

Dry Lining Competence Framework





How to read this document

This document aims to outline the Competence Standard set out by the Sector Group. The elements in the above menu are the Competence Framework elements.

Routes to Competence:

Read this document from the bottom to the top. It contains 3 swim lanes which show the routes for a new entrant, someone who has some skills, knowledge, experience and behaviours (SKEB) as well as an experienced worker.

Functional Map:

This shows the grouping of functions together to show competencies for a specific role. This will be used to form the basis of any new qualification structures in the future. It may look very similar to existing competence qualification structures as the groups of functions are likely to be the same. It is the finer detail found in the Trade Specific Competencies that will outline the next level of detail.

Core Trade Competencies:

These are the common requirements for this trade more generally.

Trade Specific Competencies:

These are the functions themselves, when put together with other functions they become the competence requirements for a particular role. Use the Knowledge and Skill tabs (where applicable) to reveal or conceal additional details within sections

Experience:

Requirements set out by the Sector Group. These will form part of any checks carried out to validate competence initially as well as what is required for revalidation purposes. This could be a number of CPD hours that an individual is expected to undertake, observation of fire or safety critical installation activities on an annual basis or requirements that in the future would be required to trigger a construction card scheme card.

Behaviours:

Based on those found in BS8670-1:2024 the behaviours are what is expected from individuals working in this role. It is felt that most of these would be monitored by an employer on an ongoing basis, some might be added to competence qualifications where they can be demonstrated during the time served on an apprenticeship for example.

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Background

In the report, Building a Safer Future, Dame Judith Hackitt spoke of the industry's approach to competence as being "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 2022, together with supporting secondary legislation, has introduced a new regulatory regime, which requires the engagement of everyone working in the built environment, not just those involved in Higher-Risk Buildings (HRBs).

Regulations define competence as having the appropriate **skills, knowledge, experience** and **behaviours (SKEB)**, and requires all individuals carrying out any design, construction or refurbishment work to be competent to undertake the role to which they are appointed.

Organisations must also demonstrate that they have the 'organisational capability', and it is a legal requirement for anyone appointing an individual or organisation to ensure that they meet the requirements.

In December 2024, the Industry Competence Steering Group (ICSG) was formally launched as the updated structure to the Competence Steering Group (CSG). Made up of 15 different working groups, representing all of Construction and the Built Environment, with the agreed goal of creating competence frameworks. Sector Lead Group 10 in the Industry Competence Steering Group represents Installation and Maintenance and this work has taken place in conjunction with that programme of work.



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ICSG Working Groups

In September 2020, The CSG released Setting the Bar – a new competence regime for building a safety future which included recommendations from WG2 (pages 54 – 60) Under the move from the CSG to the ICSG, WG2 has become SLG10.

Since the publication of this report WG2 (now SLG10) has focussed on delivering its recommendation that the industry should adopt a framework for all the installer roles working on in- scope buildings that can also be applied to other project types. The frameworks should consist of:

- Accredited third party certification of companies
- Level 2 or 3 qualifications for individuals
- A card scheme such as, but not limited to, the CSCS
- CPD refresher training and the maintenance of individual skills
- All installers have a core knowledge of fire safety in buildings – training to be standardised and made mandatory.

A requirement identified within the Setting the Bar report was to identify any SKEB needed for working within a Higher-Risk Building (HRB). Whilst developing the competence frameworks, the working groups noted that there is very little difference between work carried out in a non-HRB and an HRB, however, where there are differences, these have been identified within the competence frameworks.

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 provides Developer support to all roles within its scope order, facilitating the Sector Group's work and allowing them to concentrate on defining the competence requirements with support and guidance to document the requirements set for the frameworks.

In this role CITB can support the standardisation of statements contained within the Competence Frameworks, sharing best practice between the groups. This working relationship also allows CITB to plan in any Implementation Plan actions that have been identified and that fall under its responsibility. This allows for faster implementation of the Competence Frameworks.



