

# TRADE OF PLASTERING

## PHASE 2

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### Module 1

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### SLABBING, RENDERING, FLOATING AND SKIMMING

#### UNIT: 1

## INDUCTION/SAFETY/HAND TOOLS

*Produced by*

**SOLAS**

An tSeirbhís Oideachais Leanúnaigh agus Scileanna  
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## Table of Contents

Introduction.....	1
Unit Objective .....	1
1.0 State the Attendance, Safety and Fire Drill Procedures that apply to the Training Establishment .....	2
1.1 Training Centre Location Layout, Location of Evacuation Assembly Points .....	2
1.2 Location and Use of Fire Fighting Equipment .....	4
1.3 Attendance, Time Keeping and Canteen Procedure .....	4
1.4 Safety Procedures Applicable to Training Location .....	6
1.5 First Aid Procedures and Accident Reporting.....	8
1.6 Personal Safety .....	10
2.0 Origin and Development of Trade.....	14
2.1 Craft Background.....	14
2.2 Structure of Apprenticeship .....	15
3.0 Work Performed by a Plasterer .....	19
3.1 Walls Are Plastered.....	19
4.0 Maintain a Tool Kit.....	20
4.1 Care of tools and equipment.....	20
5.0 Good Ethics and Work Practices in the Trade.....	22
5.1 Cleanliness and Protection .....	22
5.2 Awareness of Customers Relations.....	23

## Introduction

Welcome to this section of your course which is designed to introduce you the learner, to your training programme and to help you settle into the training environment as quickly and easily as possible.

## Unit Objective

By the end of this unit each apprentice will be able to:

- State the attendance, safety and fire drill procedures that apply to the training establishment
- State the origins and development of the trade
- Identify work performed by a plasterer and name trade tools
- Maintain a toolkit
- State good ethics and work practices in the trade

# 1.0 State the Attendance, Safety and Fire Drill Procedures that apply to the Training Establishment

## Key Learning Points

- Training location layout, location of evacuation assembly points
- Location and use of fire fighting equipment
- Attendance, time keeping and canteen procedure
- Safety procedures applicable to training location
- First aid procedures and accident reporting
- Methods of preventing dermatitis, eye injury, injury to feet/toes, damage to lungs/ears, electric shock, fatigue/stress

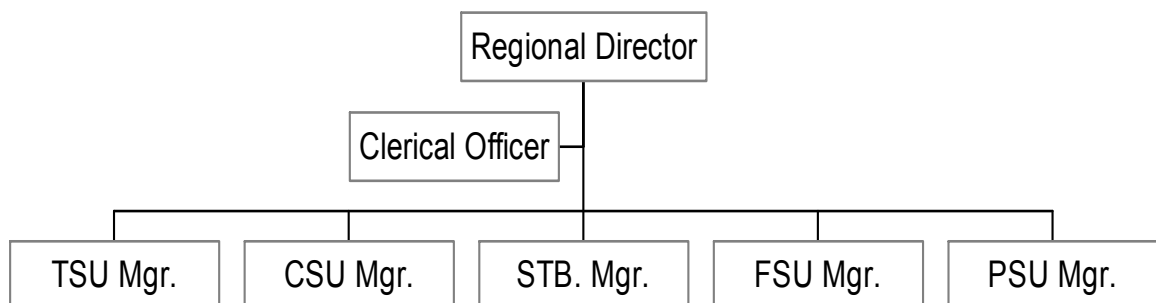
## 1.1 Training Centre Location Layout, Location of Evacuation Assembly Points

### Welcome

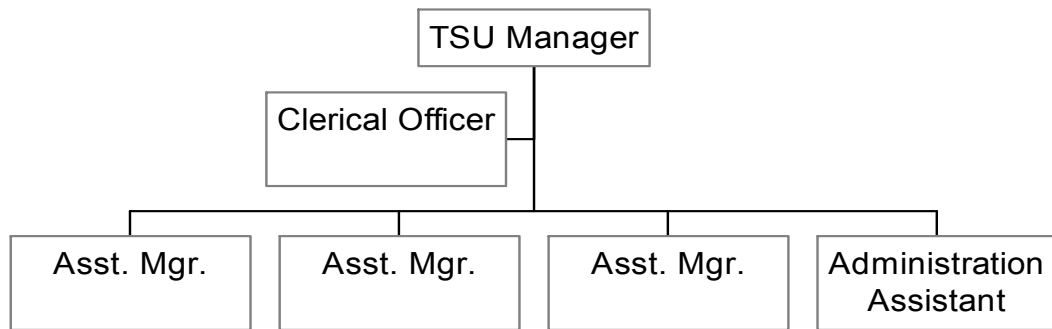
This Induction Session has been planned to introduce you to your programme and to help you settle into the training situation as quickly and easily as possible. We want you to make the most of the experience ahead. Try to become fully involved, listen carefully to your instructor and feel free to ask questions. The training centre staff is here to help you and all activities are designed to promote your learning. The rules and regulations are there to allow the training system to operate smoothly – which is essentially for your own well being.

