

Vocational Training Program

5786

Plastering

Training Sector

7

Buildings
and Public Works

Reach for
your **Dreams**

Québec 



Vocational Training Program

5786

Plastering

Training Sector

7

Buildings
and Public Works

Formation professionnelle et technique
et formation continue

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et du développement

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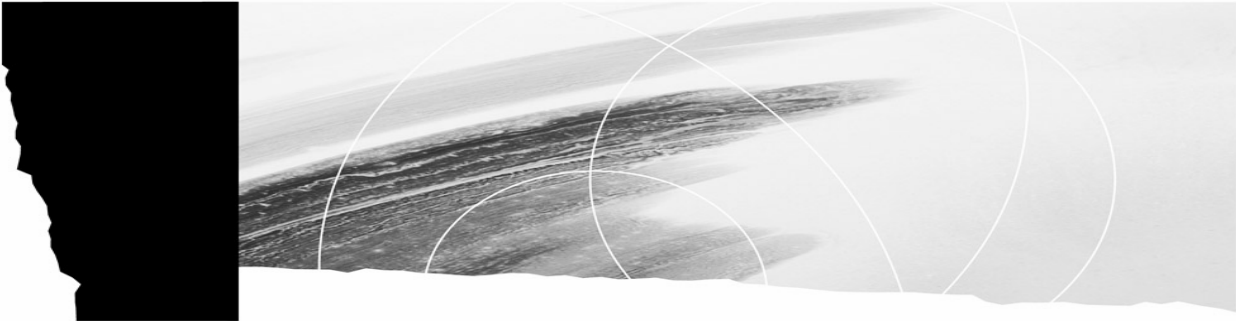
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5786

Plastering

Year of approval: 2003

Certification:	Diploma of Vocational Studies
Number of credits:	54
Number of modules:	13
Total duration:	810 hours

To be admitted to the *Plastering* program, students must meet one of the following conditions:

- Persons holding a Secondary School Diploma or its recognized equivalent are not subject to any additional admission requirements.

OR

- Persons who are at least 16 years of age on September 30 of the school year in which their training is to begin must meet the following additional requirement: to have earned the Secondary III credits in language of instruction, second language and mathematics, in the programs of study established by the Minister, or to have been granted recognition of equivalent learning.

OR

- Persons who are at least 18 years of age upon entry into the program must have the following functional prerequisites: the successful completion of the general development test and SPR-3, 4, 5, 6 or recognition of equivalent learning.

N.B.: The requirement on the concurrency of general education courses and vocational training does not apply to this category.

Introduction to the Program

The vocational training curriculum, from which this program of study derives, is the responsibility of both the Ministère de l'Éducation, which develops programs and their teaching guides, and the educational institutions, which implement the programs and the evaluation process. Programs of study include compulsory objectives and suggestions for competency-related knowledge, skills and attitudes.

Programs of study provide teachers with a frame of reference for planning teaching activities. They define the scope of teaching strategies by identifying the broad educational orientations to be favoured and the objectives to be attained. By successfully completing a program, students acquire not only the entry-level competencies required by the workplace in order to practise a trade or occupation, but also learning that provides students with a certain degree of versatility.

The duration of the program is 810 hours, which includes 675 hours spent on the specific competencies required to practise the trade and 135 hours on general, work-related competencies. The program of study is divided into 13 modules, which vary in length from 15 to 120 hours. The total hours allocated to the program include time devoted to evaluation for certification purposes and to remedial work.

Title of Module	Code	Module	Hours	Credits
Trade and Training	804542	1	30	2
Measurements and Calculations	804552	2	30	2
Drawings and Specifications	804662	3	30	2
Health and Safety	754992	4	30	2
Scaffolding	804572	5	30	2
Basecoat Plaster	804587	6	105	7
Plaster Finishing	804596	7	90	6
Plastering Concrete Surfaces	804602	8	30	2
Joint Finishing	804618	9	120	8
Mouldings and Ornamental Elements	804627	10	105	7
Acrylic and Stucco Finishes	804638	11	120	8
Surface Repair	804645	12	75	5
Job Search	804651	13	15	1

Glossary

Program

A vocational training program is a coherent set of competencies to be acquired. It is formulated in terms of objectives and divided up into modules for administrative purposes. It describes the learning expected of students in accordance with a given performance level. Published as an official pedagogical document, the program leads to the recognition of training qualifying students to practise a trade or occupation.

A vocational training program includes compulsory objectives and content. Although the educational institutions are responsible for learning and evaluation activities, the program presents suggestions for competency-related knowledge, skills, attitudes and perceptions that must be enriched or adapted according to the needs of students, and information regarding the certification of studies.¹

Program Goals

Program goals consist of the expected outcome at the end of training as well as a general description of a given trade or occupation. They also include the four general goals of vocational training.

Educational Aims

Educational aims are broad orientations to be favoured during training in order to help students acquire intellectual or motor skills, work habits or attitudes. Educational aims usually address important aspects of personal and vocational development that have not been explicitly included in the program goals or competencies. They help guide educational institutions in implementing the program.

Competency

A competency is the ability to act successfully and evolve in order to adequately perform work-related tasks or activities, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

Objectives

Objectives refer to the operational aspect of a competency to be acquired. They are expressed in terms of specific requirements and serve as the practical basis for teaching, learning and evaluation. Objectives are either behavioural or situational.

Objectives also provide indicators for learning, related knowledge, skills, attitudes and perceptions, and associated guidelines. These indicators are grouped according to elements of the competency (in the case of behavioural objectives), and according to phases of the learning context (in the case of situational objectives).

¹ Specifications regarding certification complement the program of study, but are presented in another document. Evaluation criteria are prescriptive.

1 Behavioural Objective

A behavioural objective is a relatively closed objective that describes the actions and results expected of the student. Behavioural objectives consist of the following components:

- The *statement of the competency*, which is the result of the job analysis, the general goals of the program and other determinants.
- The elements of the competency, which correspond to essential details that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or the main components of the competency.
- The achievement context, which corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context does not specify the context for learning or evaluation.
- The performance criteria, which define the requirements by which to judge the attainment of the competency. They may refer to each element of the competency, to several elements or to the competency as a whole. Those associated with a specific element correspond to the requirements for performing a task or activity; those associated with several elements indicate the expected level of performance or the overall quality of a product or service.

Evaluation is based on expected results.

2 Situational Objective

A situational objective is a relatively open-ended objective that outlines the major phases of a learning situation in which a student is placed. It allows for output and results to vary from one student to another. Situational objectives consist of the following components:

- The statement of the competency, which is the result of the job analysis, the general goals of the program and other determinants.
- The elements of the competency, which outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
- The learning context, which provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three phases of learning:
 - information
 - participation
 - synthesis
- The instructional guidelines, which provide guidelines and means to ensure that learning takes place and that the context in which it occurs is always the same. These guidelines may include general principles or specific procedures.
- The participation criteria, which describe requirements the students must fulfill when participating in the learning activities. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.

Evaluation is based on the student's participation in the activities suggested in the learning context.

