



## **National Unit specification: general information**

**Unit title:** Plastering: Plasterboard and Coving

**Unit code:** H0C8 12

**Superclass:** TG

**Publication date:** January 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Summary**

This Unit is suitable for candidates working towards a modern apprenticeship in plastering and will develop the candidates understanding of measuring, cutting and fixing plasterboard materials to a range of backgrounds. This Unit is designed to provide candidates with competence in preparing backgrounds, cutting and fixing plasterboard to horizontal and vertical surfaces and openings, applying plasterboard coving and show the ability to apply these in the workplace. It is also designed to enable candidates to develop their understanding of plastering terminology, techniques and practices.

### **Outcomes**

- 1 Demonstrate knowledge and understanding of terminology, components, techniques and practices used in fixing plasterboard and coving.
- 2 Produce fully annotated scaled working drawing of beam section.
- 3 Fix plasterboard to walls, openings and piers.
- 4 Fix plasterboard to ceilings and beams.
- 5 Dot and dab plasterboard to solid backgrounds and openings.
- 6 Fix plasterboard coving.

### **Recommended entry**

While entry to this Unit is at the discretion of the centre, candidates undertaking the Professional Development Award in plastering at SCQF level 6 must meet the requirements of the Modern Apprentices which include being employed in the relevant craft industry.

## **General information (cont)**

### **Credit points and level**

2 National Unit credits at SCQF level 6: (12 SCQF credit points at SCQF level 6\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

# National Unit specification: statement of standards

## Unit title: Plastering: Plasterboard and Coving

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### Outcome 1

Demonstrate knowledge and understanding of terminology, components, techniques and practices used in fixing plasterboard and coving.

#### Performance Criteria

- (a) Identify and select the use of different types of plasterboard materials.
- (b) Identify and select the different types of backgrounds.
- (c) Identify and select plasters suited to a range of plasterboard backgrounds.
- (d) Identify and select application plasterboard materials.
- (e) Calculate areas, perimeters, cost.

### Outcome 2

Produce fully annotated scaled working drawing of beam section.

#### Performance Criteria

- (a) Produce a drawing of a beam section to a prescribed scale in compliance with the current Regulations.
- (b) Annotate drawings accurately in accordance with the current Regulations.

### Outcome 3

Fix plasterboard to walls, openings and piers.

#### Performance Criteria

- (a) Prepare background to receive plasterboard materials.
- (b) Measure, cut, and fix plasterboard to timber background.
- (c) Comply with current health and safety requirements during all work methods and activities.

### Outcome 4

Fix plasterboard to ceilings and beams.

#### Performance Criteria

- (a) Prepare background to receive plasterboard materials.
- (b) Measure, cut, and fix plasterboard to timber background.
- (c) Comply with current health and safety requirements during all work methods and activities.

## **National Unit specification: statement of standards (cont)**

**Unit title:** Plastering: Plasterboard and Coving (SCQF Level 6)

### **Outcome 5**

Dot and dab plasterboard to solid backgrounds and openings.

#### **Performance Criteria**

- (a) Prepare background to receive plasterboard materials.
- (b) Mix lightweight plaster according to given instructions.
- (c) Measure, cut, and fix plasterboard to solid background with openings.
- (d) Comply with current health and safety requirements during all work methods and activities.

### **Outcome 6**

Fix plasterboard coving.

#### **Performance Criteria**

- (a) Prepare background to receive coving.
- (b) Measure, cut, fix and mitre plasterboard coving to background.
- (c) Comply with current health and safety requirements during all work methods and activities.

### **Evidence Requirements for this Unit**

These Evidence Requirements will be met by the completion of the Plastering Training and Assessment Programme (TAP).

Evidence is required to demonstrate that the candidate has achieved this Unit to the standard specified in all Outcomes and Performance Criteria.

Written and/or oral recorded evidence is required to demonstrate that the candidate has achieved in Outcome 1 to the standard specified in the Performance Criteria. Candidates will be required to demonstrate their knowledge of in preparing backgrounds, cutting and fixing plasterboard to horizontal and vertical surfaces, and applying plasterboard coving. The instrument of assessment will be a questions paper conducted under closed-book, controlled, supervised conditions.

