

Red Seal Occupational Standard

Drywall Finisher and Plasterer



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Canada 

Red Seal Occupational Standard

Drywall Finisher and Plasterer



Title: Drywall Finisher and Plasterer

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Foreword

The Canadian Council of Directors of Apprenticeship (CCDA) recognizes this Red Seal Occupational Standard (RSOS) as the Red Seal standard for the drywall finisher and plasterer trade.

Background

The first National Conference on Apprenticeship in Trades and Industries, held in Ottawa in 1952, recommended that the federal government be requested to cooperate with provincial and territorial apprenticeship committees and officials in preparing analyses of a number of skilled occupations. Employment and Social Development Canada (ESDC) funds the Red Seal Program, which, under the guidance of the CCDA, develops a national occupational standard for each of the Red Seal trades.

Standards have the following objectives:

- to describe and group the tasks performed by skilled workers;
- to identify which tasks are performed in every province and territory;
- to develop instruments for use in the preparation of Interprovincial Red Seal Examinations and assessment tools for apprenticeship and certification authorities;
- to develop common tools for apprenticeship on-the-job and technical training in Canada;
- to facilitate the mobility of apprentices and skilled workers in Canada;
- to supply employers, employees, associations, industries, training institutions and governments with occupational standards.

Any questions, comments, or suggestions for changes, corrections, or revisions to this standard or any of its related products may be forwarded to:

Trades and Apprenticeship Division
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Special thanks are offered to the following representatives who contributed greatly to the original draft of the standard and provided expert advice throughout its development:

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Christopher Parada Duarte	Ontario
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This standard was prepared by the Apprenticeship and Sectoral Initiatives Directorate of ESDC. The coordinating, facilitating and processing of this standard were undertaken by employees of the standards development team of the Trades and Apprenticeship Division and of Ontario, the host jurisdiction for this trade.

Structure of the Occupational Standard

This standard contains the following sections:

Methodology: an overview of the process for development, review, validation and weighting of the standard

Description of the Drywall Finisher and Plasterer Trade: an overview of the trade's duties, work environment, job requirements, similar occupations and career progression

Trends in the Drywall Finisher and Plasterer Trade: some of the trends identified by industry as being the most important for workers in this trade

Skills for Success Summary: an overview of how each of the skills for success (formerly called essential skills) is applied in this trade

Roles and Opportunities for Skilled trades in a Sustainable Future: an overarching description of how in the context of climate change, skilled trades play a large role in implementing solutions and adjusting to changes in the world. In addition to highlighting the importance of this awareness, the standard may also contain more details on activities, skills and knowledge elements that are specific to the trade

Industry Expected Performance: description of the expectations regarding the level of performance of the tasks, including information related to specific codes, regulations and standards that must be observed

Language Requirements: description of the language requirements for working and studying in this trade in Canada

Pie Chart of Red Seal Examination Weightings: a graph which depicts the national percentages of exam questions assigned to the major work activities

Task Matrix and Weightings: a chart which outlines graphically the major work activities, tasks and sub-tasks of this standard and the national percentages of exam questions assigned to the major work activities and tasks

Harmonization of Apprenticeship Training: the aspects of apprenticeship training that participating provinces and territories have agreed upon to substantively align apprenticeship systems across Canada

Major Work Activity (MWA): the largest division within the standard that is comprised of a distinct set of trade activities

Task: distinct actions that describe the activities within a major work activity

Task Descriptor: a general description of the task

Sub-task: distinct actions that describe the activities within a task

Skills:

Performance Criteria: description of the activities that are done as the sub-task is performed

Evidence of Attainment: proof that the activities of the sub-task meet the expected performance of a tradesperson who has reached journeyperson level

Range of Variables: elements and examples (not all-inclusive) that provide a more in-depth description of a term used in the performance criteria and evidence of attainment

Knowledge:

Learning Outcomes: describes what should be learned relating to a sub-task while participating in technical or in-school training

Learning Objectives: topics to be covered during technical or in-school training in order to meet the learning outcomes for the sub-task

Range of Variables: elements and examples (not all-inclusive) that provide a more in-depth description of a term used in the learning outcomes and learning objectives

Appendix A – Acronyms: a list of acronyms used in the standard with their full name

Appendix B – Tools and Equipment / Outils et équipement : a bilingual non-exhaustive list of tools and equipment used in this trade

Appendix C – Glossary / Glossaire : bilingual definitions or explanations of selected technical terms used in the standard

Methodology

Development of the Standard

A draft standard is developed by a broad group of trade representatives, including tradespeople, instructors and employers at a National Workshop led by a team of facilitators. This draft standard breaks down all the tasks performed in the occupation and describes the knowledge and abilities required for a tradesperson to demonstrate competence in the trade.

Harmonization of Apprenticeship Training

An analysis of all provinces' and territories' apprenticeship programs is performed and recommendations are made on harmonizing the name of the trade, the hours of training required and the number of levels of training. Provinces and territories consult with their respective industry stakeholders on these elements and revisions are discussed until consensus is reached. Following the development of the workshop draft of the RSOS, participants discuss and come to consensus on the sequence of training topics, as expressed in the new standard. Their sequencing recommendations are reviewed by stakeholders in participating provinces and territories and further discussions are convened to reach consensus and to identify any exceptions.

Online Survey

Stakeholders are asked to review and validate the activities described in the new standard via an online survey. These stakeholders are invited to participate in this consultation through apprenticeship authorities, as well as national stakeholder groups.

Draft Review

The RSOS development team forwards a copy of the standard to provincial and territorial authorities who consult with industry representatives to review it. Their recommendations are assessed and incorporated into the standard.

Validation and Weighting

Participating provinces and territories also consult with industry to validate and weight the document for the purpose of planning the makeup of the Red Seal Interprovincial Examination for the trade. They validate and weight the major work activities (MWA), tasks and sub-tasks, of the standard as follows:

MWA	Each jurisdiction assigns a percentage of questions to each MWA for an examination that would cover the entire trade.
Tasks	Each jurisdiction assigns a percentage of exam questions to each task within a MWA.
Sub-tasks	Each jurisdiction indicates, with a “yes” or “no”, whether or not each sub-task is performed by skilled workers within the occupation in its jurisdiction.

The results of this exercise are submitted to the RSOS development team who then analyzes the data and incorporates it into the document. The RSOS provides the individual jurisdictional validation results as well as the national averages of all responses. The national averages for MWA and task weighting guide the Interprovincial Red Seal Examination plan for the trade.

The validation of the RSOS is used to identify common core sub-tasks across Canada for the occupation. If at least 70% of the responding jurisdictions' industry performs a sub-task, it shall be considered common core. Interprovincial Red Seal Examination questions are limited to the common core sub-tasks identified through this validation process.

Definitions for Validation and Weighting

yes	sub-task performed by qualified workers in the occupation in that province or territory
no	sub-task not performed by qualified workers in the occupation in that province or territory
NV	standard <u>N</u> ot <u>V</u> alidated by that province or territory
ND	trade <u>N</u> ot <u>D</u> esignated in a province or territory
Not Common Core (NCC)	sub-task, task or MWA performed less than 70% of responding jurisdictions; these will not be tested by the Interprovincial Red Seal Examination for the trade
National Average %	average percentage of questions assigned to each MWA and task in Interprovincial Red Seal Examination for the trade

Provincial/Territorial Abbreviations

NL	Newfoundland and Labrador
NS	Nova Scotia
PE	Prince Edward Island
NB	New Brunswick
QC	Quebec
ON	Ontario
MB	Manitoba
SK	Saskatchewan
AB	Alberta
BC	British Columbia
NT	Northwest Territories
YT	Yukon Territory
NU	Nunavut

Description of the Drywall Finisher and Plasterer Trade

“Drywall Finisher and Plasterer” is this trade’s official Red Seal occupational title approved by the CCDA. This standard covers tasks performed by drywall finishers and plasterers.

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

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

Drywall finishers and plasterers work in the construction industry, largely in the institutional, commercial and residential sectors. They may be employed by drywall finishing contractors or be self-employed.

Drywall finishers and plasterers use a wide variety of hand, power, and layout and measuring tools. They mix compounds and fast-setting materials using electrical mixers. They may apply tape using automatic taping tools or hand tools such as hawks, trowels and taping knives. Drywall finishers and plasterers occasionally texture walls and ceilings using power compressors. Measuring tools are used to lay out the location of mouldings and ornaments on walls and ceilings. Access equipment such as scaffolding, ladders and scissor lifts are used for hard-to-reach areas.

Drywall finishers and plasterers may practice the full scope of the trade or specialize. Many work indoors on new construction sites while others work on older buildings doing repairs or renovations. They often work at heights, in noisy and dusty conditions, and alongside other trades.

Key attributes for people entering this trade include physical endurance, flexibility and strength as the work requires a lot of standing, bending and lifting. Manual dexterity and good eye-hand coordination are necessary as are good vision and spatial perception. The ability to estimate and calculate size and dimensions is important and an artistic aptitude is helpful in restorative work. Attention to detail, problem solving and job planning skills are also important attributes.

This standard recognizes similarities or overlaps with the work of bricklayers, painters and decorators, lathers (interior systems mechanics), concrete finishers and carpenters.

Experienced drywall finishers and plasterers may advance to supervisory and mentorship positions or other related areas such as construction management, instruction and inspection.

Trends in the Drywall Finisher and Plasterer Trade

Health and Safety

The use of PPE such as respirators and masks are required on the job by companies to avoid health problems.

Tools and Equipment

There have been some advances in the tools which drywall finishers and plasterers use. For example, automatic taping tools and machines make the process of taping more efficient.

Products/Materials

New compound options with better adhesive properties are being introduced that can make applications easier since they are lighter, more ergonomic and fast-setting. There are options for new tape materials that improve embedding, and these require careful application. There are new drywall materials, such as impact-resistant and fibre mat.

Other

The work environment where drywall is finished is very important. Heating the work environment can be necessary for proper application of tape and compounds. Air circulation is also a factor to be considered for drying and curing time.

Skills for Success Summary

Skills for Success are needed in a quickly changing world for work, learning and life. They are foundational for building other skills and important for effective social interaction. Everyone benefits from having these skills as they help individuals get a job, progress at their current job and change jobs. They also help individuals become active members of their community and succeed in learning.

Through extensive research and consultations, the Government of Canada launched the new Skills for Success model renewing the previous Essential Skills framework to better reflect the needs of the current and future labour market.

The application of these skills may be described throughout this document within the skills and knowledge which support each sub-task of the trade. The following are summaries of the requirements in each of the Skills for Success.

Adaptability

Strong adaptability skills help drywall finishers and plasterers deal effectively with change and to learn new skills and behaviours when needed, stay focused on their responsibilities and goals, and not give up when situations are difficult. Drywall finishers and plasterers use this skill to change work plans to meet new deadlines, learn how to work with new tools and improve their skills through feedback. These skills help them stay positive and manage the stress that can come from changes in the workplace.

Collaboration

Modern workplaces are more diverse, and drywall finishers and plasterers may often work with other tradespeople from different backgrounds and cultures to complete tasks and solve problems. It is important to be able to work respectfully with people who have different professions, experiences, cultures, and backgrounds.

Collaboration skills help drywall finishers and plasterers perform better in a team by understanding how to support and value others, manage difficult interactions and contribute to the team's work. Strong collaboration skills help drywall finishers and plasterers build and maintain positive relationships with others at work.

Communication

Some tasks performed by drywall finishers and plasterers require communication skills, including discussing safety issues, work schedules, modifications, materials and equipment with supervisors, contractors, inspectors, building managers, clients, suppliers and other tradespeople. Drywall finishers and plasterers may explain the fabrication, construction, installation and repair procedures to clients as well. They may also instruct others, such as an apprentice or a work crew, by explaining and demonstrating procedures. Communication skills are important for developing good working relationships with co-workers and clients, including those from different backgrounds and cultures.

Creativity and Innovation

Creativity and innovation skills help drywall finishers and plasterers come up with new, unique, or “outside the box” ideas or to approach something differently than in the past. A curious mindset that finds inspiration from a broad range of experiences and perspectives helps develop creativity and innovation skills. With strong creativity and innovation skills, drywall finishers and plasterers can also support and inspire others to develop their own creativity and innovation.

Digital

Drywall finishers and plasterers use digital devices such as tablets and smartphones to communicate with others, record job changes and daily activities, track job progress, order materials and perform Internet research.

Numeracy

Numeracy skills are important in the everyday work of drywall finishers and plasterers. Mathematical skills are used in taking measurements. Drywall finishers and plasterers may create project timelines, calculating time requirements for tasks in the project. They may also calculate amounts for supplies.

Problem solving

Drywall finishers and plasterers require problem solving skills to identify, analyze, propose solutions, and make decisions. The ability to think, make decisions, and solve problems effectively improves the way drywall finishers and plasterers carry out activities, and meet goals and deadlines at work.

Reading

Drywall finishers and plasterers require reading skills to gather information from forms and labels. They also need to read to understand more complex texts such as equipment and policy and procedure manuals, specifications and safety regulations. They read bulletins and brochures from suppliers describing new products and technologies.