**We wish you a happy and enjoyable time and good luck with your training programme.**

## Organisational Chart



# Training Services



## Emergency Evacuation Procedure

### Action by Safety Committee

Co-ordination of the evacuation procedure and subsequent action will be the responsibility of the Safety Officer or the Safety Committee Chairman or delegate and or the manager who will assemble at Reception Area on the alarm sounding and identify what the threat is.

Responsibility for evacuation of the Training Centre/Location is allocated to members of the Safety Committee, each with a distinct area of responsibility. The individual member will nominate a deputy to carry out the evacuation in the event of his/her absence from the area.

### Action by Instructing Staff

When the fire alarm sounds the following action is to be taken:

Make sure that all trainees/apprentices in your general area leave the building by their designated exit or nearest safe exit and go to their assembly point. Instructors will escort their class to the assembly point, do a head count of their class and report back to the fire warden who is manning the assembly point.

### Action by Apprentice

When the fire alarm sounds the following action is to be taken:

- Leave the Training Centre by your designated exit or the nearest safe exit and go to your assembly point (you will be shown this exit and assembly point during your induction period).
- Remain at the assembly point until the all clear is given
- If you are aware that someone is still in the building, please report this to the responsible person at the assembly point.

## 1.2 Location and Use of Fire Fighting Equipment

Fire-fighting equipment is for use in emergencies. Keep it clear of obstructions so that it can be accessed quickly when required. This also applies to fire doors and exits. Do not wait until there is a fire to find out where these things are and how to use them.

There are a number of Fire Stations located around the Training Centre. They have already been pointed out to you during the tour of the Training Centre. There are also individual fire extinguishers in certain workshops etc. They will be pointed out to those operating in the areas involved.

### Types of Fire Extinguisher

There are four types of fire extinguisher in common use. Each one extinguishes specific classes of fire. Newer fire extinguishers use a picture/labelling system to designate which class of fire they are to be used on. Older fire extinguishers are labelled with coloured geometrical shapes with letter designations. The letter designations may be included in the new picture/labelling system as shown below.

The main types of extinguisher that you will come across are;

- Water ( Red )
- CO2 ( Black )
- Dry Powder ( Blue )
- Foam ( Cream )

These have been colour coded so that you can identify them quickly and you do not use the wrong extinguisher and put yourself in danger. The main body colour of the extinguisher is red. The identifying colour is either in the form of a coloured band or the writing may be in the specific colour.

## 1.3 Attendance, Time Keeping and Canteen Procedure

### Training Days and Hours

The Training Centre is open five days a week Monday to Friday. The start / finish time for all apprentices in full time training is as follows:

<b>Monday</b>	<b>08.30</b>	-	<b>15:45</b>
<b>Tuesday</b>	<b>08.30</b>	-	<b>15:45</b>
<b>Wednesday</b>	<b>08.30</b>	-	<b>15:45</b>
<b>Thursday</b>	<b>08.30</b>	-	<b>15:45</b>

<b>Friday</b>	<b>08.30</b>	<b>-</b>	<b>12:45</b>
	<b>Morning Tea Break</b>		<b>10 Minutes.</b>
	<b>Lunch Break</b>		<b>30 Minutes.</b>

## Clocking System



- Following Registration you will be issued with a clock card
- Your instructor will inform you on the use of the machine applicable to you
- All Apprentices must clock in and out each day at the correct start and finish times in order to avoid deductions in training allowance
- Apprentices, who clock out early, will lose 15minutes of training allowance for every minute involved

To avoid unnecessary deductions from your training allowance, please ensure that the machine reads your card correctly as follows:

The clock card should be swiped from the top down with the magnetic strip facing the key pad. The clock should emit one “Beep”

**Note:** No “beep” indicates a misread card, try again –if the problem persists inform your instructor

- Apprentices who lose or forget their clock card must notify their instructor who will key in a number when they arrive in the morning and at the end of class.
- If on the next day you forget your card or the mislaid card is not found the instructor will only key in for you in the morning. In order to clock out at the end of class you will have to purchase a new clock card at a cost of €10.00. Otherwise your training allowance will not be paid for that day.



## Canteen

The canteen is located in the centre of the building.

Overalls must **not** be worn in the canteen during break times.

