
COMPETENCE FRAMEWORK

Raised Access Flooring



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Background

The report, [Building a Safer Future](#) - Independent Review of Building Regulations and Fire Safety: Final Report (Dame Judith Hackitt DBE FREng, May, 2018) stated that industry had:

“An existing approach to competence which was fragmented, encompassing a range of disciplines and different competence frameworks even within one discipline and without reference to other interacting disciplines.”

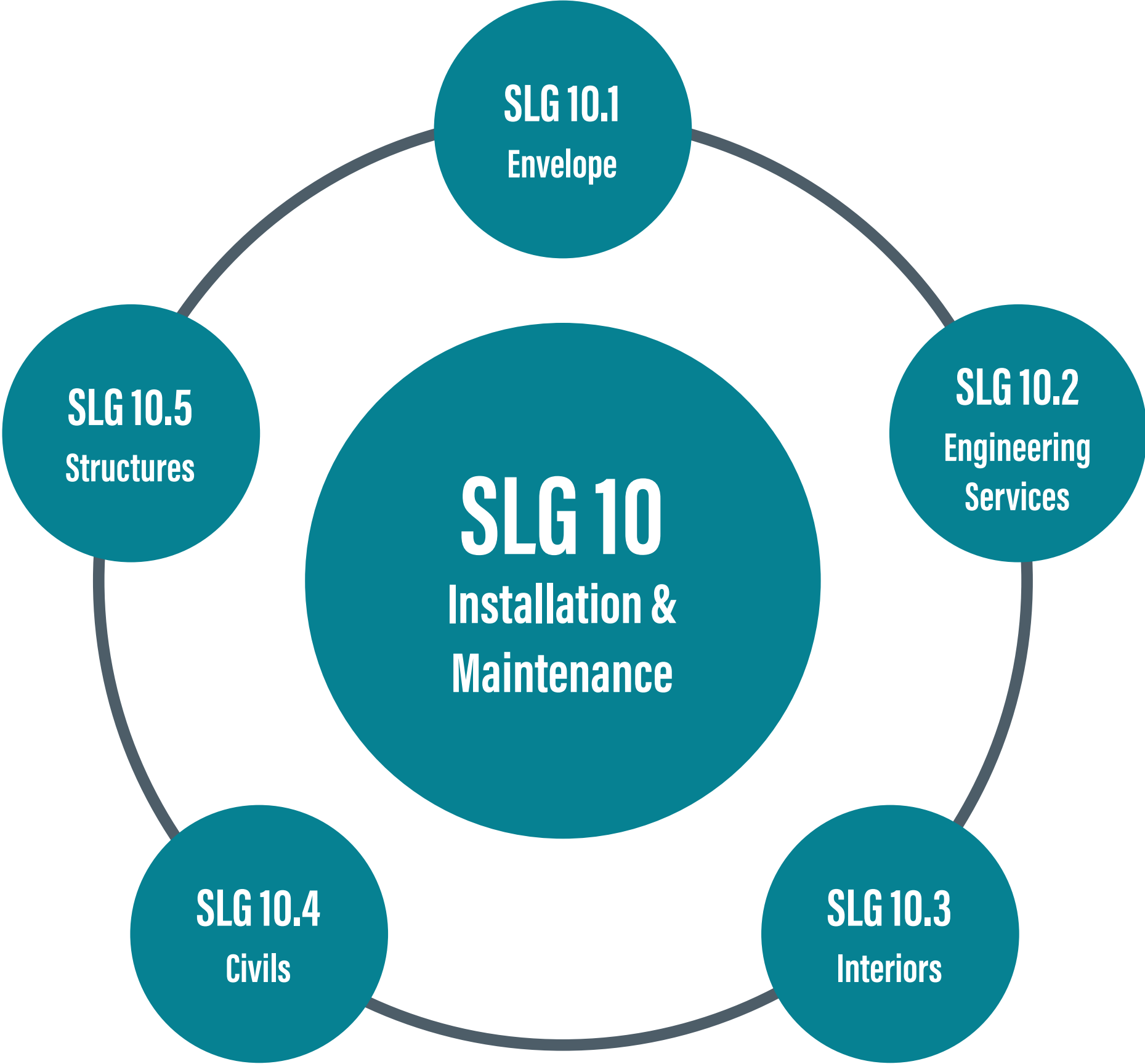
The [Building Safety Act](#) (published on 25 July 2022), together with [The Building Regulations etc. \(Amendment\) \(England\) Regulations 2023](#), has introduced a new regulatory regime that defines competence as having the appropriate **skills, knowledge, experience** and **behaviours (SKEB)**. This requires all individuals carrying out any design, construction or refurbishment work to be competent to undertake the role to which they are appointed.



