Unit 109: Plastering and interior systems

# Sample scheme of work

This sample scheme of work covers both classroom and workshop-based learning for Unit 109. It is an example only of a possible scheme of work and is based on practical within an FE centre, but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners’ needs.

**You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.**

Centres should also incorporate the following themes, where appropriate, as strands running through each of the sections within the qualification. Although they are not specifically referred to in the section content section, City & Guilds regards these as essential in the teaching of the qualification:

* health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
* Essential Skills (Application of Number, Communication, Digital Literacy and Employability)
* extension tasks and differentiation, inclusion, entitlement and equality issues
* spiritual, moral, social and cultural issues
* environmental education and related European issues
* British Values
* use of information learning technology (ILT).

Unit 109: Plastering and interior systems

# Sample scheme of work

**Course/qualification:** Foundation in Construction and Building Services Engineering **Tutor’s name:** Enter the tutor’s name here

**Number of sessions**: 29 **Delivery hours**: 140 hours **Venue**:Workshop **Group**: 1

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| **Learning outcomes**   1. Know the underlying principles that guide the work of a plasterer 2. Know the requirements to prepare for applying plastering materials 3. Planning the completion of common plastering tasks 4. Carrying out common plastering tasks 5. Understand performance criteria for the completion and evaluation of common plastering tasks |

