

Annex 6C – Competence framework

Building Standards Inspectors/Surveyors Competency Framework for HRRB's and Complex Buildings

Competency is rated in four bands:

Level 1 - Awareness (A)

The building standards professional has a basic knowledge of the subject and how it relates to their role.

Level 2 – Appreciation (Ap)

The building standards professional has a general background knowledge of the subject but may require the specialist input of others to assess compliance.

Level 3 - Understanding (U)

The building standards professional has sufficient knowledge of the complexities involved in order to make independent decisions and assessments controlling compliance of typical building work relating to an HRRB including utilising input from other specialists.

Level 4 - Comprehensive (C)

The building standards professional has sufficiently detailed knowledge and skills to make decisions on complex issues relating to the design and construction of HRRBs and the ability to commission and interrogate specialist assistance where necessary.

A Technical knowledge and understanding

| | Key competency | Knowledge | Level | Specific competencies for building standards professionals | Typical evidence to demonstrate competency |
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| A1 | Ability to understand and apply relevant fire safety principles and practices in the assessment and inspection of HRRBs. | Fire science Human behaviour and evacuation Fire protection systems Fire safety design and specification | 2 2 4 4 | This should include the ability to: <ul style="list-style-type: none"> • Understand and apply fundamental knowledge of fire science, (including key aspects of fire performance of materials) in the inspection and assessment of HRRBs. • Integrate understanding of key principles of human behaviour and fire escape design in to inspection or assessment of the design, layout and arrangement of escape provision in HRRBs. • Understand the key features and principles of passive and active fire protection (including suppression systems) and be able assess or inspect (or commission others to assess or inspect) active or passive systems for HRRBs • Demonstrate detailed knowledge and ability of good practice in assessing and inspecting integration of compartmentation and structural fire protection in to the design of HRRBs with particular reference to measures which prevent the spread of flame and smoke internally and externally. • Demonstrate understanding and ability to assess and inspect integration of fire-fighting access requirements and provision of fire-fighting facilities in the design and layout of HRRBs. | Examples from your work where principles of fire safety have been effectively applied in the assessment of HRRBs. |

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| A2 | Suitable knowledge and understanding of relevant principles and technical standards for building safety design and construction and ability to co-ordinate and integrate these holistically in the assessment and inspection of HRRBs. | Structural safety | 3 | This should include the ability to: <ul style="list-style-type: none"> Demonstrate understanding of the process by which different aspects of building safety should be successfully integrated into the overall design of an HRRB. Demonstrate suitable understanding of critical safety design principles relevant to structure, public health and building services and how to ensure advice from suitable specialist professionals is obtained and integrated effectively in to the building design. | Examples from your work where principles of building safety (other than fire safety) have been effectively applied in the assessment of a HRRBs. |
| | | Protection from falling or collision | 4 | | |
| | | Public Health | 4 | | |
| | | Building Services | 4 | | |
| | | Building fabric | 4 | | |

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| A3 | Suitable knowledge and understanding of relevant legislation, regulations, statutory guidance, standards of performance and how to meet or exceed these requirements in the assessment of HRRBs. | Construction legislation relevant to HRRBs; building regulations | 4 | This should include the ability to: | <ul style="list-style-type: none"> • Examples from your experience of assessing HRRBs in order to ensure robust compliance with statutory requirements; • Evidence of understanding or awareness of other relevant statutory regimes. |
| A4 | Whenever relevant to your role, demonstrate the ability to develop, manage, distribute and maintain information about the assessment or inspection of the design, construction or maintenance of HRRBs critical to ensuring that they are designed to be safe, built to be safe, operated safely and maintained to be safe throughout the project lifecycle. | Golden thread of building information | 4 | This should include the ability to: | <ul style="list-style-type: none"> • Examples of good practice in obtaining, distributing and storing as built information; • Evidence of role in the assessment of key building safety information packages such as the safety case or fire and emergency file; • Effective assessment of information setting out key building safety strategies for use by building owners or emergency services; • Examples of effective management and assessment of adequacy of information submitted. |
| | | Building specific fire safety information | 4 | | |
| | | Health & Safety information | 2 | | |
| | | Design /construction, as built/maintained information | 4 | | |
| | | Building safety strategies | 3 | | |
| | | Maintenance information and scheduling; Testing and commissioning information; Lifecycle and replacement | 3 | | |
| | | | | <ul style="list-style-type: none"> • Assess and audit strategies setting out how proposals and buildings in occupation meet building safety requirements. • Demonstrate suitable knowledge and understanding of HRRB safety documents (and their content) key submission stages and responsibilities and enforcement measures available. • Inspect and assess adequacy of relevant documentation submitted as part of the Safety management system, Safety Case, Fire and Emergency file or Health and Safety plan. • Understand and be able to use / access information management tools such as BIM and other formats to ensure that accurate design and as built information | |

