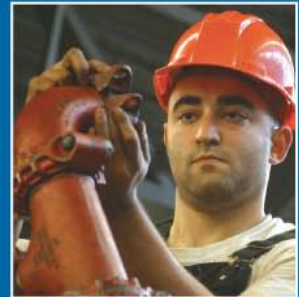


# Drywall Finisher Program Outline



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**Drywall Finisher**  
**PROGRAM OUTLINE**

**March, 2008**

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

# TABLE OF CONTENTS

<b>Foreword</b> .....	ii
<b>Acknowledgements</b> .....	vi
<b>Section 1 – Occupational Analysis</b> .....	1
Occupational Analysis Chart .....	2
<b>Section 2 – Drywall Finisher Outline</b> .....	4
Drywall Finisher Training Model .....	5
Schedule of Time Allotment for Level 1.....	6
Schedule of Time Allotment for Level 2.....	7
Program Outline for Level 1.....	9
Program Outline for Level 2.....	55
<b>Section 3 – Facility Requirements</b> .....	89
<b>Section 4 – Faculty Credential and Experience Requirements</b> .....	93

## FOREWORD

The revised Drywall Finisher Program Outline is intended as a guide for instructors, apprentices, and employers of apprentices, as well as for the use of industry organizations, regulatory bodies, and provincial and federal governments. It reflects updated standards based on input from the Drywall Finisher Review Committee and subject matter experts.

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

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

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

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

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

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

### **SAFETY ADVISORY**

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

## **ACKNOWLEDGEMENTS**

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

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

Dean Allen  
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Richard Seganfreddo  
Norm Thiessen  
Alex Roche  
Al Vince

# **SECTION 1**

## **OCCUPATION ANALYSIS CHART**

## Drywall Finisher Occupation Analysis Chart

<b>Use Safe Work Practices</b> <b>A</b>	Control Workplace Hazards A1 1	Locate OSH Regulations and WCB Standards A2 1	Use WHMIS A3 1	Use Personal Protective Equipment A4 1	Use Fire Safety Procedures A5 1	Attain First Aid Level 1 Certification A6 1
<b>Use Tools and Equipment</b> <b>B</b>	Use Hand Tools B1 1	Use Power Tools B2 1	Use Ladders, Scaffolds, and Lifts B3 1	Use Stilts B4 1	Use Mechanical Taping and Finishing Tools B5 1   2	Use Texture Sprayers B6     2
	Use Airless Paint Machines B7     2					
<b>Organize Work</b> <b>C</b>	Describe the Trade C1 1	Use Mathematics C2 1   2	Read Drawings and Specifications C3 1	Use Codes, Regulations and Standards C4 1	Use Manufacturer and Supplier Documentation C5 1	Handle Materials C6 1
	Plan a Project C7 1   2	Prepare the Job Site C8 1	Identify Mould Issues C9 1			
<b>Install Beads and Trim</b> <b>D</b>	Prepare Areas For Beading D1 1   2	Attach Beads and Trim D2 1   2				
<b>Apply Tape</b> <b>E</b>	Prepare Walls For Taping E1 1   2	Select Tape E2 1	Apply Tape by Hand E3 1   2	Apply Tape by Machine E4 1   2		

