Unit 228 Dry lining core knowledge

# Delivery guide

Unit information

This unit covers the overarching knowledge required for this pathway.

The content contained within this unit has been presented in a generic way as it is consistent through many of the skills units in this qualification. The content should be taught, and will be assessed both generically and in relation to the following skills units (where appropriate):

* Installing dry lining systems
* Install plasterboard mechanically and by direct bond.

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

* Why are site inductions important?
* What’s the difference between a job card and a time sheet?
* Who are Cadw and what do they do?

Learning outcomes

1. Understand how to interpret and maintain information
2. Understand safe work practices
3. Understand how to minimise the risk of damage
4. Understand working to deadlines

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

* [Cadw (gov.wales) | Home](https://cadw.gov.wales/)
* [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)
* [Gantt.com | What is a Gantt Chart? Gantt Chart Software, Information, and History](https://www.gantt.com/)
* [gov.uk | Building regulations approval](https://www.gov.uk/building-regulations-approval)
* [HSE | First aid at work - your questions answered](https://www.hse.gov.uk/pubns/indg214.pdf)
* [HSE | Information about health and safety at work](https://www.hse.gov.uk/)
* [HSE | Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)](https://www.hse.gov.uk/riddor/)
* [NetRegs | A simple guide to site waste management plans](https://www.netregs.org.uk/media/1718/a-simple-guide-to-site-waste-management-plans.pdf)
* [NetRegs | Site waste management plans (SWMP): Environmental guidance for your business in Northern Ireland & Scotland](https://www.netregs.org.uk/environmental-topics/waste/storage-handling-and-transport-of-waste/site-waste-management-plans-swmp/)
* [WikiHow | How to Write a Work Plan: 8 Steps (with Pictures)](https://www.wikihow.com/Write-a-Work-Plan)