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The Industry Competence Steering Group (ICSG)



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Fire Safety in Buildings

Following the recommendations in the Building a Safer future report, a group of Industry Experts met to design and build the content for a Fire Safety in Buildings training course for all installers to undertake. CITB 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 following documents that make up the Competence framework:

- 1. The SKEB Statements** - outlining the **S**kills, **K**nowledge, **E**xperience and **B**ehaviours (SKEB) required to obtain competence in the occupation(s).
- 2. A Route to Competence** - showing the path (or paths) to obtaining, and then maintaining, individual competence in the occupation(s).
- 3. An Implementation Plan** - identifying what practical steps are required (as well as a timeframe) to allow every individual in scope to the competence framework to come into compliance with its requirements.

The Competence frameworks have been written in line with BS8670-1:2024 Competence frameworks for building safety which outlines the key components of a Competence Framework.

These include:

- **What Competence is defined as**
- **What Validation and Revalidation looks like**
- **How to maintain and develop Competence over time**
- **Limits of Competence**

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Competence Framework Key Definitions

BS8670-1:2024 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

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Sector Overview

Dry Lining Competence Framework Development

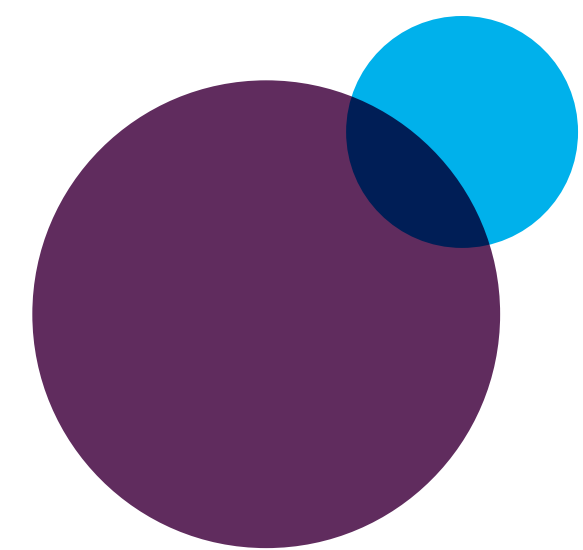
The development of the Dry Lining Competence Framework aims to establish a structured, standardised approach for assessing and ensuring the competencies of installers working in Dry Lining. The framework serves to address the growing demand for high-quality and safe installations, promoting the development of skilled professionals who meet industry standards.

The framework outlines key competencies required for Dry Lining, including installation, health and safety, training and qualification landscape and any re-validation requirements. It is designed to guide employers, workers, regulatory bodies, industry professionals, training providers, and regulatory bodies to create a consistent and accountable approach to competency for Dry Liners. This competency model is intended to reduce risks associated with poor installation practices, improve building performance, and ensure compliance with relevant regulations and standards.

Key components of the framework include:

- 1. Routes to Competence:** Identification of the recognised routes to achieving competence.
- 2. Competency Levels:** Clear definitions of the Skills, Knowledge, Experience & Behaviours required for each function of Dry Lining.
- 3. Technical Skills:** A comprehensive understanding of materials, techniques, and equipment used in Dry Lining.
- 4. Health and Safety:** Emphasis on safety standards to minimise accidents and ensure safe working environments.
- 5. Sustainability and Efficiency:** Incorporating best practices for energy efficiency, sustainability, and the long-term performance of Dry Lining.

This framework is intended for use by industry professionals, training providers, and regulatory bodies to create a consistent and accountable approach to competence measurement in Dry Lining. By ensuring that installers meet the framework's requirements, the sector can improve the quality of installations, supporting regulatory compliance.



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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 representation including FIS, employers, and CITB. An online survey and webinar are 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:

- Erect fire-resistant walls and wall linings and Install plasterboard linings were made compulsory for all types of Dry Liner apart from a Finisher.
- A Dry Lining Fixer has been split into two separate pathways with one focused on new builds and the other focusing on all properties.
- Review and develop short duration training standards to support the Competence Framework.
- Define revalidation requirements.
- Introduce Fire Safety in Building training as a mandatory competence requirement

The National Occupational Standards (NOS) and the IfATE Apprenticeship were referenced to develop the Skills and Knowledge elements of the Competence Framework. The NOS and subsequent S/NVQ are currently under revision as part of implementation. With this alignment back to the SKEB in the framework, it has been identified these updated standards and new vocational qualifications (once released) will be fit for purpose to meet the requirements of the RtC and Competence Framework.

