# Bricklaying
# 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.

ICGS WORKING GROUPS | ICSG

# 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)
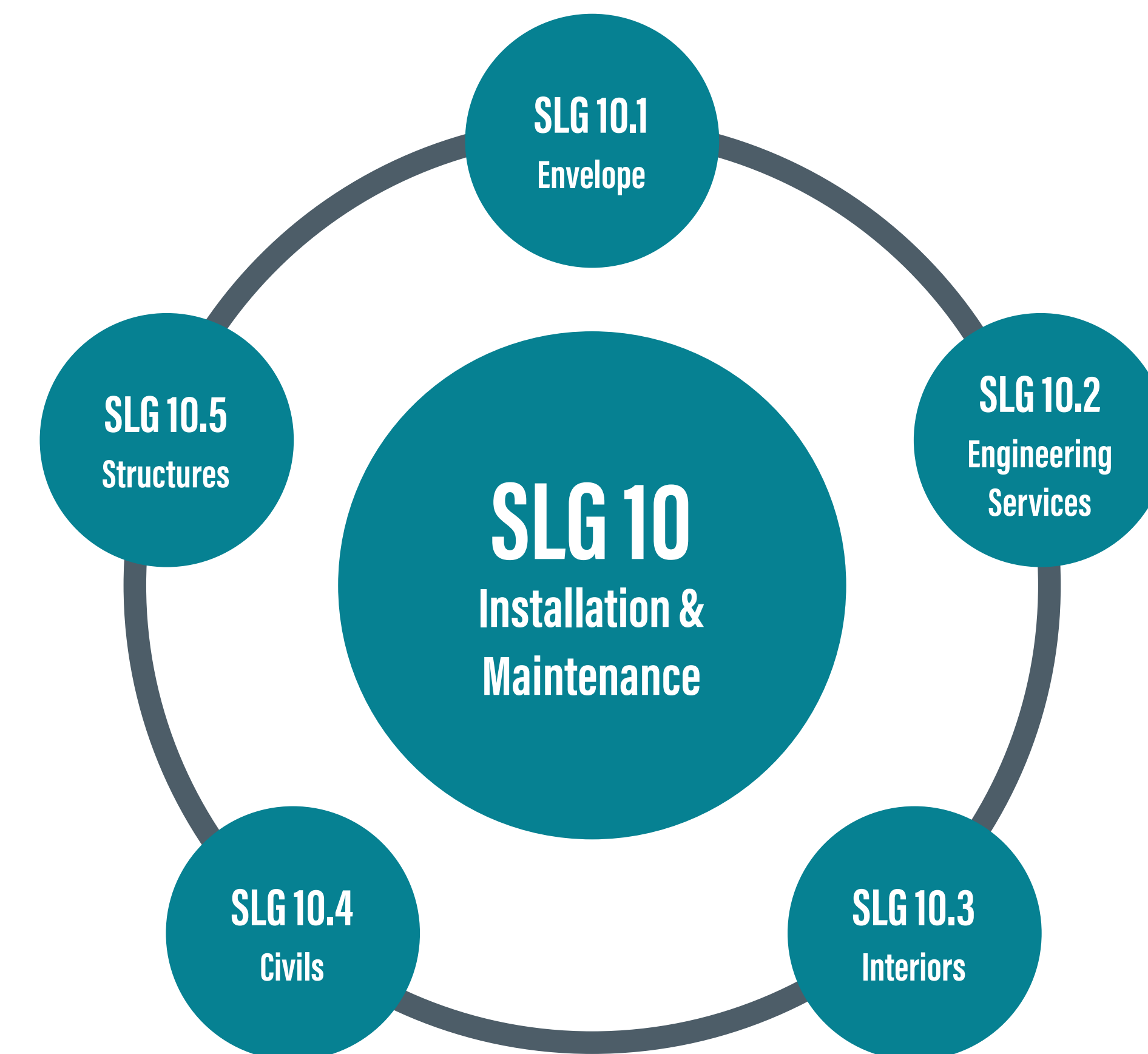
# Fire Safety in Buildings

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**

# 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

**Behaviours:** 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

# Sector Overview
## Bricklaying Competence Framework Development

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

The framework outlines key competencies required for the Bricklaying installation process, including health and safety, training, qualifications and re-validation requirements. It is designed to guide the delivery of training programs and qualifications as well as employers, installers and regulatory bodies across the sector. This competence framework is intended to reduce risks associated with poor installation practices, improve building performance, and ensure compliance with relevant regulations and standards.