| **Learning outcomes** | **Criteria** | **Delivery guidance** |
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| 1. Understand how to interpret and maintain information | * 1. The organisational procedures developed to report and rectify inappropriate information and unsuitable resources, and how they are implemented | * 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 site induction and the reasons why induction is important in the safety process, see *City & Guilds Textbook in Plastering Level 1 Diploma (6708), Level 2 Diploma (6708) and Level 2 Technical Certificate (7908)*, pp77–78. * Learners to be familiar with toolbox talks and why they are used for specific site safety issues and incidents, see *City & Guilds Textbook in Plastering Level 1 Diploma (6708), Level 2 Diploma (6708) and Level 2 Technical Certificate (7908),* pp78–79. * Learners to have knowledge of the chain of command and who to report to when needed to communicate problems and incidents. |
| * 1. The types of information, their source and how they are interpreted | * Learners to be able to state the difference between a method statement and risk assessment, see *City & Guilds Textbook in Plastering Level 1 Diploma (6708), Level 2 Diploma (6708) and Level 2 Technical Certificate (7908),* pp63 and 65. * Learners to research the building control process to gain knowledge on building regulations. * Learners to research information on documents used widely in construction such as drawings and plans, specifications, schedules, manufacturers’ information, Building Information Modelling (BIM), see *City & Guilds Textbook in Plastering Level 1 Diploma (6708), Level 2 Diploma (6708) and Level 2 Technical Certificate (7908),* pp35–36. * Learners to be able to identify a range of site notices and safety signs. |
| * 1. The organisational procedures to solve problems with the information and why it is important they are followed | * Learners to know the procedure to report to the correct chain of command any problems arising from misheard instructions, inaccurate information, misinterpretation of method statement, incorrect information given and any changes in adverse weather conditions that can affect the outcome. * Learners to understand the problems that arise from using inadequate materials and the effect they may have on schedules and quality. |
|  | * 1. The importance of maintaining documentation | * Learners to be familiar with all site paperwork including job cards, worksheets, material/resources list, snagging lists and time sheets. * Learners to complete a time sheet and material/resources list for a small project. |
| 1. Understand safe work practices | * 1. The level of understanding operatives must have of information for relevant, current legislation and official guidance and how it is applied | * Learners to be aware of the types of legislation that are used in construction and the penalties and consequences of non-compliance, including: Building Regulations, Working at Height Regulations (WAH), Health and Safety at Work Act (HASAWA), Provision and Use of Work Equipment Regulations (PUWER), Approved Codes of Practice (ACOPs), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Construction (Design and Management) Regulations (CDM), Control of Substances Hazardous to Health (COSHH) Regulations; Personal Protective Equipment (PPE), Lifting Operations and Lifting Equipment Regulations (LOLER), Manual Handling Regulations, Noise at Work Regulations. * Learners to research building control specific to Cadw regarding heritage of structures. * Learners to understand the role of the local authority with regards to planning and Building Control. |
| * 1. How emergencies should be responded to and who should respond | * Learners to know how to respond in the correct manner should an emergency arise including fires, spillages, injuries and emergencies, see *City & Guilds Textbook in Plastering Level 1 Diploma (6708), Level 2 Diploma (6708) and Level 2 Technical Certificate (7908)*, p79. * Learners to know the procedure to report on to the correct chain of command any emergency that may arise. * Learners to understand the evacuation procedures in the event of an emergency. * Learners to research types of fire extinguishers and list what each one should be used for. * Learners to understand what is meant by the fire triangle (fuel, oxygen and heat) in relation to what all fires need to start. * Learners to refer back to induction process on how to respond to emergencies regarding immediate actions to be taken and evacuation procedures and muster points. * Learners to know the types of common injuries and responsibilities including first aider, first aid kit and accident reporting for emergencies relating to occupational activities, including prevention, emergency procedures, emergency services, reporting procedures, access and egress for emergency vehicles. |
| * 1. The organisational security procedures for tools, equipment and personal belongings | * Learners to be aware of site security on entering and exiting site, e.g. signing in and out. * Learners to know about security for safe keeping of tools and resources on site, e.g. secure site cabins, tool strong boxes. * Learners to know about site security for personal belongings and use of the welfare facilities such as personal lockers. * Learners to state the difference in procedures for domestic work compared to site work. |
| * 1. What the accident reporting procedures are and who is responsible for making the report | * Learners to understand the process for recording and reporting accidents or injuries, including in a near miss situation. * Learners to research how and when to report to the Health and Safety Executive (HSE) under RIDDOR for relevant incidents. * Learners to be able to state who should complete accident forms and describe the role of a first aider. * Learners to be able to state how many first aiders there should be in ratio to staff according to HSE guidelines. * Learners to complete an accident form for a named accident. * Learners to be able to state the difference in procedures for domestic work compared to site work. * Learners to know how to use the reporting book for minor accidents, how to record near misses and the reasons for doing so. * Learners to understand the process to review and re-evaluate procedures in place. |
| * 1. Why, when and how health and safety control equipment should be used | * Learners to list and describe equipment and resources required for use of safety control equipment. * Learners to be able to state who is responsible for issue, replacement and maintenance of safety control equipment. * Learners to research recommended training for use of collated screwdrivers, nail guns and powered mixing machinery. * Learners to know how to maintain and use PPE. * Learners to know how to carry out visual checks to ensure electrical equipment is fit and safe for the work and how to report faulty equipment to the relevant person. |
| * 1. How to comply with environmentally responsible work practices to meet current legislation and official guidance | * Learners to be able to state procedures for waste management and recycling in construction under current legislation and good practice around the built environment and sustainability, see *City & Guilds Textbook in Plastering Level 1 Diploma (6708), Level 2 Diploma (6708) and Level 2 Technical Certificate (7908)*, pp45 and 52. * Learners to state roles and responsibilities of all parties under the Site Waste Management Plan (SWMP), e.g. client, operatives, principal contractor, subcontractor. * Learners to know how to comply with environmentally responsible work practices to meet current legislation and official guidance, including SWMP, recycling, reuse, segregated waste. |
| 1. Understand how to minimise the risk of damage | * 1. How to protect work from damage and the purpose of protection | * Learners to complete a method statement for a small domestic job to include protection of floor coverings, decoration and fixtures and fittings. * Learners to list suitable resources for protecting the working area from damage by contamination of products and by damage from other trade areas or members of the public on both domestic and site contracts. * Learners to be able to state how to ensure protection of materials and resources from theft, damage and adverse weather conditions on both domestic and site contracts. * Learners to know how to correctly store materials before, during and after the work, including stacking, racking, loading, handling and transporting. |
| * 1. Why disposal of waste should be carried out safely and how it is achieved | * Learners to research current legislation on the disposal of waste allowing for organisational procedures, MTI (Manufacturers’ Technical Instructions) for specific disposal of waste and current environmental responsibilities regarding segregation and recycling of waste. * Learners to know the different methods of disposal, including designated skips, recycling, segregation of waste, local waste collection point and biofuel. |
| 1. Understand working to deadlines | * 1. How work is carried out to meet the programme in the scheduled time and the importance of deadlines | * Learners to research and familiarise themselves with work programmes used to help meet deadlines and track schedule, e.g. Gantt charts. * Learners to complete a small work programme for a domestic plastering job. * Learners to state situations which may affect the deadlines outlined on a work programme, e.g. adverse weather, availability of labour and materials. * Learners to research what penalty clause fees and retention fees are. * Learners to be able to state how a work programme and timings for activities are calculated. * Learners to know the methods and documentation required to produce a work programme. |