**Fill Drywall**  
F

Select Filling Compounds  
F1

1					
---	--	--	--	--	--

Mix Compounds  
F2

1	2				
---	---	--	--	--	--

Apply Filler by Hand  
F3

1	2				
---	---	--	--	--	--

Apply Filler by Machine  
F4

1	2				
---	---	--	--	--	--

Finish Filler  
F5

1	2				
---	---	--	--	--	--

Resolve Filler Problems  
F6

1	2				
---	---	--	--	--	--

Use Fast-set Materials  
F7

1	2				
---	---	--	--	--	--

Apply Level 5 Finish  
F8

	2				
--	---	--	--	--	--

**Apply Texturing**  
G

Seal and Prime Surfaces  
G1

1	2				
---	---	--	--	--	--

Select Texture Materials  
G2

	2				
--	---	--	--	--	--

Apply Basic Hand Texture  
G3

	2				
--	---	--	--	--	--

Apply Basic Machine Texture  
G4

	2				
--	---	--	--	--	--

Apply Specialty Layout Patterns  
G5

	2				
--	---	--	--	--	--

**Repair Surfaces**  
H

Troubleshoot and Repair Problems  
H1

1	2				
---	---	--	--	--	--

Seal Stains  
H2

1	2				
---	---	--	--	--	--

Repair Drywall  
H3

1	2				
---	---	--	--	--	--

Repair Plaster  
H4

	2				
--	---	--	--	--	--

Repair Textured Surfaces  
H5

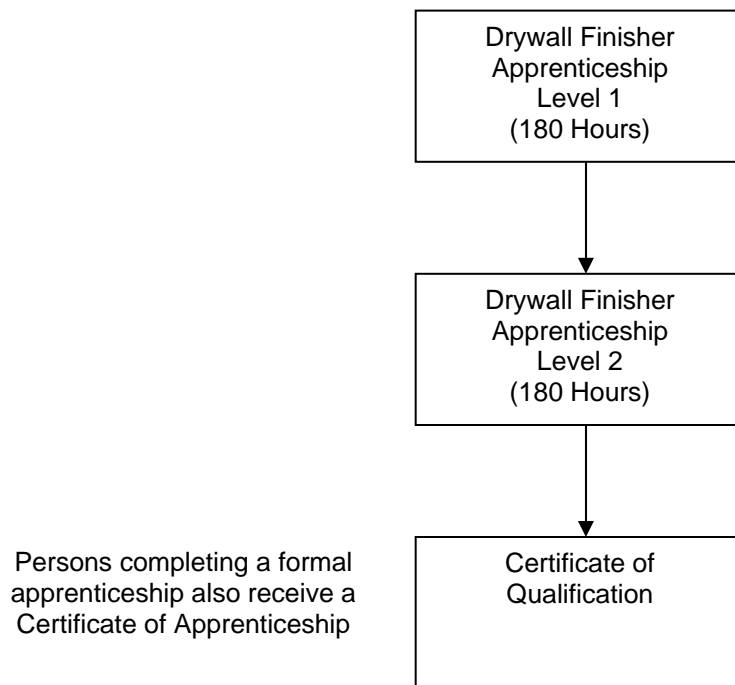
	2				
--	---	--	--	--	--

**SECTION 2**

**DRYWALL FINISHER**

**PROGRAM OUTLINE**

## DRYWALL FINISHER INDUSTRY TRAINING MODEL



## SUGGESTED SCHEDULE OF TIME ALLOTMENT FOR DRYWALL FINISHER

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

**LEVEL ONE**

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

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

# **DRYWALL FINISHER FOR LEVEL 1**

**LINE: A                    USE SAFE WORK PRACTICES**

**Competency:            A-1    Control Workplace Hazards**

**Learning Objectives:**

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

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

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

## LINE: A USE SAFE WORK PRACTICES

Competency: A-2 Locate OHS Regulations and WCB Standards

### Learning Objectives:

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

LEARNING TASKS	CONTENT
1 Define terms used in the Workers' Compensation Act	<ul style="list-style-type: none"><li>• Definitions, Section 1</li></ul>
2 Describe the conditions under which compensation will be paid (Book 1)	<ul style="list-style-type: none"><li>• Part 1, Division 2</li></ul>
3 Describe the general duties of employers, employees and others (Book 1)	<ul style="list-style-type: none"><li>• Part 2, Division 3, Sections 115-124</li></ul>
4 Describe the "core Requirements of the Occupational Health and Safety Regulation (Book 1)	<ul style="list-style-type: none"><li>• Part 1, Division 5</li></ul>
5 Describe the "Core Requirements" of the Occupational Health and Safety Regulation	<ul style="list-style-type: none"><li>• Definitions</li><li>• Application</li><li>• Rights and Responsibilities<ul style="list-style-type: none"><li>– Health and Safety Programs</li><li>– Investigations and reports</li><li>– Workplace inspections</li><li>– Right to refuse work</li></ul></li><li>• General Conditions</li><li>• Building and equipment safety</li><li>• Emergency preparedness</li><li>• Preventing violence</li><li>• Working alone</li><li>• Ergonomics</li><li>• Illumination</li><li>• Indoor air quality</li><li>• Smoking and lunchrooms</li></ul>
6 Locate the "General Hazard Requirements" of the Occupational Health and Safety Regulation (Books	<ul style="list-style-type: none"><li>• Chemical and biological substances</li><li>• Substance specific requirements</li><li>• Noise, vibration, radiation, and temperature</li><li>• Personal protective clothing and equipment</li><li>• Confined spaces</li><li>• De-energization and lockout</li><li>• Fall protection</li><li>• Tools, machinery and equipment</li><li>• Ladders, scaffolds, and temporary work platforms</li><li>• Cranes and hoists</li><li>• Rigging</li></ul>

- Mobile equipment
- Transportation of workers
- Traffic control
- Electrical safety

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

## LINE: A USE SAFE WORK PRACTICES

Competency: A-3 Use WHMIS

### Learning Objectives:

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

### LEARNING TASKS

### CONTENT

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

7 Identify and interpret symbols found on WHMIS labels

- Compressed gases
- Flammable and combustible materials
- Oxidizing materials
- Poisonous and infectious materials
  - Materials Causing Immediate and Serious Toxic Effects
  - Materials Causing Other Toxic Effects
  - Biohazardous Infectious Materials
- Corrosive Materials
- Dangerously Reactive Materials

