SKILLEDTRADES BC

PROGRAM OUTLINE

Drywall Finisher and Plasterer

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DRYWALL FINISHER AND PLASTERER
PROGRAM OUTLINE

BASED ON RSOS 2023

Developed by
SkilledTradesBC
Province of British Columbia

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Section 1

INTRODUCTION

Drywall Finisher and Plasterer

Foreword

This revised Program Outline is intended as a guide for instructors, apprentices, and employers of apprentices as well as for the use of industry organizations, regulatory bodies, and provincial and federal governments. It reflects updated standards based on the 2023 Red Seal Occupational Standard (RSOS). It was developed by British Columbia industry and instructor subject matter experts.

Practical instruction by demonstration and student participation should be integrated with classroom sessions. Safe working practices, even though not always specified in each operation or topic, are an implied part of the program and should be stressed throughout the apprenticeship.

This Program Outline includes a list of recommended reference textbooks that are available to support the learning objectives and the minimum shop requirements needed to support instruction.

Competencies are to be evaluated through written exams and practical assessments. A passing grade is achieved by getting an overall mark of 70%. See the Assessment Guidelines in Section 4 for more details.

Achievement Criteria are included for those competencies that require a practical assessment. The intent of including Achievement Criteria in the Program Outline is to ensure consistency in training across the many training institutions in British Columbia. Their purpose is to reinforce the theory and to provide a mechanism for evaluation of the learner's ability to apply the theory to practice. It is important that these performances be observable and measurable and that they reflect the skills spelled out in the competency. The conditions under which these performances will be observed and measured must be clear to the learner as well as the criteria by which the learner will be evaluated. The learner must also be given the evaluation criteria.

The performance spelled out in the Achievement Criteria is a suggested performance and is not meant to stifle flexibility of delivery. Training providers are welcome to substitute other practical performances that measure similar skills and attainment of the competency. Multiple performances may also be used to replace individual performances where appropriate.

SAFETY ADVISORY

Be advised that references to the WorkSafe BC safety regulations contained within these materials do not/may not reflect the most recent Occupational Health and Safety Regulation (the current Standards and Regulation in BC can be obtained on the following website: http://www.worksafebc.com). Please note that it is always the responsibility of any person using these materials to inform themselves about the Occupational Health and Safety Regulation pertaining to their work.

Acknowledgements

Industry and Instructor Subject Matter Experts retained to assist in the development and review of this Program Outline:

- Kelvin Campbell — Finishing Trades Institute of BC (FTIBC)
- Derek Poitras — Gallagher Bros. Contractors Ltd.
- Oliver Reeves — Benton & Overbury Ltd.
- Kevin Weston — District Council 38 Local 163 – International Union of Painters and Allied Trades (IUPAT)

SkilledTradesBC would like to acknowledge the dedication and hard work of all the industry representatives appointed to identify the training requirements of the Drywall Finisher and Plasterer occupation.

Previous Contributors

Industry and Instructor Subject Matter Experts retained to assist in the development and review of the 2008 Program Outline:

- Dean Allen
- Rob Bradsen
- Kelvin Campbell
- Ron Cartwright
- Barry Fleming
- Ron Isaac
- Ken Jacobs
- Alex Roche
- Richard Seganfreddo
- Norm Thiessen
- Al Vince

How to Use this Document

This Program Outline has been developed for the use of individuals from several different audiences. The table below describes how each section can be used by each intended audience.

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Program Credentialing Model	Communicates program length and structure, and all pathways to completion	Illustrates the length and structure of the program	Illustrates the length and structure of the program, and pathway to completion	Illustrates the challenger pathway to Certificate of Qualification
OAC	Communicates the competencies that industry has defined as representing the scope of the occupation	Displays the competencies that an apprentice is expected to demonstrate in order to achieve certification	Displays the competencies apprentices will achieve as a result of program completion	Displays the competencies challengers must demonstrate in order to challenge the program
Training Topics and Suggested Time Allocation	Shows proportionate representation of general areas of competency (GACs) at each program level, the suggested proportion of time spent on each GAC, and percentage of time spent on theory versus practical application	Shows the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Shows the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Shows the relative weightings of various competencies of the occupation on which assessment is based
Program Content	Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measurable achievement criteria for objectives with a practical component	Identifies detailed program content and performance expectations for competencies with a practical component; may be used as a checklist prior to signing a recommendation for certification (RFC) for an apprentice	Provides detailed information on program content and performance expectations for demonstrating competency	Allows individual to check program content areas against their own knowledge and performance expectations against their own skill levels
Assessment Guidelines	Shows the general areas of competency covered in each level of technical training, the theory and practical grading weight, and the calculation method for final percentage marks	Shows the general areas of competency covered in the technical training, the grading weight for each GAC, and the percentage of that time spent on theory versus practical application	Shows the general areas of competency covered in each level of technical training, the theory and practical grading weight, and the calculation method for final percentage marks	Shows the relative weightings of various general areas of competency within the occupation on which assessment is based

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Training Provider Standards	Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program	Identifies the tools and equipment an apprentice is expected to have access to; which are supplied by the training provider and which the student is expected to own	Provides information on the training facility, tools and equipment provided by the school and the student, reference materials they may be expected to acquire, and minimum qualification levels of program instructors	Identifies the tools and equipment a tradesperson is expected to be competent in using or operating; which may be used or provided in a practical assessment
Appendix A – Glossary of Acronyms and Abbreviations	Defines program specific acronyms and abbreviations	Defines program specific acronyms and abbreviations	Defines program specific acronyms and abbreviations	Defines program specific acronyms and abbreviations
Appendix B – Glossary	Defines program specific terms	Defines program specific terms	Defines program specific terms	Defines program specific terms
Appendix C – Summary of Achievement Criteria	Summarizes and organizes expected practical assessments by level		Summarizes and organizes expected practical assessments by level	

Section 2

PROGRAM OVERVIEW

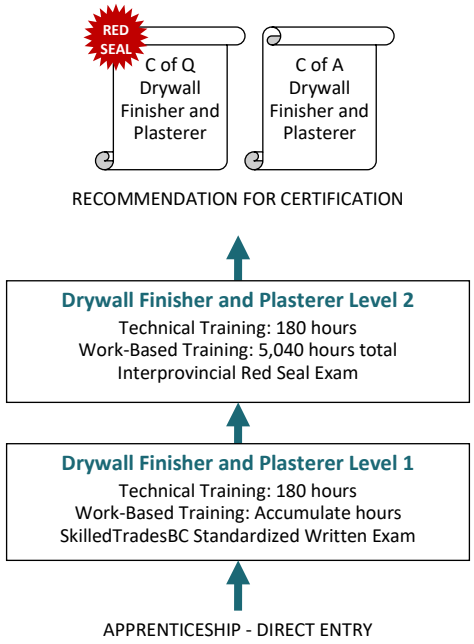
Drywall Finisher and Plasterer

Program Credentialing Model

Apprenticeship Pathway

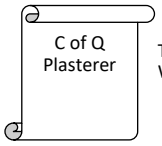
This graphic provides an overview of the Drywall Finisher and Plasterer apprenticeship pathway.

C of Q = Certificate of Qualification
C of A = Certificate of Apprenticeship
C of C = Certificate of Completion
WBT = Work-Based Training



CROSS-PROGRAM CREDITS

Individuals who hold the credentials listed below are entitled to receive partial credit toward the completion requirements of this program



Technical Training: Level 1
Work-Based Training: None

Occupational Analysis Chart

DRYWALL FINISHER AND PLASTERER

Occupation Description: Drywall finisher and plasterers prepare surfaces, tape, and finish drywall. They apply, maintain, and restore drywall and similar materials on interior and exterior walls, ceilings, and building partitions to make them more decorative, soundproof, and fire-rated. They apply tape to fire-rate and gas-proof walls and prevent drafts. They install beads to protect corners, fill joints, and imperfections, mix and apply compound, and sand to create a smooth surface for paint and other finishes.

Drywall finisher and plasterers may repair or restore plastered surfaces and textured drywall. They may also repair and restore mouldings.

Drywall finisher and plasterers work in the construction industry, largely in the institutional, commercial, industrial, and residential sectors. They may be employed by wall and ceiling contractors or be self-employed.

PERFORM SAFETY-RELATED FUNCTIONS A	Maintain safe work environment A1	Apply OHS Regulations and WorkSafeBC standards A2	Apply WHMIS A3	Use personal protective equipment A4	Use fire safety procedures A5
	1	1	1	1	1
USE TOOLS AND EQUIPMENT B	Use hand tools B1	Use power tools B2	Use access and lifting equipment B3	Use stilts B4	Use mechanical taping and finishing tools B5
	1	1	1	1	1 2
	Use airless paint machines B7				
	2				
PERFORM COMMON OCCUPATIONAL SKILLS C	Use communication and mentoring techniques C1	Use trade terminology C2	Use trade mathematics C3	Read drawings and specifications C4	Use codes, regulations, and industry standards C5
	1 2	1	1 2	2	1

	Use texture sprayers B6	
	1	
PERFORM COMMON OCCUPATIONAL SKILLS C	Use manufacturer and supplier documentation C6	
	1	

	Handle materials C7	Plan a project C8	Prepare the job site C9		
	1	1 2	1		
INSTALL BEADS, TRIM, AND TAPE D	Prepare areas for beading and taping D1	Attach beads and trim D2	Select tape D3	Apply tape by hand D4	Apply tape by machine D5
	1 2	1 2	1	1	1 2
FILL DRYWALL E	Select filling compounds E1	Mix compounds E2	Apply filler by hand E3	Apply filler by machine E4	Perform sanding processes E5	Resolve filler problems E6
	1	1	1 2	1 2	1 2	1
	Use fast-set materials E7	Apply Level 5 finish E8			
	1	2			
REPAIR SURFACES F	Troubleshoot and repair problems F1	Repair drywall F2	Repair plaster and restore mouldings F3	Apply texture and repair textured surfaces F4	
	2	2	2	1 2	

