City & Guilds Level 3 Diploma in Plastering (6708-33)

Version 4.4 (September 2024)

Qualification Handbook

Qualification at a glance

Subject area	Building and construction
City & Guilds number	6708
Age group approved	16-18, 19+
Entry requirements	None
Assessment	Online multiple choice, assignment, multiple choice,
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Assessor guidance, practical task manual
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 3 Diploma in Plastering	6708-33	601/1001/6	473	510

Version and date	Change detail	Section
2.0 September 2013	Unit 315 assessment criteria 7.1 – 'five orders of architecture' added to the range.	Units
3.0 October 2013	Glossary of terms added	Units
4.0 January 2014	Entry requirement information added	Centre requirements
4.1 July 2014	Centre staffing amended	Centre requirements
4.2 December 2015	Updated range for LO 1, 3 and 4 in unit 201	Units
4.3 August 2017	Added TQT details	Qualification at a Glance, Structure
	Deleted QCF	Appendix 1
4.4 September 2024	Handbook reviewed. Quality assurance, access statements, and test conditions updated.	Throughout

Contents

Introduction

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

Area	Description
Who is the qualification for?	This qualification is for or candidates who work or want to work as a Plasterer in the construction sector.
What does the qualification cover?	This qualification allows candidates to learn, develop and practice the skills required for employment and/or career progression in Plastering. It covers the following skills: • Running in-situ moulds • Applying plastering materials to detailed interiors • Applying plastering materials to detailed exteriors • Producing reverse moulds for detailed fibrous plaster and cement casting • Producing and fixing detailed fibrous plaster and cement casts
What opportunities for progression are there?	The qualification enables candidates to progress into employment or the following City & Guilds qualifications: • 6573 Level 3 NVQ in Plastering • 6576 Level 3 NVQ Occupational Work Supervision • 6577 Level 4 NVQ Site Supervision • 8611 ILM Level 3 Award, Certificate or Diploma in Leadership and Management Practice for the Construction and Built Environment Sector.

Area	Description
Who did we develop the qualification with?	The units in this qualification are endorsed by Construction Skills, the Sector Skills Council for the construction industry.
Is it part of an apprenticeship framework or initiative?	The qualification forms the technical certificate for the Construction Building Apprenticeship Framework.

Structure

To achieve the **Level 3 Diploma in Plastering (6708-33)**, learners must achieve **51** credits, **26** from the mandatory units and **25** credits from optional group A **or** from optional group B.

City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory:			
201/601	Health, safety and welfare in construction	7	70
301/701	Principles of organising, planning and pricing construction work	7	67
311	Running in-situ moulds	12	106
Optional group A:			
312	Applying plastering materials to detailed interiors	12	112
313	Applying plastering materials to detailed exteriors	13	122
Optional group B:			
314	Producing reverse moulds for detailed fibrous plaster and cement casting	12	108
315	Producing and fixing detailed fibrous plaster and cement casts	13	122

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 3 Diploma in Plastering (6708-33)	473	510

Centre requirements

Approval

Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

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) 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 these qualifications. However, we encourage trainers and assessors to qualify to the current TAQA standard.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the What is CASS? and Quality Assurance Standards documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, learners are advised to take the Level 1 and Level 2 Diplomas in order to ensure they have the right skills and knowledge for Level 3. Alternatively, the learner should provide evidence of significant industry experience, at the centres discretion.

Age restrictions

This qualification is approved for learners aged 16 or above.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

Equality legislation requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments and access arrangements - when and how applications need to be made to City & Guilds. For more information documents are available on the City & Guilds website.

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.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

Inclusion and diversity | City & Guilds (cityandguilds.com)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

Our Pathway to Net Zero | City & Guilds (cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessor guidance	www.cityandguilds.com
Practical task manual	www.cityandguilds.com

Assessment

Assessment of the qualification

Candidates must:

- successfully complete 2 online multiple choice test papers (mandatory units 201 and 301), (mandatory units 201 and 301), or 2 on-demand externally marked multiple choice paper (mandatory units 601 and 701).
- successfully complete 1 assignment (practical task) and 1 multiple choice test for each optional unit chosen from either Group A (311 and 312) or Group B (313 and 314).

Assessment types			
Unit	**Title**	**Assessment method**	**Where to obtain assessment materials**
201/601	Health, safety and welfare in construction	Online multiple choice or on-demand externally marked multiple choice paper. The test covers all the knowledge in the Unit	**www.cityandguilds.com**
301/701	Principles of organising, planning and pricing construction work	Online multiple choice or on-demand externally marked multiple choice paper. The test covers all the knowledge in the Units	**www.cityandguilds.com**
311	Running in-situ moulds	Assignment (practical task) Multiple choice (end of unit knowledge test)	**www.cityandguilds.com**
312	Applying plastering materials to detailed interiors	Assignment (practical task) Multiple choice (end of unit knowledge test)	**www.cityandguilds.com**
313	Applying plastering materials to detailed exteriors	Assignment (practical task) Multiple choice (end of unit knowledge test)	**www.cityandguilds.com**

314	Producing reverse moulds for detailed fibrous plaster and cement casting	Assignment (practical task) Multiple choice (end of unit knowledge test)	**www.cityandguilds.com**
315	Producing and fixing detailed fibrous plaster and cement casts	Assignment (practical task) Multiple choice (end of unit knowledge test)	**www.cityandguilds.com**

Assessment strategy

City & Guilds has written the following assignments to use with this qualification:

- evolve multiple choice tests to be delivered on-screen (201/601, 301/701)
- live assignments (practical tasks) that can be downloaded from the City & Guilds website (311, 312, 313, 314, 315)
- live multiple choice tests (end of unit knowledge tests) that can be downloaded from the City & Guilds website (311, 312, 313, 314, 315)

Evolve multiple choice tests are externally set, externally marked exams, scheduled and delivered by the centre under invigilated conditions.