Key components of the framework include:

1. **Routes to Competence:** Identification of the recognised routes to achieving competence.

2. **Competency Levels:** Clear definitions of the Skills, Knowledge, Experience & Behaviours required for each function for the role of the Bricklayer.

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

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

5. **Sustainability and Efficiency:** Incorporating best practices for energy efficiency and sustainability.

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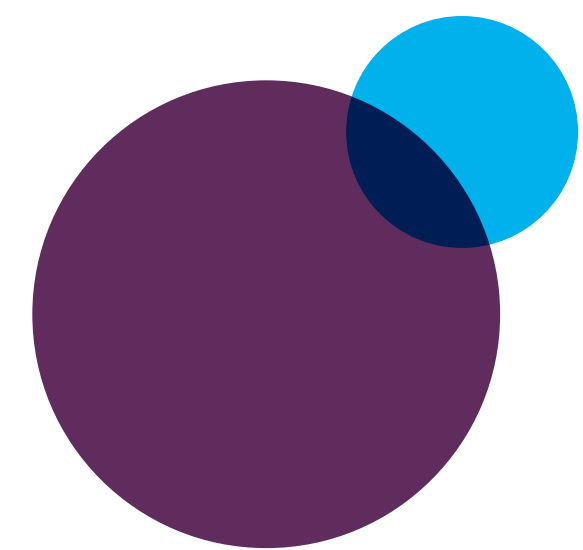
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# Sector Overview
## Development Process

The development process involved extensive consultation and collaboration through a series of working group meetings with Association of Brickwork Contractors, federation/association representation, employers, training providers and CITB. An online survey and webinar were also available to present the Competence Framework and offer wider industry an opportunity to review, provide feedback, support and validate the framework development.

Thorough analysis of existing competencies, standards, training programmes and current qualifications as well as current working practices was carried out to feed into the framework and identify the gaps that needed to be addressed at implementation.

The working groups were generally very well attended and were conducted in a cooperative and open manner with all participating getting the opportunity to contribute to the discussions and development work being undertaken to define the SKEB.

# Sector Overview
## Outcomes and Findings

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

- National Occupational Standard to be reviewed and updated
- Develop short duration training courses
- Introduce Fire Safety in Building training as a mandatory competence requirement

The National Occupational Standards (NOS) and the English Apprenticeship were referenced to develop the Competence Framework. The NOS and subsequent S/NVQ went through a revision and update in 2024/25. With this alignment to the NOS, it has been identified these standards and vocational qualifications are still fit for purpose.

The working group have also identified additional content to include Experience and Behaviour requirements. When adapted either individually or through an organisation, these will promote a culture of self-development, responsibility and reinforce positive values.

The working group have identified relevant training standards that can be used for CPD purposes for maintaining competence (See Routes to Competence diagram). Once these have been reviewed during the implementation phase more details around these training elements will be decided upon how they are to be used for the future.

# Routes to Competence

**Legend:**
- To Develop/Obselete (red)
- In Development/To be reviewed (orange)
- Developed (green)

| Level | Routes |
|---|---|
| HIGH LEVEL COMPETENCE | Re-validation of HSE Operative Test CSCS |
| | Gold CSCS Card |
| HIGHER LEVEL EDUCATION | English Level 3 Craft Bricklayer Apprenticeship Standard / NVQ Level 3 Bricklaying |
| CPD ACCREDITED TRAINING STANDARDS | Practical Courses with a 3 Year Refresher / Theory only with no refresher |

