

# Unit 24: Developing Plastering Skills

**Unit reference number:** T/502/7473

**QCF level:** 1

**Credit value:** 4

**Guided learning hours:** 40

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## Unit aim

This unit introduces learners to the hand tools, materials and personal protective equipment (PPE) used in plastering, and offers them opportunities to develop the skills needed to apply basic plastering finishes.

## Unit introduction

Emphasis is placed on the correct selection and safe use of the appropriate tools and equipment required to carry out basic plastering processes.

Learners will be given the opportunity to practise the plastering techniques used to apply basic plastering finishes, and to use these techniques to apply 2-coat plaster to a 3m<sup>2</sup> solid background in an acceptable time.

Although learners will work independently when applying the finishing coat and coving, they will also function as effective members of a team by contributing to the maintenance of a clean and tidy workshop, and by working responsibly with others.

When preparing for work in the construction industry it is important that learners are able to seek and respond to guidance from colleagues and tutors during the learning process. This unit will help learners to develop an understanding of the personal qualities that are valued by employers.

It is assumed that learners will either have successfully completed unit 10 *Health and Safety and Welfare in Construction* before starting this unit, or that they will be studying the unit alongside this one, using an integrated delivery and assessment approach.

## Essential resources

Learners will require access to hand tools and materials of a nature and standard typical of a proper work environment. The learning environment must be a safe place of work, with adequate space for spot boards and the safe application of 2-coat plastering models, adequate washing facilities for the removal of plaster from exposed skin, access to first-aid facilities and storage of PPE.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the hand tools used in basic plastering processes	1.1	Describe appropriate hand tools to be used in basic plastering processes	<ul style="list-style-type: none"> <li>□ <i>Hand tools:</i> e.g. laying trowel, hawk, hand brush, gauging trowel, comb scratcher, plastic/wooden float, claw hammer, craft knife</li> </ul>
2	Know the materials used in basic plastering processes	2.1	Describe appropriate materials to be used in basic plastering processes	<ul style="list-style-type: none"> <li>□ <i>Materials:</i> mortars, plasters and plasterboards</li> </ul>
3	Know the personal protective equipment (PPE) used in plastering processes	3.1	Describe appropriate PPE to be used in basic plastering processes	<ul style="list-style-type: none"> <li>□ <i>Personal protective equipment:</i> hard hat; eye protection; safety boots; high-visibility jacket; hand barrier cream</li> <li>□ <i>Basic plastering processes:</i> mix undercoat and apply to 3m<sup>2</sup> solid background using dot and screed method-apply finishing coat to previously keyed background</li> </ul>
4	Be able to apply safe working practices to mix and apply 2-coat plaster to a 3m <sup>2</sup> solid background	4.1	Select and use hand tools safely to apply 2-coat plaster to a 3m <sup>2</sup> solid background in an acceptable time	<ul style="list-style-type: none"> <li>□ <i>Safe working practices:</i> compliance with advice and guidance given; safe maintenance, use and storage of tools and equipment</li> <li>□ <i>2-coat plastering:</i> apply suitable undercoat plaster to a 3m<sup>2</sup> using dot and screed method and apply finishing coat to previously keyed undercoat</li> </ul>
5	Be able to work responsibly with others	5.1	Maintain a clean and tidy work environment	<ul style="list-style-type: none"> <li>□ <i>Behaviour:</i> e.g. responsibility, recognition of strengths and skills of self and other team members, cooperation, tidying 'as you go'</li> </ul>
		5.2	Work responsibly in the workshop	

Learning outcomes	Assessment criteria		Unit amplification
6 Be able to seek and respond to guidance when working as part of a team	6.1	Follow instructions when working with others	<ul style="list-style-type: none"> <li>□ <i>Attitudes:</i> e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions</li> </ul>
	6.2	Communicate appropriately with others	

## Information for tutors

### Delivery

This unit will give learners their first experience of the practical skills associated with the application of plaster coats, together with the knowledge required to underpin these practical skills. Learners must be allowed considerable opportunity to develop their knowledge and practical skills and this should be facilitated through extensive use of supervised practical workshop activities, allied to group teaching and demonstrations of the tools, equipment, materials, techniques and PPE involved.

Learners and tutors are encouraged to view the unit as a 'taster', in that it gives the learner an opportunity to experience the type of work involved in plastering.

All construction craft tasks are problems to be solved (often in three dimensions) with available tools and materials and within a given timescale. The solutions to the problems are the conventional techniques, methods and procedures that craftspeople have developed to address the work they face on a daily basis.