The working group have also included content around the new Experience and Behaviour requirements. Once in place these can be monitored and kept up to date as part of individual competence and through organisational capability requirements. These will promote a culture of self-development, responsibility and reinforce positive values across the sector.





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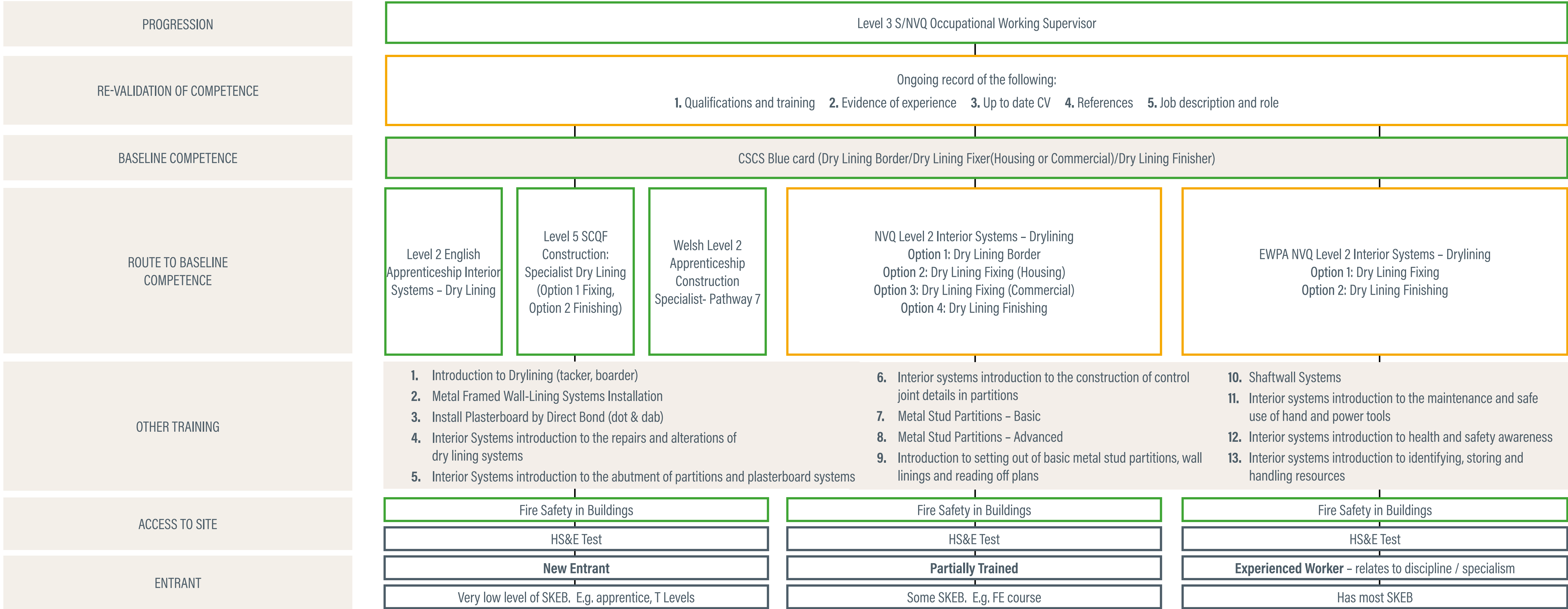
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Routes to Competence

- To Develop
- Actions needed
- Developed



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Functional Map

Introduction

Training Pathways for Dry Lining

PURPOSE

The purpose of this work, the Route to Competence (RtC) and Skills, Knowledge, Experience and Behaviour (SKEB) statements is to confirm the industry agreed standards and qualification landscape for a Dry Liner within the Interior Services Sector.

Consultation with sector experts, established the necessary structure to train and qualify the workforce and maintain and monitor levels of competence. Building regulations and industry best practice knowledge guidelines were referenced throughout the consultation.