Writing

Writing skills are used by drywall finishers and plasterers to write notes to themselves to record information, such as a personal log of what work was completed on a given day. They may also write notes to supervisors requesting more information or materials or write notes summarizing discussions and decisions at a weekly toolbox or safety meeting. They may also need to complete documents such as incident reports.

Roles and Opportunities for Skilled Trades in a Sustainable Future

Climate change affects all of us. Trades play a large role in implementing solutions and adjusting to changes in the world.

Throughout this standard, there may be specific references to tasks, skills and knowledge that clearly show this trade's role in a more sustainable future. Each trade has different roles to play and contributions to make in their own way.

For example:

- Construction tradespeople need to consider the materials they are using, building methods, and improvements to mechanical and electrical installations. There are important changes to codes and standards to help meet the climate change goals and commitments set for 2030 and 2050. Retrofits and new construction of low-energy buildings provide enormous opportunities for workers in this sector. Concepts, such as energy efficiency and regarding buildings as systems are foundational.
- Automotive and mechanical trades are seeing a shift towards the electrification of vehicles and equipment. As a result, new skills and knowledge will be required for tradespeople working in this sector. There are mandates for sales of new light-duty zero-emission vehicles (ZEV) in Canada, with the goal of achieving 100% ZEV sales by 2035. Due to this mandate, the demand for these vehicles is growing quickly among consumers and fleets. With this escalating demand, the need for skilled workers to maintain and repair these vehicles is also increasing.
- In industrial and resource sectors, there is pressure to move towards increased electrification of industrial processes. Many industrial and commercial facilities are also being upgraded to improve energy efficiency in areas such as lighting systems, and new production processes and technologies. There are also opportunities in carbon capture, utilization and storage (CCUS), as well as the production and export of low-carbon hydrogen.
- Trades in the service sector may also need to be aware of responsible sourcing, as well as efficient use of products and materials. New ways of working better are always a part of the job.

There are fast-moving changes in guidelines, codes, regulations and specifications. Many are being implemented for the purpose of energy efficiency and climate change. Those that affect specific trades may be mentioned within the standard. Examples of these guidelines and legislation include:

- The National Energy Code of Canada for Buildings (NECB).
- The Canadian Net-Zero Emissions Accountability Act (CNZEAA).
- programs that encourage sustainable building design and construction such as Leadership in Energy and Environmental Design (LEED) and the Zero Carbon Building (ZCB) standards.
- the Montreal Protocol for phasing out R22 refrigerants.
- energy efficiency programs such as ENERGY STAR.
- principles of the United Nations Declaration for the Rights of Indigenous Peoples pertaining to energy sector development.

Apprentices and tradespeople need to increase their climate literacy and reinforce their own understanding of energy issues and environmental practices. It is important for them to understand why these changes are happening and their effect on trades' work. While individual tradespeople and apprentices may not be able to choose certain elements like; the architectural design of buildings, building material selection, regulatory requirements, use of electric vehicles and technologies, they must understand the impact of using these elements in their work. Impacts include using environmentally friendly products and following requirements related to the disposal and recycling of materials.

In apprenticeship, as well as in ongoing professional development, employers and instructors should encourage learning about these concepts, why they are important, how they are implemented, and the overarching targets they are aiming to achieve.

All in all, it's about doing the work better and building a better world.

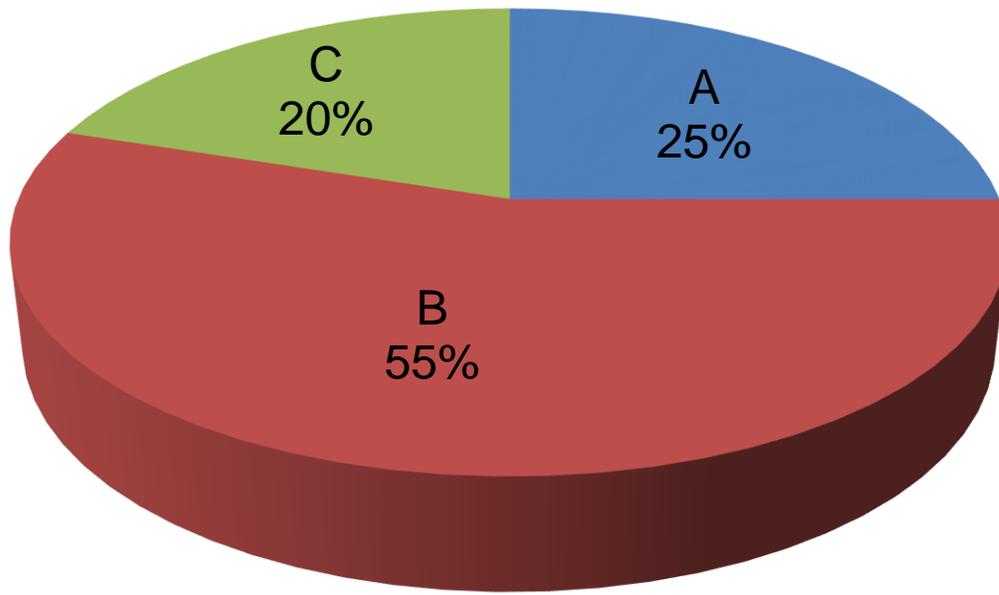
Industry Expected Performance

All tasks must be performed according to the applicable jurisdictional codes. All health and safety standards must be respected and observed. Work should be performed efficiently and to a high quality without material waste or environmental damage. All requirements of employers, supervisors, engineers, designers, manufacturers, clients and quality control policies must be met. At a journeyperson level of performance, all tasks must be done with minimal direction and supervision. As a journeyperson progresses in their career there is an expectation they continue to upgrade their skills and knowledge to maintain pace with industry and promote continuous learning in their trade through mentoring of apprentices.

Language Requirements

It is expected that journeypersons are able to understand and communicate in either English or French, which are Canada's official languages. English or French are the common languages of business as well as languages of instruction in apprenticeship programs.

Pie Chart of Red Seal Examination Weightings



MWA A	Performs common occupational skills	25%
MWA B	Prepares, tapes and finishes drywall	55%
MWA C	Performs repairs and restorations	20%

This pie chart represents a breakdown of the interprovincial Red Seal examination. Percentages are based on the collective input from workers from the trade from across Canada. The Task Matrix on the next pages indicates the breakdown of tasks and sub-tasks within each Major Work Activity and the breakdown of questions assigned to the Tasks. The Interprovincial examination for this trade has 100 questions.

Drywall Finisher and Plasterer

Task Matrix and Weightings

A – Performs common occupational skills

25%

Task A-1 Performs safety-related functions 7%	A-1.01 Maintains safe work environment	A-1.02 Uses personal protective equipment (PPE) and safety equipment	
Task A-2 Uses and maintains tools and equipment 5%	A-2.01 Uses access and lifting equipment	A-2.02 Maintains tools and equipment	
Task A-3 Performs common work practices and procedures 11%	A-3.01 Handles materials	A-3.02 Plans project	A-3.03 Prepares worksite
	A-3.04 Inspects surfaces	A-3.05 Mixes compounds	A-3.06 Cleans premises after job completion
	A-3.07 Verifies work completed		
Task A-4 Uses communication and mentoring techniques 2%	A-4.01 Uses communication techniques	A-4.02 Uses mentoring techniques	

B – Prepares, tapes and finishes drywall

55%

Task B-5 Prepares for taping 3%	B-5.01 Prepares drywall surface	B-5.02 Pre-fills drywall	
Task B-6 Tapes drywall 28%	B-6.01 Tapes to fire-rate (fire-proof) and gas-proof (smoke-seal) surfaces	B-6.02 Embeds tape	B-6.03 Installs beads and trim
	B-6.04 Applies multiple coats of compound manually	B-6.05 Applies coats of compound using automatic taping tools	B-6.06 Scuff-sands between coats
Task B-7 Finishes drywall 19%	B-7.01 Applies level 5 finish	B-7.02 Performs touch-ups	B-7.03 Performs final sanding
	B-7.04 Performs wet sanding		

C – Performs repairs and restorations

20%

Task C-8 Troubleshoots problems 9%	C-8.01 Determines cause of problem	C-8.02 Determines type of repair	
Task C-9 Repairs taped drywall surfaces 7%	C-9.01 Seals surfaces and stains	C-9.02 Repairs drywall	
Task C-10 Repairs plastered surfaces and restores textured surfaces and mouldings 4%	C-10.01 Repairs plastered surfaces	C-10.02 Restores textured surfaces	C-10.03 Restores mouldings

Harmonization of Apprenticeship Training

Provincial and territorial apprenticeship authorities are each responsible for their respective apprenticeship programs. In the spirit of continual improvement, and to facilitate mobility among apprentices in Canada, participating authorities have agreed to work towards harmonizing certain aspects of their programs where possible. After consulting with their stakeholders in the trade, they have reached consensus on the following elements. Note that implementation of these elements may vary from jurisdiction to jurisdiction, depending on their own circumstances. For more information on the implementation in any province and territory, please contact that jurisdiction's apprenticeship authority.

1. Trade Name

The official Red Seal name for this trade is Drywall Finisher and Plasterer.

2. Number of Levels of Apprenticeship

The number of levels of technical training recommended for this trade is one (1).

3. Total Training Hours

The total hours of training, including both on-the-job and in-school training for this trade is 5400.

4. Sequencing Topics and Related Sub-tasks

The topic titles in the table below are placed in a column for each apprenticeship level for technical training. Each topic is accompanied by the sub-tasks and their reference number.

Level 1	
Safety-Related Functions	
1.01 Maintains safe work environment	
1.02 Uses personal protective equipment (PPE) and safety equipment	
Tools and Equipment	
2.01 Uses access and lifting equipment	
2.02 Maintains tools and equipment	
Common Work Practices and Procedures	
3.01 Handles materials	
3.02 Plans project	
3.03 Prepares worksite	
3.04 Inspects surfaces	
3.05 Mixes compounds	
3.06 Cleans premises after job completion	
3.07 Verifies work completed	
Communication and Mentoring	
4.01 Uses communication techniques	
4.02 Uses mentoring techniques	
Prepares for Taping	
5.01 Prepares drywall surface	
5.02 Pre-fills drywall	

Tapes Drywall

- 6.01 Tapes to fire-rate (fire-proof) and gas-proof (smoke-seal) surfaces
- 6.02 Embeds tape
- 6.03 Installs beads and trim
- 6.04 Applies multiple coats of compound manually
- 6.05 Applies coats of compound using automatic taping tools
- 6.06 Scuff-sands between coats

Finishes Drywall

- 7.01 Applies level 5 finish
- 7.02 Performs touch-ups
- 7.03 Performs final sanding
- 7.04 Performs wet sanding

Troubleshooting

- 8.01 Determines cause of problem
- 8.02 Determines type of repair

Repairs Taped Drywall Surfaces

- 9.01 Seals surfaces and stains
- 9.02 Repairs drywall

Repairs Plastered Surfaces and Restores Textured Surfaces and Mouldings

- 10.01 Repairs plastered surfaces
- 10.02 Restores textured surfaces
- 10.03 Restores mouldings

Major Work Activity A

Performs common occupational skills

Task A-1 Performs safety-related functions

Task Descriptor

In order to be safe, drywall finishers and plasterers need to maintain a safe work environment, wear personal protective equipment (PPE) and know the location of and how to operate safety equipment.

