Unit 229: Install dry lining systems

# Delivery guide

Unit information

This unit is about interpreting information, adopting safe, healthy and environmentally responsible work practices. It also covers selecting and using materials, components, tools and equipment whilst preparing, installing and repairing proprietary dry lining systems.

Learners may be introduced to this unit by asking themselves questions such as:

* What is the difference between solid plastering and dry lining direct bond?
* What is performance plasterboard?
* What type of backgrounds will I come across in buildings?
* Why are some dry lining backgrounds finished using tape and jointing compound?

Learning outcomes

1. Understand resource selection
2. Understand working to a contract specification
3. Comply with the given contract information to carry out the work safely and efficiently to the required specification

Suggested resources

Textbook

* Gashe, M. and Byrne, K. (2020) *The City & Guilds Textbook in Plastering for Levels 1 and 2 Diploma (6708) and Level 2 Technical Certificate (7908)*. London: Hodder Education.

ISBN 978-1-39830-647-9

Websites

* [British Gypsum | The White Book](https://www.british-gypsum.com/literature/white-book)
* [City & Guilds | Construction SmartScreen Factsheet Level 2 Technical Certificate in Plastering (7808-20)](https://www.cityandguilds.com/-/media/cityandguilds-site/documents/what-we-offer/centres/smartscreen/smartscreen-docs/7908-20-level-2-technical-certificate-in-plastering-pdf.ashx?la=en&hash=4242CFF99D985A7769335B23CCCB84852A3BB0EC)
* [HSE | Health and Safety at Work Act 1974: explained](https://www.hse-network.com/health-and-safety-at-work-act-1974-explained)
* [HSE | Work at Height: the law](https://www.hse.gov.uk/work-at-height/the-law.htm)
* [HSE | Work equipment machinery: PUWER](https://www.hse.gov.uk/work-equipment-machinery/puwer.htm)

| **Learning outcomes** | **Criteria** | **Delivery guidance** |
| --- | --- | --- |
| 1. Understand resource selection | * 1. Characteristics of the resources | * Learners to understand how to interpret drawings, specifications, schedules, method statements and risk assessments. * Learners to be able to assess the condition of materials and components for suitability, compatibility and correct use. * Learners to be able to set aside inappropriate materials and components and report problems to the correct level of authority to mitigate and rectify problems that they may cause to work standards and schedules. * Learners to understand the reasons and benefits of installing metal frame interior systems for partitioning, lining of walls and ceilings, beam and column encasing and forming suspended ceilings to meet building regulations, see *British Gypsum White Book*. * Learners to identify a range of manufacturers that produce plastering materials within specifications. * Learners to select, apply and finish various plastering systems to set standards outlined in the specification. * Learners to have knowledge of installing interior systems to wall, encasements and ceiling using the correct components for each system. * Learners to know and be familiar with all products and components, including accessories for fireproofing, soundproofing and insulation. * Learners to be able to identify from knowledge and Manufacturers’ Technical Instructions (MTIs) any poor-quality components and remove them so as not to be used. |
| * 1. Use of resources | * Learners to understand types of substrates for installation of interior systems. * Learners to be able to read and understand MTI and specifications to be able to select the correct resources. * Learners to complete a task on how to report any issues on background substrate preparation and installation of interior systems and components in line with specifications and manufacturers’ instructions to meet the specification. |
| * 1. Organisational procedures to select resources | * Learners to understand and be familiar with organisational documents such as drawings, specifications, schedules and MTIs. * Learners to review example documents and undertake training procedures to familiarise themselves with the use of the above resources. * Learners to have an awareness of how to ensure quality before, during and after installation when preparing substrates and fixing and installing interior systems to industry standard. |
| * 1. Hazards | * Learners to be able to produce and understand Risk Assessment Method Statements (RAMS). * Learners to review example documents and undertake training procedures to familiarise themselves with the use of the above resources. * Learners to understand what an induction process and toolbox talks are and how they advise on the use of Personal Protective Equipment (PPE) and their responsibility for reporting of accidents and near misses in conjunction with the Health and Safety at Work Act (HASAWA). * Learners to understand the chain of command and who to report to in the event of hazards, accidents or near misses. |
| 1. Understand working to a contract specification | * 1. Methods of work | * Learners to be familiar with a Gantt chart work programme for installing and finishing an interior systems contract. * Learners to review example documents and undertake training procedures to familiarise themselves with the use of the above resources. * Learners to understand the difference between a method statement and a work programme and give examples. * Learners to know the effect of failing to meet programme deadlines and the effect it has on the contract and other trades. |
| * 1. Tools and equipment | * Learners to research and understand when Portable Appliance Testing (PAT) must be done for the safe use of electrical tools. See *City & Guilds Textbook in Plastering Level 1 Diploma (6708), Level 2 Diploma (6708) and Level 2 Technical Certificate (7908)*, p69. * Learners to have an awareness of the Provision and Use of Work Equipment Regulations (PUWER). * Learners to state what types of access equipment they must be aware of and understand how to use them safely while conforming to the Working at Height Regulations (WAH) 2005. * Learners to know how to understand a method statement and specification to assist in the correct selection of tools and equipment to complete tasks such as setting out dimensions and datums, preparing areas for services and access points and installing walls and ceilings with openings, beams and columns. * Learners to have a knowledge of storing all tools and access equipment securely after use. |
| 1. Comply with the given contract information to carry out the work safely and efficiently to the required specification | * 1. Demonstration of work skills to measure, set out, fit, position and install dry lining systems | * Learners to undertake practical training in measuring, setting out, fixing and installing dry lining systems. * Learners to use linear, area and perimeter measurements for calculating materials and components. * Learners to be familiar with components and resources for installing interior systems and understanding drawings, specifications, schedules, MTIs and work programmes to achieve industry standard. * Learners to have technical knowledge to be able to assess and check various substrates to receive different interior systems. * Learners to carry out practical calculation tasks to measure surface areas of various allocated interior systems to achieve the correct quantities of linear metal products such as track, studs, linings, perimeter channel and primary channel, including components such as connectors, anchors, clips, straps, resilient bars and fixings allowing a percentage for waste. * Learners to undertake practical training for interpreting and transferring dimensions from datums when setting out and installing interior systems to accommodate openings, services, access channels, hatches and pattresses. See *City & Guilds Textbook in Plastering Level 1 Diploma (6708), Level 2 Diploma (6708) and Level 2 Technical Certificate (7908)*, Ch7. |
| * 1. Use and maintain hand tools, portable power tools and ancillary equipment to install the following, including fixing deflection heads, forming openings and junctions, and carrying out repairs, to given working instructions: * metal stud partitions * metal furring ceilings * framed wall linings * twin walls * staggered studs * framed and frameless beam and column encasement | * Learners to demonstrate knowledge of use of hand tools, power tools and mechanical equipment. * Learners to have practical training in installation methods for all interior systems, including fireproofing and insulation. * Learners to have a knowledge of setting up and installing curved walls, deflection heads and metal furring ceilings. * Learners to have a knowledge of soundproofing systems, impact proofing systems, intumescent sealant to form fire breaks and forming perimeter seals using compound adhesive, including the positioning of insulation materials. |
| * 1. Install at least two of the following systems to given working instructions, including fixing deflection heads, service shaft partitions, curved walls, walls over three metres high | * Learners to have practical training on installing and producing deflection heads and curved walls. * Learners to have a knowledge of fixing interior systems using information derived from drawings, specifications, schedules and MTI to meet current industry standards. See *British Gypsum White Book*. * Learners to have practical training on carrying out various repairs to interior systems. |