Live assessments downloaded from the City & Guilds website, ie end of unit knowledge tests and practical tasks, are set by City & Guilds and administered by the centre when the candidate is ready. These assessments should be delivered by the centre under supervised conditions.

Assessments are marked by the centre using the marking guide provided in the relevant assessment materials which are available to download from www.cityandguilds.com. All assessment materials must be held securely by centres and not made available to candidates.

Grading
Some unit assessments may be graded pass/merit/distinction (P/M/D). Grades of merit or distinction are not required to pass the qualification and are not reflected in the final aggregated grade for the qualification, which is Pass or Fail. Where P/M/D grades are provided, these are intended as an record of candidates' achievements for specific tasks that may have exceeded the standard pass criteria .

Time constraints

The following must be applied to the assessment of this qualification:

Candidates must finish their assessment within their period of registration.

Test specifications

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

Test: 1	Duration: 60 minutes		
Unit	**Outcome**	**Number of questions**	**Percentage %**
201/601	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	Duration: 60 minutes		
Unit	**Outcome**	**Number of questions**	**Percentage %**
301/701	1 Understand different types of drawn information in construction	7	17.5
	2 Understand energy efficiency and sustainable materials for construction	8	20
	3 Understand how to estimate quantities and price work for construction	10	25
	4 Understand how to plan work activities for construction	6	15
	5 Understand how to communicate effectively in the workplace	9	22.5
	Total	40	100%

Test: 3	Duration: 40 minutes		
Unit	**Outcome**	**Number of questions**	**Percentage %**
311	1 Understand how to interpret information to form and set out in-situ moulds	6	30
	3 Understand how to prepare for running in-situ moulds	7	35
	5 Understand how to run internal and external in-situ moulds	7	35
	Total	20	100%

Test: 4	Duration: 40 minutes		
Unit	**Outcome**	**Number of questions**	**Percentage %**
312	1 Understand how to interpret information to apply plastering materials to detailed interiors	3	15.8
	3 Understand how to select and prepare materials for detailed interior work	6	31.6
	5 Understand how to apply one, two and three-coat plastering to curved surfaces	6	31.6
	7 Understand how to apply one, two and three-coat plastering to piers and beams	4	21.0
	Total	19	100%

Test: 5	Duration: 40 minutes		
Unit	**Outcome**	**Number of questions**	**Percentage %**
313	1 Understand how to interpret information to apply plastering materials to exteriors	3	15
	3 Understand how to select and prepare materials for detailed exteriors	10	50
	5 Understand how to apply plastering materials to detailed exteriors	7	35
	Total	20	100%

Test: 6	Duration: 30 minutes		
Unit	**Outcome**	**Number of questions**	**Percentage %**
314	1 Understand how to interpret information to produce reverse moulds for detailed fibrous plaster and cement casting	3	20
	3 Understand how to select components, tools, equipment and materials to produce reverse moulds for detailed fibrous plaster and cement casting	6	40
	5 Understand how to produce reverse moulds for detailed fibrous plaster and cement casting	6	40
	Total	15	100%

Test: 7	Duration: 40 minutes		
Unit	**Outcome**	**Number of questions**	**Percentage %**
315	1 Understand how to interpret information to cast and fix detailed fibrous plasterwork	3	14.3
	3 Understand how to select components, tools, equipment and materials to cast and fix detailed fibrous plasterwork	4	19.1
	5 Understand how to cast detailed fibrous plasterwork	7	33.3
	7 Understand how to fix and finish detailed fibrous plasterwork	7	33.3
	Total	21	100%

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- Level
- credit values
- guided learning hours (GLH)
- unit aim
- assessment type
- learning outcomes, which are comprised of a number of assessment criteria
- range statements
- endorsement by a sector or regulatory body.

Guidance for delivery of the units

This qualification comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.
Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Glossary of terms

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

Beam case	A fibrous plaster cast surrounding a beam.
Bracketing	Timber or metal brackets for the running of in-situ cornice.
Capital	Classical decorative feature at the top of a column.
Coffered ceiling	Pattern of sunken square panels on a ceiling.

Beam case	A fibrous plaster cast surrounding a beam.
Cold pour	Consisting of two separate chemicals which when mixed produce a silicone rubber material for producing moulds.
Concave	Curving in or hollowed inward.
Convex	Curving out or bulging outward.
Corbel	Classical decorative bracket used for supporting an arch.
Cornice	The uppermost part of an entablature or decorative moulding at the top of a wall.
Entablature	Classical decorative feature spread horizontally above columns, resting on capitals, made up of architrave, frieze and cornice.
Entasis	Convex curve for aesthetic purposes.
Fluted columns/pilasters	Classical decorative ‘groove’ feature, the number of flutes being determined by the order of architecture.
Frieze	Plain or decorative horizontal part of an entablature between the cornice and architrave.
Gig stick	A timber “arm” fixed to a running mould, for producing circular moulds and arches.
Hot pour	PVC material melted in a machine at high temperature, used for producing moulds.
Loose piece mould	Used when a cornice contains an undercut.
Lunette	An intersecting barrel.
Peg mould	A type of running mould for running on curved rules.
Plasterers oval	An elliptical arch formed from four centres.
Raking	An angle which is neither horizontal or vertical-associated with running in-situ cornice on staircases for example.
Squeeze	A method of obtaining a reverse profile.
Trammel	A piece of equipment, constructed from timber, containing grooves in the form of a cross on which a gig stick runs along to form arches.
Triglyph	Found on a Doric frieze, consisting of a square or rectangular block with vertical grooves or channels.