Training Topics and Suggested Time Allocation – Level 1

DRYWALL FINISHER AND PLASTERER – LEVEL 1

			% of Time Allocated to:		
		% of Time	Theory	Practical	Total
Line A	**PERFORM SAFETY-RELATED FUNCTIONS**	**12%**	**90%**	**10%**	**100%**
A1	Maintain safe work environment		✓	✓	
A2	Apply OHS Regulations and WorkSafeBC standards		✓	✓	
A3	Apply WHMIS		✓	✓	
A4	Use personal protective equipment		✓	✓	
A5	Use fire safety procedures		✓	✓	
Line B	**USE TOOLS AND EQUIPMENT**	**14%**	**65%**	**35%**	**100%**
B1	Use hand tools		✓	✓	
B2	Use power tools		✓	✓	
B3	Use access and lifting equipment		✓	✓	
B4	Use stilts		✓	✓	
B5	Use mechanical taping and finishing tools		✓		
B6	Use texture sprayers		✓	✓	
Line C	**PERFORM COMMON OCCUPATIONAL SKILLS**	**10%**	**95%**	**5%**	**100%**
C1	Use communication and mentoring techniques		✓		
C2	Use trade terminology		✓		
C3	Use trade mathematics		✓		
C5	Use codes, regulations, and industry standards		✓		
C6	Use manufacturer and supplier documentation		✓		
C7	Handle materials		✓	✓	
C8	Plan a project		✓		
C9	Prepare the job site		✓	✓	
Line D	**INSTALL BEADS, TRIM, AND TAPE**	**17%**	**25%**	**75%**	**100%**
D1	Prepare areas for beading and taping		✓	✓	
D2	Attach beads and trim		✓	✓	
D3	Select tape		✓	✓	
D4	Apply tape by hand		✓	✓	
D5	Apply tape by machine		✓		
Line E	**FILL DRYWALL**	**45%**	**10%**	**90%**	**100%**
E1	Select filling compounds		✓	✓	
E2	Mix compounds		✓	✓	
E3	Apply filler by hand		✓	✓	
E4	Apply filler by machine		✓		
E5	Perform sanding processes		✓	✓	
E6	Resolve filler problems		✓	✓	
E7	Use fast-set materials		✓	✓	
Line F	**REPAIR SURFACES**	**2%**	**30%**	**70%**	**100%**
F4	Apply texture and repair textured surfaces		✓	✓	
	Total Percentage for Drywall Finisher and Plasterer Level 1	**100%**			

Training Topics and Suggested Time Allocation – Level 2

DRYWALL FINISHER AND PLASTERER – LEVEL 2

			% of Time Allocated to:		
		% of Time	Theory	Practical	Total
Line B	**USE TOOLS AND EQUIPMENT**	**13%**	**30%**	**70%**	**100%**
B5	Use mechanical taping and finishing tools		✓	✓	
B7	Use airless paint machines		✓	✓	
Line C	**PERFORM COMMON OCCUPATIONAL SKILLS**	**17%**	**60%**	**40%**	**100%**
C1	Use communication and mentoring techniques		✓		
C3	Use trade mathematics		✓		
C4	Read drawings and specifications		✓	✓	
C8	Plan a project		✓	✓	
Line D	**INSTALL BEADS, TRIM, AND TAPE**	**20%**	**10%**	**90%**	**100%**
D1	Prepare areas for beading and taping		✓	✓	
D2	Attach beads and trim		✓	✓	
D5	Apply tape by machine		✓	✓	
Line E	**FILL DRYWALL**	**45%**	**10%**	**90%**	**100%**
E3	Apply filler by hand		✓	✓	
E4	Apply filler by machine		✓	✓	
E5	Perform sanding processes		✓	✓	
E8	Apply Level 5 finish		✓	✓	
Line F	**REPAIR SURFACES**	**5%**	**50%**	**50%**	**100%**
F1	Troubleshoot and repair problems		✓	✓	
F2	Repair drywall		✓	✓	
F3	Repair plaster and restore mouldings		✓		
F4	Apply texture and repair textured surfaces		✓	✓	
	Total Percentage for Drywall Finisher and Plasterer Level 2	**100%**			

Section 3

PROGRAM CONTENT

Drywall Finisher and Plasterer

Level 1

Drywall Finisher and Plasterer

Line (GAC): A PERFORM SAFETY-RELATED FUNCTIONS

Competency: A1 Maintain safe work environment

Objectives

To be competent in this area, the individual must be able to:

- Describe job hazards
- Apply knowledge and techniques to control or minimize job hazards

LEARNING TASKS

1. Identify job hazards

CONTENT

- Environmental
  - Overhead
  - Electrical
  - Falling and tripping
    - Uneven surfaces
    - Slippery surfaces
    - Working at heights
  - Airborne
    - Mould
      - Food supply
      - Temperature
      - Moisture
      - Occupational Health and Safety (OHS) Regulations
      - Procedures to report
    - Asbestos
      - OHS Regulations
      - Procedures to report
  - Noise
  - Water
  - Pinch points
  - Sharp objects
- Tools
  - Faulty equipment
  - Power tools
  - Sharp objects
- Personnel
  - Confined space
  - Repetitive motion
  - Ergonomics
  - Heavy lifting
  - Hazardous material

LEARNING TASKS	CONTENT

2. Minimize job hazards	• Orientation
	  ○ Site
	  ○ Safety
	• Safety committee
	• Company safety policy and documentation
	• OHS Regulations
	• Housekeeping
	• Hazardous material
	• Personal protective equipment (PPE)
	• Equipment inspection
	• Toolbox meeting
	• Stretching
	• Storage
	  ○ Heaters
	  ○ Fuels
	  ○ Cleaning tools

3. Apply safe lifting techniques	• Lifting objects
	  ○ Lifting while using stilts
	  ○ Machines
	  ○ Tools
	  ○ Materials
	• Carrying objects
	  ○ Filler
	  ○ Drywall
	  ○ Tools
	• Biomechanics

Line (GAC): A PERFORM SAFETY-RELATED FUNCTIONS

Competency: A2 Apply OHS Regulations and WorkSafeBC standards

Objectives

To be competent in this area, the individual must be able to:

- Locate OHS Regulations and WorkSafeBC standards

LEARNING TASKS	CONTENT

1. Describe WorkSafeBC functions and procedures	• Inspection
	• Investigation
	  ○ Accidents
	  ○ Causes of industrial disease
	• Assistance
	  ○ Health and safety programs
	• Rehabilitation and retraining for injured workers
	• Assistance creating a safe place to work

2. Describe employer roles and responsibilities	• Register with WorkSafeBC • Create a safe work environment that allows workers to ask safety questions • Provide training to ensure a safe workplace • Provide required safety equipment (excludes footwear and headgear) • Report workplace injury or disease to WorkSafeBC • Provide transportation to medical provider for injured worker if necessary • Employer receives verbal confirmation of instructions given to employee
3. Describe employee rights and responsibilities	• Receive training in safe work procedures and hazard recognition • Receive safety equipment required to perform work • Right to refuse unsafe work • Right to participate in Health and Safety Committees • Responsibility to adhere to safety rules and regulations • Report workplace injuries • Verbally confirm instructions from employer

LEARNING TASKS	CONTENT
4. Locate regulations	• Interpretation of the National Building Code and BC Building Code • Body protection (head, feet, and hands) • Eye and ear protection • Respiratory equipment • Ventilation • Power tool equipment • Ladders and scaffolds • Aerial lift equipment • Completion of safety documentation such as accident reports and hazard assessments
5. Describe injury-reporting procedures	• Identify first aid room • Get first aid • Get medical attention • Notify the supervisor • WorkSafeBC requirements
6. Describe first aid practices	• Cardiopulmonary resuscitation (CPR) ○ Automated external defibrillator (AED) • Bandaging • Slings • Splints • Compression • 911 protocol • First aid training levels

Line (GAC): A PERFORM SAFETY-RELATED FUNCTIONS

Competency: A3 Apply WHMIS

Objectives

To be competent in this area, the individual must be able to:

- Interpret Safety Data Sheets (SDS)
- Use Workplace Hazardous Materials Information System (WHMIS) 2015 and related materials

LEARNING TASKS	CONTENT
1. Explain the purpose of WHMIS 2015	• Canada-wide legislated system • Provides information on workplace hazardous materials • How to safely use, store and handle hazardous materials • Although nation-wide, employer WHMIS 2015 compliance is regulated and enforced by WorkSafeBC
2. Describe the three elements of the WHMIS 2015 system	• WHMIS labels • SDS • WHMIS education and training programs

3. Describe supplier, employer and worker responsibilities regarding WHMIS 2015	• Supplier
	  ○ Classify controlled products
	  ○ Supply proper labels and SDS
	  ○ Keep information on labels and SDS current
	• Employer
	  ○ Educate and train workers
	  ○ Provide safe work practices
	  ○ Ensure availability of proper and up-to-date labels and SDS
	• Worker
	  ○ Understand content and significance of labels and SDS
	  ○ Follow safe work procedures
	  ○ Know how to find SDSs
	  ○ Notify employers about problems with labels and SDS

4. Identify the warning labels and symbols on hazardous materials	• Supplier labels must appear on all controlled products received at workplaces in Canada and contain the following information:
	  ○ Product identifier (name of product)
	  ○ Hazard symbols
	  ○ Risk phrases (words that describe the main hazards of the product)

LEARNING TASKS	CONTENT
	○ Precautionary statements ○ First aid measures ○ Reference to SDS ○ Supplier identifier • Labels for the six classes of hazardous materials
5. Describe hazardous materials common to the construction workplace	• Dust and particulate including fibreglass, drywall, cement, wood • Caulking compound ○ Types • Solvent • Adhesive and glue • Compressed gas • Expandable foam insulation • Taping compound • Concrete curing compound • Powder-actuated charge • Muriatic acid • Paint/varnish • Wood preservative • Asbestos
6. Describe “Routes of Entry” of hazardous materials into the body	• Respiratory • Oral ingestion • Skin absorption
7. Read workplace labels	• Information required on secondary containers ○ Product name ○ Safe handling procedures ○ Reference to SDS
8. Describe the safety implications of information on SDS	• Product information • Hazardous ingredients • Physical data • Fire and explosion hazards • Reactivity data • Health hazards • First aid measures • Preventative measures • Preparation information

Achievement Criteria

Performance	The learner will interpret information from WHMIS 2015 symbols
Conditions	The learner will be given: • Assignment sheet
Criteria	The learner will be evaluated on: • Accuracy • Interpretation

Line (GAC): A PERFORM SAFETY-RELATED FUNCTIONS

Competency: A4 Use personal protective equipment

Objectives

To be competent in this area, the individual must be able to:

- Select and use personal protective equipment

LEARNING TASKS	CONTENT
1. Describe personal protective equipment requirements	• Safety footwear • Safety vest • Eye protection • Ear protection • Head protection • Hand protection • Respiratory protection • Clothing • Fall protection ○ Certification
2. Select PPE required for a given task	• According to job/site requirements
3. Use personal protective equipment	• Use • Inspection • Maintenance • Storage

Achievement Criteria

Performance: The learner will perform a fit test.