If you have any special dietary request please inform the Canteen Manager.

- Please adhere strictly to your allocated break times.
- Form orderly queues.
- Trays / cups and accessories must be removed from your table and returned to the trolleys provided at the top of the canteen.
- If you wish to have lunch at 12:45 on Fridays you must book and pay for it on Thursday.
- Report any spillage or breakage to the canteen staff.

## 1.4 Safety Procedures Applicable to Training Location

### Safety, Health and Welfare at Work

The primary focus of the Safety, Health and Welfare at Work Act is on the prevention of injuries and deaths in the workplace. The 1989 act was amended in 2005.

### The Health and Safety Authority

The Health and Safety Authority is a state body, which has overall responsibility for the administration and enforcement of health and safety at work in Ireland. It monitors compliance with health and safety legislation at the workplace and can take a wide range of enforcement action, including prosecutions.

It is the national centre for information and advice to employers, employees and self-employed on all aspects of workplace health and safety. The Health and Safety Authority also promotes education, training and research in the field.

The Health and Safety Authority provides the following services to employers, employees and the public:

- Promote good standards of health and safety at work
- Inspect all places of work and monitor compliance with health and safety laws
- Investigate certain serious accidents, causes of ill health and complaints
- Carry out and sponsor research on health and safety at work
- Publish codes of practice, guidance and information

- Provide an information service during office hours
- Develop new laws and standards on health and safety at work

## General Policy Statement

The objectives of SOLAS:

- To do all that is reasonably practicable to prevent personal injury and damage to property
- To protect employees and others from foreseeable work hazards
- To enlist the active support of employees in achieving such conditions
- To promote standards of health, safety and welfare that complies with the provisions and requirements of current health, safety and welfare legislation and all other statutory provisions and codes of practice
- To promote and maintain a safe and healthy working environment, safe systems and methods of work and to protect employees and others, in so far as they come into contact with foreseeable work hazards
- To provide all employees with the information, training and supervision that they need to work safely and efficiently and to develop safety awareness among employees
- To define all individuals' responsibility for health and safety matters
- To encourage full and effective joint consultation on all health and safety matters
- The Safety Statement identifies the various hazards and sets out the necessary arrangements to reduce risks to a minimum

## Smoking

- In line with current government legislation smoking is not permitted in any location in the Training Centre, including entry lobbies.
- Persons who wish to smoke must do so outside the building in the smoking rooms located at the rear and side of the Training Centre.
- You are requested to use the bins provided in the yards to dispose of any cigarette butts and litter.

## Drugs & Alcohol

Any apprentice deemed under the influence of illicit drugs or alcohol will be asked to leave the Training location.

## Security

- A security surveillance system operates on the premises.
- The Training Centre takes no responsibility for loss of personal possessions.

## 1.5 First Aid Procedures and Accident Reporting

### First Aid

If you are not quite up to the mark, your attention is relaxed and that's just when an accident happens. Your attention is needed at all times in the training centre or while at work. If you feel unwell, you should report to your instructor.

The smallest pinprick can lead to blood poisoning. Get first-aid treatment for all injuries, however slight. Leave any dressing alone after it has been put on. Tampering with it may infect the wound with germs.

If anyone is badly hurt, send for a member of the First-Aid team before moving him/her. Moving an injured person, without the necessary knowledge, may cause further injury.

### Have You Ever Had An Accident?

It does not have to be a bad car smash or an accident resulting in permanent injury to be called an accident.

- Accidents don't happen, they are caused.
- Think carefully about the accidents you have had.
- Think about what caused them.
- Could you have prevented your accident?

Listed below are some of the common causes of most accidents; can you find the cause of YOUR accident amongst them?

- Perhaps the accident wasn't your fault – someone else caused it. The above list still applies – but to them not out. You were the victim of another's lack of safety sense.
- Some accidents are caused by mechanical or structural failure that could be foreseen but these are few compared to those due to human error – the unsafe act of people.

### Reporting of Accidents

**All accidents must be notified to your instructor, who will deal with the situation depending on the extent of the injury involved.**

In the event of any accident:

Report it to your instructor who will decide the course of action to be taken.

- Category 1** First Aid will be administered on site.
- Category 2** First Aid will be administered on site and patient will then be transported to the nearest Accident and Emergency Department.
- Category 3** An ambulance will be called and emergency First Aid will be administered on site.

You will be asked to give details of the accident and how it occurred, all of which will be recorded in the Accident Register. Depending on the extent of your injuries, your next-of-kin will be notified.