Unit 201/601 Health, safety and welfare in construction

UAN:	A/504/6719
Level:	2
GLH:	70
Credit Value	7
Assessment type:	Online multiple choice
Endorsement by a sector or regulatory body:	This unit is endorsed by Construction Skills, the Sector Skills Council for the construction industry.
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: 1.1 identify legislation relating to safe handling of materials and equipment 1.2 state procedures for safe lifting and manual handling activities in accordance with guidance and legislation

1.3 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 301/701 Principles of organising, planning and pricing construction work

UAN:	F/504/7029
Level:	3
Credit value:	7
GLH:	67
Relationship to NOS:	This unit has no directly comparable NOS but is underpinned by generic criteria within area specific construction NOS.
Endorsement by a sector or regulatory body:	This unit is endorsed by ConstructionSkills.
Assessment type:	Online multiple choice
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 • organise the building process and communicate the design to work colleagues and others.

Learning outcome

The learner will:

LO1 understand different types of drawn information in construction

Assessment criteria

The learner can:

AC1.1 Compare advantages and disadvantages of computer-aided design (CAD) programs to traditional drawing methods

AC1.2 Explain **information** required to produce orthographic projection drawings
AC1.3 Explain the process and purpose of producing a schedule from a drawing
AC1.4 Explain the **benefits** of isometric projection drawings
AC1.5 Explain **information** required to produce isometric projection drawings.

Range

Information
Room dimensions, heights, width, sizes, heights and positions of walls, doors and window specifications.

Benefits
Pictorial view of an object, assembly or design.
Helps the client, customer, supplier or non-technical person understand how the finished product will look or what is required.

Information (AC1.5)
Isometric axis, positioning and required view of the object, lines or surfaces relative to isometric axis. Object dimensions and scale.

Learning outcome

The learner will:

LO2 Understand energy efficiency and sustainable materials for construction

Assessment criteria

The learner can:

AC2.1 Evaluate the uses of thermally insulated **materials**
AC2.2 Describe construction methods used to insulate against heat loss and gain
AC2.3 Calculate thermal values of **wall construction**
AC2.4 Explain the purpose of an Energy Performance Certificate (EPC)
AC2.5 Describe **sustainable materials** and their use in construction.

Range

Materials
Polyisocyanurate (PIR), expanded polystyrene (EP) fibre glass, mineral wool, double glazing, multi-foil.

Wall construction
Cavity, solid and timber frame.

Sustainable materials
Locally sourced, managed timber (FSC), lime, sheep wool, recycled materials, bamboo, straw, earth, cob.

Learning outcome

The learner will:

LO3 Understand how to estimate quantities and price work for construction

Assessment criteria

The learner can:

AC3.1 Describe how to estimate quantities of construction materials
AC3.2 Describe information required to prepare a materials list using a schedule
AC3.3 Explain the purpose of preferred suppliers lists when ordering materials
AC3.4 Explain the purpose of the Bill of quantities
AC3.5 Explain the purpose of the tendering process
AC3.6 Explain the difference between quoting and estimating
AC3.7 Calculate waste percentages for a construction task
AC3.8 Describe the information required to prepare a **quote**.

Range

Quote
Labour, materials and VAT.

Learning outcome

LO4 Understand how to plan work activities for construction

Assessment criteria

The learner can:

AC4.1 Outline the benefits of planning the sequence of material and labour requirements
AC4.2 Outline advantages and disadvantages of purchasing or hiring plant and equipment
AC4.3 Identify planning methods
AC4.4 Identify information required to produce a gantt chart for a building project.

Range

Material and labour requirements
Programmes of work, stock systems, critical path analysis, lead times, schedules.

Planning methods
Bar, gantt chart, critical path analysis.

Learning outcome

LO5 Understand how to communicate effectively in the workplace

Assessment criteria

The learner can:

AC5.1 Explain the purpose of **site documentation**
AC5.2 Identify information to create an agenda for a meeting
AC5.3 Explain information required to prepare a tool box talk and site induction
AC5.4 Explain the purpose of a site survey and the information required to prepare a defects list
AC5.5 Describe information required to prepare written **communications** to resolve **problems**.

Range

Site documentation

Organisation chart, method statement, risk assessment, manufacturers technical information, delivery notes, variation orders, permits to work, diaries, minutes, memos.

Communication methods

Letters, email, memos.

Problems

Delivery, materials, quality, human resources.

Unit 311 Running in-situ moulds

UAN:	L/505/4209
Level:	3
Credit value:	12
GLH:	106
Endorsement by a sector or regulatory body:	This unit is endorsed by ConstructionSkills
Assessment type:	Assignment, multiple choice
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to form, set out and run in-situ moulds.