¹Building a Safer Future - Independent Review of Building Regulations and Fire Safety: Final Report (Dame Judith Hackitt DBE FREng, May, 2018, Summary 5.2, p.75)



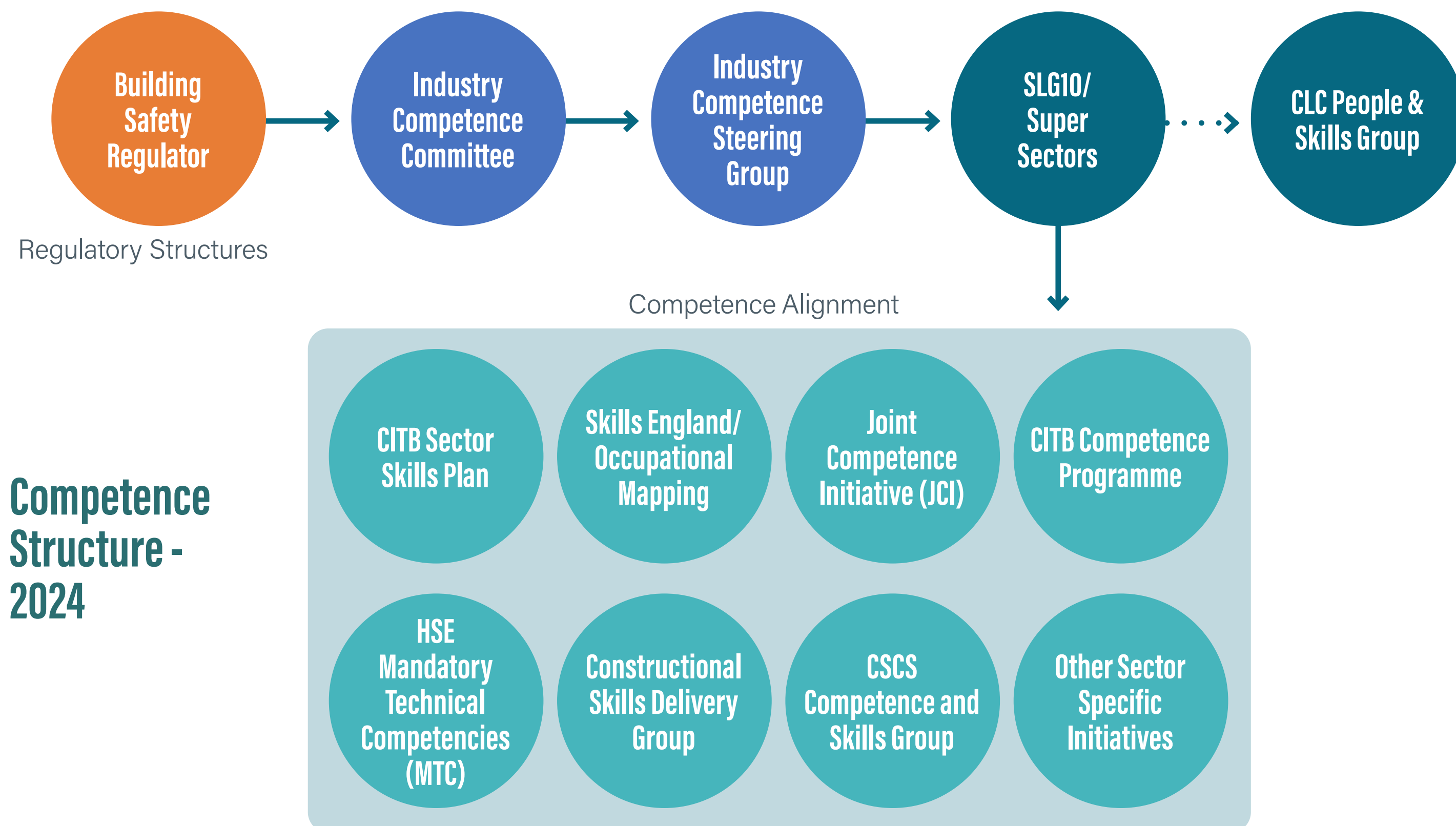
The Industry Competence Steering Group (ICSG)



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ICSG Working Groups

The Competence Steering Group (CSG) was set up to tackle competence shortcomings identified in the 2018 Hackitt Review. The CSG report [Setting the Bar – a new competence regime for building a safety future](#) (October 2020), included recommendations for Installers (pages 54-60).