Learners will need to discuss the materials, tools, equipment, PPE and techniques to be used with a responsible and competent person and should respond positively to any advice given. They should then select the tools, equipment, materials and PPE appropriate for the task in hand, and use these to produce the specified plastering task.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Learning outcomes

Know the hand tools used in basic plastering processes.

Whole-class, tutor-led discussion about hand tools. Individual work on tool identification sheets. Requisition tools from store.

Know the materials used in basic plastering processes.

Site visit. Presentation from qualified working plasterer. Trip to builders' merchant.

Know the personal protective equipment (PPE) used in basic plastering processes.

Whole-class, tutor-led discussion about PPE, when and where it is necessary and how it works.

Individual work on PPE identification sheets. Learners complete requisition sheets to obtain PPE from store. Learners given opportunities to select and wear the full range of PPE used in solid plastering.

Be able to apply safe working practices to mix and apply 2-coat plaster to a solid background.

The hand-to-eye motor skills associated with plastering are best taught by the tutor demonstrating the skills required, followed by the learners practising the skills. The tutor should monitor learners as they practise their skills and provide guidance and advice, and correction or praise, as appropriate.

Assessment—two hours for learners to demonstrate knowledge of the hand tools, materials and PPE to be used in the practical assessment task. Evidence of selection or de-selection of each required.

This can be achieved by completion of in-house requisition forms or similar. Four hours to demonstrate use of safe working practices to apply the plaster to the 3m<sup>2</sup> solid background.

## Learning outcomes

Be able to work responsibly with others.

Use of health and safety videos/DVDs to demonstrate the dangers of a dirty and untidy workplace. Discussion of important role played by on-site personnel behaving in a cooperative and responsible manner. Practical demonstration of how to keep work areas tidy. Constant encouragement from tutors to 'tidy as you go' during practical plastering sessions.

Be able to seek and respond to guidance when working as part of a team.

Tutors should encourage learners to ask questions about their work. This could be prompted by tutors asking learners to explain what they are doing, and why they are doing it, or to name a tool or an item of PPE as they work. Learners should be aware that their attitude, and the nature of their responses to any advice provided, will comprise part of the evidence required to achieve the unit. This requires no formal allocation of time and should occur during practice and assessment.

## Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally related practical experiences with tasks specifically designed with the assessment criteria in mind. Many of the assessment criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would require observation records and/or witness statements.

Centres may use any assessment method that suits the needs of their learners, but it would be best to integrate several assessment criteria into a single piece of evidence. For example, one activity covering assessment criteria 1.1, 2.1 and 3.1 could focus on the correct selection of the tools, materials and PPE required to complete the plastering task, while a second activity covering 4.1, 5.1, 5.2, 6.1 and 6.2 could focus on the completion of the practical solid plastering task.

For 1.1, learners must list and describe commonly used hand tools. This will be evidenced most clearly by completion of appropriate requisition orders.

For 2.1, learners must list and describe the correct materials to be used to complete the plastering task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 3.1, learners must list and describe the appropriate PPE to be worn or used when completing the plastering task. This will be evidenced most clearly by completion of appropriate requisition orders.

For 4.1, learners must be able to select and use tools, materials and PPE to apply 2-coat plaster to a 3m<sup>2</sup> solid background to the following specification: mix undercoat and apply to 3m<sup>2</sup> solid background using dot and screed method. Apply finishing coat to previously keyed background when undercoat has had sufficient time to solidify (total time allowed for practical element – four hours). It is anticipated that considerable guidance will be given to learners. Photographs, observation records and witness statements could be provided as evidence.

For 5.1 and 5.2, learners must maintain a clean and tidy workspace and work responsibly with others. Learners should be aware of any hazards associated with the practical tasks they perform but they need not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For 6.1 and 6.2, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting on the guidance received. They should communicate appropriately with tutors and other learners at all times. The evidence could take the form of a witness statement.

### **Suggested resources**

#### **Books**

Brett P – *A Building Craft Foundation: Levels 1 & 2* (3rd Revised Edition, Nelson Thornes, 2007) ISBN 9780748781843

Plastering – *NVQ and Technical Certificate Level 2* (Heinemann, 2007) ISBN 9780435449452

#### **Websites**

[www.ciob.org.uk](http://www.ciob.org.uk)

[www.citb.org.uk](http://www.citb.org.uk)

[www.hse.gov.uk](http://www.hse.gov.uk)

[www.iosh.co.uk](http://www.iosh.co.uk)

[www.rospa.co.uk](http://www.rospa.co.uk)

[www.rtpi.org.uk](http://www.rtpi.org.uk)