Competency-Related Knowledge, Skills, Attitudes and Perceptions

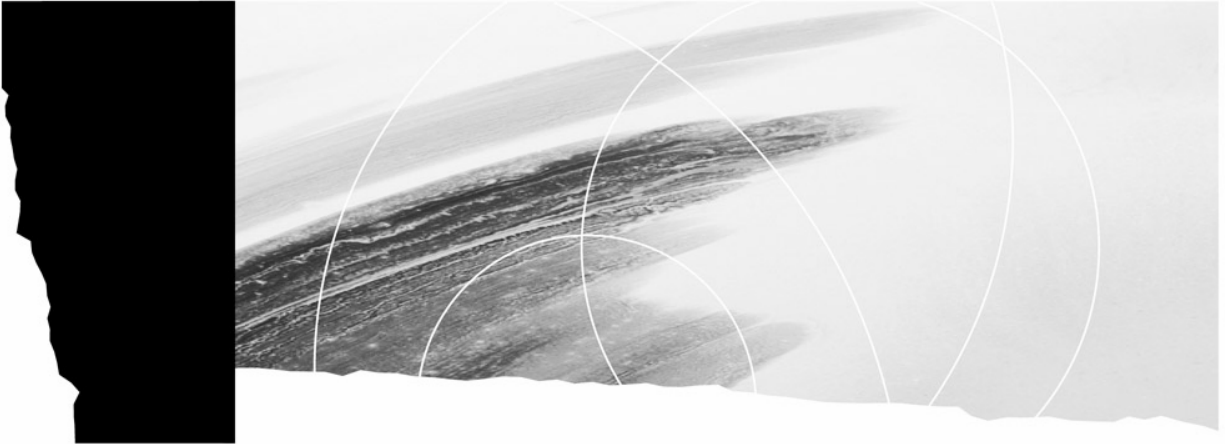
Competency-related knowledge, skills, attitudes and perceptions define the essential and important learning that the student must acquire in order to apply and continue to develop the competency. They correspond to activities in the job market and are accompanied by guidelines that provide information on the field of application, the level of complexity or content related to training. The knowledge, skills, attitudes and perceptions and the related guidelines are not prescriptive.

Module

A module is a component of a program of study comprising a prescriptive objective and suggestions for competency-related knowledge, skills, attitudes and perceptions.

Credit

A credit is a unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to obtain a diploma or attestation.



Part I

Program Goals

**Program Competencies and
Grid of Competencies**

Harmonization

Program Goals

The *Plastering* program prepares students to practise the occupation of plasterer.

The program goals of the *Plastering* program are based on the general goals of vocational training. These goals are:

To help students develop effectiveness in the practice of a trade or occupation

- To teach students to correctly perform tasks and activities associated with the trade or occupation upon entry into the job market
- To prepare students to progress satisfactorily on the job by promoting:
 - the acquisition of intellectual skills that will enable them to make sound decisions and solve problems while carrying out tasks
 - the ability to correctly apply the techniques needed to carry out tasks
 - the ability to communicate effectively with colleagues and employers
 - the reinforcement of habits that will enable them to work with precision, to concentrate and to observe standards
 - the reinforcement of habits that foster order and cleanliness
 - a concern for occupational health and safety rules

To help students integrate into the work force

- To help students:
 - become familiar with the job market in general and the context surrounding the plastering trade
 - become familiar with their rights and responsibilities as workers
 - integrate harmoniously into the job market

To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes

- To help students:
 - understand the principles underlying different techniques used in the trade
 - acquire effective work methods and self-discipline
 - develop their ability to work independently and instill in them a sense of initiative and responsibility
 - reinforce their desire to succeed
 - reinforce their concern for excellence and for a job well done

To promote job mobility

- To help students:
 - acquire a solid basic education that will enable them to be more versatile when carrying out tasks
 - increase their ability to learn, become informed and find the documentation they need
 - develop positive attitudes toward technological change and new situations
 - prepare for a creative job search
 - acquire a realistic perception of the career opportunities that exist in the trade

Program Competencies and Grid of Competencies

List of Competencies

- To determine their suitability for the trade and the training process.
- To take measurements and perform calculations.
- To interpret drawings and specifications.
- To prevent threats to health, safety and bodily integrity on construction sites.
- To erect scaffolding.
- To apply basecoat plaster.
- To do plaster finishing.
- To apply plaster on concrete surfaces.
- To finish joints.
- To run mouldings and install precast ornamental elements.
- To apply acrylic and stucco finishes.
- To repair surfaces.
- To use job search techniques.

Grid of Competencies

The grid of competencies shows the relationship between general competencies, which correspond to work-related activities, and specific competencies, which are required to practise the particular trade or occupation, as well as the major steps in the work process.

The general competencies appear on the horizontal axis and the specific competencies, on the vertical axis. The symbol (\triangle) indicates a correlation between a specific competency and a step in the work process. The symbol (\circ) indicates a correlation between a general and a specific competency. Shaded symbols indicate that these relationships have been taken into account in the formulation of objectives related to specific competencies.

The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis presents the specific competencies in the order in which they should be acquired. The modules on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF COMPETENCIES

				GENERAL COMPETENCIES					WORK PROCESS					
	Competency number	Objective	Duration (in hours)	Take measurements and perform calculations	Interpret drawings and specifications	Prevent threats to health, safety and bodily integrity on construction sites	Erect scaffolding	Use job search techniques	Organize the work	Prepare surfaces	Prepare materials	Apply base coats	Do finishing work	Clean up the work area
PLASTERING														
SPECIFIC COMPETENCIES														
Competency number				2	3	4	5	13						
Objective				B	B	S	B	B						
Duration (in hours)				30	30	30	30	15						
Determine their suitability for the trade and the training process	1	S	30	○	○	○	○	○						
Apply basecoat plaster	6	B	105	●	●	●	●	○	▲	▲	▲	▲	△	▲
Do plaster finishing	7	B	90	●	●	●	●	○	▲	▲	▲	△	▲	▲
Apply plaster on concrete surfaces	8	B	30	●	○	●	○	○	▲	▲	▲	▲	▲	▲
Finish joints	9	B	120	●	●	●	●	○	▲	▲	▲	▲	▲	▲
Run mouldings and install precast ornamental elements	10	B	105	●	●	●	○	○	▲	▲	▲	▲	▲	△
Apply acrylic and stucco finishes	11	B	120	●	●	●	●	○	▲	▲	▲	▲	▲	▲
Repair surfaces	12	B	75	●	○	●	○	○	▲	▲	▲	▲	▲	△

Harmonization

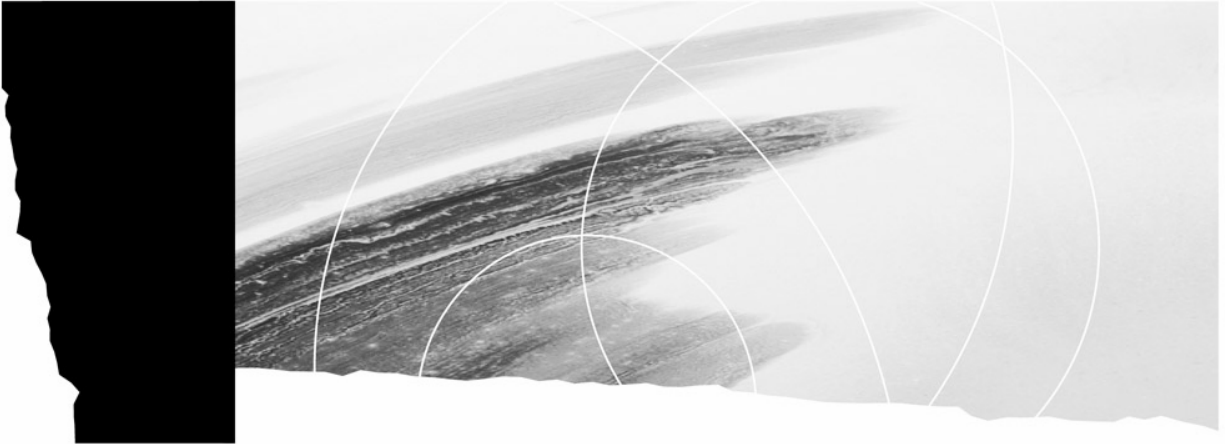
The Minister of Education, Recreation and Sports harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be “inter-level” when it focuses on training programs at different levels, “intra-level” when it focuses on programs within the same educational level, and “inter-sector” when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

The *Plastering* program does not share any competencies with other programs at this time.