**Practical Courses with a 3 Year Refresher:**
- Masonry support angle installation
- Sills, Copings, Cappings & Junctions
- Masonry Cutting & Drilling
- Installing fire barriers & breaks
- Brick slip systems
- Windpost installation
- Specialist DPC Systems
- Forming cavities & correct position of wall ties
- Bonding, taping & positioning insulation board
- Brick soffit systems
- Repairing defective brick & block work
- Correct fixings for brickwork

**Theory only with no refresher:**
- Tolerances and standards for bricklaying
- Co-ordinating brickwork requirements
- Cold weather working
- Types & uses of mortar
- Introduction to movement joints
- Materials, Storage & Protection

| Level | |
|---|---|
| BASELINE COMPETENCE | Re-validation of HSE Operative Test CSCS |

Blue CSCS Card - Skilled | Gold CSCS Card - Skilled | Blue CSCS Card - Skilled

End point Assessment | Skills Test | | End point Assessment |

| ROUTE TO BASELINE COMPETENCE | English Level 2 Bricklayer Apprenticeship Standard RED (Apprentice) CSCS Card | Scottish Modern Apprenticeship in Bricklaying at SCQF Level 6 | Welsh Apprenticeship in Bricklaying (Level 3) | Level 2 Bricklayer Apprenticeship Standard Skills scan advanced Red (Apprentice) CSCS Card | NVQ Level 2 Bricklaying Red (Trainee) CSCS Card | Level 2 Bricklaying NVQ EWPA Red (Experienced) CSCS Card |

| ACCESS TO SITE | Fire Safety in Buildings | Fire Safety in Buildings | Fire Safety in Buildings |
| | HS&E Operative Test (Some exemptions may apply) | HS&E Operative Test | HS&E Operative Test |
| ENTRANT | **New Entrant** | **Partially Trained** | **Experienced Worker** – relates to discipline / specialism |
| | Very low level of SKEB. E.g. apprentice, T Levels | Some SKEB. E.g. FE course, L1 Diploma | Has most SKEB |

# Functional Map
## Introduction

**Training Pathways for Bricklaying**

## PURPOSE

The Route to Competence (RtC) and Skills, Knowledge, Experience and Behaviour (SKEB) statements is to highlight the future standard and qualification landscape for the Bricklaying Sector.

Through consultation with sector experts, this will help clarify, if there is the necessary structure and provision in place to train and qualify the future workforce as well as maintain and monitor levels of competence of all those working in this role. Building regulations and industry best practice knowledge guidelines were referred to throughout the consultation process.

