

# Wall and Floor Tiling 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.



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## 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.





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## 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.

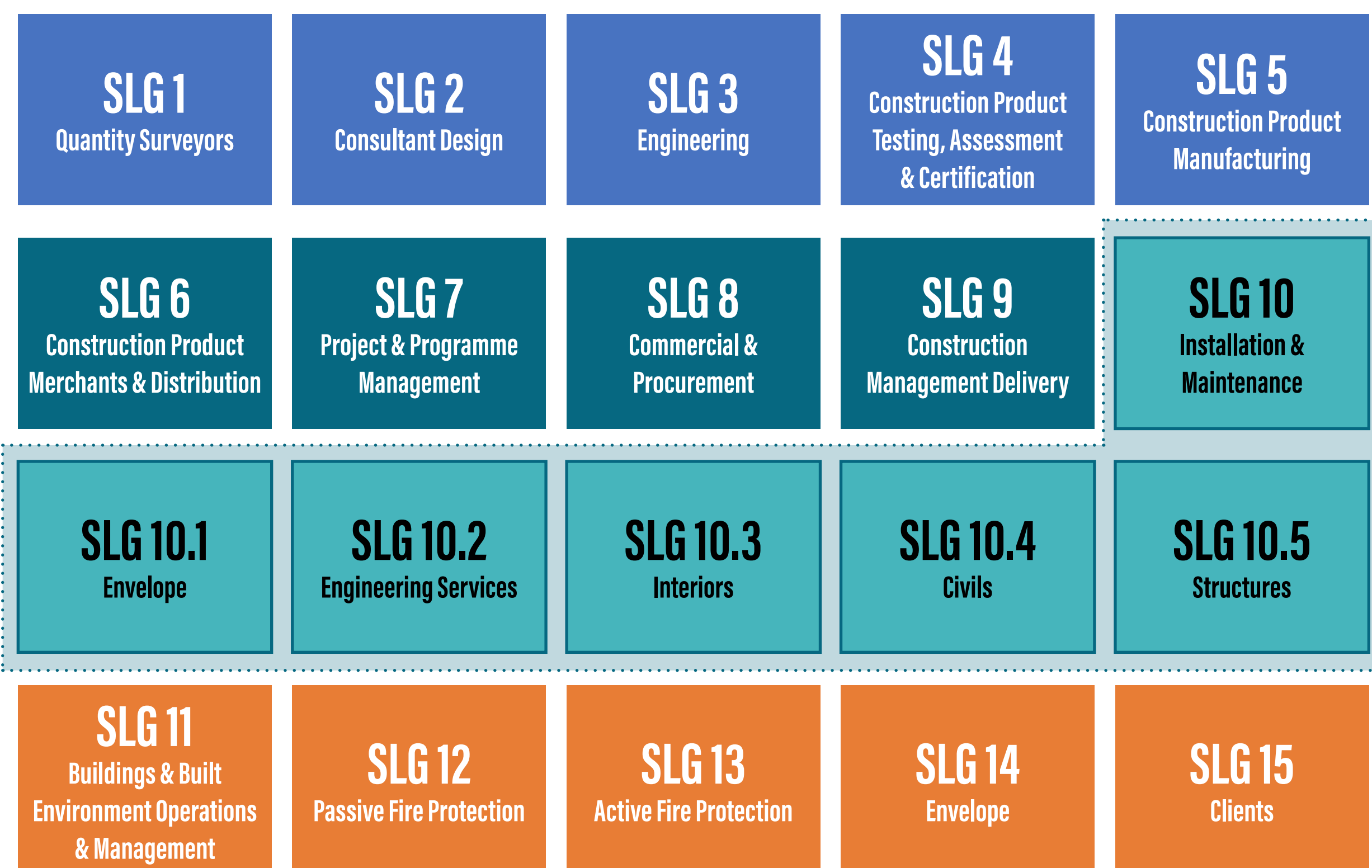
CITB provides Developer support to all roles within its scope order, facilitating the Sector Group's work and allowing them to concentrate on defining the competence requirements with support and guidance to document the requirements set for the frameworks.

