information for the SCQF Level 4 units can be found in the SCQF Level 4
Plastering handbook.



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. 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) these qualifications 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 these qualifications 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 these 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 these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

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



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
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 on e-volve.
202	Principles of building construction, information and communication	City & Guilds e-volve multiple choice test. The test covers all of the knowledge in the unit.	Examinations provided on e-volve.
221	Apply plastering materials to interiors	Multiple choice question paper, covering knowledge outcomes. Practical assignment, covering performance outcomes.	www.cityandguilds.com

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.

Unit	Title	Assessment method	Where to obtain assessment materials
222	Fix dry lining and plasterboards to interiors	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>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.</p>	www.cityandguilds.com
223	Laying sand and cement screeds	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>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.</p>	www.cityandguilds.com

Unit	Title	Assessment method	Where to obtain assessment materials
224	Applying plastering materials to external backgrounds	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>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.</p>	www.cityandguilds.com
225	Produce reverse moulds for fibrous work	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>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.</p>	www.cityandguilds.com

Unit	Title	Assessment method	Where to obtain assessment materials
226	Casting and fixing fibrous plasterwork	<p>Multiple choice question paper, covering knowledge outcomes.</p> <p>Practical assignment, covering performance outcomes.</p> <p>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.</p>	www.cityandguilds.com

Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

Test 1: 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

Test 2: Unit 202/602 Principles of building construction, information and communication
Duration: 80 minutes

Unit	Outcome	Number of questions	%
202	1 Understand how to select types of building information	5	12.5
	2 Know about environmental considerations in relation to construction	5	12.5
	3 Understand the construction of foundations	7	17.5
	4 Understand construction of internal and external walls	9	22.5
	5 Know about construction of floors	4	10

	6 Know about construction of roofs	3	7.5
	7 Understand how to communicate in the Workplace	7	17.5
	Total	40	100

Test 3: Unit 221 Apply plastering materials to interiors

Duration: 30 minutes

Unit	Outcome	Number of questions	%
221	1 Understand how to interpret information for interior work	6	30
	3 Understand how to select and prepare materials for interior work	6	30
	5 Understand how to apply one, two and three-coat plastering to interior backgrounds	8	40
	Total	20	100

Test 4: Unit 222 Fix dry lining and plasterboards to interiors

Duration: 25 minutes

Unit	Outcome	Number of questions	%
222	1 Understand how to interpret information for fixing dry lining and plasterboards	2	13
	3 Understand how to select materials and components for fixing dry lining and plasterboards	9	56
	5 Understand how to fix dry lining and plasterboards	5	31
	Total	16	100

Test 5: Unit 223 Laying sand and cement screeds

Duration: 25 minutes

Unit	Outcome	Number of questions	%
223	1 Understand how to interpret information for laying sand and cement screeds	2	13
	3 Know how to select materials and components for laying sand and cement screeds	5	31
	5 Understand how to lay sand and cement screeds	9	56
	Total	16	100

Test 6: Unit 224 Applying plastering materials to external backgrounds

Duration: 35 minutes

Unit	Outcome	Number of questions	%
224	1 Understand how to interpret information for external work	2	10
	3 Understand how to select materials, tools and equipment for external work	10	45
	5 Understand how to apply render to external backgrounds	10	45
Total		22	100

Test 7: Unit 225 Produce reverse moulds for fibrous work

Duration: 25 minutes

Unit	Outcome	Number of questions	%
225	1 Understand how to interpret information for producing reverse moulds	2	13
	3 Know how to select material, components and equipment for producing reverse moulds	6	40
	5 Know how to produce reverse moulds	7	47
Total		15	100

Test 8: Unit 226 Casting and fixing fibrous plasterwork

Duration: 40 minutes

Unit	Outcome	Number of questions	%
226	1 Understand how to interpret information to cast and fix fibrous plasterwork	2	8
	3 Know how to select material, components and equipment to cast and fix fibrous plasterwork	4	17
	5 Understand how to cast fibrous plasterwork	8	33
	7 Understand how to fix and finish fibrous plasterwork	10	42
Total		24	100



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

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
Accelerator	Material added to a mix to speed up the setting time, useful in winter, example - frostproofer.
Ashlar	Marking out of false or imitation stonework in newly applied render
Bellcast	Formed with or without beads, externally to divert rain away from openings or bases of walls
Cold pour	Flexible moulding compound that needs a catalys to make it set, used in fibrous
Crazing	Hair line cracks on newly plastered and rendered surfaces
Direct bond	Fixing of plasterboards or beads with dabs of plaster
Dry lining	Direct bond or mechanical fixing of plasterboards to walls and ceilings and the subsequent making good of joints, angles and fixing holes, boards are not plastered onto, instead they are treated with a sealer prior to decoration
Firstings	The first coat of casting plaster applied onto a cast
Freehand method	A system of work utilised by experienced plasterers to quickly and accurately apply a floating coat straight and plumb
Gaul	A blemish in a setting coat
Grinning	Background joints or materials showing through surface of plaster, caused by different suction rates

