Painting and Decorating 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.

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.

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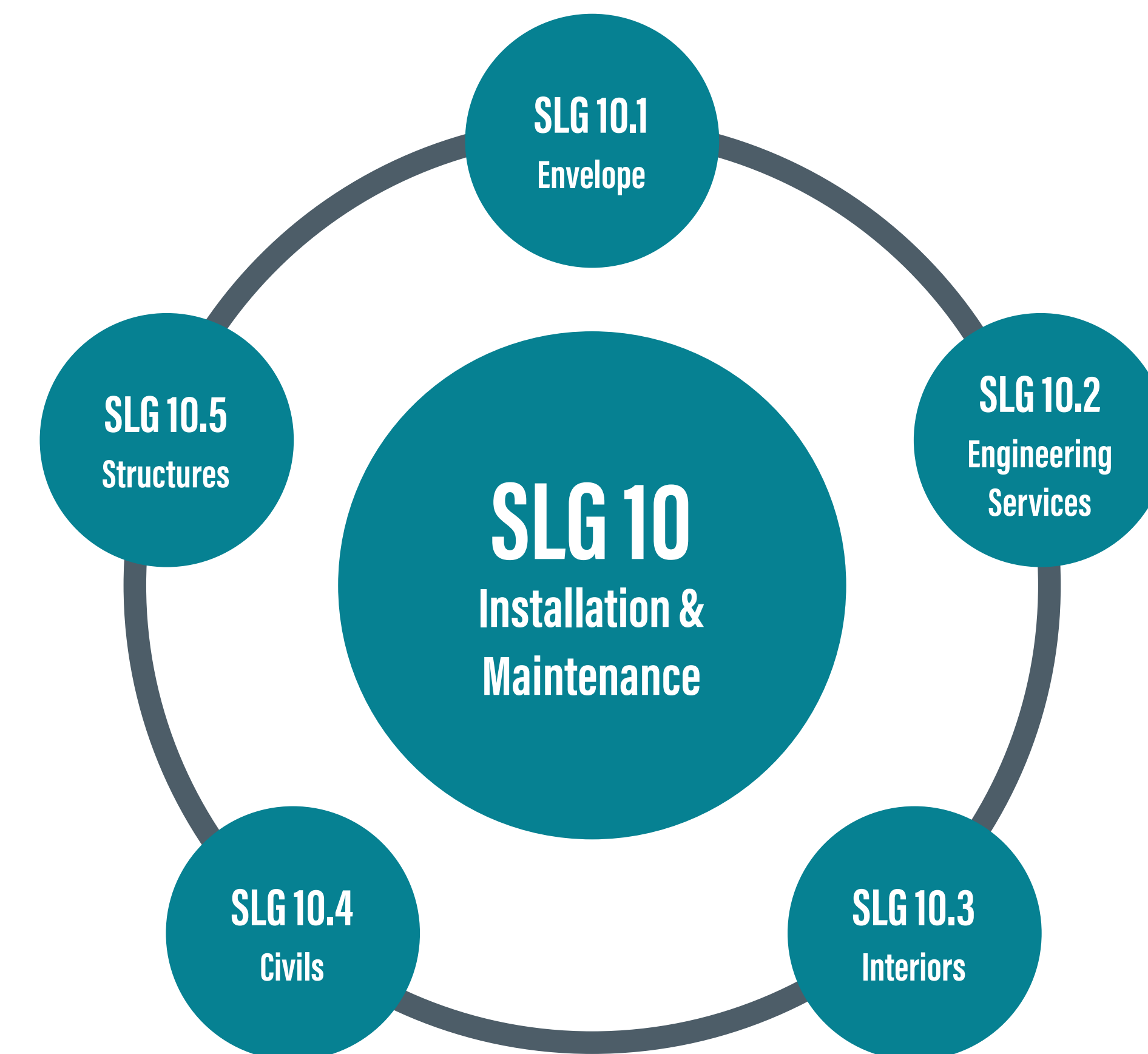
CITB provides Developer support to all roles within its scope order, facilitating the Sector Group's work and allowing them to concentrate on defining the competence requirements with support and guidance to document the requirements set for the frameworks.

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.