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| data | | | |
| Building installer / constructor / maintainer competency requirements | 3 | | are obtained to enable inspection of HRRB safety. |
| Change management and impact on other interested parties e.g. insurer, warranty provider, owner. | 3 | | <ul style="list-style-type: none"> • Act in ensuring that building safety information is distributed to relevant duty holders/recipients and then safely stored. • Understand and enforce requirements for project teams or building owners to manage changes to design and as built information at key gateway stages • Identify what information is needed from other parties and coordinate that information where relevant to inspection of HRRB safety. |

B Assessment of design, process, systems, services and products

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| B1 | Suitable knowledge of the relevant standards, testing, assessment and maintenance procedures for building materials, products, components, assemblies and systems and ability to assess these effectively to ensure safety through the life cycle of the building. | Standards | 4 | <p>This should include the ability to:</p> <ul style="list-style-type: none"> Understand and assess how relevant British, international or third-party codes and standards have been adopted to ensure through life building safety. Ensure that the right assessment methods or procedures have been used to ensure holistic through life building safety or be able to commission sample testing or assessment if this is necessary. Understand and interpret the results of testing or assessment (or stated performance criteria) and know when to seek more expert advice on such to ensure through life building safety. | Evidence of suitable application or use of relevant standards, testing or assessment procedures in the context of HRRBs. |
| | | Testing | 2 | | |
| | | Commissioning | 2 | | |
| | | Building systems and services. | 3 | | |
| B2 | Knowledge, understanding and ability to work within or apply in practice statutory process and procedures specific only to HRRBs that need to be followed in their assessment and inspection. | Gateway process and stages for HRRB | 4 | <p>This should include:</p> <ul style="list-style-type: none"> Understanding of roles and responsibilities when acting as JCA, and ability to engage positively with the JCA other constituent bodies. Ability to advise building owners, project team members and others on duties and procedural requirements relating to the design, construction and maintenance of HRRB. Knowledge, understanding and ability to carry out relevant inspection activities in order to demonstrate or assess compliance with building safety requirements on behalf of the JCA at differing gateway stages. Understanding of relevant requirements for building standards professionals to engage and communicate with tenants or the public. | <ul style="list-style-type: none"> Examples of successful project delivery through statutory cycles or process; Examples of specific complex interactions, discussions or process meeting requirements for HRRBs. |
| | | Role of the JCA | 4 | | |
| | | Tenant voice and engagement. | 3 | | |

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| B3 | Suitable knowledge and understanding of specific risks relevant to the inspection, construction and maintenance of HRRBs and ability to use this knowledge as part of the development, assessment and application of risk management frameworks and safe systems of work. | Critical risk factors in HRRBs | 4 | <p>This should include:</p> <ul style="list-style-type: none"> Suitable knowledge and understanding of the specific risks relevant to each type of HRRB (including typical critical modes of failure and consideration of maintenance and replacement cycles) and how these risks should be managed through the inspection process, including through commissioning or undertaking of work by other specialist persons. Understanding of and ability to contribute to and work within safety management systems for HRRBs. Understanding of the building standards professional's role in assessing HRRB project safety case and ability to contribute to the safety case development, review and management. Interaction between building standards professional's role on HRRB and duties under CDM regulation / site health and safety requirements and other safety legislation. | <ul style="list-style-type: none"> Examples from your work of the development or application of risk management process, procedures, safety case, safety information or frameworks. Examples of identifying specific risks and how these were subsequently successfully managed. |
| | | Safety case development; safety case review | 2 | | |
| | | Fire risk strategy | 2 | | |
| | | Health and safety file | 2 | | |
| | | Building management and maintenance for building and occupier safety | 2 | | |

