

# Solid Plastering 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](#)[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](#)

## 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.





[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](#)[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.

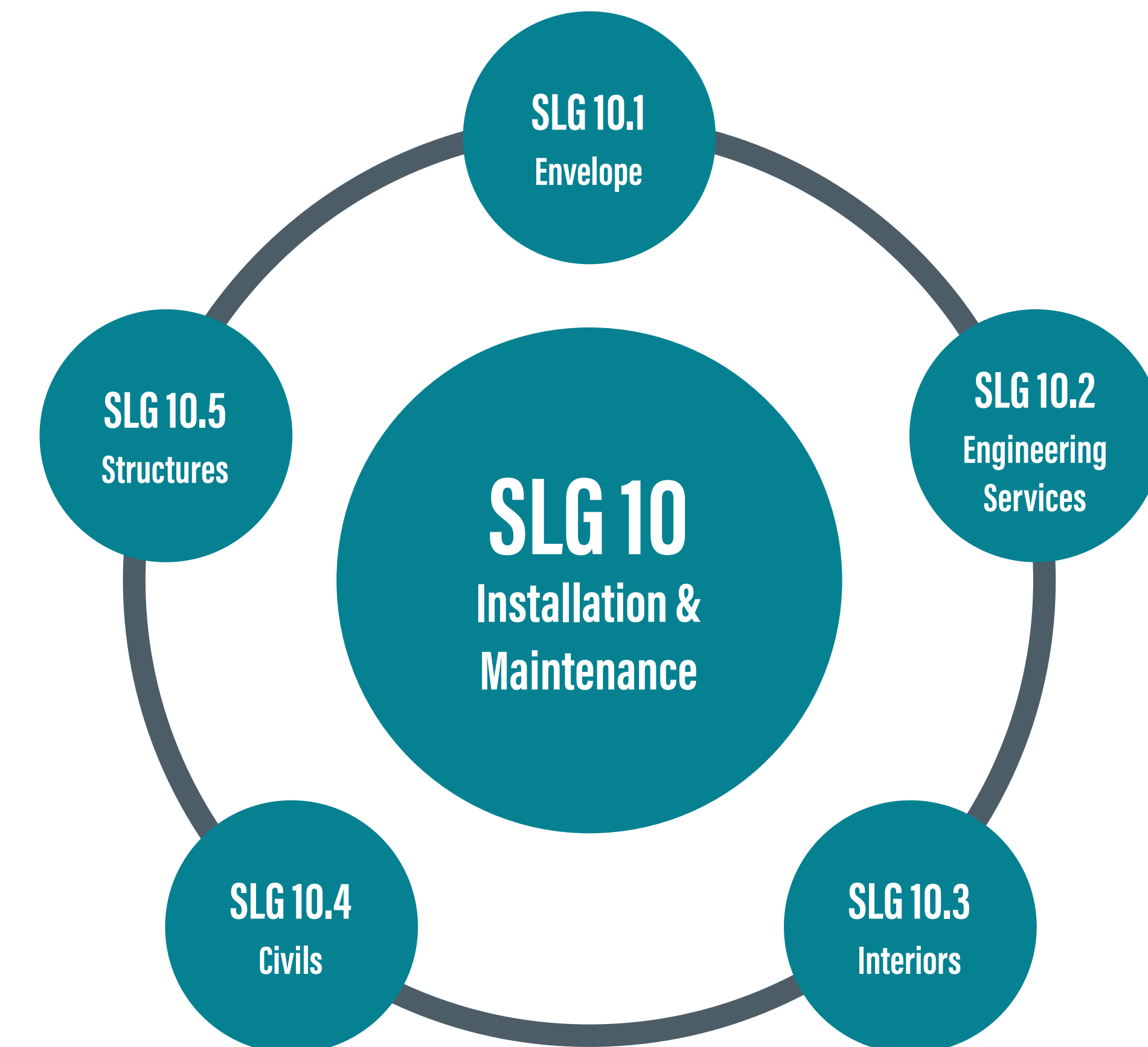
CITB provides Developer support to all roles within its scope order, facilitating the Sector Group's work and allowing them to concentrate on defining the competence requirements with support and guidance to document the requirements set for the frameworks.

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.



[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](#)[ICSG WORKING GROUPS](#)[ICSG](#)

## The Industry Competence Steering Group (ICSG)





[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](#)

## 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](#)





[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](#)

# 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**

[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](#)

## 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

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

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

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

**Behaviours:** observable things that an individual does or does not do

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

**Revalidation:** formal process of reassessing an individual's competence against a sector-specific framework on a periodic basis to check that competence has been maintained



[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](#)[SOLID PLASTERING](#)[DEVELOPMENT PROCESS](#)[OUTCOMES AND FINDINGS](#)

## Sector Overview

### Solid Plastering Competence Framework Development

The development of the Solid Plastering Competence Framework aims to establish a structured, standardised approach for assessing and ensuring the competencies of workers in the solid plastering sector. The framework serves to address the growing demand for high-quality and safe work practices, promoting the development of skilled professionals who meet industry standards.