Learning outcome

The learner will:

LO1 Understand how to interpret information to form and set out in-situ moulds

Assessment criteria

The learner can:

AC1.1 Explain the purpose of detailed specifications
AC1.2 Describe different types of detailed **drawings**
AC1.3 Describe different types of **repair and conservation work**
AC1.4 Identify types of **calculations** for quantities of materials
AC1.5 Explain the purpose of schedules for materials
AC1.6 Explain the **process** of forming moulds and templates from detailed drawings
AC1.7 Explain the **process** of forming moulds and templates from existing mouldings.

Range

Drawings
Block plan, site plan, elevation, detailed drawing, 1:1/full size, section through.

Repair and conservation work
Repair mouldings, ceiling consolidation.

Calculations
Linear, volume, area, Pi.

Process (1.6)
Forming running moulds.

Process (1.7)
Sample mould/squeeze.

Learning outcome

The learner will:

LO2 Be able to interpret information to form and set out in-situ moulds

Assessment criteria

The learner can:

AC2.1 Interpret information relating to detailed drawings and specifications
AC2.2 Comply with specifications and schedules for forming and setting out in-situ moulds
AC2.3 Interpret manufacturers' information relating to in-situ moulds
AC2.4 Calculate quantities of materials
AC2.5 Form in-situ moulds and templates from detailed drawings
AC2.6 Form in-situ moulds and templates from existing mouldings
AC2.7 Report discrepancies from drawings, specifications and schedules to authorised personnel
AC2.8 Follow current environmental and relevant health and safety legislation.

Learning outcome

The learner will:

LO3 Understand how to prepare for running in-situ moulds

Assessment criteria

The learner can:

AC3.1 Identify types of **Personal Protective Equipment (PPE)** required for running in-situ moulds
AC3.2 Describe **tools** and **access equipment** used for running in-situ moulds
AC3.3 Describe types of **internal and external plastering materials**

AC3.4 Describe methods of fixing running rules
AC3.5 Explain the **process** of preparing to form **curved mouldings** and raking sections
AC3.6 Identify different types of **bracketing**
AC3.7 Describe **methods** of protecting the working area.

Range

Personal Protective Equipment (PPE)
Goggles, gloves, steel toe cap boots, helmet.

Tools
Small tool/leaf tool, gauging trowel, splash brush/brushes, mixing bowls, buckets, joint rule, hawk.

Access Equipment
Hop-up, trestle, tubular scaffolding, tower scaffolding.

Internal and external plastering materials
Plaster, lime putty (hydraulic and non-hydraulic), sand, cement, additives (retarder, water-proofer, plasticiser, frost-proofer).

Process
For curved mouldings:

- setting out
- centre points
- gig stick
- timber template
- trammel
- plasterer's oval
- peg mould.

For raking sections:

- setting out
- profile.

Curved mouldings
Gothic arches, Tudor arches, elliptical, semi-circular, curved cornices.

Bracketing
Scotch, timber, EML (stainless steel, galvanised), suitable fixings.

Methods
Polythene, tarpaulin, barriers, boarding, signage.

Learning outcome

The learner will:

LO4 Be able to prepare for running in-situ moulds

Assessment criteria

The learner can:

AC4.1 Select correct PPE for running in-situ moulds
AC4.2 Select tools and access equipment for running in-situ moulds
AC4.3 Protect the work and surrounding area
AC4.4 Fix, level and position running rules
AC4.5 Mix plastering materials in sequence
AC4.6 ollow current environmental and relevant health and safety legislation.

Learning outcome

The learner will:

LO5 Understand how to run internal and external in-situ moulds

Assessment criteria

The learner can:

AC5.1 Explain the importance of running the core
AC5.2 Describe the process of running the finished profile
AC5.3 Describe the process of producing **short breaks**
AC5.4 Describe the process of forming mitres and returns
AC5.5 Explain the **process** of forming **curved mouldings** and raking sections
AC5.6 Explain the importance of cleaning the work area and removing waste materials.

Range

Short breaks
Stopped returns (run cast).

Process
For curved mouldings:

- template
- muffle
- run core.

For raking sections:

- run finish plaster
- run pieces on bench
- fix in place
- form mitres.

Curved mouldings
Gothic arches, Tudor arches, elliptical, semi-circular.

Learning outcome

The learner will:

LO6 Be able to run in-situ moulds and form joints

Assessment criteria

The learner can:

AC6.1 Produce risk assessments for running in-situ moulds
AC6.2 Form muffle for running core to template
AC6.3 Run finished profiles
AC6.4 Form internal and external mitres and returns
AC6.5 Form curved mouldings
AC6.6 Clean work area and remove waste materials
AC6.7 Follow current environmental and relevant health and safety legislation.

Unit 312 Applying plastering materials to detailed interiors

UAN:	Y/505/6092
Level:	3
Credit value:	12
GLH:	112
Endorsement by a sector or regulatory body:	This unit is endorsed by ConstructionSkills
Assessment type:	Assignment, multiple choice
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to prepare and select equipment and materials for detailed interior work and how to apply one, two and three-coat plastering to curved surfaces.

Learning outcome

The learner will:

LO1 Understand how to interpret information to apply plastering materials to detailed interiors

Assessment criteria

The learner can:

AC1.1 Explain the purpose of detailed specifications
AC1.2 Describe different types of detailed **drawings**
AC1.3 Explain the purpose of schedules for materials
AC1.4 Identify types of **calculations** for quantities of materials.