ICGS WORKING GROUPS | ICSG

The Industry Competence Steering Group (ICSG)

SLG 1 Quantity Surveyors

SLG 2 Consultant Design

SLG 3 Engineering

SLG 4 Construction Product Testing, Assessment & Certification

SLG 5 Construction Product Manufacturing

SLG 6 Construction Product Merchants & Distribution

SLG 7 Project & Programme Management

SLG 8 Commercial & Procurement

SLG 9 Construction Management Delivery

SLG 10 Installation & Maintenance

SLG 10.1 Envelope

SLG 10.2 Engineering Services

SLG 10.3 Interiors

SLG 10.4 Civils

SLG 10.5 Structures

SLG 11 Buildings & Built Environment Operations & Management

SLG 12 Passive Fire Protection

SLG 13 Active Fire Protection

SLG 14 Envelope

SLG 15 Clients

SLG 10.1 Envelope

SLG 10.2 Engineering Services

SLG 10.3 Interiors

SLG 10.4 Civils

SLG 10.5 Structures

SLG 10 Installation & Maintenance

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

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

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

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

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

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

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

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

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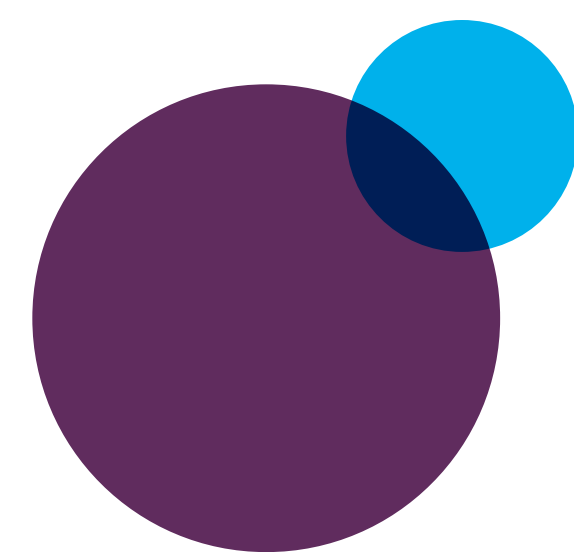## Painting and Decorating Competence Framework Development

The development of the Painting and Decorating Competence Framework aims to establish a structured, standardised approach for assessing and ensuring the competencies of the Painting and Decorating industry.

The framework outlines key competencies required for a Painter and Decorator including the Skills, Knowledge, Experience and Behaviours. It is designed to guide the content of training programs, qualifications and be used by employers, operatives and regulatory bodies across the industry. This competency model is intended to 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.

3. **Technical Skills:** A comprehensive understanding of materials, techniques, and equipment used in Painting and Decorating.

4. **Health and Safety:** Emphasis on safety standards to minimise accidents and ensure safe working environments.

5. **Experience and Behaviours:** Identifying the experience requirements to be a competent Painter and Decorator as well as establishing the behaviours expected of a competent Painter and Decorator.

The framework is intended for use by industry professionals, training providers, and regulatory bodies to create a consistent and accountable approach to competence in the Painting and Decorating sector.

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Sector Overview
Development Process

The development process involved consultation and collaboration through a series of working group meetings with a working group consisting of representation from Industry experts and Federations. An online survey and webinar took place to present the Competence Framework and offer an opportunity for all to review and provide feedback, support and validate the competence framework development.

Thorough analysis of existing competencies, available standards, training courses and qualifications, current working practices and known challenges was carried out to feed into the framework development process. This highlighted potential actions that might be needed to address the gaps.

The working groups were well attended and were conducted in a co-operative and open manner with all participating getting the opportunity to contribute to the discussions and development work to pull together the SKEB.

Experience has not been addressed fully during the development phase but will defined as part of the Implementation plan phase once more elements of the framework have been produced.

Re-validation does not currently exist within this sector. Members of the group expressed a need for this to be reviewed as part of the Implementation plan phase once the rest of the framework is in place.

Sector Overview
Outcomes and Findings

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

- Members of the working group recognised the need to develop a NVQ Level 2 for Decorating pathway to use in England specifically

- The Heritage and Industrial Painter pathways should be removed from the Painting and Decorating suite

- Review and update the existing training standards in line with the SKEB to provide CPD opportunities

- Promote the uptake of the Fire Safety in Buildings training across the sector

- Define Experience fully

- Set out the Revalidation requirements

Whilst some of these Implementation Actions have commenced, the Painting and Decorating NOS suite and the subsequent S/NVQ's are still in the development process with an expected completion date of Summer 2025. With this alignment to the SKEB, it has been agreed that the updated vocational qualifications will be fit for purpose.