Part II

Objectives

Module 1 Duration 30 hours

Situational Objective

Statement of the Competency

To determine their suitability for the trade and the training process.

Elements of the Competency

- Understand the nature of the trade.
- Be familiar with the training process.
- Confirm their career choice.

Learning Context

Information Phase

- Learning about the job market in plastering through visits, interviews, reference materials: work environments (e.g. types of companies, products), job prospects, wages, opportunities for advancement and transfer, candidate selection.
- Learning about the nature and requirements of the trade through visits, interviews, reference materials: tasks, working conditions, evaluation criteria, rights and responsibilities of workers.
- Learning about the main roles and responsibilities of unions and employers' associations.
- Learning about the laws and regulations governing work relations in the construction industry.

Participation Phase

- Discussing the skills, aptitudes and knowledge required to practise the trade.
- Learning about the training plan: program of study, training process, methods of evaluation, certification of studies.
- Discussing how the training program prepares them for work as plasterers.

Synthesis Phase

- Assessing their career choice by comparing aspects and requirements of the trade with their preferences, aptitudes and interests.
- Presenting a report of their assessment.

Instructional Guidelines

- Create a climate that fosters personal development and vocational integration.
- Promote discussion among students and encourage all students to express their opinions.
- Motivate the students to take part in the activities suggested.
- Help the students develop an accurate, objective view of the trade.
- Provide the students with the means to assess their career choice honestly and objectively.
- Organize meetings with trade specialists.
- Organize visits to companies that are representative of the workplace.
- Ensure that relevant reference materials are available: information on the trade, training programs, guides, etc.

Participation Criteria

Information Phase

- Gather data on most of the subjects covered.
- Present their views on the trade during a group meeting, relating them to the information gathered.

Participation Phase

- Give their opinion on some of the requirements of the trade.
- Express their views on the training program during a group meeting.

Synthesis Phase

- Produce a report containing:
 - a brief description of their preferences, aptitudes and interests
 - an explanation of their career choice, making the required connections

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the learning context, the elements of the competency related to each phase as well as the instructional guidelines.

Information Phase

- | | |
|---|---|
| <ul style="list-style-type: none"> • Be receptive to information about the trade and the training. | Conditions indicating receptiveness: attention, interest and concentration
Information on the job market, nature and requirements of the job, roles and responsibilities of unions and employers' associations, laws and regulations governing the industry
Training plan |
| <ul style="list-style-type: none"> • Be willing to share their views on the trade with other members of the group. | Advantages to communicating their point of view and to listening to that of others |
| <ul style="list-style-type: none"> • Determine how to record and present information. | Note-taking method, rules for presenting and structuring a report |

Participation Phase

- | | |
|---|---|
| <ul style="list-style-type: none"> • List the skills, aptitudes, attitudes and knowledge required to practise the trade. | Simple definitions: <ul style="list-style-type: none"> - skill: the ability to replicate a behaviour - aptitude: a natural disposition - attitude: a state of readiness to respond positively or negatively to situations - knowledge: understanding of ideas, concepts |
| <ul style="list-style-type: none"> • Express their reactions to the trade and the training. | |

Synthesis Phase

- Prepare a personal profile. Summary of preferences, aptitudes, personal qualities and knowledge of the trade
- Compare their profile with the requirements of the trade and the training.
- Recognize their strengths (which facilitate their work) and their weaknesses (which they need to overcome). Summary of strengths and weaknesses
- Explain the reasons why they wish to pursue or withdraw from the training program.

Module 2 Duration 30 hours

Behavioural Objective

Statement of the Competency

To take measurements and perform calculations.

Achievement Context

- Based on shop drawings, sets of drawings and specifications
- Using measuring instruments
- Based on the international and imperial systems of units
- On building interiors and exteriors

Elements of the Competency**Performance Criteria**

1. Measure height, width and depth.

- Accurate measurement in international units
- Accurate measurement in imperial units
- Correct use of measuring instruments

2. Measure angles.

- Accurate measurement in international units
- Accurate measurement in imperial units
- Correct use of measuring instruments
- Observance of established tolerances

3. Calculate areas.

- Correct use of necessary mathematical operations
- Accurate results

4. Calculate quantities of installation materials.

- Correct use of necessary mathematical operations
- Accurate results
- Consideration of established waste allowance

5. Calculate volumes of installation materials.

- Correct use of necessary mathematical operations
- Accurate results
- Consideration of established waste allowance

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Measure height, width and depth.

- Use measuring instruments.

Square, measuring tape, plumb line
International and imperial systems of units

2. Measure angles.

- Transpose data in order to measure angles. Geometric elements: angles, tangents, curves, surface area, volume, real measurements on sketches, height, width, depth
- Use the international and imperial systems of units. Units of measure, conversions and equivalences between systems

3. Calculate areas.

- Check squareness using the Pythagorean theorem. 3-4-5 formula
 $a^2 + b^2 = \sqrt{c}$
- Perform the four basic mathematical operations. Addition, subtraction, multiplication, division
- Use the rule of three.
- Calculate the perimeters and areas of common geometric figures. Calculation of common areas
Calculation of radius
- Interpret problems. Problems involving geometric figures: squares, rectangles, right triangles, circles
Whole numbers
Decimals

4. Calculate quantities of installation materials.

- Categorize installation materials. Materials and plaster
Manufacturers' catalogues
- Determine the materials and plaster to use for the surface to be covered. Work to be done: thickness and number of coats, surface to be covered
- Use mathematical formulas in order to calculate quantities.
- Take into account a waste allowance.

5. Calculate volumes of installation materials.

- Determine the materials and plaster to use for the surface to be covered.
- Use mathematical formulas in order to calculate volumes.
- Take into account a waste allowance.

Behavioural Objective

Statement of the Competency

To interpret drawings and specifications.

Achievement Context

- Based on sets of drawings and specifications
- Using measuring instruments
- Based on the international and imperial systems of units
- For different types of plastering jobs

Elements of the Competency

Performance Criteria

- | | |
|--|--|
| 1. Interpret the codes and symbols of a drawing. | <ul style="list-style-type: none"> • Accurate interpretation of title block, scale, symbols, lines, etc. |
| 2. Interpret the dimensions of a drawing. | <ul style="list-style-type: none"> • Accurate interpretation of dimensions for length, area, volume and weight • Accurate dimensions taken from the drawing • Attention to detail |
| 3. Interpret the different views of a drawing. | <ul style="list-style-type: none"> • Systematic work method • Accurate interpretation of each type of projection • Correct association of: <ul style="list-style-type: none"> – elevation with top view – sectional and detail views with top views and elevations • Accurate interpretation of orientation of views • Attention to detail |
| 4. Interpret the technical information pertaining to plastering on a drawing. | <ul style="list-style-type: none"> • Observance of standards • Accurate interpretation of technical information, such as: <ul style="list-style-type: none"> – type of work – dimensions – openings – doors, positioning, etc. |
| 5. Interpret the technical information pertaining to plastering in specifications. | <ul style="list-style-type: none"> • Observance of standards • Accurate interpretation of technical information, such as: <ul style="list-style-type: none"> – materials specifications – mixing and application techniques, etc. |

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Interpret the codes and symbols of a drawing.