C Responsibility, Management, Leadership and Business Awareness

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| C1 | Clear understanding of and ability to fulfil relevant roles, responsibilities and duties in relation to inspection of HRRBs | Client duties and responsibilities | 2 | <p>This should include the ability to:</p> <ul style="list-style-type: none"> Understand your duties as a building standards professional in relation to the work you undertake on HRRB's Understand and explain the roles and responsibilities of other key duty holders you will interact with as part of your role as a regulator on HRRBs Explain how to work effectively with other key duty holders you will interact with as part of your role inspecting HRRB safety. Engage effectively with Principal Designer and Principal Contractors. | <ul style="list-style-type: none"> Evidence of specific roles and responsibilities you have held as part of your work on HRRBs; Evidence of your involvement in ensuring awareness and fulfilment of specific duties relevant to HRRBs; Examples or interaction with other key duty holders. |
| | | Principal designer duties and responsibilities | 2 | | |
| | | Contractor responsibilities and duties | 2 | | |
| | | Building owner / manager | 2 | | |
| | | Tenant | 2 | | |
| | | JCA | 4 | | |
| | | Local Authority | 4 | | |
| | | Regulators | 3 | | |
| | | Fire and rescue services. | 2 | | |
| C2 | Awareness of responsibility to challenge unacceptable behaviours or practice and how to raise, escalate or flag risks to safety during the design, construction or maintenance process. | Whistle blowing policies / Public Information Disclosure Act | 4 | <p>This should include the ability to:</p> <ul style="list-style-type: none"> Explain and comply with your professional and ethical duties to raise concerns relating to public safety Effectively raise safety concerns with colleagues and where necessary escalate these concerns through management chains Identify if and when it is necessary to utilise whistleblowing provisions under the Public Information disclosure Act and how to do so. Understand, explain and act on any other duties to raise concerns about project safety. Understand and act on concerns raised by others. | <ul style="list-style-type: none"> Examples of industry practice where you may have had concerns and acted upon them; How you have been effective in leading on building safety issues; How you integrate good building safety practice in your day to day work. |
| | | Public duty to report | 4 | | |
| | | Liabilities | 2 | | |
| | | Company or organisational reporting and escalation policies and procedures. | 4 | | |

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| C3 | Awareness of those being regulated and the various contractual relations / inter-relationships that have a bearing on the effective delivery of new building and refurbishment contracts for HRRB | Differing procurement mechanisms | 2 | <p>This should include the ability to:</p> <ul style="list-style-type: none"> • Understanding of different types of building procurement mechanisms especially where these provide for differing seats of design responsibility and contractual restraints • Understanding of the various contractual elements that combine to make the overall compliance requirements in addition to statute | <ul style="list-style-type: none"> • Examples of the various forms of contracts and how designers and contractors etc are engaged • Examples of where contractual relationships have exceeded statutory minimum and how there might be conflicts to this when giving advice on achieving standards for compliance |
| | | Employers requirements | 2 | | |
| | | Contractors proposals | 2 | | |
| C4 | Ability to effectively manage or work with/ within complex assessment, inspection or project teams and co-ordinate assessment and inspection of technical and procedural compliance to ensure safe outcomes. | Project management and control | 2 | <ul style="list-style-type: none"> □ Ability to create a risk managed inspection regime □ Work in a dynamic, adaptable way in response to changes on site □ Provide appropriate, effective and meaningful inspection □ Integrate requirements for building safety into inspection planning and management activities □ Assess competencies required within inspection teams for which you are responsible and ensure suitable specialist expertise is procured where required. □ Apply quality management, control or audit procedures in order to check building safety measures, duties or requirements which you are inspecting have been discharged □ Explain and comply with procedural requirements, submission and process' relevant the inspection and assessment of HRRB relevant to your work. | <ul style="list-style-type: none"> □ Examples of effective team working and team management; □ Good practice in assembling and managing project teams; □ Examples of your role in leading on or coordinating delivery of complex integrated systems or buildings. |
| | | Sequencing of work | 2 | | |
| | | Assembling and appointing teams | 3 | | |
| | | Effective management practice / procedures for assessment and inspection of HRRBs. | 3 | | |

D Effective Communication and inter-personal skills

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| D1 | Understanding and awareness of the views of in situ residents and the duty to communicate with them and the public. The ability to communicate clearly and effectively verbally and in writing, | Requirements / obligations to communicate, consult with and respond to residents or persons otherwise affected by buildings / building work | 4 | <p>This should include the ability to:</p> <ul style="list-style-type: none"> • Explain and comply with duties to communicate with building owners, project teams, residents and other persons or organisations involved in or affected by projects on HRRBs. • Write reports, letters, e-mails or give presentations in a manner which can be clearly understood by technical and non-technical persons. • Clearly identify and communicate responsibilities and issues relating to HRRB safety within design or project teams. | <ul style="list-style-type: none"> <input type="checkbox"/> Evidence or examples of effective engagement with residents, building users or those affected by building work; <input type="checkbox"/> Examples of reports, presentations and academic submissions; <input type="checkbox"/> Examples of effective engagement and communication with project teams; <input type="checkbox"/> Examples of effectively explaining complex technical considerations clearly to clients or other non-professional or technical audiences. |
| | | Ability to communicate effectively through media relevant to role (verbally, written, drawn) | 4 | | |
| | | Ability to communicate technical complex information to non-technical audiences; effective communication within project and client teams. | 4 | | |