The framework outlines key competencies required for solid plastering processes including application techniques, installing plasterboard systems and health and safety. It is designed to shape future training provision and qualifications as well as being available to employers, installers and regulatory bodies across the industry. This competence framework is intended to reduce risks associated with poor solid plastering 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 and role of the Solid Plasterer.
- 3. Technical Skills:** A comprehensive understanding of materials, techniques, and equipment used in Solid Plastering.
- 4. Health and Safety:** Emphasis on safety standards to minimise accidents and ensure safe working environments.
- 5. Sustainability and Efficiency:** Incorporating best practices for material selection, mixing techniques, and application methods to enhance the durability, longevity, and environmental performance of solid plastering systems.

The framework is intended for use by industry professionals, training providers, and regulatory bodies to create a consistent and accountable approach to competency in Solid Plastering by setting out the competencies required.



[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](#)[SOLID PLASTERING](#)[DEVELOPMENT PROCESS](#)[OUTCOMES AND FINDINGS](#)

## Sector Overview

### Development Process

The development process involved extensive consultation through working group meetings with The Finishes & Interiors Sector leading the Sector Group with other federation / association representation, employers, manufacturers, and CITB facilitating. An online survey and webinar opportunities were also available to present the Competence Framework to wider industry and offer an opportunity to review the framework contents, provide feedback, support and validate the framework that had been developed.

Thorough analysis of existing competencies and standards, training delivery, qualifications and current working practices was carried out to contribute to the framework and help to identify actions that need to be addressed at implementation stage.

The working groups were 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 completed to produce the final SKEB.





[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](#)[SOLID PLASTERING](#)[DEVELOPMENT PROCESS](#)[OUTCOMES AND FINDINGS](#)

## Sector Overview

### Outcomes and Findings

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

- Need for installing plasterboard systems to be a mandatory unit in future qualification structures
- To revise and develop short duration training courses that align to the new SKEB
- Encourage the take up of the Fire Safety in Buildings training as a competence requirement

The National Occupational Standards (NOS) and the Apprenticeship Standard: Plasterer were used to develop the Skills and Knowledge elements of the Competence Framework. The NOS and subsequent S/NVQ will go through a revision and update in 2025/26 as a direct result of the updated SKEB in the framework.

The working group have also worked on additional content to include the Experience and Behaviour requirements as set out in BS8670-1:2024. When adapted for use, individuals can use these requirements to evidence their competence. Organisations can also use the requirements to monitor the competence of those which they employ. These will help to promote a culture of self-development, responsibility and reinforce positive values.