- | | |
|--|--|
| • Describe the types of documents used in plastering. | Specifications, descriptive specifications, reference manuals, dimensions |
| • Describe the types of drawings used in plastering. | Sketches, shop drawings, schematic diagrams, general and detail drawings, working drawings, site plans, perspectives |
| • Identify the symbols and abbreviations on a drawing. | Standardized symbols and abbreviations |

2. Interpret the dimensions of a drawing.

- | | |
|---|-------|
| • Identify the dimensions of a drawing. | Scale |
|---|-------|

3. Interpret the different views of a drawing.

- | | |
|---|--|
| • Describe the views that can be represented. | Three-dimensional projections, elevations, side views, sectional views, detail views |
| • Use common marking instruments. | Instruments, marking (compass, square, coloured chalk, rule, etc.), 2-mm (1/8-in.) tolerance |

4. Interpret the technical information pertaining to plastering on a drawing.

- | | |
|---|--|
| • Identify the types of lines used in technical drafting. | Identification of: openings, doors, windows, location of surfaces to be worked on, dimensions
Dotted lines
Solid lines with dashes: axes, symmetry lines, centre lines |
| • Locate and analyze technical information pertaining to plastering on a drawing. | |

5. Interpret the technical information pertaining to plastering in specifications.

- | | |
|--|--|
| • Distinguish the sections of a set of specifications. | |
| • Distinguish the sections of descriptive specifications. | |
| • Locate and analyze technical information pertaining to plastering in specifications. | Information on materials, mixing techniques, regulations, job to be done |

Module 4 Duration 30 hours

Situational Objective

Statement of the Competency

To prevent threats to health, safety and bodily integrity on construction sites.

Elements of the Competency

- Develop a responsible attitude toward health and safety.
- Understand why it is important to respect occupational health and safety standards and regulations.
- Identify dangerous situations or unsafe behaviour and applicable preventive measures.

Learning Context

Information Phase

- Learning about construction site hazards.
- Learning about the standards and regulations governing health and safety on construction sites.
- Learning about emergency measures.
- Reflecting on why it is important to develop competency in matters of occupational health and safety.

Participation Phase

- Experiencing situations in which it is necessary to prevent and eliminate hazards associated with the environment, installations, equipment, machinery, materials, tools, sources of energy, etc.
- Participating in activities that will enable them to identify the risks associated with carrying loads and working in awkward positions.
- Participating in activities that will enable them to identify hazard signs and symbols (e.g. hazardous substances, road work, transport of hazardous materials).
- Comparing unsafe behaviours on a construction site and identifying the basic principles underlying safe behaviour.

Synthesis Phase

- Presenting a report containing:
 - a summary of newly acquired knowledge and skills
 - an assessment of their own attitudes toward occupational health and safety
 - objectives and measures to adopt in order to improve

Instructional Guidelines

- Provide the required sources of information.
- Invite, as needed, resource persons specialized in certain areas of occupational health and safety to speak to the class.
- Use audiovisual materials to their full advantage.
- Make use often of learning situations that are representative of construction sites.
- Prevent unsafe movements that students might make during simulation exercises.
- Encourage all students to participate during discussions.
- Guide the students' evaluation by providing them with the necessary tools (such as a questionnaire) to help them analyze their experience and determine their objectives.

Participation Criteria**Information Phase**

- Consult available sources of information.
- Describe the advantages of respecting health and safety standards and regulations.

Participation Phase

- Participate actively in the activities suggested.
- State the principles of safe behaviour.
- Draw up a list of construction site hazards and applicable preventive measures.

Synthesis Phase

- Present a report containing:
 - a summary of newly acquired knowledge and skills
 - an assessment of their own attitudes toward occupational health and safety
 - objectives and measures to adopt in order to protect their own health, safety and bodily integrity, as well as that of others on a construction site.

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the learning context, the elements of the competency related to each phase as well as the instructional guidelines.

Information Phase

- Be receptive to information on construction site health and safety.
- Identify the most common threats to health, safety and bodily integrity on construction sites.
- Identify sources of information on construction site health and safety and find information.
- Determine the advantages of respecting health and safety standards and regulations.

Roles and responsibilities in matters of construction site health and safety
Legislation governing health and safety

Prevention of accidents and diseases

Participation Phase

- Associate construction site and trade hazards with applicable preventive measures.

Hazards associated with construction sites and the trade

Preventive measures to adopt depending on the hazard

Identification systems for hazardous substances

Module 5 Duration 30 hours

Behavioural Objective

Statement of the Competency

To erect scaffolding.

Achievement Context

- Using tubular, rolling, ladder jack, adjustable and trestle scaffolds
- Using tools and equipment
- Using safety equipment
- Using the *Safety Code for the construction industry*
- In collaboration with a plasterer
- For different types of plastering jobs
- Inside or outside buildings

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| 1. Select the scaffold. | <ul style="list-style-type: none">• Appropriate choice of scaffold for a given job |
| 2. Install the footings or base plates. | <ul style="list-style-type: none">• Appropriate choice of footings or base plates• Appropriate ground preparation• Accurate levelling• Secure base |
| 3. Assemble the scaffold components. | <ul style="list-style-type: none">• Correct application of assembly technique• Thorough alignment of components• Secure components• Proper levelling of components• Ease of disassembly |
| 4. Install the safety equipment and accessories. | <ul style="list-style-type: none">• Secure anchors and assembly• Observance of installation standards |
| 5. Install the accesses. | <ul style="list-style-type: none">• Secure installation• Observance of installation standards |
| 6. Check the installation. | <ul style="list-style-type: none">• Thorough verification of installation• Consideration of quality criteria in effect• Necessary corrective measures taken |
| 7. Dismantle the scaffold. | <ul style="list-style-type: none">• Observance of dismantling procedure• Adequate cleaning of components• Appropriate storage of components |

For the competency as a whole:

- Observance of health and safety rules
- Conformity with established requirements

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Select the scaffold.

- | | |
|--|---|
| • Describe the types of scaffolds used for plastering. | Tubular, rolling, ladder jack, adjustable and trestle scaffolds |
| • Distinguish the different parts of a scaffold. | Ladder frames, cross braces, pins, casters, screw jacks, platforms, guardrails, outriggers/shores |
| • Consider surrounding conditions when selecting a scaffold. | Soil quality and compaction, necessary height |

2. Install the footings or base plates.

- | | |
|---|---|
| • Select footings or base plates in accordance with surrounding conditions. | Wood sills, concrete base plates |
| • Make adjustments to ensure the stability and support of the scaffolding. | Wheel chocks, adjustable feet, outriggers, caster locks, anchors, posts, wall uprights, cornice hooks, adjustable beams, counterweights, clamps, eyes and hooks for pulleys or cables, cables |

3. Assemble the scaffold components.

- | | |
|------------------------------------|--|
| • Interpret assembly instructions. | Assembly instructions: bolts, screws, nuts, dowels, washers, nut locks, pins
Level and alignment of ladder frames for each of the base sections |
| • Plan the assembly operations. | Assembly rules, materials, tools and equipment |

4. Install the safety equipment and accessories.

- | | |
|--|---|
| • Determine the safety equipment and accessories to use in accordance with the type of scaffold. | Fall arrest cable, safety net, safety belt, safety harness, guardrails, lifeline |
| • Recognize the importance of taking precautions when working on a scaffold. | Use of safety gear, specific tools and equipment, protection of co-workers and public |

5. Install the accesses.

- | | |
|---|--|
| • Determine the accesses to install in accordance with the type of scaffolding. | Ramps, platforms, ladders, stairs, elevators |
|---|--|

6. Check the installation.

- Determine whether an installation conforms to standards. Ramps, platforms, ladders, load scaffold, footings/base plates, anchors, guardrails, decks, caster locks
- Recognize the importance of systematically checking the installations. Effect on safety

7. Dismantle the scaffold.

- Plan how to dismantle the scaffold. Sequence of operations, necessary equipment, number of people, storing and moving components

Module 6 Duration 105 hours

Behavioural Objective

Statement of the Competency

To apply basecoat plaster.

