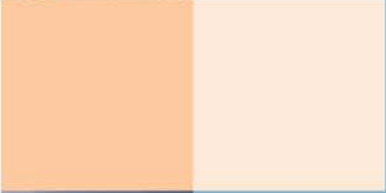
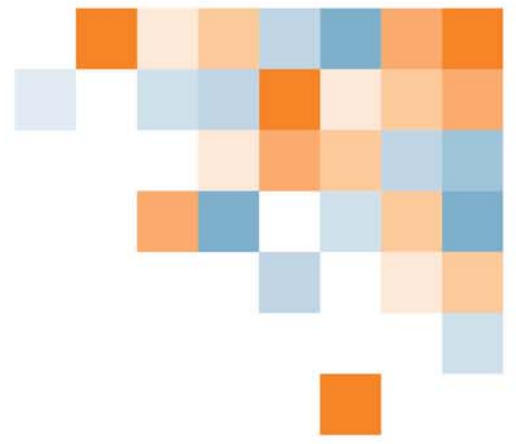


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PROGRAM OUTLINE

Drywall Finisher





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Drywall Finisher

PROGRAM OUTLINE

March, 2008

**Developed By
Industry Training Authority
Province of British Columbia**



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Section 1

INTRODUCTION

Drywall Finisher



FOREWORD

The revised Drywall Finisher 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 input from the Drywall Finisher Review Committee and 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.

The Program Outline includes the minimum shop requirements needed to support instruction.

The Program Outline was prepared with the advice and assistance of the Drywall Finisher Review Committee, and will form the basis for further updating of the British Columbia Drywall Finisher Program and learning resources by the Construction Industry Training Organization on behalf of the Industry Training Authority.

Each competency is to be evaluated through the use of a written examination in which the learner must achieve a minimum of 70% in order to receive a passing grade in that competency. The types of questions used on these exams must reflect the cognitive level indicated by the learning objectives and the learning tasks listed in the related competencies.

Achievement Criteria are included for those competencies that require a practical component. 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 measureable and that they reflect the skills spelled out in the competency as those required of a competent journey person. 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 level of expectation of success.

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 WorkSafeBC 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 him/herself about the Occupational Health and Safety Regulation pertaining to his/her work.



ACKNOWLEDGEMENTS

This Program Outline was prepared with advice and direction from the Drywall Finisher Review Committee with funding support from the Industry Training Authority.

The Industry Training Authority would like to acknowledge the dedication and hard work of the industry representatives appointed to identify the training requirements of the Drywall Finisher trade:

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



Section 2

PROGRAM OVERVIEW

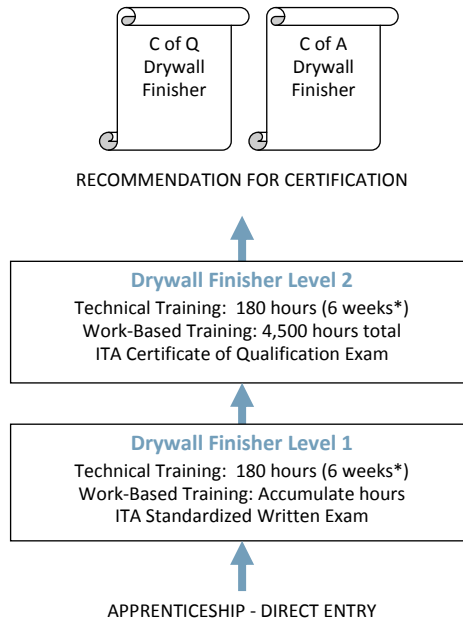
Drywall Finisher



Apprenticeship Pathway

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

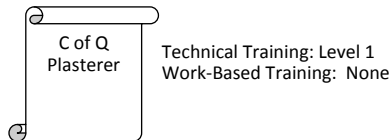
C of Q = Certificate of Qualification
 C of A = Certificate of Apprenticeship
 C of C = Certificate of Completion
 WBT = Work-Based Training



**Suggested duration based on 30-hour week*

CROSS-PROGRAM CREDITS

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

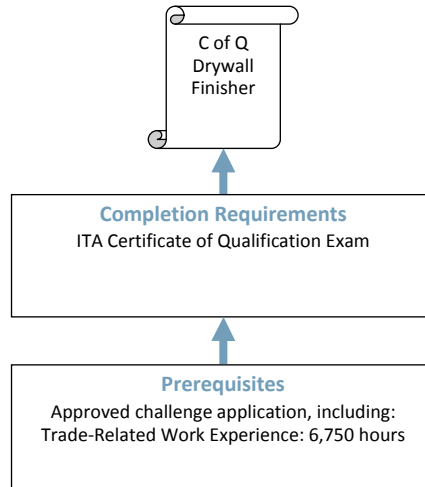




Challenge Pathway

This graphic provides an overview of the Drywall Finisher challenge pathway.

C of Q = Certificate of Qualification



CREDIT FOR PRIOR LEARNING

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

None



Drywall Finisher Occupation Analysis Chart

Use Safe Work Practices A	Control Workplace Hazards A1 1	Locate OSH Regulations and WCB Standards A2 1	Use WHMIS A3 1	Use Personal Protective Equipment A4 1	Use Fire Safety Procedures A5 1	Attain First Aid Level 1 Certification A6 1
Use Tools and Equipment B	Use Hand Tools B1 1	Use Power Tools B2 1	Use Ladders, Scaffolds, and Lifts B3 1	Use Stilts B4 1	Use Mechanical Taping and Finishing Tools B5 1 2	Use Texture Sprayers B6 2
	Use Airless Paint Machines B7 2					
Organize Work C	Describe the Trade C1 1	Use Mathematics C2 1 2	Read Drawings and Specifications C3 1	Use Codes, Regulations and Standards C4 1	Use Manufacturer and Supplier Documentation C5 1	Handle Materials C6 1
	Plan a Project C7 1 2	Prepare the Job Site C8 1	Identify Mould Issues C9 1			
Install Beads and Trim D	Prepare Areas For Beading D1 1 2	Attach Beads and Trim D2 1 2				



Apply Tape E	Prepare Walls For Taping E1 1 2	Select Tape E2 1	Apply Tape by Hand E3 1 2	Apply Tape by Machine E4 1 2		
	Fill Drywall F	Select Filling Compounds F1 1	Mix Compounds F2 1 2	Apply Filler by Hand F3 1 2	Apply Filler by Machine F4 1 2	Finish Filler F5 1 2
	Use Fast-set Materials F7 1 2	Apply Level 5 Finish F8 2				
Apply Texturing G	Seal and Prime Surfaces G1 1 2	Select Texture Materials G2 2	Apply Basic Hand Texture G3 2	Apply Basic Machine Texture G4 2	Apply Specialty Layout Patterns G5 2	
	Repair Surfaces H	Troubleshoot and Repair Problems H1 1 2	Seal Stains H2 1 2	Repair Drywall H3 1 2	Repair Plaster H4 2	Repair Textured Surfaces H5 2



SUGGESTED SCHEDULE OF TIME ALLOTMENT FOR DRYWALL FINISHER

LEVEL ONE		Theory %	Practical %	Page
Line A	Use Safe Work Practices	25		
A-1	Control Workplace Hazards	10		10
A-2	Locate OHS Regulations and WCB Standards	10		11
A-3	Use WHMIS	20		13
A-4	Use Personal Protective Equipment	15		15
A-5	Use Fire Safety Procedures	5		16
A-6	Attain First Aid Level 1 Certification	40		17
A total		100		
Line B	Use Tools and Equipment	14	7	
B-1	Use Hand Tools	27		18
B-2	Use Power Tools	10		19
B-3	Use Ladders, Scaffolds and Lifts	18	√	20
B-4	Use Stilts	9		22
B-5	Use Mechanical Taping and Finishing Machines	36		23
B total		100		
Line C	Organize Work	23	2	
C-1	Describe the Trade	6		24
C-2	Use Mathematics	58		25
C-3	Read Drawings and Specifications	6	√	26
C-4	Use Codes, Regulations and Standards	3		27
C-5	Use Manufacture and Supplier Documentation	3		28
C-6	Handle Materials	6	√	29
C-7	Plan a Project	6		30
C-8	Prepare the Job Site	6		31
C-9	Identify Mould Issues	6		32
C total		100		
Line D	Install Beads and Trim	16	8	
D-1	Prepare Areas for Beading	69		33
D-2	Attach Beads and Trim	31	√	34
D total		100		
Line E	Apply Tape	7	12	
E-1	Prepare Walls for Taping	36	√	36
E-2	Select Tape	10		37
E-3	Apply Tape by Hand	36	√	38
E-3	Apply Tape by Machine	18	√	40
E total		100		
Line F	Fill Drywall	11	69	
F-1	Select Filling Compounds	12		42
F-2	Mix Compounds	12		43
F-3	Apply Filler by Hand	12	√	44
F-4	Apply Filler by Machine	23	√	46
F-5	Finish Filler	23	√	47
F-6	Resolve Filler Problems	12		48
F-7	Use Fast-set Materials	6	√	49
F Total		100		