| Session | Objectives/learning outcomes **The learner will:** | Activities and resources | Skills check |
| --- | --- | --- | --- |
| 1  2 hours | 1. **Know the underlying principles that guide the work of a plasterer**   1.1 The role of a plasterer | Activities:   * Introduce session and explain lesson aims to learners. * Using the PowerPoint presentation, learners will be guided through: * the role of a plasterer and their main responsibilities at each stage when completing different plastering related activities. * Planning work, protecting surfaces, preparing backgrounds, mixing materials, applying plasters, environmental considerations, safe working. * Refer learners to carry out research on different specialists’ areas within the plastering sector, traditional and modern work, moulding work, solid and interior systems.   Resources:   * **PowerPoint 1: Skills required within the plastering industry** * **Worksheet 1: Identifying plastering work** * **Worksheet 2: Applying plasters** * **Worksheet 3: Types of plastering work** * **Worksheet 4: Plastering work: General knowledge questions** | Introduce subject.  Classroom discussion and learners  interaction with subject.  Direct questioning.  Worksheets 1–4.  Question and answer feedback to monitor understanding. |
| 2  2 hours | 1. **Know the underlying principles that guide the work of a plasterer**   1.2 Types of plastering systems and backgrounds | Activities:   * Introduce session and explain lesson aims to learners. * Using the PowerPoint presentation, learners will be guided through: * The various skills required within the different areas of the plastering industry: solid route, fibrous route, dry-lining, metal and timber partitioning and ceiling systems, rendering, solid brick and block, masonry, steel beams, lath and plaster. * Refer learners to carry out research on different types of bonding adhesives and bonding grit for producing a key on backgrounds.   Resources:   * **PowerPoint 2: The responsibilities of a plasterer** * **Worksheet 5: Quality checks** * **Worksheet 6: Technical information** * **Worksheet 7: Providing a key** * **Worksheet 8: Recap questions** * British Gypsum plaster selectors guide | Introduce subject.  Classroom discussion and learners’ interaction with subject.  Direct questioning.  Worksheets 5–8  Question and answer feedback to monitor understanding. |
| 3  2 hours | 1. **Know the underlying principles that guide the work of a plasterer**   1.3 Types of materials used in plastering  1.4 Additives | Activities:   * Introduce session and explain lesson aims to learners. * Using the PowerPoint presentation, learners will be guided through: * **The different types of materials associated with different plastering systems:** Coarse sand, building sand, non-hydraulic lime, hydraulic lime, lime putty, cement, pre-blended gypsum backing and setting plaster, dry wall adhesive, casting plasters, timber laths, plasterboards. * **How additives improve the performance of plasters:** plasticiser, waterproofer, accelerator, retarder, salt inhibitor, pozzolans, natural and synthetic hair * Refer learners to carry out research on different types of traditional and modern plastering materials.   Resources:   * **PowerPoint 3: Traditional and modern plastering materials** * **Worksheet 9: Identify materials and components** * **Worksheet 10: Traditional lime-based plastering materials** * **Worksheet 11: Match materials** * **Worksheet 12: Hand tools** * Manufacturers’ information, trade catalogues | Introduce subject.  Classroom discussion and learners’ interaction with subject.  Direct questioning.  Worksheets 9–12  Question and answer feedback to monitor understanding. |
| 4  2 hours | 1. **Know the underlying principles that guide the work of a plasterer**   1.5 Components | Activities:   * Appropriate components and position when preparing surfaces for plastering: types of standard and thin coat beads, self- adhesive scrim, paper tape, fixings, fibreglass strands, hessian. * Refer learners to carry out research on different types of beads and manufacturer’s information.   Resources:   * **PowerPoint 4: Types and position of plastering components** * **Worksheet 13: Identifying beads** * **Worksheet 14: General knowledge questions** * **Worksheet 15: Match materials and components** * **Worksheet 16: True or false recap questions** * Expamet beads brochure | Introduce subject.  Classroom discussion and learners’ interaction with subject.  Direct questioning.  Worksheets 13–16  Question and answer feedback to monitor understanding. |