8 Obtain WHMIS certification

- According to current requirements

9 Apply WHMIS regulations as they apply to hazardous materials on the job site

- Use, storage, disposal of materials

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

**LINE: A                      USE SAFE WORK PRACTICES**

**Competency:              A-4      Use Personal Protective Equipment**

**Learning Objectives:**

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

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

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

**LINE: A                      USE SAFE WORK PRACTICES**

**Competency:                A-5      Use Fire Safety Procedures**

**Learning Objectives:**

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

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

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

**LINE: A                      USE SAFE WORK PRACTICE**

**Competency:                A-6    Attain First Aid Level 1**

**Learning Objectives:**

- 1    The learner will attain First Aid Level 1

**LEARNING TASKS**

**CONTENT**

- 1    Attain First Aid Level 1

- According to First Aid provider

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

## LINE: B USE TOOLS AND EQUIPMENT

Competency: B-1 Use Hand Tools

### Learning Objectives:

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

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

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

**LINE: B                      USE TOOLS AND EQUIPMENT**

**Competency:              B-2      Use Power Tools**

**Learning Objectives:**

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

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

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

## LINE: B USE TOOLS AND EQUIPMENT

Competency: B-3 Use Ladders, Scaffolds and Lifts

### Learning Objectives:

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

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

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

### Achievement Criteria:

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

### Achievement Criteria:

Performance	The learner will erect Baker scaffold.
Conditions	The learner will be given: Baker components
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Inspection procedure followed Pins properly installed Side rails properly aligned Platform stability Wheels locked Correct adjustment

## LINE: B USE TOOLS AND EQUIPMENT

Competency: B-4 Use Stilts

### Learning Objectives:

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

### LEARNING TASKS

1 Describe stilts

2 Use stilts

### CONTENT

- Purpose
- Parts and function:
  - Foot pads
  - Nuts and bolts
  - Straps
  - Springs
  - Foot adaptors
  - Leg supports
- Safety considerations
  - Refer to manufacturer's recommendations
  - WCB regulations
- Stilt assembly
- Centering and balance
- Lifting tools and equipment
- Walking
- Working on walls and ceilings
- Maintenance procedures

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

**LINE: B                      USE TOOLS AND EQUIPMENT**

**Competency:                B-5     Use Mechanical Taping and Finishing Tools**

**Learning Objectives:**

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

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

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

**LINE: C****ORGANIZE WORK****Competency: C-1 Describe the Trade****Learning Objectives:**

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

**LEARNING TASKS****CONTENT**

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

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

**LINE: C****ORGANIZE WORK****Competency: C-2 Use Mathematics****Learning Objectives:**

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

**LEARNING TASKS**

- 1 Add, subtract, multiply, divide
- 2 Calculate area, perimeter, and square footage
- 3 Calculate volume
- 4 Calculate capacity
- 5 Convert from metric units to imperial units

**CONTENT**

- Whole numbers, fractions, decimals, percentage
- Circles, squares, rectangles, triangles
- Cylinders, square tanks, rectangular tanks
- Imperial gallons, US gallons, litres
- Millimetres – inches
- Meters to feet
- Centimetres<sup>2</sup> – inches<sup>2</sup>
- Centimetres<sup>3</sup> – inches<sup>3</sup>
- Meters<sup>2</sup> – feet<sup>2</sup>
- Meters<sup>3</sup> – feet<sup>3</sup>
- Litres – gallons
- Kilograms - pounds

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

**LINE: C****ORGANIZE WORK****Competency: C-3 Read Drawings and Specifications****Learning Objectives:**

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

**LEARNING TASKS****CONTENT**

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

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

Performance The learner will create a shop drawing.

Conditions The learner will be given:  
 Materials  
 Project requirements

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:  
 Correct use of lines  
 Dimensioning  
 Drawn to scale  
 Correct symbols  
 Complete  
 Accurate

**LINE: C**

**ORGANIZE WORK**

**Competency: C-4 Use Codes, Regulations and Standards**

**Learning Objectives:**

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

**LEARNING TASKS**

- 1 Interpret codes, regulations, and standards
- 2 Apply codes

**CONTENT**

- Quality assurance standards
- Canadian Standards Association
- ANSI
- Fire-rating and sound-rating systems
- Apply codes to work projects

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

**LINE: C****ORGANIZE WORK****Competency: C-5 Use Manufacturer and Supplier Documentation****Learning Objectives:**

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

**LEARNING TASKS****CONTENT**

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

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

**LINE: C****ORGANIZE WORK****Competency: C-6 Handle Materials****Learning Objectives:**

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

**LEARNING TASKS****CONTENT**

- 1 Describe the proper care of filling compounds

- Proper handling and storage
  - Dry areas
  - Away from high traffic areas
  - Close to mixing area
  - Check product date
  - Setting materials
  -
- Improper handling and storage
  - Concrete floors
  - Traffic areas
  - Damp areas
  - Heated floor
  - Freezing

- 2 Describe the storage of beads

- Horizontally
- Containers
- Dry areas
- Away from Traffic areas
- Security

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

**Achievement Criteria:**

Performance The learner will move mud and accessories.

Conditions The learner will be given:  
Materials  
Assignment specifications

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:  
Lifting technique  
Close to body  
Legs (not back)

**LINE: C**

**ORGANIZE WORK**

**Competency: C-7 Plan a Project**

**Learning Objectives:**

- 1 The learner will be able to communicate with others.
- 2 The learner will be able handle product delivery.