## 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 for all roles within bricklaying.

## 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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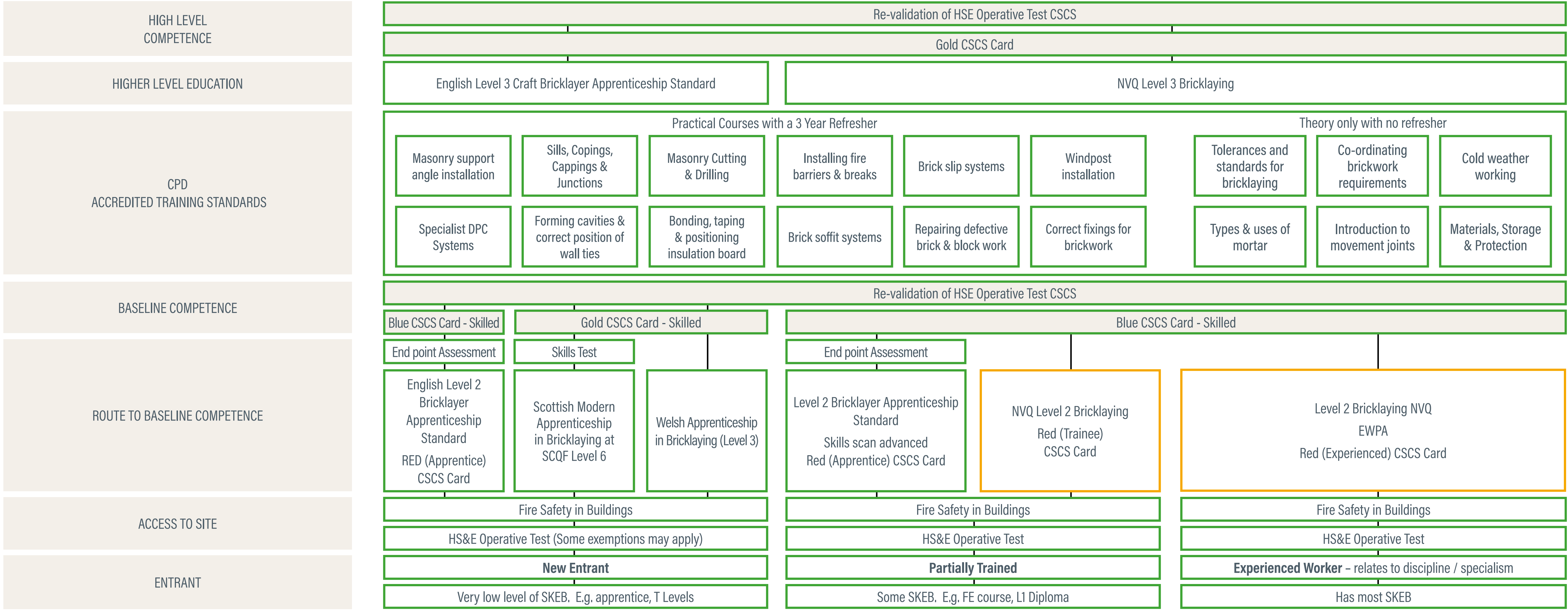
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# Functional Map
## Core Construction Competencies

| FUNCTIONAL MAP ACTIVITIES | | ENGLAND & WALES | SCOTLAND | TRAINING |
|---|---|---|---|---|
| | | PROPOSED COMPETENCE ROUTE | | |
| **CORE CONSTRUCTION COMPETENCIES** | | | | |
| **CC001** | Conform to general workplace health, safety and welfare | ✔ | ✔ | ▪ Fire safety in buildings<br>▪ Installing fire barriers & breaks |
| **CC002** | Conform to productive work practices | ✔ | ✖ | |
| **CC003** | Move, handle and store resources | ✔ | ✖ | ▪ Materials storage and protection - CITB |
| **CC004** | Confirm work activities and resources for the work | ✖ | ✔ | |
| **CC005** | Develop and maintain good working relationships | ✖ | ✔ | |
| **CC006** | Confirm the occupational method of work | ✖ | ✔ | |

The core trade competencies above are different for England and Scotland. For England CC001, CC002, CC003 are required. For Scotland CC001, CC004, CC005 and CC006 are required only.

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# Functional Map
## Trade Specific Competencies

| FUNCTIONAL MAP ACTIVITIES | | ENGLAND & WALES | SCOTLAND | TRAINING | RE-VALIDATION |
|---|---|---|---|---|---|
| | | PROPOSED COMPETENCE ROUTE | | | |
| BL001 | Erect standard masonry structures | ✔ | ✔ | ▪ Tolerances and standards for bricklaying<br>▪ Co-ordinating brickwork requirements<br>▪ Masonry Cutting & Drilling<br>▪ Types & uses of mortar<br>▪ Levelling and setting out by tape | |
| BL002 | Set out form standard masonry structures | ✔ | ✖ | | |
| BL003 | Erect masonry to form architectural and decorative structures | ✖ | ✔ | | |
| BL004 | Set out to form complex masonry structures | ✖ | ✔ | | |

# Core Construction Competencies
## Conform to general health, safety and welfare in the workplace (CC001)

**Function:** Conform to general health, safety and welfare in the workplace

**Refs:** COSVR641 Conform to general health, safety and welfare in the workplace

**Description:** This function in the context of your occupation and work environment, is about awareness of relevant current statutory requirements and official guidance; responsibilities, to self and others, relating to workplace health, safety and welfare; personal behaviour and security in the workplace.

