

Interior systems - Demountable Partitions



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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.”¹

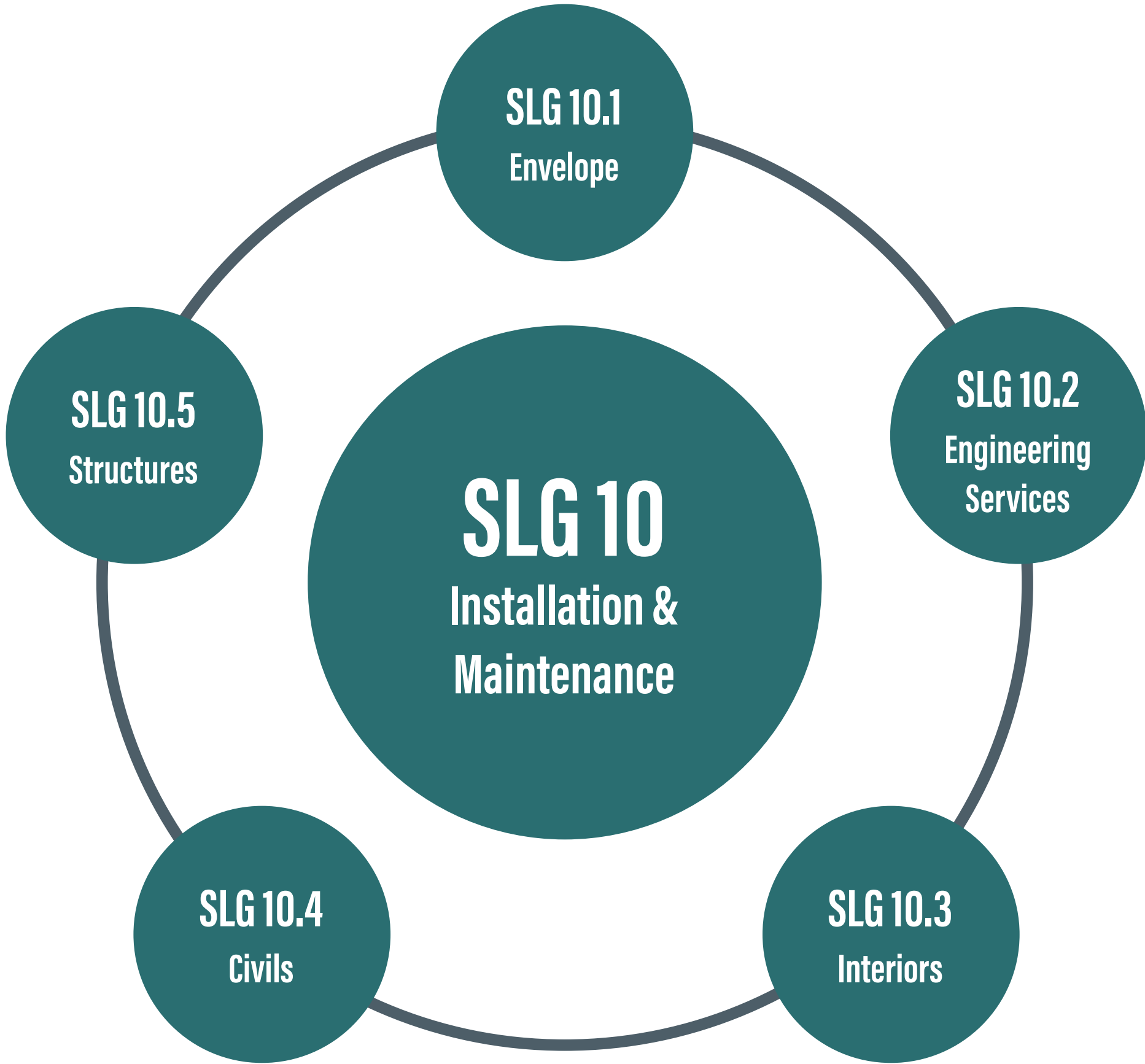
The [Building Safety Act](#) (published on 25 July 2022), together with [The Building Regulations etc. \(Amendment\) \(England\) Regulations 2023](#), has introduced a new regulatory regime that defines competence as having the appropriate **skills, knowledge, experience** and **behaviours (SKEB)**. 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)



