

Built environment – Overarching framework for building safety competence of individuals – Specification

December 2020 Version 2



BSI Flex 8670 v2.0:2020-12



Ministry of Housing,
Communities &
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Foreword

This BSI Flex was sponsored by the Ministry of Housing, Communities and Local Government (MHCLG). Its development was facilitated by BSI Standards Limited and it was released under licence from The British Standards Institution.

Acknowledgement is given to Richard Harral (Technical Director, CABE), as the technical author, as well as individuals, including those responding to public consultation, and to the following organizations and their representatives, as well as individuals who contributed as members of the Advisory Group:

- BSI Built Environment Competence Standards Group
- Build UK
- Chartered Institute of Architectural Technologists
- Chartered Institute of Building
- Construction Industry Training Board
- Construction Products Association
- Electrical Contractors' Association
- Engineering Council
- Fire Sector Federation
- Health and Safety Executive
- Institute of Workplace and Facilities Management
- Local Authority Building Control
- Ministry of Housing, Communities and Local Government
- National Fire Chiefs Council
- Royal Institution of British Architects
- United Kingdom Accreditation Service

Acknowledgement is also given to the members of Working Group 0 and the Competence Steering Group (CSG) who have supported the development of this standard in earlier form and to all those who contributed to the Raising the Bar and Setting the Bar reports on which this standard draws.

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The agile BSI Flex development process enables a specification to be rapidly developed, and on an iterative basis, in order to fulfil an immediate need in industry. This BSI Flex can be considered for further development as a PAS or British Standard or constitute part of the UK input into the development of a European or International Standard.

Information about this document

This is a full revision of the standard, and introduces the following principal changes:

- The introduction has been significantly reduced to focus on core issues relevant to BSI Flex 8670, with the intention that guidance on broader issues of competence, competence management, safety culture and behaviour change will be developed through separate projects.
- The scope and text have been revised to make it clearer that BSI Flex 8670 is intended for use in the development of competence frameworks for individuals rather than being intended as a framework against which individuals will be directly assessed. In addition, we have sought to clarify that organizational competence is out of scope.
- The requirements of the specification have been re-drafted so that they can be used as a template for building safety in any type or scale of building, including higher-risk buildings. To help achieve this, the text is clearer on the expectation that the core competencies within BSI Flex 8670 will be contextualized to roles, function and tasks, and can be further contextualized in relation to particular types of buildings, or buildings with specific characteristics.
- The core competences have been reviewed and strengthened, and the process for demonstrating conformity simplified and clarified.
- Annex E (a list of common terminology relating to building safety) has been omitted at this stage with the intention to undertake further development outside the scope of this standard.

Use of this document

The provisions of this BSI Flex are presented in roman (i.e. upright) type. Its requirements are expressed in sentences in which the principal auxiliary verb is “shall”.

Commentary, explanation and general informative material is presented in smaller italic type, and does not constitute a normative element.

Where words have alternative spellings, the preferred spelling of the Shorter Oxford English Dictionary is used (e.g. “organization” rather than “organisation”).

Please note that the content in this release is part of an iterative process and changes from time to time with subsequent iterations.

It has been assumed in the preparation of this BSI Flex that the execution of its provisions will be entrusted to appropriately qualified and experienced people, for whose use it has been produced.

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0 Introduction

0.1 Background

Recent building failures in the UK have highlighted the need for improved building safety competence. These events include the tragic Grenfell Tower fire (and the subsequent exposure of systemic fire safety problems in many other buildings), as well as the structural failures in Edinburgh schools.