Conditions: The learner will be given:

- Harness
- Lanyard
- Line grab
- Safety lifeline

Criteria: The learner will score 70% or better on a rating sheet that reflects the following criteria:

- D-ring position (between shoulders)
- Snugness of fit
- Alignment
- Coordination of shock absorber
- Coordination of line grab

Line (GAC): A PERFORM SAFETY-RELATED FUNCTIONS

Competency: A5 Use fire safety procedures

Objectives

To be competent in this area, the individual must be able to:

- Identify the aspects of fire prevention and fire control
- Apply preventative fire safety precautions

LEARNING TASKS	CONTENT
1. Describe conditions necessary to support a fire	• Air • Fuel • Heat
2. Identify fire extinguisher classes	• Class A • Class B • Class C • Class D • Class K

3. Apply preventative fire safety precautions when working near, handling or storing flammable liquids or gases, combustible materials and electrical apparatus	• Fuels
	  ○ Diesel
	  ○ Gasoline
	  ○ Propane
	  ○ Natural Gas
	• Ventilation
	  ○ Purging
	• Lubricants
	• Oily rags
	• Combustible metals
	• Aerosols
	• Evacuation plan

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B1 Use hand tools

Objectives

To be competent in this area, the individual must be able to:

- Describe hand tools
- Use hand tools
- Maintain hand tools

LEARNING TASKS	CONTENT

1. Describe hand tools	• Sanders
	• Trowel
	• Screwdrivers
	• Knives
	• Hawk
	• Pan
	• Snips
	• Scrub brush
	• Hammer
	• Light cord
	• File
	• Hand taping tools
	  ○ Super taper
	  ○ Banjo
	  ○ Hopper (taping)
	  – Hopper method
	• Water hose and nozzle
	• Specialty tools

2. Use hand tools	• Types • Parts • Purposes/uses • Procedures/operations • Safety
3. Maintain hand tools	• Inspection • Storage • Preventative maintenance procedures • Identifying defects • Manufacturer documentation

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B2 Use power tools

Objectives

To be competent in this area, the individual must be able to:

- Describe power tools
- Use power tools
- Maintain power tools

LEARNING TASKS	CONTENT
1. Describe power tools	• Mixing drill/paddle • Screw gun • Vacuum sander • Texture machines • Airless paint machines • Vacuum/cleaner
2. Use power tools	• Types • Parts • Purposes/uses • Procedures/operations • Safety • Adjustment

3. Maintain power tools	• Inspection
	• Storage
	• Preventative maintenance procedures
	  ○ Cleaning
	  ○ Oiling
	• Identify defects
	• Manufacturer documentation

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B3 Use access and lifting equipment

Objectives

To be competent in this area, the individual must be able to:

- Describe access and lifting equipment
- Use access and lifting equipment

LEARNING TASKS	CONTENT

1. Describe access and lifting equipment	• General considerations:
	  ○ Types
	  ○ Uses
	  ○ Safety
	  ○ Hazard recognition
	  ○ Regulations regarding use
	• Ladders:
	  ○ Manufactured ladders
	  ○ Job-built ladders
	• Scaffolding:
	  ○ Manufactured components
	  ○ Wooden scaffolding
	• Material handling equipment
	  ○ Dollies
	  ○ Hand carts
	  ○ Pallet jacks
	• Mechanized lift equipment
	  ○ Scissor lifts

2. Use ladders, scaffolds, and platforms	• Select appropriate equipment for the job
	• Safe use:
	  ○ Operation procedures
	  ○ Limitations
	  ○ Securing
	  ○ Inspection
	• Maintenance
	• Storage

3. Use material handling equipment	• Select appropriate equipment for the job
	• Safe use:
	  ○ Operation procedures
	  ○ Limitations
	  ○ Securing

LEARNING TASKS	CONTENT
	○ Inspection • Maintenance • Storage
4. Use mechanized lift equipment	• Mobile elevating work platforms (MEWP) (scissor lifts) • Safe use ○ Operation procedures ○ Limitations ○ Securing ○ Inspection • Certification • Maintenance

Achievement Criteria

Performance	The learner will erect tower scaffold
Conditions	The learner will be given • Scaffolding components • Fall protection (when required)
Criteria	The learner will be evaluated on • Scaffold erected according to OHS Regulations and manufacturer's specifications • Inspection procedure followed • Ladders aligned • Safety pins installed • Cross brace properly installed • Locked wheels

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B4 Use stilts

Objectives

To be competent in this area, the individual must be able to:

- Describe stilts
- Use stilts

LEARNING TASKS	CONTENT

1. Describe stilts	• Purpose
	• Parts and function:
	  ○ Foot pads
	  ○ Nuts and bolts
	  ○ Straps
	  ○ Springs
	  ○ Foot adaptors
	  ○ Leg supports

2. Use stilts	• Safety considerations ○ OHS Regulations and manufacturer's specifications • Stilt assembly • Centering and balance • Lifting tools and equipment • Walking • Working on walls and ceilings • Maintenance procedures

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B5 Use mechanical taping and finishing tools

Objectives

To be competent in this area, the individual must be able to:

- Describe mechanical taping and finishing tools

LEARNING TASKS	CONTENT

1. Describe mechanical taping tools	• Types
	  ○ Bazooka
	  – Continuous flow system
	  ○ Pump
	  ○ Roller
	  ○ Flushers
	• Parts
	• Uses

2. Describe mechanical finishing tools	• Types
	  ○ Flat box
	  – Sizes
	  – Pump and adaptors
	  ○ Corner applicators
	  – Pump and adaptors
	  ○ Corner flushers
	• Parts
	• Uses

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B6 Use texture sprayers

Objectives

To be competent in this area, the individual must be able to:

- Describe texture sprayers
- Use and maintain texture sprayers

LEARNING TASKS	CONTENT
1. Describe texture sprayers	• Types • Parts • Uses
2. Use texture sprayers	• Applications • Procedure • Maintenance ○ Cleaning and servicing • Storage

Line (GAC): C PERFORM COMMON OCCUPATIONAL SKILLS

Competency: C1 Use communication and mentoring techniques

Objectives

To be competent in this area, the individual must be able to:

- Describe methods of communication
- Demonstrate the role of the apprentice
- Describe the role of a mentor
- Describe workplace equity, diversity, and inclusion

LEARNING TASKS	CONTENT

1. Describe effective, inclusive, and respectful communication	• Professionalism
	  ○ Participation
	  ○ Punctuality
	  ○ Conflict resolution
	  ○ Respect
	• Modes of communication
	  ○ Face to face
	  ○ Phone
	  ○ Text-based
	• Verbal and written instructions
	• Trade terminology
	• Etiquette and target audience
	  ○ Coworkers
	  ○ Clients/customers
	  ○ Public
	• Harrassment and discrimination
	  ○ Language free from prejudice, stereotype, and discrimination
	  – Racism
	  – Ageism
	  – Sexism
	  – Homophobia/Transphobia
	  – Religious prejudice
	  – Physical or mental disability prejudice
	  – Gender inclusive language
	  – Cultural misappropriation

2. Demonstrate the role of the apprentice	• Apprenticeship responsibilties
	  ○ Preparedness
	  ○ Setting goals
	  ○ Self-advocacy

LEARNING TASKS	CONTENT
	○ Developing capabilities ○ Constructive feedback • Building apprenticeship skills and attributes ○ Active listening ○ Compassion
3. Describe the role of the mentor	• Mentorship responsibilities: ○ Preparedness ○ Setting apprentice up for success – Setting measurable goals – Tracking progress ○ Developing capabilities ○ Maintaining confidentiality ○ Apprentice advocacy • Mentorship skills and attributes ○ Inclusiveness ○ Building trust ○ Fairness ○ Compassion ○ Leading by example
4. Describe workplace equity, diversity, and inclusion	• Workplace free from harassament, discrimination, and violence ○ Gender microaggressions ○ Racial microaggressions ○ Unconscious bias ○ Allyship • Behaviour and conduct ○ Employee rights and reponsibilities ○ Employer rights and responsibilities • Equity ○ Fair recruiting, hiring, and promotion practices • Acceptance and inclusion ○ Cultural and psychological safety ○ Accommodations • Anti-harrassment/anti-bullying policies

Line (GAC): C PERFORM COMMON OCCUPATIONAL SKILLS

Competency: C2 Use trade terminology

Objectives

To be competent in this area, the individual must be able to:

- Communicate with others on the job site
- Coordinate work with other trades
- Describe hand signals used to control hoist operations

LEARNING TASKS	CONTENT

1. Communicate with others on the job site	• Verbal
	• Written
	• Drawings
	• Two-way radios
	• Hand signals
	• Computers
	• Signage
	  ○ Overhead hazards
	  ○ Control zone
	  – Tapes (yellow, red, etc.)
	• Other trades
	• Industry people
	• Apprentices and mentors
	• Completion of work-related documents such as records, time sheets, and deficiency lists

2. Coordinate work with other trades	• Interest groups
	  ○ Architects
	  ○ General contractor
	  ○ Construction manager
	  ○ Site superintendent
	  ○ Sub-trades
	  ○ Inspectors
	  ○ Crew foreperson/supervisor
	  ○ Lead hand
	  ○ Journeypersons
	  ○ Apprentices
	• Sub trade schedules
	• Requirements of other trades on site
	• Coordinating work through general contractor
	• Anticipating and solving problems

LEARNING TASKS	CONTENT
3. Describe types of signals	• Communication and cooperation with others • Hand signals • Bell/horn signals
4. Describe hand signals used to control hoist operations	• WorkSafeBC Regulations • Raise load • Lower load • Raise boom • Lower boom • Retract/extend boom • Swing boom • Stop • Move slowly • Dog (stop) everything • Dual motion signals

Line (GAC): C PERFORM COMMON OCCUPATIONAL SKILLS

Competency: C3 Use trade mathematics

Objectives

To be competent in this area, the individual must be able to:

- Use trade-related mathematical formulas
- Perform mathematical calculations

LEARNING TASKS	CONTENT
1. Add, subtract, multiply, and divide	• Whole numbers • Fractions • Decimals • Percentage
2. Calculate area, perimeter, and square footage	• Circles • Squares • Rectangles • Triangles
3. Calculate volume	• Cylinders • Square tanks • Rectangular tanks
4. Calculate capacity	• Imperial gallons • US gallons • Litres
5. Convert from metric units to imperial units	• Millimetres – inches (mm – in.) • Metres – feet (m – ft.) • Square centimetres – square inches (cm^2 – sq. in.) • Cubic centimetres – cubic inches (cm^3 – cu. in.) • Square metres – square feet (m^2 – sq. ft.) • Cubic metres – cubic feet (m^3 – cu. ft.) • Litres – gallons (L – gal) • Kilograms – pounds (kg – lb.)