Laitance	Residue found on surface of concrete
PVA (Polyvinyl Acetate)	A bonding agent
PVC (Polyvinyl Chloride)	Hot melt rubber compound used for moulds in casting
Retarder	Added to a mix to slow setting and allow more working time
Reverse rule method	A way of forming a hard angle or arris with plastering materials without the use of beads
Screed	Screed- band of material used as a guide for ruling off, as in broad screed Floor screed- a layer of sand and cement applied over concrete substrates to provide a finished floor ready to receive coverings
Scrim	Self adhesive tape or jute hessian cloth used to prevent cracking when plastering onto plasterboard
Seasoning	Sealing of moulds
Seconds	Retarded 2 nd mix of casting plaster applied over the firstings
Shelling off	Plaster coming away from background caused by adhesion failure
Thin/skim/setting coat	Finish plaster applied 2-3mm thick to provide a smooth finish ready for decoration
Wads	Square pieces of scrim cloth soaked in casting plaster used in making and fixing of casts and reinforcing joints.
Wall plate	Length of timber at the top of a wall to support the roof
Accelerator	Material added to a mix to speed up the setting time, useful in winter, example - frostproofer.

Unit 201 construction

Health, safety and welfare in

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 responsibilities 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.

Unit 202

Principles of building construction, information and communication

Level:	5
Credit value:	6
Aim:	<p>The aim of this unit is to provide the learner with the knowledge of building methods and construction technology in relation to:</p> <ul style="list-style-type: none">• understanding a range of building materials used within the construction industry and their suitability to the construction of modern buildings.• source relevant information and apply it to relevant tasks• calculating the resources from required drawings and specifications.

Learning outcome
The learner will: 1. understand how to select types of building information.
Assessment criteria
The learner can: 1.1 interpret information sources used in construction 1.2 interpret scale, symbols and hatchings on a working drawing 1.3 explain the purpose of benchmarks used in construction.

Range
Information sources Drawings , schedules, specifications, programme of work, organisational chart, method statements, risk assessment, manufacturers' technical information, bill of quantities, order requisitions, delivery notes, variation orders, permits to work, signs and notices.
Symbols WC, sink, bath, door, window
Hatchings Brickwork, timber (wrot and unwrot), blockwork, concrete, hardcore, sub soil, insulation, damp proof course (DPC), damp proof membrane (DPM)

Benchmarks

Site datums, temporary bench marks (TBM), ordnance bench marks (OBM).

Learning outcome

The learner will:

2. know about environmental considerations in relation to construction.

Assessment criteria

The learner can:

- 2.1 describe thermally insulated **materials**
- 2.2 describe **methods** of making buildings water efficient
- 2.3 describe **methods** of making buildings energy efficient
- 2.4 state environmental-friendly **building materials**
- 2.5 state **procedures** for waste management.

Range**Materials**

Polyisocyanurate (PIR), Expanded Polystyrene (EP), fibre glass, mineral wool, double glazed units, multi-foil insulation.

Methods (AC2.2)

Efficient sanitary ware, water harvesting.

Methods (AC2.3)

Low energy lighting, automatic movement sensors, solar panels, wind turbines, heat source, biomass heating.

Building materials:

Locally sourced, managed timber (FSC), lime, sheep wool, recycled materials, straw.

Procedures

Segregation and recycling of waste, safe disposal of hazardous materials, Local Exhaust Ventilation (LEV).

Learning outcome
The learner will: 3. understand the construction of foundations.
Assessment criteria
The learner can: 3.1 describe factors to be considered when selecting foundations 3.2 describe materials and mix-ratios used in concrete foundations 3.3 explain how to set out foundations 3.4 explain factors to consider when excavating foundations 3.5 describe methods of transferring datums 3.6 calculate the volume of concrete used in pile foundation.

Range
Factors (AC3.1) Ground conditions (subsoil), strength, types of building.
Foundations Strip, raft, pile, pad.
Materials Course aggregate, fine aggregate, cement, water, steel reinforcement, sulphate-resisting cement, ordinary portland cement, frost proofing, accelerators, retardants.
Set out 3:4:5 method, diagonals, profiles, builder's square.
Factors (AC3.4) Underground services, proximity to neighbouring buildings, tree roots, ground conditions.
Methods Optical/laser level, straight edge and spirit level

Learning outcome
The learner will: 4. understand construction of internal and external walls.
Assessment criteria
The learner can: 4.1 describe wall components 4.2 explain the importance of a Damp Proof Course (DPC) 4.3 calculate the area of a gable 4.4 identify additives used in mortar 4.5 identify different types of bonding 4.6 describe the differences between load-bearing and non-load-bearing internal walls 4.7 calculate the volume of paint required to cover a wall area.