A-1.01 Maintains safe work environment

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
A-1.01.01P	identify, report and respond to worksite hazards	worksite hazards are identified, reported and responded to according to Occupational Health and Safety (OH&S) and company policies
A-1.01.02P	perform safe work practices	safe work practices are performed according to OH&S and company policies
A-1.01.03P	apply preventative fire safety precautions when working with flammable liquids or gases, and combustible materials	preventative fire safety precautions when working with flammable liquids or gases, and combustible materials are applied according to OH&S and company policies
A-1.01.04P	perform good housekeeping practices	good housekeeping practices are performed according to OH&S and company policies
A-1.01.05P	report injuries promptly and precisely, and apply first aid procedures	injuries are reported promptly and precisely, and first aid procedures are applied according to OH&S and company policies
A-1.01.06P	become aware of evacuation routes and muster points	evacuation routes and designated muster points are known
A-1.01.07P	interpret safety documentation	safety documentation is interpreted
A-1.01.08P	wet sand when a dust-free environment is required	wet sanding is performed when a dust-free environment is required
A-1.01.09P	attend toolbox talks and safety meetings	toolbox talks and safety meetings are attended

Range of Variables

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

safe work practices include: staying inside guards and barricades, wearing required clothing (not loose or torn), gathering/securing long hair, removing jewellery, wearing PPE, being aware of first aid station location

housekeeping practices include: cleaning up spills or leaks; keeping work area clean and clear of obstructions; storing tools, equipment and materials in a designated location

safety documentation includes: Safety Data Sheets (SDS), Workplace Hazardous Materials Information System (WHMIS) labels, emergency contacts and information, company policies, onsite orientation packages, logbooks and sign-in sheets

Knowledge		
	Learning Outcomes	Learning Objectives
A-1.01.01L	demonstrate knowledge of safe work practices and procedures	describe safe work practices , procedures and equipment
		describe unsafe work practices and associated risks
		identify potential hazards and ways to control and handle them
		describe good housekeeping practices
		interpret information pertaining to safety documentation
		describe first aid practices
		describe safe lifting techniques when unloading equipment and materials
A-1.01.02L	demonstrate knowledge of training and certification requirements pertaining to safety	describe importance of knowing evacuation routes and muster points
		identify training requirements and certification requirements pertaining to safety
A-1.01.03L	demonstrate knowledge of regulatory requirements pertaining to safety	identify workplace safety and health regulations

Range of Variables

safe work practices include: staying inside guards and barricades, wearing required clothing (not loose or torn), gathering/securing long hair, removing jewellery, wearing PPE, being aware of first aid station location

unsafe work practices include: working under influence of drugs or alcohol; lack of sleep; working in a state of emotional/psychological distress; unsafe movement on scaffolding (surfing); using worn, damaged or defective power tools and equipment

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

housekeeping practices include: cleaning up spills or leaks; keeping work area clean and clear of obstructions; storing tools, equipment and materials in a designated location

safety documentation includes: Safety Data Sheets (SDS), Workplace Hazardous Materials Information System (WHMIS) labels, emergency contacts and information, company policies, onsite orientation packages, logbooks and sign-in sheets

training requirements include: fall protection, working at heights, power-elevated work platforms, confined space entry, material handling, use of power tools, WHMIS training, PPE training, stilts training, jurisdiction-specific safety training

workplace safety and health regulations include: WHMIS, OH&S, jurisdiction-specific health and safety regulations

A-1.02 Uses personal protective equipment (PPE) and safety equipment

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills		
	Performance Criteria	Evidence of Attainment
A-1.02.01P	select and use PPE and safety equipment	PPE and safety equipment are selected and used according to job task, OH&S and company policies
A-1.02.02P	inspect and remove from service worn, damaged, expired and defective PPE and safety equipment	worn, damaged, expired and defective PPE and safety equipment are inspected and removed from service according to OH&S and company policies
A-1.02.03P	wear and adjust PPE	PPE is worn and adjusted to ensure fit and optimum protection according to OH&S and company policies
A-1.02.04P	maintain and store PPE and safety equipment	PPE and safety equipment are maintained and stored according to OH&S and company policies

Range of Variables

PPE includes: body harnesses; head, eye, ear, respiratory, hand, foot and skin protection

safety equipment includes: first aid supplies, fire extinguishers, barricades, signs, eye wash stations, high-visibility vests

Knowledge

	Learning Outcomes	Learning Objectives
A-1.02.01L	demonstrate knowledge of PPE and safety equipment , their applications, limitations, maintenance, storage and procedures for use	identify types of PPE and safety equipment and describe their applications, limitations, maintenance, storage and procedures for use
		describe importance of expiry dates on PPE and safety equipment
A-1.02.02L	demonstrate knowledge of training and certification requirements pertaining to PPE and safety equipment	describe certification and training requirements for PPE and safety equipment
A-1.02.03L	demonstrate knowledge of regulatory requirements pertaining to PPE and safety equipment	describe safety and health regulations pertaining to the use of PPE and safety equipment

Range of Variables

PPE includes: body harnesses; head, eye, ear, respiratory, hand, foot and skin protection

safety equipment includes: first aid supplies, fire extinguishers, barricades, signs, eye wash stations, high-visibility vests

safety and health regulations include: WHMIS, OH&S, jurisdiction-specific health and safety regulations

Task A-2 Uses and maintains tools and equipment

Task Descriptor

Drywall finishers and plasterers use access equipment to work at heights. They use lifting equipment to move materials. Proper maintenance of tools and equipment is important for safety and enables job tasks to be completed as intended.

A-2.01 Uses access and lifting equipment

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
A-2.01.01P	select and use access equipment	access equipment is selected and used according to job task, manufacturers' specifications and jurisdictional regulations
A-2.01.02P	perform pre-operational checks of access equipment	pre-operational checks of access equipment are performed to ensure that guards and safety devices are in place, secured, not damaged, and in compliance with OH&S and company policies
A-2.01.03P	select and use lifting equipment	lifting equipment is selected and used according to job task, manufacturers' specifications and jurisdictional regulations
A-2.01.04P	operate lifting equipment	lifting equipment is operated according to OH&S and company policies
A-2.01.05P	inspect and identify worn, damaged and defective access and lifting equipment , and remove from service	worn, damaged and defective access and lifting equipment is identified and removed from service according to manufacturers' specifications, jurisdictional regulations and company policies
A-2.01.06P	establish solid and level footing for access equipment	solid and level footing for access equipment is established
A-2.01.07P	identify hazards when erecting access equipment	hazards are identified according to site conditions
A-2.01.08P	set up and erect access equipment	access equipment is set up and erected according to OH&S and jurisdictional regulations
A-2.01.09P	clean, maintain and store access equipment	access equipment is kept clean, maintained and stored according to manufacturers' specifications and company policies

Range of Variables

access equipment includes: ladders, rolling scaffolds, motorized lifts, step ladders, scaffolding, stilts

lifting equipment includes: dollies, pallet jacks, scaffolding

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards, power lines

Knowledge		
	Learning Outcomes	Learning Objectives
A-2.01.01L	demonstrate knowledge of access equipment , its applications, limitations, maintenance and storage	identify types of access equipment , and describe their applications, limitations, maintenance and storage
A-2.01.02L	demonstrate knowledge of procedures to use and operate access equipment	identify hazards and describe safe work practices and procedures
		describe procedures to use and operate access equipment
		describe procedures to inspect access equipment
		describe procedures to perform pre-operational checks for access equipment
		describe safe angles of ladders
		describe three-point contact rule
		describe importance of being aware of worksite surroundings
A-2.01.03L	demonstrate knowledge of lifting equipment , its applications, limitations, maintenance and storage	identify types of lifting equipment , and describe their applications, limitations, maintenance and storage
A-2.01.04L	demonstrate knowledge of procedures to use and operate lifting equipment	identify hazards and describe safe work practices and procedures to use and operate lifting equipment
		describe procedures to use and operate lifting equipment
		describe procedures to perform pre-operational checks for lifting equipment
A-2.01.05L	demonstrate knowledge of training requirements pertaining to access and lifting equipment	identify training requirements pertaining to access and lifting equipment
A-2.01.06L	demonstrate knowledge of regulatory requirements to use access and lifting equipment	identify and interpret regulations pertaining to access and lifting equipment

Range of Variables

access equipment includes: ladders, rolling scaffolds, motorized lifts, step ladders, scaffolding, stilts

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards, power lines

worksite surroundings include: uneven surfaces, overhead hazards, drop-offs

lifting equipment includes: dollies, pallet jacks, scaffolding

A-2.02 Maintains tools and equipment

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
A-2.02.01P	inspect and identify worn, damaged and defective tools and equipment , and remove from service	worn, damaged and defective tools and equipment are removed from service according to jurisdictional regulations and company policies
A-2.02.02P	clean and dry tools and equipment before storing	tools and equipment are cleaned and dried before storing according to manufacturers' specifications and company policies
A-2.02.03P	lubricate tools and equipment	tools and equipment are lubricated according to manufacturers' specifications
A-2.02.04P	adjust tools and equipment	tools and equipment are adjusted according to job task
A-2.02.05P	remove nicks from edges of tools	nicks from edges of tools are removed
A-2.02.06P	store tools and equipment in designated areas	tools and equipment are stored in designated areas according to company policies

Range of Variables

damage includes: wear and tear, rust, missing or broken components

tools and equipment include: see Appendix B

Knowledge

Learning Outcomes	Learning Objectives
A-2.02.01L	demonstrate knowledge of tools and equipment , their characteristics and applications
A-2.02.02L	identify tools and equipment , and describe their characteristics and applications
	describe procedures for use of tools and equipment
	identify hazards and describe safe work practices pertaining to use of tools and equipment
	describe procedures to inspect tools and equipment for damage
	describe procedures to maintain tools and equipment
	describe procedures to dispose of tools and equipment
	describe procedures to store tools and equipment

Range of Variables

tools and equipment include: see Appendix B

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, power lines, pinch points, poor housekeeping, overhead hazards

damage includes: wear and tear, rust, missing or broken components

Task A-3 Performs common work practices and procedures

Task Descriptor

Drywall finishers and plasterers perform common work practices and procedures such as handling and mixing materials, planning projects, preparing worksites, verifying work completed and practicing good housekeeping.

A-3.01 Handles materials

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
A-3.01.01P	verify that products delivered match purchase order	products delivered match purchase order and are delivered on schedule according to worksite conditions
A-3.01.02P	organize materials	materials are organized according to worksite conditions
A-3.01.03P	place materials on elevated and contaminant-free surfaces	materials are placed on elevated and contaminant-free surfaces
A-3.01.04P	cover and protect materials while working	materials are covered and protected while working
A-3.01.05P	store materials in secure designated locations for duration of project	materials are stored in secure designated locations for duration of project according to manufacturers' specifications and job specifications
A-3.01.06P	move material using equipment	material is moved using equipment according to worksite conditions
A-3.01.07P	salvage surplus materials for future use	surplus materials are salvaged for future use
A-3.01.08P	dispose of materials in designated containers	materials are disposed of in designated containers

Range of Variables

materials include: compounds, beads, tape, sandpaper, sanding sponges, adhesives, fasteners

manufacturers' specifications (for storage) include: climate control, humidity levels, away from wet surroundings, elevated off concrete, avoiding breaks in bags

equipment includes: dollies, hand carts, scaffolds, pallet jacks

designated containers include: recycling bins, garbage containers

Knowledge

Learning Outcomes	Learning Objectives
A-3.01.01L	demonstrate knowledge of materials , their characteristics and applications
A-3.01.02L	demonstrate knowledge of procedures to handle materials
	identify types of materials , and describe their characteristics and applications
	identify equipment used to handle materials , and describe their procedures for use
	identify hazards and describe safe work practices to handle materials
	describe procedures to handle materials
	describe procedures to organize materials
	describe procedures to store materials
	describe procedures to dispose of materials
	identify expired and contaminated materials
A-3.01.03L	demonstrate knowledge of training and certification requirements pertaining to handling of materials
A-3.01.04L	demonstrate knowledge of regulatory requirements pertaining to handling of materials
	identify training and certification requirements pertaining to handling of materials
	identify standards and regulations pertaining to handling of materials

Range of Variables

materials include: compounds, beads, tape, sandpaper, sanding sponges, adhesives, fasteners

equipment includes: dollies, hand carts, scaffolds, pallet jacks

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

A-3.02 Plans project

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
A-3.02.01P	coordinate work with <i>other trades</i>	work with <i>other trades</i> is coordinated
A-3.02.02P	determine tools, equipment and materials required for project	tools, equipment and materials required for project are determined according to job task and industry practice
A-3.02.03P	estimate amount of time and materials required for task	amount of time and materials required for task is estimated according to industry standards
A-3.02.04P	determine sequence of operations	sequence of operations is determined

Range of Variables

other trades include: painters and decorators, tilers, carpenters, construction electricians, refrigeration and air conditioning mechanics, floorcovering installers, plumbers, lathers (interior systems mechanics)

Knowledge

	Learning Outcomes	Learning Objectives
A-3.02.01L	demonstrate knowledge of procedures to plan projects	describe procedures to plan projects
		identify <i>factors</i> that affect scheduling of work
		identify impact of <i>factors</i> on timing and work sequence
		describe sequence of operations and timing of procedures
A-3.02.02L	demonstrate knowledge of <i>mathematical calculations</i> required to estimate materials and supplies	describe procedures used to interpret plans and specifications
		calculate area and linear measurements
		calculate material coverage
		perform calculations using metric and imperial measurements

Range of Variables

factors include: site, weather and environmental conditions; work of other trades; material properties; public safety; accessibility to work area for conveyance of materials and equipment; pre-construction meetings; availability of materials and supplies

mathematical calculations include: surface area, linear measurement, quantity requirements

A-3.03 Prepares worksite

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
A-3.03.01P	place barriers to cordon off work area	barriers are placed to cordon off work area according to jurisdictional regulations and company policies
A-3.03.02P	protect surrounding area from dust, overspray, drips and splatter	surrounding area is protected from dust, overspray, drips and splatter using polyethylene (plastic) or brown paper
A-3.03.03P	sweep and remove debris from work area and place in designated container	debris is swept and removed from work area and placed in designated container
A-3.03.04P	select and place lighting	lighting is selected and placed according to task and job conditions
A-3.03.05P	check that necessary tools, supplies and equipment are available	necessary tools, supplies and equipment are available
A-3.03.06P	select mixing area	mixing area is selected according to factors
A-3.03.07P	adjust temperature and humidity of site	temperature and humidity of site is adjusted using equipment to make conditions suitable for task

Range of Variables

barriers include: caution tape, signage, cones, barricades

factors include: clean and in non-traffic area, free of obstacles, centrally located, ventilated, close to power supply

equipment includes: heaters, fans, dehumidifiers

Knowledge

	Learning Outcomes	Learning Objectives
A-3.03.01L	demonstrate knowledge of procedures to prepare work site	identify tools and equipment used to prepare work site, and describe their procedures for use
		identify hazards and describe safe work practices to prepare work site
		describe procedures to prepare work site