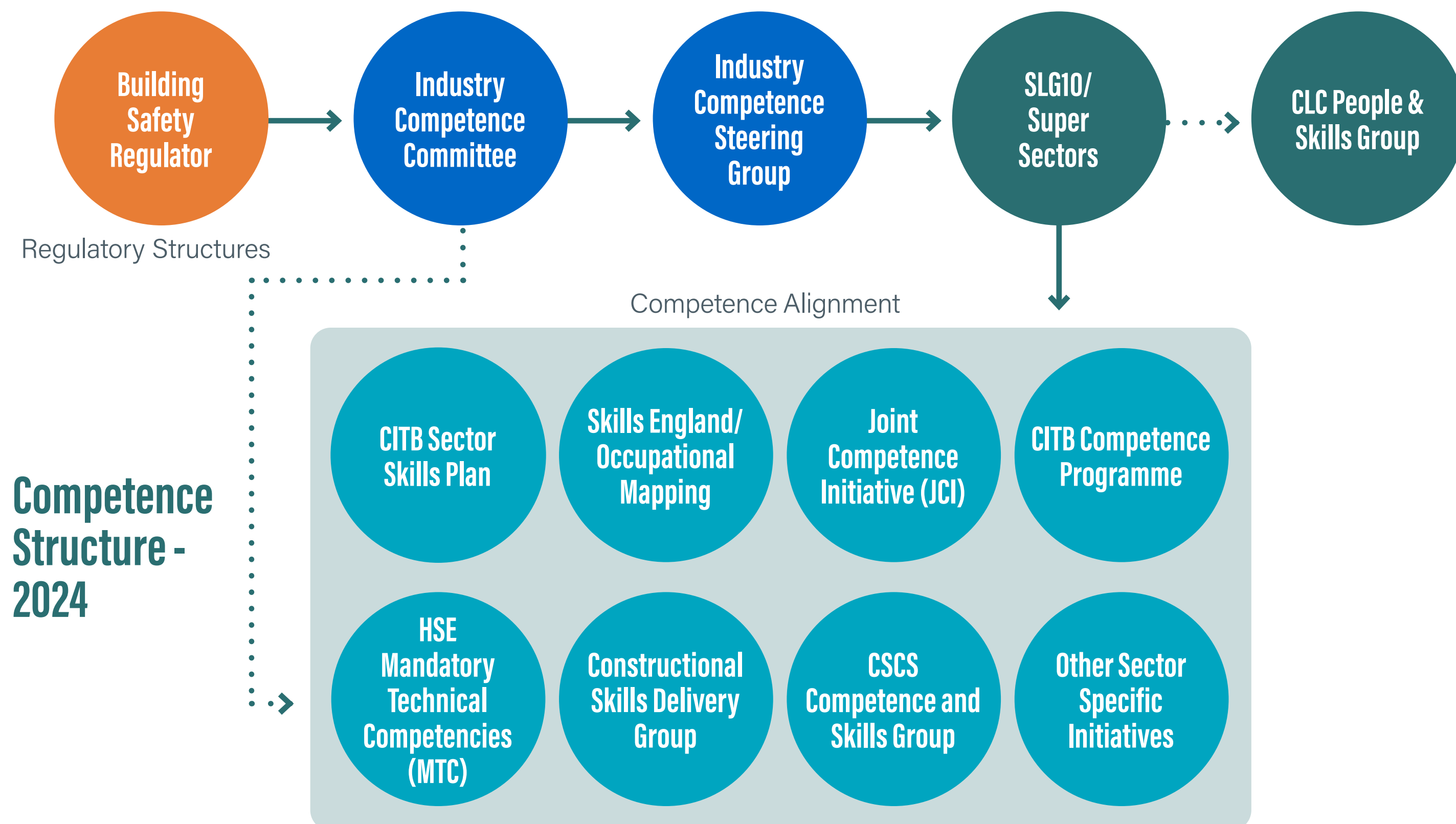
The Industry Competence Steering Group (ICSG)



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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.

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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 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



Development Summary

Sector Overview

The development of the Demountable Partitions Competence Framework aims to establish a structured, standardised approach for assessing and ensuring the competency of installers working within the Interior Systems sector. The framework serves to address the growing demand for high-quality and safe installations, promoting the development of skilled professionals who meet industry standards and maintaining the skills and knowledge of those already in the industry.