Range
<p>Wall components Brick, block, insulation, Damp Proof Course (DPC), lintels, wall ties, airbrick and liner, cavity closures, stud partition, light density blocks, plasterboard, plaster.</p> <p>Additives Retardant, accelerant, frost inhibitor, cement dyes, plasticiser.</p> <p>Bonding Stretcher, English, Flemish.</p>

Learning outcome
The learner will: 5. know about construction of floors.
Assessment criteria
The learner can: 5.1 describe floor components 5.2 calculate the linear quantity of floor boarding to cover an irregular shaped area 5.3 calculate additional quantities of wastage using percentage.

Range
<p>Floor components Hard core, blinding sand, Damp Proof Membrane (DPM), insulation, oversite concrete, block and beam, pre-cast floor panels, screed (dry, self-levelling) sleeper walls, wall plates, DPC, joists, joist hangers, floor covering.</p>

Learning outcome
The learner will: 6. know about construction of roofs.
Assessment criteria
The learner can: 6.1 describe types of roofs 6.2 describe roof components .

Range
<p>Types Gable-ended, flat, hipped, lean-to.</p> <p>Roof components Purlins, rafters, truss rafters, ridge, batten/lathe, fascia, soffit, barges, valleys, wall plate, flashings, felt, slate/tile, insulation, joists, wall plate straps.</p>

Learning outcome
The learner will: 7. understand how to communicate in the workplace.
Assessment criteria
The learner can: 7.1 describe job roles within building teams 7.2 explain key personnel involved in day to day communication 7.3 state information needed when requesting materials 7.4 identify methods of communication used to relay information to colleagues and others 7.5 describe advantages and disadvantages of methods of communication 7.6 state occasions when clear communication is vital in the workplace 7.7 explain benefits of positive communication with colleagues and others.

Range
Job roles Professional, technician, trade, general operative.
Key personnel Site manager, supervisors, fellow operatives.
Information Dimensions, quantities, type, when and where required, contact name and details.
Methods of communication (AC7.4) Letters, emails, telephone, memos, verbal, posters, signs, meetings, radio, text messages
Methods of communication (AC7.5) Written, verbal
Occasions Changes to risk assessments, work restrictions, changes to method statement, permits to work, changes to legislation.
Benefits Improved motivation, avoid conflict, complying with equality and diversity, meeting deadlines.

Unit 221

Apply plastering materials to interiors

Level:	5
Credit value:	12
Aim:	The purpose of this unit is to develop a plasterer's techniques and skills for applying a variety of plastering materials to interior surfaces.

Learning outcome
The learner will: 1. understand how to interpret information for interior work.
Assessment criteria
The learner can: 1.1 explain the purpose of specifications 1.2 describe different types of drawings 1.3 explain the purpose of schedules for materials 1.4 calculate quantities of materials.

Range
Types Block plan, assembly drawing, site plan, detailed drawing.
Calculate Areas, volume.

Learning outcome
The learner will: 2. be able to interpret information from drawings and specifications relating to interior work.
Assessment criteria
The learner can: 2.1 check information relating to drawings and specifications 2.2 comply with specifications and schedules for interior work 2.3 interpret manufacturers' information relating to interior plasterwork 2.4 report discrepancies to authorised personnel.

Range
Drawings and specifications Manufacturing specification, data sheets Specifications and schedules Drawings, verbal Instruction. Manufacturers' information Manufacturers' specification, data sheets.

Learning outcome
The learner will: 3. understand how to select and prepare materials for interior work.
Assessment criteria
The learner can: 3.1 explain the effects of using out-of-date plasters 3.2 describe the importance of storing plasters 3.3 state the importance of ensuring the compatibility of backgrounds and finish plasters 3.4 describe the limitations of different types of materials .

Range
Effects Adhesion, strength, flash setting. Importance (AC3.2) Date order for rotation of stock, dry/undercover, safe height, stored flat. Importance (AC3.3) Drying/setting times, adhesion, corrosion. Materials <ul style="list-style-type: none"> • gypsum plaster • sand

- cement
- lime
- plasticisers

Learning outcome

The learner will:
 4. be able to select and prepare equipment and materials for interior work.

Assessment criteria

The learner can:
 4.1 select **materials** for interior work
 4.2 comply with specifications for interior work
 4.3 select **hand and power tools**
 4.4 check for correct access equipment for work.

Range

Materials

Sand, cement, lightweight plasters, plaster finish, thin coat and floating beads, fixings, additives, bonding agents, scrim.

Hand and power tools

Hawk, plasterers trowel, brushes, float, gauging trowel, small tool, featheredge rule, Darby, spirit levels, plumb bob, devil float, podger/plasterers wheel, whisk/paddle, mixers, snips, finishing blade.

Learning outcome

The learner will:
 5. understand how to apply one, two and three-coat plastering to interior backgrounds.