### Unsafe Acts

1. Ladder placed in dangerous position.
2. Lack of hand cleanliness while handling mortar.
3. Placing hands near unguarded machinery.
4. Ladder not lashed or footed.
5. Bending the back while lifting..
6. Untidiness.
7. Not wearing eye protection.
8. Using a defective ladder.
9. Plank with nails left on floor.
10. Lifting without inspection for sharp edges.
11. Not wearing protective footwear.
12. Not wearing safety helmet.
13. Improper use of hand tool.
14. Not wearing lung protection.
15. Handing items across revolving machinery.
16. Making adjustments when machinery is moving.
17. No toe boards fitted to scaffolding.

### Training Centre Hygiene Code

All trainees are responsible for the cleanliness of their own work areas, benches, machinery, equipment, etc., and for the general cleanliness of lecture rooms, canteen and toilet facilities.

- A period is set aside at the end of each day for cleaning.
- Smoking in the centre is forbidden.

### Personal Hygiene Code

1. Whenever you break off work, wash your hands, face and arms thoroughly with soap and water, rinse and dry your skin properly.
2. Don't wear dirty clothes – ever. As soon as they are soiled get them washed.
3. Follow rules for personal protection:

- Wear gloves to protect the hands when handling dangerous materials.
- Wear a safety hair cap to protect your scalp and keep your hair clean.

If you feel ill, report to your instructor.

Follow normal personal hygiene practices:

- Change clothing regularly
- Wash hair regularly
- Bath regularly

## 1.6 Personal Safety

### Dermatitis

#### What is Dermatitis?

Dermatitis is a disease of the skin that can cause a great deal of suffering and hardship. It usually starts with soreness and redness on parts of the body, which have come into contact with some irritating substance whilst at work. Sometimes a swelling may occur on the affected parts. Blisters may appear and when these break, infection is possible.

#### Where on the body?

The hands and arms are the parts most often affected with industrial dermatitis. Irritation around the eyes, face or neck may produce the first warning sign, if continually exposed to a lot of dust or fumes. It is possible to get dermatitis on any part of the body.

#### What causes Dermatitis?

We all have a natural protective film of oil on our skin. If soaps, detergents, chemicals, or other substances remove this film, the skin can become dry and cracked. Further exposure to environmental irritants then causes redness and inflammation. Hand dermatitis is not contagious.

Hand dermatitis is common. Hand rashes usually result from a combination of sensitive skin and irritation or an allergic reaction from materials touched. People with hand dermatitis often have dermatitis elsewhere, and frequently blood relatives have hand dermatitis.

It is caused by contact with many materials in industry. Examples of these materials are:

- Acids
- Cement
- Chemicals
- Cutting oils
- Diesel oil
- Paraffin
- Solvents
- Tar
- Turpentine

Where certain individuals appear more susceptible to this kind of dermatitis, it is due to other factors that compromise the skin's natural barrier of protection. For example, constant exposure to water can reduce the skin's ability to withstand chemical attack. Cuts and scratches can allow entry of chemicals through the protective outer layers of the skin into the more sensitive layer.

### Prevention of Dermatitis

Preventing dermatitis is considerably more preferable than treatment:

- Avoid exposure to hazardous chemicals.
- Use protective gloves suitable for the operation.
- Broken skin should of course be well protected.
- Rings often worsen dermatitis by trapping irritating materials beneath them.
- Remove your rings while working and before washing your hands.
- Wash thoroughly, rinse and dry your skin properly.
- Do this at meal breaks and when finished work.
- Apply a barrier cream as extra protection.
- Wear clean clothes.
- Wear overalls to protect your clothes.

Prevention of dermatitis is often achieved by the design of safer work practices. Protect your hands for at least four months after they have healed. It takes a long time for skin to recover, and unless you're careful the dermatitis will recur.

### Eye Protection

If some foreign body gets into your eye, you should have it attended to immediately. Your mate may be willing, and able to get it out, but your eyes are too valuable to trust to any unskilled person. You know how uncomfortable and painful it can be to get a bit of windblown dust in your eye. A bit of metal or stone, a splash of chemical, sparks from grinding wheel or slag from a weld may result in anything from seriously impaired vision to total blindness.

The use of a pair of safety glasses or similar protection will prevent this happening. Get into the habit of using eye protection always.

**Remember** – you can get a new pair of safety glasses but – **you only have one pair of eyes.**

### Hearing Protection

Loud noise can damage your hearing. When noise levels are high you must wear ear protectors. If you do not, you will suffer hearing loss and may have to wear a hearing aid later in life. Machines with high noise levels include woodworking machinery, heavy metal guillotines, angle grinders and percussion drills – you must wear hearing protection while working with these machines or while in an area where they are in operation. If in doubt about noise levels ask your instructor.