E Professional Commitment

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| E1 | Adopting and applying the codes of conduct and ethical behaviour and understanding the specifics relevant to HRRB. | Obligation to consult / tenants voice | 4 | <p>This should include:</p> <ul style="list-style-type: none"> • Need to act with honesty, accuracy, respect, integrity, responsibility, and limits of capability in order to build trust • Need to respect concerns and issues raised by tenants and how to respond appropriately • Duty of care to residents and people living or working in and around buildings • Differential needs of older and disabled people in accessing and ability to escape from HRRBs • Need to act in accordance with professional Code of Conducts of Employers/Professional bodies • Understanding and ability to act in accordance with Code of Ethics for HRRB. | <ul style="list-style-type: none"> <input type="checkbox"/> Evidence or examples of effective engagement with building residents or users; <input type="checkbox"/> Evidence of consideration of specific needs of older or disabled people in the assessment of building safety; <input type="checkbox"/> Evidence of leading discussion on or presenting ethical arguments in practice; <input type="checkbox"/> Examples of instances where you have raised ethical concerns as part of your work inspecting HRRB safety. |
| | | Duty of care to residents | 4 | | |
| | | Considering diversity and inclusion including differential needs e.g. emergency egress; adhering to Codes of Conduct e.g. | 4 | | |
| | | <ul style="list-style-type: none"> • Honesty and Integrity • Respect for life, law, the environment and public good • Accuracy and Rigour • Responsibility for Direction, Conduct and Communication | | | |
| E2 | Understanding of techniques for and the importance of identifying limits of competency for self, individuals or organisations involved in the assessment, inspection, design, construction or management of HRRBs and ability to take suitable mitigating actions to manage risk. | Principals and value of competency | 2 | <p>This should include the ability to:</p> <ul style="list-style-type: none"> • Explain what competency is and how this relates to building safety • Identify when and how to assess or request evidence of competency from persons or organisations working in HRRBs you inspect • Explain and comply with duties to ensure competency relating to the inspection of HRRBs. • Identify the need to seek advice from others with specialist competencies and how to procure that advice in assessing HRRB safety • Effectively raise concerns about the competency of individuals or organisations with the JCA. • Mitigate any residual risk relating to competency of which you become aware i.e. by putting in place additional checks or inspection measures. | <ul style="list-style-type: none"> <input type="checkbox"/> Competency self-assessment records and learning from that process; <input type="checkbox"/> Examples of quality assurance or management procedures to ensure competency of self / staff / specialists or other organisations; <input type="checkbox"/> Use of competency scoring or assessment techniques; <input type="checkbox"/> Involvement in competency assessment of individuals; <input type="checkbox"/> Accessing or using suitable registers of competency. |
| | | Competency assessment techniques | 2 | | |
| | | Roles and responsibilities in advising on and ensuring competency | 2 | | |
| | | Procurement and management of specialist competencies and managing residual risk. | 3 | | |

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| E3 | Obligation and demonstrable commitment to maintaining professional competency to work on HRRBs and need to ensure continuing competency of others | Continuing Professional Development | 4 | <p>This should include the ability to:</p> <ul style="list-style-type: none"> • Assess the limits of your own competency in relation to work you are inspecting • Identify personal development needs and put in place a suitable personal development plan • Engage with peer review / assessment and feedback process to obtain external perspective on competency and areas for improvement • Identify the limit of competency of those you work with or manage and take action to support improvement where necessary. | <ul style="list-style-type: none"> • CPD records; • Self-assessment records/personal development plans/training records; • Obtaining new relevant qualifications; • Courses attended; • Evidence of leadership within teams or organisations; • Involvement in developments of new standards or research relevant to role on HRRB. |
| | | Undertaking competency self-assessment | 4 | | |
| | | Managing personal development | 4 | | |
| | | Assessing and managing development of team members | 3 | | |