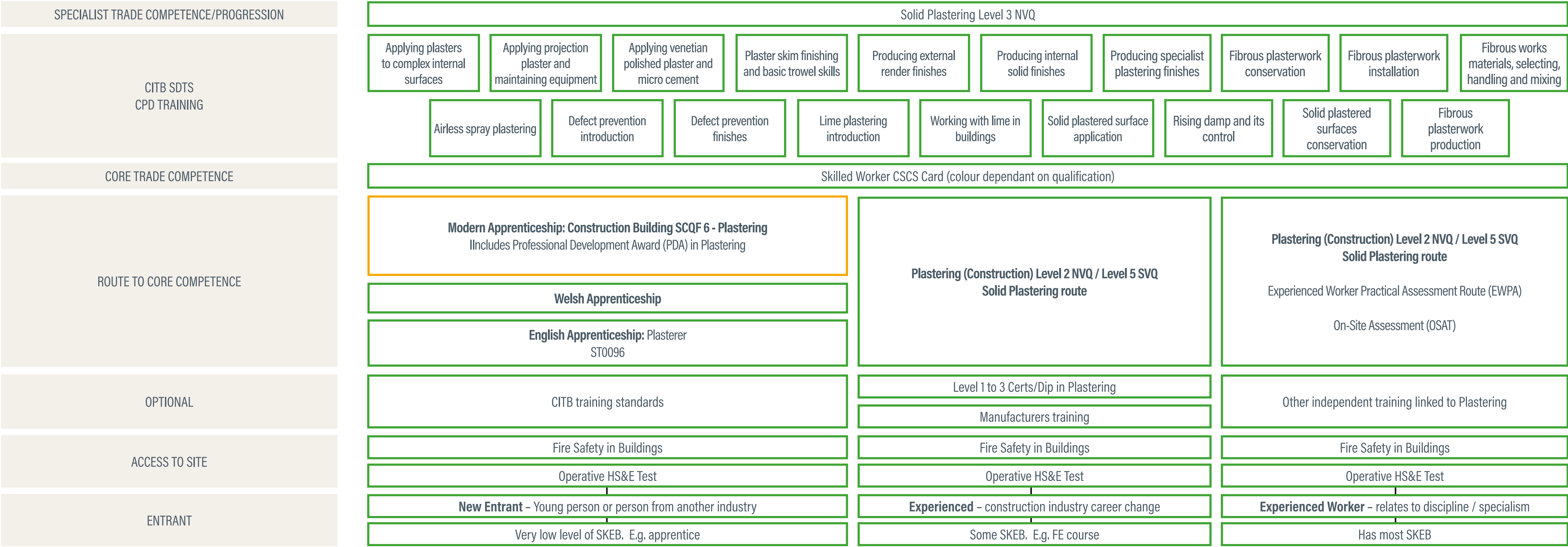






# Routes to Competence

- To Develop
- Developed/needs amending
- Developed





[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](#)[INTRODUCTION](#)[CORE CONSTRUCTION COMPETENCIES](#)[TRADE SPECIFIC COMPETENCIES](#)

# Functional Map

## Introduction

### Training Pathways for Solid Plastering

#### PURPOSE

The purpose of this work, the Route to Competence (RtC) and Skills, Knowledge, Experience and Behaviour (SKEB) statements is to show the new routes for Solid Plastering in the Plastering Sector.

Through consultation with sector experts, this will help clarify, if there is the necessary structure and provision to train and qualify the future workforce as well as maintaining and monitoring levels of competence for individuals working in this sector. 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 required.

#### FUNCTIONAL MAP

The current 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 the roles of a Solid Plasterer.

#### 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.





# Functional Map

## Core Construction Competencies

FUNCTIONAL MAP ACTIVITIES		ENGLAND & WALES	SCOTLAND	SHORT DURATION TRAINING STANDARDS	RE- VALIDATION
		PROPOSED COMPETENCE ROUTE			
CORE CONSTRUCTION COMPETENCIES					
CC001	Conform to general workplace health, safety and welfare	✓	TBC		
CC002	Conform to productive working practices in the workplace	✓	TBC		
CC003	Move, handle and store resources	✓	TBC		





# Functional Map

## Trade Specific Competencies

FUNCTIONAL MAP ACTIVITIES		ENGLAND & WALES	SCOTLAND	SHORT DURATION TRAINING STANDARDS	RE- VALIDATION
		PROPOSED COMPETENCE ROUTE			
CORE TRADE COMPETENCIES					
PL001	Apply fininshing plaster to surfaces	✓	TBC	<ul style="list-style-type: none"><li>▪ Plaster skim finish and basic trowel skills</li><li>▪ Solid plastered surface application</li></ul>	
PL002	Produce internal solid plasters	✓	TBC	<ul style="list-style-type: none"><li>▪ Producing internal solid finishes</li></ul>	
PL003	Apply solid render to background surfaces and produce finishes	✓	TBC	<ul style="list-style-type: none"><li>▪ Producing external render finishes</li></ul>	
PL004	Install Plasterboard Systems	✓	TBC	<ul style="list-style-type: none"><li>▪ Introduction to drylining (tacker, boarder)</li><li>▪ Install Plasterboard by direct bond (dot &amp; dab)</li></ul>	



[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](#)

CC001

CC002

CC003

## 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





# 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





CC001

CC002

CC003

# 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<sub>2</sub>, 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 | company            |
| site      | customer           |
| workplace | the general public |
| vehicles  |                    |

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



[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](#)[INTERPRET INFORMATION](#)[SAFE WORK PRACTICES](#)[SELECTION OF RESOURCES](#)[MINIMISE THE RISK OF DAMAGE](#)[ALLOCATED TIME](#)[MEET THE CONTRACT SPECIFICATION](#)[CONTINUOUS DEVELOPMENT](#)

# Core Trade Competencies

## Interpret Information

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





# Core Trade Competencies

## Safe Work Practices

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

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



[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](#)[INTERPRET INFORMATION](#)[SAFE WORK PRACTICES](#)[SELECTION OF RESOURCES](#)[MINIMISE THE RISK OF DAMAGE](#)[ALLOCATED TIME](#)[MEET THE CONTRACT SPECIFICATION](#)[CONTINUOUS DEVELOPMENT](#)