| 5  2 hours | 1. **Know the requirements to prepare for applying plastering materials**   2.1 Preparing mixing and work areas for plastering | Activities:   * Introduce session and explain lesson aims to learners. * Using the PowerPoint presentation, learners will be guided through: * **How to prepare mixing and work areas for plastering:** water, electricity, ventilation, waste area, setting up spot board and stand, access equipment, hand tools, power tools and accessories, cleaning equipment.   Resources:   * **PowerPoint 5: Prepare mixing and work areas** * **Worksheet 17: Requirements of a mixing area** * **Worksheet 18: Matching equipment** * **Worksheet 19: Assessing backgrounds** * **Worksheet 20: Plastering hand tools** | Introduce subject.  Classroom discussion and learners’ interaction with subject.  Direct questioning.  Worksheets 17–20  Question and answer feedback to monitor understanding. |
| 6  2 hours | **2.**  **Know the requirements to prepare for applying plastering materials**  2.2 Preparation tools | Activities:   * Introduce session and explain lesson aims to learners. * Using the PowerPoint presentation, learners will be guided through: * **Tools for preparing different backgrounds for plastering work:** brushes, roller and tray, bolster and chisel, scutch hammer, pick hammer, nail bar, scrapers * Refer learners to carry out research on different types of tools and equipment for preparing backgrounds.     Resources:   * **PowerPoint 6: Tools for preparing backgrounds** * **Worksheet 21: Identifying background surfaces** * **Worksheet 22: Matching hand and power tools** * **Worksheet 23: Bonding agents** * **Worksheet 24: General knowledge questions** * Handout (risk assessment for using power tools) | Introduce subject.  Classroom discussion and learners’ interaction with subject.  Direct questioning.  Worksheets 21–24  Question and answer feedback to monitor understanding. |
| 7  2 hours | **2. Know the requirements to prepare for applying plastering materials**  2.3 Methods of preparation | Activities:   * Introduce session and explain lesson aims to learners. * Using the PowerPoint presentation, learners will be guided through **methods of preparing backgrounds:** controlling suction, cleaning, raking, stripping, forming a key by hacking, mechanical key, grit adhesive, SBR and PVA bonding agents, slurries, stipple, sealers, stabilisers   Resources:   * **PowerPoint 7: Methods of preparing backgrounds** * **Worksheet 25 Surface characteristics** * **Worksheet 26: Assessing background questions** * **Worksheet 27: Characteristics of backgrounds** * **Worksheet 28: Plastering systems** | Introduce subject.  Classroom discussion and learners’ interaction with subject.  Direct questioning.  Worksheets 25–28  Question and answer feedback to monitor understanding. |
| 8  2 hours | 1. **Planning the completion of common plastering tasks**   3.1 Planning the sequence of work  3.3 Storing materials and components | Activities:   * Introduce session and explain lesson aims to learners. * Using the PowerPoint presentation, learners will be guided through: * **different methods for planning the sequence of work:** timescale, drawings, specifications, labour and material schedule, manufactures information, resources, instructions, problem solving, teamwork. * **How to store materials and component**s **for plastering work and benefits of good storage:** loose materials, bagged materials, sheet materials, length materials, rolled materials, containers, accessories, stock rotation, shelf life, protection, limitation, ease of access and identification, transportation. * Refer learners to carry out research on different types of technical information.   Resources:   * **PowerPoint 9: Planning the sequence of work** * **Worksheet 33: Planning plastering work** * **Worksheet 34: Specification** * **Worksheet 35: Types of drawings** * **Worksheet 36: Technical information** * Handouts (Use examples of documents) | Introduce subject.  Classroom discussion and learners’ interaction with subject.  Direct questioning.  Worksheets 33–36  Question and answer feedback to monitor understanding. |
| 9  2 hours | **3.** **Planning the completion of common plastering tasks**  3.2 Calculating quantities | Activities:   * Introduce session and explain lesson aims to learners. * Using the PowerPoint presentation, learners will be guided through: * **How to calculate quantities of plastering materials: m**easure areas, cubic measurements, linear measurements, allowances for waste   Resources:   * **PowerPoint 10: Calculating quantities** * **Worksheet 37: Calculating perimeters** * **Worksheet 38: Calculate areas** * **Worksheet 39: Calculate volume** * **Worksheet 40: Calculating perimeter, area and volume** * Handout (print example sheets from PowerPoint) | Introduce subject.  Classroom discussion and learners’ interaction with subject.  Direct questioning.  Worksheets 37–40  Question and answers feedback to monitor understanding. |