Achievement Context

- On building interiors
- For jobs involving conventional or veneer basecoat plaster
- Based on specifications
- Using measuring instruments
- Based on the international and imperial systems of units
- Using common plastering equipment
- Following manufacturers' instructions
- Using WHMIS material safety data sheets
- In collaboration with a plasterer
- Under the supervision of a journeyperson

Elements of the Competency**Performance Criteria**

1. Interpret the drawings and specifications.

- Accurate interpretation of information pertaining to basecoat plaster in the drawings
- Accurate interpretation of information pertaining to basecoat plaster in the specifications

2. Organize the work.

- Appropriate selection of tools and equipment
- Methodical assembly of scaffolding
- Accurate calculation of materials needed

3. Prepare the surface.

- Appropriately clean and damp surface
- Correct installation of metal lath
- Accurate positioning of support points

4. Mix the basecoat plaster.

- Homogeneous mixture
- Observance of procedure
- Observance of manufacturers' instructions

5. Apply the basecoat plaster:
 - on interior and exterior corners
 - on flat surfaces
 - on uneven surfaces (with hollows or relief)
 - on ceilings
 - 13-mm thickness for conventional basecoat plaster
 - 1.5-mm thickness of veneer basecoat plaster
 - Ridges 2 mm to 3 mm deep for the first coat of conventional plaster
 - Ridges 0.5 mm deep for the first coat of veneer plaster
 - Proper adhesion of basecoat plaster
 - Level application
 - Correct handling of hawk and trowel
 - Observance of manufacturers' instructions
6. Check the quality of the work.
 - Thorough verification of the finished product
 - Consideration of all quality criteria in effect
 - Necessary corrective measures taken
7. Clean up the work area.
 - Appropriate disposal of debris
 - Cleaning of spills and splatters
 - Careful storage of tools and equipment

For the competency as a whole:

- Observance of health and safety rules
- Effective collaboration with co-worker

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Interpret the drawings and specifications.
 - Locate and analyze technical information pertaining to basecoat plaster in drawings and specifications. Connection with Module 3: Drawings and Specifications
2. Organize the work.
 - Erect the appropriate scaffolding. Connection with Module 5: Scaffolding
 - Prepare the required tools and equipment. Tools and equipment used for basecoat plaster
 - Estimate the required installation materials. Installation materials used for basecoat plaster
Connection with Module 2: Measurements and Calculations
3. Prepare the surface.
 - Identify various types of surfaces. Terra cotta, gypsum lath, metal lath, wooden lath, concrete blocks, monolith concrete

Basecoat Plaster

Code: 804587

- Level and square the surface. Use of square, straight edge and level, and application of Pythagorean theorem
 - Perform preparatory operations. Scraping, cleaning, moistening
Attaching support points, guides, metal beads/mouldings, expansion joints, surfacer
4. Mix the basecoat plaster.
- Select a method of mixing plaster. Mechanical or hand mixing
 - Determine the materials to mix and their proportions in accordance with the surface to be covered. Common types of plaster: characteristics, properties and manufacturer's standards concerning proportions
Quantity of materials and surface to be covered
Factors to consider to obtain desired results
5. Apply the basecoat plaster:
- on interior and exterior corners
 - on flat surfaces
 - on uneven surfaces (with hollows or relief)
 - on ceilings
- Handle the hawk and trowel. Technique for transferring plaster
 - Distinguish the steps in applying basecoat plaster. Scratch coat
Levelling
Brown coat (second coat)
 - Recognize the importance of working well with co-workers. Civic responsibility and team spirit
6. Check the quality of the work.
- Identify the quality criteria that apply to basecoat plaster.
 - Determine the corrective measures, if applicable.
7. Clean up the work area.
- Recognize the importance of acquiring habits of order and cleanliness. Respect for client
Tools and equipment: order, cleanliness, ease of maintenance
 - Identify the main aspects involved in cleaning up plaster debris. General cleaning of wood guides, metal frames, floors and baseboards
Use of cleaning products

Module 7 Duration 90 hours

Behavioural Objective

Statement of the Competency

To do plaster finishing.

Achievement Context

- On building interiors
- For jobs involving conventional or veneer plaster
- Based on shop drawings and specifications
- Using measuring instruments
- Based on the international and imperial systems of units
- Using common plastering equipment
- Following manufacturers' instructions
- Using WHMIS material safety data sheets
- In collaboration with a plasterer
- Under the supervision of a journeyperson

Elements of the Competency**Performance Criteria**

1. Interpret the drawings and specifications.

- Accurate interpretation of information pertaining to plaster finishing in the drawings
- Accurate interpretation of information pertaining to plaster finishing in the specifications

2. Organize the work.

- Appropriate selection of tools and equipment
- Methodical assembly of scaffolding
- Accurate calculation of materials needed

3. Prepare the surface.

- Thorough verification of surface conformity
- Necessary corrective measures taken

4. Mix the finishing materials.

- Observance of procedure
- Appropriate selection of finishing materials
- Observance of proportions
- Homogeneous mixture

5. Apply finishing materials.

- Appropriately damp surface
- Adequate polishing
- Finishing of corners
- Appropriately uniform surfaces

6. Check the quality of the work.

- Thorough verification of the finished product
- Consideration of all quality criteria in effect
- Necessary corrective measures taken

7. Clean up the work area.

- Appropriate disposal of debris
- Cleaning of spills and splatters
- Careful storage of tools and equipment

For the competency as a whole:

- Observance of health and safety rules
- Effective collaboration with co-worker

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Interpret the drawings and specifications.

- Locate and analyze technical information pertaining to plaster finishing in drawings and specifications.

Connection with Module 3: Drawings and Specifications

2. Organize the work.

- Erect the appropriate scaffolding.
- Prepare the required tools and equipment.
- Estimate the required installation materials.

Connection with Module 5: Scaffolding

Tools and equipment used for plaster finishing

Installation materials used for plaster finishing
Connection with Module 2: Measurements and Calculations

3. Prepare the surface.

- Identify various types of surfaces.
- Distinguish the steps in preparing surfaces.
- Level and square the surface.

Scraping, cleaning, verifying corner alignment

Use of square, straight edge and level, and application of Pythagorean theorem

4. Mix the finishing materials.

- Select a method of mixing finishing materials.
- Determine the materials to mix and their proportions in accordance with the surface to be finished.

Mechanical or hand mixing

Plaster: characteristics, properties and manufacturer's standards concerning proportions
Preparation of lime putty
Quantity of materials and surface to be covered
Factors to consider to obtain desired results

5. Apply finishing materials.

- Handle the hawk and trowel.

Review of Module 6: technique for transferring plaster

- Distinguish the steps in applying finishing materials.
Levelling corners, first coat, second coat, finishing, polishing corners
Direction of polishing
- Recognize the importance of working well with co-workers.
Review of Module 6: civic responsibility and team spirit

6. Check the quality of the work.

- Identify the quality criteria that apply to plaster finishing.
- Determine the corrective measures, if applicable.

Module 8 Duration 30 hours

Behavioural Objective

Statement of the Competency

To apply plaster on concrete surfaces.