This BSI Flex has been produced in response to specific recommendations to improve building safety competence made in Dame Judith Hackitt's Independent Review of Building Regulations and Fire Safety. The review published two reports:

- Building a Safer Future, Independent Review of Building Regulations and Fire Safety: Final Report¹
- Building a Safer Future, Independent Review of Building Regulations and Fire Safety: Interim Report²

Both the interim and final reports identified serious shortfalls in the competence of individuals involved in the delivery of buildings where residents might be considered at higher risk. The review concluded that a number of actions were needed to improve, sustain and assure the building safety competence of those individuals involved in the design, manufacture, construction, inspection, maintenance and management of buildings, including:

- That the construction and fire safety sector should develop leadership in delivering building safety; work with and learn from good practice in other sectors; and develop continuous improvement approaches to competence levels.
- Professional and accreditation bodies within the construction and fire sector should develop proposals for the role and remit of an overarching body to provide oversight of competence requirements and support the delivery of competent people working on higher-risk buildings.

In response to these recommendations, the Industry Response Group established the Competence Steering Group (CSG) to develop proposals in relation to building safety competence. This work resulted in publication of two reports: *Raising the Bar – Interim Report*³ in August 2019 and *Setting the Bar – Final Report*⁴ in October 2020.

This BSI Flex is only one part of a broader framework for competence of individuals in the built environment established in response to the recommendations in the Independent Review of Building Regulations and Fire Safety, and CSG reports. As outlined in the scope, this standard is intended for use as a template against which the structure and content of any built environment competence framework can be assessed. The aim of that assessment is to provide assurance that the competence and behaviours required to deliver safe buildings are properly addressed within those frameworks.

Whilst this BSI Flex has been specifically developed with the above in mind, the requirements of this specification have been drafted to have wider application and relevance in modern construction and property markets throughout the UK and beyond.

This BSI Flex does not replace existing competence frameworks or qualification pathways which will need to continue to reflect the full range of competences required for particular roles or disciplines.

0.2 Objectives

This BSI Flex is intended to achieve four overarching objectives:

- set core requirements for behavioural and building safety competence for all persons working in the built environment in order to improve industry culture and safety outcomes throughout the building life cycle.
- drive adoption of consistent good practice in the development and use of competence assessment frameworks across the built environment.

¹ Report available from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707785/Building_a_Safer_Future_-_web.pdf

² Report available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/668831/Independent_Review_of_Building_Regulations_and_Fire_Safety_web_accessible.pdf

³ <http://cic.org.uk/admin/resources/raising-the-barinterimfinal-1.pdf>

⁴ <http://cic.org.uk/admin/resources/setting-the-bar-9-final-1.pdf>

- enable consistent and objective evaluation of different sector-specific competence frameworks against common criteria by regulators, clients and employers.
- support development of suitable mechanisms to provide robust assessment of individual competence.

This BSI Flex is also intended to meet the following specific objectives:

- support development of a robust oversight, monitoring and feedback process for sector-specific competence frameworks;
- support development of competence frameworks for key duty-holding or appointed roles in managing safety;
- identify core building safety competences that are likely to be common to all relevant sector-specific competence frameworks;
- identify requirements and good practice in the structure and application of sector-specific competence frameworks;
- enable bodies to objectively compare sector-specific frameworks and assure their adequacy;
- support commonality and consistency in building safety competence across sector-specific frameworks;
- establish as far as possible common language, definitions and terminology across sector-specific frameworks;
- establish core requirements for sector-specific frameworks so that individuals are competent in their understanding and application of rules, regulations, guidance and standards; and
- support individuals and organizations working in the built environment to move away from a “qualify once/practice for life” approach to competence, by adopting an approach based on validation and periodic revalidation.

It is common for legislation aimed at protecting people to set requirements for dutyholders to check the competence of persons undertaking works. This specification enables this principle to be extended more broadly so that competence assessment also includes those whose work impacts on the safety of buildings in order to protect residents and building users once the building is occupied.

This BSI Flex sets out core requirements against which sector-specific competence frameworks can be developed or assessed in relation to building safety, including:

- core requirements for the information, structure and procedural components of sector-specific competence frameworks;
- core behavioural competences to support industry in the development of a strong safety culture; and
- core competence requirements for building safety, which should be identifiable within sector-specific frameworks where relevant to the role, function or task covered by that framework.