Range of Variables

equipment includes: heaters, fans, dehumidifiers

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

A-3.04 Inspects surfaces

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
A-3.04.01P	perform walk-through of work area	walk-through of work area is performed to determine if job is ready to start
A-3.04.02P	check drywall for improper installation	drywall is checked for improper installation according to material type and job requirements
A-3.04.03P	check corner bead and trim for improper installation	corner bead and trim are checked for improper installation according to corner bead type and job requirements
A-3.04.04P	check moisture and temperature levels of surfaces	moisture and temperature levels of surfaces are checked by touch
A-3.04.05P	identify and resolve debris or contaminants on wall	debris or contaminants on wall are identified and resolved before drywall finishing

Range of Variables

improper installation (of drywall) includes: unusual screw patterns, depth of screws, loose drywall, scratches, dents, manufacturers' deficiencies

improper installation (of corner bead and trim) include: loose and misaligned joints, missing trim, insufficient and inadequate fasteners

debris or contaminants include: oils, chemicals, paints, mould, organic waste, water damage

Knowledge

	Learning Outcomes	Learning Objectives
A-3.04.01L	demonstrate knowledge of drywall, its characteristics and applications	identify types of drywall , and describe their characteristics and applications
A-3.04.02L	demonstrate knowledge of procedures to inspect surfaces	identify lighting requirements needed to inspect surfaces
		identify hazards and describe safe work practices to inspect surfaces
		describe procedures to inspect surfaces
		describe OH&S procedures for dealing with and reporting issues
A-3.04.03L	demonstrate knowledge of regulatory requirements pertaining to inspection of surfaces	identify standards and regulations pertaining to inspection of surfaces

Range of Variables

types of drywall include: regular, mould-resistant (green board), fire-rated, acoustical (soundproof), waterproof, volatile organic compound-absorbing (VOC-absorbing), impact-resistant, fibre mat

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

issues include: mould, water damage, fire damage, smoke damage

regulations include: OH&S, WHMIS

A-3.05 Mixes compounds

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
A-3.05.01P	select and use tools and equipment	tools and equipment are selected and used according to job task
A-3.05.02P	select container	container is selected according to quantity of compounds required
A-3.05.03P	select compounds to be mixed	compounds to be mixed are selected according to job specifications
A-3.05.04P	mix compounds with water to achieve required consistency	compounds are mixed with water to achieve required consistency according to industry standards
A-3.05.05P	wash containers and tools	containers and tools are washed using sponges, cloths and nylon brushes

Range of Variables

tools and equipment include: mixing drills, paddles, buckets, sponges, mud mashers

compounds include: pre-mixed, quick-set, all-purpose, Plaster of Paris

Knowledge		
	Learning Outcomes	Learning Objectives
A-3.05.01L	demonstrate knowledge of compounds , their characteristics and applications	identify types of compounds , and describe their characteristics and applications
		interpret information pertaining to compounds found in manufacturers' and job specifications
		identify containers used for mixing and describe their characteristics and applications
A-3.05.02L	demonstrate knowledge of procedures to mix compounds	identify tools and equipment used to mix compounds , and describe their procedures for use
		identify hazards and describe safe work practices to mix compounds
		describe procedures to mix compounds
		identify suitable mixing areas
		describe compound consistencies when mixed for taping, loading and finishing

Range of Variables

compounds include: pre-mixed, quick-set, all-purpose, Plaster of Paris

containers include: 5-gallon pail, mud pan, board

tools and equipment include: mixing drills, paddles, buckets, sponges, mud mashers

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

suitable mixing areas include: away from high traffic areas, close to power source, central location, close to water supply (if possible)

A-3.06 Cleans premises after job completion

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
A-3.06.01P	select and use tools and equipment	tools and equipment are selected and used according to job task
A-3.06.02P	apply dust control material	dust control material is applied according to job requirements and manufacturers' specifications
A-3.06.03P	sweep up work area and vacuum ledges, windowsills and electrical outlets	work area is swept, and ledges, windowsills and electrical outlets are vacuumed
A-3.06.04P	remove polyethylene (plastic), brown paper and masking tape	polyethylene (plastic), brown paper and masking tape are removed
A-3.06.05P	return tools, equipment and materials to their original location	tools, equipment and materials are returned to their original location
A-3.06.06P	dispose of debris in designated container	debris is disposed of in designated container

Range of Variables

tools and equipment include: brooms, dustpans, industrial vacuums, floor scrapers, masks, garbage containers

Knowledge

	Learning Outcomes	Learning Objectives
A-3.06.01L	demonstrate knowledge of procedures to clean premises after job completion	identify tools and equipment used to clean premises, and describe their procedures for use
		identify hazards and describe safe work practices to clean premises
		describe procedures to clean premises
		describe procedures to dispose of debris
		describe good housekeeping procedures

Range of Variables

tools and equipment include: brooms, dustpans, industrial vacuums, floor scrapers, masks, garbage containers

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

A-3.07 Verifies work completed

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
A-3.07.01P	visually inspect walls and ceilings to identify deficiencies	walls and ceilings are visually inspected using a work light to identify deficiencies
A-3.07.02P	verify repair and restoration is completed	repair and restoration work is completed according to industry standards and job requirements

Range of Variables

deficiencies include: over-sanding, unevenness, scratches, gouges, cracks, shrinkage

Knowledge

	Learning Outcomes	Learning Objectives
A-3.07.01L	demonstrate knowledge of procedures to verify work completed	identify lighting requirements needed to verify work completed
		identify hazards and describe safe work practices to verify work completed
		describe procedures to verify work completed

Range of Variables

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

Task A-4 Uses communication and mentoring techniques

Task Descriptor

Learning in the trades is done primarily in the workplace with tradespeople passing on their skills and knowledge to apprentices, as well as sharing knowledge among themselves. Apprenticeship is, and always has been about mentoring – learning workplace skills and passing them on. Because of the importance of this to the trade, this task covers the activities related to communication in the workplace and mentoring skills.

A-4.01 Uses communication techniques

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
A-4.01.01P	demonstrate communication practices with individuals or in a group	instructions and messages are interpreted by all parties involved in communication
A-4.01.02P	listen using active listening practices	active listening practices are utilized
A-4.01.03P	speak clearly using correct industry terminology to ensure understanding	understanding of message is confirmed by both parties
A-4.01.04P	receive and respond to instructions	response to instructions indicates understanding
A-4.01.05P	receive and respond to feedback on work completed or performed	response to feedback indicates understanding and corrective measures are taken
A-4.01.06P	explain and provide feedback	explanation and feedback is provided and task is carried out as directed
A-4.01.07P	communicate understanding and comfort level in performing trade tasks	opportunities for practice and gradual exposure to new tasks is offered and understanding is confirmed
A-4.01.08P	use questions to improve communication	questions enhance understanding, on-the-job training and goal setting
A-4.01.09P	participate in safety and information meetings	meetings are attended, information is relayed to workforce, and is applied
A-4.01.10P	send and receive electronic messages	electronic messages are sent and received using professionalism, plain language and clear expressions according to company policy

Range of Variables

active listening includes: hearing, interpreting, reflecting, responding, paraphrasing

electronic messages include: email, text messages, telephone

Knowledge

	Learning Outcomes	Learning Objectives
A-4.01.01L	demonstrate knowledge of trade terminology	define terminology used in trade
A-4.01.02L	demonstrate knowledge of effective communication practices	describe importance of using effective verbal and non-verbal communication with <i>people in the workplace</i>
		describe importance of teamwork
		identify <i>sources of information</i> to effectively communicate
		identify communication and <i>learning styles</i>
		describe effective listening and speaking skills
		describe how to receive and give instructions effectively
		identify <i>personal responsibilities and attitudes</i> that contribute to on-the-job success
		identify value of equity, diversity and inclusion in workplace
		identify communication that constitutes bullying, <i>harassment</i> and <i>discrimination</i>
		identify communication styles appropriate to different systems and applications of <i>electronic messages</i>

Range of Variables

people in the workplace include: other tradespeople, colleagues, apprentices, supervisors, clients, jurisdictional representatives, manufacturers, office administrators

sources of information include: regulations, codes, OH&S requirements, jurisdictional requirements, prints, drawings, specifications, company and client documentation

learning styles include: visual, auditory, kinesthetic

personal responsibilities and attitudes include: asking questions, working safely, accepting constructive feedback, time management and punctuality, respect for authority, good stewardship of materials, tools and property, efficient work practice

harassment: as defined by the Canadian and jurisdictional Human Rights Commissions

discrimination: as defined by the Canadian Human Rights Act and jurisdictional human rights laws

electronic messages include: email, text messages, telephone

A-4.02 Uses mentoring techniques

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
A-4.02.01P	identify and communicate objectives of lessons	apprentice or learner can explain objectives of lessons
A-4.02.02P	link lesson to other lessons and project	lesson order and unplanned learning opportunities are defined
A-4.02.03P	demonstrate performance of a skill to an apprentice or learner	steps required to demonstrate a skill are performed
A-4.02.04P	set up conditions required for apprentice or learner to practice a skill	practice conditions are set up so that skill can be practiced safely by apprentice or learner
A-4.02.05P	set up conditions where apprentice or learner feels comfortable communicating and asking questions	conditions are such that apprentice or learner feels comfortable communicating and asking questions
A-4.02.06P	recognize and discuss multiple possible techniques for performing trade tasks and options that may be best for apprentice or learner	multiple possible techniques for performing trade tasks and options that may be best for apprentice or learner are recognized and discussed
A-4.02.07P	assess apprentice or learner's ability to perform tasks with increasing independence	performance of apprentice or learner improves with practice to a point where task can be done with little supervision
A-4.02.08P	give supportive and corrective feedback	apprentice or learner adopts best practice after supportive or corrective feedback is received
A-4.02.09P	support apprentices or learners in pursuing technical training opportunities	technical training is completed within timeframe prescribed by apprenticeship authority
A-4.02.10P	support anti- harassment and anti- discrimination practices in workplace	workplace is harassment and discrimination -free
A-4.02.11P	support accommodations and alternate work practices that are appropriate for the apprentice or learner	accommodations and alternate work practices that are appropriate for the apprentice or learner are supported
A-4.02.12P	assess apprentice or learner suitability to trade during probationary period	apprentice or learner receives constructive feedback that helps them identify their own strengths and weaknesses and suitability for trade

Range of Variables

steps required to demonstrate a skill include: understanding who, what, where, when, why, and how, explaining, showing, giving encouragement, following up to ensure skill is performed correctly

practice conditions mean: guided, limited independence, full independence

harassment: as defined by the Canadian and jurisdictional Human Rights Commissions

discrimination: as defined by the Canadian Human Rights Act and jurisdictional human rights laws

Knowledge		
Learning Outcomes	Learning Objectives	
A-4.02.01L	demonstrate knowledge of strategies for learning skills in workplace	describe importance of individual experience
		describe shared responsibilities for workplace learning
		determine one's own learning preferences and explain how these relate to learning new skills
		describe importance of different types of skills in workplace
		describe importance of skills for success (essential skills) in workplace
		identify different learning styles
		identify different learning needs and strategies to meet them
A-4.02.02L	demonstrate knowledge of strategies for teaching workplace skills	identify strategies to assist in learning a skill
		identify different roles played by workplace mentor
		describe teaching skills
		explain importance of identifying objectives of lessons
		identify how to choose a good time to present lesson
		explain importance of linking lessons
		identify context for learning skills
		describe considerations in setting up opportunities for skill practice
		explain importance of providing feedback
		identify techniques for giving effective feedback
		describe a skills assessment
		identify methods of assessing progress
explain how to adapt lesson to different situations		

Range of Variables

skills for success (essential skills) are: adaptability, collaboration, communication, creativity and innovation, digital, numeracy, problem solving, reading, writing

learning styles include: visual, auditory, kinesthetic

learning needs include: learning disabilities, learning preferences, language proficiency

strategies to assist in learning a skill include: understanding basic principles of instruction, developing coaching skills, being mature and patient, providing and welcoming feedback

teaching skills include: identifying objectives of lessons, linking lessons, demonstrating skill, providing practice, giving feedback, assessing skills and progress

Major Work Activity B

Prepares, tapes and finishes drywall

Task B-5 Prepares for taping

Task Descriptor

Drywall preparation involves correcting deficiencies in the drywall prior to taping and finishing.