Achievement Context

- On building interiors or exteriors
- Based on specifications
- Using measuring instruments
- Based on the international and imperial systems of units
- Using common plastering equipment
- Following manufacturers' instructions
- Using WHMIS material safety data sheets
- In collaboration with a plasterer
- Under the supervision of a journeyperson

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| 1. Organize the work. | <ul style="list-style-type: none">• Appropriate selection of tools and equipment• Accurate calculation of materials needed |
| 2. Prepare the plaster. | <ul style="list-style-type: none">• Conformity with recipe• Homogeneous mixture |
| 3. Apply the various coats of plaster. | <ul style="list-style-type: none">• Correct use of tools and equipment• Observance of sequence of operations• Proper adhesion of plaster• Adequate thickness• Uniform surface• Observance of application method• Texture in conformity with data sheet specifications |
| 4. Check the quality of the work. | <ul style="list-style-type: none">• Thorough verification of the finished product• Consideration of all quality criteria in effect• Necessary corrective measures taken |
| 5. Clean up the work area. | <ul style="list-style-type: none">• Appropriate disposal of debris• Cleaning of spills and splatters• Careful storage of tools and equipment |

For the competency as a whole:

- Observance of health and safety rules

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Organize the work.

- | | |
|---|--|
| • Erect the appropriate scaffolding. | Connection with Module 5: Scaffolding |
| • Prepare the required tools and equipment. | Tools and equipment used for plastering concrete |
| • Estimate the required installation materials. | Installation materials used for plastering concrete
Connection with Module 2: Measurements and Calculations |
| • Identify types of surfaces. | Use of straight edge
Factors to consider to obtain desired results |
| • Level and prepare surfaces. | |

2. Prepare the plaster.

- | | |
|--|---|
| • Select a method of mixing materials. | Mechanical or hand mixing |
| • Determine the materials to mix and their proportions in accordance with the surface to be covered. | Common materials: characteristics, properties and manufacturer's standards concerning proportions
Quantity of materials and surface to be covered
Factors to consider to obtain desired results |

3. Apply the various coats of plaster

- | | |
|---|--|
| • Handle the hawk and trowel. | Review of Module 6: technique for transferring plaster |
| • Recognize the importance of working well with co-workers. | Review of Module 6: civic responsibility and team spirit |

4. Check the quality of the work.

- Identify the quality criteria that apply to plastering concrete.
- Determine the corrective measures, if applicable.

Module 9 Duration 120 hours

Behavioural Objective

Statement of the Competency

To finish joints.

Achievement Context

- On building interiors
- Based on shop drawings, sets of drawings and specifications
- Using measuring instruments
- Based on the international and imperial systems of units
- Using common plastering equipment
- Following manufacturers' instructions
- Using WHMIS material safety data sheets
- In collaboration with a plasterer
- Under the supervision of a journeyperson

Elements of the Competency

Performance Criteria

- | | |
|---|---|
| 1. Interpret the finishing drawings. | <ul style="list-style-type: none"> • Accurate interpretation of drawings |
| 2. Organize the work. | <ul style="list-style-type: none"> • Appropriate selection of tools and equipment • Methodical assembly of scaffolding • Accurate calculation of materials needed |
| 3. Prepare the surface: <ul style="list-style-type: none"> – perform minor repairs – install bead or trim | <ul style="list-style-type: none"> • Correct positioning of bead or trim • Accurate identification of damaged areas • Appropriate selection of repair technique • Correct execution of necessary repairs • Observance of specifications pertaining to surface finishing and plastering |
| 4. Apply the base coat. | <ul style="list-style-type: none"> • Proper adhesion of tape • Appropriate concealing of tape and trim • Correct application of base coat in appropriate places • Thorough verification of the quality of the application |
| 5. Apply the second coat. | <ul style="list-style-type: none"> • Uniform application of second coat • Observance of 30-cm (12-in.) minimum width • Adequate sanding • Thorough verification of the quality of the application |

- | | |
|----------------------------|---|
| 6. Apply the finish coat. | <ul style="list-style-type: none"> • Uniform application of finish coat • Observance of 60-cm (24-in.) minimum width • Adequate sanding • Thorough verification of surface uniformity |
| 7. Clean up the work area. | <ul style="list-style-type: none"> • Appropriate disposal of debris • Cleaning of spills and splatters • Careful storage of tools and equipment |

For the competency as a whole:

- Observance of health and safety rules
- Effective use of techniques
- Economical use of materials
- Uniformly jointed surfaces

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

- | | | |
|--------------------------------------|--|--|
| 1. Interpret the finishing drawings. | <ul style="list-style-type: none"> • Locate and analyze technical information pertaining to joint finishing in finishing drawings. | Connection with Module 3: Drawings and Specifications |
| 2. Organize the work. | <ul style="list-style-type: none"> • Erect the appropriate scaffolding. • Prepare the required tools and equipment. • Estimate the required installation materials. | <p>Connection with Module 5: Scaffolding</p> <p>Tools and equipment used for joint finishing</p> <p>Installation materials used for joint finishing</p> <p>Connection with Module 2: Measurements and Calculations</p> |
| 3. Prepare the surface: | <ul style="list-style-type: none"> – perform minor repairs – install bead or trim • Check the gypsum panels and metal bead or trim. • Distinguish the steps in preparing surfaces. | <p>Nails and screws, soundness of surface, metal studs, wood studs</p> <p>Sanding, cleaning</p> |
| 4. Apply the base coat. | <ul style="list-style-type: none"> • Perform taping operations. | Types of tape, tools |

Joint Finishing

Code:

804618

- Handle the hawk and trowel. Review of Module 6: technique for transferring plaster
- Select a method of mixing materials. Mechanical or hand mixing
- Determine the materials to mix and their proportions in accordance with the surface to be covered. Common materials: types and characteristics
Materials and surface to be covered
Factors to consider to obtain desired results

5. Apply the second coat.

- Identify the characteristics of the procedure used to apply the second coat. Taping, doubling up, width and thickness of coat
- Perform a light sanding. Use of 100-, 120- or 150-grit sandpaper

6. Apply the finish coat.

- Identify the characteristics of the procedure used to apply the finish coat. Types of joints; width and thickness of coat
- Perform final sanding. Use of 120- or 150-grit sandpaper
Importance of the quality of the finished product

Module 10 Duration 105 hours

Behavioural Objective

Statement of the Competency

To run mouldings and install precast ornamental elements.

Achievement Context

- On building interiors
- Based on shop drawings, sets of drawings and specifications
- Using measuring instruments
- Based on the international and imperial systems of units
- Using common plastering equipment
- Following manufacturers' instructions
- Using WHMIS material safety data sheets
- In collaboration with a plasterer
- Under the supervision of a journey person

Elements of the Competency**Performance Criteria**

1. Interpret the drawings and specifications.

- Accurate interpretation of information pertaining to the installation of ornamental elements in the drawings
- Accurate interpretation of information pertaining to the installation of ornamental elements in the specifications

2. Organize the work.

- Appropriate selection of tools and equipment
- Accurate calculation of materials needed
- Functional work area
- Quality installation

3. Make the template.

- Observance of shapes and dimensions indicated in the drawings
- Observance of technique for making templates

4. Prepare the surfaces.

- Accurate alignment of ceilings and walls
- Careful positioning of guidelines
- Thorough verification of work surfaces
- Necessary corrective measures taken

5. Prepare the plaster.

- Appropriate selection of plaster
- Observance of procedure
- Homogeneous mixture