## SKILLS

### You must be able to:

#### Workplace health, safety and welfare

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

Avoid risk by complying with given information relating to the following:
- induction
- briefings
- application of prior training (safe use of health and safety control equipment)

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

#### Recognition of hazards

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

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

#### Organisational policies and procedures

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

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

## KNOWLEDGE

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

#### Security arrangements

Comply with and support organisational procedures for maintaining the security of the workplace:
- during the working day
- on completion of the day's work
- from unauthorised personnel (other operatives and/ or the general public)
- from theft

CC001 | CC002 | CC003 | CC004 | CC005 | CC006

# 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

# 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
## Develop and Maintain Good Working Relationships (CC005)

**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
## Confirm the occupational method of work (CC006)

**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

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INTERPRET INFORMATION

SAFE WORK PRACTICES

SELECTION OF RESOURCES

MINIMISE THE RISK OF DAMAGE

APPROACH TO WORK

# Core Trade Competencies
## Interpret Information

**Description:** These core trade functions contain all the competencies for bricklaying including: interpreting information, adopting safe, healthy and environmentally responsible work practices, selecting and using materials, components, tools and equipment, minimising damage, and working within the allocated time, in accordance with organisational requirements which are equal to or exceed current statutory and legislative requirements.

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# Core Trade Competencies
## Safe Work Practices

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

### SKILLS

### KNOWLEDGE

# Core Trade Competencies
## Selection of Resources

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

### SKILLS

### KNOWLEDGE

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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.

### SKILLS

### KNOWLEDGE

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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

# Trade Specific Competencies
## Erect Standard Masonry Structures (BL001)

**Function:** Erect standard masonry structures
**Refs:** COSVR40 Erect standard masonry structures reference

**Description:** This function is about erecting common structures in brick, block and local materials

## SKILLS

**+**

## KNOWLEDGE

**+**  **>**  **>**

### You must be able to:

Remove, measure, mark out, cut, line, level, drill, fit, fix, fill, finish, position and secure to carry out pre-installation checks, assessing, recording and reporting issues as per specification to include:

- suitable access
- vents ducts, flues and penetrations
- services (gas, electric, water, media cables)

- architectural features
- vegetation
- rainwater and soil water services

- damp proof course
- surface defects
- trim projections, cills and overhangs

- protections, such as glazing, doors, floors and roofs

Use and maintain all work tools and equipment Cut and fix pre-formed trims and mounting blocks

Install pattresses for fixtures and fittings

Apply treatments to existing walls Install base track and seal

ERECT STANDARD MASONRY STRUCTURES (BL001) | SET OUT TO FORM STANDARD MASONRY STRUCTURES (BL002) | ERECT MASONRY TO FORM ARCHITECTURAL AND DECORATIVE STRUCTURES (BL003) | SET OUT TO FORM COMPLEX MASONRY STRUCTURES (BL004)

# Trade Specific Competencies
## Set out to form standard masonry structures (BL002)

**Function:** Set out to form standard masonry structures

**Refs:** COSVR41 Set out to form standard masonry structures

**Description:** This function is about setting out to form standard masonry structures for brickwork, blockwork and local materials, by determining dimensions and positions using line, level, depth area, height and angle to working instructions to establish straight lines, right angles and openings

### SKILLS

+

### KNOWLEDGE

+   >

ERECT STANDARD MASONRY STRUCTURES (BL001) | SET OUT TO FORM STANDARD MASONRY STRUCTURES (BL002) | ERECT MASONRY TO FORM ARCHITECTURAL AND DECORATIVE STRUCTURES (BL003) | SET OUT TO FORM COMPLEX MASONRY STRUCTURES (BL004)

## Trade Specific Competencies
Erect Masonry to Form Architectural and Decorative Structures (BL003)

**Function:** Erect masonry to form architectural and decorative structures

**Refs:** COSVR49 Erect masonry to form architectural and decorative structures

**Description:** This function is about preparing and erecting masonry to form architectural and decorative structures in brick, block and local materials brickwork and blockwork and/or structures of local materials, incorporating arches, curves, chimneys, battered and decorative features including arches, chimney stacks, fireplaces and decorative panels

