

L2 APPRENTICESHIP

PLASTERER

Overview

The broad purpose of this occupation is to apply layers of plaster onto walls, floors and ceilings. Plastering serves a protective function; in that it makes buildings more robust and also an aesthetic function. Plasterers will often complete dry lining projects during their career. Although a person may specialise solely in dry lining, a plasterer must have the knowledge of dry lining in addition to their knowledge and skills to plaster. In their daily work, an employee in this occupation interacts with commercial and domestic customers, other trades, architects and site managers. All plasterers can work on their own or as part of a small team. They work on small-scale domestic jobs, large repair and restoration projects and on big commercial developments such as schools or hospitals, therefore coming into contact with a wide range of people.

Entry requirements*

Grade 2 GCSE (E) in English and Maths

Who is the course for?

The occupation covered by this apprenticeship standard is for a Plasterer that will specialise in either Solid or Fibrous plaster work after undertaking the core learning.

Programme content

Knowledge

- **Health and safety:**
Health and safety hazards, current regulations and legislation. Codes of practice and safe working practices, including asbestos awareness and correct use of personal protective equipment (PPE).
- **Customer service:**
The principles of high-quality customer service. Establishing the needs of others (colleagues, customers and other stakeholders). Respect the working environment including customers' properties, impact on other trades and the project.
- **Communication:**
Different communication methods. How to communicate in a clear, articulate and appropriate manner. How to adapt communication style to different situations. How to interpret and use drawings and specifications.
- **Buildings:**
Different eras, types of construction methods, insulation considerations, facilities, fire protection. The importance of thermal/insulation to buildings, damp proofing/tanking, renovation and restoration.

KEY INFORMATION

Typical Duration:
36 months + 3 months EPA

Taught Days:
One day every week term time only

Delivery Location:
Truro

Funding value:
£10,000

(£500 employer contribution if required)

- **Materials:**
Types of traditional and modern materials; moving, handling and storage of them; their uses and characteristics, e.g. types, condition, strength and compatibility. Cost awareness and environmental considerations/waste awareness, e.g. surface water management and recycling. Chemical damp proofing installation, moisture effects and damage.
- **Considerations before completing plastering work:**
Such as: u-values, insulation, impact, fire proofing around steel work.
- **Dry lining:**
materials, methods, and finishes.
- **Application methods:**
For different types of mortars and finishes, including heritage and how to re-instate plastering systems post chemical damp-proof injection; of render systems including colour rendering; run in situ moulding work in sand and cement.
- **How to fix ancillary works:**
Including beads, trims and how to use additives to form a mechanical key.
- **How to produce reverse moulds:**
Such as: enriched cornices, arches, columns, pilasters, corbels ceiling centre and beam case.
- **How to cast from reverse moulds:**
In: fibrous plaster, GRG (glass fibre reinforced gypsum) and GRC (glass fibre reinforced concrete)
- **How to fix a range of cast mouldings:**
Such as: enriched cornice, arches, columns, pilasters, corbels, ceiling centre and beam casing.
- How to restore existing mouldings including how to take squeezes of different types of mouldings using plaster, clay and silicone rubber to reproduce mouldings to match the original.

Skills

- **Materials:**
Identify and prepare surfaces for plastering. Determine quantities and ratios of materials. Move, handle and store materials.
- **Safe Working:**
Adhere to relevant health and safety legislation, codes of practice and apply safe working practices, including when working at heights.
- **Working environment:**
Select appropriate tools, equipment, materials and components where necessary. Interpret and use drawings and specifications including BIM/CAD. Maintain a clean working area.
- **Fixing and jointing plasterboard:**
Construct metal framed partitions, wall linings and openings in preparation for boarding. Mechanically install plasterboard to timber and lightweight metal framing. Direct bond plasterboard to masonry. Use hand applied and machine applied tape and jointing systems.

- **Plastering:**
Apply solid plastering systems using one and two coat plastering to internal surfaces.
- **In-situ moulds:**
Construct running moulds to match existing moulding design, set up running rules and plaster screeds, run in-situ moulding work including coring out using bracketing on solid backgrounds. Assemble benches, run short breaks and form stop ends, make good internal and external mitres and returned ends.
- **Running moulds:**
Construct positive or negative running moulds. Set down running rules correctly. Run reverse moulds and prepare for casting. Run panel moulds. Take casts from reverse moulds.
- **Repairing existing plaster:**
Renovate and restore internal and external effected surfaces back to original state.
- **Install cast mouldings:**
Install cornice mouldings including forming internal and external mitred angles.
- **Plastering:**
Apply three coat plastering, including heritage lime mortars and finishes, and machine applied plaster; sealings and bonding agents, re-instate plastering systems after chemical damp proof injection.
- **Rendering:**
Apply traditional, modern and machine applied render systems including colour rendering; run in situ moulding work in sand and cement.
- **Ancillary works:**
Fix beads and trims, use additives and form mechanical keys as required, mechanically fix EML, rib lath and timber lath.
- **Reverse moulds:**
Produce reverse moulds (e g enriched cornices, arches, columns, pilasters, corbels ceiling centre and beam case).
- **Casting:**
Cast from reverse moulds in fibrous plaster, GRG and GRC (glass fibre reinforced cement) Fixing cast mouldings: install cast mouldings (e g enriched cornice, arches, columns, pilasters, corbels, ceiling centre and beam casing).
- **Restoration of existing mouldings:**
Take squeezes of different types of mouldings using plaster, clay and silicone rubber to reproduce mouldings to match the original; produce and install mouldings for the repair of existing mouldings

Behaviours

- **Positive and mature attitude:**
Conscientious, punctual, enthusiastic, reliable and professional including appearance. Take responsibility for personal judgements and actions. Be aware of the limits of personal competence. Show drive and energy in fulfilling requirements of role, including deadlines and being proactive not reactive. Show honesty and integrity by developing the trust of customers and colleagues and undertaking responsibilities in an ethical and empathetic manner. Demonstrate awareness of equality and diversity in all aspects of role.



- **Quality focused:**
Be reliable, productive, efficient and quality focussed in work and in personal standards to current industrial standards. Awareness and consideration of other trades, e.g. plaster walls in a way that allows for pipes and electrical wiring. Keep work area clean and tidy. Provide protection to adjacent finishes to avoid possible damage. Provide good customer service. Give consideration to the appropriate use of resources and personal actions in regard to environmental, social and economic factors and their impacts.
- **Effective communication:**
Oral (including listening), written, body language and presentation. Collaborate with others, e.g. colleagues, clients, architects, contract managers, other trades, clients, suppliers and the public regardless of differences in race, gender, sexual orientation, or other characteristics.
- **Self-motivated learner:**
Identify personal development needs and take action to meet those needs. Keep up to date with best practice and new technology. Show initiative to independently complete work and solve problems by seeking out critical information.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer. In addition, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- Apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and have taken the tests for level 2
- For the oral questioning, the apprentice must have completed and submitted a portfolio

End point assessment

EPA methods

- Oral Questioning underpinned by portfolio
- Knowledge Test
- Skills Test

Contact information

For further information, please call our Business Relations Team on 01872 242711 or email apprenticeships@truro-penwith.ac.uk



* A guide to GCSE grading and Functional Skills

Department for Education

GCSE Grading	
New Grading Structure	Old Grading Structure
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

Standard Pass → 4

Functional Skills are equivalent to GCSE's, the table below shows the comparison

Entry Level 1	GCSE below G or Level 1
Level 1	GCSE D-G or level 1-3
Level 2	GCSE A* - C or level 4-9