Range

Drawings

Layout, block plan, as-built drawings, elevation, reflected ceiling plan, detailed drawing.

Calculations
Linear, volume, area, Pi.

Learning outcome

The learner will:

LO2 Be able to interpret information to apply plastering materials to detailed interiors

Assessment criteria

The learner can:

AC2.1 Interpret information relating to drawings and specifications
AC2.2 Comply with specifications and schedules
AC2.3 Interpret manufacturers' data sheets and information relating to applying plastering materials to detailed interiors
AC2.4Calculate quantities of materials
AC2.5 Report discrepancies from drawings, specifications and schedules
AC2.6 Follow current environmental and relevant health and safety legislation.

Learning outcome

The learner will:

LO3 Understand how to select and prepare materials for detailed interior work

Assessment criteria

The learner can:

AC3.1 Explain the **effects** of using out-of-date plasters
AC3.2 Describe the importance of storing interior plasters
AC3.3 Evaluate **materials** used for restoration work
AC3.4 State the importance of ensuring the compatibility of backgrounds and plastering materials
AC3.5 Describe types of **metal lathing**
AC3.6 Describe types of **plasterboard**
AC3.7 Describe the limitations of different types of **materials**.

Range

Effects

Flash set, no set, poor adhesion, poor strength, cost, time, damage to tools and equipment.

Materials

Lime and cement based backing plasters, lime (hydraulic and non-hydraulic), timber laths, fibres (natural and synthetic), aggregates, fixings.

Metal lathing

Rib, diamond, coil, high rib.

Plasterboard

Acoustic, fire retarding, moisture resistant, thermal, standard, impact, vapour control.

Materials

Sand, cement, lime, gypsum setting plasters, lightweight backing coats, beads, plasterboards.

Learning outcome

The learner will:

LO4 Be able to select and prepare equipment and materials for detailed interior work

Assessment criteria

The learner can:

AC4.1 Select materials for detailed interior work
AC4.2 Comply with specifications for detailed interior work
AC4.3 Select hand and power tools for detailed interior work
AC4.4 Follow current environmental and relevant health and safety legislation.

Learning outcome

The learner will:

LO5 Understand how to apply one, two and three-coat plastering to curved surfaces

Assessment criteria

The learner can:

AC5.1 Explain methods of setting out to form concave and convex surfaces
AC5.2 Describe the **process** of preparing background surfaces
AC5.3 Describe **methods** of applying one, two and three-coat plastering to detailed interiors
AC5.4 Explain **methods** of fixing beads and trims
AC5.5 Explain the use of Expanded Metal Lath (EML) in detailed interior work
AC5.6 Evaluate setting, curing and hardening times for plasterwork.

Range

Process

Dubbing out (for excessive thicknesses), key compatibility.

Methods (5.3)

Scratch coat/pricking up coat, floating coat, setting/finish coats, broad screed method, plumb and dot.

Methods (5.4)

Galvanised fixings, dry wall screws, plaster dabs.

Learning outcome

The learner will:

LO6 Be able to apply one, two and three-coat plastering to curved surfaces

Assessment criteria

The learner can:

AC6.1 Produce risk assessments for applying one, two and three-coat plastering to curved surfaces
AC6.2 Set out curved surfaces
AC6.3 Prepare background surfaces
AC6.4 Install Expanded Metal Lath (EML)
AC6.5 Form curved surfaces using pre-formed beads and trims
AC6.6 Mix plastering materials
AC6.7 Apply and finish one, two and three-coat work to curved surfaces
AC6.8 Form curved surfaces without pre-formed beads and trims (hard angles)
AC6.9 Use correct access equipment for work
AC6.10 Follow current environmental and relevant health and safety legislation.

Learning outcome

The learner will:

LO7 Understand how to apply one, two and three-coat plastering to piers and beams

Assessment criteria

The learner can:

AC7.1 Explain methods of setting out to form **piers and beams**
AC7.2 Explain the benefits of using **Expanded Metal Lath (EML)** in detailed interior work
AC7.3 Explain the benefits of using plasterboard in detailed interior work
AC7.4 Describe **methods** of applying one, two and three-coat plastering to piers and beams.

Range

Piers and beams
Independent piers, attached piers, curved, in line, entasised.

Expanded Metal Lath (EML)
High rib, diamond, coil, rib.

Methods
Setting out in-line piers and wall area.

Learning outcome

The learner will:

LO8 Be able to apply one, two and three-coat plastering to piers and beams

Assessment criteria

The learner can:

AC8.1 Produce risk assessments for applying one, two and three-coat plastering to piers and beams
AC8.2 Set out piers and beams
AC8.3 Prepare backgrounds with high and low suction
AC8.4 Install Expanded Metal Lath (EML)
AC8.5 Mix plastering materials
AC8.6 Apply and finish one, two and three-coat work to detailed interior work
AC8.7 Form external angles using pre-formed beads and trims
AC8.8 Form external angles without pre-formed beads and trims (hard angles)
AC8.9 Use correct access equipment for work
AC8.10 Follow current environmental and relevant health and safety legislation.