In December 2024, the Industry Competence Steering Group (ICSG) was formally established as a working group under the [Industry Competence Committee](#), one of three committees set up under the Building Safety Act, which reports to the [Building Safety Regulator](#). The purpose of the ICSG and its SLGs is to enable industry access to appropriate competencies, so they may safely contribute to the creation and use of built environments and can demonstrate their competence to others. This includes developing industry consensus agreed competence frameworks that can be used to map against all training and qualifications to bring consistency across the sector. Sector Lead Group 10 (SLG10) in the ICSG represents Installation and Maintenance and is leading on competence frameworks and other competence-related challenges within these disciplines.

Since the publication of [Setting the Bar – a new competence regime for building a safety future](#) (October, 2020, p.54, Recommendations 243 and 244), the primary focus was Higher Risk Buildings (HRBs) whilst developing the pilot competence frameworks, the working groups noted that there is very little difference between work carried out in a HRB and a non-HRB. Consequently, SLG10 has focussed on delivering the recommendations that a framework should be adopted for all the installer roles working on in scope buildings.

In 2024, SLG10 scaled up its initial pilot programme into the format on the next page, grouping the work into five workstreams: Envelope, Engineering Services, Interiors, Civils and Structures.

CITB is supporting industry with the creation of the Competence Frameworks for all roles within its scope order. CITB helps facilitate the Sector Group work, standardising the approach, sharing best practice and aligning common functions.

CITB also plays a pivotal role in the implementation activities, supporting future-state planning, and taking a lead on the development of any key products to support the newly defined Competence requirements.



Fire Safety in Buildings

Setting the Bar – a new competence regime for building a safety future (October, 2020, p.54, Recommendation 243), also requires

“All installers [to] have a core knowledge of fire safety in buildings – training to be standardised and made mandatory.”

A group of industry stakeholders consulted on the content for a Fire Safety in Buildings training course for all installers to undertake. CITB have funded the creation of the course, and it is now a free-to-access training resource which sits on the eLearning platform on the CITB website.

[Fire Safety In Buildings Free Online Training Course](#)



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Competence Frameworks

The Competence Frameworks have been written in line with [BS 8670-1:2024 Competence Frameworks for building safety Part 1: Core criteria – Code of practice](#) (published May, 2024, p.10, Competence and Competence Frameworks, 0.3.2 to 0.3.5) which outlines the key components of a Competence Framework.

The Competence Framework consists of the following components:

1. Recommended Routes to Competence:

Route to Competence is read from the bottom to the top. It contains 3 routes for a new entrant, someone who has some experience, as well as an experienced worker who has much more experience. Identifying the recognised routes to achieving competence.

2. Functional Map:

This shows how a specific role in construction is broken down into different functions: Core Construction Competencies, Core Trade Competencies and Trade Specific Competencies.

3. Core Construction Competencies:

These are the considered the fundamental competencies for most roles within construction. Competencies such as Health & Safety or Manual Handling which enable everyone to work onsite safely.

***Please note that Core Construction competencies have undergone a format revision and are currently draft versions pending a collective review by industry*

4. Core Trade Competencies:

These are shared across multiple roles within an occupational family. An example of this might be Safe Working Practices, which are used by both Roof Slaters and also Solar Collector Installers as they both work in the same environment.

5. Trade Specific Competencies:

These are several distinct functions, that when put together define the competence requirements for a role. Use the Knowledge and Skill tabs to show/hide the details within each function.