| 10  2 hours | 1. **Carrying out common plastering tasks**   4.1 Using tools  4.3 Preparing backgrounds  4.2 Installing plasterboards and timber laths | Activities:   * Introduce session and explain lesson aims to learners. * Using the PowerPoint presentation, learners will be guided through: * **Tools for plastering related tasks:** Mixing plasters, plastering application and Installing sheet materials. * **How to prepare different background surfaces:** hacking, stripping, de-nailing. * **How to install plasterboards and timber laths**: setting out, measuring, cutting, rasping, fixing methods. * Refer learners to carry out research on the use of heritage plastering, fixing lath and plaster in conservation.   Resources:   * **PowerPoint 11: Installing plasterboards and timber laths** * **Worksheet 41: Selecting hand tools** * **Worksheet 42: Installing plasterboard** * **Worksheet 43: Matching performance plasterboards** * **Worksheet 44: Fixings** * British Gypsum performance plasterboard selectors guide * Plasterboard samples | Introduce subject.  Classroom discussion and learners’ interaction with subject.  Direct questioning.  Worksheets 41–44  Question and answer feedback to monitor understanding. |
| 11  2 hours | 4. Carrying out common plastering tasks  4.3Preparing backgrounds | Activities:   * Introduce session and explain lesson aims to learners. * Using the PowerPoint presentation, learners will be guided through **how to prepare different background surfaces** * Refer learners to carry out research on different types of background surfaces, new and old   Resources:   * **PowerPoint 8: Prepare backgrounds** * **Worksheet 29: Prepare backgrounds matching** * **Worksheet 30: Preparing backgrounds questions** * **Worksheet 31: Preparing backgrounds true or false** * **Worksheet 32: Defects recognition** | Introduce subject.  Classroom discussion and learners’ interaction with subject.  Direct questioning.  Worksheets 29–32  Question and answer feedback to monitor understanding. |
| 12  2 hours | 4. Carrying out common plastering tasks  4.3Preparing backgrounds  4.4Installing beads | Activities:   * Introduce session and explain lesson aims to learners. * Using the PowerPoint presentation, learners will be guided through: * **Tools for plastering related tasks: m**ixing plasters and plastering application * **How to prepare different background surfaces:** hacking, stripping, de-nailing, providing a key, controlling suction * **How to fix plastering beads:** setting out, measuring, cutting, fixing methods * Refer learners to carry out research on traditional and modern plastering techniques.   Resources:   * **PowerPoint 12: Fixing plastering beads** * **Worksheet 45: Producing a traditional hard angle** * **Worksheet 46: Identifying standard beads** * **Worksheet 47: Types of angles** * **Worksheet 48: Checks carried out when fixing beads** * Handout (notes from lesson) | Introduce subject.  Classroom discussion and learners’ interaction with subject.  Direct questioning.  Worksheets 45–48.  Question and answer feedback to monitor understanding. |
| 13  2 hours | 4. Carrying out common plastering tasks  4.5Applying plaster systems  4.6Maintain safe working area | Activities:   * Introduce session and explain lesson aims to learners. * Using the PowerPoint presentation, learners will be guided through: * **Different application methods and techniques when applying plaster systems:** scratch coat, pricking up coats, backing floating coat, setting finishing coat. * **Keeping work areas safe: c**leaning work area, cleaning tools and equipment, disposal of waste materials, hazards. * Refer learners to carry out research on the different techniques used to apply plastering systems.   Resources:   * **PowerPoint 13: Applying plastering systems** * **Worksheet 49 Plastering materials** * **Worksheet 50: Matching plaster systems to backgrounds** * **Worksheet 51: Plaster application** * **Worksheet 52: Plastering process questions** | Introduce subject.  Classroom discussion and learners’ interaction with subject.  Direct questioning.  Worksheets 49–52  Question and answer feedback to monitor understanding. |
| 14  2 hours | 1. **Understand performance criteria for the completion and evaluation of common plastering tasks**   5.1 Evaluation against industry standards  5.2 Performance analysis | Activities:   * Introduce session and explain lesson aims to learners. * Using the PowerPoint presentation, learners will be guided through: * **Completing plastering work to industry standards:** quality of installation and application, performance of mixed plasters and plasterboards, working to tolerances, ability to work to set timescales. * **Performance analysis:** self-evaluation, oral discussion, written feedback, quality of work   Resources:   * **PowerPoint 14: Industry standards and performance analysis** * **Worksheet 53: Self-evaluation, defected materials** * **Worksheet 54: Self-evaluation completed work** * **Worksheet 55: Performance analysis** * **Worksheet 56: Individual employee requirements** * Handout (produce a checklist document for carrying out checks on completed plastering work) | Introduce subject.  Classroom discussion and learners’ interaction with subject.  Direct questioning.  Worksheets 53–56  Question and answer feedback to monitor understanding. |