LEVEL ONE

		Theory %	Practical %	Page
Line G	Apply Texturing	1		
G-1	Seal and Prime Surfaces	100		50
G total		100		
Line H	Repair Surfaces	3	2	
H-1	Troubleshoot and Repair Problems	50		51
H-2	Seal Stains	25		52
H-3	Repair Drywall	25	√	53
H total		100		



LEVEL TWO		Theory %	Practical %	Page
Line B	Use Tools and Equipment	5		
B-5	Use Mechanical Taping and Finishing Tools	34		56
B-6	Use Texture Sprayers	33		57
B-7	Use Airless Paint Machines	33		58
B total		100		
Line C	Organize Work	40		
C-2	Use Mathematics	57		59
C-7	Plan a Project	43		60
C total		100		
Line D	Install Beads and Trim	18	7	
D-1	Prepare Areas for Beading	90		61
D-2	Attach Beads and Trim	10	√	62
D total		100		
Line E	Apply Tape	5	16	
E-1	Prepare Walls for Taping	34	√	64
E-3	Apply Tape by Hand	33	√	65
E-4	Apply Tape by Machine	33	√	68
E total		100		
Line F	Fill Drywall	13	63	
F-2	Mix Compounds	8		70
F-3	Apply Filler by Hand	13	√	71
F-4	Apply Filler by Machine	27	√	73
F-5	Finish Filler	13	√	74
F-6	Resolve Filler Problems	13		75
F-7	Use Fast-set Material	13	√	76
F-8	Apply Level 5 Finish	13	√	77
F total		100		
Line G	Apply Texturing	10	11	
G-1	Seal and Prime Surfaces	18	√	78
G-2	Select Texture Materials	10		80
G-3	Apply Basic Hand Texture	36	√	81
G-4	Apply Basic Machine Texture	18	√	82
G-5	Apply Specialty Layout Patterns	18		83
G total		100		
Line H	Repair Surfaces	9	3	
H-1	Troubleshoot and Repair Problems	20		84
H-2	Seal Stains	20		85
H-3	Repair Drywall	20	√	86
H-4	Repair Plaster	20		87
H-5	Repair Textured Surfaces	20		88
H total		100		



Section 3

PROGRAM CONTENT

Drywall Finisher



Level 1

Drywall Finisher



LINE: A USE SAFE WORK PRACTICES

Competency: A-1 Control Workplace Hazards

Learning Objectives:

- 1 The learner will be able to describe job hazards.
- 2 The learner will be able to apply knowledge and techniques to control or minimize job hazards.

LEARNING TASKS	CONTENT
1 Identify job hazards	<ul style="list-style-type: none"> • Electrical hazards • Overhead hazards • Fall hazards • Trip hazards • Airborne hazards • Water control • Faulty equipment • Noise hazards
2 Minimize job hazards	<ul style="list-style-type: none"> • Orientation <ul style="list-style-type: none"> – Site – Safety • Safety committee • Company safety policy • Housekeeping • Hazardous material • Personal Protective Equipment • Equipment inspection • Heaters • Toolbox meeting • Material storage <ul style="list-style-type: none"> – Cleaning tools
3 Apply safe lifting techniques	<ul style="list-style-type: none"> • Lifting objects: <ul style="list-style-type: none"> – Stilts – Machines – Tools – Materials • Carrying objects: <ul style="list-style-type: none"> – Filler – Drywall – Tools • Biomechanics

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: A USE SAFE WORK PRACTICES

Competency: A-2 Locate OHS Regulations and WCB Standards

Learning Objectives:

- 1 The learner will be able to describe the application of the parts of the Workers' Compensation Act outline in the Occupational Health and Safety Regulations.
- 2 The learner will be able to locate and apply the parts of the Occupational Health and Safety Regulation as it applies to the Drywall Finisher trade
- 3 The learner will be able to identify and describe the purpose, composition and duties of a safety committee

LEARNING TASKS	CONTENT
1 Define terms used in the Workers' Compensation Act	<ul style="list-style-type: none"> • Definitions, Section 1
2 Describe the conditions under which compensation will be paid (Book 1)	<ul style="list-style-type: none"> • Part 1, Division 2
3 Describe the general duties of employers, employees and others (Book 1)	<ul style="list-style-type: none"> • Part 2, Division 3, Sections 115-124
4 Describe the "core Requirements of the Occupational Health and Safety Regulation (Book 1)	<ul style="list-style-type: none"> • Part 1, Division 5
5 Describe the "Core Requirements" of the Occupational Health and Safety Regulation	<ul style="list-style-type: none"> • Definitions • Application • Rights and Responsibilities <ul style="list-style-type: none"> – Health and Safety Programs – Investigations and reports – Workplace inspections – Right to refuse work • General Conditions • Building and equipment safety • Emergency preparedness • Preventing violence • Working alone • Ergonomics • Illumination • Indoor air quality • Smoking and lunchrooms



- 6 Locate the “General Hazard Requirements” of the Occupational Health and Safety Regulation (Books
- Chemical and biological substances
 - Substance specific requirements
 - Noise, vibration, radiation, and temperature
 - Personal protective clothing and equipment
 - Confined spaces
 - De-energization and lockout
 - Fall protection
 - Tools, machinery and equipment
 - Ladders, scaffolds, and temporary work platforms
 - Cranes and hoists
 - Rigging
 - Mobile equipment
 - Transportation of workers
 - Traffic control
 - Electrical safety

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: A USE SAFE WORK PRACTICES

Competency: A-3 Use WHMIS

Learning Objectives:

- 1 The learner will be able to describe the purpose of the Workplace Hazardous Materials Information System (WHMIS) as it applies to the Drywall trade.
- 2 The learner will be able to explain the contents of material safety data sheets (MSDS).
- 3 The learner will be able to explain the contents of a WHMIS label.
- 4 The learner will obtain WHMIS certification.
- 5 The learner will be able to apply WHMIS regulations.

LEARNING TASKS	CONTENT
1 State the legislation that requires suppliers of hazardous materials to provide MSDSs and label products as a condition of sale and importation.	<ul style="list-style-type: none"> • Hazardous Product Act • Controlled Products Regulations • Ingredient Disclosure List • Hazardous Materials Information Review Act • Hazardous Materials Information review Regulations
2 State the purpose of the Workplace Hazardous Materials Information System (WHMIS).	<ul style="list-style-type: none"> • Protection of Canadian workers from the adverse effects of hazardous materials through the provision of relevant information while minimizing the economic impact on industry and the disruption of trade. • Recognition of rights: <ul style="list-style-type: none"> – Workers – Employers – Suppliers – Regulators
3 Describe the key elements of WHMIS	<ul style="list-style-type: none"> • Material Safety Data Sheets (MSDS) • Labelling of containers of hazardous materials • Worker education program
4 Describe the responsibilities of suppliers under WHMIS	<ul style="list-style-type: none"> • Provide: <ul style="list-style-type: none"> – MSDSs – Labels
5 Describe the responsibilities of employers under WHMIS.	<ul style="list-style-type: none"> • Provide: <ul style="list-style-type: none"> – MSDSs – Labels – Work education programs in the workplace
6 Describe information to be disclosed on a MSDS	<ul style="list-style-type: none"> • Hazardous ingredients • Preparation information • Product information • Physical data • Fire or explosion • Reactivity data • Toxicological properties • Preventive measures • First-aid measures



- 7 Identify and interpret symbols found on WHMIS labels
 - Compressed gases
 - Flammable and combustible materials
 - Oxidizing materials
 - Poisonous and infectious materials
 - Materials Causing Immediate and Serious Toxic Effects
 - Materials Causing Other Toxic Effects
 - Biohazardous Infectious Materials
 - Corrosive Materials
 - Dangerously Reactive Materials
- 8 Obtain WHMIS certification
 - According to current requirements
- 9 Apply WHMIS regulations as they apply to hazardous materials on the job site
 - Use, storage, disposal of materials

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: A USE SAFE WORK PRACTICES

Competency: A-4 Use Personal Protective Equipment

Learning Objectives:

- 1 The learner will be able to select and use personal protective equipment.

LEARNING TASKS	CONTENT
<ol style="list-style-type: none"> 1 Describe personal protective equipment requirements 	<ul style="list-style-type: none"> • Safety footwear • Safety vest • Eye protection • Ear protection • Head protection • Respiratory protection • Clothing • Fall protection
<ol style="list-style-type: none"> 2 Use personal protective equipment 	<ul style="list-style-type: none"> • Use • Inspection • Maintenance • Storage

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: A USE SAFE WORK PRACTICES

Competency: A-5 Use Fire Safety Procedures

Learning Objectives:

- 1 The learner will be able to identify the aspects of fire prevention and fire control.
- 2 The learner will be able to apply preventative fire safety precautions.