### SKILLS

+

### KNOWLEDGE

+  >  >

ERECT STANDARD MASONRY STRUCTURES (BL001) | SET OUT TO FORM STANDARD MASONRY STRUCTURES (BL002) | ERECT MASONRY TO FORM ARCHITECTURAL AND DECORATIVE STRUCTURES (BL003) | SET OUT TO FORM COMPLEX MASONRY STRUCTURES (BL004)

# Trade Specific Competencies
## Set Out to Form Complex Masonry Structures (BL004)

**Function:** Set out to form complex masonry structures

**Refs:** COSVR805 Set out to form complex masonry structures

**Description:** This function is about setting out to form complex masonry structures by determining dimensions and positions using line, level, depth area, height and angle to working instructions to establish lines, angles, curves, elevations, openings, arches and decorative panels

### SKILLS

+

### KNOWLEDGE

+    >

# Experience

## Information that can be evidenced to confirm level of experience
### Self-Assessment of the key existing skills & knowledge statements

**Highlighted purple are safety and fire related tasks**

| | | | |
|---|---|---|---|
| **Rarely:** Task is completed less than once every 3 months on average<br>**Regular:** Task is completed more than once every 3 months on average | **Trained or Qualified:** You have received and passed formal manufacturers or industry training from a qualified source or hold a recognised qualification such as an NVQ, Apprenticeship or T Level.<br>**Train, Supervise or Quality Assure:** You told training sessions, supervise, coach or mentor individuals and provide feedback. | | |
| **Experience**<br>**You must have experience of:** Use the drop-down boxes to rate your current experience<br>**Select one answer per row** | I am not trained or qualified and do not complete this task as part of my role. | I am trained or qualified but **rarely** complete this task. I would need **refresher training and supervision** to complete the task. | I am qualified, this task is a **regular part** of my current role or I have completed it regularly in my time in the industry to an approved standard. |
| **Erect standard masonry structures** | | | |
| Cladding pre-erected structures (timber, concrete, steel, and exisitng buildings) | | | |
| **Positioning and securing wall ties** | | | |
| **Maintaining cavity integrity and fire barriers** | | | |
| **Installing masonry support angles, wind posts, and lintels** | | | |
| **Positioning and securing damp-proof courses, barriers, and cavity trays** | | | |
| Forming and installing weep holes and vents | | | |
| Bonding and taping insulation materials | | | |
| Identifying material defects and ensuring quality | | | |

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BACKGROUND | ICSG WORKING GROUPS | FIRE SAFETY IN BUILDINGS | COMPETENCE FRAMEWORKS | COMPETENCE FRAMEWORK KEY DEFINITIONS | SECTOR OVERVIEW | ROUTES TO COMPETENCE | FUNCTIONAL MAP | CORE CONSTRUCTION COMPETENCIES | CORE TRADE COMPETENCIES | TRADE SPECIFIC COMPETENCIES | EXPERIENCE | BEHAVIOURS | REFERENCES/ GLOSSARY

ERECT STANDARD MASONRY STRUCTURES | SET OUT TO FORM STANDARD MASONRY STRUCTURES | ERECT MASONRY TO FORM ARCHITECTURAL AND DECORATIVE STRUCTURES | SET OUT TO FORM COMPLEX MASONRY STRUCTURES

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| **Set out to form standard masonry structures** | | | |
| Set out masonry walls to given tolerances (90˚ & 180˚ angles, openings) | | | |
| **Identify and transfer gauge, datum points, lines, and levels** | | | |
| Use profile boards to establish accurate masonry lines | | | |
| Lay bricks and blocks to a consistent level, plumb, and gauge | | | |
| Construct walls using correct bonding patterns (stretcher, English, Flemish, etc.) | | | |
| Adjust masonry work for structural openings (doors, windows, service penetrations) | | | |
| Construct masonry structures on both level and sloping ground | | | |
| Recognise and rectify defects in brickwork | | | |
| **Work to required tolerances, building regulations, and quality standards** | | | |