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Competence Framework Key Definitions

BS 8670-1:2024 Defines the key elements of Competence Frameworks as follows:

Competence: application of skills, knowledge, experience and behaviour to achieve a defined outcome

Skills: ability to perform an activity or task consistently with a specific intended outcome

Knowledge: assimilation of facts, theories and practices in relation to a given role, function, activity or task

Experience: participation in relevant activities or observation of facts and events leading to acquisition or improvement of knowledge and skills

Behaviours: observable things that an individual does or does not do

Validation: formal process of assessing an individual's competence against a sector-specific competence framework

Revalidation: formal process of reassessing an individual's competence against a sector-specific framework on a periodic basis to check that competence has been maintained



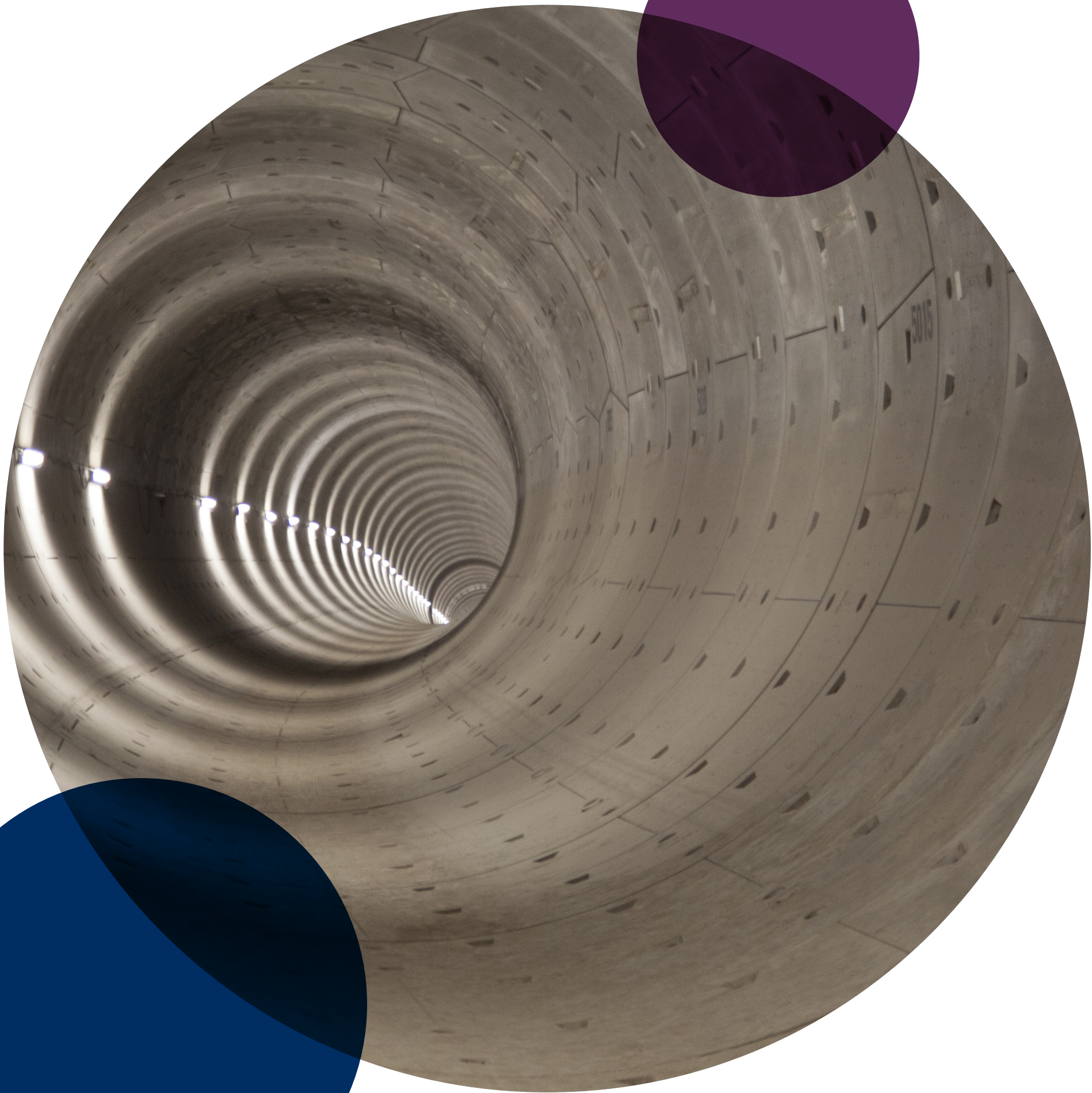
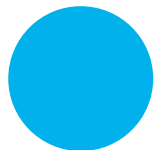
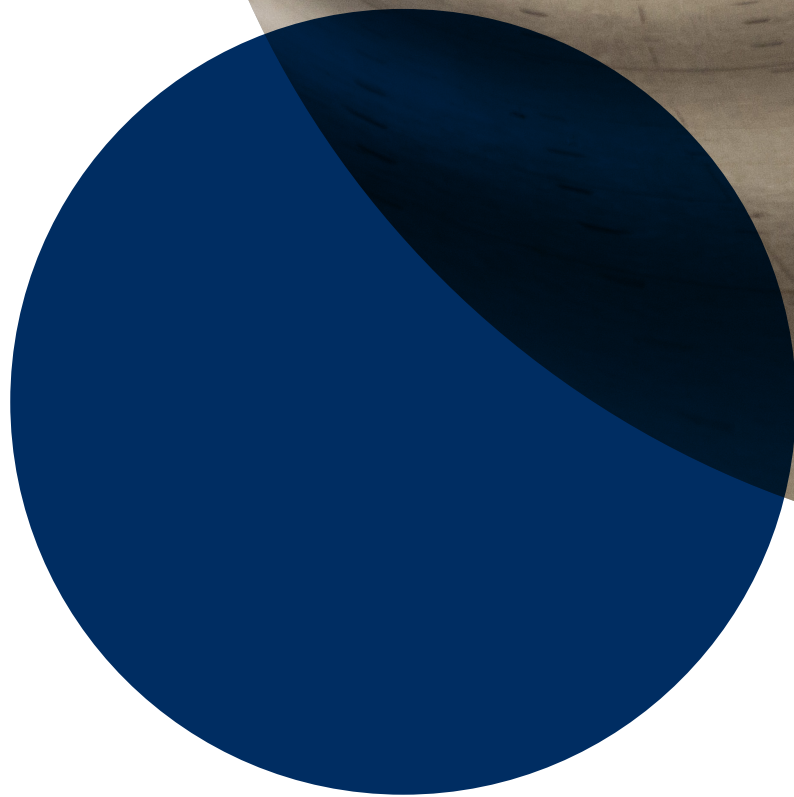
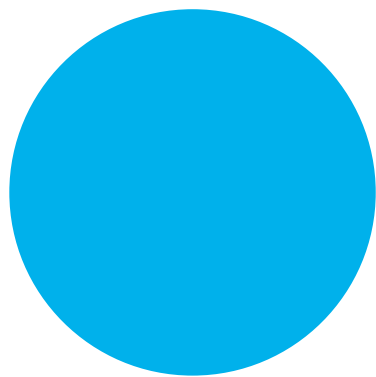
Sector Overview