LEARNING TASKS	CONTENT
<ol style="list-style-type: none"> 1 Describe the conditions necessary to support a fire 	<ul style="list-style-type: none"> • Air • Fuel • Heat
<ol style="list-style-type: none"> 2 Apply preventative fire safety precautions when working near, handling or storing flammable liquids or gases, combustible materials and electrical apparatus 	<ul style="list-style-type: none"> • Fuels <ul style="list-style-type: none"> – Diesel – Gasoline – Propane – Natural Gas • Ventilation <ul style="list-style-type: none"> – Purging • Lubricants • Oily rags • Combustible metals • Aerosols • Evacuation plan

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: A USE SAFE WORK PRACTICE

Competency: A-6 Attain First Aid Level 1

Learning Objectives:

- 1 The learner will attain First Aid Level 1

LEARNING TASKS

CONTENT

- 1 Attain First Aid Level 1
 - According to First Aid provider

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: B USE TOOLS AND EQUIPMENT

Competency: B-1 Use Hand Tools

Learning Objectives:

- 1 The learner will be able to identify and select hand tools for use in drywall work.
- 2 The learner will be able to use hand tools for drywall work.
- 3 The learner will be able to inspect and maintain hand tools.

LEARNING TASKS	CONTENT
1 Describe hand tools	<ul style="list-style-type: none"> • Sanders • Trowel • Stilts • Screwdrivers • Knives • Hawk • Pan • Masks • Clothing • Snips • Scrub brush • Hammer • Light cord • File • Hand taping tools <ul style="list-style-type: none"> – Super taper – Hopper (taping) • Hopper method • Water hose and nozzle • Specialty tools
2 Use hand tools	<ul style="list-style-type: none"> • Types • Parts • Purposes/Uses • Procedures/Operations • Safety
3 Maintain hand tools	<ul style="list-style-type: none"> • Inspection • Storage • Preventative maintenance procedures • Identify defects • Manufacturer documentation

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: B USE TOOLS AND EQUIPMENT

Competency: B-2 Use Power Tools

Learning Objectives:

- 1 The learner will be able to describe power tools for the drywall trade.
- 2 The learner will be able to use power tools.
- 3 The learner will be able to maintain power tools.

LEARNING TASKS	CONTENT
1 Describe power tools	<ul style="list-style-type: none"> • Mixer / paddle • Screw gun • Vacuum sander • Texture machines • Paint machines • Vacuum/cleaner • Drill (cordless)
2 Use power tools	<ul style="list-style-type: none"> • Types • Parts • Purposes / Uses • Procedures / Operations • Safety • Adjustment
3 Maintain power tools	<ul style="list-style-type: none"> • Inspection • Storage • Preventative maintenance procedures • Identify defects • Manufacturer documentation

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: B USE TOOLS AND EQUIPMENT

Competency: B-3 Use Ladders, Scaffolds and Lifts

Learning Objectives:

- 1 The learner will be able to describe ladders, scaffolds, and mechanized lift equipment.
- 2 The learner will be able to use ladders, scaffolds, and mechanized lift equipment.
- 3 The learner will obtain scissor lift training and certification.

LEARNING TASKS	CONTENT
1 Describe ladders, scaffolds and mechanized lift equipment	<ul style="list-style-type: none"> • General considerations: <ul style="list-style-type: none"> – Types – Uses – Safety – Hazard recognition – Regulations regarding use • Ladders: <ul style="list-style-type: none"> – Manufactured Ladders – Job-built ladders • Scaffolding: <ul style="list-style-type: none"> – Manufactured components – Wooden Scaffolding • Mechanized lift equipment <ul style="list-style-type: none"> – Scissor lifts
2 Use ladders and scaffolds	<ul style="list-style-type: none"> • Select appropriate equipment for the job • Safe use: <ul style="list-style-type: none"> – Operation procedures – Limitations – Securing – Inspection • Maintenance • Storage

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will erect tower scaffold.
Conditions	The learner will be given: Scaffolding components Fall protection if required
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Inspection procedure followed Ladders aligned Safety pins installed Cross brace properly installed Locked wheels



LINE: B USE TOOLS AND EQUIPMENT

Competency: B-4 Use Stilts

Learning Objectives:

- 1 The learner will be able to describe stilts.
- 2 The learner will be able to use stilts.

LEARNING TASKS	CONTENT
1 Describe stilts	<ul style="list-style-type: none"> • Purpose • Parts and function: <ul style="list-style-type: none"> – Foot pads – Nuts and bolts – Straps – Springs – Foot adaptors – Leg supports
2 Use stilts	<ul style="list-style-type: none"> • Safety considerations <ul style="list-style-type: none"> – Refer to manufacturer’s recommendations – WCB regulations • Stilt assembly • Centering and balance • Lifting tools and equipment • Walking • Working on walls and ceilings • Maintenance procedures

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: B USE TOOLS AND EQUIPMENT

Competency: B-5 Use Mechanical Taping and Finishing Tools

Learning Objectives:

- 1 The learner will be able to describe mechanical taping and finishing tools.
- 2 The learner will be able to describe the use of mechanical taping and finishing tools.

LEARNING TASKS	CONTENT
1 Describe mechanical taping tools	<ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> – Bazooka – Pump – Parts – Roller – Flushers • Uses
2 Describe mechanical finishing tools	<ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> – Flat box <ul style="list-style-type: none"> ▸ Sizes – Corner applicators – Pumps – Corner flushers • Parts • Uses

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: C ORGANIZE WORK

Competency: C-1 Describe the Trade

Learning Objectives:

- 1 The learner will be able to describe the Drywall Finisher trade.
- 2 The learner will be able to use trade terminology.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Describe preparing gypsum wallboard for paint and other finishes
 2 Use trade terminology
 3 Describe conduct of professional Drywall Finishers | <ul style="list-style-type: none"> • Interior sectors – Commercial, Residential and Industrial • Hand finish • Machine finish • Specialty finish
 • Drywall terms and general trade language • Tools • Finishing techniques • Beads and tapes • Communication
 • On the job conduct • Relations with colleagues and customers • Personal hygiene/appearance • Professional etiquette • Drugs and alcohol • Clothing recommendations |
|--|--|

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: C ORGANIZE WORK

Competency: C-2 Use Mathematics

Learning Objectives:

- 1 The learner will be able to use mathematical formulas and perform mathematical calculations that apply to doing drywall work.

LEARNING TASKS	CONTENT
1 Add, subtract, multiply, divide	<ul style="list-style-type: none"> • Whole numbers, fractions, decimals, percentage
2 Calculate area, perimeter, and square footage	<ul style="list-style-type: none"> • Circles, squares, rectangles, triangles
3 Calculate volume	<ul style="list-style-type: none"> • Cylinders, square tanks, rectangular tanks
4 Calculate capacity	<ul style="list-style-type: none"> • Imperial gallons, US gallons, litres
5 Convert from metric units to imperial units	<ul style="list-style-type: none"> • Millimetres – inches • Meters to feet • Centimetres² – inches² • Centimetres³ – inches³ • Meters² – feet² • Meters³ – feet³ • Litres – gallons • Kilograms - pounds

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: C ORGANIZE WORK

Competency: C-3 Read Drawings and Specifications

Learning Objectives:

- 1 The learner will be able to interpret information on shop drawings and blueprints.
- 2 The learner will be able to use a shop drawing to complete a basic project.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Describe shop drawings 2 Use a shop drawing | <ul style="list-style-type: none"> • Purpose • Information contained • Generation process • Shop project • Construction details |
|--|--|

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

- | | |
|-------------|---|
| Performance | The learner will create a shop drawing. |
| Conditions | The learner will be given:
Materials
Project requirements |
| Criteria | The learner will score 70% or better on a rating sheet that reflects the following criteria:
Correct use of lines
Dimensioning
Drawn to scale
Correct symbols
Complete
Accurate |



LINE: C ORGANIZE WORK

Competency: C-4 Use Codes, Regulations and Standards

Learning Objectives:

- 1 The learner will be able to locate and interpret appropriate codes, regulations and standards that apply to drywall work.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Interpret codes, regulations, and standards 2 Apply codes | <ul style="list-style-type: none"> • Quality assurance standards • Canadian Standards Association • ANSI • Fire-rating and sound-rating systems • Apply codes to work projects |
|--|---|

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: C ORGANIZE WORK

Competency: C-5 Use Manufacturer and Supplier Documentation

Learning Objectives:

- 1 The learner will be able to use manufacturers' and suppliers' documentation.
- 2 The learner will be able to locate and interpret documentation.

LEARNING TASKS	CONTENT
1 Use tool manufacturers' instructions	<ul style="list-style-type: none"> • Use • Safety • Warnings • Adjustments • Maintenance • Parts Replacement • Storage
2 Locate and interpret documentation	<ul style="list-style-type: none"> • Work orders and plans • Hardware manuals and manufacturers' directions • Manufacturers' specifications • Jurisdictional and national codes • Manufacturers' troubleshooting documentation

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: C ORGANIZE WORK

Competency: C-6 Handle Materials

Learning Objectives:

- 1 The learner will be able to describe the proper storage of materials.