Sector-specific frameworks should also consider what competences are needed to manage the competence of others including appointing suitable specialists where necessary. The need to obtain specialized advice or services is likely to arise in the execution of any major building work but is equally relevant to persons managing occupied buildings who may need to commission competent individuals on an ad-hoc basis to maintain safety.

The majority of a typical building's life will consist of being maintained or refurbished whilst in occupation, which means that managing building safety during this period is as important as during initial construction. As existing buildings significantly outnumber new construction projects, residual risks will be mainly found in this existing stock. Sector-specific frameworks should as a result be structured to maintain a balance of competence between new build and maintenance or renovation work where relevant.

NOTE This BSI Flex is not intended for use as a competence framework against which individuals can be directly assessed. The core competence requirements within this specification should be interpreted in the context of the role, function or task relevant to each sector-specific framework.

0.3.2 What is competence?

Competence is primarily concerned with human behaviour and is multi-dimensional, multi-faceted, inherently non-discrete and context dependent.

0.3 Competence and competence frameworks

0.3.1 General

Competence and competence-based assessment is widely understood and adopted across most industries. Competence is used as a key tool in describing job roles, job specifications, interviewing candidates for employment or promotion and in managing performance. It is also commonly used to assess eligibility for qualification, membership, registration, certification or licensing in specific disciplines or roles.

Competence is therefore defined in many different ways across different industries. This is necessary to reflect the specific circumstances and meet the specific needs of the individuals and organizations that employ individuals operating in those industries.

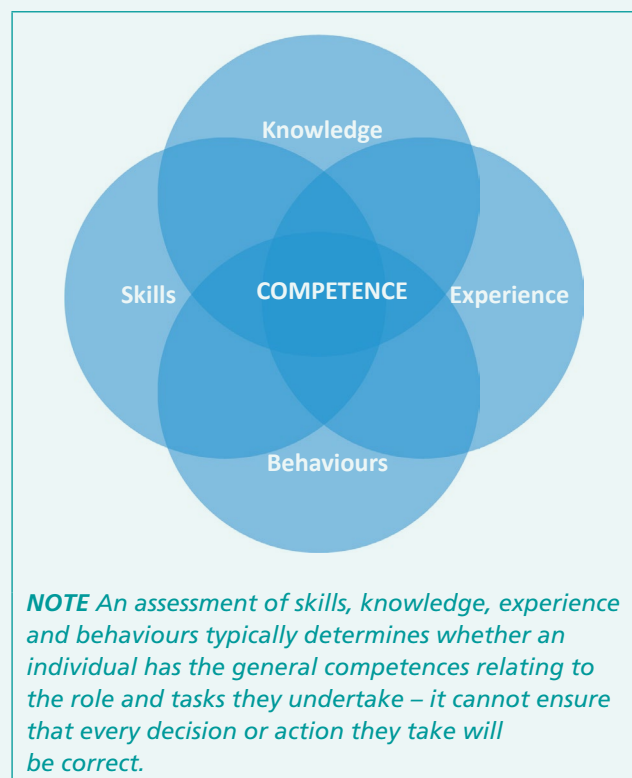
The work undertaken by individuals in the built environment is particularly diverse and encapsulates a wide range of roles including installers, skilled and unskilled trades, managers, construction professionals, finance, administration, procurement specialists and manufacturing disciplines.

For an individual to be considered competent, sector-specific competence frameworks should require that individuals have the appropriate skills, knowledge and experience, combined with appropriate behaviours, to be able to fulfil their defined role, function or activity and carry out appropriate tasks. This is sometimes referred to in shorthand as SKEB.

Behavioural competence, when combined with existing skills, knowledge and experience, will engender a sense of individual responsibility and accountability, as part of an effective and strong safety culture.

NOTE See Figure 1.