B-5.01 Prepares drywall surface

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
B-5.01.01P	select and use <i>tools and equipment</i>	<i>tools and equipment</i> are selected and used according to job task
B-5.01.02P	replace and tighten missing or loose <i>fasteners</i>	missing or loose <i>fasteners</i> are replaced and tightened
B-5.01.03P	remove drywall blisters and loose paper	drywall blisters and loose paper are removed
B-5.01.04P	trim and cut back outside corners and off-set angles	outside corners and off-set angles are trimmed and cut back level and plumb to accommodate beads and trim
B-5.01.05P	score frayed face paper at butt joints	frayed face paper is scored at butt joints to remove frays
B-5.01.06P	correct moisture and humidity issues	moisture and humidity issues are corrected using ventilation and heating equipment

Range of Variables

tools and equipment include: screwdrivers, utility knives, hammers, scrapers, putty knives

fasteners include: screws, nails, staples, adhesive

Knowledge

	Learning Outcomes	Learning Objectives
B-5.01.01L	demonstrate knowledge of drywall, its characteristics and applications	identify types of drywall , and describe their characteristics and applications
		interpret information pertaining to drywall found in manufacturers' and job specifications
B-5.01.02L	demonstrate knowledge of procedures to prepare drywall surfaces	identify tools and equipment used to prepare drywall surfaces, and describe their procedures for use
		identify hazards and describe safe work practices to prepare drywall surfaces
		describe procedures to prepare drywall surfaces
		identify types of drywall defects

Range of Variables

types of drywall include: regular, mould-resistant (green board), fire-rated, acoustical (soundproof), waterproof, VOC-absorbing, impact-resistant, fibre mat

tools and equipment include: screwdrivers, utility knives, hammers, scrapers, putty knives

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

types of drywall defects include: loose or missing fasteners, frayed face paper, unevenness, gaps in corners and joints, overspray, blisters, cracks, manufacturers' defects

B-5.02 Pre-fills drywall

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
B-5.02.01P	select and use tools and equipment	tools and equipment are selected and used according to job task
B-5.02.02P	select filler for pre-fill applications	filler for pre-fill applications is selected according to industry standards, job specifications and manufacturers' specifications
B-5.02.03P	apply filler for pre-fill applications to pre-fill areas	filler for pre-fill applications is applied to pre-fill areas to provide a level base for subsequent layers of compound

Range of Variables

tools and equipment include: taping knives, hawks, pans

fillers for pre-fill applications include: multiple setting-type compounds, gauging plaster, Plaster of Paris

areas include: damaged board, imperfections, gaps in butt joints, between factory edges, inside angles

Knowledge		
	Learning Outcomes	Learning Objectives
B-5.02.01L	demonstrate knowledge of fillers for pre-fill applications , their characteristics and applications	identify types of fillers for pre-fill applications , and describe their characteristics and applications interpret information pertaining to fillers for pre-fill applications found in manufacturers' and job specifications
B-5.02.02L	demonstrate knowledge of procedures to pre-fill drywall	identify tools and equipment used to pre-fill drywall, and describe their procedures for use identify hazards and describe safe work practices to pre-fill drywall identify requirements for pre-filling identify mixing ratio requirements for fillers for pre-fill applications describe procedures to apply fillers for pre-fill applications to drywall

Range of Variables

fillers for pre-fill applications include: multiple setting-type compounds, gauging plaster, Plaster of Paris

tools and equipment include: taping knives, hawks, pans

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

requirements include: gaps between sheets, job-specific requirements

Task B-6 Tapes drywall

Task Descriptor

Taping drywall involves embedding tape, applying multiple coats of compound, installing beads/trims and spotting/coating fasteners.

B-6.01 Tapes to fire-rate (fire-proof) and gas-proof (smoke-seal) surfaces

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
B-6.01.01P	select and use tools and equipment	tools and equipment are selected and used according to task
B-6.01.02P	apply compound and tape to seal openings and prevent drafts	compound and tape are applied to seal openings and prevent drafts according to job specifications and building codes

Range of Variables

tools and equipment include: taping knives, hawks, pans, caulking guns, pneumatic spraying equipment for fire-stop systems, tape puller, hopper

compounds include: pre-mix, all-purpose

tapes include: paper, fire-rated

Knowledge

	Learning Outcomes	Learning Objectives
B-6.01.01L	demonstrate knowledge of tapes and compounds , their characteristics and applications	identify types of tapes and compounds , and describe their characteristics and applications
		interpret information pertaining to tapes and compounds found in manufacturers' and job specifications
B-6.01.02L	demonstrate knowledge of procedures to apply compound and tape to fire-rate (fire-proof) and gas-proof (smoke-seal) surfaces	identify tools and equipment used to apply compound and tape to surfaces, and describe their procedures for use
		identify hazards , and describe safe work practices to apply tape compound , and tape surfaces
		describe hand taping methods
		describe machine taping methods

B-6.01.03L	demonstrate knowledge of training and certification requirements for fire-rating (fire-proofing) and gas-proofing (smoke-sealing) surfaces	identify training and certification requirements for fire-rating (fire-proofing) and gas-proofing (smoke-sealing) surfaces
B-6.01.04L	demonstrate knowledge of regulatory requirements pertaining to fire-rating (fire-proofing) and gas-proofing (smoke-sealing) surfaces	identify codes, standards and regulations pertaining to fire-rating (fire-proofing) and gas-proofing (smoke-sealing) surfaces

Range of Variables

tapes include: paper, fire-rated

compounds include: pre-mix, all-purpose

tools and equipment include: taping knives, hawks, pans, caulking guns, pneumatic spraying equipment for fire-stop systems, tape puller, hopper

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

hand taping methods include: wet taping, dry taping

B-6.02 Embeds tape

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
B-6.02.01P	select and use tools and equipment	tools and equipment are selected and used according to task
B-6.02.02P	perform wet taping procedures	wet taping procedures are performed according to job specifications
B-6.02.03P	perform dry taping procedures	dry taping procedures are performed according to job specifications

Range of Variables

tools and equipment include: taping knives, trowels, corner flushers, mud pan, hawks, automatic drywall taper (bazooka), banjos

wet taping procedures include: pulling wet tape, overlapping tape, placing tape on joints and corners by hand, running fingers down tape to position, using flusher for angles, wiping edges and joints with taping knife

dry taping procedures include: applying compound to both sides of angles, applying six-inch spread to flat joints, applying paper tape, overlapping tape, wiping off compound with taping knife

Knowledge

	Learning Outcomes	Learning Objectives
B-6.02.01L	demonstrate knowledge of tapes and compounds , their characteristics and applications	identify types of tapes and compounds , and describe their characteristics and applications
		interpret information pertaining to tapes and compounds found in manufacturers' and job specifications
B-6.02.02L	demonstrate knowledge of procedures to embed tape	identify tools and equipment used to embed tape, and describe their procedures for use
		identify hazards and describe safe work practices to embed tape
		describe wet taping procedures
		describe dry taping procedures

Range of Variables

compounds include: pre-mix, all-purpose, quick-set

tapes include: paper, mesh, fibre

tools and equipment include: taping knives, trowels, corner flushers, mud pan, hawks, automatic drywall taper (bazooka), banjos

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

wet taping procedures include: pulling wet tape, overlapping tape, placing tape on joints and corners by hand, running fingers down tape to position, using flusher for angles, wiping edges and joints with taping knife

dry taping procedures include: applying compound to both sides of angles, applying six-inch spread to flat joints, applying paper tape, overlapping tape, wiping off compound with taping knife

B-6.03 Installs beads and trim

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
B-6.03.01P	select and use tools and equipment	tools and equipment are selected and used according to task
B-6.03.02P	select beads and trim	beads and trim are selected according to application
B-6.03.03P	measure and cut beads and trim to length required for application	beads and trim are measured and cut to length required for application

B-6.03.04P	install beads and trim	beads and trim are installed with fasteners and adhesives
B-6.03.05P	perform inspection	inspection is performed to achieve the fill according to industry standards

Range of Variables

tools and equipment include: measuring tapes, snips, laser levels, chalk lines, staple guns

beads include: metal, plastic, paper-faced metal trims (tape-on)

trim includes: L trim, J trim, control joints

applications include: arches, windows, corners, irregular angles

fasteners include: nails, screws, staples

adhesives include: joint fillers, all-purpose fillers, compounds, spray glues

inspections include: verifying installation is straight, flush, tight, level and plumb, with adequate fasteners

Knowledge		
	Learning Outcomes	Learning Objectives
B-6.03.01L	demonstrate knowledge of beads and trim , their characteristics and applications	identify types of beads , and describe their characteristics and applications
		identify types of trim , and describe their characteristics and applications
		identify types of fasteners , and describe their characteristics and applications
		identify types of adhesives , and describe their characteristics and applications
B-6.03.02L	demonstrate knowledge of procedures to install beads and trim	identify tools and equipment used to install beads and trim , and describe their procedures for use
		identify hazards , and describe safe work practices to install beads and trim
		describe procedures to install beads and trim using fasteners and adhesives
		describe procedures to perform inspection of beads and trim

Range of Variables

beads include: metal, plastic, paper-faced metal trims (tape-on)

trim includes: L trim, J trim, control joints

applications include: arches, windows, corners, irregular angles

fasteners include: nails, screws, staples

adhesives include: joint fillers, all-purpose fillers, compounds, spray glues

tools and equipment include: measuring tapes, snips, laser levels, chalk lines, staple guns

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

inspections include: verifying installation is straight, flush, tight, level and plumb, with adequate fasteners

B-6.04 Applies multiple coats of compound manually

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
B-6.04.01P	select and use tools and equipment	tools and equipment are selected and used according to task
B-6.04.02P	apply progressive coats of compound over joints, angles, corner beads and fasteners	progressive coats of compound are applied with adequate consistency and width to cover tape and achieve a smooth and blemish-free surface
B-6.04.03P	perform sensory inspection	sensory inspection is performed to ensure previous coat has dried before applying next coat
B-6.04.04P	identify and correct deficiencies in drywall finish	deficiencies in drywall finish are identified and corrected

Range of Variables

tools and equipment include: trowels, taping knives, hawk, mud pan

sensory inspection includes: visual, touch

deficiencies include: nicks, bubbles, cracks, shrinking

Knowledge

	Learning Outcomes	Learning Objectives
B-6.04.01L	demonstrate knowledge of compounds , their characteristics and applications	identify types of compounds , and describe their characteristics and applications
		interpret information pertaining to compounds found in manufacturers' and job specifications
B-6.04.02L	demonstrate knowledge of procedures to apply multiple coats of compound manually	identify tools and equipment used to apply compound , and describe their procedures for use
		identify hazards and describe safe work practices to apply compound manually
		describe procedures to perform sensory inspections to determine dryness of compounds
		describe procedures to apply multiple coats of compound
		identify different coats of compound and their properties
		identify additives in compounds and their properties

identify **wiping techniques**

identify causes and solutions for **deficiencies**

Range of Variables

compounds include: all-purpose, topping, light, dust control, taping (heavy), quick-set, Plaster of Paris

tools and equipment include: trowels, taping knives, hawk, mud pan

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

sensory inspection includes: visual, touch

coats of compound include: first coat, second coat, third coat

wiping techniques include: three-way corner, feathering

deficiencies include: nicks, bubbles, cracks, shrinking

B-6.05 Applies coats of compound using automatic taping tools

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
B-6.05.01P	select and use tools and equipment	tools and equipment are selected and used according to task
B-6.05.02P	apply progressive coats of compound over joints, angles, corner beads and fasteners	progressive coats of compound are applied with adequate consistency and width to cover tape until a smooth and blemish-free surface is achieved
B-6.05.03P	complete feathering applications manually	feathering applications are completed manually in situations where automatic taping tools cannot reach, such as three-way corners
B-6.05.04P	perform sensory inspection	sensory inspection is performed to ensure previous coat has dried before applying next coat
B-6.05.05P	identify and correct deficiencies in drywall finish	deficiencies in drywall finish are identified and corrected

Range of Variables

tools and equipment include: finishing boxes, corner box, taping pump, nail spotter, continuous flow sprayer, syringe, taping knives

coats of compound include: first coat, second coat, third coat

sensory inspection includes: visual, touch

deficiencies include: nicks, bubbles, cracks, shrinking

Knowledge

	Learning Outcomes	Learning Objectives
B-6.05.01L	demonstrate knowledge of compounds , their characteristics and applications	identify types of compounds , and describe their characteristics and applications
		interpret information pertaining to compounds found in manufacturers' and job specifications
B-6.05.02L	demonstrate knowledge of procedures to apply multiple coats of compound using automatic taping tools	identify tools and equipment used to apply compounds , and describe their procedures for use
		identify hazards and describe safe work practices to apply compound using automatic taping tools
		describe procedures to perform sensory inspections to determine dryness of compounds
		describe procedures to apply multiple coats of compound
		identify different coats of compound and their properties
		identify additives in compounds and their properties
		identify wiping techniques
		identify causes and solutions for deficiencies

Range of Variables

compounds include: all-purpose, machine

coats of compound include: first coat, second coat, third coat

tools and equipment include: finishing boxes, corner box, taping pump, nail spotter, continuous flow sprayer, syringe, taping knives

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

sensory inspection includes: visual, touch

wiping techniques include: three-way corner, feathering

deficiencies include: nicks, bubbles, cracks, shrinking

B-6.06**Scuff-sands between coats**

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
B-6.06.01P	select and use tools and equipment	tools and equipment are selected and used according to task
B-6.06.02P	perform sensory inspection of surface	sensory inspection of surface is performed to ensure it is dry before commencing
B-6.06.03P	remove working lines (ridges and ripples)	working lines (ridges and ripples) are removed while avoiding damage to face paper of drywall

Range of Variables

tools and equipment include: pole sanders, work lights, sanding sponges, sandpaper of a coarser grit, sponge-back sandpaper, electric sander, mask

sensory inspection includes: visual, touch

Knowledge

	Learning Outcomes	Learning Objectives
B-6.06.01L	demonstrate knowledge of procedures to scuff-sand between coats	identify tools and equipment used to scuff-sand between coats, and describe their procedures for use
		identify hazards and describe safe work practices to scuff-sand between coats
		describe procedures and techniques to scuff-sand between coats
		describe procedures to perform sensory inspection of surfaces

Range of Variables

tools and equipment include: pole sanders, work lights, sanding sponges, sandpaper of a coarser grit, sponge-back sandpaper, electric sander, mask

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

techniques include: rough sanding, scraping with knife or trowel, using sanding sponge

sensory inspection includes: visual, touch

Task B-7 Finishes drywall

Task Descriptor

Finishing drywall may involve applying a level 5 finish with skimming compound. The final step for finishing drywall is performing touch-ups and sanding.