Assessment criteria

The learner can:
 5.1 describe the **process** of preparing background surfaces
 5.2 list the **sequence of operations** for mixing plaster materials
 5.3 describe **methods** of applying one, two and three-coat plastering to interior backgrounds
 5.4 explain **methods of fixing** beads and trims
 5.5 explain why expanded metal lath is fixed to cover wall plates in interior work.

Range
<p>Process Sheet-up area, clean off background, test suction, control suction, providing key.</p> <p>Sequence of operations Designated area, protect the work and surrounding area, correctly mix plasters.</p> <p>Methods Fixing expanded metal lath (EML), pricking/dubbing coat, Scratch coat and key first coat, floating coat, broad screed method, plumb and dot), freehand method, setting coat.</p> <p>Methods of fixing Galvanised fixings, direct bond with dabs</p>

Learning outcome
The learner will: 6. be able to apply one, two and three-coat plastering to interior backgrounds.
Assessment criteria
The learner can: 6.1 prepare backgrounds high and low suction 6.2 install expanded metal lath (EML) in narrow strips 6.3 mix plastering materials 6.4 apply and finish one, two and three-coat work to solid and applied backgrounds 6.5 form external angles using pre-formed beads and trims 6.6 form external angles without pre-formed beads and trims (hard angles) 6.7 use correct access equipment for work 6.8 follow current environmental and relevant health and safety legislation.

Range
<p>Prepare Clean off, check suction, damp/bonding agent.</p> <p>Install Wall plate/timber members, weak points.</p> <p>Applied backgrounds To include window reveals and soffits</p> <p>Form (AC6.5) Galvanised fixings, clout nails, board screws, adhesive.</p>

Form (AC6.6)

Form hard ariss, straight edge.

Unit 222

Fix dry lining and plasterboards to interiors

Level:	5
Credit value:	9
Aim:	The purpose of this unit is to develop a plasterer's techniques and skills for fixing dry lining and plasterboards to interior surfaces.

Learning outcome
The learner will: 1. understand how to interpret information for fixing dry lining and plasterboards.
Assessment criteria
The learner can: 1.1 explain the purpose of specifications 1.2 describe different types of drawings 1.3 explain the purpose of schedules for materials 1.4 calculate quantities of materials.

Range
Types Block plan, assembly drawing, site plan, detailed drawing.

Learning outcome
The learner will: 2. be able to interpret information from drawings and specifications for fixing dry lining and plasterboards.
Assessment criteria
The learner can: 2.1 check information relating to drawings and specifications 2.2 comply with specifications and schedules 2.3 interpret manufacturers' information relating to fixing dry lining and plasterboards 2.4 report discrepancies to authorised personnel.

Range
Drawings and specifications Manufacturing specification, data sheets,

Specifications and schedules

Drawings, verbal instruction.

Manufacturers' information

Manufacturers' specification, data sheets.

Learning outcome

The learner will:

3. understand how to select materials and components for fixing dry lining and plasterboards.

Assessment criteria

The learner can:

- 3.1 explain the different **methods** of fixing dry lining and plasterboards
- 3.2 describe the **importance** of using the correct type and sizes of sheet materials
- 3.3 describe **materials** for:
 - fixing
 - jointing
 - taping
 - finishing
 - sealing
- 3.4 describe the **benefits** of power and hand tools
- 3.5 explain the **reasons** for choices of mechanical fixings.

Range**Methods**

Nails, screws, direct bond.

Importance

Minimise waste, speed, strength, insulation, acoustic, fire, moisture.

Materials

Screws, adhesive/bonding compound, paper tape, filler, intumescent sealant, mastic.

Benefits

Speed, precision.

Reasons

Reduce movement, strength, speed, type of background.

Learning outcome
The learner will: 4. be able to select materials and components for fixing dry lining and plasterboards.
Assessment criteria
The learner can: 4.1 interpret information from specifications and drawings 4.2 select materials and components for fixing dry lining and plasterboards 4.3 select tools and equipment for fixing dry lining and plasterboards 4.4 select correct access equipment for work 4.5 report discrepancies to authorised personnel.

Range
Information Manufacturers' specifications, data sheets, delivery notes.
Materials Plasterboard, tapered edge, square edge.
Components Galvanised fixings, beads, dry-wall screws.
Tools and equipment Hawk, plasterers trowel, brushes, gauging trowel, featheredge rule, box rule, spirit levels, plumb bob, podger/plasterers wheel, whisk/paddle, claw hammer, snips, sponge, spatula, foot lifter, pad saw, knife, rasp, tape measure.

Learning outcome
The learner will: 5. understand how to fix dry lining and plasterboards.
Assessment criteria
The learner can: 5.1 describe the process of planning work 5.2 explain methods of scrimming and taping joints 5.3 describe the purpose of maintaining in-line level and plumb 5.4 explain methods of protecting the surrounding environment.