LEARNING TASKS	CONTENT
1 Describe the proper care of filling compounds	<ul style="list-style-type: none"> • Proper handling and storage <ul style="list-style-type: none"> – Dry areas – Away from high traffic areas – Close to mixing area – Check product date – Setting materials – • Improper handling and storage <ul style="list-style-type: none"> – Concrete floors – Traffic areas – Damp areas – Heated floor – Freezing
2 Describe the storage of beads	<ul style="list-style-type: none"> • Horizontally • Containers • Dry areas • Away from Traffic areas • Security

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will move mud and accessories.
Conditions	The learner will be given: Materials Assignment specifications
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Lifting technique Close to body Legs (not back)



LINE: C ORGANIZE WORK

Competency: C-8 Prepare the Job Site

Learning Objectives:

- 1 The learner will be able to describe and demonstrate job site preparation.

LEARNING TASKS	CONTENT
<ol style="list-style-type: none"> 1 Describe and demonstrate job site planning 	<ul style="list-style-type: none"> • Housekeeping • Proper site conditions • Protection of client's property <ul style="list-style-type: none"> – Finished areas – Wood – Windows • Ensure all necessary tools, supplies and equipment are available and in good working order • Steps in job planning • Checklist utilization.

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: C ORGANIZE WORK

Competency: C-9 Identify Mould Issues

Learning Objectives:

- 1 The learner will be able to describe how mould develops
- 2 The learner will be able to describe procedures to follow when mould is detected.

LEARNING TASKS	CONTENT
1 Describe conditions that feed mould.	<ul style="list-style-type: none"> • Food supply • Temperature • Moisture
2 Describe procedures to be followed when mould is detected.	<ul style="list-style-type: none"> • OHS Requirements • Procedures to report mould
Theory Assessment: The learner must score a minimum of 70 percent on a written examination.	



LINE: D INSTALL BEADS AND TRIM

Competency: D-1 Prepare Areas for Beading

Learning Objectives:

- 1 The learner will be able to prepare areas for beading.

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <ul style="list-style-type: none"> 1 Inspect and prepare areas for beading | <ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> – Allows for proper application • Tools • Preparation <ul style="list-style-type: none"> – Corners not fastened – Overhang – Broken board |
|---|--|

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Recommend tour of Bead Plant



LINE: D INSTALL BEADS AND TRIM

Competency: D-2 Attach Beads and Trim

Learning Objectives:

- 1 The learner will be able to inspect and prepare areas for beads and moulding/trim.
- 2 The learner will be able to describe and select beads and moulding/trim.
- 3 The learner will be able to measure and cut beads and moulding/trim
- 4 The learner will be able to attach beads and moulding/trim.

LEARNING TASKS	CONTENT
1 Inspect and prepare areas for beading	<ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> – Allows for proper application • Tools • Preparation <ul style="list-style-type: none"> – Corners not fastened – Overhang – Broken board
2 Describe beads and trim	<ul style="list-style-type: none"> • Beads <ul style="list-style-type: none"> – Metal – Plastics – Paper-faced metal trims (tape-on) – Roll on • Trim/profile • Uses • • Nails • Screws • Staples • Joint fillers • All purpose fillers • Glue/adhesive
3 Describe fasteners	<ul style="list-style-type: none"> • Nails • Screws • Staples • Joint fillers • All purpose fillers • Glue/adhesive
4 Select beads and trims for applications	<ul style="list-style-type: none"> • Rough edges • Backing missing • Finishing not required • Condensation barrier • Expansion joints • Straight lines • Curved areas
5 Measure and cut beads and trims	<ul style="list-style-type: none"> • Measuring <ul style="list-style-type: none"> – Tape measure – Vertical and horizontal beads – Arched openings – Rectangular openings – Circumferences – Snug fitting



6 Attach beads and trim

- Cutting
 - Snips
 - Templates
 - Clean cuts
 - Cutting at angles
 - Outside
 - Outside mitres
 - Curved opening (inside)
 - Curved opening (outside)
- Basic applications and principles
- 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
- 90° angle
- Levelling and Plumbing
 - Spirit level
 - Plumb bob
 - Chalk line
 - Eyeball
- Plumb vertical beads with appropriate equipment
- Level horizontal beads
 - Level tolerances
 - Parallel
- Straightness

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will attach bead by the following methods: Nails, screws, tape-ons, adhesives, clinches, and staples
Conditions	The learner will be given: A mock-up area Tools and materials
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Straight Even 90° Minimum amount of filler Sufficient fasteners Proper application



LINE: E APPLY TAPE

Competency: E-1 Prepare Walls for Taping

Learning Objectives:

- 1 The learner will be able to inspect and prepare walls for taping.

LEARNING TASKS	CONTENT
<p>1 Inspect and prepare walls for taping</p>	<ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> – Proper base • Cut out damaged board • Types of Pre-fill <ul style="list-style-type: none"> – Joint mud – Fast-setting material – Concrete fill • Check <ul style="list-style-type: none"> – Screws – Humidity – Temperature – Ventilation – Attic insulation – De-lamination – Moisture content • Corrective measures <ul style="list-style-type: none"> – Heat sources – Ventilation

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will pre-fill and prepare walls for taping.
Conditions	The learner will be given: Mock up Materials
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Identify needs Select mud Apply mud



LINE: E APPLY TAPE

Competency: E-2 Select Tape

Learning Objectives:

- 1 The learner will be able to describe tape.
- 2 The learner will be able to select tape appropriate for the job.

LEARNING TASKS	CONTENT
1 Describe paper tape	<ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> – Machine – Hand – Fireproofing tape • Middle crease • Spark perforated • Buffed • Bonded using compounds
2 Describe adhesive tape	<ul style="list-style-type: none"> • Fibreglass mesh • Self-adhesive • Restrictions <ul style="list-style-type: none"> – Bearing walls – Fire rated walls
3 Select tape	<ul style="list-style-type: none"> • Select appropriate tape according to the job • Cuts or cracks • Broken boards • Floor gaps • Openings – electrical and piping • Corner beads • Valance beads • Inside corners • Window sills • Fire proofing <ul style="list-style-type: none"> – Self adhesive – Certification rating • Repairs

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: E APPLY TAPE

Competency: E-3 Apply Tape by Hand

Learning Objectives:

- 1 The learner will be able to describe applying tape.
- 2 The learner will be able to apply tape by hand.
- 3 The learner will be able to use wiping techniques.

LEARNING TASKS	CONTENT
1 Describe applying tape	<ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> – Joints <ul style="list-style-type: none"> ▸ Cracking – Fire penetration • Tools <ul style="list-style-type: none"> – Hand – Mechanical • Method • • Required tools <ul style="list-style-type: none"> – Pan – Knives – Tape reel • Filler <ul style="list-style-type: none"> – Thickness – Fill bevel – Correct sequence • Taping angles <ul style="list-style-type: none"> – Both sides – Thickness – Width • Embed tapes <ul style="list-style-type: none"> – Pressing in • Equipment <ul style="list-style-type: none"> – Gloves – Pail or box – Harness • Hopper method taping <ul style="list-style-type: none"> – Super taper – Required equipment – Setting up the hopper – Taping with the hopper
2 Apply tape by hand	<ul style="list-style-type: none"> • Wiping flats and butt joints <ul style="list-style-type: none"> – Knife – Bevel – Wiping flats – Feathered edge – Corrections to tape – Cleaning the area
3 Wipe tape	



- 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

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will apply tape to various joints using the dry tape, super taper and hopper method.
Conditions	The learner will be given: Materials Mock up
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: E APPLY TAPE

Competency: E-4 Apply Tape by Machine

Learning Objectives:

- 1 The learner will be able to prepare taping machines.
- 2 The learner will be able to use taping machines.

LEARNING TASKS	CONTENT
1 Prepare machines	<ul style="list-style-type: none"> • Before taping <ul style="list-style-type: none"> – Free of dirt – Lubricated – Clean – Working properly • Tools <ul style="list-style-type: none"> – Automatic taper – Pump – Gooseneck – Tube – Taping head – Roller – Flushers – Compressor unit • Machine preparation • Loading • Drive wheels • Cutter blade • Creaser wheel • Advancing system • Mud-feeding mechanism
2 Tape using a machine	<ul style="list-style-type: none"> • Taping sequence <ul style="list-style-type: none"> – Butts, flats, small tapes and angles – Cutting lengths – Centre – Remain in place – Mud is present – Running wheels • Taping angles <ul style="list-style-type: none"> – Centered in angle – Tight at ceiling – Up from floor – Mud is present – Crease tape

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

**Achievement Criteria:**

Performance	The learner will apply tape to various joints using the machine taping method.
Conditions	The learner will be given: Materials Mock up Machine
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Loading Mud Tape Machine operation Placement of tape Proper sequence and procedures Proper amount of mud Viscosity of mud Clean up



LINE: F FILL DRYWALL

Competency: F-1 Select Filling Compounds

Learning Objectives:

- 1 The learner will be able to describe filling compounds.
- 2 The learner will be able to select filling compounds.