- | | |
|---|--|
| 6. Run the moulding. | <ul style="list-style-type: none"> • Regular patterns • Accurate alignment of mitre bead • Observance of technique for polishing mouldings and mitres |
| 7. Install precast ornamental elements. | <ul style="list-style-type: none"> • Proper positioning of precast elements • Accurate alignment of precast elements • Symmetry • Proper finishing • Observance of specifications |

For the competency as a whole:

- Observance of health and safety rules
- Logical sequence of operations
- Economical use of materials
- Area free from damage or dirt resulting from application

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

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|---|---|--|
| 1. Interpret the drawings and specifications. | <ul style="list-style-type: none"> • Locate and analyze technical information pertaining to the running of mouldings and the installation of precast ornamental elements in the drawings and specifications. | Connection with Module 3: Drawings and Specifications |
| 2. Organize the work. | <ul style="list-style-type: none"> • Erect the appropriate scaffolding. • Prepare the required tools and equipment. • Estimate the required materials. | <p>Connection with Module 5: Scaffolding</p> <p>Tools and equipment used for running mouldings and installing ornamental elements</p> <p>Materials used for running mouldings and installing ornamental elements
Connection with Module 2: Measurements and Calculations</p> |
| 3. Make the template. | <ul style="list-style-type: none"> • Reproduce a drawing. • Perform shaping operations on wood and sheet metal. | <p>Tracing, reproduction to scale, views and projections, technical drafting</p> <p>Sawing, cutting, sanding, drilling, shearing, punching, filing</p> |

<ul style="list-style-type: none"> • Make the components of a template. 	Choice of wood, type of metal, components (profile, body, blade, stock, slipper)
<ul style="list-style-type: none"> • Assemble the components of a template. 	Materials and fasteners Striation, laying out, squaring, plumbing, fasteners, plaster pads, plaster mixtures, curing, filling, grouting, touching up
4. Prepare the surfaces.	
<ul style="list-style-type: none"> • Use guidelines and running rules. 	Use of square, straight edge and level, and application of Pythagorean theorem
<ul style="list-style-type: none"> • Perform levelling and squaring operations. 	<i>Mouldings</i> : template and level <i>Pieces</i> : bisection of the centre line, verification using diagonal lines, bisection and support points, construction of large square, 3-4-5 formula
<ul style="list-style-type: none"> • Install guidelines and running rules. 	Levelling, squaring, positioning, shaping guidelines; attaching running rules
5. Prepare the plaster.	
<ul style="list-style-type: none"> • Determine the proportions for the mixture according to the surface and moulding. 	
<ul style="list-style-type: none"> • Measure the mixture. 	Plaster of Paris, slow-set plaster, lime putty Factors to consider to obtain desired results
<ul style="list-style-type: none"> • Perform mixing operations. 	Mechanical or hand mixing
6. Run the moulding.	
<ul style="list-style-type: none"> • Recognize the importance of working with precision. 	Precision and quality of the work
<ul style="list-style-type: none"> • Draw the template. 	Filling, blocking and finishing Cleaning Running techniques
<ul style="list-style-type: none"> • Handle a profile. 	Use of spatula and profiles
7. Install precast ornamental elements.	
<ul style="list-style-type: none"> • Categorize types of precast ornamental elements. 	Cornices, chair/picture rails, rosettes, medallions, brackets, acanthus leaves, egg and dart, bands and borders, friezes, fret, pearls, cables, fireplace mantels Materials: plaster, polyurethane, gypsum
<ul style="list-style-type: none"> • Fasten mitres. 	Fastening technique
<ul style="list-style-type: none"> • Finish mitres. 	Proportions of materials Preparation, rough casting and finishing

Module 11 Duration 120 hours

Behavioural Objective

Statement of the Competency

To apply acrylic and stucco finishes.

Achievement Context

- On building interiors and exteriors
- Based on shop drawings, sets of drawings and specifications
- Using measuring instruments
- Based on the international and imperial systems of units
- Using common plastering equipment
- Following manufacturers' instructions
- Using WHMIS material safety data sheets
- In collaboration with a plasterer
- Under the supervision of a journey person

Elements of the Competency**Performance Criteria**

1. Interpret the drawings.

- Accurate interpretation of drawings

2. Organize the work.

- Appropriate selection of tools and equipment
- Methodical assembly of scaffolding
- Accurate calculation of materials needed
- Functional work area

3. Prepare the surfaces:

- for acrylic applications
- for stucco applications

- Accurate levelling
- Solid installation of furring, tar paper, metal lath or membrane and insulating wall sheathing
- Appropriate juxtaposition of metal lath or membrane and insulating wall sheathing
- Accurate positioning of stop beads and expansion joints

4. Prepare the basecoat plaster:

- for acrylic applications
- for stucco applications

- Appropriate selection of materials
- Observance of procedure
- Homogeneous mixture

5. Apply the basecoat plaster:

- for acrylic applications
- for stucco applications

- Use of appropriate technique
- Observance of procedure
- Adequate thickness
- Proper adhesion
- Regular scoring of stucco scratch coat
- Proper moistening of surface (for stucco)
- Observance of drying time
- Observance of application techniques

- | | |
|----------------------------|--|
| 6. Do the finishing work. | <ul style="list-style-type: none"> • Use of appropriate technique • Uniform surface • Conformity with required finish |
| 7. Clean up the work area. | <ul style="list-style-type: none"> • Appropriate disposal of debris • Cleaning of spills and splatters • Careful storage of tools and equipment |

For the competency as a whole:

- Observance of health and safety rules

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

- | | | |
|----------------------------|--|---|
| 1. Interpret the drawings. | <ul style="list-style-type: none"> • Locate and analyze technical information pertaining to acrylic or stucco work in the drawings. | Connection with Module 3: Drawings and Specifications |
| 2. Organize the work. | <ul style="list-style-type: none"> • Erect the appropriate scaffolding. • Prepare the required tools and equipment. • Estimate the required installation materials. | <p>Connection with Module 5: Scaffolding</p> <p>Tools and equipment used for acrylic or stucco work</p> <p>Installation materials used for acrylic or stucco work
Connection with Module 2: Measurements and Calculations</p> |
| 3. Prepare the surfaces: | <ul style="list-style-type: none"> – for acrylic applications – for stucco applications • Identify types of surfaces. • Install acrylic or stucco systems. | <p>Concrete boards, Styrofoam boards</p> <p>Wire mesh, insulation boards
Levelling, furring, metal beads and trim, metal lath, support points, guidelines</p> |

4. Prepare the basecoat plaster:

- for acrylic applications
- for stucco applications

- Determine the materials to mix and their proportions in accordance with the surface to be covered.

Acrylic: acrylic and Portland cement basecoat
Stucco: water, bonding agents, aggregates

Materials: characteristics, properties and manufacturers' standards concerning proportions
 Materials and surface to be covered
 Factors to consider to obtain desired results

- Mix the plaster.

Mechanical mixing equipment

5. Apply the basecoat plaster:

- for acrylic applications
- for stucco applications

- Handle the hawk and trowel.

Review of Module 6: technique for transferring plaster
 Adequate protection of surrounding surfaces and work area

- Distinguish the steps and procedures involved in applying the plaster.

Acrylic: membrane, brown coat (second coat), aesthetic joints, start and stop joints
Stucco: scratch coat, brown coat (second coat)
 Procedures: manual, mechanical, screeding

6. Do the finishing work.

- Prepare the surface for the finish coat.

Scraping, moistening and cleaning

- Apply the finishing plaster according to the procedures indicated.

- Create stucco textures.

Pattern, colour, aggregates or gravel
 Use of tools and equipment

- Create stucco textures.

Floating technique

- Check the quality of the work according to the criteria indicated.

Quality criteria applicable to acrylic or stucco finishes

- Determine the corrective measures, if applicable.