**LEARNING TASKS**

**CONTENT**

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1 Communicate effectively with others</li><br/><br/><br/><br/><br/><br/><br/><br/><br/><br/><li>2 Handle product delivery</li></ol> | <ul style="list-style-type: none"><li>• Methods of communication<ul style="list-style-type: none"><li>– Listening</li><li>– Verbal</li><li>– Written</li><li>– Drawings</li><li>– Trade terminology</li></ul></li><li>• Interact with other trades</li><li>• Industry people</li><li>• Customers</li><br/><br/><br/><br/><br/><br/><br/><br/><br/><br/><li>• Purchase orders</li><li>• Checking delivery</li></ul> |
|---|--|

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

**LINE: C****ORGANIZE WORK****Competency: C-8 Prepare the Job Site****Learning Objectives:**

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

**LEARNING TASKS**

- 1 Describe and demonstrate job site planning

**CONTENT**

- Housekeeping
- Proper site conditions
- Protection of client's property
  - Finished areas
  - Wood
  - Windows
- Ensure all necessary tools, supplies and equipment are available and in good working order
- Steps in job planning
- Checklist utilization.

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

**LINE: C**

**ORGANIZE WORK**

**Competency: C-9 Identify Mould Issues**

**Learning Objectives:**

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

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| 1 Describe conditions that feed mould.                       | <ul style="list-style-type: none"><li>• Food supply</li><li>• Temperature</li><li>• Moisture</li></ul>  |
| 2 Describe procedures to be followed when mould is detected. | <ul style="list-style-type: none"><li>• OHS Requirements</li><li>• Procedures to report mould</li></ul> |

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

**LINE: D                    INSTALL BEADS AND TRIM**

**Competency:            D-1    Prepare Areas for Beading**

**Learning Objectives:**

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

**LEARNING TASKS**

- 1    Inspect and prepare areas for beading

**CONTENT**

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

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

**Achievement Criteria:**

Recommend tour of Bead Plant

**LINE: D****INSTALL BEADS AND TRIM****Competency: D-2 Attach Beads and Trim****Learning Objectives:**

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

**LEARNING TASKS****CONTENT**

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

6 Attach beads and trim

- Cutting at angles
- Outside
- Outside mitres
- Curved opening (inside)
- Curved opening (outside)
- Basic applications and principles
  
- Apply to square openings
  - Vertical openings
  - Level
- Apply to round openings
  - Smooth unbroken line
  - Diameter limitations
  - Block or square section
- Apply to drops
- Continuous smooth edge
- Plane
- Apex of corner
- 90° angle
- Levelling and Plumbing
  - Spirit level
  - Plumb bob
  - Chalk line
  - Eyeball
- Plumb vertical beads with appropriate equipment
- Level horizontal beads
  - Level tolerances
  - Parallel
- Straightness

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

**Achievement Criteria:**

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

**LINE: E**

**APPLY TAPE**

**Competency: E-1**

**Prepare Walls for Taping**

**Learning Objectives:**

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

**LEARNING TASKS**

**CONTENT**

- 1 Inspect and prepare walls for taping

- Purpose
  - Proper base
- Cut out damaged board
- Types of Pre-fill
  - Joint mud
  - Fast-setting material
  - Concrete fill
- Check
  - Screws
  - Humidity
  - Temperature
  - Ventilation
  - Attic insulation
  - De-lamination
  - Moisture content
- Corrective measures
  - Heat sources
  - Ventilation

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

**Achievement Criteria:**

Performance The learner will pre-fill and prepare walls for taping.

Conditions The learner will be given:  
Mock up  
Materials

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:  
Identify needs  
Select mud  
Apply mud

**LINE: E**

**APPLY TAPE**

**Competency: E-2 Select Tape**

**Learning Objectives:**

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

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

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

**LINE: E****APPLY TAPE****Competency: E-3 Apply Tape by Hand****Learning Objectives:**

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

**LEARNING TASKS****CONTENT**

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

- Three ways
- Gaps
- Wiping Bottoms
  - › Feathered
  - › Flat
  - › Damaged
    - \* Core
    - \* Surface
  - › Excess
  - › No wrinkles
  - › Joint compound consistency
  - › Tape centered on the joint
  - › Wipe down to floor
  - › No overlaps
- Smooth finish
  - Precise installation

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

**Achievement Criteria:**

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

**Achievement Criteria:**

Performance	The learner will wipe tape.
Conditions	The learner will be given: Materials Mock up String tape
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Bubble tapes Short tapes Wrinkles Short corners Round angles

**LINE: E****APPLY TAPE****Competency: E-4 Apply Tape by Machine****Learning Objectives:**

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

**LEARNING TASKS****CONTENT**

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

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

**Achievement Criteria:**

Performance The learner will apply tape to various joints using the machine taping method.

Conditions The learner will be given:  
Materials  
Mock up

Criteria            Machine  
The learner will score 70% or better on a rating sheet that reflects the following  
criteria:  
Loading  
    Mud  
    Tape  
Machine operation  
Placement of tape  
Proper sequence and procedures  
Proper amount of mud  
Viscosity of mud  
Clean up

**LINE: F**

**FILL DRYWALL**

**Competency: F-1 Select Filling Compounds**

**Learning Objectives:**

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

**LEARNING TASKS**

**CONTENT**

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

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

**Achievement Criteria:**

Recommend tour of Filler Plant.