## Practical sessions

| Session | Objectives/learning outcomes **The learner will:** | Activities and resources | Skills check |
| --- | --- | --- | --- |
| 1  7 x 3-hour sessions | **4. Carrying out common plastering tasks**  4.1Using tools.  4.3Preparing backgrounds.  4.5Applying plaster systems.  4.6Maintain safe working area. | Practical workshop activity:   * Apply scratch coat to plain wall surface (sand and lime)   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Prepare and mix materials. * Select tools and resources for the activity. * Assess background and control suction. * Apply material to solid background. * Check alignment of plastered surface. * Key surface with comb scratcher. * Maintain workstation and tools.   Repeat activity until techniques and skills have developed over a three-week period to become competent with using tools, materials and resources. | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work for straightness, thickness and key.  Learner self-evaluate completed task.  Provide feedback on completion. |
| 2  3 x 3-hour sessions | **4.** **Carrying out common plastering tasks**  4.1Using tools.  4.3Preparing backgrounds.  4.5Applying plaster systems.  4.6Maintain safe working area. | Practical workshop activity:   * Apply scratch coat to walls with openings and returns (sand and lime)   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Prepare and mix materials. * Select appropriate tools and resources for the activity. * Assess background and control suction. * Apply material to solid background. * Form returns by reverse rule. * Check alignment and squareness of plastered surface. * Key surface with lath scratcher. A diamond pattern should be used. * Maintain workstation and tools.   Repeat activity until techniques and skills have developed. | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work for straightness, square and key.  Learner self-evaluate completed task.  Provide feedback on completion. |
| 3  3 x 3-hour sessions | **4. Carrying out common plastering tasks**  4.1Using tools.  4.3Preparing backgrounds.  4.5Applying plaster systems.  4.6Maintain safe working area. | Practical workshop activity:   * Apply backing coat to plain wall using dot and screed (sand and lime)   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Prepare and mix materials. * Select appropriate tools and resources for the activity. * Assess background and control suction. * Plumb timber dots. * Form screeds and consolidate with devil float. * Check alignment/straightness and plumbness of screeds. * Apply and fill in between screeds and consolidate with devil float. * Maintain workstation and tools.   Repeat activity until techniques and skills have developed. | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work for setting out, application, straightness, plumbness and key.  Learner self-evaluate completed task.  Provide feedback on completion. |
| 4  2 x 4-hour sessions | **4. Carrying out common plastering tasks**  4.1Using tools.  4.3Preparing backgrounds.  4.5Applying plaster systems.  4.6Maintain safe working area. | Practical workshop activity:   * Apply finishing plaster to a floated wall.   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Select appropriate tools and resources for the activity. * Prepare and mix materials (Note that the steps below refer to using a gypsum plaster, not lime plaster finish) * Assess background and control suction. * Prepare background to receive finishing plaster. * Apply first pass of finishing plaster and flatten. * Apply second pass of finishing plaster and trowel surface to a finish. * Maintain workstation and tools. * Prepare surface with diluted PVA and repeat activity. | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work for application technique, appropriate application of plaster thickness and finish.  Learner self-evaluate completed task.  Provide feedback on completion.  Assess standard and improvements. |
| 5  1 x 4-hour session | **4. Carrying out common plastering tasks**  4.1Using tools.  4.3Preparing backgrounds.  4.5Applying plaster systems.  4.6Maintain safe working area. | Practical workshop activity:   * Apply floating coat to return. * Fix standard angle bead.   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Select appropriate tools and resources for the activity. * Measure and cut standard angle bead. * Prepare and mix plaster. * Set out and install bead with plaster dabs. * Apply floating coat to return and devil float. * Prepare floating coat by cutting back at bead. * Maintain workstation and tools. | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work for setting out, installation, straightness, plumbness, ruling, squaring, consolidating, key and cutting back.  Learner self-evaluate completed task.  Provide feedback on completion.  Assess standard and improvements. |