LEARNING TASKS	CONTENT
1 Describe composition of fillers	<ul style="list-style-type: none"> • Ingredients • Composition • See WHMIS sheets regarding materials.
2 Select filling compounds	<ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> – Fast set fillers – Pre-mix fillers – Proper filler for environmental conditions
3 Describe consistency when mixed	<ul style="list-style-type: none"> • Select/Different consistencies <ul style="list-style-type: none"> – Taping – Loading – Finishing

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Recommend tour of Filler Plant.



LINE: F FILL DRYWALL

Competency: F-3 Apply Filler by Hand

Learning Objectives:

- 1 The learner will be able to describe filling by hand.
- 2 The learner will be able to identify and use filling equipment and tools.
- 3 The learner will be able to apply filler by hand.

LEARNING TASKS	CONTENT
1 Describe filling by hand	<ul style="list-style-type: none"> • Uniform surface to meet industry standards • Out of plane (butt joints high in centre) • Proper width • Parallel • Feathered edges • Smoothness
2 Identify filling equipment and tools	<ul style="list-style-type: none"> • Hand Tools <ul style="list-style-type: none"> – Trowel – Hawk – Pan – Knives –
3 Apply filler by hand	<ul style="list-style-type: none"> • Wiping bottoms and three-ways <ul style="list-style-type: none"> – Square – Clean – Feathered edges – Smooth • Filling of beads <ul style="list-style-type: none"> – Corners – Fullness of bead – Depth – Levels 1- 5 of finish according to industry standards • Problems incurred <ul style="list-style-type: none"> – Unfeathered edges – Metal showing – Waves – Scratches – Fish eyes – Overloading – Lift-offs – Full width and full length – Hollow beads <ul style="list-style-type: none"> › When dry › Re-filling hollows › Under-loading

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

**Achievement Criteria:**

Performance	The learner will apply filler by hand.
Conditions	The learner will be given: Materials Mock up
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Square Clean Feathered edges Smooth Build up Fish eyes Flashing Unfeathered edges Metal showing Waves Scratches Lift-offs



LINE: F FILL DRYWALL

Competency: F-4 Apply Filler by Machine

Learning Objectives:

- 1 The learner will be able to apply filler by machine.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <ul style="list-style-type: none"> 1 Apply filler by machine | <ul style="list-style-type: none"> • Using flat boxes to fill flats <ul style="list-style-type: none"> – First coat – 7” – Second coat – 10” – Third coat – 12” • Using filling boxes to fill joints <ul style="list-style-type: none"> – Correct flaws – Wipe lift offs • Filling with angle tools • Other machines |
|--|--|

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

- | | |
|-------------|--|
| Performance | The learner will apply filler by machine. |
| Conditions | The learner will be given:
Materials
Mock up |
| Criteria | The learner will score 70% or better on a rating sheet that reflects the following criteria:

Overloading
Scratches
Lift offs
Drag marks
Fish eyes |



LINE: F FILL DRYWALL

Competency: F-5 Finish Filler

Learning Objectives:

- 1 The learner will be able to describe finishing practices.
- 2 The learner will be able to finish drywall.

LEARNING TASKS	CONTENT
1 Check for drying	<ul style="list-style-type: none"> • Methods of measuring dryness • Visual characteristics • Touch test
2 Describe sanding techniques	<ul style="list-style-type: none"> • Grits • Rough sanding • Finish sanding • Wet sanding • Use of sanding sponge
3 Describe final inspection before painting	<ul style="list-style-type: none"> • Check with 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	<ul style="list-style-type: none"> • According to job specifications (see detailed drawing)

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will finish filled joints.
Conditions	The learner will be given: Materials Mock up Filled joints that have dried
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: No scratches Uniformity No over-sanding



LINE: F FILL DRYWALL

Competency: F-6 Resolve Filler Problems

Learning Objectives:

- 1 The learner will be able to identify filling problems.
- 2 The learner will be able to correct filling problems.

LEARNING TASKS	CONTENT
1 Describe causes and solutions of fill-related problems	<ul style="list-style-type: none"> • Edge cracking • Shrinking • Scratches • Tearing • Bubbles • Checking • Freezing • Chatters • Overloading • Flashing
2 Correct filling problems	<ul style="list-style-type: none"> • According to manufacturer specifications • (Flashing) • See Level 5 Finish

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: F FILL DRYWALL

Competency: F-7 Use Fast-set Materials

Learning Objectives:

- The learner will be able to describe fast set materials
- 1 The learner will be able to use fast-set materials.

LEARNING TASKS	CONTENT
<ol style="list-style-type: none"> 1 Describe fast set materials 	<ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> – Speed • Composition <ul style="list-style-type: none"> – Different setting times • Uses <ul style="list-style-type: none"> – Repairs – Fast tracking • Method of application <ul style="list-style-type: none"> – Hand application only – 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 <ul style="list-style-type: none"> – Fish eyes
<ol style="list-style-type: none"> 2 Use fast set materials 	<ul style="list-style-type: none"> • Applications (used as a pre-fill/deep voids, patch and repair)

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will apply a small patch with fast set material.
Conditions	The learner will be given: Material Mock up
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Hand application only Short working time No remixing Non-compatibility with other muds Don't overload Scrape and level when set Swelling concerns Clean equipment quickly Feathering Lift offs



LINE: G APPLY TEXTURING

Competency: G-1 Seal and Prime Surfaces

Learning Objectives:

- 1 The learner will be able to describe sealer and primer application
- 2 The learner will be able to inspect surface readiness
- 3 The learner will be able to apply correct surface sealing and priming procedures.

LEARNING TASKS	CONTENT
1 Describe sealer and primer application	<ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> – Sealers – Primers • Tools <ul style="list-style-type: none"> – Rollers – Brushes – Airless sprayer • Methods <ul style="list-style-type: none"> – Surface preparation – Brush – Roller – Airless sprayer
2 Inspect surface readiness	<ul style="list-style-type: none"> • Types of surfaces <ul style="list-style-type: none"> – Drywall – Concrete – Ceilings – Walls • New surfaces • Old surfaces • Requirements <ul style="list-style-type: none"> – Manufacturer specifications
3 Apply sealers and primers	<ul style="list-style-type: none"> • Set up <ul style="list-style-type: none"> – Masking/polying – Ventilation • Application <ul style="list-style-type: none"> – Rollers – Brushes – Airless <ul style="list-style-type: none"> › Manufacturer specifications – Drips, runs, roller marks – Personal Protective Equipment • Clean up

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

**LINE: H REPAIR SURFACES****Competency: H-1 Troubleshoot and Repair Problems****Learning Objectives:**

- 1 The learner will be able to describe problems and causes.

LEARNING TASKS**CONTENT**

- | | |
|--|---|
| 1 Describe problems, causes and solutions | <ul style="list-style-type: none">• Types<ul style="list-style-type: none">– Pinholes– Loose tape– Paper tears– Damaged beads– Building settlement– Stains and water damage– Photographing– Overfilling– Over-sanding– Shrinkage• Causes• Corrections |
|--|---|

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

**LINE: H REPAIR SURFACES****Competency: H-2 Seal Stains****Learning Objectives:**

- 1 The learner will be able to describe sealing stain problems, causes and corrections.

LEARNING TASKS

Describe stain-related problems, causes and corrections

CONTENT

- Types
 - Bleed through
 - Heat
 - Moulding
- Causes
 - Water
 - Smoke
 - Rusting
 - Fossil fuels
- Corrections
 - Stain blocker types

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: H REPAIR SURFACES

Competency: H-3 Repair Drywall

Learning Objectives:

- 1 The learner will be able to identify areas needing repair.
- 2 The learner will be able to repair drywall.

LEARNING TASKS	CONTENT
1 Identify areas needing repair	<ul style="list-style-type: none"> • Split/cracked joints • Holes • Loose beads and tape • Loose drywall • Manufacturer defects
2 Repair drywall	<ul style="list-style-type: none"> • Select appropriate material • Perform repairs <ul style="list-style-type: none"> – Split/cracked joints – Holes <ul style="list-style-type: none"> › Large and small – Loose beads and tape – Loose drywall • Abrasion damage <ul style="list-style-type: none"> – Feathered – Colour match – Same texture • Fire damage • Stained surfaces <ul style="list-style-type: none"> – Re-paint <p style="margin-left: 20px;">Use approved stain blockers</p>

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will repair drywall.
Conditions	The learner will be given: A previous mock up with problems Materials
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Identify problems Methods to repair/correct



Level 2

Drywall Finisher



LINE: B USE TOOLS AND EQUIPMENT

Competency: B-5 Use Mechanical Taping and Finishing Tools

Learning Objectives:

- 1 The learner will be able to describe mechanical taping and finishing tools.
- 2 The learner will be able to use mechanical taping and finishing tools.
- 3 The learner will be able to make minor repairs and adjustments to mechanical taping and finishing tools.