**LINE: F**

**FILL DRYWALL**

**Competency: F-2 Mix Compounds**

**Learning Objectives:**

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

**LEARNING TASKS**

**CONTENT**

- |                                       |  |
|---------------------------------------|--|
| 1 Describe the mixing area            | <ul style="list-style-type: none"><li>• Central and safe mixing area<ul style="list-style-type: none"><li>– Free of obstacles</li><li>– Clean</li><li>– Non-traffic area</li><li>– Central to other areas</li><li>– Ventilated</li></ul></li></ul>   |
| 3 Describe mixing by hand and machine | <ul style="list-style-type: none"><li>• Filler consistency<ul style="list-style-type: none"><li>– Hand taping</li><li>– Machine taping</li><li>– First and second coat</li></ul></li><li>• Mixing apparatus<ul style="list-style-type: none"><li>– Drill R.P.M.</li><li>– Potato masher</li></ul></li><li>• Mixing techniques<ul style="list-style-type: none"><li>– Order of mixing</li><li>– Powder fillers</li><li>– Re-mixing</li><li>– Fast-set</li><li>– Using drill (angle)</li><li>– Consistency</li></ul></li><li>• Suitable containers</li></ul> |
| 4 Mix compounds                       | <ul style="list-style-type: none"><li>• Mix compounds according to job requirements</li></ul>  |

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

**LINE: F**

## **FILL DRYWALL**

**Competency: F-3 Apply Filler by Hand**

### **Learning Objectives:**

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

### **LEARNING TASKS**

- 1 Describe filling by hand
- 2 Identify filling equipment and tools
- 3 Apply filler by hand

### **CONTENT**

- Uniform surface to meet industry standards
- Out of plane (butt joints high in centre)
- Proper width
- Parallel
- Feathered edges
- Smoothness
  
- Hand Tools
  - Trowel
  - Hawk
  - Pan
  - Knives
  -
- Wiping bottoms and three-ways
  - Square
  - Clean
  - Feathered edges
  - Smooth
- Filling of beads
  - Corners
  - Fullness of bead
  - Depth
  - Levels 1- 5 of finish according to industry standards
- Problems incurred
  - Unfeathered edges
  - Metal showing
  - Waves
  - Scratches
  - Fish eyes
  - Overloading
  - Lift-offs
  - Full width and full length
  - Hollow beads
    - › When dry
    - › Re-filling hollows
    - › Under-loading

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

### **Achievement Criteria:**

Performance The learner will apply filler by hand.

Conditions     The learner will be given:  
Materials  
Mock up

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

- Square
- Clean
- Feathered edges
- Smooth
- Build up
- Fish eyes
- Flashing
- Unfeathered edges
- Metal showing
- Waves
- Scratches
- Lift-offs

**LINE: F                      FILL DRYWALL**

**Competency:                F-4    Apply Filler by Machine**

**Learning Objectives:**

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

**LEARNING TASKS**

1    Apply filler by machine

**CONTENT**

- Using flat boxes to fill flats
  - First coat – 7”
  - Second coat – 10”
  - Third coat – 12”
- Using filling boxes to fill joints
  - Correct flaws
  - Wipe lift offs
- Filling with angle tools
- Other machines

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

**Achievement Criteria:**

Performance    The learner will apply filler by machine.

Conditions      The learner will be given:  
Materials  
Mock up

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

Overloading  
Scratches  
Lift offs  
Drag marks  
Fish eyes

**LINE: F                      FILL DRYWALL**

**Competency:                F-5     Finish Filler**

**Learning Objectives:**

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

<b>LEARNING TASKS</b>	<b>CONTENT</b>
1    Check for drying	<ul style="list-style-type: none"><li>•    Methods of measuring dryness</li><li>•    Visual characteristics</li><li>•    Touch test</li></ul>
2    Describe sanding techniques	<ul style="list-style-type: none"><li>•    Grits</li><li>•    Rough sanding</li><li>•    Finish sanding</li><li>•    Wet sanding</li><li>•    Use of sanding sponge</li></ul>
3    Describe final inspection before painting	<ul style="list-style-type: none"><li>•    Check with light</li><li>•    Scratches/ ridges/fasteners</li><li>•    Wide fills</li><li>•    Beads cleaned</li><li>•    Paper tears</li><li>•    Metal or tapes</li><li>•    Masking materials</li><li>•    General cleanup (floors and window sills)</li><li>•    Clean excess mud in electrical boxes</li><li>•    Edge mouldings</li><li>•    Tapes coated</li></ul>
4    Finish drywall	<ul style="list-style-type: none"><li>•    According to job specifications (see detailed drawing)</li></ul>