Range
<p>Process</p> <p>Drawings and specifications, starting point, setting out, in-line fixing staggering joints, product data, centres, taping and finishing joints.</p> <p>Methods (AC5.2)</p> <ul style="list-style-type: none"> • scrimming –self-adhesive scrim • taping – paper. <p>Methods (AC5.4)</p> <p>Sheet-up area, fix barriers, apply signage, local exhaust ventilation (LEV).</p>

Learning outcome
<p>The learner will:</p> <p>6. be able to fix dry lining and plasterboards.</p>
Assessment criteria
<p>The learner can:</p> <p>6.1 apply dry lining using adhesive compounds to vertical backgrounds</p> <p>6.2 fix plasterboards using mechanical fixings to vertical and horizontal backgrounds</p> <p>6.3 form joints by hand or mechanically</p> <p>6.4 form perimeter seal and external angle to boards</p> <p>6.5 protect the surrounding environment</p> <p>6.6 use correct access equipment for work</p> <p>6.7 follow current environmental and relevant health and safety legislation.</p>

Unit 223

Laying sand and cement screeds

Level:	5
Credit value:	9
Aim:	The purpose of this unit is to develop a plasterer's techniques and skills for laying sand and cement screeds

Learning outcome
The learner will: 1. understand how to interpret information for laying sand and cement screeds.
Assessment criteria
The learner can: 1.1 explain the purpose of specifications 1.2 describe different types of drawings 1.3 explain the purpose of schedules for materials 1.4 calculate quantities of materials.

Range
Types Block plan, assembly drawing, site plan, detailed drawing.
Calculate Volume, ratios.

Learning outcome
The learner will: 2. be able to interpret information from drawings and specifications for laying sand and cement screeds.
Assessment criteria
The learner can: 2.1 check information relating to drawings and specifications 2.2 comply with specifications and schedules 2.3 interpret manufacturers' information relating to laying sand and cement screeds 2.4 report discrepancies to authorised personnel 2.5 follow current environmental and relevant health and safety legislation.

Range

Drawings and specifications

Manufacturing specification, data sheets

Specifications and schedules

Drawings, verbal instruction.

Manufacturers' information

Manufacturer's specification, data sheets.

Learning outcome

The learner will:

3. know how to select materials and components for laying sand and cement screeds.

Assessment criteria

The learner can:

- 3.1 describe **components and equipment** used for floor screeding
- 3.2 describe **types of materials** used in floor screeding.

Range**Components and equipment**

Spirit level, water level, laser level, shovel, buckets, mixer, trowel, float, damp-proof – liquid/physical, insulating materials.

Types of materials

Semi-dry mix, pre-mix, ready-mix, expansion joints, DPM, Visquene, rigid insulation, blinding, slip layer, self leveling compound

Learning outcome

The learner will:

4. be able to select materials and components to lay sand and cement screeds.

Assessment criteria

The learner can:

- 4.1 interpret **information** from specifications and drawings
- 4.2 select **materials** for laying sand and cement screeds
- 4.3 select **tools and equipment** for laying sand and cement screeds
- 4.4 report discrepancies to authorised personnel
- 4.5 follow current environmental and relevant health and safety legislation.

Range
<p>Information Manufacturers' specifications, data sheets, delivery notes.</p> <p>Materials Aggregates, fibres/binders, cement, bonding agents/adhesives</p> <p>Tools and equipment Trowel, float, brushes, gauging trowel, featheredge rule, box rule, spirit levels, laser level, snips, knife.</p>

Learning outcome
The learner will: 5. understand how to lay sand and cement screeds.
Assessment criteria
The learner can: 5.1 describe the preparatory work for laying sand and cement screeds 5.2 describe methods of gauging and mixing materials to correct consistency 5.3 describe the effects of incorrect gauging of screeding materials 5.4 identify methods of laying battens and screeds to levels and falls 5.5 explain the purpose of compacting and finishing screeds 5.6 describe the process of curing screeds.

Range
<p>Preparatory work Cleaning (removing laitance/dust), damping down, grout, bonding agents, providing a mechanical key.</p> <p>Methods (AC5.2) Weight, buckets, cement mixer, shovel, the importance of correct ratio.</p> <p>Effects Poor strength, poor workability, adhesion, dusting, contamination, poor consistency.</p> <p>Methods (AC5.4) Dots, screeds, setting out falls.</p> <p>Purpose Strength, density, open and closed face finish.</p> <p>Process Time/programming of work, protecting/covering, keeping damp/moisture control.</p>

Learning outcome
The learner will: 6. be able to lay sand and cement screeds.
Assessment criteria
The learner can: 6.1 prepare background areas (sub-floors) 6.2 set up battens and screeds 6.3 set up for levels and falls using water levels and laser levels 6.4 correctly gauge and mix the materials to the required consistency 6.5 lay and finish floor screeds to levels and falls 6.6 maintain tools and equipment 6.7 follow current environmental and relevant health and safety legislation.