Figure 1 – Competence is a combination of Skills, Knowledge, Experience and Behaviours (SKEB)



0.3.3 Skills knowledge and experience

Competence is primarily derived from an accumulation of learning and experience which help in the development of skills. This includes both formal and informal activities such as education and training combined with practical experience. Gaining practical experience is often best undertaken under supervision until such time as an individual is proven to be competent to work independently. The continuing growth of competence requires further education and training etc. but also mentoring and reflection.

As competence is an assessment of the total accumulation of learning and experience there is no prescribed order in which those activities take place, although it is preferable for training to be provided first so that experience can be gained safely.

Knowledge, which can be gained as formal or personal knowledge, is considered an essential building block of competence leading to the development of skills.

- **Formal knowledge**, also referred to as codified knowledge, is subject to quality control by editors, peer review and debate and is given status by incorporation into educational programmes, technical qualifications, examinations and knowledge-based courses. A degree or technical certificate are examples of codified knowledge.
- **Personal knowledge** has been defined as the cognitive resource which an individual brings to a situation that enables them to think and perform. Personal knowledge is largely acquired through a combination of formal and non-formal learning and workplace experience.
- **Skills** refer to the techniques and approaches that are employed to implement the knowledge that has been acquired and allow competence to be demonstrated and developed. As knowledge is applied, understanding develops. Understanding has been defined as being able to apply the right knowledge appropriately in a variety of contexts.

Competence is not limited to technical or theoretical matters. Individuals working in the built environment are frequently involved in highly complex supply chains involving multi-disciplinary and cross-disciplinary teams, often engaging specialists for relatively short periods.

Successful outcomes require collaborative leadership and communication, a range of interpersonal and digital skills, and adherence to ethical principles. Even when working independently these are necessary attributes to facilitate work being undertaken safely and to provide confidence that individuals are capable of communicating effectively with clients, building users and residents.

In assessing competence, it is expected that a candidate would be able to demonstrate how knowledge and understanding developed from experience are put to practical use through the application of skills.

0.3.4 Behavioural competence and ethics

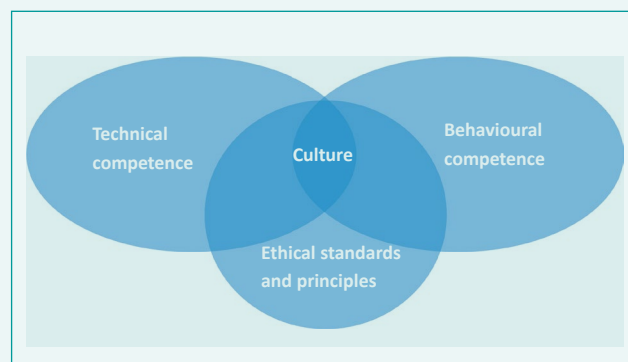
Clients, organizations and people working in the specification, design, manufacture, procurement, construction, inspection, assessment, management, operation, maintenance, refurbishment and demolition of buildings (including the manufacture of their components and systems) are often subject to high levels of competition and intense cost and time pressures. It is recognized that these pressures can, if unchecked, lead to the development of business models, customs and practices which increase risk to co-workers and to the public and can incentivize unethical or undesirable behaviours. These can have significant implications on quality which can impact building safety.

As a result, and in alignment with the findings of Dame Judith Hackitt's Independent Review of Building Regulations and Fire Safety, there is an accepted need for improvement in the culture of individuals and organizations working in the built environment to contribute to safe outcomes. Criticisms following the Grenfell Tower fire included that the industry had a culture of indifference which promoted a "race to the bottom" where price and profit were placed ahead of safety.

Culture in this context is generally understood to mean the organizational, commercial and individual behaviours and norms found in the built environment. Culture tends to be derived from a combination of technical competence (primarily having the appropriate skills and knowledge) combined with behavioural competence (how people act and conduct themselves) and with reference to accepted ethical standards and principles (what is adjudged to be right).