### Effects of too Much Noise

Most of us have had the experience of being temporarily deafened by exposure to loud noise, whether it is at work, or at a disco. Given a few hours rest, the ear recovers and no permanent damage is done. When exposure is continuous or repeated, however, a gradual hearing loss may result. This hearing loss is permanent and irreversible and is known as "Noise Induced Hearing Loss (NIHL)". It cannot be corrected by surgical or any other means. Even the use of a hearing aid is generally considered unsatisfactory, because of the nature of the hearing loss.

### Breathing Apparatus

Some processes produce dust or fumes. These may be harmful or may only be a nuisance. If you work where dust or fumes are produced, dangerous or otherwise, you must wear suitable masks or breathing apparatus to protect your lungs. The type of equipment required will depend on the type of dust or fumes present.

### Protective Footwear

Every effort must be made to make the site as safe as possible, and not rely on protective clothing alone.

However there are many situations where safety is only possible if you wear correct protective clothing

The employer must provide this and maintain it.

**You must wear it.**

## In General

- Safety helmets must be worn on all construction sites.
- Hard-toed footwear should be worn.
- Goggles, ear defenders and gloves may be necessary.
- It is up to you to report any loss or damage to the protective clothing provided.

## Electricity

Electrical accidents, many of which are fatal, are often caused by contact with;

- Underground or overhead power lines
- Unsuitable or badly maintained equipment
- Bad connections to the supply

Here's how to handle electricity on site:

- Treat electricity with respect
- Check constantly that cables are not damaged or worn
- Keep trailing cables off ground and away from water
- Never overload or use makeshift plugs and fuses
- For mains voltage, screened cables must be used and circuits must be protected by proper circuit breakers

## Did You Know?

- If you take chances, chances are you'll loose. Don't let anyone talk you into being stupid.
- Your employer is obliged by law to plan and cost every job so as to include proper safety measures.
- Your employer has to tell you:
  - The dangers of the job
  - The safety precautions you'll need to take
  - About the safety equipment/clothing you are given to use and has to:
  - Give necessary training to keep you safe
  - Supervise the work properly

## A Few Hard Facts

- The first week on the site is the most dangerous.
- Accidents are more frequent at the end of the day.
- Small building jobs are the most risky.
- Safety helmets and equipment do prevent injury and death.
- Most light weight shoes – such as trainers or runners aren't suitable on site.



The Health and Safety Authority is on your side. We have the support of the unions, the employers' organisations (including the Construction Industry Federation) and the Government.

If the safeguards are not adequate, discuss immediately with your supervisor or Safety Representative. If this fails you can contact the local Health and Safety Inspectors directly (in confidence if you want). You'll find the addresses and phone numbers at the back of this leaflet.

70% of all accidents can be predicted. If they can be predicted they can be prevented. That means there have been more than 50 needless, avoidable deaths on sites in the past 10 years, likewise, 3,500 serious accidents.

So, team up for safety and follow these guidelines. Together we can prevent further tragedies.

**Never, ever take extra money as compensation for working without safeguards.**

**Remember:** Nobody has the right to give you a dangerous job. All jobs can be made safe if the right guidelines are followed, the correct equipment used and all the proper safety precaution taken.

## 2.0 Origin and Development of Trade

### Key Learning Points

- Origin and development of trade

### 2.1 Craft Background

The inception of Plastering is unknown. The primitive occupants of cliffs and caves crudely cemented cracks and crevices with mud to protect themselves from the elements, animals and insects. Eventually man lived more in the open, constructing dwellings of logs and branches interwoven with twigs and reeds, covering the whole with mud and clay. This then was the very early crude form of plastering, from which the techniques of today have developed.

The Patron Saint of the industry is St. Bartholomew, a plasterer and sculptor of great renown, a victim of a massacre in 1572 during the Spanish inquisition.

Each part or phase of plastering, internal or external, is of sufficient importance to be executed in a conscientious workmanlike manner. The opportunities of becoming thoroughly skilled in every branch of the craft have been denied to many, but few, if any, can present a reasonable excuse for not being masters of some branch of the work and possessing a sound general knowledge of the whole.

The rewards for practical ability cannot be denied.

Plastering is not a new untried innovation. It has been developed over a period of time covering many centuries and has proven its worth.

No competitive material has yet been discovered which provides in such high degree all those requisites for safe, permanent, comfortable and economical construction provided by plastering.

Basically it is the process of converting natural rock into a pliable workable mortar that can be applied over the interior or exterior of a building, where it returns to a rock-like state, and provides a seamless monolithic surface unaffected by temperature and humidity changes.

It hermetically seals the building and the separate sections, thereby obstructing the passage of temperature, sound, odours or vermin. Properly mixed and applied plastering imparts permanent fire-proofing, solidity and strength to a building.