Development Process

The development process involved extensive consultation and collaboration through a series of working group meetings with SLG10 Installation and Maintenance (previously WG2 Installers), federations/associations including FIS representation, employers, manufacturers, and CITB. An online survey and webinar were also available to present the Competence Framework and offer an opportunity to review, provide feedback, support and validate the framework development.

Thorough analysis of existing competencies, standards, training, qualifications, current working practices and known issues and challenges were carried out to produce the framework and identify actions that needed to be addressed.

The working groups were generally very well attended and were conducted in a very cooperative, open and friendly manner with all participating getting the opportunity to contribute to the discussions and work being done in relation to the SKEB.



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Sector Overview

Outcomes and Findings

The following actions have been identified and will be addressed as part of an implementation plan:

- Develop and roll out a Specialist Applied Programme (SAP)
- Develop short duration training courses to support the Competence Framework
- Introduce Fire Safety in Building training as a mandatory competence requirement

Barriers identified to addressing the actions include a substantial lack of assessors.

The National Occupational Standards (NOS) were used to develop the Competence Framework. The NOS and subsequent S/NVQ went through a revision and update in 2020/21.

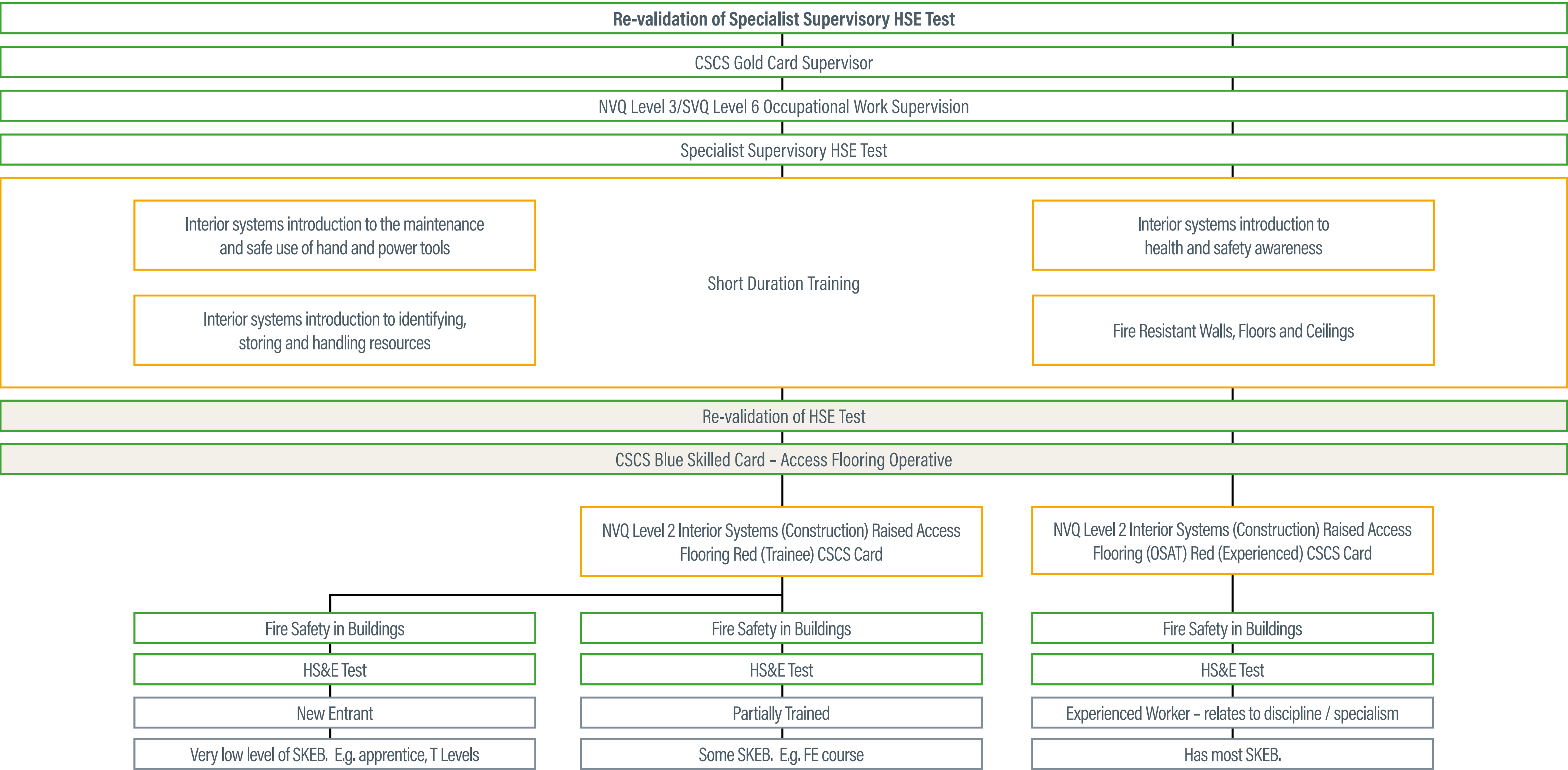
The working group have also identified the Experience and Behaviour requirements. When adapted either individually or through an organisation, these will promote a culture of self-development, responsibility and reinforce positive values.