Behaviours are typically described as the way in which one acts or conducts oneself, especially towards other people. In many respects, how people or organizations behave is the most tangible and visible representation of industry and organizational culture. Culture can vary considerably both within and between organizations and recognizable groups, roles or functions.

Figure 2 – Industry culture is a combination of technical competence, behavioural competence and ethical standards.



The safety culture of an organization is understood to be the product of individual and group values, attitudes, perceptions, competences and patterns of behaviour that determine the commitment to, and the style and proficiency of, an organization's management.

NOTE This BSI Flex focuses on frameworks for individual competence. Organizational competence and capability is derived from the combination of individual competence within or deployed by an organization and is a separate topic of substance but is mentioned above to provide broader context.

0.3.5 Sector-specific competence frameworks

Competence frameworks developed to enable assessment for particular roles, functions, activities or tasks are referred to as sector-specific competence frameworks. There are no limits to the number of competence frameworks that can be developed.

For most competence frameworks:

- elements of competence overlap and are interdependent;
- elements can be assessed separately or together; and
- it is recognized that development of competence is not necessarily a linear or formally structured path, but should be one that can be reported, recorded and assessed.

Competence frameworks typically include the following elements so that they deliver the right outcomes and provide a suitable framework for assessment:

- a clear description of their purpose, principles and objectives;
- an explanation as to which aspects of the built environment and to which roles the framework applies;
- an explanation as to what types of built environment activity are relevant to those roles;
- requirements for prior learning or experience in relation to specific roles;
- the competence standards to be met in demonstrating necessary skills, knowledge, experience and behaviours;
- how different levels of competence are managed;
- requirements relating to validation and revalidation;
- requirements for maintaining competence; and
- requirements relating to understanding limits of competence.

0.3.6 Validation and revalidation

One problem identified within the built environment is that, historically, professionals and tradespeople have “qualified once” and then continued to practice for life without any formal periodic re-assessment of competence.

Many organizations including professional bodies and certification schemes have sought to address this through setting requirements for continuing professional development (CPD). However, effective competence systems in other industries typically adopt approaches incorporating both validation and revalidation as a more robust approach to providing ongoing assurance of competence.

In this context, validation is the process by which an individual is first assessed as being competent to fulfil a specific role. This may give access to registration, a licence to practice or the ability to work in a given role and will typically follow a period of monitored and supervised development.

Revalidation is a periodic re-assessment of competence which provides assurance that the necessary skills, knowledge, experience and behaviours have been maintained or developed such that the individual remains competent to fulfil the specified role. The process for revalidation needs to be proportionate, reasonable, effective and robust.

The time period between revalidations will vary depending on a number of factors including (but not exclusively):

- an assessment of risk relating to the role – the higher the risks, the more frequently revalidation may need to be undertaken;
- the adequacy or otherwise of measures available to sustain and maintain competence; and
- the rate of change of skills and knowledge relevant to the role – if good practice is changing quickly, more frequent revalidation may be necessary.

Effective revalidation processes should be suitably robust in assessing that competence is maintained or developed relevant to the current role, function or task undertaken and at least to the same level as the initial validation process. It may also use a wider range of experiential evidence including training, learning and development activities undertaken in the intervening period.

0.3.7 Maintaining and developing competence

Competence is perishable over time and requires positive action to maintain. This includes building on and refreshing skills, knowledge and understanding, identifying specific requirements relevant to work being undertaken and keeping abreast of changes in context such as regulation or technology.

Maintaining competence, also known as CPD, includes informal and formal activities. This can include activities such as training and refresher courses, toolbox talks and mentoring or supervision and formal learning.

CPD is best undertaken as part of a planned programme of activity or personal development plan, relevant to the individual's responsibility and career path and should be recorded. Employers might consider adopting a framework for assessing the effectiveness of CPD undertaken by their employees and contracted individuals, as this is good practice.