SCOPE

The scope of the document validates the Competence requirements, qualification pathways and any re-validation requirements.

FUNCTIONAL MAP

The agreed competencies required to demonstrate competence for a role.

EXPERIENCE

Information on how to evidence competence and confirm the level of experience.

DEFINITIONS

SKEB Skills, Knowledge, Experience and Behaviours; **VQ** Vocational Qualification – NVQ and SVQ; **COSVR XXX** Specific National Occupational Standards; **RQF** Regulated Qualification Framework (England)

BEHAVIOURS

Core behavioural statements originating from the BS8670-1:2024 document which sets out core building safety competence criteria which have been added to this framework.

CORE CONSTRUCTION COMPETENCIES

These skills and knowledge statements are derived from a standard set of competencies that underpin all construction roles. **The Core Construction competencies have undergone a format revision and are currently draft versions pending a collective review by industry.

CORE TRADE COMPETENCIES

Core Trade skills and knowledge statements applicable to Dry Lining.

TRADE SPECIFIC COMPETENCIES

Individual functions further defined into Skills (practical abilities and techniques) and Knowledge (theoretical understanding and information). Together, they define what is needed to be competent in a role.



Functional Map

Core Construction Competencies

FUNCTIONAL MAP ACTIVITIES		DRY LINING-BORDER	DRY LINING-FIXING (NEW BUILDS ONLY)	DRY LINING-FIXING (ALL BUILDINGS)	DRY LINING-FINISHER
CORE CONSTRUCTION COMPETENCIES					
CC001	Conform to general workplace health, safety and welfare.	✓	✓	✓	✓
CC002	Conform to productive work practices.	✓	✓	✓	✓
CC003	Move, handle and store resources.	✓	✓	✓	✓



Functional Map

Trade Specific Competencies

FUNCTIONAL MAP ACTIVITIES		DRY LINING-BORDER	DRY LINING-FIXING (NEW BUILDS)	DRY LINING-FIXING (ALL BUILDINGS)	DRY LINING-FINISHER
CORE TRADE COMPETENCIES					
DL001	Install plasterboard linings.	✓	✓	✓	
DL002 (Passive Fire)	Erect fire-resistant walls and wall linings.	✓	✓	✓	
SPECIALIST TRADE COMPETENCIES					
DL003	Install dry lining systems for new build houses.		✓	✓	
DL004	Install dry lining systems to residential and commercial properties.			✓	
DL005	Finish dry lining walls and ceilings.				✓

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CC001

CC002

CC003

Core Construction Competencies

Conform to general health, safety and welfare (CC001)

Function: Conform to general health, safety and welfare.

Refs: COSVR641 Conform to general health, safety and welfare.

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.

SKILLS

You must be able to:

Workplace health, safety and welfare

Comply with all workplace health, safety and welfare legislation requirements at all times

Avoid risk by complying with given information relating to the following:

- induction
- briefings
- application of prior training (safe use of health and safety control equipment)

Adhere to statutory requirements and/or safety notices and warning signs displayed in the workplace or on equipment

Recognition of hazards

Recognise hazards, associated with the workplace and report them in accordance with organisational procedures

Recognise hazards created by changing circumstances, that have not been previously controlled, and report them in accordance with organisational procedures

Organisational policies and procedures

Accept responsibility for, and comply with, organisational policies and procedures in order to contribute to health, safety and welfare

Show personal behaviour which demonstrates active responsibility for general workplace health, safety and welfare

KNOWLEDGE

Comply with organisational policies and procedures relating to the following:

- consideration of others
- interpretation of given instructions to maintain safe systems of work
- contributing to discussions (offer and provide feedback)
- maintaining quality working practices
- contributing to the maintenance of workplace welfare facilities
- storage and use of equipment provided to keep people safe
- disposal of waste and/or consumable items

Security arrangements

Comply with and support organisational procedures for maintaining the security of the workplace:

- during the working day
- on completion of the day's work
- from unauthorised personnel (other operatives and/ or the general public)
- from theft



CC001

CC002

CC003

Core Construction Competencies

Conform to productive working practices (CC002)

Function: Conform to productive working practices.