| 6  1 x 4-hour  session | **4.** **Carrying out common plastering tasks**  4.1Using tools.  4.3Preparing backgrounds.  4.5Applying plaster systems.  4.6Maintain safe working area. | Practical workshop activity:   * Apply finishing plaster to return.   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Select appropriate tools and resources for the activity. * Prepare and mix materials. * Assess background and control suction. * Prepare background to receive finishing plaster. * Apply first pass of finishing plaster and flatten. * Apply second pass of finishing plaster and trowel surface to a finish. * Maintain workstation and tools. | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work for application technique, appropriate application of plaster thickness and finish.  Learner self-evaluate completed task.  Provide feedback on completion.  Assess standard and improvements. |
| 7  1 x 5-hour session | **4. Carrying out common plastering tasks**  4.1Using tools.  4.2 Installing plasterboards and timber laths  4.3Preparing backgrounds.  4.6Maintain safe working area. | Practical workshop activity:   * Install plasterboard to timber or metal stud backgrounds.   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Select appropriate tools and resources for the activity. * Prepare backgrounds and mark position of studs. * Measure, cut, rasp and position of plasterboards. * Position and mechanically fix plasterboards. * Measure position of services. * Cut out electrical service box and fan outlet. * Maintain workstation and tools. | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work for accuracy of measuring, setting out, cutting, rasping and installation technique.  Learner self-evaluate completed task.  Provide feedback on completion.  Assess standard and improvements. |
| 8  1 x 5-hour session | **4. Carrying out common plastering tasks**  4.1Using tools.  4.2 Installing plasterboards and timber laths  4.3Preparing backgrounds.  4.6Maintain safe working area.  4.5Applying plaster systems. | Practical workshop activity:   * Install plasterboard to timber joist backgrounds.   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Set up access equipment. * Select appropriate tools and resources for the activity. * Prepare backgrounds and mark position of joists. * Measure, cut, rasp and position of plasterboards. * Position and mechanically fix plasterboards. * Maintain workstation and tools. * Prepare and reinforce joints. * Select appropriate tools and resources for the activity. * Apply finishing plaster to ceiling surface.   Repeat activity until techniques and skills have developed. | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work for accuracy of measuring, setting out, cutting, rasping and installation technique.  Learner self-evaluate completed task.  Provide feedback on completion.  Assess standard and improvements. |
| 9  1 x 2-hour session  1 x 5-hour session | **4. Carrying out common plastering tasks**  4.1Using **t**ools  4.2Installing plasterboards and timber laths  4.3Preparing backgrounds  4.4Installing beads  4.5Applying plaster systems  4.6Maintain safe working area | Practical workshop activity:   * Fix timber laths. * Apply traditional plastering work.   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Select appropriate tools and resources for the activity. * Prepare backgrounds and set out for fixing timber laths. * Measure, cut, and fix timber laths. * Select appropriate tools and resources for the activity. * Mix traditional lime and sand pricking up coat and key. * Mix and apply float coat and key. * Mix and apply topcoat and consolidate surface. | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work for accuracy of measuring, setting out, cutting and installation technique.  Check ongoing work for application technique, appropriate application of plaster thickness and finish.  Learner self-evaluate completed task.  Provide feedback on completion. |
| 10  2 x 2-hour sessions  1 x 3-hour session | **4. Carrying out common plastering tasks**  4.1Using tools  4.2Installing plasterboards and timber laths  4.3Preparing backgrounds  4.4Installing beads  4.5Applying plaster systems  4.6Maintain safe working area | Practical workshop activity:   * Fix thin coat stop beads. * Apply finishing plaster.   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Select appropriate tools and resources for the activity. * Set out rectangular panel with thin coat stop beads. * Fix thin coat stop beads. * Reinforce background with self-adhesive scrim. * Prepare and mix materials. * Apply first pass of finishing plaster and flatten. * Apply second pass of finishing plaster and trowel surface to a finish. * Maintain workstation and tools. | Introduce subject.  Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work for accuracy of measuring, setting out, cutting and installation technique.  Check ongoing work for application technique, appropriate application of plaster thickness and finish.  Learner self-evaluate completed task.  Provide feedback on completion. |