To aid in consistency, it is beneficial for competence frameworks to set out expectations for maintaining competence for the different roles and grades of activity to which they apply. This not only includes the type, scale and complexity of the work being undertaken when measured against established Skills, Knowledge and Experience, but also any new context or standards affecting Behavioural requirements.

0.3.8 Limits of competence

It is vital that people do not act beyond the limits of their competence. In doing so, it is possible that they will expose themselves and potentially other people to a wide range of risks. This includes risk of death or injury, litigation, prosecution and breach of contract (amongst others).

Competence frameworks and training and development regimes should consider how best to establish the right conditions so that individuals are able to take reasonable steps in managing limits of competence. This includes:

- making provision so that people are aware of how to manage the limits of their own competence – and in particular that they are able to identify when they have been tasked with or are about to undertake something that exceeds their ability to do so safely;
- enabling a culture where it is seen as the right thing to do to flag concerns about limits of competence and where individuals have authority to act to mitigate risks;
- competence in managing limits of competence of self and others under direct supervision including taking mitigating actions (such as providing additional training) or managing risks (i.e. by reallocating work to suitably competent people); and
- awareness of when and how to check that third parties who are procured, appointed or contracted to undertake work are in themselves competent to manage limits of their own competence and those working under their supervision and that they have appropriate tools and resources to do so.

A positive culture of both disclosure and trust are required such that people and organizations are willing to acknowledge and manage the limits of their competence.

0.4 Mapping and benchmarking against this specification

0.4.1 General

It is recognized that there are many existing competence frameworks which have been developed prior to this standard.

Conformity with this BSI Flex may be demonstrated through a process of mapping or benchmarking rather than through direct adoption of the structure and terminology of this BSI Flex.

Mapping and benchmarking can also be used in the development of new sector-specific competence frameworks to help achieve alignment with the requirements of this BSI Flex.

The recommended approach to mapping and benchmarking against this framework involves the following:

- a) clearly identifying the scope of the sector-specific framework, including the roles, tasks, sector and context;
- b) creating a mapping template listing the requirements set out in Clause 4, Clause 5 and Clause 6 of this BSI Flex and any applicable annex; and
- c) reviewing the sector-specific framework to verify that:
 - 1) the requirements described in Clause 4, Clause 5 and Clause 6 of this BSI Flex have been met;
 - 2) recording how and where this evidence of conformity is set out in the sector-specific framework;
 - 3) analysing any areas where the sector-specific framework does not address the requirements of this specification;
 - 4) amending the framework as necessary to demonstrate conformity; or
 - 5) clearly justifying any exemptions or divergence from the requirements, taking into account the context, roles and functions covered by the sector-specific framework.

In undertaking this mapping process, careful consideration will need to be given to how each sector-specific framework interacts with other individuals, organizations, roles, functions and tasks in any way which could affect safety or quality. This will aid in breaking down siloed competence and help ensure sector-specific frameworks cover collaborative competence where roles or activities interface.

0.4.2 Informative annexes

The following informative annexes are provided to support the development of core competence for building safety in sector-specific competence frameworks:

- Annex B (Informative) Fire safety in buildings
- Annex C (informative) Structural safety in buildings
- Annex D (informative) Public health standards in buildings

These annexes are intended to provide a broad description of the scope of common building safety considerations. They can be used as a starting point to identify relevant areas of building safety competence (including interfaces with other roles, functions or activities) that could affect building safety outcomes.

This can then be used to identify any gaps in existing sector-specific frameworks which need to be addressed or to establish the scope of building safety competence required of new sector-specific frameworks.

The annexes are not intended as comprehensive and should not be relied upon as the sole source of evaluation of scope of building safety competence.

Conformity with the annexes is not a requirement of this specification but it is recommended that consideration be given to their content.

1 Scope

This BSI Flex specifies requirements for sector-specific competence frameworks for individuals working in the built environment. It is intended to support the development of an overarching framework for oversight of building safety competence of individuals including encouraging the development and application of core building safety competences in practice. Organizational and team competence is discussed as the context within which individual competence needs to be assured but is itself out of scope of this BSI Flex.