Line (GAC): C PERFORM COMMON OCCUPATIONAL SKILLS

Competency: C5 Use codes, regulations, and industry standards

Objectives

To be competent in this area, the individual must be able to:

- Locate and interpret codes, regulations and industry standards
- Apply codes, regulations, and industry standards to projects

LEARNING TASKS	CONTENT

1. Interpret codes, regulations, and industry standards	• Association of Wall and Ceiling Contractors (AWCC) quality assurance standards
	• Canadian Standards Association (CSA)
	  ○ Fire-rating
	  ○ Gas-proofing (smoke-seal)
	• American National Standards Institute (ANSI)
	• Levels of finish

2. Apply codes, regulations, and industry standards	• Fire-stop systems
	  ○ Caulking
	  – Pneumatic spraying equipment
	  – Caulking guns
	  ○ Fire taping
	  ○ Coating screws
	• Gas-proofing (smoke-seal)
	  ○ Caulking
	  ○ Fire taping
	  ○ Coating screws

Line (GAC): C PERFORM COMMON OCCUPATIONAL SKILLS

Competency: C6 Use manufacturer and supplier documentation

Objectives

To be competent in this area, the individual must be able to:

- Use manufacturers' and suppliers' documentation
- Locate and interpret documentation

LEARNING TASKS	CONTENT
1. Use tool manufacturers' and suppliers' instructions	• Use • Safety • Warnings • Adjustments • Maintenance • Parts Replacement • Storage
2. Use material manufacturers' and suppliers' instructions	• Use • Safety • Warnings
3. Locate and interpret documentation	• Work orders and plans • Hardware manuals and manufacturers' directions • Manufacturers' specifications • Manufacturers' troubleshooting documentation

Line (GAC): C PERFORM COMMON OCCUPATIONAL SKILLS

Competency: C7 Handle materials

Objectives

To be competent in this area, the individual must be able to:

- Describe the proper storage of materials
- Describe types of drywall
- Describe sanding materials
- Describe the disposal of materials
- Move mud and accessories

LEARNING TASKS	CONTENT

1. Describe the proper care of filling compounds	• Proper handling and storage
	  ○ Dry areas
	  ○ Away from high traffic areas
	  ○ Close to mixing area
	  ○ Check product date
	  ○ Setting materials
	• Improper handling and storage
	  ○ Concrete floors
	  ○ Traffic areas
	  ○ Damp areas
	  ○ Heated floor
	  ○ Freezing

2. Describe storage of beads	• Horizontally • Containers • Dry areas • Away from traffic areas • Security
3. Describe types of drywall	• Types • Uses • Sizes
4. Describe sanding materials	• Rough sanding • Finish sanding • Wet sanding • Use of sanding sponge • Storage and handling • Grits

5. Describe salvaging and disposing of materials	• Salvaging surplus material
	• Designated disposal containers
	  ○ Garbage
	  ○ Recycling
	  ○ Metal
	  ○ Drywall
	  ○ Wood

6. Move mud and accessories	• Materials • Lifting technique

Line (GAC): C PERFORM COMMON OCCUPATIONAL SKILLS

Competency: C8 Plan a project

Objectives

To be competent in this area, the individual must be able to:

- Communicate with others
- Describe handling product delivery
- Identify shop drawings and blueprints

LEARNING TASKS	CONTENT

1. Communicate effectively with others	• Methods of communication
	  ○ Listening
	  ○ Verbal
	  ○ Written
	  ○ Drawings
	  ○ Trade terminology
	• Interact with other trades
	• Industry people
	• Customers

2. Describe handling product delivery	• Purchase orders • Checking delivery
3. Identify shop drawings and blueprints	• Purpose • Use

Line (GAC): C PERFORM COMMON OCCUPATIONAL SKILLS

Competency: C9 Prepare the job site

Objectives

To be competent in this area, the individual must be able to:

- Describe job site preparation
- Demonstrate job site preparation

LEARNING TASKS	CONTENT

1. Describe job site preparation	• Housekeeping
	• Proper site conditions
	• Control zones
	  ○ Caution tape
	  ○ Barricades
	  ○ Signage
	  ○ Cones
	• Protection of client's property
	  ○ Finished areas
	  ○ Wood
	  ○ Windows
	• Tools
	• Supplies
	• Equipment
	• Environmental control
	  ○ Heaters
	  ○ Fans
	  ○ Dehumidifiers
	• Steps in job planning
	• Checklist utilization.

2. Demonstrate job site preparation.	• Housekeeping
	• Proper site conditions
	• Control zones
	  ○ Caution tape
	  ○ Barricades
	  ○ Signage
	  ○ Cones
	• Protection of client's property
	  ○ Finished areas
	  ○ Wood
	  ○ Windows
	• Tools
	• Supplies

- Equipment
  - Environmental control
  - Heaters
  - Fans
  - Dehumidifiers
- Steps in job planning
- Checklist utilization

LINE (GAC): D INSTALL BEADS, TRIM, AND TAPE

Competency: D1 Prepare areas for beading and taping

Objectives

To be competent in this area, the individual must be able to:

- Prepare areas for beading
- Prepare walls for taping

LEARNING TASKS	CONTENT

1. Inspect and prepare areas for beading	• Purpose
	  ○ Allows for proper application
	• Types of inspection
	  ○ Visual
	  ○ Touch
	• Tools
	• Preparation
	  ○ Corners not fastened
	  ○ Overhang
	  ○ Broken board
	  ○ Pre-fill

2. Inspect and prepare walls for taping	• Purpose
	  ○ Proper base
	• Types of inspection
	  ○ Visual
	  ○ Touch
	• Cutting out damaged board
	• Types of pre-fill
	  ○ Joint mud
	  ○ Fast-setting material
	  ○ Concrete fill
	  ○ Gauging material
	  ○ Plaster of Paris
	• Check
	  ○ Screws
	  ○ Humidity
	  ○ Temperature
	  ○ Ventilation
	  ○ Attic insulation
	  ○ De-lamination
	  ○ Moisture content
	• Corrective measures
	  ○ Heat sources
	  ○ Ventilation

Achievement Criteria:

Performance	The learner will pre-fill and prepare walls for taping.
Conditions	The learner will be given: • Mockup • Tools and equipment • Materials
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: • Cutting out • Square • Sufficient fasteners

LINE (GAC): D INSTALL BEADS, TRIM, AND TAPE

Competency: D2 Attach beads and trim

Objectives

To be competent in this area, the individual must be able to:

- Describe and select beads and trim
- Measure and cut beads and trim
- Attach beads and trim

LEARNING TASKS	CONTENT

1. Describe beads and trim	• Beads
	  ○ Metal
	  ○ Vinyl
	  ○ Paper-faced metal trims (tape-on)
	  ○ Roll on
	• Trim/profile
	  ○ Corner bead
	  ○ L edge
	  ○ Arch bead
	• Uses

2. Describe fasteners	• Nail • Screw • Staple • Joint filler • All-purpose filler • Glue/adhesive • Clincher
3. Select beads and trims for applications	• Rough edges • Backing missing • Finishing not required • Condensation barrier • Expansion joints • Control joints • L trim • J trim • Straight lines • Curved arches
4. Measure and cut beads and trims	• Measuring ○ Tape measure

	○ Vertical and horizontal beads ○ Arched openings ○ Rectangular openings ○ Circumferences ○ Snug fitting • Cutting ○ Snips ○ Templates ○ Clean cuts ○ Cutting at angles ○ Outside ○ Outside mitres ○ Curved opening (inside) ○ Curved opening (outside) • Basic applications and principles
5. Attach beads and trim	• Apply to square openings ○ Vertical openings ○ Level • Apply to round openings ○ Smooth unbroken line ○ Diameter limitations ○ Block or square section • Apply to drops • Continuous smooth edge • Plane • Apex of corner • 90º angle • Levelling and Plumbing ○ Spirit level ○ Plumb bob ○ Chalk line ○ Eyeball • Plumb vertical beads with appropriate equipment • Level horizontal beads ○ Level tolerances ○ Parallel • Straightness

Achievement Criteria:

Performance	The learner will attach bead by the following methods: • Paper-faced metal trims (tape-on) • Adhesive • Staple
Conditions	The learner will be given: • A mockup area • Tools and materials
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: • Bisect the angle • No gap between beads • Adhesion • Mitred • Sufficient fasteners • Application • Cutting

LINE (GAC): D INSTALL BEADS, TRIM, AND TAPE

Competency: D3 Select tape

Objectives

To be competent in this area, the individual must be able to:

- Describe tape
- Select tape appropriate for the job

LEARNING TASKS	CONTENT

1. Describe paper tape	• Types
	  ○ Machine
	  ○ Hand
	  ○ Fire-proofingtape
	• Middle crease
	• Spark perforated
	• Buffed
	• Bonded using compounds

2. Describe adhesive tape	• Fibreglass mesh
	• Self-adhesive
	• Restrictions
	  ○ Bearing walls
	  ○ Fire-rated walls

3. Select tape	• Select appropriate tape according to the job
	• Joints
	• Cuts or cracks
	• Broken boards
	• Floor gaps
	• Openings – electrical and piping
	• Corner beads
	• Valance beads
	• Inside corners
	• Window sills
	• Fire-proofing
	  ○ Self adhesive
	  ○ Certification rating
	• Repairs

LINE (GAC): D INSTALL BEADS, TRIM, AND TAPE

Competency: D4 Apply tape by hand

Objectives

To be competent in this area, the individual must be able to:

- Describe applying tape
- Apply tape by hand
- Use wiping techniques

LEARNING TASKS	CONTENT

1. Describe applying tape	• Purpose
	  ○ Joints
	  – Cracking
	  ○ Fire penetration
	• Tools
	  ○ Hand
	  ○ Mechanical
	• Method

2. Apply tape by hand	• Required tools
	  ○ Pan
	  ○ Knives
	  ○ Tape reel
	• Filler
	  ○ Thickness
	  ○ Fill bevel
	  ○ Correct sequence
	• Taping angles
	  ○ Both sides
	  ○ Thickness
	  ○ Width
	• Embed tapes
	  ○ Pressing in
	• Equipment
	  ○ Gloves
	  ○ Pail or box
	  ○ Harness
	• Hopper method taping
	  ○ Super taper
	  – Required equipment
	  – Setting up the hopper
	  – Taping with the hopper

3. Wipe tape

- Wiping flats and butt joints
  - Knife
  - Bevel
  - Wiping flats
  - Feathered edge
  - Corrections to tape
  - Cleaning the area
- Wiping angle techniques
  - Feathered
  - Three ways
  - Gaps
  - Wiping Bottoms
    - Feathered
    - Flat
    - Damaged
      - Core
      - Surface
    - Excess
    - No wrinkles
    - Joint compound consistency
    - Tape centered on the joint
    - Wipe down to floor
    - No overlaps
  - Smooth finish
- Precise installation

Achievement Criteria:

Performance — The learner will apply tape to various joints using various methods.