LEARNING TASKS	CONTENT
1 Review mechanical taping tools	<ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> – Bazooka – Pump – Parts – Roller – Flushers • Uses
2 Review mechanical finishing tools	<ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> – Flat box <ul style="list-style-type: none"> ▸ Sizes – Corner applicators – Pumps – Corner flushers • Parts • Uses
3 Use taping and finishing tools	<ul style="list-style-type: none"> • Procedure • Maintenance • Storage

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: B USE TOOLS AND EQUIPMENT

Competency: B-6 Use Texture Sprayers

Learning Objectives:

- 1 The learner will be able to describe texture sprayers.
- 2 The learner will be able to use and maintain texture sprayers.

LEARNING TASKS	CONTENT
1 Describe texture sprayers	<ul style="list-style-type: none"> • Airless • Texture <ul style="list-style-type: none"> – Types • Uses
2 Use texture sprayers	<ul style="list-style-type: none"> • Applications • Procedure • Maintenance <ul style="list-style-type: none"> – Cleaning and servicing • Storage

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: B USE TOOLS AND EQUIPMENT

Competency: B-7 Use Airless Paint Machines

Learning Objectives:

- 1 The learner will be able to describe airless paint machines.
- 2 The learner will be able to use and maintain airless paint machines.

LEARNING TASKS	CONTENT
1 Describe airless paint machines	<ul style="list-style-type: none"> • Parts • Uses
3 Use airless paint machines	<ul style="list-style-type: none"> • Applications • Procedure • Maintenance <ul style="list-style-type: none"> – Cleaning and servicing • Storage

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: C ORGANIZE WORK

Competency: C-2 Use Mathematics

Learning Objectives:

- 1 The learner will be able to use mathematical formulas and perform mathematical calculations that apply to doing drywall work.

1

LEARNING TASKS

CONTENT

Review Year 1

- Operations
- Area and perimeter
- Volume
- Capacity
- Conversions (metric to imperial)

Use math to solve practical problems

- Rolls of tape
- Boxes of filler
- Corner bead
- Square footage
- Lineal feet
- General take offs

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: C ORGANIZE WORK

Competency: C-7 Plan a Project

Learning Objectives:

- 1 The learner will be able to communicate with others.
- 2 The learner will be able to plan a project.
- 3 The learner will be able to estimate material requirements and project timelines.

LEARNING TASKS	CONTENT
1 Review effective communication	<ul style="list-style-type: none"> • Methods of communication <ul style="list-style-type: none"> – Listening – Verbal – Written – Drawings – Trade terminology • Interact with other trades • Industry people • Customers • Suppliers
2 Plan a project	<ul style="list-style-type: none"> • Required materials • Required tools • Required workers • Types of trades involved and scheduling work with other trades • Site requirements • Types and uses of drawings
3 Estimate materials required	<ul style="list-style-type: none"> • Materials required • Material costs
4 Estimate project timelines	<ul style="list-style-type: none"> • Pre-project planning • Staffing for project duration • Scheduling various jobs • Tracking material usage • Daily and weekly project objectives

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: D INSTALL BEADS AND TRIM

Competency: D-1 Prepare Areas for Beading

Learning Objectives:

- 1 The learner will be able to prepare areas for beading.

LEARNING TASKS

- 1 Inspect and prepare areas for beading

CONTENT

- Purpose
 - Allows for proper application
- Tools
- Preparation
 - Corners not fastened
 - Overhang
 - Broken board

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Recommend tour of Board Plant



LINE: D INSTALL BEADS AND TRIM

Competency: D-2 Attach Beads and Trim

Learning Objectives:

- 1 The learner will be able to describe and select beads and moulding/trim.
- 2 The learner will be able to measure and cut beads and moulding/trim
- 3 The learner will be able to attach beads and moulding/trim.

LEARNING TASKS	CONTENT
2 Review beads and trim	<ul style="list-style-type: none"> • Beads <ul style="list-style-type: none"> – Metal – Plastics – Paper-faced metal trims (tape-on) – Roll on • Trim/profile • Uses
3 Review fasteners	<ul style="list-style-type: none"> • Nails • Screws • Staples • Joint fillers • All purpose fillers • Glue/adhesive
4 Select beads and trims for applications	<ul style="list-style-type: none"> • Review <ul style="list-style-type: none"> – Rough edges – Backing missing – Finishing not required – Condensation barrier – Expansion joints – Straight lines – Curved areas • Advanced <ul style="list-style-type: none"> – Curved arches – Picture framing – Cascading drops
5 Measure and cut beads and trims	<ul style="list-style-type: none"> • Measuring <ul style="list-style-type: none"> – Tape measure – Vertical and horizontal beads – Arched openings – Rectangular openings – Circumferences – Snug fitting • Cutting <ul style="list-style-type: none"> – Snips – Templates – Clean cuts – Cutting at angles – Outside – Outside mitres – Curved opening (inside)



5 Attach beads and trim

- Curved opening (outside)
- Advanced applications and principles
- 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
- 90° 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

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will attach bead by the following methods: Nails, screws, tape-ons, adhesives, clinches, and staples
Conditions	The learner will be given: A mock-up area, including three ways and 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: Straight Three ways <ul style="list-style-type: none"> No overlap Flush intersections Even 90° Minimum amount of filler Sufficient fasteners Proper application



LINE: E APPLY TAPE

Competency: E-1 Prepare Walls for Taping

Learning Objectives:

- 1 The learner will be able to inspect and prepare walls for taping.

LEARNING TASKS	CONTENT
<p>1 Review the inspection and preparation of walls for taping</p>	<ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> – Proper base • Cut out damaged board • Types of Pre-fill <ul style="list-style-type: none"> – Joint mud – Fast-setting material – Concrete fill • Check <ul style="list-style-type: none"> – Screws – Humidity – Temperature – Ventilation – Attic insulation – Delamination – Moisture content • Corrective measures <ul style="list-style-type: none"> – Heat sources – Ventilation

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will pre-fill and prepare walls for taping.
Conditions	The learner will be given: Mock up Materials
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Identify needs Select mud Apply mud



LINE: E APPLY TAPE

Competency: E-3 Apply Tape by Hand

Learning Objectives:

- 1 The learner will be able to describe how to apply tape.
- 2 The learner will be able to apply tape by hand.
- 3 The learner will be able to use wiping techniques.

LEARNING TASKS	CONTENT
1 Describe how to apply tape	<ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> – Joints <ul style="list-style-type: none"> ▸ Cracking – Fire penetration • Tools <ul style="list-style-type: none"> – Hand – Mechanical • Method
2 Apply tape efficiently by hand	<ul style="list-style-type: none"> • Required tools <ul style="list-style-type: none"> – Pan – Knives – Tape reel • Filler <ul style="list-style-type: none"> – Thickness – Fill bevel – Correct sequence • Taping angles <ul style="list-style-type: none"> – Both sides – Thickness – Width • Embed tapes <ul style="list-style-type: none"> – Pressing in • Equipment <ul style="list-style-type: none"> – Rubber gloves – Pail or box – Harness • Hopper method taping <ul style="list-style-type: none"> – Super taper <ul style="list-style-type: none"> – Required equipment – Setting up the hopper – Taping with the hopper • Refinement <ul style="list-style-type: none"> – 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

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will apply tape to various joints and curved angles using the dry tape, super taper and hopper method.
Conditions	The learner will be given: Materials Detailed mock up
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Visual check Placement of tape Proper sequence Proper amount of mud Viscosity of mud Clean up



Achievement Criteria:

Performance	The learner will wipe tape.
Conditions	The learner will be given: Materials Detailed mock up String tape
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



LINE: E APPLY TAPE

Competency: E-4 Apply Tape by Machine

Learning Objectives:

- 1 The learner will be able to prepare taping machines.
- 2 The learner will be able to use taping machines.

LEARNING TASKS	CONTENT
1 Prepare machines	<ul style="list-style-type: none"> • Before taping <ul style="list-style-type: none"> – Free of dirt – Lubricated – Clean – Working properly • Tools <ul style="list-style-type: none"> – Automatic taper – Pump – Gooseneck – Tube – Taping head – Roller – Flushers – Compressor unit • Machine preparation • Loading • Drive wheels • Cutter blade • Creaser wheel • Advancing system • Mud-feeding mechanism
2 Tape efficiently using a machine	<ul style="list-style-type: none"> • Taping sequence <ul style="list-style-type: none"> – Butts, flats, small tapes and angles – Cutting lengths – Centre – Remain in place – Mud is present – Running wheels • Taping angles <ul style="list-style-type: none"> – Centered in angle – Tight at ceiling – Up from floor – Mud is present – Crease tape • Refinement <ul style="list-style-type: none"> – Tool selection and use – Technique – Sequence

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

**Achievement Criteria:**

Performance	The learner will apply tape to using an automatic taping machine.
Conditions	The learner will be given: Materials Mock up
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Machine disassembly/assembly Set up Load Complete project using proper procedures/operation

**LINE: F FILL DRYWALL****Competency: F-2 Mix Compounds****Learning Objectives:**

- 1 The learner will be able describe a mixing area.
- 2 The learner will be able to mix compounds by hand and machine.