B-7.01 Applies level 5 finish

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
B-7.01.01P	select and use tools and equipment	tools and equipment are selected and used according to task
B-7.01.02P	apply skimming compound mix to surface	skimming compound mix is applied to entire surface in a thin coat using methods according to job specifications to achieve a smooth and even surface
B-7.01.03P	perform visual inspection	visual inspection using light is performed to identify rough or uneven surfaces according to industry standards

Range of Variables

tools and equipment include: airless sprayers, hawks, trowels, knives, paint rollers, work lights

methods include: spraying, rolling, trowelling

Knowledge

	Learning Outcomes	Learning Objectives
B-7.01.01L	demonstrate knowledge of skimming compounds, their characteristics and applications	identify types of skimming compounds, and describe their characteristics and applications
		interpret information pertaining to skimming compounds found in manufacturers' and job specifications
B-7.01.02L	demonstrate knowledge of procedures to apply level 5 finish	identify tools and equipment used to apply level 5 finish, and describe their procedures for use
		identify hazards and describe safe work practices to apply level 5 finish
		describe methods to apply level 5 finish
B-7.01.03L	demonstrate knowledge of training requirements to apply level 5 finishes	identify training requirements to apply level 5 finishes

Range of Variables

tools and equipment include: airless sprayers, hawks, trowels, knives, paint rollers, work lights

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

methods include: spraying, rolling, trowelling

B-7.02 Performs touch-ups

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
B-7.02.01P	select and use tools and equipment	tools and equipment are selected and used according to task
B-7.02.02P	perform sensory inspection and correct taping, sanding and compound problems	taping, sanding and compound problems are identified and corrected

Range of Variables

tools and equipment include: work lights, taping knives, hawks, trowels, joint compound tint

sensory inspection includes: visual, touch

taping, sanding and compound problems include: fisheyes, loose or bubbled tape, screw pops, loose screws, tears in tape, damage from sanding

Knowledge

	Learning Outcomes	Learning Objectives
B-7.02.01L	demonstrate knowledge of procedures to perform touch-ups	identify tools and equipment used to perform touch-ups, and describe their procedures for use
		identify hazards and describe safe work practices to perform touch-ups
		identify taping, sanding and compound problems found on surfaces
		describe procedures to perform touch-ups

Range of Variables

tools and equipment include: work lights, taping knives, hawks, trowels, joint compound tint

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

taping, sanding and compound problems include: fisheyes, loose or bubbled tape, screw pops, loose screws, tears in tape, damage from sanding

B-7.03 Performs final sanding

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
B-7.03.01P	select and use tools and equipment	tools and equipment are selected and used according to task
B-7.03.02P	perform sensory inspection of surface	sensory inspection of surface is performed to ensure it is dry before commencing
B-7.03.03P	remove working lines	working lines are removed while avoiding damage to face paper to achieve a smooth surface ready for primer or sealer
B-7.03.04P	check for irregularities in surface	irregularities in surface are identified using a work light

Range of Variables

tools and equipment include: pole sanders, sanding sponges, work lights, sandpaper of a finer grit, electric sander, masks, respirators

sensory inspection includes: visual, touch

Knowledge

	Learning Outcomes	Learning Objectives
B-7.03.01L	demonstrate knowledge of procedures to perform final sanding	identify tools and equipment used to perform final sanding, and describe their procedures for use
		identify hazards and describe safe work practices to perform final sanding
		describe procedures to perform final sanding
		describe procedures to inspect surfaces for dryness and irregularities

Range of Variables

tools and equipment include: pole sanders, sanding sponges, work lights, sandpaper of a finer grit, electric sander, masks, respirators

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

B-7.04 Performs wet sanding

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
B-7.04.01P	select and use tools, equipment and materials	tools, equipment and materials are selected and used according to task
B-7.04.02P	perform sensory inspection of surface	sensory inspection of surface is performed to ensure compound is set before commencing
B-7.04.03P	wipe drywall compound with damp sponge to achieve a smooth and blended surface	drywall compound is wiped with a damp sponge to achieve a smooth and blended surface while maintaining a dust-free environment and avoiding water damage to face paper
B-7.04.04P	check for irregularities in surface	irregularities in surface are identified using a work light

Range of Variables

tools, equipment and materials include: work lights, sponges, bucket, water

sensory inspection includes: visual, touch

Knowledge

	Learning Outcomes	Learning Objectives
B-7.04.01L	demonstrate knowledge of procedures to wet sand surfaces	identify tools, equipment and materials used to wet sand surfaces, and describe their procedures for use
		identify hazards and describe safe work practices to wet sand surfaces
		describe procedures to wet sand surfaces
		describe procedures to inspect compound setting and surface irregularities

Range of Variables

tools, equipment and materials include: work lights, sponges, bucket, water

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

Major Work Activity C

Performs repairs and restorations

Task C-8 Troubleshoots problems

Task Descriptor

Drywall finishers and plasterers troubleshoot problems by identifying the root cause and determining types of repairs needed to restore surfaces to their original condition.

C-8.01 Determines cause of problem

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
C-8.01.01P	select and use tools and equipment	tools and equipment are selected and used according to task
C-8.01.02P	perform sensory inspection of surface	sensory inspection of surface is performed to identify problems and their root cause
C-8.01.03P	perform walk-around of site	walk-around of site is performed to identify structural problems that could cause interior or exterior damage
C-8.01.04P	assess moisture level of surrounding area and surface	moisture level of surrounding area and surface are assessed

Range of Variables

tools and equipment include: moisture meter, work lights, access equipment

sensory inspection includes: visual, touch, smell

problems include: mould, screw pops, water damage, cracks, bubbles, blisters, holes, fire damage, smoke damage

root cause of problems include: roof truss up-lift, excess moisture, shrinkage, water leaks, manufacturers' defects, poor quality of work, electrical fire

Knowledge

	Learning Outcomes	Learning Objectives
C-8.01.01L	demonstrate knowledge of procedures to determine cause of problem	identify tools and equipment used to determine cause of problem , and describe their procedures for use
		identify hazards and describe safe work practices to determine cause of problem
		describe procedures to identify problems and their root causes
		describe procedures to perform sensory inspection of surfaces and sites
		describe procedures to assess moisture levels
C-8.01.02L	demonstrate knowledge of training requirements to assess problems	identify training requirements to assess problems

Range of Variables

problems include: mould, screw pops, water damage, cracks, bubbles, blisters, holes, fire damage, smoke damage

tools and equipment include: moisture meter, work lights, access equipment

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

root cause of problems include: roof truss up-lift, excess moisture, shrinkage, water leaks, manufacturers' defects, poor quality of work, electrical fire

sensory inspection includes: visual, touch, smell

training requirements include: asbestos awareness, mould awareness

C-8.02

Determines type of repair

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
C-8.02.01P	identify location and extent of root cause of problem , and its impact on surface	location and extent of root cause of problem , and its impact on surface are identified
C-8.02.02P	determine if repair of root cause of problem is within scope of trade or that of another trade	repair of root cause of problem is determined to be within scope of trade or that of another trade

C-8.02.03P	determine scope of drywall repair required	scope of drywall repair required is determined
C-8.02.04P	advise supervisor of root cause of problem and drywall repairs required	supervisor is advised of root cause of problem and drywall repairs required

Range of Variables

root cause of problems include: roof truss up-lift, excess moisture, shrinkage, water leaks, manufacturers' defects, poor quality of work, electrical fire

trades include: plumbers, carpenters, insulators, electricians, glaziers

drywall repairs include: cutting, patching, replacements

Knowledge		
	Learning Outcomes	Learning Objectives
C-8.02.01L	demonstrate knowledge of root cause of problems and their characteristics	identify root cause of problems , and describe their characteristics
		identify basic building structures , and describe their characteristics and applications
C-8.02.02L	demonstrate knowledge of procedures to determine types of drywall repairs	identify tools and equipment used to determine types of drywall repairs , and describe their procedures for use
		identify hazards and describe safe work practices to determine types of drywall repairs
		describe procedures to determine types of drywall repairs

Range of Variables

root cause of problems include: roof truss up-lift, excess moisture, shrinkage, water leaks, manufacturers' defects, poor quality of work, electrical fire

basic building structures include: foundation, roof trusses, framing, ventilation, plumbing

drywall repairs include: cutting, patching, replacements

tools and equipment include: measuring tape, utility knife, cut-out tools, work lights

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

Task C-9 Repairs taped drywall surfaces

Task Descriptor

Drywall finishers and plasterers repair and replace taped drywall surfaces to restore them to the original look.

C-9.01 Seals surfaces and stains

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
C-9.01.01P	select and use <i>tools and equipment</i>	<i>tools and equipment</i> are selected and used according to task
C-9.01.02P	clean surface	surface is cleaned according to manufacturers' specifications and industry standards
C-9.01.03P	apply stain blocking primer to stained surface	stain blocking primer is applied to stained surface according to manufacturers' specifications
C-9.01.04P	apply sealer to surface	sealer is applied to surface according to manufacturers' specifications

Range of Variables

tools and equipment include: sprayers, brushes, rollers, gloves, eye protection, masks

Knowledge

	Learning Outcomes	Learning Objectives
C-9.01.01L	demonstrate knowledge of sealers and stain blocking primers, their characteristics and applications	identify sealers and stain blocking primers, and describe their characteristics and applications
		interpret information pertaining to sealers and stain blocking primers found in manufacturers' and job specifications

C-9.01.02L	demonstrate knowledge of procedures to seal surface and stains	identify tools and equipment used to seal surfaces and stains, and describe their procedures for use
		identify hazards and describe safe work practices to seal surfaces and stains
		describe procedures to seal surfaces and stains
C-9.01.03L	demonstrate knowledge of regulatory requirements pertaining to using sealers and stain blocking primers	identify regulations pertaining to using sealers and stain blocking primers

Range of Variables

tools and equipment include: sprayers, brushes, rollers, gloves, eye protection, masks

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

C-9.02 Repairs drywall

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
C-9.02.01P	select and use tools and equipment	tools and equipment are selected and used according to task
C-9.02.02P	assess size of repair and need for a plug (patch) or backing	need for a plug (patch) or backing is assessed according to size of damage
C-9.02.03P	install backing to support new drywall	backing is installed to support new drywall
C-9.02.04P	install fasteners in drywall to hold it in place	fasteners are installed in drywall to hold it in place
C-9.02.05P	repair drywall defects	drywall defects are repaired with compounds , plugs (patches) and tape according to job requirements
C-9.02.06P	scrape and remove damaged compounds	damaged compounds are scraped and removed
C-9.02.07P	cut, remove and replace damaged surfaces and materials	damaged surfaces and materials are cut, removed and replaced
C-9.02.08P	install bead to drywall	bead is installed to drywall according to job requirements and manufacturers' specifications

Range of Variables

tools and equipment include: staplers, knives, taping tools, sanders, drill, sanding sponge, joint compound tint

backing includes: wood, steel, u-bar, L-track

fasteners include: screws, nails, staples, adhesives

defects include: holes, cracks, gouges, torn face paper, water, mortar

compounds include: quick-set, Plaster of Paris, all-purpose

materials include: tape, corner beads, trim, plugs (patches), drywall, compound

Knowledge		
	Learning Outcomes	Learning Objectives
C-9.02.01L	demonstrate knowledge of drywall repair materials , their characteristics and applications	identify drywall repair materials , and describe their characteristics and applications
		identify backings used for drywall repair
		interpret information pertaining to drywall repair materials found in manufacturers' and job specifications
C-9.02.02L	demonstrate knowledge of procedures and techniques to repair drywall	identify tools and equipment used to repair drywall, and describe their procedures for use
		identify hazards and describe safe work practices to repair drywall
		describe procedures for keying surfaces before applying compound
		describe procedures and techniques to repair drywall

Range of Variables

materials include: tape, corner beads, trim, plugs (patches), drywall, compound

backing includes: wood, steel, u-bar, L-track

tools and equipment include: staplers, knives, taping tools, sanders, drill, sanding sponge, joint compound tint

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

compounds include: quick-set, Plaster of Paris, all-purpose

Task C-10 Repairs plastered surfaces and restores textured surfaces and mouldings

Task Descriptor

Drywall finishers and plasterers repair and restore plastered and textured surfaces to restore them to the original look. New installation of these materials is not common, but the repair and restoration of existing installations may still be required.