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.



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## The Industry Competence Steering Group (ICSG)





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## 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](#)





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# Competence Frameworks

The following documents that make up the Competence framework:

- 1. The SKEB Statements** - outlining the **S**kills, **K**nowledge, **E**xperience and **B**ehaviours (SKEB) required to obtain competence in the occupation(s).
- 2. A Route to Competence** - showing the path (or paths) to obtaining, and then maintaining, individual competence in the occupation(s).
- 3. An Implementation Plan** - identifying what practical steps are required (as well as a timeframe) to allow every individual in scope to the competence framework to come into compliance with its requirements.

The Competence frameworks have been written in line with BS8670-1:2024 Competence frameworks for building safety which outlines the key components of a Competence Framework.

**These include:**

- **What Competence is defined as**
- **What Validation and Revalidation looks like**
- **How to maintain and develop Competence over time**
- **Limits of Competence**

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## Competence Framework Key Definitions

BS8670-1:2024 Defines the key elements of Competence Frameworks as follows:

**Competence:** application of skills, knowledge, experience and behaviour to achieve a defined outcome

**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



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## Sector Overview

### Wall and Floor Tiling Competence Framework Development

The Wall and Floor Tiling Competence Framework seeks to address the need for skilled professionals capable of meeting modern construction demands, including safety, sustainability, and regulatory compliance. It provides a comprehensive competency model to guide training providers, employers, workers, and regulatory bodies. By aligning the National Occupational Standards (NOS), Apprenticeship standards (Wall and Floor Tiler Ref: ST0368), short duration training standards and integrating industry feedback, the framework will ensure the relevance and applicability, fostering a culture of accountability and continuous improvement within the tiling trade.

Key components of the framework include:

- 1. Routes to Competence:** Clearly defined pathways, including formal qualifications (e.g., NVQs/ SVQs), Onsite Assessment and Training (OSAT), and recognition of prior learning (RPL), to demonstrate professional competence.
- 2. Competency Levels:** Detailed descriptors of Skills, Knowledge, Experience, and Behaviours (SKEB) required for each role and function within wall and floor tiling, ensuring a holistic competency profile.
- 3. Technical Skills:** Emphasis on accurate substrate preparation, material selection, cutting techniques, layout planning, and installation of various tile types (e.g., ceramic, porcelain, natural stone) and finishes which all adhere to British Standards.
- 4. Health and Safety:** Strong focus on safety standards, including safe handling of tools and materials, dust control, Personal Protective Equipment (PPE) use, and site-specific risk management.
- 5. Sustainability and Efficiency:** Promotion of sustainable practices, such as efficient material usage, waste reduction, and alignment with modern construction methods and environmental standards.

The framework is designed for use by industry professionals, training providers, and regulatory bodies to create a consistent and accountable approach to competency in wall and floor tiling installations.



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## Sector Overview

### Development Process

The development of the Wall and Floor Tiling Competence Framework involved extensive consultation and collaboration, mirroring the robust process used for all Competence Frameworks:

- Stakeholder Engagement:
  - Working group meetings were held with representatives from SLG10.1 Installation and Maintenance (formerly WG2 Installers), tiling federations and associations (e.g., The Tile Association), employers, manufacturers, training providers with CITB facilitating the development process.
  - Meetings were led by CITB and Martin Pouncey of TTA, conducted in a cooperative and open manner, allowing all participants to contribute to discussions and SKEB development
  - Although employer engagement could have been better supported at times, we had the strong backing of the TTA to ensure the WFT industry's opinions were effectively voiced
- Feedback Mechanisms:
  - An online survey and webinar were offered to present the framework, enabling broader industry review, feedback, support, and validation. Files were also sent out to other employers and training providers for their thoughts and feedback.
- Research and Analysis:
  - A thorough review of existing competencies, NOS, Apprenticeship standards (being updated at the time of project) vocational qualifications, current working practices, and known challenges informed the framework's structure and content

The NOS served as a foundational reference, confirming their continued alignment with industry needs, while additional Experience and Behaviour criteria were incorporated to enhance the framework's scope and meet the requirements as detailed in BS8670-1:2024.