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





Development Summary

Development Process

The development process for this Competency Framework is still currently ongoing. This requires thorough analysis of existing competencies, standards, training, qualifications, current working practices and known issues and identify actions that needed to be addressed.

As part of reaching out for engagement and feedback, the expectation is to define what are the routes, including the specific functions, that can be taken to be considered competent in this role. The aim is to establish what skills, knowledge, experience and behaviours need to be achieved to demonstrate competence. In addition, the current training landscape will need to be considered to establish whether it is fit for purpose or if changes need to be implemented.





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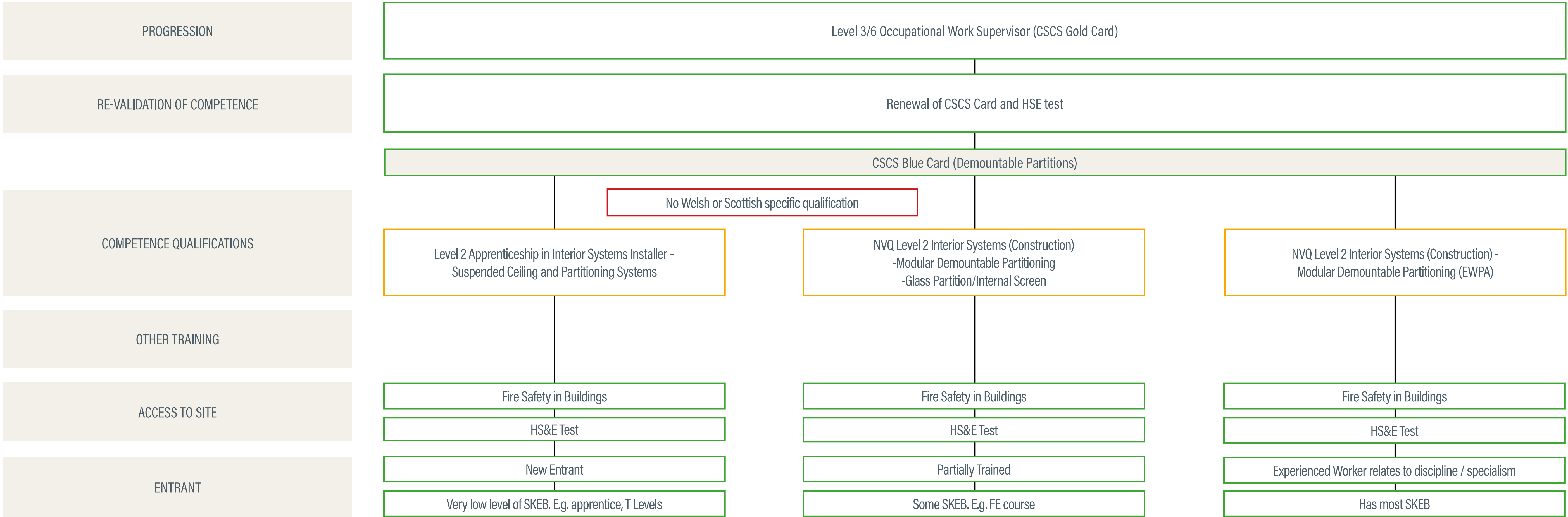
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Routes to Competence

Demountable Partitions

- To develop
- Actions needed
- Developed





Functional Map

Core Construction Competencies

FUNCTIONAL MAP ACTIVITIES		PROPOSED 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		PROPOSED COMPETENCE ROUTE
TRADE SPECIFIC COMPETENCIES		
GP001	Install and relocate glass partition/internal screen systems	✓
DP001	Installing and relocating modular demountable partition systems	✓



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.



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.