Refs: COSVR642 Conform to productive working practices in the workplace.

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

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

KNOWLEDGE

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Core Construction Competencies

Move, handle and store resources (CC003)

Function: Move, handle or store resources.

Refs: COSVR643 Move, handle or store resources.

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

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 | |

KNOWLEDGE



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 competencies for bricklaying 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.



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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

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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



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INSTALL PLASTERBOARD LININGS (DL001)

ERECT FIRE-RESISTANT WALLS AND WALL LININGS (DL002)

INSTALL DRY LINING SYSTEMS FOR NEW BUILD HOUSES (DL003)

INSTALL DRY LINING SYSTEMS TO RESIDENTIAL AND COMMERCIAL PROPERTIES (DL004)

FINISH DRY LINING WALLS AND CEILINGS (DL005)

Trade Specific Competencies

Install plasterboard linings (DL001)

Function: Installing plasterboard linings

SKILLS

+

KNOWLEDGE

+

>



Trade Specific Competencies

Erect fire-resistant walls and wall linings (DL002)

Function: Erect fire-resistant walls and wall linings

SKILLS



KNOWLEDGE





Trade Specific Competencies

Install dry lining systems for new build houses (DL003)

Function: Install dry lining systems for modern housing

SKILLS



KNOWLEDGE



Trade Specific Competencies

Install dry lining systems to residential and commercial properties (DL004)

Function: Install dry lining systems to residential and commercial properties

SKILLS



KNOWLEDGE





Trade Specific Competencies

Finish dry lining walls and ceilings (DL005)

Function: Finish dry lining walls and ceilings

SKILLS



KNOWLEDGE



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Experience

Information that can be evidenced to confirm level of experience

Qualifications and training

Employers would check if the individual has the following before starting on site:

- CSCS Operative Card
- NVQ/Apprenticeship
- If a Dry Liner is using a CSCS Labourers card, they are required to upgrade to an CSCS Operative Card
- The right to work

Provide evidence of experience

- Ongoing assessment through evidence of practical work
- Employer and individual responsibility
- Follow internal processes of the employer

Review of current CV

- Provide evidence of recent works/projects
- This will support portfolio of evidence
- Ask for subcontractor review through audits and workmanship

Interactions with previous clients, customers and employers

- Provide evidence on last project worked on
- Check with previous employer if this evidence is valid

Professional discussion on job description and role from employer

- What experience have they gained outside of the standard job description e.g. curved walls

***Note this should be provided on letter headed paper to verify the employer to validate this experience**



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Behaviours

You must be able to demonstrate:

Act ethically and contribute to safe outcomes:

Upholding ethical principles to promote safe outcomes.

Acting professionally at all times.

Proactively reporting problems as soon as they arise.

Complying with the rules, procedures and follows instructions.

If in doubt, asking questions and clarifying queries.

Understanding limits of their experience and their own competence.

Challenging unsafe behaviours and activities, reporting where necessary.

Understanding the importance of sustainability and environmental considerations.

Acting respectfully to all.

Demonstrate effective teamwork and communication as an individual and as a member of a team:

Demonstrating a strong safety culture.

Engaging in teamwork and effective communication.

Demonstrating effective time management and open to engaging in collaborative processes.

Manage individual and organisational competence:

Managing and maintaining own competence.

Demonstrating evidence of existing competence.

Understanding individual roles and responsibilities.

Follow reporting procedures and protocols.

Willing to undertake training/similar to maintain competence.

Keeps up to date with best practice and new techniques.





Behaviours

You must be able to demonstrate:

Manage individual and organisational competence:

Manage and maintain own competence.

Demonstrate evidence of existing competence.

Understands individual roles and responsibilities.

Follow reporting procedures and protocols.

Willing to undertake training/similar to maintain competence.

Keeps up to date with best practice and new techniques.

Open to continuous learning.

Understand and respect duty of care to others:

Effectively communicates with audiences at all levels.

Responds to any risks or concerns being reported.

Is empathetic and respectful.

Makes effective and considered decisions aware of the differing requirements.

Whilst interacting with other trades, building occupants and a live site environment.

Protect members of the public and any building occupants at all times.





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](#)