Unit 313 Applying plastering materials to detailed exteriors

UAN:	D/505/6093
Level:	3
Credit value:	13
GLH:	122
Endorsement by a sector or regulatory body:	This unit is endorsed by ConstructionSkills
Assessment type:	Assignment, multiple choice
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to prepare and select equipment for exterior work and how to apply plastering materials for exterior work.

Learning outcome

The learner will:

LO1 Understand how to interpret information to apply plastering materials to exteriors

Assessment criteria

The learner can:

AC1.1 Explain the purpose of detailed specifications
AC1.2 Describe different types of detailed **drawings**
AC1.3 Explain the purpose of schedules for materials
AC1.4 Identify types of **calculations** for quantities of materials.

Range

Drawings

Block plan, elevation, detailed drawing, section through.

Calculations

Linear, volume, area, Pi.

Learning outcome

The learner will:

LO2 Be able to interpret information to apply plastering materials to exteriors

Assessment criteria

The learner can:

AC2.1 Interpret information relating to drawings and specifications
AC2.2 Comply with specifications and schedules
AC2.3 Interpret manufacturers' data sheets and information relating to applying plastering materials to detailed exteriors
AC2.4 Calculate quantities of materials
AC2.5 Report discrepancies from drawings, specifications and schedules
AC2.6 Follow current environmental and relevant health and safety legislation.

Learning outcome

The learner will:

LO3 Understand how to select and prepare materials for detailed exteriors

Assessment criteria

The learner can:

AC3.1 Explain the effects of adverse weather conditions on materials
AC3.2 Describe the importance of storing exterior materials
AC3.3 Describe the importance of ensuring the compatibility of backgrounds and rendering coat
AC3.4 Explain the benefits of using **modern pre-mixed renders** over traditional renders
AC3.5 Evaluate **materials** used for restoration work
AC3.6 Describe the characteristics of different types of **materials**
AC3.7 Explain the limitations of different types of **materials**
AC3.8 Describe different types of **tests** for sand quality
AC3.9 Describe the different types of **additives**
AC3.10 Evaluate the uses of trims, beads and metal lath
AC3.11Identify tools and equipment required for detailed exteriors.

Range

Modern pre-mixed renders

Rigid insulation, fibre glass mesh, preparatory key/stipple coats, surface treatments, primers, polymer-based renders, premixed through colour renders, multicoat render systems, insulated render systems.

Materials (3.5)

Aggregates, lime (hydraulic and non-hydraulic), adhesives, pozzolan, calcium clay, stainless steel metal lathing, fixings, riven laths.

Materials (3.6)

Sand, cement, lime, additives (water-proofers, plasticisers, frost-proofers, bonding agents, reinforcement fibres, colouring, retarders/accelerators), proprietary finishes, metal lathing, beads and trims, aggregates (pebbledash, chippings), insulation boards, fixings, adhesives, polymer renders, insulated renders.

Materials (3.7)

Sand, cement, lime, additives, proprietary finishes, metal lathing, beads and trims, aggregates (pebbledash, chippings).

Tests

Slump, graded, silt, sieve.

Additives

Water-proofers, plasticisers, frost-proofers, bonding agents, reinforcement fibres, colouring, retarders/accelerators.

Learning outcome

The learner will:

LO4 Be able to select and prepare materials for detailed exteriors

Assessment criteria

The learner can:

AC4.1 Select materials for external work
AC4.2 Select modern and traditional render materials
AC4.3 Comply with specifications for external work
AC4.4 Select hand tools and equipment for external work
AC4.5 Follow current environmental and relevant health and safety legislation.

Learning outcome

The learner will:

LO5 Understand how to apply plastering materials to detailed exteriors

Assessment criteria

The learner can:

AC5.1 Describe the process of preparing background surfaces for detailed exteriors
AC5.2 Explain correct application of plastering materials
AC5.3 Explain methods of applying plain, textured and decorative **finishes**
AC5.4 Explain methods of fixing bell cast beads, trims and EML for detailed exteriors
AC5.5 Explain methods of forming quoin and key stones
AC5.6 Explain **methods** of forming angles and bells with or without pre-formed beads and trims
AC5.7 Explain the importance of compatibility between backgrounds and external plastering materials
AC5.8 Evaluate setting, curing and hardening times for detailed exteriors.

Range

Finishes

Plain, ashlar finishes, dry dash, wet dash/rough casting, textured, latex, proprietary, cottage, scraped texture, Tyrolean.

Methods

Straight edges, battens, detailed zinc templates, nails, featheredge, spirit level, reverse rule.

Learning outcome

The learner will:

LO6 Be able to apply plastering materials to detailed exteriors

Assessment criteria

The learner can:

AC6.1 Produce risk assessments for applying plastering materials to detailed exteriors
AC6.2 Prepare backgrounds with high and low suction
AC6.3 Mix external plastering materials
AC6.4 Form external bellcasts using preformed beads
AC6.5 Form external render finishes without using preformed beads
AC6.6 Apply plain, textured and decorative finishes
AC6.7 Use correct access equipment for the work
AC6.8 Follow current environmental and relevant health and safety legislation.