Unit 224

Applying plastering materials to external backgrounds

Level:	5
Credit value:	10
Aim:	The purpose of this unit is to develop a plasterer's techniques and skills for applying a variety of plastering materials to external backgrounds

Learning outcome
The learner will: 1. understand how to interpret information for external work.
Assessment criteria
The learner can: 1.1 explain the purpose of specifications 1.2 describe different types of drawings 1.3 calculate quantities of materials.

Range
Types Block plan, assembly drawing, site plan, detailed drawing.
Calculate Areas, volume, linear.

Learning outcome
The learner will: 2. be able to interpret information for external work.
Assessment criteria
The learner can: 2.1 check information relating to drawings and specifications 2.2 comply with specifications for external work 2.3 interpret manufacturers' information relating to external plasterwork 2.4 report discrepancies to authorised personnel.

Range
Drawings and specifications Manufacturing specification, data sheets

Specifications

Drawings, verbal instruction.

Manufacturers' information

Manufacturers' specification, data sheets.

Learning outcome

The learner will:

3. understand how to select materials, tools and equipment for external work.

Assessment criteria

The learner can:

- 3.1 explain the **effects** of using out-of-date cement
- 3.2 identify **methods** of storing cement
- 3.3 state the **importance** of ensuring the compatibility of backgrounds and rendering coat
- 3.4 describe the limitations of different types of **materials**
- 3.5 describe different **types** of sand used for external rendering
- 3.6 describe the different types of **additives**
- 3.7 state different **types** of trims and beads
- 3.8 identify **tools and equipment** required for external rendering.

Range**Effects**

Breakdown of material, poor strength, lumps, quality of finish, poor binding, adhesion.

Methods

Undercover, off the ground, stock rotation, safe height.

Importance

Drying/setting times, corrosion, cracking, adhesion, preparation.

Materials

- sand – needs binder
- cement – needs aggregate, shelf life
- hydrated lime – not as strong as cement
- plasticisers – can weaken material, poor shelf life
- galvanised metal – rusting.

Types (AC 3.5)

River sand, pit sand, coarse/sharp sand, silver sand

Additives

Water-proofers, plasticisers, bonding agents, frost-proofers, neutralisers/inhibitors, biocidal wash

Types

Bell cast, render stop, external angle bead, expansion joint bead.

Tools and equipment

Float, plumb rule, featheredge, Darby, scratcher, level, mixer, access equipment, snips.

Learning outcome

The learner will:

4. be able to select and prepare equipment and materials for external work.

Assessment criteria

The learner can:

- 4.1 select **materials** for external work
- 4.2 comply with specifications for external work
- 4.3 select **hand tools**
- 4.4 check for suitable **access equipment** for the work
- 4.5 follow current environmental and relevant health and safety legislation.

Range

Materials

Sand, cement, bell beads, angle beads, stop beads, expansion joint beads, additives, bonding agents, hydrated lime, Ordinary Portland Cement (OPC).

Hand tools

Hawk, trowel, brush, float, plumb rule, featheredge rule, Darby, gauging trowel, scratcher, level, mixer, access equipment, claw hammer, snips.

Access equipment

Scaffold, ladders, hop ups, trestles.

Learning outcome

The learner will:

5. understand how to apply render to external backgrounds.

Assessment criteria

The learner can:

- 5.1 describe the **process** of preparing background surfaces
- 5.2 list the **sequence of operations** for mixing external rendering materials
- 5.3 describe **methods** of applying two-coat rendering to external backgrounds
- 5.4 explain how to fix:
 - bell beads
 - trims
 - EML strips
- 5.5 explain how to **form** external angles and bells without pre-formed beads and trims
- 5.6 describe the **importance** of bell casts or render stops
- 5.7 explain the **importance** of compatibility between backgrounds and render to be applied.

Range**Process**

Sheet-up area, fix barriers, apply signage, clean off background, test suction, control suction, providing key, bonding agent.

Sequence of operations

Designated area, protect the work and surrounding area, correctly mix renders.

Methods

Scratch coat, floating coat.

Form

Straight edges, battens, nails, featheredge, level.

Importance (AC5.6)

- repel water – bell cast
- segregation of work – stop bead
- expansion – expansion bead
- strengthen – angle bead.

Importance (AC5.7)

Adhesion, bond, strength, preparation.

Learning outcome

The learner will:

6. be able to apply two coat rendering to external backgrounds.

Assessment criteria

The learner can:

- 6.1 **prepare backgrounds** high and low suction
- 6.2 mix rendering materials
- 6.3 **fix** pre-formed bell beads and trims
- 6.4 **form external angles** without pre-formed beads and trims
- 6.5 apply and **finish** two coat work to external backgrounds
- 6.6 use correct access equipment for the work
- 6.7 follow current environmental and relevant health and safety legislation.

Range**Prepare backgrounds**

Clean off, check suction, damp/bonding agent.

Fix

Galvanised nails, straight edged, level.

EML

Weak points, timber member.

Form external angles

Form hard ariss, battens, straight edge, nails, featheredge, level.

