Unit 338: 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., Byrne, K. (2020) *The City & Guilds Textbook: Plastering for Levels 1 and 2.* London: Hodder Education.

ISBN 978-1-3983-0647-9

Websites

* [CHAS | What are RAMS Documents in Health and Safety](https://www.chas.co.uk/help-advice/risk-management-compliance/risk-assessment-introduction/method-statement-contents/)
* [British Gypsum | The White Book](https://www.british-gypsum.com/literature/white-book)

Legislation

* [HSE | Reporting a health and safety issue](https://www.hse.gov.uk/contact/concerns.htm)

| **Learning outcomes** | **Criteria** | **Delivery guidance** |
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| 1. Understand resource selection | * 1. Characteristics of the resources | * Learners to research the benefits and reasons of installing interior systems for producing metal framed partitioning, wall and ceiling linings and encasements and framed ceiling systems using various metal components and fixings in line with each system. * Learners to understand how each manufacturer’s system is used to produce complex surfaces to form various finishes such as vertical, horizontal, curved, inclined, right angles and splayed to receive plasterboard. * Learners to share their workplace experience and knowledge to identify and select the correct type and size of track, standard and performance stud, furring and linings, perimeter and secondary channels, connectors, clips, brackets, fixings and anchors for the chosen system. * Learners to engage in workshop activities to identify different components and fixings for varied fixing scenarios e.g. ceiling systems, varied wall systems. * Learners will collaborate, discuss and share their work place experience and knowledge to assess the quality and condition of materials and components including accessories for fire proofing and insulating to ensure they are fit for use and meet building regulations. * Learners to ensure materials are stored in line with manufacturers’ information, to be able to identify defective materials and accessories for poor quality, condition and contamination and to ensure they are removed and set to one side. |
| * 1. Use of resources | * Learners to revisit previous Risk Assessment Method Statement (RAMS) work to enable selection of suitable different materials and components for setting out and installing framed partitioning, wall and ceiling linings and encasements and framed ceiling systems. * Learners to produce RAMS for a small project of their choice to include some of the above resources. * Learners to know how to identify and report any problematic issues with background substrates, preparation methods and related components and to know the correct reporting procedure including line manager, client, manufacturers etc. |
| * 1. Organisational procedures to select resources | * Learners to discuss their workplace experience for selecting materials and components and interpreting and extracting technical information sources such as drawing, specifications, schedules and manufacturers’ information to ensure quality prior and during preparation, fixing and application to meet the required industry standard. * Learners to know the organisational procedures for reporting defects and inaccuracies within documentation and to be able to explain the chain of command for this process e.g., line manager etc. |
| * 1. Hazards | * Learners to discuss previous RAMS to know and identify hazards associated with the work schedule, materials and components associated with the installation and fixing process. * Learners to research how to produce and follow method statements and risk assessments to identify correct Personal Protective Equipment (PPE) and carry out the work safely and competently in accordance with health and safety legislation. * Learners to understand their responsibility for reporting accidents, hazards and near misses within the workplace to the correct level of authority and establish the correct chain of command in this process. * Learners to engage in a mock theory activity of reporting an accident to RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) and to the HSE (Health and Safety Executive). |
| 1. Understand working to a contract specification | * 1. Methods of work | * Learners to research their responsibility for completing set work tasks to the required standard and time frames set by planned work programmes. * Learners to complete a Gantt chart to show a work programme for a small installation project. * Learners to share workplace experiences of the effects of not meeting planned deadlines and the follow-on effects it has on other trades and planned work programmes. |
| * 1. Tools and equipment | * Learners will collaborate and discuss how to carry out pre-checks on hand tools and power tools to ensure they are fit for use and purpose when fixing metal stud single, twin, staggered, curved, walls over three metres and deflection heads, wall and ceiling linings and encasements, metal furring ceilings systems. * Learners to research and discuss Provision and Use of Work Equipment Regulations 1998 (PUWER). * Learners to know how to select hand tools, power tools and access equipment to carry out the setting out and transfer of dimensions and datums, preparation of work areas including services and access points, measuring of materials and components, cutting, positioning, installing complex and plain walls and ceilings and walls and ceilings with openings including beams and columns. * Learners to know how to store and maintain hand tools and power tools including access equipment during and after completing set work tasks. |
| 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 workshop activities around the installation of complex and plain vertical and horizontal surfaces, angles and splays prior to measuring, setting out, fit, position and installation of dry lining interior systems including service hatches, sockets and pipework. * Learners to partake in workshop activities to build and finish non 90-degree splays and to practice the application of pattresses’ and cutting out for any necessary sockets and pipework. * Learners to be able to identify and select the correct size and type of metal products, materials and components for installing metal stud partitioning, wall and ceiling linings and encasements and metal furring ceiling systems in line with drawings, specifications, schedules and manufacturers’ information to industry standard. * Learners to assess and carry out pre-checks on background substrates for correct strength, condition, accommodation, compatibility and suitability of the chosen/specified installation system. |
| * 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 engage in workshop activities when using and maintaining hand tools, portable power tools and ancillary equipment to prepare background substrates to install dry lining interior systems to produce complex and plain vertical and horizontal surfaces. * Learners to be able to use the different types of hand tools and power tools to prepare and set out interior systems, measure accurately, cut, pre-position and install interior system components and systems using appropriate methods and techniques including the need for increasing fire proofing and thermal insulation to meet building regulations. * Learners to be able to carry out different installation methods and techniques for setting out, installing and finishing complex and plain walls and ceilings and walls and ceilings with openings including beams and columns: * metal stud single, twin, staggered, curved, walls over three metres and deflection heads * wall and ceiling linings and encasements * metal furring ceilings systems. * Learners to be able to carry out pre-installation checks such as sound proofing to party walls, applying intumescent sealant to form fire breaks and forming perimeter seals using compound adhesive including the positioning of insulation materials. * Learners to be able to select and install standard and performance metal products, materials and components to reduce acoustic and sound transmittance, to assist in increasing thermal properties and increase resistance against impact and increase fire proofing. * Learners to be able to use correct installation methods and techniques, using accurate fixing and ensuring correct fixing centres to correctly set out and install interior systems using appropriate anchors, clips and mechanical fixings including cartridge operated fixing tool in line with specifications and manufacturer’s instructions. |
| * 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 research and discuss the application and installation process in line with drawings, specifications, schedules and manufacturers’ information to meet industry standard. * Learners will research and discuss how to assess and carry out pre-checks to deflection heads, service shaft partitions, curved walls and walls over three metres high. * Learners to partake in workshop activities to at least two of the following systems and procedures: * deflection heads * service shaft partitions * curved walls * walls over three metres high. |