Unit 314 Producing reverse moulds for detailed fibrous plaster and cement casting

UAN:	H/505/6094
Level:	3
Credit value:	12
GLH:	108
Endorsement by a sector or regulatory body:	This unit is endorsed by ConstructionSkills
Assessment type:	Assignment, multiple choice
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to produce reverse moulds for detailed fibrous plaster and cement casting

Learning outcome

The learner will:

LO1 Understand how to interpret information to produce reverse moulds for detailed fibrous plaster and cement casting

Assessment criteria

The learner can:

AC1.1 Explain the purpose of detailed specifications
AC1.2 Describe different types of detailed **drawings**
AC1.3 Explain the purpose of schedules for materials
AC1.4 Identify types of **calculations** for quantities of materials.

Range

Drawings

Elevations, block plan, geometrical setting out of moulding outlines, 1:1/full scale (including from squeeze), component, reflected plan, detailed drawing.

Calculations
Linear, volume, area, Pi.

Learning outcome

The learner will:

LO2 Be able to interpret information to produce reverse moulds for detailed fibrous plaster and cement casting

Assessment criteria

The learner can:

AC2.1 Interpret information relating to drawings and specifications
AC2.2 Comply with specifications and schedules
AC2.3 Interpret manufacturers' data sheets and information relating to detailed fibrous plaster and cement casting
AC2.4 Calculate quantities of materials
AC2.5 Report discrepancies from drawings, specifications and schedules
AC2.6 Follow current environmental and relevant health and safety legislation.

Learning outcome

The learner will:

LO3 Understand how to select components, tools, equipment and materials to produce reverse moulds for detailed fibrous plaster and cement casting

Assessment criteria

The learner can:

AC3.1 Evaluate types of components and models used to produce reverse moulds for detailed fibrous plaster and cement casting
AC3.2 Explain the importance of preparing models for producing reverse moulds
AC3.3 Describe **tools and equipment** used to produce reverse moulds for detailed fibrous plaster and cement casting
AC3.4 Evaluate types of **materials** used to produce reverse moulds for detailed fibrous plaster and cement casting.

Range

Tools and equipment
Busks, small tool, picking tool, gauging trowels, mixing bowls/vessels, scrapers, benches, clay board, files, tin snips, callipers, French plane, scribes, slosh tank, lath tank, running rules.

Materials
Timber, Zinc, sand, cements, French chalk, release agents/grease, casting plasters, canvas/laths, clay, sealants/shellac, cold pour rubbers, hot melt compound (HMC), retarders, accelerators, Glass Reinforced Gypsum (GRG), fibreglass, chop strands.

Learning outcome

The learner will:

LO4 Be able to select components, tools, equipment and materials to produce reverse moulds for detailed fibrous plaster and cement casting

Assessment criteria

The learner can:

AC4.1 Select materials to produce reverse moulds for detailed fibrous plaster and cement casting
AC4.2 Select tools and equipment to produce reverse moulds for detailed fibrous plaster and cement casting
AC4.3 Select components for producing reverse moulds for detailed fibrous plaster and cement casting
AC4.4 Report discrepancies from drawings, specifications and schedules
AC4.5 Follow current environmental and relevant health and safety legislation.

Learning outcome

The learner will:

LO5 Understand how to produce reverse moulds for detailed fibrous plaster and cement casting

Assessment criteria

The learner can:

AC5.1 Evaluate types of **reverse moulds**
AC5.2 Describe **methods** of producing reverse moulds
AC5.3 Explain the purpose of using **release agents and sealants** on models
AC5.4 Explain the purpose of reinforcements and positioning for producing reverse moulds

Range

Reverse moulds

Run reverse mould, piece mould, case mould, flood mould, insertion mould, run loose piece mould.

Methods

Running, spinning, turning, forming, pouring, laminating.

Release agents and sealants

Boiled linseed oil, shellac, wax, tallow, paraffin.

Learning outcome

The learner will:

LO6 Be able to produce reverse moulds for detailed fibrous plaster and cement casting

Assessment criteria

The learner can:

AC6.1 Produce risk assessments for casting detailed fibrous plasterwork
AC6.2 Produce running moulds and form models and reverse moulds
AC6.3 Position, joint and secure components as specified
AC6.4 Gauge and mix casting plasters
AC6.5 Apply casting plasters and reinforcement
AC6.6 Release reverse mould
AC6.7 Follow current environmental and relevant health and safety legislation.

Unit 315 Producing and fixing detailed fibrous plaster and cement casts

UAN:	K/505/6095
Level:	3
Credit value:	13
GLH:	122
Endorsement by a sector or regulatory body:	This unit is endorsed by ConstructionSkills
Assessment type:	Assignment, multiple choice
Aim:	The aim of this unit is to provide the learner with the knowledge and skills to cast and fix detailed fibrous plasterwork.

Learning outcome

The learner will:

LO1 Understand how to interpret information to cast and fix detailed fibrous plasterwork

Assessment criteria

The learner can:

AC1.1 Explain the purpose of detailed specifications
AC1.2 Describe different types of detailed **drawings**
AC1.3 Explain the purpose of schedules for materials
AC1.4 Identify types of **calculations** for quantities of materials.

Range

Drawings

Elevations, block plan, geometrical setting out of moulding outlines, 1:1/full scale (including from squeeze), component, reflected plan.

Calculations

Linear, volume, area, Pi.

Learning outcome

The learner will:

LO2 Be able to interpret information to cast and fix detailed fibrous plasterwork

Assessment criteria

The learner can:

AC2.1 Interpret information relating to drawings and specifications
AC2.2 Comply with specifications and schedules
AC2.3 Interpret manufacturers' data sheets and information relating to casting and fixing detailed fibrous plasterwork
AC2.4 Calculate quantities of materials
AC2.5 Report discrepancies from drawings, specifications and schedules
AC2.6 Follow current environmental and relevant health and safety legislation.