Routes to Competence

- To develop
- Actions needed
- Developed





Functional Map

Core Construction Competencies

FUNCTIONAL MAP ACTIVITIES		COMPETENCE ROUTE
CORE CONSTRUCTION COMPETENCIES		
CC001	Conform to general health, safety and welfare in the workplace	✓
CC002	Conform to productive working practices in the workplace	✓
CC003	Move, handle and store resources	✓



Functional Map

Trade Specific Competencies

FUNCTIONAL MAP ACTIVITIES		COMPETENCE ROUTE
Trade Specific Competencies		
RAF001	Install, remove and relocate raised access flooring systems	✓



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CC001

CC002

CC003

Core Construction Competencies

Conform to general health, safety and welfare (CC001)

Description: This function in the context of your occupation and work environment, is about awareness of relevant current statutory requirements and official guidance; responsibilities, to self and others, relating to workplace health, safety and welfare; personal behaviour and security in the workplace.



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Core Construction Competencies

Conform to productive working practices (CC002)

Description: This function in the context of your occupation and work environment, is about productive communication with line management, colleagues and customers, interpreting information, planning and carrying productive work practices, working with others or as an individual.

SKILLS

KNOWLEDGE

You must be able to:

Communicate with others

Communicate with line management, colleagues or customers to ensure work is carried out productively
Respect the needs of others when communicating

Follow procedures

Interpret and follow organisational procedures and use appropriate resources to plan the sequence of work in order to conform to productive work practices and maintain records
Complete documentation as required by the organisation

Work Relationships

Maintain good work relationships
Work productively with line management, colleagues, customers or other people
Apply the principles of equality and diversity

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Core Construction Competencies

Move, handle and store resources (CC003)

Description: This function in the context of your occupation and work environment, is about interpreting information, adopting safe and healthy working practices, selecting aids or equipment to move, handle or store occupational resources and moving, handling and storing occupational resources to maintain useful condition.

SKILLS

KNOWLEDGE



You must know and understand:

Interpretation of Information

why organisational procedures have been developed and how they are implemented

types of information, their source and how they are interpreted in relation to:

- technical
- product and regulatory
- oral
- written
- graphical presentation

the importance of reporting and rectifying inappropriate information

how to obtain information to use and store lifting aids and equipment

Safe Work Practices

information for relevant, current legislation and official guidance and how it is applied

the types of fire extinguishers and how and when they are used in relation to water, CO₂, foam, powder

how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to:

- fires, spillages, injuries
- emergencies relating to occupational activities

the organisational security procedures for tools, equipment and personal belongings in relation to:

- | | |
|-------------|----------------------|
| ■ operative | ■ company |
| ■ site | ■ customer |
| ■ workplace | ■ the general public |
| ■ vehicles | |

how to report risks and hazards identified by the following:

- methods of work
- manufacturers' technical information
- statutory regulations
- official guidance

the accident reporting procedures and who is responsible for making the report

why, when and how health and safety control equipment identified by the principles of prevention should be used in relation to:

- collective protective measures
- personal protective equipment (PPE)
- respiratory protective equipment (RPE)
- local exhaust ventilation (LEV)

how to comply with environmentally responsible work practices to meet current legislation and official guidance

the organisational procedure when dealing with potential accidents, health hazards and the environmental impact whilst working:

- below ground level
- in confined spaces
- at height
- with tools and equipment
- with materials and substances
- moving and storing materials by manual handling and mechanical lifting



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INTERPRET INFORMATION

SAFE WORK PRACTICES

SELECTION OF RESOURCES

MINIMISE THE RISK OF DAMAGE

APPROACH TO WORK

Core Trade Competencies

Interpret Information

Description: These core trade functions contain all the common competencies including interpreting information, adopting safe, healthy and environmentally responsible work practices, selecting and using materials, components, tools and equipment, minimising damage, and working within the allocated time, in accordance with organisational requirements which are equal to or exceed current statutory and legislative requirements.



Core Trade Competencies

Safe Work Practices

Description: These core trade functions contain all the common competencies including: interpreting information, adopting safe, healthy and environmentally responsible work practices, selecting and using materials, components, tools and equipment, minimising damage, and working within the allocated time, in accordance with organisational requirements which are equal to or exceed current statutory and legislative requirements.

SKILLS

KNOWLEDGE



Core Trade Competencies

Selection of Resources

Description: These core trade functions contain all the common competencies including: interpreting information, adopting safe, healthy and environmentally responsible work practices, selecting and using materials, components, tools and equipment, minimising damage, and working within the allocated time, in accordance with organisational requirements which are equal to or exceed current statutory and legislative requirements.