Product evidence is required to demonstrate that the candidate has achieved Outcome 2 to the standards specified in the Performance Criteria. Candidates will be required to produce a fully annotated drawing of a beam section. Assessment will be conducted under controlled, supervised conditions.

## National Unit specification: statement of standards (cont)

### Unit title: Plastering: Plasterboard and Coving

Product and performance evidence is required to demonstrate that the candidate has achieved Outcomes 3, 4, 5 and 6 to the standards specified in the Performance Criteria. Candidates will be required to demonstrate their ability to prepare backgrounds, cut and fix plasterboard to horizontal and vertical surfaces and apply plasterboard coving. Candidates must demonstrate safe handling of tools and materials, an awareness of standards and tolerances and comply with workshop cleaning and maintenance and Health and Safety and Personal Protective Equipment (PPE) regulations.

<b>Summary of standards (for candidate information only)</b>	
<b>Item</b>	<b>Measurement of standard</b>
Background structure cleaned and prepared	Free from obstructions.
Background checked	Supports to be checked for alignment and spacing of centres.
Measuring and cutting of boards	Generally free from tears and breakages, accurately $\pm 6$ mm.
Fixings — nails/screws	At even centres with no misses.
Joints	Gaps between 3 to 5 mm.
Board surfaces	In line, flush with correct paper side to face.
Pier face	Parallel with main wall $\pm 6$ mm.
Pier return	Square and plumb $\pm 6$ mm.
Wastage	Kept to a minimum.
Working area	Clean at all times.
Health and safety	Complies at all times.

## National Unit specification: statement of standards (cont)

**Unit title:** Plastering: Plasterboard and Coving

<b>Summary of standards (for candidate information only)</b>	
<b>Item</b>	<b>Measurement of standard</b>
Background structure cleaned and prepared	Free from obstructions and checked for alignment.
Measuring and cutting of boards	Generally free from tears and breakages, accurately $\pm 5$ mm.
Plaster dabs	At even centres — max spacing 600 mm.
Fire stops	Fully bedded with no gaps.
Joints	Gaps between 2 to 5 mm.
Board surfaces	In line, flat, straight and plumb $\pm 5$ mm.
Pier face	Parallel with main wall plumb and flat $\pm 5$ mm.
Pier return	Square and plum $\pm 5$ mm.
Wastage	Kept to a minimum.
Working area	Clean at all times.
Health and safety	Complies at all times.

<b>Summary of standards (for candidate information only)</b>	
<b>Item</b>	<b>Measurement of standard</b>
Background structure cleaned and prepared	Free from obstructions.
Setting out	Accurately to wall/ceiling lines $\pm 3$ mm.
Measuring and cutting of coving	Generally free from tears and breakages, accurately $\pm 4$ mm.
Joints	Gaps not to exceed 5 mm.
Bedding material	Mixed to manufacturer's specification, uniform consistency, free from lumps/dry materials.
Bedding to coving	Uniform with no misses.
Positioning of coving	Accurately to setting-outlines $\pm 3$ mm.
Jointing/stopping	Intersections, joints and members free from gathering and sinkings.
Finished face	Free from blemishes in line and straight maximum deviation not exceeding $\pm 3$ mm at any one point.
Mitres	To be in line with detail matching.
Straight cut	Accurately $\pm 4$ mm.
Wastage	Kept to a minimum.
Working area	Clean at all times.
Health and safety	Complies at all times.

## National Unit specification: support notes

### Unit title: Plastering: Plasterboard and Coving

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

### Guidance on the content and context for this Unit

This Unit has been developed as a mandatory Unit in the Professional Development Award in Plastering at SCQF level 6.

The successful completion of this Unit is designed to provide candidates with competence in preparing backgrounds, cutting and fixing plasterboard to horizontal and vertical surfaces, and applying plasterboard coving.