Behavioural Objective

Statement of the Competency

To repair surfaces.

Achievement Context

- On building interiors and exteriors
- Using measuring instruments
- Based on the international and imperial systems of units
- Using common plastering equipment
- Following manufacturers' instructions
- Using WHMIS material safety data sheets

Elements of the Competency**Performance Criteria**

1. Determine the type of repairs to be done.

- Accurate determination of cause of damage
- Accurate determination of type of repair

2. Organize the work.

- Appropriate selection of tools and equipment
- Appropriate selection of materials for the surface to be repaired
- Accurate calculation of materials needed

3. Prepare the materials.

- Observance of procedure
- Homogeneous mixture

4. Fill cracks and correct defects on various finishes.

- Appropriate use of tools and equipment
- Appropriate selection of technique to use
- Adequate filling of surfaces
- Constant concern for stains and cracks that may appear
- Respect for original style and finish
- Sound repair

5. Do the finishing work.

- Thorough verification of the quality of the work
- Necessary corrective measures taken
- Appropriate finish in accordance with quality standards for each type of surface repaired

For the competency as a whole:

- Observance of health and safety rules

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Determine the type of repairs to be done.

- Identify the causes and types of damage.

Damage: friction, blow, water intrusion
Structural movement: vibration, foundation settlement, atmospheric conditions
Holes, cracks, alligator cracks, grooves, protruding nails and screws, peeling tape, stains, crumbling or broken plaster, dented gypsum panels, openings, flaking or peeling

2. Organize the work.

- Prepare the tools and equipment required for the repair.
- Determine the materials required for the repair.

Connection with modules 6, 7, 8, 9, 10 and 11:
Basecoat Plaster, Plaster Finishing, Plastering
Concrete Surfaces, Joint Finishing, Mouldings and Ornamental Elements, Acrylic and Stucco Finishes

3. Prepare the materials.

- Determine the materials to use in accordance with the repair to be done.

Connection with modules 6, 7, 8, 9, 10 and 11:
Basecoat Plaster, Plaster Finishing, Plastering
Concrete Surfaces, Joint Finishing, Mouldings and Ornamental Elements, Acrylic and Stucco Finishes

4. Fill cracks and correct defects on various finishes.

- Prepare the surface to be repaired.
- Apply materials or plaster to the surface to be repaired.

Removal of damaged areas, cleaning of damaged area, shoring of support surfaces

Application techniques specific to the type of material or plaster used

5. Do the finishing work.

- Recognize the importance of respecting the original style and finish.

Behavioural Objective

Statement of the Competency

To use job search techniques.

Achievement Context

- Using current information on employers
- Using telephone and electronic communication systems
- Using computers

Elements of the Competency**Performance Criteria**

1. Write a résumé.

- Quality of the presentation
- Inclusion of relevant information
- Appropriate style
- Observance of grammar and spelling

2. Write a letter of application.

- Content relevant to job sought
- Observance of presentation standards applicable to letters of application
- Observance of grammar and spelling

3. Undergo a job interview.

- Observance of rules of presentation and courtesy
- Relevant answers and comportment

For the competency as a whole:

- Observation of rules for presenting documents
- Quality of oral and written communication

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Write a résumé.

- Recognize the attitudes that are conducive to a successful job search.
- Make a list of individuals in the construction industry that are involved in job placement.
- Show concern for the quality of the written language.

Connection with Module 1: Trade and Training
Personal profile

Connection with Module 4: Health and Safety
Use of telephone directory and electronic information

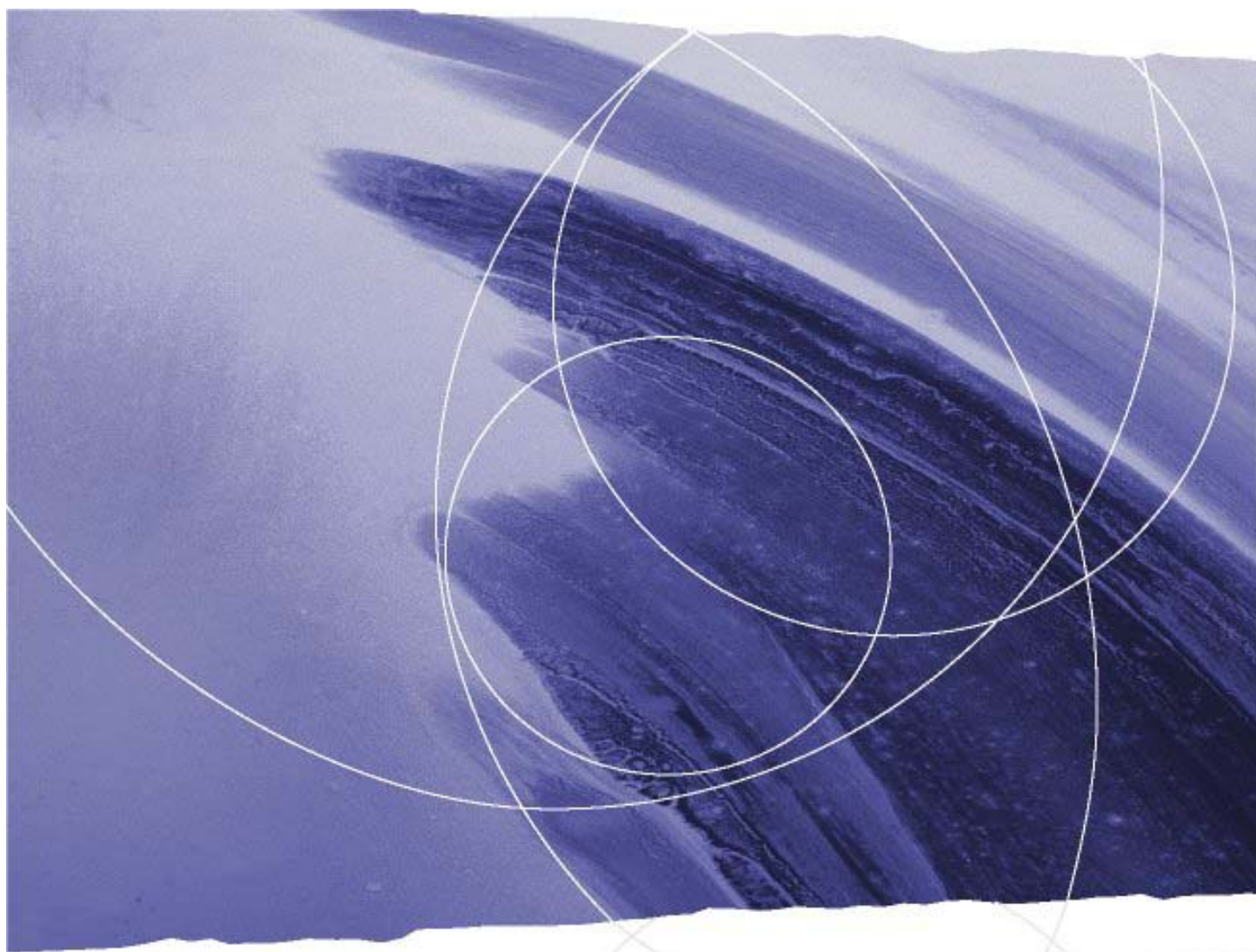
Use of dictionary

2. Write a letter of application.

- Make an outline of a letter of application. Research on the company
- Show concern for the quality of the written language. Use of dictionary

3. Undergo a job interview.

- Prepare for a job interview. Research on the company
- Show concern for the quality of the spoken language.
- Show concern for their appearance and posture.



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