Drywall finishers and plasterers may restore old mouldings on historical buildings. Replacement mouldings are typically created by manufacturers and then installed by drywall finishers and plasterers.

C-10.01 Repairs plastered surfaces

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
C-10.01.01P	select and use tools and equipment	tools and equipment are selected and used according to task
C-10.01.02P	identify damages to plastered surfaces	damages to plastered surfaces are identified
C-10.01.03P	apply fasteners to lath along crack	fasteners are applied to lath along crack
C-10.01.04P	select materials	materials are selected according to repair procedure
C-10.01.05P	cut and groove damaged area, and fill in cracks with materials	damaged area is cut (undercut) and grooved, and cracks are filled in with materials to bond surfaces together
C-10.01.06P	install paper tape or fibreglass mesh over damaged area	paper tape or fibreglass mesh is installed over damaged area
C-10.01.07P	install drywall plugs (patches) to replace damaged plaster area	drywall plugs (patches) are installed to replace damaged plaster area according to job requirements
C-10.01.08P	flat and level surface to prepare it for finish	surface is flattened and levelled to prepare it for finish

Range of Variables

tools and equipment include: drills, mixers, hawks, trowels, darbies, putty knives, sanders, sanding sponges, work lights

damages include: cracks, holes, gouges

materials include: quick-set, Plaster of Paris

Knowledge

	Learning Outcomes	Learning Objectives
C-10.01.01L	demonstrate knowledge of plaster repair materials , their characteristics and applications	identify plaster repair materials , and describe their characteristics and applications
		interpret information pertaining to plaster repair materials found in manufacturers' and job specifications
C-10.01.02L	demonstrate knowledge of procedures and techniques to repair plaster	identify tools and equipment used to repair plaster, and describe their procedures for use
		identify hazards and describe safe work practices to repair plaster
		describe procedures and techniques to repair plaster

Range of Variables

materials include: quick-set, Plaster of Paris

tools and equipment include: drills, mixers, hawks, trowels, darbies, putty knives, sanders, sanding sponges, work lights

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

C-10.02 Restores textured surfaces

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
C-10.02.01P	select and use tools and equipment for textured surface repair	tools and equipment are selected and used according to task
C-10.02.02P	select textured surface repair materials to match existing surface	textured surface repair materials are selected to match existing surface
C-10.02.03P	wet and scrape damaged textured surfaces and surrounding area	damaged textured surfaces and surrounding area are wet and scraped according to job requirements
C-10.02.04P	cut and remove damaged area, and install new material	damaged area is cut and removed, and new material is installed according to job requirements
C-10.02.05P	fill cracks, patch and tape damaged area	cracks are filled, and damaged area is patched and taped
C-10.02.06P	trowel over damaged area with compound	damaged area is trowelled over with compound

C-10.02.07P	level repairs to existing surface	repairs are levelled to existing surface
C-10.02.08P	seal and prime repaired area	repaired area is sealed and primed
C-10.02.09P	adjust consistency in stucco mixture	consistency in stucco mixture is adjusted according to existing texture
C-10.02.10P	match finish by hand or spraying	finish is matched by hand or spraying

Range of Variables

tools and equipment include: floats, drills, hawks, stainless steel trowels, corner trowel, mixers, knives, hoppers, work lights, compressors, sprayers, scrapers, extension cords, polyethylene (plastic) sheeting, brown paper, painters' tape, staples, rollers, mixing barrels and buckets, hardhat, protective clothing, gloves, eye protection, masks

textured surface repair materials include: drywall, all-purpose compound, stucco, acoustic spray (styrene), perlite, mixed compound, tape, sealers

textured surfaces include: popcorn, orange peel, knock-down

Knowledge		
	Learning Outcomes	Learning Objectives
C-10.02.01L	demonstrate knowledge of textured surface repair materials , their characteristics and applications	identify textured surface repair materials , and describe their characteristics and applications interpret information pertaining to textured surface repair materials found in manufacturers' and job specifications
C-10.02.02L	demonstrate knowledge of procedures and techniques to repair textured surfaces	identify tools and equipment used to repair textured surfaces, and describe their procedures for use identify hazards and describe safe work practices to repair textured surfaces describe procedures and techniques to repair textured surfaces
C-10.02.03L	demonstrate knowledge of regulatory requirements pertaining to the repair of textured surfaces	identify regulations pertaining to the repair of textured surfaces

Range of Variables

textured surface repair materials include: drywall, all-purpose compound, stucco, acoustic spray (styrene), perlite, mixed compound, tape, sealers

tools and equipment include: floats, drills, hawks, stainless steel trowels, corner trowel, mixers, knives, hoppers, work lights, compressors, sprayers, scrapers, extension cords, polyethylene (plastic) sheeting, brown paper, painters' tape, staples, rollers, mixing barrels and buckets, hardhat, protective clothing, gloves, eye protection, masks

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

C-10.03 Restores mouldings

NL	NS	PE	NB	QC	ON	MB	SK	AB	BC	NT	YT	NU
NV	NV	NV	ND	NV	yes	ND	ND	ND	yes	ND	ND	ND

Skills

	Performance Criteria	Evidence of Attainment
C-10.03.01P	select and use tools and equipment	tools and equipment are selected and used according to task
C-10.03.02P	remove old moulding	old moulding is removed by cutting and scraping surface according to job requirements
C-10.03.03P	sand surface to smooth finish	surface is sanded to smooth finish
C-10.03.04P	take measurements for replacement moulding and match to sample profile	measurements for replacement moulding are taken and matched to sample profile
C-10.03.05P	place replacement moulding	replacement moulding is put in place matching joints and using all-purpose compound to fasten and all-set compound to finish

Range of Variables

tools and equipment include: brushes, mixers, drills, scrapers, sanders, sprayers, measuring tapes, trowels, sponges, mitre box, saws, circular saw, sanding sponges, modeling tools for moulding

Knowledge

	Learning Outcomes	Learning Objectives
C-10.03.01L	demonstrate knowledge of mouldings, their characteristics and applications	identify types of mouldings, and describe their characteristics and applications
C-10.03.02L	demonstrate knowledge of materials used to restore mouldings, their characteristics and applications	identify types of materials used to restore mouldings, and describe their characteristics and applications
C-10.03.03L	demonstrate knowledge of procedures and techniques to restore mouldings	identify tools and equipment used to restore mouldings, and describe their procedures for use
		identify hazards and describe safe work practices to restore mouldings
		describe procedures and techniques to restore mouldings
		describe procedures to prepare surfaces for re-installation of mouldings

Range of Variables

materials include: moulding plaster, quick-set, all-purpose, Plaster of Paris

tools and equipment include: brushes, mixers, drills, scrapers, sanders, sprayers, measuring tapes, trowels, sponges, mitre box, saws, circular saw, sanding sponges, modeling tools for moulding

hazards include: sharp objects, electrical hazards, repetitive motion, heavy lifting, poor ergonomics, uneven surfaces, slippery surfaces, working at heights, hazardous materials, pinch points, poor housekeeping, overhead hazards

Appendix A

Acronyms

SDS	Safety Data Sheet
OH&S	Occupational Health and Safety
PPE	personal protective equipment
STC	sound transmission class
VOC	Volatile organic compound
WHMIS	Workplace Hazardous Materials Information System

Appendix B

Tools and Equipment / Outils et équipement

Personal Protective Equipment (PPE) and Safety Equipment / Équipement de protection individuelle (EPI) et de sécurité

dehumidifier	déshumidificateur
dust mask	masque protecteur contre la poussière
ear protection	protecteurs d'oreilles
fire extinguisher	extincteur
first aid kit	trousse de premiers soins
hard hat	casque de sécurité
harness with lanyard	harnais avec cordage de sécurité
N95 mask	masque à poussière N95
respirator	respirateur
rubber gloves	gants de caoutchouc
safety glasses	lunettes de sécurité
safety footwear	chaussures de sécurité
safety vest	veste de sécurité
working gloves	gants de travail

Hand Tools / Outils à main

back saw and mitre box	scie à dos et boîte à onglets
barrel	baril
bench	établi
broom	balai
brush	pinceau
bucket	seau
bullnose bead mitre marker	marqueur d'onglet à nez arrondi
caulking gun	pistolet à calfeutrer
chalk	craie
chalk line	ligne de craie
chisel bit (for pneumatic tool)	foret (pour outil pneumatique)
cloth and plastic sheeting	toile et feuille de plastique
cold chisel	ciseaux à froid
comb	peigne
corn brush	brosse
corner finisher	finisseur d'angle
corner roller applicator	applicateur de rouleau d'angle
corner trowel	truelle d'angle
crowbar	pie de biche
darby	règle de plafonneur (darby)
driver	grattoir à mur et à plancher
drywall knife (taping, broad, joint)	couteau à gypse (à ruban, à enduire, à joint)
drywall rasp	râpe pour cloison sèche
drywall saw	scie pour cloison sèche
drywall tape reel	dérouleur de ruban à joint
electric screw gun	visseuse électrique
file	lime
flexible knife	couteau flexible
float	taloche
grooving tool	outil à saigner

gypsum knife
hacksaw
hammer
hand chipper
hawk
jigsaw
joiner's hammer
joint knife
joint spatula
key
knife
margin trowel
masonry brush
metal shears
measuring tape
mixing paddle
moisture meter
mortar holder
mud masher
mud pan
nail bag
nail puller
notched trowel
paint rollers
paintbrush
pestle
plastering darby
pole sander
pouch and tool holders
putty knife
rag
sanding block
scraper
screwdrivers
shears
shovel
spatula
sponge
sponge float
stapler
steel trowel
straightedge (slicker)
syringe
tape holder
tin snips
trowel
utility knife
whitewash brush

couteau à gypse
scie à métaux
marteau
burin
bouclier à mortier
scie sauteuse
marteau de menuisier
couteau à joint
spatule à joint
clé
couteau
truelle carrée
brosse de maçonnerie
cisailles métalliques
ruban à mesurer
palette
humidimètre
porte-mortier
pilon à mortier
bac à enduit
sac à clous
arrache-clou
truelle à rainures
paint rollers
rouleaux à peinture
pilon
règle de plâtrier
ponceuse à manche
pochette et porte-outil
couteau à mastic
chiffon
bloc de ponçage
grattoir
tournevis
cisailles
pelle
spatule
éponge
taloche en éponge
agrafeuse
truelle en acier
raclette (lisseur)
seringue
porte-ruban à joint
cisaille de ferblantier
truelle
couteau universel
brosse à badigeon

Power Tools and Equipment / Outils et équipement mécaniques

auxiliary room heater
drill and bits
screw gun (corded and cordless)
cutout tool
extension cord and work light
fan

appareil de chauffage d'appoint
perceuse et mèches
visseuse électrique
scie à tronçonner
rallonge avec baladeuse
ventilateur

grinder
hand sprayer
laser level
mixing drill
power bar
power dustless sanding systems

power sander
stucco sprayer
texture sprayer
vacuum cleaner
whip/paddle

meuleuse
pulvérisateur manuel
niveau à laser
perceuse à mélanger
multiprise
équipement électrique de ponçage sans
poussière
ponceuse
pulvérisateur de stuc
pulvérisateur pour peinture texturée
aspirateur
agitateur/palette

Automatic taping tools / Appicateurs automatiques

applicator heads
automatic taper (bazooka, banjo, tape puller)

compressor unit
finishing boxes (2, 7, 8, 10, 12 inches, corner,
angle, corner bead)
gooseneck
inside/outside corner rollers
pump
tube (handles)

têtes d'applicateur
appicateur automatique (bazooka, banjo,
distributeurs de ruban à joints)
compresseur
boîtes de finition (2, 7, 8, 10, 12 pouces, coin,
angle, coin de métal))
col de cygne
rouleurs d'angle rentrant/sortant
pompe
tube (manche)

Access and Lifting Equipment / Équipement d'accès et de levage

dollies
ladders
motorized lifts
pallet jacks
rolling scaffold
scaffold
scissor lift
small scaffold
stepladder
stilts

chariots
échelles
plateforme élévatrice électrique
transpalette à main
échafaudage roulant
échafaudage
table élévatrice à ciseaux
petit échafaudage
escabeau
échasses