Finish

Plain faced finish, scratch render finish (scraped texture)

Unit 225

Produce reverse moulds for fibrous work

Level:	5
Credit value:	9
Aim:	The purpose of this unit is to develop a plasterer's techniques and skills for producing reverse moulds

Learning outcome
The learner will: 1. understand how to interpret information for producing reverse moulds.
Assessment criteria
The learner can: 1.1 explain the purpose of specifications 1.2 describe different types of drawings 1.3 explain the purpose of schedules for materials 1.4 calculate quantities of materials.

Range
Types of drawings Layout, block plan, as-built drawings from squeeze moulds/existing, geometrical setting out of moulding outlines, panel, cornice, beam case, plain-face slab
Calculate Areas, volume, linear

Learning outcome
The learner will: 2. be able to interpret information for producing reverse moulds.
Assessment criteria
The learner can: 2.1 check information relating to drawings and specifications 2.2 comply with specifications and schedules 2.3 interpret manufacturers' information relating for producing reverse moulds 2.4 report discrepancies to authorised personnel 2.5 follow current environmental and relevant health and safety legislation.

Range
Drawings and specifications Manufacturing specification, data sheets
Specifications and schedules Drawings, verbal instruction.
Manufacturers' information Manufacturers' specification, data sheets.

Learning outcome
The learner will: 3. know how to select materials, components and equipment for producing reverse moulds.
Assessment criteria
The learner can: 3.1 describe components and equipment used for producing reverse moulds 3.2 describe types of materials used in producing reverse moulds.

Range
Components and equipment Running moulds - timber, zinc and nails, flexible moulds hot- and cold-pour compounds, timber bearers, french chalk, release agents/grease, benches, plaster boxes, running rules, busks, small tools, gauging trowels, splash brushes, shellac brushes, mixing bowls/vessels, scrapers
Materials Casting plaster, autoclaved plaster, canvas/laths, plasters, sealants/shellac, retarders/size, core materials

Learning outcome

The learner will:

4. be able to select materials, components and equipment to produce reverse moulds.

Assessment criteria

The learner can:

- 4.1 interpret **information** from specifications and drawings
- 4.2 select **materials** to produce reverse moulds
- 4.3 select **tools and equipment** to produce reverse moulds
- 4.4 report discrepancies to authorised personnel
- 4.5 follow current environmental and relevant health and safety legislation.

Range**Information**

Manufacturers' specifications, data sheets, delivery notes.

Materials

Running moulds: timber, zinc, wood glue

Reverse moulds: Casting plaster, autoclaved plaster, canvas/laths, plasters, sealants/shellac, retarders/size.

Tools and equipment

Running mould: files, tin snips, coping saw, tenon saw, sandpaper, hammer, screwdriver

Reverse mould: Busks, small tools, gauging trowels, splash brushes, shellac brushes, scrapers, knives, scissors.

Learning outcome

The learner will:

5. know how to produce reverse moulds.

Assessment criteria

The learner can:

- 5.1 identify the **types of reverse moulds**
- 5.2 describe **methods** of making reverse moulds
- 5.3 name the **types of reinforcements**
- 5.4 explain the reason for sealing and seasoning models and moulds.

Range
<p>Types of reverse moulds Plain reverse moulds, loose piece moulds, waste moulds, insertion moulds to form panel, cornice and beam case, hot and cold pour</p> <p>Methods Preparation (including construction of running mould), muffling, running, mixing, pouring, forming</p> <p>Types of reinforcements Wads, ropes, laths, canvas, fibre-glass</p>

Learning outcome
The learner will: 6. be able to produce reverse moulds.
Assessment criteria
The learner can: 6.1 produce running moulds and form reverse 6.2 gauge and mix casting plasters 6.3 apply casting plasters 6.4 position casts for drying and storage 6.5 follow current environmental and relevant health and safety legislation.

Unit 226

Casting and fixing fibrous plasterwork

Level:	5
Credit value:	10
Aim:	The purpose of this unit is to develop a plasterer's techniques and skills for casting and fixing fibrous plasterwork

Learning outcome
The learner will: 1. understand how to interpret information to cast and fix fibrous plasterwork.
Assessment criteria
The learner can: 1.1 explain the purpose of specifications 1.2 describe different types of drawings 1.3 explain the purpose of schedules for materials 1.4 calculate quantities of materials.

Range
Purpose (AC1.1) Details of work.
Types Block plan, assembly drawing, site plan, detailed drawing.
Purpose (AC1.3) Identify suitable material.
Calculate Areas, volume, linear.

Learning outcome

The learner will:

2. be able to interpret information to cast and fix fibrous plasterwork.

Assessment criteria

The learner can:

- 2.1 check information relating to **drawings and specifications**
- 2.2 comply with **specifications and schedules**
- 2.3 interpret **manufacturers' information** relating to casting and fixing fibrous plasterwork
- 2.4 report discrepancies to authorised personnel
- 2.5 follow current environmental and relevant health and safety legislation.