It is broadly relevant to any sector-specific competence framework relating to roles involving the specification, design, manufacture, procurement, construction, inspection, assessment, management, operation, maintenance, refurbishment and demolition of buildings.

This includes technical and non-technical roles, and individuals working under their own authority as well as under the supervision of other competent individuals. It is also intended to span a wide range of levels of competence from basic awareness to very detailed application by subject specialists.

This standard is not intended to replace existing professional, technical or vocational training or competence frameworks and does not set out all of the specific requirements for any given sector-specific framework.

However, where individuals are being assessed for building safety competence it is expected that the sector-specific frameworks against which they are assessed will demonstrate conformity with the core requirements and core competences set out in this standard relevant to the role, function or task being undertaken.

The requirements and competences set out in the specification are relevant to all types of built environment activity but are intended to be contextualized within sector-specific competence frameworks or to allow assessment in relation to specific types of buildings or activities e.g. higher-risk buildings.

This BSI Flex is of particular relevance to organizations with ownership or responsibility for the development, maintenance or application of sector-specific competence frameworks for built environment roles, functions or tasks. This includes but is not limited to individuals involved in the specification, design, manufacture, procurement, construction, inspection, assessment, management, operation, maintenance, refurbishment and demolition of buildings.

This BSI Flex is also relevant to regulated or duty-holding roles with statutory responsibilities such as:

- principal designers;
- principal contractors;
- designers;
- contractors;
- building safety managers; and
- building control professionals.

***NOTE 1** The list above is not exhaustive therefore this BSI Flex may be relevant to other groups or roles.*

***NOTE 2** Responsibility for ensuring that sector-specific frameworks are kept up to date rests with the authors of those frameworks given that the scope of regulation and duty-holding roles is likely to change over time.*

This BSI Flex is intended to be used by professional groups, trade associations, trades or any other group from relevant built environment actors looking to develop or achieve recognition for a relevant competence framework. It is anticipated that those frameworks will then be subject to review by a committee on industry competence working under the aegis of the Building Safety Regulator.

This BSI Flex will be of specific interest to assessment bodies who might be tasked with assessment of competence of individuals against any sector-specific competence framework.

2 Normative references

There are no normative references in this BSI Flex.

3 Terms and definitions

For the purposes of this BSI Flex, the following terms and definitions apply.

3.1 building safety

any matter relevant to protecting the safety of people in and around buildings (including but not limited to fire safety, structural safety, public health and public safety) and pertaining to the specification, design, manufacture, procurement, construction, inspection, assessment, management, operation, maintenance, refurbishment and demolition of buildings

3.2 competence/competences

combination of skills, knowledge, experience and behaviour that enable an individual to make decisions on an informed basis that results in safe outcomes for defined functions

3.3 competence assessment

systematic methods of gathering data under standardized conditions to reach a conclusion regarding the competence and commitment of an individual

[SOURCE: <http://www.managementstudyguide.com/what-is-assessment.htm>, modified]

3.4 competence framework

procedures and requirements for the assessment and maintenance of a set of agreed skills, knowledge, experience and behaviours required for an individual undertaking a role, function, activity or task in order to perform their work to predetermined standards and expectations and maintain or improve their performance over time

3.5 competence maintenance

relevant, planned and recorded activities undertaken to maintain skills, knowledge and behaviours (including development to reflect new technology and changing statutory requirements) so that they remain adequate for an individual to be considered competent

3.6 competence management

systematic identification, development, assessment, deployment and maintenance of the skills, knowledge, experience and behaviours competences required to fulfil responsibilities and to perform activities to recognized or defined standards of competence

3.7 competency/competencies

task level description of skills, knowledge, experience and behaviours required to undertake a defined task effectively