Conditions — The learner will be given:
- Materials
- Tools
- Mockup

Criteria — The learner will score 70% or better on a rating sheet that reflects the following criteria:
- Placement of tape
- Proper sequence
- Proper amount of mud
- Viscosity of mud
- Clean up

LINE (GAC): D INSTALL BEADS, TRIM, AND TAPE

Competency: D5 Apply tape by machine

Objectives

To be competent in this area, the individual must be able to:

- Describe taping machines
- Describe machine taping process

LEARNING TASKS	CONTENT

1. Describe taping machines	• Tools
	  ○ Automatic taper
	  ○ Pump
	  ○ Gooseneck
	  ○ Tube
	  ○ Taping head
	  ○ Roller
	  ○ Flushers
	  ○ Continuous flow sprayer

2. Describe machine taping process	• Taping sequence
	  ○ Butts, flats, small tapes and angles
	  ○ Cutting lengths
	  ○ Centre
	  ○ Remain in place
	  ○ Mud is present
	  ○ Running wheels
	• Taping angles
	  ○ Centered in angle
	  ○ Tight at ceiling
	  ○ Up from floor
	  ○ Mud is present
	  ○ Crease tape

LINE (GAC): E FILL DRYWALL

Competency: E1 Select filling compounds

Objectives

To be competent in this area, the individual must be able to:

- Describe filling compounds
- Select filling compounds

LEARNING TASKS	CONTENT
1. Describe composition of fillers	• Ingredients • Composition • WHMIS • SDS

2. Select filling compounds	• Types
	  ○ Fast-set fillers
	  ○ Pre-mix fillers
	  – All-purpose
	  – Topping
	  – Light
	  – Dust control
	  – Taping (heavy)
	  ○ Proper filler for environmental conditions

LINE (GAC): E FILL DRYWALL

Competency: E2 Mix compounds

Objectives

To be competent in this area, the individual must be able to:

- Describe mixing by hand and machine
- Mix compounds

LEARNING TASKS	CONTENT

1. Describe the mixing area	• Central and safe mixing area
	  ○ Free of obstacles
	  ○ Clean
	  ○ Non-traffic area
	  ○ Central to other areas
	  ○ Ventilated

2. Describe mixing by hand and machine	• Filler consistency
	  ○ Hand taping
	  ○ Machine taping
	  ○ First and second coat
	• Mixing apparatus
	  ○ Drill rpm
	  ○ Potato masher
	• Mixing techniques
	  ○ Order of mixing
	  ○ Powder fillers
	  ○ Re-mixing
	  ○ Fast-set
	  ○ Using drill
	  ○ Consistency
	• Suitable containers
	  ○ 5-gallon pail
	  ○ Mud pan
	  ○ Plaster mixing board

3. Mix compounds	• Mix compounds according to job requirements

LINE (GAC): E FILL DRYWALL

Competency: E3 Apply filler by hand

Objectives

To be competent in this area, the individual must be able to:

- Describe filling by hand
- Identify filling equipment and tools
- Apply filler by hand

LEARNING TASKS	CONTENT

1. Describe filling by hand	• Uniform surface to meet industry standards
	• Out of plane (butt joints high in centre)
	• Proper width
	• Parallel
	• Feathered edges
	• Smoothness
	• Number of coats
	  ○ First coat
	  ○ Second coat
	  ○ Third coat

2. Identify filling equipment and tools	• Hand Tools
	  ○ Trowel
	  ○ Hawk
	  ○ Pan
	  ○ Knives

3. Apply filler by hand	• Wiping bottoms and three-ways
	  ○ Square
	  ○ Clean
	  ○ Feathered edges
	  ○ Smooth
	• Filling of beads
	  ○ Corners
	  ○ Fullness of bead
	  ○ Depth
	  ○ Levels 1- 5 of finish according to industry standards
	• Deficiencies while filling
	  ○ Unfeathered edges
	  ○ Metal showing
	  ○ Waves
	  ○ Chatter

    - Scratches
    - Fisheyes
    - Overloading
    - Lift-offs
    - Improper widths and lengths (joint coverage)
    - Hollow beads
        - When dry
        - Re-filling hollows
        - Under-loading
- Deficiencies after application
    - Nicks
    - Bubbles
    - Cracks
    - Shrinking
    - Scratches

Achievement Criteria:

Performance	The learner will be able to apply filler by hand.
Conditions	The learner will be given: • Materials • Tools • Mockup
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: • Square • Clean • Filling technique

LINE (GAC): E FILL DRYWALL

Competency: E4 Apply filler by machine

Objectives

To be competent in this area, the individual must be able to:

- Describe machine filler application

LEARNING TASKS	CONTENT

1. Describe machine filler application	• Using flat boxes to fill flats
	  ○ Various sizes
	  ○ Number of coats
	• Using filling boxes to fill joints
	  ○ Correcting flaws
	  ○ Wiping lift offs
	• Filling with angle tools
	  ○ Three-ways
	• Other machines
	• Deficiencies
	  ○ Build up
	  ○ Scratches
	  ○ Lift-offs
	  ○ Drag marks
	  ○ Rounded apex
	  ○ Dry spots
	  ○ Other
	• Number of coats
	  ○ First coat
	  ○ Second coat
	  ○ Third coat

LINE (GAC): E FILL DRYWALL

Competency: E5 Perform sanding processes

Objectives

To be competent in this area, the individual must be able to:

- Describe finishing practices
- Finish drywall

LEARNING TASKS	CONTENT
1. Check for drying	• Methods of measuring dryness • Visual characteristics • Touch test

2. Describe sanding techniques	• Grits
	• Rough sanding (scuff sanding)
	• Final sanding
	  ○ Inspection
	• Wet sanding
	  ○ Inspection
	• Vacuum sanding
	  ○ Inspection
	  ○ Ergonomics
	• Use of sanding sponge

3. Describe final inspection before painting	• Types of inspection
	  ○ Visual
	  ○ Touch
	  ○ Using a light
	• Scratches/ ridges/fasteners
	• Wide fills
	• Beads cleaned
	• Paper tears
	• Metal or tapes
	• Masking materials
	• General cleanup (floors and windowsills)
	• Cleaning excess mud in electrical boxes
	• Edging mouldings
	• Tapes coated

4. Finish drywall	• According to job specifications (see detailed drawing)

Achievement Criteria:

Performance	The learner will perform final sanding of entire surface.
Conditions	The learner will be given: • Materials • Tools • Mockup • Hand filled joints that have dried
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: • Proficiency • Deficiencies • Uniformity

LINE (GAC): E FILL DRYWALL

Competency: E6 Resolve filler problems

Objectives

To be competent in this area, the individual must be able to:

- Identify filling problems
- Describe board problems
- Correct filling problems

LEARNING TASKS	CONTENT
1. Describe causes and solutions of filler-related problems	• Edge cracking • Shrinking • Scratches • Tearing • Bubbles • Checking • Freezing • Chatters • Overloading • Flashing
2. Describe board problems	• High shoulders • Irregular bevels • Paper delamination
3. Correct filler-related problems	• According to manufacturer specifications • Flashing • Level 5 Finish

LINE (GAC): E FILL DRYWALL

Competency: E7 Use fast-set materials

Objectives

To be competent in this area, the individual must be able to:

- Describe fast-set materials
- Use fast-set materials

LEARNING TASKS	CONTENT

1. Describe fast-set materials	• Purpose
	  ○ Speed
	• Composition
	  ○ Different setting times
	• Uses
	  ○ Repairs
	  ○ Fast tracking
	• Method of application
	  ○ Hand
	  ○ Machine
	  ○ Short working time
	  ○ No remixing
	  ○ Non-compatibility with other muds
	  ○ Overloading
	  ○ Scrape and level when set
	  ○ Swelling concerns
	  ○ Difficult to sand
	  ○ Clean equipment quickly
	• Problems
	  ○ Fisheyes

2. Use fast-set materials	• Applications
	  ○ Pre-fill
	  ○ Deep voids
	  ○ Patch and repair
	• Application process
	  ○ Avoiding overfilling
	  ○ Wiping
	  ○ Cleaning tools

LINE (GAC): F REPAIR SURFACES

Competency: F4 Apply texture and repair textured surfaces

Objectives

To be competent in this area, the individual must be able to:

- Apply sealers and primers for texturing
- Apply textured surfaces by machine

LEARNING TASKS	CONTENT

1. Describe sealer and primer application	• Purpose
	  ○ Sealers
	  ○ Primers
	• Tools
	  ○ Rollers
	  ○ Brushes
	• Methods
	  ○ Surface preparation
	  ○ Brush
	  ○ Roller

2. Inspect surface readiness	• Types of surfaces
	  ○ Drywall
	  ○ Concrete
	  ○ Ceilings
	  ○ Walls
	• New surfaces
	• Old surfaces
	• Requirements
	  ○ Manufacturer specifications

3. Apply sealers and primers for texturing	• Set up
	  ○ Masking/polying
	  ○ Ventilation
	• Application
	  ○ Rollers
	  ○ Brushes
	  ○ Drips, runs, roller marks
	  ○ Personal Protective Equipment
	• Clean up

4. Describe characteristics of textures	• Purpose
	  ○ Decorative
	  ○ Acoustics

- Hide imperfections
- Economics

- Applications
  - Ceilings
  - Walls
- Types
  - Pre-mixed texture
  - Powder
  - Popcorn
  - Orange peel
  - Knock-down

5. Use machine texturing techniques

- Tools
- Patterns
  - Popcorn
  - Knock down
  - Orange peel
  - Rough
  - Self-priming (Commercial work)
- Procedures
- Applying by machine
  - Nozzle parallel
  - Surface angle
  - Distance
  - Even coverage
  - Electrical equipment
  - All body protection
  - Approved mask

Level 2

Drywall Finisher and Plasterer

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B5 Use mechanical taping and finishing tools

Objectives

To be competent in this area, the individual must be able to:

- Use mechanical taping and finishing tools
- Maintain mechanical taping and finishing tools

LEARNING TASKS	CONTENT

1. Use taping and finishing tools	• Procedure
	• Adjustments
	  ○ Angle machines
	  ○ Finishing box
	  ○ Advancing needle (bazooka)
	• Storage

2. Maintain taping and finishing tools	• Replacing and repairing
	  ○ Angle machines
	  ○ Finishing box
	  ○ Advance needle (bazooka)
	  ○ Blade
	  ○ Cable
	• Maintaining
	  ○ Oiling
	• Cleaning

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B7 Use airless paint machines

Objectives

To be competent in this area, the individual must be able to:

- Describe airless paint machines
- Use airless paint machines
- Maintain airless paint machines

LEARNING TASKS	CONTENT

1. Describe airless paint machines	• Types
	• Parts
	  ○ Tips
	  ○ Hoses
	• Uses

2. Use airless paint machines	• Safety • Applications • Procedure • Storage

3. Maintain airless paint machines	• Replacing and repairing
	  ○ Tips
	  ○ Hoses
	• Maintaining
	  ○ Cleaning and storage
	• Oiling

Line (GAC): C PERFORM COMMON OCCUPATIONAL SKILLS

Competency: C1 Use communication and mentorship techniques

Objectives

To be competent in this area, the individual must be able to:

- Describe the role of mentor
- Describe mentoring skills and attributes
- Describe workplace diversity and inclusion

LEARNING TASKS	CONTENT
1. Describe the role of mentor	• Valuing apprentice • Identifying goals • Encouraging • Managing risk • Providing feedback • Developing capabilities • Maintaining confidentiality
2. Describe mentoring skills and attributes	• Inspiration • Active listening • Building trust • Encouragement • Preparedness • Approachability • Objectiveness • Fairness • Compassion • Leading by example
3. Describe workplace diversity and inclusion	• Codes of Conduct ○ Builder's Code • Fair recruiting and hiring practices • Equity in promotion • Acceptance • Accommodations • Anti-harrassment/anti-bullying policies

LINE (GAC): C PERFORM COMMON OCCUPATIONAL SKILLS

Competency: C3 Use trade mathematics

Objectives

To be competent in this area, the individual must be able to:

- Perform calculations
- Use trade-related mathematics to solve practical problems
- Establish reference lines for specialty layout patterns
- Lay out patterns on walls and ceilings

LEARNING TASKS	CONTENT
1. Perform calculations	• Operations • Area and perimeter • Volume • Capacity • Conversions (metric to imperial)
2. Use trade-related mathematics to solve practical problems	• Rolls of tape • Boxes of filler • Corner bead • Square footage • Lineal feet • General take offs
3. Establish reference lines for specialty layout patterns	• Main line from one wall at 90° • Crossing line is centred and bisects at 90°
4. Describe layout patterns on walls and ceilings	• Measuring from reference lines • Circles must be round • Squares have equal sides and equal angles • Pattern must be centred within reference lines • Pattern must match the drawings • Crown moulding/coving

LINE (GAC): C PERFORM COMMON OCCUPATIONAL SKILLS

Competency: C4 Read drawings and specifications

Objectives

To be competent in this area, the individual must be able to:

- Interpret information on shop drawings and blueprints

LEARNING TASKS	CONTENT
1. Describe shop drawings and blueprints	• Purpose • Information contained • Generation process
2. Interpret information on a shop drawing and blueprint	• Project • Project requirements • Construction details • Schedules • Materials • Dimensioning lines • Scale • Symbols • Accuracy

LINE (GAC): C PERFORM COMMON OCCUPATIONAL SKILLS

Competency: C8 Plan a project

Objectives

To be competent in this area, the individual must be able to:

- Communicate with others
- Estimate material requirements and project timelines
- Plan a project

LEARNING TASKS	CONTENT

1. Communicate effectively	• Methods of communication
	  ○ Listening
	  ○ Verbal
	  ○ Written
	  ○ Drawings
	  ○ Trade terminology
	• Interact with other trades
	• Industry people
	• Customers
	• Suppliers

2. Material estimation and handling	• Materials required • Material costs • Purchase orders • Checking delivery
3. Estimate project timelines	• Pre-project planning • Staffing for project duration • Scheduling various jobs • Tracking material usage • Daily and weekly project objectives
4. Plan a project	• Required materials • Required tools • Required workers • Types of trades involved ○ Scheduling work with other trades • Site requirements • Regulations • Environmental conditions • Types and uses of drawings

LINE (GAC): D INSTALL BEADS, TRIM, AND TAPE

Competency: D1 Prepare areas for beading and taping

Objectives

To be competent in this area, the individual must be able to:

- Prepare areas for beading
- Inspect and prepare walls for taping

LEARNING TASKS	CONTENT

1. Inspect and prepare areas for beading	• Types of inspection
	  ○ Visual
	  ○ Touch
	• Purpose
	  ○ Allows for proper application
	• Tools
	• Preparation
	  ○ Corners not fastened
	  ○ Overhang
	  ○ Broken board
	• Speed
	• Quality

2. Inspect and prepare walls for taping	• Purpose
	  ○ Proper base
	• Types of inspection
	  ○ Visual
	  ○ Touch
	• Cut out damaged board
	• Types of pre-fill
	  ○ Joint mud
	  ○ Fast-setting material
	  ○ Concrete fill
	  ○ Gauging plaster
	  ○ Plaster of Paris
	• Check
	  ○ Screws
	  ○ Humidity
	  ○ Temperature
	  ○ Ventilation
	  ○ Attic insulation
	  ○ Delamination
	  ○ Moisture content
	• Corrective measures
	  ○ Heat sources
	  ○ Ventilation
	• Speed
	• Quality

LINE (GAC): D INSTALL BEADS, TRIM, AND TAPE

Competency: D2 Attach beads and trim

Objectives

To be competent in this area, the individual must be able to:

- Describe beads and trim
- Select beads and trim
- Measure and cut beads and trim
- Attach beads and trim
- Inspect and prepare walls for taping

LEARNING TASKS	CONTENT

1. Describe beads and trim	• Beads
	  ○ Metal
	  ○ Vinyl
	  ○ Paper-faced metal trims (tape-on)
	  ○ Roll on
	• Trim/profile
	• Uses
	• Bull nose
	• Reveal bead
	• Expansion bead

2. Select beads and trims for applications	• Advanced
	  ○ Curved arches
	  ○ Picture framing
	  ○ Cascading drops

3. Measure and cut beads and trims	• Measuring
	  ○ Tape measure
	  ○ Vertical and horizontal beads
	  ○ Arched openings
	  ○ Rectangular openings
	  ○ Circumferences
	  ○ Snug fitting
	• Cutting
	  ○ Snips
	  ○ Templates
	  ○ Clean cuts
	  ○ Cutting at angles
	  ○ Outside
	  ○ Outside mitres
	  ○ Curved opening (inside)

	○ Curved opening (outside) • Advanced applications and principles
4. Attach beads and trim	• Apply to square openings ○ Vertical openings ○ Level • Apply to round openings ○ Smooth unbroken line ○ Diameter limitations ○ Block or square section • Apply to drops • Continuous smooth edge • Plane • Apex of corner • 90º angle • Off-angles • Levelling and Plumbing ○ Spirit level ○ Plumb bob ○ Chalk line ○ Eye ball • Plumb vertical beads with appropriate equipment • Level horizontal beads ○ Level tolerances ○ Parallel • Straightness

Achievement Criteria:

Performance — The learner will attach bead by the following methods:

- Paper-faced metal trims (tape-on)
- Adhesive
- Staple

Conditions — The learner will be given:

- A mockup area including advanced detail on different profiles.
- Tools and materials

Criteria — The learner will score 70% or better on a rating sheet that reflects the following criteria:

- Quality
- Speed
- Straight
- Square
- Plumb
- No overlap
- Flush intersections
- Minimum amount of filler
- Sufficient fasteners
- Proper application

LINE (GAC): D INSTALL BEADS, TRIM, AND TAPE

Competency: D5 Apply tape by machine

Objectives

To be competent in this area, the individual must be able to:

- Prepare taping machines
- Apply tape using an automatic taping machine
- Wipe tape efficiently

LEARNING TASKS	CONTENT

1. Prepare taping machines	• Before taping
	  ○ Free of dirt
	  ○ Lubricated
	  ○ Clean
	  ○ Working properly
	• Tools
	  ○ Automatic taper
	  ○ Pump
	  ○ Gooseneck
	  ○ Tube
	  ○ Taping head
	  ○ Roller
	  ○ Flushers
	  ○ Continuous flow sprayer
	• Machine preparation
	• Loading
	• Drive wheels
	• Cutter blade
	• Creaser wheel
	• Advancing system
	• Mud-feeding mechanism

2. Tape efficiently using a taping machine	• Taping sequence
	  ○ Butts, flats, small tapes, and angles
	  ○ Cutting lengths
	  ○ Centre
	  ○ Remain in place
	  ○ Mud is present
	  ○ Running wheels
	• Taping angles
	  ○ Centered in angle
	  ○ Tight at ceiling
	  ○ Up from floor

- Mud is present
- Crease tape

- Refinement
  - Tool selection and use
  - Technique
  - Sequence

3. Wipe tape efficiently

- Wiping flats and butt joints
  - Knife
  - Bevel
  - Wiping flats
  - Feathered edge
  - Corrections to tape
  - Cleaning the area
- Wiping angle techniques
  - Feathered
  - Three ways
  - Gaps
  - Wiping Bottoms
    - Feathered
    - Flat
    - Damaged
      - Core
      - Surface
    - Excess
    - No wrinkles
    - Joint compound consistency
    - Tape centered on the joint
    - Wipe down to floor
    - No overlaps
  - Smooth finish
- Precise installation
- Refinement
  - Tool selection and use
  - Technique
- Sequence

Achievement Criteria 1

Performance — The learner will apply tape to various joints or curved angles using an automatic taping machine.

Conditions — The learner will be given:

- Materials
- Tools and equipment
- Mockup

Criteria — The learner will score 70% or better on a rating sheet that reflects the following criteria:

- Surface preparation
- Machine disassembly/assembly
- Set up
- Load
- Complete project using proper procedures/operation

Achievement Criteria 2:

Performance — The learner will wipe tape.

Conditions — The learner will be given:

- Tools
- Materials
- Detailed mockup

Criteria — The learner will score 70% or better on a rating sheet that reflects the following criteria:

- Bubble tapes
- Short tapes
- Wrinkles
- Short corners
- Round angles
- Quality
- Speed

LINE (GAC): E FILL DRYWALL

Competency: E3 Apply filler by hand

Objectives

To be competent in this area, the individual must be able to:

- Apply filler efficiently by hand

LEARNING TASKS

1. Apply filler efficiently by hand

CONTENT

- Wiping bottoms and three-ways
  - Square
  - Clean
  - Feathered edges
  - Smooth
  - Level
- Filling of beads
  - Corners
  - Fullness of bead
  - Depth
  - Levels 1- 5 of finish according to industry standards
- Deficiencies
  - Unfeathered edges
  - Metal showing
  - Waves
  - Scratches
  - Fisheyes
  - Overloading
  - Lift-offs
  - Full width and full length
  - Hollow beads
    - When dry
    - Re-filling hollows
    - Under-loading
- Architectural details
  - To specified level of finish
- Number of coats
  - First coat
  - Second coat
  - Third coat

Achievement Criteria:

Performance	The learner will apply filler by hand to various joints, bulkheads, or curved angles.
Conditions	The learner will be given: • Materials • Tools and equipment • Detailed mockup
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: • Speed • Quality • Proficiency • Deficiencies • Application

LINE (GAC): E FILL DRYWALL

Competency: E4 Apply filler by machine

Objectives

To be competent in this area, the individual must be able to:

- Apply filler by machine
- Inspect and maintain filler machine equipment

LEARNING TASKS	CONTENT
1. Describe filler machine equipment	• Nail spotter • Continuous flow sprayer • Angle machines
2. Inspect and maintain filler machine equipment	• According to manufacturer's tolerances

3. Apply filler efficiently by machine	• Using finishing boxes to fill flats
	  ○ First coat
	  ○ Second coat
	  ○ Third coat
	• Using finishing boxes to fill joints
	  ○ Correct flaws
	  ○ Wipe lift offs
	• Filling with angle tools
	  ○ Three-ways
	• Deficiencies
	  ○ Build up
	  ○ Scratches
	  ○ Lift-offs
	  ○ Drag marks
	  ○ Rounded apex
	  ○ Dry spots
	  ○ Other
	• Other machines

Achievement Criteria:

Performance	The learner will apply filler by machine.
Conditions	The learner will be given: • Materials • Automatic taping tools • Mockup
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: • Disassembly/assembly of machine • Adjustments • Deficiencies • Clean up

LINE (GAC): E FILL DRYWALL

Competency: E5 Perform sanding processes

Objectives

To be competent in this area, the individual must be able to:

- Describe and apply finishing practices
- Finish drywall

LEARNING TASKS	CONTENT

1. Check for drying problems and solutions	• Methods of measuring dryness
	• Visual characteristics
	• Touch test
	• Solutions
	  ○ Heat
	  ○ Ventilation
	• Use of Dry Chart for Joint Filler

2. Apply sanding techniques	• Grits • Rough sanding (scuff sanding) • Finish sanding • Use of sanding sponge

3. Inspect before painting	• Types of inspection
	  ○ Visual
	  ○ Touch
	  ○ Using a light
	• Scratches/ ridges/fasteners
	• Wide fills
	• Beads cleaned
	• Paper tears
	• Metal or tapes
	• Masking materials
	• General cleanup (floors and window sills)
	• Clean excess mud in electrical boxes
	• Edge mouldings
	• Tapes coated

4. Finish drywall	• According to job specifications

Achievement Criteria:

Performance	The learner will perform final sanding of entire surface.
Conditions	The learner will be given: • Materials • Tools • Detailed mockup • Machine filled joints that have dried
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: • Quality • Speed • Deficiencies • Uniformity

LINE (GAC): E FILL DRYWALL

Competency: E8 Apply Level 5 finish

Objectives

To be competent in this area, the individual must be able to:

- Apply Level 5 finish

LEARNING TASKS	CONTENT

1. Identify areas where Level 5 finish is recommended.	• Where specified
	  ○ Sunshine walls
	  ○ High gloss areas
	  ○ Dark paints
	  ○ Natural or unnatural light

2. Apply Level 5 finish	• Purpose
	  ○ Equalizing surface between board paper and filler
	• Methods
	  ○ Machine
	  – Airless sprayer
	  – Texture
	  ○ Hand
	  – Hawk and trowel
	  – Pan and knife
	  ○ Roller
	• Tools
	  ○ Airless sprayer
	  ○ Hawk
	  ○ Trowel
	  ○ Pan
	  ○ Knife
	  ○ Paint rollers
	  ○ Work lights

Achievement Criteria:

Performance	The learner will apply Level 5 finish to a filled wall by hand or by airless machine.
Conditions	The learner will be given: • Materials • Tools and equipment • Mockup • Trouble light
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: • Use of light • Missed areas • Deficiencies • Mud application

LINE (GAC): F REPAIR SURFACES

Competency: F1 Troubleshoot and repair problems

Objectives

To be competent in this area, the individual must be able to:

- Describe surface problems
- Repair surface problems

LEARNING TASKS	CONTENT

1. Describe surface problems, causes, and solutions	• Types of inspection
	  ○ Visual
	  – Light check
	  ○ Touch
	  ○ Smell
	• Types
	  ○ Pinholes
	  ○ Loose tape
	  ○ Paper tears
	  ○ Damaged beads
	  ○ Building settlement
	  ○ Stains and water damage
	  ○ Photographing
	  ○ Overfilling
	  ○ Over-sanding
	  ○ Shrinkage
	• Causes
	• Corrections

2. Repair surface problems	• Procedures
	• Techniques
	  ○ California patch
	  ○ Patching with backing

LINE (GAC): F REPAIR SURFACES

Competency: F2 Repair drywall

Objectives

To be competent in this area, the individual must be able to:

- Accurately identify areas needing repair
- Describe sealing stain problems
- Repair sealing stain problems
- Repair drywall

LEARNING TASKS	CONTENT
1. Identify areas needing repair	• Split/cracked joints • Holes • Loose beads and tape • Loose drywall • Manufacturer defects

2. Describe stain-related problems, causes and corrections	• Types
	  ○ Bleed through
	  – Heat
	  ○ Moulding
	• Causes
	  ○ Water
	  ○ Smoke
	  ○ Rusting
	  ○ Fossil fuels
	• Corrections
	  ○ Stain blocker types

3. Seal stains	• Procedures/techniques

4. Repair all drywall problems	• Select appropriate material
	• Perform repairs
	  ○ Split/cracked joints
	  ○ Holes
	  – Large and small
	  ○ Loose beads and tape
	  ○ Loose drywall
	• Abrasion damage
	  ○ Feathered
	  ○ Colour match
	  ○ Same texture
	• Fire damage
	• Stained surfaces
	  ○ Re-paint
	  ○ Use approved stain blockers

LINE (GAC): F REPAIR SURFACES

Competency: F3 Repair plaster and restore moulding

Objectives

To be competent in this area, the individual must be able to:

- Describe tools and materials for repairing plaster
- Describe process to repair plaster
- Describe tools and materials for restoring moulding
- Describe process to restore moulding

LEARNING TASKS	CONTENT

1. Describe tools and materials for repairing plaster	• Tools
	  ○ Drills
	  ○ Mixers
	  ○ Hawks
	  ○ Trowels
	  ○ Darbies
	  ○ Putty knives
	  ○ Sanders
	  ○ Sanding sponges
	  ○ Work lights
	• Materials
	  ○ Fast-setting compound
	  ○ Plaster of Paris
	  ○ Paper tape
	  ○ Fibreglass
	  ○ Fasteners
	  ○ Drywall plugs (patches)
	  ○ Set products

2. Describe process to repair plaster	• Surface preparation • Bonding agent • Applying fasteners to lath • Cutting and grooving damaged area • Filling cracks to bond surfaces • Installing paper tape

3. Describe tools and materials for restoring moulding	• Tools
	  ○ Brushes
	  ○ Mixers
	  ○ Drills
	  ○ Scrapers
	  ○ Sanders

	○ Sprayers ○ Measuring tapes ○ Trowels ○ Sponges ○ Mitre box ○ Saws ○ Circular saw ○ Sanding sponges ○ Modeling tools for moulding • Materials ○ Moulding plaster ○ All-set compound ○ All-purpose compound ○ Plaster of Paris
4. Describe process to restore moulding	• Removal of old moulding • Surface preparation • Measurements • Sample profile • Placing replacement moulding

LINE (GAC): F REPAIR SURFACES

Competency: F4 Apply texture and repair textured surfaces

Objectives

To be competent in this area, the individual must be able to:

- Apply textured surfaces by hand
- Repair textured surfaces by hand

LEARNING TASKS	CONTENT
1. Describe texture repair	• Types of damage • Area preparation • Tools • Procedures • Texture matching
2. Select texture materials	• Select appropriate materials for the job
3. Use hand texturing techniques	• Tools • Patterns • Procedures
4. Repair texture	• Types • Applications

Section 4

ASSESSMENT GUIDELINES

Assessment Guidelines – Level 1

Level 1 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:	DRYWALL FINISHER AND PLASTERER LEVEL 1		
LINE	**SUBJECT COMPETENCIES**	**THEORY WEIGHTING**	**PRACTICAL WEIGHTING**
A	PERFORM SAFETY-RELATED FUNCTIONS	5%	10%
B	USE TOOLS AND EQUIPMENT	5%	5%
C	PERFORM COMMON OCCUPATIONAL SKILLS	5%	0%
D	INSTALL BEADS, TRIM, AND TAPE	40%	25%
E	FILL DRYWALL	40%	60%
F	REPAIR SURFACES	5%	0%
	Total	100%	100%
In-school theory/practical subject competency weighting		25%	75%
Final in-school percentage score		IN-SCHOOL %	

In-school Percentage Score Combined theory and practical subject competency multiplied by	80%
Standardized Level Exam Percentage Score The exam score is multiplied by	20%
Final Percentage Score	FINAL%

Assessment Guidelines – Level 2

Level 2 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:	DRYWALL FINISHER AND PLASTERER LEVEL 2		
LINE	**SUBJECT COMPETENCIES**	**THEORY WEIGHTING**	**PRACTICAL WEIGHTING**
B	USE TOOLS AND EQUIPMENT	20%	0%
C	PERFORM COMMON OCCUPATIONAL SKILLS	10%	0%
D	INSTALL BEADS, TRIM, AND TAPE	30%	40%
E	FILL DRYWALL	35%	60%
F	REPAIR SURFACES	5%	0%
	Total	100%	100%
In-school theory/practical subject competency weighting		25%	75%
Final in-school percentage score Apprentices must achieve a minimum 70% as the final in-school percentage score to be eligible to write the Interprovincial Red Seal exam.		IN-SCHOOL %	

All apprentices who complete Level 2 of the Drywall Finisher and Plasterer program with a FINAL level mark of 70% or greater will write the Interprovincial Red Seal examination as their final assessment.

SkilledTradesBC will enter the apprentices Drywall Finisher and Plasterer Interprovincial Red Seal examination mark in SkilledTradesBC Portal. A minimum mark of 70% on the examination is required for a pass.

Section 5

TRAINING PROVIDER STANDARDS

Facility Requirements

Classroom Area

- Comfortable seating and tables suitable for learning
- Compliance with the local and national fire code and occupational safetyrequirements
- Overhead and/or multimedia projectors with a projection screen
- Whiteboard with marking pens and erasers
- Lighting controls to allow easy visibility of the projection screen while allowing students to take notes
- Windows must have shades or blinds to adjust sunlight
- Heating/Air conditioning for comfort all year round
- In-room temperature control to ensure comfortable room temperature
- Acoustics in the room must allow audibility of the instructor
- Reference material for student and instructor use

Shop Area

- Workshop with sufficient square footage to complete projects and with enough ceiling height to allow safe movement of materials
- Adequate space for a tool crib and storage
- Adequate lighting and lighting control
- Ventilation as per WorkSafeBC standards
- Refuse and recycling bins for used shop materials
- First aid facilities as per WorkSafeBC regulations
- Hand and eye wash stations as per WorkSafeBC regulations
- Fire prevention equipment as per WorkSafeBC regulations

Lab Requirements

- Not Applicable

Student Facilities

- Adequate lunch room as per WorkSafeBC requirements
- Adequate washroom facilities as per WorkSafeBC requirements
- Personal storage lockers

Instructor's Office Space

- Desk and filing space
- Computer

Tools and Equipment

Level 1 only

Hand Tools

- Hopper method
- Masking machine
- Stilts
- T-square

Power Tools

- Texture machines

Equipment

- Access frame scaffold

Level 2 only

Hand Tools

- Magnetic level (2 ft. and 4 ft.)
- Water hose and nozzle

Power Tools

- Mitre saws
- Vacuum sander

Equipment

- Laser level

Both levels

Hand Tools

- Chalk line
- File
- Framing square
- Hammer
- Hawk
- Knives
- Light cord
- Masking machine
- Pan
- Sanders
- Sanding poles
- Saw
- Screwdrivers
- Scrub brush
- Snips
- Super taper
- Tape measure (metric and imperial)
- Trowels

Mechanical Tools

- Bazooka
- Corner applicators
- Finish boxes (handles)
- Flushers
- Parts
- Pump
- Roller

Power Tools

- Drill and paddle
- Paint machines
- Screw gun
- Stapler
- Vacuum/cleaner

Equipment

- Air circulating fans
- Baker scaffold
- Extension cords
- Ladders
- Manufactured saw horses
- Mud buckets 5 gallon
- Job box (tool box)

PPE and Safety

Both levels

Supplied by apprentice

- Appropriate clothing
- CSA-approved safety boots
- Hard hat
- Knee pads
- Taping gloves

Supplied by training provider

- Automated External Defibrillator (AED)
- Ear plugs and muffs
- Evacuation horn
- Face shields
- Fall protection
- Fire extinguisher
- First Aid kit
- Goggles/safety glasses
- Respiratory protection
- Safety vest

Instructor Requirements

The instructor must possess one of the following:

- A BC Certificate of Qualification as a Drywall Finisher
- A BC Certificate of Qualification with Red Seal endorsement as a Drywall Finisher and Plasterer
- A Drywall Finisher Certificate of Qualification from another Canadian jurisdiction
- A Drywall Finisher and Plasterer Certificate of Qualification with Red Seal endorsement from another Canadian jurisdiction

Work Experience

- A minimum of 5 years' experience working in the industry as a journeyperson.