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# Sector Overview

## Outcomes and Findings

The development process identified key priorities and actions to ensure successful implementation, alongside barriers that require attention:

### Significant Actions

The following actions have been prioritised for inclusion in an implementation plan:

- **Review of National Occupational Standards (NOS):** To ensure alignment across the qualifications available in the UK – the NOS will be updated to include information from the apprenticeship standard and other recommendations highlighted during the framework development process
- **Address Lack of Apprenticeship Provision in the UK:** Scotland currently only has provision of the City of Glasgow college to deliver modern apprenticeship and there has been 85% reduction in colleges delivering in England – which clearly poses significant challenges
- **Possible qualification options- Specialist Applied Programme (SAP) for Level 2/3 NVQs:** Enhance advanced training opportunities aligned with industry needs – explore options to bring others into the industry via different qualification methods
- **Develop and review Short-Duration Training Standards:** Offer targeted upskilling in specific competencies (e.g., Large format tiles for internal tiling , Wet rooms) Review of SDTS ensuring information is accurate and up to date
- **Workforce Decline:** The UK wall and floor tiling sector has seen a significant workforce reduction, with a nearly 34% drop between 2004 and 2020. Projections indicate an over 80% decline by 2049 if current trends persist, jeopardizing service quality and availability. To address this, initiatives like Topps Tiles' partnerships with educational institutions promote tiling apprenticeships, while The Tile Association, supported by CITB are reviewing options to bolster the industry's future. CITB'S own labour market intelligence report for 2024 – 2028 highlights these issues as well as other publications available online

### Barriers

- **Shortage of Qualified Assessors:** A significant lack of assessors was identified as a barrier to scaling training and assessment capacity, potentially delaying framework rollout. Previous years has seen CITB and The TTA working together to fund projects to create new on-site assessors and deliver vocational qualifications to address the skills shortage.

### Alignment with NOS and Apprenticeship standard

- The NOS, revised in 2020/21 and the Apprenticeship Standard created in 2019, which was also under review whilst the framework development was underway, were used as a basis to underpin the framework's technical and safety components. The addition of Experience and Behaviour requirements enhances their relevance, promoting self-development, responsibility, and positive workplace values. Experience is ongoing at the moment and will be reviewed further during the implementation phase to ensure industry needs are met.

### Cultural Impact

- The inclusion of SKEB criteria is intended to foster a culture of quality, pride, and safety, encouraging continuous professional development and individual accountability within the tiling trade.





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## Sector Overview

### Recommendations

The tiling-specific findings, the following recommendations are proposed to strengthen the Wall and Floor Tiling Competency Framework:

#### 1. Enhance Training Infrastructure:

- Increase assessor training and regional provision to address shortages and improve accessibility.
- Subsidize short-duration courses and possible SAP to support upskilling

#### 2. Address Regional Disparities:

- Collaborate with 4 nations to review and update the NOS to align the qualifications available across the UK (Currently ongoing)

#### 3. Incorporate Emerging Needs:

- Integrate modules on sustainable tiling practices (e.g., low-waste techniques, eco-friendly adhesives) and digital tools (e.g., layout software).

#### 4. Promote Revalidation:

- Introduce periodic revalidation of competence (e.g., every 5 years) linked to CSCS card renewals to maintain skill currency – currently this has not been brought into circulation although discussions with TTA are ongoing

#### 5. Stakeholder Collaboration:

- Partnerships with The Tile Association, manufacturers, and training providers to align qualifications with innovations (e.g., large-format tiles, anti-slip finishes).