LEARNING TASKS	CONTENT
1 Review the mixing area	<ul style="list-style-type: none"> • Clean mixing area • Safe mixing area <ul style="list-style-type: none"> – Free of obstacles – Non-traffic area • Central and safe mixing area <ul style="list-style-type: none"> – Central to other areas – Ventilated
2 Review mixing by hand and machine	<ul style="list-style-type: none"> • Filler consistency <ul style="list-style-type: none"> – Hand taping – Machine taping – First and second coat • Mixing apparatus <ul style="list-style-type: none"> – Drill R.P.M. – Potato masher • Mixing techniques <ul style="list-style-type: none"> – Order of mixing – Powder fillers – Re-mixing – Fast-set – Using drill (angle) – Consistency • Suitable containers

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

**LINE: F FILL DRYWALL****Competency: F-3 Apply Filler by Hand****Learning Objectives:**

- 1 The learner will be able to describe filling by hand.
- 2 The learner will be able to identify and use filling equipment and tools.
- 3 The learner will be able to apply filler by hand.

LEARNING TASKS**CONTENT**

- | | | |
|---|------------------------------------|---|
| 1 | Review filling by hand | <ul style="list-style-type: none"> • Uniform surface to meet industry standards • Out of plane (butt joints high in centre) • Proper width • Parallel • Feathered edges • Smoothness |
| 2 | Review filling equipment and tools | <ul style="list-style-type: none"> • Hand Tools <ul style="list-style-type: none"> – Trowel – Hock – Pan – Knives – |
| 3 | Apply filler efficiently by hand | <ul style="list-style-type: none"> • Wiping bottoms and three-ways <ul style="list-style-type: none"> – Square – Clean – Feathered edges – Smooth – Level • Filling of beads <ul style="list-style-type: none"> – Corners – Fullness of bead – Depth – Levels 1- 5 of finish according to industry standards • Problems incurred <ul style="list-style-type: none"> – Unfeathered edges – Metal showing – Waves – Scratches – Fish eyes – Overloading – Lift-offs – Full width and full length – Hollow beads <ul style="list-style-type: none"> › When dry › Re-filling hollows › Under-loading • Architectural details <ul style="list-style-type: none"> – To specified level of finish |

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

**Achievement Criteria:**

Performance	The learner will apply filler by hand to curved angles, curved bulkheads and off-set angles.
Conditions	The learner will be given: Materials Detailed mock up
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Square Clean Feathered edges Smooth Build up Fish eyes Flashing Unfeathered edges Metal showing Waves Scratches Lift-offs



LINE: F FILL DRYWALL

Competency: F-4 Apply Filler by Machine

Learning Objectives:

- 1 The learner will be able to apply filler by machine.
 The learner will be able to inspect and maintain equipment.

LEARNING TASKS	CONTENT
1 Apply filler efficiently by machine	<ul style="list-style-type: none"> • Using flat boxes to fill flats <ul style="list-style-type: none"> – First coat – 7” – Second coat – 10” – Third coat – 12” • Using filling boxes to fill joints <ul style="list-style-type: none"> – Correct flaws – Wipe lift offs • Filling with angle tools • Other machines
2 Inspect and maintain equipment	<ul style="list-style-type: none"> • According to manufacturer's tolerances

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will apply filler by machine.
Conditions	The learner will be given: Materials Angle machine Flat boxes Pump Mock up
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Disassembly/assembly of machine Adjustments Build up Scratches Lift offs Drag marks Clean up



LINE: F FILL DRYWALL

Competency: F-5 Finish Filler

Learning Objectives:

- 1 The learner will be able to describe and apply finishing practices.
- 2 The learner will be able to finish drywall.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Check for drying problems and solutions
 2 Apply sanding techniques
 3 Inspect before painting
 4 Finish drywall | <ul style="list-style-type: none"> • Methods of measuring dryness • Visual characteristics • Touch test • Solutions <ul style="list-style-type: none"> – Heat – Ventilation • Use of Dry Chart for Joint Filler
 • Grits • Rough sanding • Finish sanding • Wet sanding • Use of sanding sponge
 • Check with 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
 • According to job specifications |
|--|---|

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

- | | |
|-------------|---|
| Performance | The learner will finish filled joints, curved angles, curved bulkheads and off-set angles. |
| Conditions | The learner will be given:
Materials
Detailed mock up
Filled joints that have dried |
| Criteria | The learner will score 70% or better on a rating sheet that reflects the following criteria:
No scratches
Uniformity
No over-sanding |



LINE: F FILL DRYWALL

Competency: F-6 Resolve Filler Problems

Learning Objectives:

- 1 The learner will be able to describe causes and solutions of filling problems.
- 2 The learner will be able to describe board problems.
- 2 The learner will be able to correct filling problems.

LEARNING TASKS	CONTENT
1 Describe causes and solutions of fill-related problems	<ul style="list-style-type: none"> • Edge cracking • Shrinking • Scratches • Tearing • Bubbles • Checking • Freezing • Chatters • Overloading
2 Describe board problems	<ul style="list-style-type: none"> • High shoulders • Irregular bevels • Not square
3 Correct filling problems	<ul style="list-style-type: none"> • According to manufacturer specifications • (Flashing) • See Level 5 Finish

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: F FILL DRYWALL

Competency: F-7 Use Fast-set Materials

Learning Objectives:

- The learner will be able to describe fast set materials
- 1 The learner will be able to use fast-set materials.

LEARNING TASKS	CONTENT
<p>1 Review fast set materials</p>	<ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> – Speed • Composition <ul style="list-style-type: none"> – Different setting times • Uses <ul style="list-style-type: none"> – Repairs – Fast tracking • Method of application <ul style="list-style-type: none"> – Hand application only – Short working time – No remixing – Non-compatibility with other muds – Don't overfill – Scrape and level when set – Swelling concerns – Clean equipment quickly • Problems <ul style="list-style-type: none"> – Fish eyes
<p>2 Use fast set materials</p>	<ul style="list-style-type: none"> • Applications

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will use straight edges to correct areas that are out of plane.
Conditions	The learner will be given: Material Mock up
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Hand application only Short working time No remixing Non-compatibility with other mud Don't overfill Scrape and level when set Swelling concerns Clean equipment quickly Feathering Lift offs



LINE: F FILL DRYWALL

Competency: F-8 Apply Level 5 Finish

Learning Objectives:

- 1 The learner will be able to apply Level 5 finish.

LEARNING TASKS

CONTENT

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 Identify areas where Level 5 finish is recommended.
 2 Apply Level 5 finish | <ul style="list-style-type: none"> • Where specified <ul style="list-style-type: none"> – Sunshine walls – High gloss areas – Dark paints – Natural or unnatural light
 • Purpose <ul style="list-style-type: none"> – Equalize surface between board paper and filler • Tools/method <ul style="list-style-type: none"> – Airless – Hawk and trowel – Roller |
|---|---|

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

- | | |
|-------------|--|
| Performance | The learner will apply the Level 5 finish to a filled wall using the following three methods:
Roll on
By hand
By machine. |
| Conditions | The learner will be given:
Materials
Mock up
Trouble light |
| Criteria | The learner will score 70% or better on a rating sheet that reflects the following criteria:
Use of light
Missed areas
Scratches
Too much mud
Uniformity of application |

**LINE: G APPLY TEXTURING****Competency: G-1 Seal and Prime Surfaces****Learning Objectives:**

- 1 The learner will be able to describe sealer and primer application
- 2 The learner will be able to inspect surface readiness
- 3 The learner will be able to apply correct surface sealing and priming procedures.

LEARNING TASKS	CONTENT
1 Review sealer and primer application	<ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> – Sealers – Primers • Tools <ul style="list-style-type: none"> – Rollers – Brushes – Airless sprayer • Methods <ul style="list-style-type: none"> – Surface preparation – Brush – Roller – Airless sprayer
2 Inspect surface readiness	<ul style="list-style-type: none"> • Types of surfaces <ul style="list-style-type: none"> – Drywall – Concrete – Ceilings – Walls • New surfaces • Old surfaces • Requirements <ul style="list-style-type: none"> – Manufacturer specifications
3 Efficiently apply sealers and primers	<ul style="list-style-type: none"> • Set up <ul style="list-style-type: none"> – Masking/poly – Ventilation • Application <ul style="list-style-type: none"> – Rollers – Brushes – Airless <ul style="list-style-type: none"> › Manufacturer specifications – Drips, runs, roller marks – Personal Protective Equipment • Clean up

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

**Achievement Criteria:**

Performance	The learner will prepare and apply sealer to an area with a brush, roller and a paint sprayer.
Conditions	The learner will be given: Materials Mock up
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Mask the area Poly Evenness of the spray Uniformity Spraying technique Clean up (machine and area)



LINE: G APPLY TEXTURING

Competency: G-2 Select Texture Materials

Learning Objectives:

- 1 The learner will be able to describe texture materials.
- 2 The learner will be able to select texture materials

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Describe characteristics of textures | <ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> – Decorative – Acoustics – Hide imperfections – Economics • Applications <ul style="list-style-type: none"> – Ceilings – Walls • Types <ul style="list-style-type: none"> – Pre-mixed texture – Powder • – |
| <ol style="list-style-type: none"> 2 Select texture materials | <ul style="list-style-type: none"> • Select appropriate materials for the job |
- Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



LINE: G APPLY TEXTURING

Competency: G3 Apply Basic Hand Texture

Learning Objectives:

- 1 The learner will be able to apply hand texturing techniques.