Appendix C

Glossary / Glossaire

adhesive	a material with ability to bond two surfaces or objects together	adhésif	produit qui lie deux surfaces ou objets ensemble
bead/corner bead	metal, paper or plastic covering protecting and reinforcing corners of drywall	renfort d'angle	recouvrement en métal, en papier ou en plastique qui protège et renforce les coins des cloisons sèches
blister	a loose, raised spot due to an air space or void in the core of drywall; a tape blister under the tape, usually caused by insufficient compound beneath the tape; also referred to as air bubble	cloque	boursouffure causée par un vide ou une bulle d'air dans le plâtre du panneau de gypse; boursouffure dans le ruban, habituellement causée par un manque de composé à joint sous le ruban; également appelée bulle d'air
butt joint	the joint formed when the cut ends of drywall are placed adjacent to one another	joint d'about	joint formé lorsque les extrémités coupées des panneaux muraux de gypse sont placées l'une à côté de l'autre
caulking	to seal small openings in wall or ceiling systems to prevent leakage of sound or to create a finished appearance and seal between dissimilar materials	calfeutrer	sceller les petites ouvertures dans les murs ou les plafonds pour insonoriser ou pour obtenir un aspect fini et sceller l'espace entre des matériaux différents
chalk line	a straight working line made by snapping a chalked cord between two points	ligne de craie	ligne droite obtenue par le claquement d'un cordeau à craie entre deux points
coat	a single thickness application of compound	couche	application d'une seule épaisseur de composé à joint
compound (see also filler)	a material used in covering joints, corners, and fasteners in the finishing of drywall to produce a smooth and uniform surface. Also used for repairing small holes and cracks in the surface to be painted	composé à joint/mastic (voir aussi composé)	produit utilisé dans la finition de panneaux muraux pour recouvrir les joints, les coins et les fixations pour rendre les surfaces lisses et uniformes. Également utilisé pour réparer les petits trous et les fissures de la surface à peindre
control joint	an expansion or compression space to	joint de dilatation	l'espace d'une expansion ou d'une

	relieve movement stresses in large ceiling and wall areas		compression qui permet de relâcher le mouvement de contrainte dans les grandes surfaces des plafonds et des murs
drywall	the generic name for a family of non-combustible sheet products consisting of a core primarily of gypsum and paper surfacing	panneaux muraux	nom générique d'une famille de feuilles non combustibles faites d'un matériau principalement composé de gypse et d'un papier de surface
drywall (acoustical or soundproof)	while all drywall has some soundproofing qualities, soundproof drywall adds additional wood fiber, gypsum, and polymers to increase the sound transmission class (STC) above that of regular drywall	panneaux de cloison sèche (acoustiques ou insonorisés)	bien que tous les panneaux de cloison sèche aient certaines propriétés insonorisantes, les panneaux de cloison sèche insonorisés ajoutent de la fibre de bois, du gypse et des polymères pour augmenter l'indice de transmission du son (ITS) au-dessus de celle des cloisons sèches ordinaires
drywall (fibre mat)	regular gypsum panels that feature a non-combustible, moisture-resistant gypsum core that is encased in a green colored fiberglass face and back that shed water	panneaux de cloison sèche (à mat de fibre de verre)	panneaux de gypse ordinaires dotés d'un noyau de gypse incombustible et résistant à l'humidité qui est enfermé dans une face et un dos en fibre de verre de couleur verte qui évacuent l'eau
drywall (fire-rated)	specialized fire-resistant drywall is used in garages and basements, around equipment that might cause a fire. It contains fiberglass, which slows the progress of fire and doesn't burn as fast as regular gypsum	panneaux de cloison sèche (résistants au feu)	les panneaux de cloison sèche spécialisés résistants au feu sont utilisés dans les garages et les sous-sols, autour de l'équipement qui pourrait causer un incendie. Elles contiennent de la fibre de verre, ce qui ralentit la progression du feu et ne brûle pas aussi rapidement que le gypse ordinaire
drywall (impact-resistant)	a specialty application product that consists of a high-density, mould- and moisture-resistant,	panneaux de cloison sèche (ultra résistants)	produit d'application spécialisé qui se compose d'un noyau de type X haute densité,

<p>drywall (mould-resistant)</p>	<p>Type X core covered both front and back in either heavyweight-paper facers or tough fiberglass mats</p> <p>often called green board, is made with a paper backing thicker than regular drywall and coated with wax for extra moisture resistance. It also comes with a fiberglass mesh that is non-organic, removing the food necessary for mould to grow (called paperless drywall). Mould-resistant drywall is most often used in bathrooms, kitchens, laundry rooms and as a tile backer. A mould-resistant mud is also available. Note that moisture-resistant drywall is not the same as mould-resistant</p>	<p>panneaux de cloison sèche (résistants à la moisissure)</p>	<p>résistant à la moisissure et à l'humidité, recouvert à l'avant et à l'arrière de parements en papier épais ou d'un mat de fibre de verre souvent appelés panneaux verts, ces panneaux de cloison sèche sont faits d'un support de papier plus épais que la cloison sèche ordinaire et sont recouverts de cire pour offrir une meilleure résistance à l'humidité. Elles viennent aussi avec un mat en fibre de verre non biologique, qui élimine les sources nécessaires à la croissance de la moisissure (qu'on appelle panneaux de cloison sèche sans papier). Les panneaux de cloison sèche résistants aux moisissures sont le plus souvent utilisés dans les salles de bain, les cuisines, les salles de lavage et comme appuis pour des tuiles. Un composé résistant à la moisissure est également disponible. Notez que les panneaux de cloison sèche résistants à l'humidité ne sont pas les mêmes que ceux résistants à la moisissure</p>
<p>drywall (regular)</p>	<p>often called white board, is the most common type used in ceilings and walls in homes and commercial projects</p>	<p>panneaux de cloison sèche (ordinaires)</p>	<p>souvent appelés panneaux blancs, c'est le type le plus courant utilisé dans les plafonds et les murs des maisons et pour les projets commerciaux produits relativement nouveaux, les panneaux de cloison sèche absorbant les</p>
<p>drywall (VOC-absorbing)</p>	<p>a relatively new product, volatile organic compound (VOC)-absorbing drywall</p>	<p>panneaux de cloison sèche (absorbant les COV)</p>	<p>souvent appelés panneaux blancs, c'est le type le plus courant utilisé dans les plafonds et les murs des maisons et pour les projets commerciaux produits relativement nouveaux, les panneaux de cloison sèche absorbant les</p>

	captures chemicals and other VOCs and traps them within the drywall, making them inert. These chemicals come from other building materials, as well as cleaning products used every day. The drywall works even after being painted or covered with a light wallcovering for up to 75 years.		composés organiques volatils (COV), capturent les produits chimiques et les autres COV et les emprisonnent dans les panneaux de cloison sèche, les rendant inertes. Ces produits chimiques proviennent d'autres matériaux de construction, ainsi que des produits de nettoyage utilisés tous les jours. Les panneaux de cloison sèche fonctionnent même après avoir été peints ou recouverts d'un revêtement léger pour une période allant jusqu'à 75 ans.
drywall plug (patch)	replacement piece of drywall made from a scrap piece of drywall that matches the surface being repaired; also known as patch, Chicago patch, California patch	cheville de cloison sèche (ragréage)	pièce de cloison sèche de rechange faite d'une retaille de cloison sèche qui correspond à la surface réparée; aussi appelé ragréage de cloison sèche, pièce de Chicago, pièce de Californie
embed	to apply and wipe tape with compound	enrobage	appliquer le ruban à joint et le recouvrir de composé
face paper	finished side of gypsum board	papier	côté fini d'un panneau de gypse
feathering	using the knife and trowel to blend the edges of the filler into the drywall	amincissement	utiliser un couteau et une truelle pour amincir la couche de composé pour l'agencer au panneau mural
filler (see also compound)	a material used in covering joints, corners, and fasteners in the finishing of drywall to produce a smooth and uniform surface. Also used for repairing small holes and cracks in the surface to be painted.	composé (voir aussi composé à joint/mastic)	produit utilisé dans la finition de panneaux muraux pour recouvrir les joints, les coins et les fixations pour rendre les surfaces lisses et uniformes. Également utilisé pour réparer les petits trous et les fissures de la surface à peindre
finishing box	a tool that automatically dispenses the proper amount of compound, coats the joint and	boîte de finition	un outil qui distribue automatiquement la bonne quantité de composé à joint, couvre

	feathers the edge; another name for the flat finishing box used to apply coats of compound over drywall joints		le joint et amincit les bords; un autre nom pour la boîte utilisée pour appliquer des couches de composé à joint sur les joints des panneaux muraux
fisheyes	small holes found in application of compound	yeux de poisson	petits trous dans l'application du composé à joint
flat joint	a joint with bevelled edges; also called a factory joint	joint plat	joint à rebords biseautés, aussi appelé joint d'usine
hopper	1. a device used for embedding tape; 2. attachment to spray gun used in texturing; 3. holding tank for spray machines	trémie	1. appareil qui sert à enrober le ruban; 2. accessoire du pistolet de pulvérisation utilisé pour appliquer le fini texturé; 3. réservoir de retenue des pulvérisateurs
joint	the seam produced by the placement of two pieces of drywall	joint	fente, espace entre deux pièces de panneaux muraux
keying	scratching or scoring surface to promote good bonding of filler	rayer	gratter la surface pour favoriser une bonne adhérence du composé
knock-down	a technique used to flatten the top of textured finishes for a unique look	fini écrasé	technique utilisée pour aplatir le dessus de finis texturés pour obtenir un style unique
laser level	device used in levelling vertical and horizontal surfaces using a laser	niveau à laser	instrument utilisé pour niveler des surfaces horizontales et verticales à l'aide d'un laser
mouldings	ornamental pieces installed in the angles of rooms, especially in older buildings such as Victorian style; original mouldings may have been made of plaster, but replacement mouldings are most commonly plaster-coated foam mouldings	moultures	pièces ornementales installées dans les angles des pièces, surtout dans les bâtiments plus anciens comme ceux de style victorien; les moultures originales peuvent avoir été faites de plâtre, mais les moultures de remplacement sont le plus souvent des moultures de mousse enduites de plâtre
orange peel	a type of finish having the texture of an orange	peau d'orange	fini texturé qui rappelle la peau d'une orange
Plaster of Paris	type of compound that is used for patching and repairs; it dries very	plâtre de Paris	type de composé qui est utilisé pour le ragréage et la réparation; il sèche très

pole sander	quickly and is very hard once dry sandpaper holder affixed to the end of a pole with a swivel to aid in the sanding process	ponceuse à manche	rapidement et est très dur une fois sec support à papier abrasif fixé au bout d'un manche avec un pivot qui facilite le ponçage
pre-filling compound	an application method to prepare drywall to conceal joints before applying tape and compound	pré-remplissage du composé	méthode d'application utilisée dans la préparation des panneaux muraux pour recouvrir les joints avant d'installer le ruban et le composé à joint
primer	coating applied to a substrate for the purpose of sealing, adhesion of subsequent coats, and corrosion control	apprêt	revêtement appliqué à un substrat pour le scellement, l'adhésion de couches subséquentes et la prévention de la corrosion
putty knife	flat-bladed, narrow metal tool for filling cracks and holes	couteau à mastic	mince outil de métal muni d'une lame plate qui sert à remplir les fentes et les trous
sanding	smoothing surface with sandpaper	ponçage	lissage du composé à joint avec du papier abrasif
scuff-sand	sanding using a rough grit to remove working lines and achieve a smooth surface	ponçage léger	ponçage avec un grain rugueux pour enlever les lignes de travail et obtenir une surface lisse
sealer	coating used to prevent excessive absorption of subsequent coats into a porous surface or to prevent stains from bleeding out of the substrate; a thin liquid sometimes applied on wood, plaster, drywall, or masonry to prevent dirt, moisture, stain, etc., from penetrating	produit de scellement	revêtement utilisé pour éviter l'absorption excessive des couches subséquentes sur une surface poreuse ou les taches causées par le ressuage du substrat; mince liquide qu'on applique parfois sur le bois, le plâtre, les panneaux muraux ou la maçonnerie pour éviter l'absorption de saleté, d'humidité, de taches, etc.
skimming compound	usually a thin watered down compound, it is used to smooth the surface on the final coat	composés à appliquer en mince couche	habituellement un mince composé dilué qui est utilisé pour lisser la surface de la couche finale
stucco ceiling	a type of textured ceiling; also called popcorn ceiling	plafond en stuc	un type de fini de plafond texturé, aussi

textured surface	a surface decoration applied by hand or machine	fini texturé	appelé plafond à texture « popcorn ». décoration appliquée à la main ou à la machine sur une surface
touch-up	a final step in drywall finishing where deficiencies are identified and corrected in order to prepare for painting; also known as check-out/light-check	retouches	une dernière étape de la finition des panneaux de cloison sèche où les défauts sont repérés et corrigés afin de préparer la peinture
trim	elongated strip of metal, plastic or paper material with a central nose and a pair of flanges extending outwardly from the nose. Provides crisp clean reveals and protects around openings or at ceiling and floors	moulure	longue bande en matériau de métal, de plastique ou de papier, avec une arête centrale et une paire de collerettes qui s'éloignent de la pointe. La moulure permet de créer une finition et une protection autour des embrasures, sur les plafonds ou sur les planchers
wet sand	to smooth a finished joint with a wet sponge; a method used to reduce dust created by dry sanding	ponçage à l'eau	technique utilisée pour lisser un joint fini à l'aide d'une éponge mouillée; méthode de ponçage qui produit moins de poussière que le ponçage à sec
working lines	ridges and ripples in applied compound; once dry, working lines are removed by sanding	lignes de travail	plissements et ondulations dans le composé appliqué; une fois sèches, les lignes de travail sont enlevées par ponçage