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

**Achievement Criteria:**

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

**LINE: F**

**FILL DRYWALL**

**Competency: F-6 Resolve Filler Problems**

**Learning Objectives:**

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

**LEARNING TASKS**

**CONTENT**

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

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

**LINE: F                      FILL DRYWALL**

**Competency:                F-7     Use Fast-set Materials**

**Learning Objectives:**

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

<b>LEARNING TASKS</b>	<b>CONTENT</b>
1 Describe fast set materials	<ul style="list-style-type: none"><li>• Purpose<ul style="list-style-type: none"><li>– Speed</li></ul></li><li>• Composition<ul style="list-style-type: none"><li>– Different setting times</li></ul></li><li>• Uses<ul style="list-style-type: none"><li>– Repairs</li><li>– Fast tracking</li></ul></li><li>• Method of application<ul style="list-style-type: none"><li>– Hand application only</li><li>– Short working time</li><li>– No remixing</li><li>– Non-compatibility with other muds</li><li>– Overloading</li><li>– Scrape and level when set</li><li>– Swelling concerns</li><li>– Difficult to sand</li><li>– Clean equipment quickly</li></ul></li><li>• Problems<ul style="list-style-type: none"><li>– Fish eyes</li></ul></li></ul>
2 Use fast set materials	<ul style="list-style-type: none"><li>• Applications (used as a pre-fill/deep voids, patch and repair)</li></ul>

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

**Achievement Criteria:**

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

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

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

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

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

**LINE: H**

## **REPAIR SURFACES**

**Competency: H-1      Troubleshoot and Repair Problems**

**Learning Objectives:**

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

**LEARNING TASKS**

- 1    Describe problems, causes and solutions

**CONTENT**

- Types
  - Pinholes
  - Loose tape
  - Paper tears
  - Damaged beads
  - Building settlement
  - Stains and water damage
  - Photographing
  - Overfilling
  - Over-sanding
  - Shrinkage
- Causes
- Corrections

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

**LINE: H**

**REPAIR SURFACES**

**Competency: H-2**

**Seal Stains**

**Learning Objectives:**

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

**LEARNING TASKS**

Describe stain-related problems, causes and corrections

**CONTENT**

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

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

**LINE: H                      REPAIR SURFACES**

**Competency:                H-3    Repair Drywall**

**Learning Objectives:**

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

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

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

**Achievement Criteria:**

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



# **PROGRAM OUTLINE FOR LEVEL 2**

**LINE: B****USE TOOLS AND EQUIPMENT****Competency: B-5 Use Mechanical Taping and Finishing Tools****Learning Objectives:**

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

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

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

**LINE: B                      USE TOOLS AND EQUIPMENT**

**Competency:              B-6      Use Texture Sprayers**

**Learning Objectives:**

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

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

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

**LINE: B                      USE TOOLS AND EQUIPMENT**

**Competency:                B-7     Use Airless Paint Machines**

**Learning Objectives:**

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

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

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

**LINE: C**

**ORGANIZE WORK**

**Competency: C-2 Use Mathematics**

**Learning Objectives:**

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

1

**LEARNING TASKS**

**CONTENT**

Review Year 1

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

Use math to solve practical problems

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

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

**LINE: C****ORGANIZE WORK****Competency: C-7 Plan a Project****Learning Objectives:**

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

**LEARNING TASKS****CONTENT**

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

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

**LINE: D                    INSTALL BEADS AND TRIM**

**Competency:            D-1    Prepare Areas for Beading**

**Learning Objectives:**

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

**LEARNING TASKS**

- 1    Inspect and prepare areas for beading

**CONTENT**

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

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

**Achievement Criteria:**

Recommend tour of Board Plant

**LINE: D****INSTALL BEADS AND TRIM****Competency: D-2 Attach Beads and Trim****Learning Objectives:**

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

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

5 Attach beads and trim

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

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

**Achievement Criteria:**

Performance	The learner will attach bead by the following methods: Nails, screws, tape-ons, adhesives, clinches, and staples
Conditions	The learner will be given: A mock-up area, including three ways and advanced detail on different profiles. Tools and materials
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria: Straight Three ways No overlap Flush intersections Even 90° Minimum amount of filler Sufficient fasteners Proper application

**LINE: E****APPLY TAPE****Competency: E-1****Prepare Walls for Taping****Learning Objectives:**

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

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

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

**Achievement Criteria:**

Performance The learner will pre-fill and prepare walls for taping.

Conditions The learner will be given:  
Mock up  
Materials

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:  
Identify needs  
Select mud  
Apply mud

**LINE: E****APPLY TAPE****Competency: E-3 Apply Tape by Hand****Learning Objectives:**

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

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

- Cleaning the area
- Wiping angle techniques
  - Feathered
  - Three ways
  - Gaps
  - Wiping Bottoms
    - › Feathered
    - › Flat
    - › Damaged
      - \* Core
      - \* Surface
    - › Excess
    - › No wrinkles
    - › Joint compound consistency
    - › Tape centered on the joint
    - › Wipe down to floor
    - › No overlaps
  - Smooth finish
- Precise installation
- Refinement
  - Tool selection and use
  - Technique
  - Sequence

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

**Achievement Criteria:**

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

**Achievement Criteria:**

Performance	The learner will wipe tape.
Conditions	The learner will be given: Materials Detailed mock up String tape
Criteria	The learner will score 70% or better on a rating sheet that reflects the following criteria:

Bubble tapes  
Short tapes  
Wrinkles  
Short corners  
Round angles

**LINE: E****APPLY TAPE****Competency: E-4 Apply Tape by Machine****Learning Objectives:**

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

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

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

**Achievement Criteria:**

Performance The learner will apply tape to using an automatic taping machine.