Core Trade Competencies

Interpret Information

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

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Core Trade Competencies

Selection of resources

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

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Core Trade Competencies

Minimise the risk of damage

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

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Core Trade Competencies

Approach to work

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



Trade Specific Competencies

Install and relocate glass partition/internal screen systems GP001

SKILLS



KNOWLEDGE

Description: How to Install and relocate glass partition/internal screen systems





Trade Specific Competencies

Installing and relocating modular demountable partition systems (DP001)

SKILLS



KNOWLEDGE



Description: This function is about preparing, installing and relocating modular demountable partition systems



Experience

Level 2	1	2	3	4
Task	I have not been trained and do not complete this task as part of my role.	I have previously been trained but have rarely completed this task. I may need refresher training and supervision to complete the task.	I am fully trained, this task is a regular part of my current role or I have completed it regularly in my time in industry to an approved standard.	In addition to level 3, I also train, supervise or quality assure the work of operatives as part of my current role or I have completed it regularly in my time in industry to an approved standard.
Partition and system types:				
Frameless				
Framed				
Bifold				
Sliding				
Fire Rated				
Acoustic Rated				
Switchable Glass				
Manual operated (free swinging pivots)				
Self Closing hardware				
Pedestrian and/or residential system types:				
Domestic install				
Commercial install				



Experience

Level 2	1	2	3	4
Task	I have not been trained and do not complete this task as part of my role.	I have previously been trained but have rarely completed this task. I may need refresher training and supervision to complete the task.	I am fully trained, this task is a regular part of my current role or I have completed it regularly in my time in industry to an approved standard.	In addition to level 3, I also train, supervise or quality assure the work of operatives as part of my current role or I have completed it regularly in my time in industry to an approved standard.
Specific Tasks / Knowledge:				
Setting Out				
Partitions				
Doors				
Door Release				
Trims				
Mouldings				
Fixing				
Repairs and Maintenance				
Manual Handling				
Mechanical Handling				

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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 conscientiously and professionally at all times
- Proactively reporting problems as soon as they arise
- Carefully ensuring compliance with the rules, regulations and following instructions
- Asking questions and clarifying queries
- Being mindful of the limits of own experience and works within the limits of own competence
- Being open to seeking advice from others
- Challenging unsafe behaviours and activities, reporting where necessary
- Being observant of sustainability and environmental considerations at all stages of operations
- Acting respectfully to all and applying the principles of inclusivity

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

- Prioritises a commitment to a strong safety culture
- Engaging in teamwork and effective communication when working as part of a team
- Strives for impeccable time management skills by being dependable and punctual and manages own time effectively
- Recognises and respects lines of communication
- Professionally communicates with other tradespeople to meet project deadlines and maximise productivity
- Being open to engaging in collaborative processes
- Providing feedback to others on site on the progress of works

Manage individual competence and contribute towards organisational competence:

- Motivated to managing own competence
- Honestly assesses own level of existing competence
- Considers organisational documentation about the requirements of own role
- Motivated to follow reporting procedures and protocols for competence
- Reflecting on own level of competence and open to making plans to take action and upskill
- Willing to undertake personal development activities to maintain competence and contribute to a learning culture
- Seeking out ways to keep up to date with best practice, new technology, terminology, techniques and materials
- A readiness to value own potential and open to continuously learn as part of a lifelong learning process
- Remaining professionally curious
-

Demonstrate personal responsibility and accountability:

- An understanding of personal role and responsibilities with particular reference to safety
- Accepting and managing accountability for individual actions; and
- An understanding of responsibility and accountability for collective actions
- The responsibility for own actions and for the actions of those under their supervision or direction.
- Managing boundaries/interfaces of responsibility and communicating these effectively to others.
- Anticipating, identifying and challenging unsafe or inappropriate behaviours and escalating concerns through reporting or whistleblowing mechanisms.
- Identifying and providing feedback on unsafe process, equipment, procedures, construction products, building systems, standards or quality

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Behaviours

You must be able to demonstrate:

Understand and respect duty of care to others including building occupants:

- Being mindful to tailor methods of communication of information to various audiences
- Responding respectfully to any risks or concerns being reported
- Considering other points of view and being empathetic and respectful
- A willingness to set and manage realistic expectations
- Being confident of own decisions and resists negative influences
- Being inclined to maintain perspective
- Being motivated to see things through to the end
- Being respectfully polite, approachable and responsive to the needs of the client and any building occupants at all times
- An awareness of the differing approaches for interacting with other trades and building occupants
- An awareness of the differing requirements for a live site environment compared to an occupied environment
- Being inclined to protect members of the public and any building occupants from any 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**

We gratefully acknowledge the valuable time, effort, and expertise contributed by the following organisations in the development of these competence frameworks:

Organisations TBC

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