If plastering with its present high standard of material and workmanship were a new discovery today, the sensational effect it would have on the construction industry can well be imagined.

The inventor would be most highly acclaimed and the public would demand that their buildings be finished by this method which so highly excels in insulation, fire protection, sound proofing, adaptability, sanitation, permanence, stability, economy and beauty.

Great personal satisfaction can be obtained by the craftsman who can adapt himself to any situation, type of work which presents itself. The result produced by the effort and Labour of the plasterer is a memorial to the individual himself and for all to see.

## 2.2 Structure of Apprenticeship

The curriculum is standards-based and reflects the range of competence currently practiced by craft workers in industry.

The apprenticeship training and development programme for each trade is based on an Occupational Analysis of that trade.

Each Occupational Analysis reflects the results of a national survey carried out to establish the skills, knowledge and attitudes currently practiced and required by craft workers within the trade.

The skills in each Occupational Analysis are categorised by the curriculum developers under the following headings:

- Core Skills, The range of skills and knowledge which are specific and are required by all craft workers of the trade
- Specialist Skills, Those skills which are identified with an industry/trade and are applied in specialist sectors within that industry/trade. Mastery of these skills allows craft workers to specialise in particular areas of industry as key personnel
- Common Skills, Those skills which are required by the trade (either Core or Specialist skills), but which are also common to other trades within a family or group of trades
- Personal Skills, The skills which apply to all trades and incorporate the practical application of abilities such as:
  - Communications
  - Customer Relations
  - Adaptability
  - Ability to work as a team member
  - Ability to work independently
  - Initiative
  - Problem Solving
  - Planning
  - Information Gathering
  - Quality
  - Language
  - Report Writing

Mastery of these skills enables craft workers to enrich their relationships with their colleagues and clients and is essential for progression to higher levels of responsibility, promotion and job satisfaction.

**The system is modular with alternating periods of on and off-the-job training.**

Modular Training is defined as “a system in which the training content is divided into independent units or modules of learning” The modules can be combined to form a training and development programme to meet the needs of each trade. It permits continuous adaptation of the programme to ensure its relevance to the evolving needs of industry. The curriculum is modular in structure to reflect the different on and off-the-job phases.

### **On the Job Training**

Specific skills and standards are prescribed for each on-the job phase.

Employers are responsible for ensuring that their apprentices develop the skills and standards prescribed for each on-the-job phase.

The periods of on-the-job training and development may vary by trade and will be determined by the training and developmental requirements of each trade.

### Off the Job Training and Development

The maximum cumulative phases of off-the-job training and development, in any particular trade, will normally be 40 weeks. The total cumulative phases of off-the-job training and development are determined by the requirements of each trade.

Off-the-job training and development will be provided by either:

- Training Centre
- Department of Education College/School, or
- Approved industry – based training centre.

The total content of each off-the-job phase of training and development is covered by a single institution to ensure the integration of practical subjects with Theory, Maths, Science, Drawing and Personal Skills.

### The Phase Structure

During the period of Apprenticeship each apprentice will undertake alternating phases of on-the-job and off-the-job training and development. Each apprentice will spend a maximum of 40 weeks in off-the-job training in an approved training location. The rest of the time will be spent in on-the-job training and development of the necessary skills.

- Phase1: On-The-Job Planned Training and Work Experience, 12 Weeks.
- Phase 2: Off-The-Job Training and Development, 20 Weeks. (Modular Assessment.).
- Phase 3: On-The-Job Training and Work Experience. (Competence Assessment.).
- Phase 4: Off-The-Job Training and Development, 10 Weeks. (Modular Assessment.).
- Phase 5: On-The-Job Training and Work Experience. (Competence Assessment.).
- Phase 6: Off-The-Job Training and Development, 10 Weeks. (Modular Assessment.).
- Phase7: On-The-Job Training and Work Experience. (Competence Assessment.).

### Modular Assessment

Modular Assessment is carried out during the off-the-job phases. It involves coursework assessment and standardised and supervised practical, multi-choice and short-answer tests. Coursework assessment consists of exercises and projects carried out with access to all available resources.

The Assessment Programmes for each Phase are set out in a separate manual and will be implemented by the off-the-job training providers.

### Competence Assessment

Competence Assessment is carried out during the on-the-job phases. Competence is defined as the application of skills, knowledge and attitudes in order to perform tasks or combinations of tasks to industrial and commercial standards under operational conditions.

The workplace Assessment will be carried out by the workplace supervisor/assessor. An assessment specification and a detailed workplace assessment checklist are provided in each of the on-the-job Phases.