Conditions    The learner will be given:  
Materials  
Mock up

Criteria        The learner will score 70% or better on a rating sheet that reflects the following  
criteria:  
Machine disassembly/assembly  
Set up  
Load  
Complete project using proper procedures/operation

**LINE: F**

**FILL DRYWALL**

**Competency: F-2 Mix Compounds**

**Learning Objectives:**

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

**LEARNING TASKS**

**CONTENT**

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

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

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

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

**LEARNING TASKS****CONTENT**

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

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

### Achievement Criteria:

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

**LINE: F****FILL DRYWALL****Competency: F-4 Apply Filler by Machine****Learning Objectives:**

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

**LEARNING TASKS****CONTENT**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1 Apply filler efficiently by machine</li> </ol> | <ul style="list-style-type: none"> <li>• Using flat boxes to fill flats               <ul style="list-style-type: none"> <li>– First coat – 7"</li> <li>– Second coat – 10"</li> <li>– Third coat – 12"</li> </ul> </li> <li>• Using filling boxes to fill joints               <ul style="list-style-type: none"> <li>– Correct flaws</li> <li>– Wipe lift offs</li> </ul> </li> <li>• Filling with angle tools</li> <li>• Other machines</li> </ul> |
| <ol style="list-style-type: none"> <li>2 Inspect and maintain equipment</li> </ol>      | <ul style="list-style-type: none"> <li>• According to manufacturer's tolerances</li> </ul>  |
- Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.

**Achievement Criteria:**

Performance The learner will apply filler by machine.

Conditions The learner will be given:  
 Materials  
 Angle machine  
 Flat boxes  
 Pump  
 Mock up

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:  
 Disassembly/assembly of machine  
 Adjustments  
 Build up  
 Scratches  
 Lift offs  
 Drag marks  
 Clean up

**LINE: F****FILL DRYWALL****Competency: F-5 Finish Filler****Learning Objectives:**

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

**LEARNING TASKS****CONTENT**

- |   |   |   |
|---|---|---|
| 1 | Check for drying problems and solutions | <ul style="list-style-type: none"> <li>• Methods of measuring dryness</li> <li>• Visual characteristics</li> <li>• Touch test</li> <li>• Solutions               <ul style="list-style-type: none"> <li>– Heat</li> <li>– Ventilation</li> </ul> </li> <li>• Use of Dry Chart for Joint Filler</li> </ul>   |
| 2 | Apply sanding techniques                | <ul style="list-style-type: none"> <li>• Grits</li> <li>• Rough sanding</li> <li>• Finish sanding</li> <li>• Wet sanding</li> <li>• Use of sanding sponge</li> </ul>  |
| 3 | Inspect before painting                 | <ul style="list-style-type: none"> <li>• Check with light</li> <li>• Scratches/ ridges/fasteners</li> <li>• Wide fills</li> <li>• Beads cleaned</li> <li>• Paper tears</li> <li>• Metal or tapes</li> <li>• Masking materials</li> <li>• General cleanup (floors and window sills)</li> <li>• Clean excess mud in electrical boxes</li> <li>• Edge mouldings</li> <li>• Tapes coated</li> </ul> |
| 4 | Finish drywall                          | <ul style="list-style-type: none"> <li>• According to job specifications</li> </ul>   |

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

**Achievement Criteria:**

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

**LINE: F**

**FILL DRYWALL**

**Competency: F-6 Resolve Filler Problems**

**Learning Objectives:**

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

**LEARNING TASKS**

**CONTENT**

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

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

**LINE: F                      FILL DRYWALL**

**Competency:                F-7     Use Fast-set Materials**

**Learning Objectives:**

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

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

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

**Achievement Criteria:**

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

**LINE: F****FILL DRYWALL****Competency: F-8 Apply Level 5 Finish****Learning Objectives:**

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

**LEARNING TASKS**

- 1 Identify areas where Level 5 finish is recommended.
  
- 2 Apply Level 5 finish

**CONTENT**

- Where specified
  - Sunshine walls
  - High gloss areas
  - Dark paints
  - Natural or unnatural light
  
- Purpose
  - Equalize surface between board paper and filler
- Tools/method
  - Airless
  - Hawk and trowel
  - Roller

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

**Achievement Criteria:**

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

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

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

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

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

**Achievement Criteria:**

Performance	The learner will prepare and apply sealer to an area with a brush, roller and a paint sprayer.
Conditions	The learner will be given: Materials Mock up

Criteria

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

Mask the area

Poly

Evenness of the spray

Uniformity

Spraying technique

Clean up (machine and area)

**LINE: G****APPLY TEXTURING****Competency: G-2 Select Texture Materials****Learning Objectives:**

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

**LEARNING TASKS****CONTENT**

- 1 Describe characteristics of textures

- Purpose
  - Decorative
  - Acoustics
  - Hide imperfections
  - Economics
- Applications
  - Ceilings
  - Walls
- Types
  - Pre-mixed texture
  - Powder
- 
- 

- 2 Select texture materials

- Select appropriate materials for the job

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

**LINE: G****APPLY TEXTURING****Competency: G3 Apply Basic Hand Texture****Learning Objectives:**

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

**LEARNING TASKS****CONTENT**

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

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

**Achievement Criteria:**

Performance The learner will select a texture and apply it by hand.