Learning outcome

The learner will:

LO3 Understand how to select components, tools, equipment and materials to cast and fix detailed fibrous plasterwork

Assessment criteria

The learner can:

AC3.1 Evaluate types of components used to cast and fix detailed fibrous plasterwork
AC3.2 Describe **tools** and **equipment** used to cast and fix detailed fibrous plasterwork
AC3.3 Evaluate types of **materials** used to cast and fix detailed fibrous plasterwork.

Range

Tools

Chalk line, busks, small tools, gauging trowels, splash brush, cordless drill/driver, lath hammer, joint rules, water level, laser level, spirit level, hand saw, top cutters, box rule, square, canvas knife.

Equipment

Benches, plaster boxes, lath tank, slosh tank, vibrating tables, canvas bin, cleats.

Materials

Sand, cement, lime, French chalk, release agents, casting plaster, autoclaved plaster, canvas/laths, sealants/shellac, tie wire, retarders, accelerators, screws, dowels, adhesive, epoxy resin, methylated spirits, paraffin, tallow.

Learning outcome

The learner will:

LO4 Be able to select components, tools, equipment and materials to cast and fix detailed fibrous plasterwork

Assessment criteria

The learner can:

AC4.1 Select materials to cast and fix detailed plasterwork
AC4.2 Select tools and equipment to cast and fix detailed plasterwork
AC4.3 Select components for casting and fixing detailed plasterwork
AC4.4 Report discrepancies from drawings, specifications and schedules
AC4.5 Follow current environmental and relevant health and safety legislation.

Learning outcome

The learner will:

LO5 Understand how to cast detailed fibrous plasterwork

Assessment criteria

The learner can:

AC5.1 Evaluate different types of **reverse moulds**
AC5.2 Describe **methods** of casting
AC5.3 Evaluate the purpose of different types of **release agents**
AC5.4 Explain the purpose of reinforcements and positioning in casting detailed fibrous plasterwork
AC5.5 Explain the purpose of aggregates and mix proportions
AC5.6 Explain the use of additives for detailed fibrous plasterwork
AC5.7 Describe methods of storing and curing finished casts.

Range

Reverse moulds

Run reverse mould, piece mould, case mould, flood mould, insertion mould, run loose piece mould.

Methods

Sand and cement, fibrous plaster.

Release agents

Mould oil, talc, tallow, plasterer's grease, sprayable lubricating oil.

Learning outcome

The learner will:

LO6 Be able to cast detailed fibrous plasterwork

Assessment criteria

The learner can:

AC6.1 Produce risk assessments for casting detailed fibrous plasterwork
AC6.2 Prepare reverse moulds for casting
AC6.3 Cut reinforcement and canvas
AC6.4 Gauge and mix materials
AC6.5 Apply materials and reinforcement to take cast
AC6.6 Position casts for drying and storage
AC6.7 Follow current environmental and relevant health and safety legislation.

Learning outcome

The learner will:

LO7 Understand how to fix and finish detailed fibrous plasterwork

Assessment criteria

The learner can:

AC7.1 Explain the different types of **detailed fibrous plasterwork**
AC7.2 Evaluate the different **methods** of fixing and finishing fibrous plasterwork
AC7.3 Describe **tools** and **equipment** used for fixing and finishing
AC7.4 Explain the importance of preparing fixing points
AC7.5 Explain the purpose of checking **backgrounds**
AC7.6 Explain the importance of plumbing and aligning casts.

Range

Detailed fibrous plasterwork

Cornice, corbels, frieze, arches, architrave, entablature, lighting trough, enriched mouldings, vaulted mouldings, entasised columns, reeded and fluted pilasters, pediments, ceiling roses, coffered ceilings, lunettes, dome, triglyphs, niches, five orders of architecture.

Methods

Screw, wire, wad, adhesive.

Tools

Chalk line, busks, small tools, gauging trowels, splash brush, cordless drill/driver, lath hammer, joint rules, water level, laser level, spirit level, hand saw, top cutters, box rule, square, canvas knife.

Equipment
Benches, plaster boxes, lath tank, slosh tank, vibrating tables, canvas bin, cleats.

Backgrounds
Suspended (MF primary system, concrete), solid (timber, concrete, block, brick, metal stud).

Learning outcome

The learner will:

LO8 Be able to fix and finish detailed fibrous plasterwork

Assessment criteria

The learner can:

AC8.1 Produce risk assessments for fixing detailed fibrous plasterwork
AC8.2 Prepare materials for fixing and finishing
AC8.3 Select tools and equipment for fixing and finishing
AC8.4 Position and secure fibrous casts
AC8.5 Stop in and finish
AC8.6 Use correct access equipment for work
AC8.7 Follow current environmental and relevant health and safety legislation.

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 **Centre document library** on **www.cityandguilds.com** or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds 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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society.
We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Kineo and The Oxford Group.

City & Guilds reviews its Qualifications on a regular basis to ensure they remain current, relevant, and meet industry and learner needs.

This Qualification Handbook however may contain references to historic information, such as former organisations, obsolete frameworks, codes or standards, or retired units and qualifications. This information is included for reference purposes only.

Published by City & Guilds, a registered charity established to promote education and training.

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