| 11  2 x 2-  hour sessions  1 x 3-hour session | 4. Carrying out common plastering tasks  4.1 Using tools  4.2Installing plasterboards and timber laths  4.3Preparing backgrounds  4.4Installing beads  4.5Applying plaster systems  4.6Maintain safe working area | Practical workshop activity:   * Install plasterboard to a pier direct bond. * Fix thin coat angle beads. * Apply finishing plaster.   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Select appropriate tools and resources for the activity. * Set out dimensions for installation. * Measure, cut, rasp and prepare plasterboards. * Mix bonding compound adhesive. * Apply dabs and fix plasterboards to form a pier with returns. * Measure, cut and fix thin coat angle beads. * Apply finishing plaster to pier and returns. * Maintain workstation and tools | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work for accuracy of measuring, setting out, cutting, rasping and installation technique.  Check ongoing work for application technique, appropriate application of plaster thickness and finish.  Learner self-evaluate completed task.  Provide feedback on completion. |
| 12  2 x 4-  hour sessions | 4. Carrying out common plastering tasks  4.1 Using tools  4.3Preparing backgrounds  4.4Installing beads  4.5Applying plaster systems  4.6Maintain safe working area | Practical workshop activity:   * Two coat work to a pier using lightweight plaster. * Fix standard angle beads. * Apply backing coat. * Apply finishing plaster.   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Select appropriate tools and resources for the activity. * Measure and cut two standard angle beads. * Mix lightweight backing plaster and fix beads. * Mix pre-blended backing plaster. * Apply backing plaster and rule, consolidate, key and cut back at beads. * Mix finishing plaster. * Apply finishing plaster to pier and returns. * Maintain workstation and tools. | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work for accuracy of measuring, setting out, cutting plumbing, and installation technique. checking margins of beads for dimensions.  Check ongoing work for ruling, squaring, consolidating, key and cutting back.  Check ongoing work for application technique, appropriate application of plaster thickness and finish.  Learner self-evaluate completed task.  Provide feedback on completion. |
| 13  2 x 3-hour sessions | **4. Carrying out common plastering tasks**  4.1 Using tools  4.3Preparing backgrounds  4.5Applying plaster systems  4.6Maintain safe working area | Practical workshop activity:   * Apply backing coat to plain wall using perimeter screeds (sand and lime).   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Prepare and mix materials. * Select appropriate tools and resources for the activity. * Assess background and control suction. * Apply material and form horizontal screeds. * Apply material and form vertical screeds. * Check alignment/straightness and plumbness of screeds. * Apply material and fill in between screeds. * Consolidate and key surface with devil float. * Maintain workstation and tools. | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work for setting out, application, straightness, plumbness, consolidation and key.  Learner self-evaluate completed task.  Provide feedback on completion. |
| 14  2 x 3-  hour sessions | 4. Carrying out common plastering tasks  4.1Using tools  4.3Preparing backgrounds  4.5Applying plaster systems  4.6Maintain safe working area | Practical workshop activity:   * Plain face finish to a pier return. * Apply scratch coat to a return. * Apply floating coat to return.   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Select appropriate tools and resources for the activity. * Prepare and mix materials. * Apply scratch to both pier return using reverse rule. * Key surface with comb scratcher. * Prepare and mix materials. * Apply floating coat to both returns reverse rule. * Consolidate both return sides and produce a hard angle. * Maintain workstation and tools. | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work application, straightness, forming sharp return, plumbness and key.  Check ongoing work application, straightness, forming hard angle and consolidated plain surface.  Learner self-evaluate completed task.  Provide feedback on completion. |
| 15  2 x 3-  hour sessions | 4. Carrying out common plastering tasks  4.1 Using tools  4.3 Preparing backgrounds  4.5 Applying plaster systems  4.6 Maintain safe working area | Practical workshop activity:   * Making good repairs. * Cut out chase in plaster. * Apply backing coat. * Apply finish coat.   Activities:   * Introduce session and explain lesson aims to learners. * Workshop demonstration and discussion. Question learner understanding of process.   Learner participation exercise:   * Wear appropriate PPE and adhere to safe working practices. * Select appropriate tools and resources for the activity. * Prepare background by cutting chase. * Control suction and prepare surface. * Prepare and mix materials. * Apply backing plaster and rule. * Cut back and key backing coat. * Prepare and mix finishing plaster. * Apply finishing plaster and make good surface. | Question subject and reflect on industrial experience.  Monitor and discuss individual learner progress and achievable aims.  Assess techniques and skills being used and developed.  Question learner understanding of process.  Check ongoing work preparation, application, key, cutting back, straightness, flatness, applying finish and making good defected surface.  Learner self-evaluate completed task.  Provide feedback on completion. |