# 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



# Core Trade Competencies

Allocated time

**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



[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](#)[INTERPRET INFORMATION](#)[SAFE WORK PRACTICES](#)[SELECTION OF RESOURCES](#)[MINIMISE THE RISK OF DAMAGE](#)[ALLOCATED TIME](#)[MEET THE CONTRACT SPECIFICATION](#)[CONTINUOUS DEVELOPMENT](#)

## Core Trade Competencies

### Meet the contract specification

**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.

#### KNOWLEDGE

#### You must know and understand:

The importance of teamwork and communication

The importance of mental health awareness and wellbeing with considerations to self and others and how to access support

The importance of applying fairness, inclusion and respect when dealing with others

The needs of other occupations associated with plastering

Employment types (self-employed and employed), small business start up principles, tax responsibilities, roles and responsibilities

Principles of building: foundations, roofs, walls, floors, utilities and services, insulation, fire, Damp Proof Courses (DPC) and quality of materials, Damp Proof Membrane (DPM), fire protection and insulation and expansion joints



# Core Trade Competencies

## Continuous Development

**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.

### KNOWLEDGE

#### You must know and understand:

- Continuous development and their benefit to career progression
- Typical progression routes for a range of industry
- Typical qualification structures and routes to professional competency





# Trade Specific Competencies

## Apply finishing plaster to surfaces (PL001)

### SKILLS



### KNOWLEDGE



**Function:** Apply finishing plaster to surfaces

**Refs:** COSVR65 Apply finishing plaster to prepared surfaces and Apprenticeship Standard: Plasterer

**Description:** This function is about applying finishing plaster to prepared surfaces by checking surfaces, mixing, and applying finishing plasters to various surfaces



# Trade Specific Competencies

## Produce internal solid plasters (PLO02)

### SKILLS



### KNOWLEDGE



**Function:** Produce internal solid plasters

**Refs:** COSVR66 Produce internal solid plastering finishes and Apprenticeship Standard: Plasterer

**Description:** This function is about producing internal solid plastering finishes by preparing background surfaces, mixing and applying internal plasters to a variety of specifications



# Trade Specific Competencies

Apply solid render to background surfaces and produce finishes (PLO03)

## SKILLS



## KNOWLEDGE



**Function:** Apply solid render to background surfaces and produce finishes

**Refs:** COSVR67 Apply solid render to background surfaces and produce finishes and Apprenticeship Standard: Plasterer

**Description:** This function is about applying solid render to background surfaces and producing finishes by mixing and applying solid render to various surfaces and producing a plain-faced finish coat to external walls and external insulation to produce various finishes



# Trade Specific Competencies

## Install Plasterboard Systems (PLO04)

### SKILLS



### KNOWLEDGE



**Function:** Install Plasterboard Systems

**Refs:** COSVR68 Install direct bond dry linings, COSVR71 Install mechanically fixed plasterboard and Apprenticeship Standard: Plasterer

**Description:** This function is about installing plasterboard systems by preparing background surfaces, mixing bonding compounds and installing plasterboard systems





# Experience

You must be able to demonstrate (through the gathering of evidence):

Consistent and regular experience of working on a project under supervision

Various types of projects and understand their differences

The principles of the wider construction industry

Productive working practices through effective communication

Keeping up to date with new products relevant to the plastering industry

Sustainability, recycling, net zero and green agenda

Verifiable evidence of consistent and regular experience of working on a project

Verifiable evidence of various types of projects and understanding their differences

Complying with given information when moving, handling or storing resources

Consistent, regular experience and verifiable evidence of fixing beads

Consistent, regular experience and verifiable evidence of workplace health and safety requirements whilst carrying out work

Consistent, regular experience and verifiable evidence of working on projects applying undercoat and finishing plaster under supervision

Consistent, regular experience and verifiable evidence of working on fixing all types of plasterboard under supervision

Consistent, regular experience and verifiable evidence of working on external renders under supervision





[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](#)

# Behaviours

## The individual will:

Take responsibility for their own and others health, safety and wellbeing and report any non-compliance

Work well within a team

Adapt communication methods to suit audience

Respect lines of communication and collaborate with others

Manage own time effectively

Consider requirements for different site environments compared to domestic environments

Consider the environment and sustainability when using resources, materials and carrying out processes including reuse, recycle and safe disposal of waste

Adapt to new and changing situations with clients and customers

Behave in a way that represents your trade and employer in a positive manner

Contribute to a fair, inclusive and diverse culture

Take responsibility for personal judgements and actions

Uphold work ethics, including honesty, integrity and respect for others

Work within limits of own competence and seek advice from trusted sources when required

Undertake appropriate training to increase or maintain level of competence through continuous professional development

Achieve high quality work using best practice







# 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](#)