## Conclusion

The Wall and Floor Tiling Competence Framework provides a robust, standardised model to ensure the competence of tiling professionals, aligning with industry demands for quality, safety, and sustainability. By building on this framework structure, it aims to addresses key technical, safety, and behavioural competencies while identifying actionable steps for implementation. Addressing barriers such as workforce/assessor shortages and regional gaps will be critical to its success. With these enhancements, the framework can elevate standards, reduce risks, and support regulatory compliance, fostering a skilled and future-ready tiling workforce across the UK.

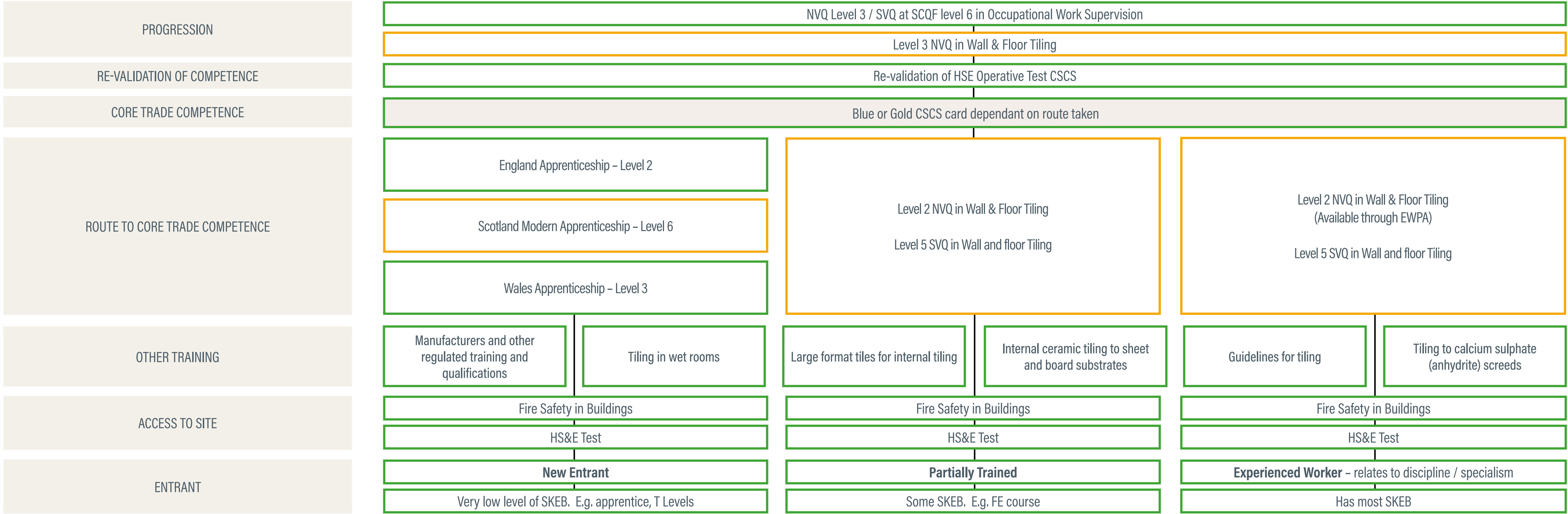






# Routes to Competence

- To develop
- Actions needed
- Developed





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# Functional Map

## Introduction

### Training Pathways for Wall and Floor Tiling

#### PURPOSE

The Route to Competence (RtC) and Skills, Knowledge, Experience and Behaviour (SKEB) statements are to show the new qualification landscape for Wall and Floor tiling.

Through consultation with sector experts, this will help clarify, if there is the necessary structure and provision to train and qualify the future workforce and to maintain and monitor competence over time. Building regulations and industry best practice knowledge guidelines were referenced throughout consultation.