The NVQ Level 2 qualification for a Decorating pathway in England is in discussion and at the development stage. This will not be offered in Scotland.

The previous Heritage Painter role will be provided under the Heritage Occupations umbrella.

Industrial Painter is considered a specialised pathway that should not sit within Painting and Decorating. Industrial Painting currently uses a globally recognised Train the Painter program.

Short Duration Training Standards that CITB hold are also currently under review.

Routes to Competence

— To develop
— Actions needed
— Developed

PROGRESSION (LEVEL 3)	**England Apprenticeship Craft Painter and Decorator (Level 3)** (ST1358 in development) Both the Scottish & Welsh apprenticeships are already at this level	**NVQ 3 Decorative Finishing - Painter & Decorator** (Gold CSCS card)	
CPD TRAINING	Grant Eligible Short Duration Training Standards (SDTS)		
CORE TRADE COMPETENCE	**Competent Painter and Decorator** **(Blue Skilled Worker CSCS Card)**	**Competent Domestic/Commercial Painter** **(Blue Skilled Worker CSCS Card)**	**Competent Domestic/Commercial Decorator** **(Blue Skilled Worker CSCS Card)**
ROUTE TO CORE TRADE COMPETENCE	▪ **England - Apprenticeship Painter and Decorator (Level 2) (ST0295)** completed in **24 months** not including the mandatory Independent End Point Assessment ▪ **Wales - Apprenticeship in Painting and Decorating (Level 3)** completed in **36 months** ▪ **Scotland - Modern Apprenticeship in Painting and Decorating** (SCQF 6) Completed in 36/48 months dependant on experience (includes core units, the PDA which is 36 weeks in college, the SVQ L6 and the mandatory skills test)	**Level 2 NVQ In Decorative Finishing Painting Occupations** This competence-based qualification can be achieved by several pathways including: **Experienced Worker Practical Assessment (EWPA)** **On Site Assessment & Training (OSAT)** *In Scotland, the SVQ in Decorative Finishing Painting & Decorating at **SCQF L6 (NVQ L3)** is deemed to be the minimum core trade competence level	**England only** **Level 2 NVQ In Decorative Finishing. Decorator Occupation** This competence-based qualification can be achieved by several pathways including: **Experienced Worker Practical Assessment (EWPA)** **On Site Assessment & Training (OSAT)**
OTHER TRAINING	Other regulated qualifications and training		
	Manufacturers training		
	CITB short duration training standards		
ACCESS TO SITE	Fire Safety in Buildings		
	HS&E training & test (A red CSCS (trainee) card can then be obtained free of charge)		
ENTRANT	**New Entrant** Very low level of SKEB	**Partially trained** construction industry or career change	**Experienced Worker** relates to the specific occupation

Functional Map
Introduction

Training Pathways for Painting and Decorating

PURPOSE

For the purpose of this work, the Route to Competence (RtC) and Skills, Knowledge, Experience and Behaviour (SKEB) statements show the new standard and proposed qualification landscape for Painting and Decorating.

Through consultation with sector experts, this will clarify, if there is the necessary structure in place to train and qualify the workforce and then to maintain and monitor levels of competence over time. Building regulations and industry best practice knowledge guidelines were followed throughout consultation.

SCOPE

The scope of the document provides the new Competence requirements and Training Pathways.

FUNCTIONAL MAP

The combinations of competencies required as agreed by industry.

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 Painting and Decorating.

TRADE SPECIFIC COMPETENCIES

Each function has been mapped from the NOS and provides the Skills and Knowledge of what is required to be undertaken for each function. Continuous review of trade specific competencies will remain an iterative process across all nations.