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ERECT STANDARD MASONRY STRUCTURES | SET OUT TO FORM STANDARD MASONRY STRUCTURES | ERECT MASONRY TO FORM ARCHITECTURAL AND DECORATIVE STRUCTURES | SET OUT TO FORM COMPLEX MASONRY STRUCTURES

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| **Erect masonry to form architectural and decorative structures** | | | |
| Set out and construct solid and cavity walls (with openings) to design specifications | | | |
| Build decorative brickwork features (arches, corbelling, dog-toothing, dental courses, oversailing) | | | |
| Construct walls curved on plan and in elevation, including splayed and ramped walls | | | |
| Lay bricks and clocks to maintain correct gauge, plumb, level, and cleanliness | | | |
| Install and secure fixings, cramps, ties, and reinforcements in masonry work | | | |
| **Construct chimney stacks and fireplaces, following design specifications** | | | |
| Use special feature bricks and pre-formed components to achieve decorative finishes | | | |
| Cut and shape masonry materials accurately for complex architectural features | | | |
| **Follow correct procedures for movement joints, expansion joints, and historical structures** | | | |
| **Work safely using appropriate PPE, access equipment, and follow site health & safety regulations** | | | |

ERECT STANDARD MASONRY STRUCTURES | SET OUT TO FORM STANDARD MASONRY STRUCTURES | ERECT MASONRY TO FORM ARCHITECTURAL AND DECORATIVE STRUCTURES | SET OUT TO FORM COMPLEX MASONRY STRUCTURES

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|---|---|---|---|
| **Set out to form complex masonry structures** | | | |
| **Read and interpret complex drawings and specifications for masonry structures** | | | |
| **Set out masonry structures, including decorative feature brickwork, quoins, and bonding patterns** | | | |
| Use trammels, templates, profile boards, and digital measuring equipment for precise setting out | | | |
| Mark and transfer gauge, datum points, and reference lines for masonry construction | | | |
| Set out and construct curved and radial masonry work to given tolerances | | | |
| Set out and construct arches to design specifications | | | |
| Work with block bonding techniques to achieve structurally sound masonry work | | | |
| Install specialist masonry elements in line with construction drawings | | | |
| **Apply correct sequencing and quality assurance processes to ensure accuracy and compliance** | | | |
| **Work safely using appropriate PPE, access equipment, and follow site health & safety regulations** | | | |

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# Behaviours

You must be able to demonstrate:

Visible commitment at all levels to a strong safety culture

Collaboration with others and effective team working skills

Effective communication within and between teams, organisations and individuals

Listening and feeding back effectively

Communicating technical information to non-technical audiences

Communicating effectively through use of oral, written, drawn, digital or graphic information and in accessible formats

Acting within limits of own competence (particularly in relation to building safety) and seeking further appropriate advice where necessary

Maintaining competence including undertaking self-assessment and personal development activities

Responsibility for own actions and for the actions of those under their supervision or direction

Anticipating, identifying and challenging unsafe or inappropriate behaviours and escalating concerns through reporting or whistleblowing mechanisms

Identifying and providing feedback on unsafe process, equipment, procedures, construction products, building systems, standards or quality

Duties and obligations to act in protecting safety of self, colleagues and the public whilst undertaking work

Duty of care to occupants including residents, first responders and people in and around buildings in use

Consultation, listening and engagement with occupants or others who are or could be affected by work (including vulnerable, older and disabled people) and responding appropriately

BACKGROUND

ICSG WORKING GROUPS

FIRE SAFETY IN BUILDINGS

COMPETENCE FRAMEWORKS

COMPETENCE FRAMEWORK KEY DEFINITIONS

SECTOR OVERVIEW

ROUTES TO COMPETENCE

FUNCTIONAL MAP

CORE CONSTRUCTION COMPETENCIES

CORE TRADE COMPETENCIES

TRADE SPECIFIC COMPETENCIES

EXPERIENCE

BEHAVIOURS

REFERENCES/ GLOSSARY

# 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**