Only those apprentices who can demonstrate achievement of the relevant industry standards in both on-the-job (competence assessment) and off-the-job (modular assessment) will be awarded a National Craft Certificate.

**To be recognised as a craft worker in future a person will have to have the National Craft Certificate as a compulsory requirement.**

Throughout the period of apprenticeship, each apprentice will undergo a range of assessments to establish competence, monitor progress and identify areas requiring additional skill development.

On successful completion of the required assessments, each apprentice will be awarded the National Craft Qualification.

**The duration of apprenticeship would be determined by the training/education/developmental requirements of each trade:**

The duration of the apprenticeship would still take approximately 4 years to complete, but the idea of it being standards based means that an apprentice can-not move on to the next phase until he/she has reached the required standard of the phase they are on at the moment.

If an apprentice has difficulty with a phase, and has to spend longer on it to complete, this may add time to the completion date.

The curriculum model for the New Apprenticeship meets the above criteria and ensures that apprentices develop the required level of competence through an integrated learning process

## 3.0 Work Performed by a Plasterer

### Key Learning Points

- Identification of work performed by a plasterer

### 3.1 Walls Are Plastered

There are several reasons, but they all tend both to improvement and the preservation of structures. Used externally in the form of renderings, buildings are protected from the weather, and also in many cases, improved aesthetically, especially when dealing with renovations. An external rendering, properly prepared and applied, being compact, of close texture and without joints makes a building weather tight, offering opposition to the infiltration of moisture, whether in the form of rain or damp vapour. In slight structures, frame or of other types, it is a draught excluder. These properties make plaster an effective insulating medium so that a plastered house is likely to be cooler in the summer and warmer in the winter, as well as drier, as the result of such protection.

#### Hygiene

Walls and ceilings that are plastered present a surface which is smooth, easily kept clean, suitable to be painted, papered, or decorated in any manner a joint less surface which is hygienically ideal, especially for such buildings as hospitals etc.

Aesthetically, we apply plaster to walls and ceilings as a medium for decoration, both internally and externally.

Externally this is achieved by the various types of rendered finishes, for example: monocouche, pebbledash, renderings in coloured cements etc.

#### Bonding

Plaster must adhere to the surface to which it is applied. Modern 'bonding' liquids provide a simple, easy method of providing a suitable surface for plaster, especially on smooth surfaces.

Key must be provided if there is no natural key, either by the use of a bonding agent and/ or a bonding plaster. In some cases, the surface may have to be hacked, and thoroughly brushed down to remove dust and loose projecting matter.

#### Rendering

In general terms, this refers to the backing coat prior to laying on the finishing coat. This rendering or backing coat can be of one coat (known as the 'rendering' coat) or two-coat work where the rendering coat is scratched for key, and a further backing coat applied, known as the 'floating' coat. This is scoured with a float with protruding nails to form a flat, keyed surface in preparation for the finishing or as it is correctly known as the 'setting' coat.

## Setting Coat

Generally, the setting coat is applied to the floated surface and is built up by a series of applications to a thickness of approximately 1/8 inch. It is trowelled up to a smooth, fine finish.

# 4.0 Maintain a Tool Kit

## Key Learning Points

- Identification of basic plastering equipment for specific tasks

## 4.1 Care of tools and equipment



## Hawk

Modern materials now allow the choice of two lightweight hawks – plastic or aluminium. The aluminium type has a detachable handle and the plastic type is a moulded one-piece tool. The pressure of the hawk upon the hand can cause soreness, this can be eased by cutting a hole in a sponge, and threading it onto the handle. The sponge will absorb the pressure, and make the hawk more comfortable to use.

## Trowels

The floating trowel is normally not of such good quality, but is more robust in design and a blade of thicker steel. When you purchase these trowels do not assume that they must be good because they are new. Faulty rivets can be present, and should be looked for. This is best done by turning the trowel on its side, and looking down the length of the blade. If the trowel has been badly riveted, this will show up as a ‘wobble’ in the line of the blade. Such a trowel will never produce good work. The finishing trowel should be of good quality steel and thinner than the floating trowel.

## Floats

As with modern hawks, floats can now be purchased in plastic one-piece form, as opposed to the traditional wooden float with a separate handle. Wooden floats have a tendency to warp in hot weather, and unless kept in water, when not in use, could distort to the point of splitting. A plastic float will retain its shape under all conditions and is light to handle.

## Gauging Trowel

The gauging trowel is a multi-purpose tool, originally designed for mixing small amounts of material, but can be useful for working behind pipes and other such awkward situations.

## Internal Angle Trowel

This is used for finishing-work to internal angles. They come in two varieties, both of which are equally useful. The most common is a two-sided design, but there is also a three-sided version.