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Functional Map
Core Construction Competencies

FUNCTIONAL MAP		ENGLAND & WALES PAINTER	ENGLAND & WALES PAINTER & DECORATOR	SCOTLAND PAINTER & DECORATOR	SHORT DURATION TRAINING STANDARDS TRAINING	RE-VALIDATION
CORE CONSTRUCTION COMPETENCIES						
CC001	Conform to general workplace health, safety and welfare	✔	✔	✔	▪ Health and safety for painters and decorators	
CC002	Conform to productive work practices	✔	✔	✖		
CC003	Move, handle and store resources	✔	✔	✖		
CC004	Confirm work activities and resources for the work	✖	✖	✔		
CC005	Confirm the occupational method of work	✖	✖	✔		
CC006	Develop and maintain good working relationships	✖	✖	✔		
CC007	Use access equipment up to six metres	✔	✔	✔	▪ Working at height novice	

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Functional Map
Trade Specific Competencies

FUNCTIONAL MAP		ENGLAND & WALES PAINTER	ENGLAND & WALES PAINTER & DECORATOR	SCOTLAND PAINTER & DECORATOR	SHORT DURATION TRAINING STANDARDS TRAINING	RE-VALIDATION
CORE TRADE COMPETENCIES						
Dec001	Prepare surfaces for painting and decorating	✔	✔	✔	▪ Temporary surface protection - painting & decorating ▪ DCM paint stripper training ▪ Protective Coatings Applicator	
Dec002	Apply surface coatings by brush and roller	✔	✔	✔		
Dec003	Hang wallcoverings (standard and foundation papers)	✖	✔	✔	▪ Introduction to paper hanging ▪ Wallpapering intermediate	

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

KNOWLEDGE

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

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

Core Construction Competencies
Conform to productive working practices (CC002)

Function: Conform to productive working practices
Refs: COSVR642 Conform to productive working practices

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

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

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, CO_2, 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
- site
- workplace
- vehicles
- company
- customer
- the general public

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

CC001 | CC002 | CC003 | CC004 | CC005 | CC006 | CC007

Core Construction Competencies
Confirm work activities and resources for the work (CC004)

Function: Confirm work activities and resources for the work

Refs: COSVR209 Confirm work activities and resources for the work

Description: This function in the context of your occupation and work environment, is about identifying your own work activities, adopting safe and healthy work practices, identifying resources to carry out the work and confirmation of a work program/schedule for the work being carried out.

SKILLS

KNOWLEDGE

You must be able to:

Identify the work activities and the required resources

Obtain clarification and advice when the required resources are not available

Evaluate the work activities against records covering project requirements and the requirements of any significant external factors

Influencing the work relating to the following:

- other occupations and/or customers
- resources
- weather conditions
- health and safety requirements

Make the best use of the resources available by identifying the following:

- work activities that influence each other
- durations and sequencing of work activities
- sustainability of resources
- environmental requirements

Identify changes to the work activities to meet changing circumstances and justify the proposed changes to the decision makers, line management or customer

Prepare a plan for the work activities and required resources

Core Construction Competencies
Confirm the occupational method of work (CC005)

Function: Confirm the occupational method of work

Refs: COSVR211 Confirm the occupational method of work

Description: This function in the context of your occupation and work environment, is about assessing project data to determine occupational work methods, adopting safe and healthy working practices, selecting the methods of work, confirming the methods of work to the relevant people associated with the occupation and sourcing additional information.

SKILLS

KNOWLEDGE

You must be able to:

Assessment of project data

Assess and summarise the available project data accurately to determine the occupational work method relating to the following

Information sources for project data

Obtain additional information from alternative sources in cases where the available project data is insufficient

Identify work methods

Identify work methods that will make the best use of resources and meet project, statutory and contractual requirements

Communicate the method of work

Confirm and communicate the selected work method to relevant personnel

Keep records

Keep records about occupational work activities to achieve the required outcome relating to the following:

- information
- advice
- guidance
- notes of discussions

Core Construction Competencies
Develop and Maintain Good Working Relationships (CC006)

Function: Develop and maintain good working relationships

Refs: COSVR210 Develop and maintain good working relationships

Description: This function in the context of your occupation and work environment, is about interpreting information, adopting safe and healthy working practices, working with, informing and supporting people and developing and maintaining good occupational working relationships.

SKILLS

KNOWLEDGE

You must be able to:

Working relationships

Develop, maintain and encourage working relationships to promote goodwill and trust

Record information on advice provided about occupational work activities and/or associated occupations

Apply the principles of equality and diversity

Inform people

Inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency

record information and advice given about carrying out the work activities:

- appropriate timescales
- health and safety requirements
- co-ordination of work procedures

Offer advice

Offer advice and help to relevant people about work activities and encourage questions, requests for clarification and comments

record information and advice given about methods of occupational work activities to achieve the required outcome

Deal with alternative proposals

Clarify the proposals with the relevant people and discuss alternative suggestions

Outline notes of discussions relating to the occupational work activity and/or other occupations involved

Resolve conflicts

Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect

Outline notes of agreed activities that satisfy those involved, to meet the required outcome of the proposed method of work

Core Construction Competencies
Use access equipment up to six metres (CC007)

Function: Use access equipment up to six metres

Refs: COSVR250 Use access equipment up to six metres

Description: This function is about using, removing and storing access equipment used up to six metres for work operations.