SKILLS

KNOWLEDGE



Core Trade Competencies

Minimise the risk of damage

Description: These core trade functions contain all the common competencies including: interpreting information, adopting safe, healthy and environmentally responsible work practices, selecting and using materials, components, tools and equipment, minimising damage, and working within the allocated time, in accordance with organisational requirements which are equal to or exceed current statutory and legislative requirements.

SKILLS

KNOWLEDGE



Core Trade Competencies

Approach to work

Description: These core trade functions contain all the common competencies including: interpreting information, adopting safe, healthy and environmentally responsible work practices, selecting and using materials, components, tools and equipment, minimising damage, and working within the allocated time, in accordance with organisational requirements which are equal to or exceed current statutory and legislative requirements.

SKILLS

KNOWLEDGE



Trade Specific Competencies

Install, remove and relocate raised access flooring systems RAF001

Description: Install, remove and relocate raised access flooring systems

SKILLS

KNOWLEDGE



You must be able to:

Comply with the contract information to preparing backgrounds for tiling efficiently to the required specification by:

- demonstrating work skills to:
 - measure
 - set out
 - strip
 - cut out
 - remove
 - make good
 - apply
 - position
 - secure
 - finish
- selecting, using, storing and maintaining hand and power tools, and equipment



- preparing surfaces to receive wall and floor tiling using appropriate accessories to produce finished work that conforms to British standards, manufacturers information and technical data sheets and undertaking the following as needed:
 - ensuring surfaces are level and plumb
 - conducting remedial work in accordance with specification
 - mixing and applying materials
 - using primers, levelling compounds and suitable materials
 - siting and installation of movement joints
 - installing membranes



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Experience

You must have experience of:

- Verifiable evidence of consistent and regular experience of working on site installing raised access floors under supervision
- Verifiable evidence of various types of construction sites and understand their differences
- Verifiable evidence of understanding the wider construction industry
- Verifiable evidence of working in a safe manner





Behaviours

You must be able to demonstrate:

Always reporting problems as soon as they arise

Complying with rules, regulations, instructions, and identify and report conflicts

Willing to asking questions to clarify queries and understand limits of your experience

Challenging unsafe behaviours and activities, and report where necessary

Maintaining a clean and tidy work area

Demonstrating awareness of manual and mechanical handling with installing raised access flooring

Respecting the particular issues with the safe handling of raised access flooring

Following instructions for monitoring and recording hand arm vibration (HAV's)

Following instructions for protecting people from open edges and voids

Demonstrating teamwork and effective communication

Demonstrating time management skills

Respecting lines of communication

Understanding the hierarchy and how roles interact with each other

Providing feedback to teams of progress and constraints on site

Undertaking appropriate training to increase or maintain level of competence

Understanding and honestly assess level of competence

Working within limits of own capability and know when to seek advice from others

Measuring twice, cut once

Knowing how to locate useful documents

Understanding reporting procedures and protocols

Behaving in a way that represents your trade and employer in a positive manner

Tailoring method of communicating and information to various audiences and their competence level

Having an awareness of the differing approaches for interacting with other trades and building occupants

The differing requirements for live site environment compared to an occupied environment fitout

Protecting others from noise, dust and other inconveniences



References/Glossary

The Competence Framework page hosted by the CLC:
[Competence – Construction Leadership Council](#)

Details of the new ICSG Structure: [Industry Competence Steering Group – Construction Leadership Council](#)

CITB Competence Framework page: [Competence Frameworks - CITB](#)

The BSI Competence Programme pages: [Raising Competency Across the Built Environment | BSI](#)

Definitions

- SKEB** - Skills, Knowledge, Experience and Behaviours
- VQ** - Vocational Qualification
- NVQ** - National Vocational Qualifications
- SVQ** - Scottish Vocational Qualifications
- NOS** - National Occupational Standards
- COSVR XXX** - Specific National Occupational Standards
- RQF** - Regulated Qualification Framework (England)
- SCQF** – Scottish Credit & Qualifications Framework
- ICC** - Industry Competence Committee
- CLC** - Construction Leadership Council
- CSG** - Competence Steering Group
- ICSG** - Industry Competence Steering Group (Formerly CSG)
- CITB** -Construction Industry Training Board
- SLG** - Sector Lead Group