The knowledge elements of this Unit will cover the following:

- ◆ Background preparation
- ◆ Types of plasterboards and their uses
- ◆ Plasterboard properties
- ◆ Spacing and staggering boards
- ◆ Cutting and fixing plasterboard
- ◆ Dot and dabbing
- ◆ Plastering materials used with plasterboard (plasters trims/beads)
- ◆ Plasterboard coving (mitres and fixing)
- ◆ Safe handling of tools and materials
- ◆ Calculations (addition, subtraction, multiplication, area, perimeter.)
- ◆ Workshop health and safety (general health and safety and PPE)
- ◆ IT at SCQF level 3

The practical section of this Unit will cover the following:

- ◆ Background preparation.
- ◆ Cutting and fixing plasterboard (walls, piers, beams, and ceilings)
- ◆ Spacing and staggering boards
- ◆ Dot and dabbing (walls and openings)
- ◆ Fixing/mitring plasterboard coving
- ◆ Safe handling of tools and materials (handling and lifting techniques)
- ◆ Knowledge of standards/tolerances (training and assessment programme)
- ◆ Complying with workshop cleaning and maintenance
- ◆ Complying with health and safety/PPE regulations

Health and safety and sustainability are integral and key to the construction industry therefore throughout the Unit emphasis will be placed where appropriate on the application of health and safety and sustainability. Safety working practices should be looked at in accordance with current safety codes of practice and regulations. Sustainability should include reference to criteria affecting sustainability, impact of not implementing sustainability on the environment and the legislation promoting sustainability.



## National Unit specification: support notes

**Unit title:** Plastering: Plasterboard and Coving

### Guidance on learning and teaching approaches for this Unit

The candidate should be provided with plastering materials and photographs/visual aids in a Workshop environment followed by lecturer led demonstrations on how these plastering materials should be used safely and correctly.

The candidate should be introduced to a workshop environment where lecturer led demonstrations on preparing a range of backgrounds, cutting and fixing plasterboard to horizontal and vertical surfaces, and applying plasterboard coving. The candidate should follow demonstrations which should be supported by classroom notes and group discussions and by the use of Information and Communication Technology (ICT). Candidates may work in pairs to carry out the practical elements of this Unit.

Where appropriate, opportunities should be taken throughout delivery of this Unit to meet the requirements of the generic Units of the Training and Assessment Programme including:

- ◆ *Conform to Productive Working Practices*
- ◆ *Conform to General Workplace Health, Safety and Welfare*
- ◆ *Move, Handle and Store Resources*
- ◆ *Confirm Work Activities and Resources for the Work*
- ◆ *Develop and Maintain Good Working Relationships*
- ◆ *Confirm the Occupational Method of Work*

### Guidance on approaches to assessment for this Unit

Detailed assessment material for this Unit will be found in section 3 of the Plastering Training and Assessment Programme (TAP). Centres may use the instruments of assessment which they consider to be most appropriate but are advised to use the Plastering TAP which has been developed centrally by SQA. Any other instruments of assessment used must be comparable to the TAP and have been through prior verification.

The candidate's knowledge and understanding of terminology, techniques and construction practices and components related to fixing plasterboard and coving will be assessed through a question paper

Candidates will be required to produce an annotated drawing to meet the requirements of Outcome 2.

Candidates should be given as much practise as possible in using plasterboard materials prior to being set the assessment. Evidence will be gathered for Outcomes 3, 4, 5 and 6 through observation of work processes and assessment of the completed work pieces to ensure that the candidates have met the given standards and tolerances during the practical assessment. An assessor observation checklist should be used to record this evidence.

## National Unit specification: support notes

**Unit title:** Plastering: Plasterboard and Coving

### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### Opportunities for developing Core Skills

Components of the Core Skill of *Problem Solving* at SCQF level 4, such as Planning and Organising and Critical Thinking will be developed as candidates undertake this Unit. Candidates will need to take account of a range of factors in order to work efficiently and safely, such as the choice of tools, appropriate materials, safety issues, safety equipment and sustainability. Individual discussions with assessors will enhance the evaluation of efficient working practices.

There are opportunities for candidates to develop the Core Skill of *Working with Others* at SCQF level 4 as this practical assessment may be carried out working in pairs, as part of teaching and learning. Candidates can agree responsibilities and provide support and information to each other during the assessments. After assessment, they should be encouraged to consider how effectively they supported each other.

*Numeracy* at SCQF level 4 could be developed through the interpretation of information and the use of calculation, measuring and costing exercises.

There will be opportunities for candidates to develop the Core Skill of *Communication* at SCQF level 4. Candidates will have the opportunity to develop written and/or oral communication skills for the tasks, knowledge part of the assessment for Outcome 1. As candidates complete practical they should be expected to communicate with others using the correct terminology, tone and style suited to the workplace.

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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