3.8 construction product

product, substance or collection thereof that has been manufactured, refined or processed and declared by its manufacturer for an intended end use either for temporary and/or permanent inclusion in building or civil engineering works, refurbishment or maintenance

3.9 continuing professional development (CPD)

activities undertaken by individuals to maintain and develop competence including formal and informal learning, self-assessment, obtaining feedback and identifying areas for improvement

3.10 experience

knowledge or skill acquired by a period of practical experience of something, especially that gained in a particular profession, discipline, role or function

3.11 formal learning

organized and structured learning objectives

3.12 golden thread of information

concept of developing, collecting, organizing, sharing, storing, making available, revising and amending information relating to building safety through the life cycle of a building's specification, design, manufacture, procurement, construction, inspection, assessment, management, operation, maintenance, refurbishment and demolition

3.13 higher-risk buildings

buildings subject to enhanced regulatory requirements in scope of the new, more stringent regulatory regime, as defined in legislation and including those previously referred to as Higher-Risk Residential Buildings (or HRRBs)

3.14 informal learning

self-directed learning or learning from experience

NOTE For example, mentoring or shadowing in the workplace

3.15 knowledge

information, technical knowledge and 'know-how' that an individual needs to have and to understand in order to successfully carry out the duties that make up the occupation

3.16 prior learning

formal or informal learning used as a reference point for the likely knowledge and skills required to competently undertake a specific role

3.17 recognition of prior learning

process by which formal and informal learning and experience gained are assessed

3.18 revalidation

formal process of re-assessing an individual's competence on a periodic basis to check that competence has been maintained and, if necessary, developed against a sector-specific competence framework

3.19 sector-specific competence framework

competence framework developed to enable assessment of competence in a specific role, trade or discipline or relevant to execution of a specific task

3.20 skills

practical application of knowledge needed to successfully undertake the duties that make up the occupation acquired through formal and informal job training or experience

3.21 validation

formal process of assessing an individual's competence for the first time against a sector-specific competence framework

4 Requirements for sector-specific competence frameworks

COMMENTARY ON CLAUSE 4

It is recognized that sector-specific frameworks will differ in structure and content. To enable effective interaction between roles, sectors and disciplines, sector-specific frameworks should be effectively coordinated and need to include some common requirements, consistent language and a holistic approach to building safety. This should take into account interactions and interfaces with other related activities.

4.1 Competence frameworks for building safety

All sector-specific frameworks shall demonstrate:

- a) how requirements relating to the framework and its application as set out in Clauses 4.2 to 4.13 have been met;
- b) how the behavioural competence and ethical standards set out in Clause 5 have been met; and
- c) how the core building safety competences set out in Clause 6 have been met.

4.2 Overview

Sector-specific competence frameworks shall:

- a) set out clearly their intended purpose;
- b) explain the background to the development of the framework;
- c) explain relevant principles and concepts relating to competence, competence management, validation and revalidation;
- d) provide an overview of the use and application of the framework;
- e) state how, when and by whom the sector-specific competence framework has been assessed and approved; and
- f) state how, when and by whom the framework will be reviewed.

4.3 Relevant sectors in scope

Sector-specific competence frameworks shall:

- a) define the industrial sector/s to which they apply;
- b) identify any specific types of organization within which individuals are likely to be subject to competence assessment against the sector-specific framework; and
- c) state any specific exclusions to a) and b).

4.4 Roles in scope

Sector-specific competence frameworks shall:

- a) define the specific roles, functions, activities and tasks against which the framework can be used to assess competence;
- b) signpost where further information on statutory roles and duty-holding responsibilities can be found; and
- c) state any specific exclusions to a).

4.5 Types of building operations and/or building work in scope

Sector-specific competence frameworks shall:

- a) define the types of building or sectors relevant to the competences required by the framework;
- b) define the types of activity to which the framework is relevant; and
- c) state any exclusions to a) or b).

NOTE For instance, any or all of building work, design, manufacturing, construction, maintenance or operation.