LEARNING TASKS

CONTENT

- | | |
|------------------------------------|---|
| 1 Use hand texturing techniques | <ul style="list-style-type: none"> • Tools • Patterns • Procedures |
|------------------------------------|---|

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

- | | |
|-------------|---|
| Performance | The learner will select a texture and apply it by hand. |
| Conditions | The learner will be given:
Mock up
Material |
| Criteria | The learner will score 70% or better on a rating sheet that reflects the following criteria:
Uniformity
Design
Technique
Clean up |



LINE: G APPLY TEXTURING

Competency: G-4 Apply Basic Machine Texture

Learning Objectives:

- 1 The learner will be able to use machine texturing techniques.

LEARNING TASKS	CONTENT
<ul style="list-style-type: none"> 1 Use machine texturing techniques 	<ul style="list-style-type: none"> • Tools • Patterns <ul style="list-style-type: none"> – Knock down – Orange peel – Rough – Self-priming (Commercial work) • Procedures • Applying by machine <ul style="list-style-type: none"> – Nozzle parallel – Surface angle – Distance – Even coverage – Electrical equipment – All body protection – Approved mask

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will select a texture and apply it by machine.
Conditions	The learner will be given: Mock up Material Machine
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Design Uniformity Technique Clean up



LINE: G APPLY TEXTURING

Competency: G-5 Apply Specialty Layout Patterns

Learning Objectives:

- 1 The learner will be able to establish reference lines.
- 2 The learner will be able to lay out patterns on walls and ceilings.

LEARNING TASKS

- 1 Establish reference lines

- 2 Lay out patterns on walls and ceilings

CONTENT

- Main line from one wall at 90°
- Crossing line is centred and bisects at 90°

- Measure from reference lines
- Circles must be round
- Squares have equal sides, equal angles
- Pattern must be centred within reference lines
- Pattern must match the drawings
- Crown moulding/coving

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: H REPAIR SURFACES

Competency: H-1 Troubleshoot and Repair Problems

Learning Objectives:

- 1 The learner will be able to describe and repair surface problems.

LEARNING TASKS	CONTENT
<ol style="list-style-type: none"> 1 Review surface problems, causes and solutions 	<ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> – Pinholes – Loose tape – Paper tears – Damaged beads – Building settlement – Stains and water damage – Photographing – Overfilling – Over-sanding – Shrinkage • Causes • Corrections
<ol style="list-style-type: none"> 2 Repair surface problems <p>Theory Assessment: The learner must score a minimum of 70 percent on a written examination.</p>	<ul style="list-style-type: none"> • Procedures/techniques



LINE: H REPAIR SURFACES

Competency: H-2 Seal Stains

Learning Objectives:

- 1 The learner will be able to describe and repair sealing stain problems.

LEARNING TASKS	CONTENT
<ol style="list-style-type: none"> 1 Review stain-related problems, causes and corrections 	<ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> – Bleed through <ul style="list-style-type: none"> ▸ Heat – Moulding • Causes <ul style="list-style-type: none"> – Water – Smoke – Rusting – Fossil fuels • Corrections <ul style="list-style-type: none"> – Stain blocker types
<ol style="list-style-type: none"> 2 Seal stains 	<ul style="list-style-type: none"> • Procedures/techniques

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: H REPAIR SURFACES

Competency: H-3 Repair Drywall

Learning Objectives:

- 1 The learner will be able to accurately identify areas needing repair.
- 2 The learner will be able to repair drywall.

LEARNING TASKS	CONTENT
1 Accurately identify areas needing repair	<ul style="list-style-type: none"> • Split/cracked joints • Holes • Loose beads and tape • Loose drywall • Manufacturer defects
2 Repair all drywall problems	<ul style="list-style-type: none"> • Select appropriate material • Perform repairs <ul style="list-style-type: none"> – Split/cracked joints – Holes <ul style="list-style-type: none"> › Large and small – Loose beads and tape – Loose drywall • Abrasion damage <ul style="list-style-type: none"> – Feathered – Colour match – Same texture • Fire damage • Stained surfaces <ul style="list-style-type: none"> – Re-paint – Use approved stain blockers

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.

Achievement Criteria:

Performance	The learner will identify and repair a faulty area.
Conditions	The learner will be given: A previous mock up with problems Materials
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Identify problems Methods to repair/correct



LINE: H REPAIR SURFACES

Competency: H-4 Repair Plaster

Learning Objectives:

- 1 The learner will be able to describe materials and methods for repairing plaster.
- 2 The learner will be able to repair plaster.

LEARNING TASKS	CONTENT
1 Describe required materials	<ul style="list-style-type: none"> • Set products • Tape
2 Describe steps in repairing	<ul style="list-style-type: none"> • Surface preparation • Bonding agent • Filler
3 Repair plaster	<ul style="list-style-type: none"> • Materials • Tools • Procedures

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



LINE: H REPAIR SURFACES

Competency: H-5 Repair Textured Surfaces

Learning Objectives:

- 1 The learner will be able to repair textured surfaces.

LEARNING TASKS	CONTENT
Describe texture repair	<ul style="list-style-type: none"> • Types of damage • Area preparation • Tools • Procedures • Texture matching
2 Repair texture	<ul style="list-style-type: none"> • Applications

Theory Assessment: The learner must score a minimum of 70 percent on a written examination.



Section 4

TRAINING PROVIDER STANDARDS



FACILITY REQUIREMENTS

Classroom Areas

- Minimum 22 square feet per student.
- Comfortable seating and tables suitable for learning.
- Compliance with the local and national fire code and occupational safety requirements.
- Meets applicable municipal zoning bylaws for technical instruction and education facilities.
- Overhead and 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.
- Acoustics in the room must allow audibility of the instructor.

Shop Areas

- Adequate space for a tool crib and storage
- Minimum 10 foot ceiling height in shop areas
- Minimum 150 sq. ft./student (not including tool crib and storage)
- Adequate heating, lighting and ventilation.
- Refuse and recycling bins for used shop materials.
- First-aid equipment.
- Shops will support practical requirements as outlined in the program outline.

Student Facilities

- Adequate eating area as per WorkSafeBC requirements (4.84 OHS Regulation and Guidelines)
- Adequate washroom facilities as per WorkSafeBC requirements (4.85 OHS Regulation and Guidelines)
- Personal Storage lockers

Instructor's Office Space

- Adequate office space for student consultation
- Desk and filing space
- Computer
- Internet access
- Printer
- Adequate storage facilities for material and training aids
- Access to photocopier
- Telephone



TOOLS AND EQUIPMENT

Hand Tools

Saw	Scrub brush
Pie knife	Hammer
Sanders	Light cord
Trowels	File
Stilts	Hand taping tools
Screwdrivers	Super taper
Knives	Hopper (taping)
Hawk	Hopper method
Pan	Snips
Masks	Water hose and
Clothing	

Power Tools

Mitre saws	Texture machines
Mixer / paddle	Paint machines
Screw gun	Vacuum/cleaner
Vacuum sander	Drill (cordless)
	Stapler

Mechanical Tools

Bazooka	Flat boxes (handles)
Pump	Corner applicators
Parts	Pumps
Roller	Corner flushers
Flushers	

PPE

Safety footwear	Head protection (hard hat)
Safety vest	Respiratory protection
Eye protection	Clothing
Ear protection	Fall protection
	Gloves

Equipment

Texture machine	Manufactured saw horses
Baker scaffold	Ladders
Access frame scaffold	Tool box
Pencil	Light cord
2' and 4'magnetic level	Lights 200 watt
Sharpening stone	Extension cords



Chalk line	½" chuck drill
Dry line	Whipps
Metric and imperial tape	Mud box
measures	Mud buckets 5 gallon
Framing square	First Aid kit
T-square	Tape (drywall)
Chalk line	Super taper
Dry line	Sanding poles
Spirit level	Sand paper
Laser beacon	Texture machine (airless)
Air circulating fans	Paint machine
Masking machine	



FACULTY CREDENTIAL AND EXPERIENCE REQUIREMENTS

The instructor must possess one of the following:

- A BC Certificate of Qualification as a Drywall Finisher plus four years experience as a journey person.
- Certificate of Qualification from another Canadian jurisdiction plus four years experience as a journey person.
- A minimum of 7 years experience (1500 hrs/yr) working in the industry as a journeyperson.

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

- An Instructors Diploma or equivalent
- A Bachelors Degree in Education
- A Masters Degree in Education



REQUIRED TEXTBOOKS, LAB OR SHOP MANUALS, EQUIPMENT, ETC

Drywall Finisher Manual – Queen’s Printer, Published by the Drywall Tapers & Finishers Local 2009

Wall & Ceiling Installer Module A – Queen’s Printer – Published by the ITA