Conditions The learner will be given:  
Mock up  
Material

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:  
Uniformity  
Design  
Technique  
Clean up

**LINE: G****APPLY TEXTURING****Competency: G-4 Apply Basic Machine Texture****Learning Objectives:**

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

**LEARNING TASKS**

1 Use machine texturing techniques

**CONTENT**

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

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

Performance The learner will select a texture and apply it by machine.

Conditions The learner will be given:  
 Mock up  
 Material  
 Machine

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:  
 Design  
 Uniformity  
 Technique  
 Clean up

**LINE: G****APPLY TEXTURING****Competency: G-5 Apply Specialty Layout Patterns****Learning Objectives:**

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

**LEARNING TASKS**

- 1 Establish reference lines
- 2 Lay out patterns on walls and ceilings

**CONTENT**

- Main line from one wall at 90°
- Crossing line is centred and bisects at 90°
- Measure from reference lines
- Circles must be round
- Squares have equal sides, equal angles
- Pattern must be centred within reference lines
- Pattern must match the drawings
- Crown moulding/coving

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

## LINE: H

## REPAIR SURFACES

Competency: H-1      Troubleshoot and Repair Problems

### Learning Objectives:

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

### LEARNING TASKS

- 1 Review surface problems, causes and solutions

### CONTENT

- Types
    - Pinholes
    - Loose tape
    - Paper tears
    - Damaged beads
    - Building settlement
    - Stains and water damage
    - Photographing
    - Overfilling
    - Over-sanding
    - Shrinkage
  - Causes
  - Corrections
- 
- 2 Repair surface problems
    - Procedures/techniques
- Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.

**LINE: H**

## **REPAIR SURFACES**

**Competency: H-2**

**Seal Stains**

### **Learning Objectives:**

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

#### **LEARNING TASKS**

- 1 Review stain-related problems, causes and corrections

#### **CONTENT**

- Types
    - Bleed through
      - Heat
    - Moulding
  - Causes
    - Water
    - Smoke
    - Rusting
    - Fossil fuels
  - Corrections
    - Stain blocker types
- 2 Seal stains
- Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.

## LINE: H                      REPAIR SURFACES

Competency:                H-3    Repair Drywall

### Learning Objectives:

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

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

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

### Achievement Criteria:

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

**LINE: H**

**REPAIR SURFACES**

**Competency: H-4 Repair Plaster**

**Learning Objectives:**

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

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

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

**LINE: H**

**REPAIR SURFACES**

**Competency: H-5 Repair Textured Surfaces**

**Learning Objectives:**

1 The learner will be able to repair textured surfaces.

**LEARNING TASKS**

**CONTENT**

Describe texture repair

- Types of damage
- Area preparation
- Tools
- Procedures
- Texture matching

2 Repair texture

- Applications

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

# **SECTION 3**

## **FACILITY REQUIREMENTS**

## FACILITY REQUIREMENTS

### Classroom Areas

- Minimum 22 square feet per student.
- Comfortable seating and tables suitable for learning.
- Compliance with the local and national fire code and occupational safety requirements.
- Meets applicable municipal zoning bylaws for technical instruction and education facilities.
- Overhead and multimedia projectors with a projection screen.
- Whiteboard with marking pens and erasers.
- Lighting controls to allow easy visibility of the projection screen while allowing students to take notes.
- Windows must have shades or blinds to adjust sunlight.
- Heating/Air conditioning for comfort all year round.
- Acoustics in the room must allow audibility of the instructor.

### Shop Areas

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

### Student Facilities

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

### Instructor's Office Space

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

## TOOLS AND EQUIPMENT

### Hand Tools

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

### Power Tools

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

### Mechanical Tools

<b>Bazooka</b>	<b>Flat boxes (handles)</b>
<b>Pump</b>	<b>Corner applicators</b>
<b>Parts</b>	<b>Pumps</b>
<b>Roller</b>	<b>Corner flushers</b>
<b>Flushers</b>	

### PPE

<b>Safety footwear</b>	<b>Head protection (hard hat)</b>
<b>Safety vest</b>	<b>Respiratory protection</b>
<b>Eye protection</b>	<b>Clothing</b>
<b>Ear protection</b>	<b>Fall protection</b>
	<b>Gloves</b>

### Equipment

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

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

**SECTION 4**

**FACULTY CREDENTIAL  
AND  
EXPERIENCE REQUIREMENTS**

## FACULTY CREDENTIAL AND EXPERIENCE REQUIREMENTS

The instructor must possess one of the following:

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

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

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

## **REQUIRED TEXTBOOKS, LAB OR SHOP MANUALS, EQUIPMENT, ETC**

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

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