SKILLS

KNOWLEDGE

You must be able to:

Demonstrate work skills to:

- move
- position
- erect
- secure
- check
- remove access equipment

Erect, use, remove and store the following access equipment to access regulations:

- ladders
- stepladder/platform steps
- proprietary towers
- podiums mobile scaffold towers

Use and maintain hand tools and ancillary equipment in accordance with manufacturers' instructions

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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.

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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.

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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.

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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

PREPARE SURFACES FOR PAINTING AND DECORATING (DEC001) | APPLY SURFACE COATINGS BY BRUSH AND ROLLER (DEC002) | HANG WALLCOVERINGS STANDARD AND FOUNDATION PAPERS (DEC003)

Trade Specific Competencies
Prepare surfaces for painting and Decorating (Dec001)

Function: Painter & Painter and Decorator
Refs: COSVR332 Prepare surfaces for painting and decorating

Description: This competence is about preparing surfaces in readiness to receive decorative and protective finishes in commercial, domestic or industrial situations.

SKILLS

+

KNOWLEDGE

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You must be able to:

Demonstrate work skills to:

- wash
- strip
- scrape
- risk assessments
- abrade and key
- mix
- fill
- level or flatten
- brush down

Prepare, prime and seal exterior or interior surfaces for commercial, domestic or industrial situations to working instructions for the following:

- bare substrates, previously painted or decorated surfaces in sound condition including surface defects
- remove existing wall coverings or surface coatings

Use and maintain hand and power tools and associated equipment

PREPARE SURFACES FOR PAINTING AND DECORATING (DECO01) | APPLY SURFACE COATINGS BY BRUSH AND ROLLER (DECO02) | HANG WALLCOVERINGS STANDARD AND FOUNDATION PAPERS (DECO03)

Trade Specific Competencies
Apply surface coatings by brush and roller (Dec002)

Function: Painter & Painter and Decorator
Refs: COSVR332 Prepare surfaces for painting and decorating

Description: This competence is about preparing surfaces in readiness to receive decorative and protective finishes in commercial, domestic or industrial situations.

SKILLS

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KNOWLEDGE

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PREPARE SURFACES FOR PAINTING AND DECORATING (DECO01) | APPLY SURFACE COATINGS BY BRUSH AND ROLLER (DECO02) | HANG WALLCOVERINGS STANDARD AND FOUNDATION PAPERS (DECO03)

Trade Specific Competencies
Hang wallcoverings standard and foundation papers (Dec003)

Function: Painter and Decorator
Refs: COSVR336 Hang wallcoverings standard and foundation

Description: This standard is about hanging foundation papers (cross), textured or relief and patterned finishing papers in non-complex locations

SKILLS
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KNOWLEDGE
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Experience

The working group are still to define Experience but will be addressing it as part of the implementation plan process once the training and assessment elements have all been written and are in place.

Behaviours

B1 Quality Focused:

Pay attention to detail to achieve high quality work to current industry standards. Awareness and consideration of other trades. Provide protection to adjacent finishes to avoid possible damage.

B2 Positive and Mature Attitude:

Conscientious and professional including appearance. Take responsibility for personal judgements and actions. Be aware of the limits of personal competence. Uploading ethical standards, including honesty, integrity, fairness, inclusion, respect, and transparency in all aspects of role.

B3 Teamwork:

Work as part of a larger construction team. Collaborate effectively with other tradespeople and communicate well to achieve project goals. Demonstrate good customer service. Be polite, approachable, and responsive to client needs.

B4 Time Management:

Be dependable and punctual. Manage time effectively to meet project deadlines and maximise productivity, including managing resources effectively.

B5 Attention to Sustainability:

Have an awareness of sustainability and environmental considerations when using resources and carrying out processes.

B6 Continuous Learning:

Identify personal development needs and take action to meet those needs through learning and development opportunities. Keep up to date with best practice, new technology, techniques, and materials.

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