Instructional Experience and Education

It is preferred that the instructor also possesses or is working towards one of the following:

- 5 years' experience as a supervisor
- An instructor's diploma or equivalent, or
- A bachelor's degree in education

Required and Recommended Resources

Required resources

- Drywall Finisher Manual – King's Printer, Published by the Drywall Tapers & Finishers Local 2009

Recommended resources

- SkilledTradesBC www.skilledtradesbc.ca
- Workplace Hazardous Materials Information System (WHMIS) and First Aid http://www.hc-sc.gc.ca/ewh-semt/occup-travail/whmis-simdut/index-eng.php
- WorkSafeBC www.worksafebc.com
- Codes:
  - National Fire Code of Canada http://www.nrc-cnrc.gc.ca/eng/ibp/irc/codes/2010-national-fire-code.html
  - Canadian National Building Code of Canada https://nrc.canada.ca/en/certifications-evaluations-standards/codes-canada/codes-canada-publications/national-building-code-canada-2020
  - Crown publications for BC Code books https://www.bccodes.ca/index.html
    - BC Building Code
    - BC Fire Code
- Association of Wall and Ceiling Contractors (AWCC) of BC specifications/standards manual

Appendices

Appendix A
Acronyms and Abbreviations

AED	Automated external defibrillator
ANSI	American National Standards Institute
AWCC	Association of Wall and Ceiling Contractors
CPR	Cardiopulmonary resuscitation
CSA	Canadian Standards Association
MEWP	Mobile elevating work platform
OHS	Occupational Health and Safety
PPE	Personal protective equipment
rpm	revolutions per minute
RSOS	Red Seal Occupational Standard
SDS	Safety Data Sheet
WHMIS	Workplace Hazardous Materials Information System

Appendix B
Glossary

Note: This glossary is sourced from the 2023 Red Seal Occupational Standard (RSOS) as a reference.

adhesive	a material with ability to bond two surfaces or objects together
bead/corner bead	metal, paper or plastic covering protecting and reinforcing corners of drywall
blister	a loose, raised spot due to an air space or void in the core of drywall; a tape blister under the tape, usually caused by insufficient compound beneath the tape; also referred to as air bubble
butt joint	the joint formed when the cut ends of drywall are placed adjacent to one another
caulking	to seal small openings in wall or ceiling systems to prevent leakage of sound or to create a finished appearance and seal between dissimilar materials
chalk line	a straight working line made by snapping a chalked cord between two points
coat	a single thickness application of compound
compound (see also filler)	a material used in covering joints, corners, and fasteners in the finishing of drywall to produce a smooth and uniform surface. Also used for repairing small holes and cracks in the surface to be painted
control joint	an expansion or compression space to relieve movement stresses in large ceiling and wall areas
drywall	the generic name for a family of non-combustible sheet products consisting of a core primarily of gypsum and paper surfacing
drywall (acoustical or soundproof)	while all drywall has some soundproofing qualities, soundproof drywall adds additional wood fiber, gypsum, and polymers to increase the sound transmission class (STC) above that of regular drywall
drywall (fibre mat)	regular gypsum panels that feature a non-combustible, moisture-resistant gypsum core that is encased in a green colored fiberglass face and back that shed water
drywall (fire-rated)	specialized fire-resistant drywall is used in garages and basements, around equipment that might cause a fire. It contains fiberglass, which slows the progress of fire and doesn't burn as fast as regular gypsum
drywall (impact-resistant)	a specialty application product that consists of a high-density, mould- and moisture-resistant, Type X core covered both front and back in either heavyweight-paper facers or tough fiberglass mats
drywall (mould-resistant)	often called green board, is made with a paper backing thicker than regular drywall and coated with wax for extra moisture resistance. It also comes with a fiberglass mesh that is non-organic, removing the food necessary for mould to grow (called paperless drywall). Mould-resistant drywall is most often used in bathrooms, kitchens, laundry

	rooms and as a tile backer. A mould-resistant mud is also available. Note that moisture-resistant drywall is not the same as mould-resistant
drywall (regular)	often called white board, is the most common type used in ceilings and walls in homes and commercial projects
drywall (VOC-absorbing)	a relatively new product, volatile organic compound (VOC)-absorbing drywall captures chemicals and other VOCs and traps them within the drywall, making them inert. These chemicals come from other building materials, as well as cleaning products used every day. The drywall works even after being painted or covered with a light wallcovering for up to 75 years.
drywall plug (patch)	replacement piece of drywall made from a scrap piece of drywall that matches the surface being repaired; also known as patch, Chicago patch, California patch
embed	to apply and wipe tape with compound
face paper	finished side of gypsum board
feathering	using the knife and trowel to blend the edges of the filler into the drywall
filler (see also compound)	a material used in covering joints, corners, and fasteners in the finishing of drywall to produce a smooth and uniform surface. Also used for repairing small holes and cracks in the surface to be painted.
finishing box	a tool that automatically dispenses the proper amount of compound, coats the joint and feathers the edge; another name for the flat finishing box used to apply coats of compound over drywall joints
fisheyes	small holes found in application of compound
flat joint	a joint with bevelled edges; also called a factory joint
hopper	1. a device used for embedding tape; 2. attachment to spray gun used in texturing; 3. holding tank for spray machines
joint	the seam produced by the placement of two pieces of drywall
keying	scratching or scoring surface to promote good bonding of filler
knock-down	a technique used to flatten the top of textured finishes for a unique look
laser level	device used in levelling vertical and horizontal surfaces using a laser
mouldings	ornamental pieces installed in the angles of rooms, especially in older buildings such as Victorian style; original mouldings may have been made of plaster, but replacement mouldings are most commonly plaster-coated foam mouldings
orange peel	a type of finish having the texture of an orange
Plaster of Paris	type of compound that is used for patching and repairs; it dries very quickly and is very hard once dry

pole sander	sandpaper holder affixed to the end of a pole with a swivel to aid in the sanding process
pre-filling compound	an application method to prepare drywall to conceal joints before applying tape and compound
primer	coating applied to a substrate for the purpose of sealing, adhesion of subsequent coats, and corrosion control
putty knife	flat-bladed, narrow metal tool for filling cracks and holes
sanding	smoothing surface with sandpaper
scuff-sand	sanding using a rough grit to remove working lines and achieve a smooth surface
sealer	coating used to prevent excessive absorption of subsequent coats into a porous surface or to prevent stains from bleeding out of the substrate; a thin liquid sometimes applied on wood, plaster, drywall, or masonry to prevent dirt, moisture, stain, etc., from penetrating
skimming compound	usually a thin watered down compound, it is used to smooth the surface on the final coat
stucco ceiling	a type of textured ceiling; also called popcorn ceiling
textured surface	a surface decoration applied by hand or machine
touch-up	a final step in drywall finishing where deficiencies are identified and corrected in order to prepare for painting; also known as check-out/light-check
trim	elongated strip of metal, plastic or paper material with a central nose and a pair of flanges extending outwardly from the nose. Provides crisp clean reveals and protects around openings or at ceiling and floors
wet sand	to smooth a finished joint with a wet sponge; a method used to reduce dust created by dry sanding
working lines	ridges and ripples in applied compound; once dry, working lines are removed by sanding

Appendix C
Summary of Achievement Criteria

Achievement Criteria are included for competencies that require a practical assessment. The intent of including Achievement Criteria in the Program Outline is to ensure consistency in training across the many training institutions in British Columbia. Their purpose is to reinforce the theory and to provide a mechanism for evaluation of the learner's ability to apply the theory to practice. It is important that these performances be observable and measurable and that they reflect the skills spelled out in the competency. The conditions under which these performances will be observed and measured must be clear to the learner as well as the criteria by which the learner will be evaluated. The learner must also be given the evaluation criteria.

The performance spelled out in the Achievement Criteria is a suggested performance and is not meant to stifle flexibility of delivery. Training providers are welcome to substitute other practical performances that measure similar skills and attainment of the competency. Multiple performances may also be used to replace individual performances where appropriate.

The following tables summarize the practical assessments for each level. **For details, please refer to the Achievement Criteria following the competency in the Program Content section.**

DRYWALL FINISHER AND PLASTERER – LEVEL 1 SUMMARY OF ACHIEVEMENT CRITERIA	
SUBJECT COMPETENCY	**ACHIEVEMENT CRITERIA TASK**
A3 Apply WHMIS	The learner will interpret information from WHMIS 2015 symbols
A4 Use personal protective equipment	The learner will perform a fit test.
B3 Use access and lifting equipment	The learner will erect tower scaffold.
D1 Prepare areas for beading and taping	The learner will pre-fill and prepare walls for taping.
D2 Attach beads and trim	The learner will attach bead by the following methods: • Paper-faced metal trims (tape-on) • Adhesive • Staple
D4 Apply tape by hand	The learner will apply tape to various joints using various methods.
E3 Apply filler by hand	The learner will apply filler by hand.
E5 Perform sanding processes	The learner will perform final sanding of entire surface.

Notes to instructor:

- **Achievement criteria may be combined across competencies**
- **Although not an achievement criteria or part of the program requirements, it's recommended to tour a filler plant with students (if available)**

DRYWALL FINISHER AND PLASTERER – LEVEL 2 SUMMARY OF ACHIEVEMENT CRITERIA	
SUBJECT COMPETENCY	**ACHIEVEMENT CRITERIA TASK**
D2 Attach beads and trim	The learner will attach bead by the following methods: • Paper-faced metal trims (tape-on) • Adhesive • Staple
D5 Apply tape by machine	**Achievement Criteria 1:** • The learner will apply tape to various joints or curved angles using an automatic taping machine.
	Achievement Criteria 2: • The learner will wipe tape.
E3 Apply filler by hand	The learner will apply filler by hand to various joints, bulkheads, or curved angles.
E4 Apply filler by machine	The learner will apply filler by machine.
E5 Perform sanding processes	The learner will perform final sanding of entire surface.
E8 Apply Level 5 finish	The learner will apply Level 5 finish to a filled wall by hand or by airless machine.

Note to instructor: achievement criteria may be combined across competencies