## Hammer

The hammer is an essential item, and need not be the traditional plasterer’s lath hammer design. A modern steel claw hammer will suffice for everyday needs. Wooden handled hammers will not be as suitable, and probably will not last as long.

## Small Tool

A small tool is used mainly for finishing off work in awkward corners, cutting out wet plaster from switch boxes etc .It is also used for bench work and fibrous plasterwork.

## GP (General Purpose) Saw

This is exactly what the name implies. Worn blades can easily be replaced, because it is a lightweight two-piece tool with a metal blade and a plastic handle.

## Cutting Knife

A cutting knife with replaceable blades is needed for cutting and trimming plasterboards.



## Tin Snips

Tin snips will be required for cutting metal angle beads and expanded metal.

## Water Brush

The water brush has a variety of uses, such as washing off ceiling lines, door and window frames, and wetting down walls, when working with finishing plasters. The best type of brush for general use is a partly worn decorator's emulsion brush. A brand new brush will tend to hold too much water. The minimum width of your water brush should be 150 mm.

When not in use, the brush should be washed out in your water bucket and laid to one side, possibly on a window sill. If you leave the brush in the bucket it will be standing on the ends of the bristles and, in time, the bristles will start to curl. This will make the brush virtually useless for cleaning purposes.

# 5.0 Good Ethics and Work Practices in the Trade

## Key Learning Points

- Importance of developing good work practices
- Awareness of customer relations

## 5.1 Cleanliness and Protection

Cleanliness is essential in carrying out plasterwork. Adequate protection should be given to all existing work and fittings which are liable to be damaged, not only in the area of the plastering operations but in the approaches thereto, by covering up with boards, dust sheets etc., as necessary. This is particularly important when mechanical methods of application are used.

Contamination of concrete bases with set gypsum should be avoided as far as possible as it may have an adverse effect on subsequent floor finishing treatments. On completion, all work affected by plastering operations should be left clean. Special care is needed when removing set plaster from glass to avoid damaging the surface.

## 5.2 Awareness of Customers Relations

### Definition of a Customer

A customer is person who is engages in ‘consumer behaviour’. Consumer behaviour is the selection, purchasing and use of products and services. The customer is someone to do business with’. However, it is the customer who has the choice to select the product or service on offer; it is the customer who has the choice of purchasing that or any other product or service on offer. Also, remember, it is once again the customer who has the choice to use any product or service on offer

### The Customer

The most important person in any business is the customer. A crowd at a football match is simply a large number of individuals that when together, make up the crowd. If some of those individuals had earlier thought that the weather was too bad and they decided not to travel, then there would not be a crowd, no ‘crowd’ of customer’s means no money being made! No excitement! The individual customers are all equally important to the success of the business. It is the combined number of individual customers that make the volume of business.

### Customer ‘Impressions’

Customers form ‘positive’ or ‘negative’ impressions of the products or services that they already have purchased, or intend to purchase in the future. ‘Positive impressions’ bring return business and local ‘good’ word of mouth. ‘Negative impressions’ can be a very serious problem; the person may or may not choose to talk a lot. If they take their business elsewhere, it can be a very public demonstration of their dissatisfaction with the service that they had received

### Company Ethos

All business firms/companies of all types and sizes have an ‘ethos’ or ‘corporate culture’. This can be described as the values or broad beliefs that affect decisions made by the management and staff on behalf of that firm. This ‘culture’ may be positive or ‘negative’, but the decisions and actions that are made or carried out by staff members are influenced by these underlying or ‘core’ values.

### The Importance of a Positive Ethos/Culture

The ‘culture’ of the firm is its overall ‘personality’. Where this is positive, staff sees themselves as members of a successful team. Decisions and actions are based on the shared values and successful interpersonal relationships. You as the new apprentice should feel accepted and appreciated as the new member of the team. All customers, irrespective of any misconceptions that may develop by either party, are appreciated equally.

## The Mission Statement

A 'mission statement' is a special sentence or small group of sentences that a company or firm will write and then use in a public manner to indicate, (a) the industry that the firm operates in, (b) customers and products that it intends to serve and where this will be carried out, and most importantly for the employees, a description of the underlying 'philosophy' of the firm.

## 'Life Skills'

These are the personal skills of accepting and appreciating the different talents and skills of your fellow employees, combining these with the direction, supervision and co-ordination of your employer for the common purpose. Every member of the staff of a firm, irrespective of the number of staff in that firm, has to accept responsibility to support the business challenges facing that firm. Remember, "One for all, all for one", can inspire continual enthusiasm for success.

S O L A S

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