Range**Drawings and specifications**

Manufacturing specification, data sheets

Specifications and schedules

Drawings, verbal instruction.

Manufacturers' information

Manufacturers' specification, data sheets.

Learning outcome

The learner will:

3. know how to select materials, components and equipment to cast and fix fibrous plasterwork.

Assessment criteria

The learner can:

- 3.1 describe **components and equipment** used to cast and fix fibrous plasterwork
- 3.2 describe types of materials used to cast and fix fibrous plasterwork.

Range**Components and equipment**

Release agents/grease, shellac/sealants, bench, busks, small tools, scrapers, knives, joint rules, scissors, splash brushes, saw, chalk line, building square, level.

Learning outcome

The learner will:

4. be able to select materials, components and equipment to cast and fix plasterwork.

Assessment criteria

The learner can:

- 4.1 interpret **information** from specifications and drawings
- 4.2 select **materials** to cast and fix plasterwork
- 4.3 select **tools and equipment** to cast and fix plasterwork
- 4.4 report discrepancies to authorised personnel
- 4.5 follow current environmental and relevant health and safety legislation.

Range**Information**

Manufacturers' specifications, data sheets, delivery notes.

Materials

Casting plaster, canvas/laths, plasters, sealants/shellac, retarders/size, release agents.

Tools and equipment

Busks, small tools, gauging trowels, splash brushes, shellac brushes, scrapers, knives, scissors, joint rules, handsaw, mitre box.

Learning outcome

The learner will:

5. understand how to cast fibrous plasterwork.

Assessment criteria

The learner can:

- 5.1 identify types of **reverse moulds**
- 5.2 identify the types of **release agents** used for casting fibrous plasterwork
- 5.3 explain the purpose of **reinforcement** in casting fibrous plasterwork
- 5.4 explain the purpose of **release agents** for casting fibrous plasterwork
- 5.5 explain the use of **firstings and seconds**
- 5.6 identify methods of **storing and curing**.

Range
<p>Reverse moulds Flexible – hot and cold pour Solid – run reverse, piece mould, panel moulds.</p> <p>Release agents (AC5.2) Wax based, petroleum jelly (used in cold pour moulds), tallow.</p> <p>Reinforcement Strength, fixing, maintain shape, flexibility, reduce weight.</p> <p>Release agents (AC5.4) Good finish, avoid adhesion, protect the reverse.</p> <p>Firstings and seconds Reinforcement added / strength, quality/standard of finish, thickness, retarders.</p> <p>Storing and curing Storage area, storage conditions (temperature/humidity), weighting (tying down), logistics (pairs).</p>

Learning outcome
The learner will: 6. be able to cast fibrous plasterwork.
Assessment criteria
The learner can: 6.1 prepare reverse moulds 6.2 cut reinforcement and canvas 6.3 gauge and mix materials 6.4 apply materials and reinforcement 6.5 position casts for drying and storage 6.6 follow current environmental and relevant health and safety legislation.

Range
<p>Reverse moulds Grease, wax, silicone, French chalk.</p>

Learning outcome
The learner will: 7. understand how to fix and finish fibrous plasterwork.
Assessment criteria
The learner can: 7.1 describe the different types of fibrous plasterwork 7.2 describe the different methods of fixing fibrous plasterwork 7.3 identify tools and equipment for fixing and finishing 7.4 describe the importance of preparing fixing points 7.5 state the purpose of checking backgrounds 7.6 explain the importance of aligning.

Range
Fibrous plasterwork Fibrous slabs, dados, friezes, skirtings, architrave, ceiling centers, niches, cornices.
Methods Screw, nail, adhesive, bolts, plugs, wire, wad, rebates.
Tools and equipment Measuring tape, level, square, saw, drill, cordless screwdriver, gauging trowel, claw hammer, mixing bowls, busk, small tools, nails, screws, mitre box, chalk line.
Importance (AC7.4) Stability, secure, reducing cracking, centres, strength, timber noggins, projection, depth.
Purpose Control of suction, adhesion, reducing cracking.
Importance (AC7.6) Quality of finish and appearance, level and plumb, datum points.

Learning outcome
The learner will: 8. be able to fix and finish fibrous plasterwork.
Assessment criteria
The learner can: 8.1 prepare materials for fixing and finishing 8.2 select tools and equipment for fixing and finishing 8.3 pre-drill pilot holes for fixing fibrous plaster to prepared points 8.4 position and secure fibrous casts 8.5 make good and finish 8.6 use correct access equipment for work

8.7 follow current environmental and relevant health and safety legislation.

Range

Fixing

Screw, nail, adhesives.

Tools and equipment

Measuring tape, level, square, saw, mitre box, chalk line, drill, cordless screwdriver, busk, joint rule, small tools, gauging trowel, mixing bowls, nails, screws, claw hammer.



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.

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www.cityandguilds.com

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

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