#### SCOPE

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

#### 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 those working within the wall and floor tiling sector.

#### TRADE SPECIFIC COMPETENCIES

Each function has been mapped from the NOS and Apprenticeship to provide the basis for the Skills and Knowledge statements 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
		PROPOSED COMPETENCE ROUTE	
CORE CONSTRUCTION COMPETENCIES			
CC001	Conform to general health, safety and welfare in the workplace	✓	✓
CC002	Conform to productive working practices in the workplace	✓	✗
CC003	Move, handle and store resources	✓	✗
CC004	Confirm work activities and resources for the work	✗	✓
CC005	Confirm the occupational method of work	✗	✓
CC006	Develop and maintain good working relationships	✗	✓





# Functional Map

## Trade Specific Competencies

FUNCTIONAL MAP ACTIVITIES		ENGLAND & WALES	SCOTLAND	TRAINING
		PROPOSED COMPETENCE ROUTE		
WFT001	Prepare backgrounds for tiling	✓	✓	▪ Guidelines for tiling
WFT002	Tile wall and floor surfaces	✓	✓	▪ Guidelines for tiling ▪ Large format tiles for internal tiling ▪ Tiling in wet rooms
WFT003	Lay under tile heating systems and tile surfaces	✓	✓	
WFT004	Produce complex ceramic, mosaic and stone surface finishes	✗	✓	▪ Internal ceramic tiling to sheet and board substrates
WFT005	Provide drainage for tiled surfaces	✗	✓	▪ Tiling in wet rooms





# Core Construction Competencies

## Conform to general health, safety and welfare (CC001)

**Function:** Conform to general health, safety and welfare

**Refs:** COSVR641 Conform to general health, safety and welfare / Apprenticeship Standard ST0368

**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:** Wall and Floor Tiler Ref: ST0368 / 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

#### 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

### KNOWLEDGE



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# 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

#### 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  |                      |

### KNOWLEDGE



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:** COSVR209v2 Confirm work activities and resources for the work

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

### SKILLS

### KNOWLEDGE

#### You must be able to:

Identify the work activities and the required resources  
Obtain clarification and advice when the required resources are not available

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

Influencing the work relating to the following:

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

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

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

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

Prepare a plan for the work activities and required resources





# Core Construction Competencies

## Confirm the occupational method of work (CC005)

**Function:** Confirm the occupational method of work

**Refs:** COSVR211 Confirm the occupational method of work

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

### SKILLS

### KNOWLEDGE

#### You must be able to:

##### Assessment of project data

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

##### Information sources for project data

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

##### Identify work methods

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

##### Communicate the method of work

Confirm and communicate the selected work method to relevant personnel

##### Keep records

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

- information
- advice
- guidance
- notes of discussions



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# Core Construction Competencies

## Develop and Maintain Good Working Relationships (CC006)

**Function:** Develop and maintain good working relationships

**Refs:** COSVR210 Develop and maintain good working relationships

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

### SKILLS

### KNOWLEDGE

#### You must be able to:

##### Working relationships

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

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

Apply the principles of equality and diversity

##### Inform people

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

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

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

##### Offer advice

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

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

##### Deal with alternative proposals

Clarify the proposals with the relevant people and discuss alternative suggestions

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

##### Resolve conflicts

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

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



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SELECTION OF RESOURCES

MINIMISE THE RISK OF DAMAGE

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# Core Trade Competencies

## Interpret Information

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





# Core Trade Competencies

## Safe Work Practices

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

SKILLS

KNOWLEDGE



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# Core Trade Competencies

## Selection of Resources

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

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



# 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.

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



# Trade Specific Competencies

## Wall and Floor Tiling (WFT001)

### SKILLS



#### You must be able to:

Comply with the contract information to preparing backgrounds for tiling efficiently to the required specification by:

- demonstrating work skills to:
  - measure
  - set out
  - strip
  - cut out
  - remove
  - make good
  - apply
  - position
  - secure
  - finish
- selecting, using, storing and maintaining hand and power tools, and equipment

### KNOWLEDGE



**Function:** Preparing backgrounds for tiling  
**Refs:** Wall and Floor Tiler Ref: ST0368 / COSVR141 Prepare backgrounds for tiling

**Description:** This standard is about preparing backgrounds for tiling by preparing new and existing solid and manufactured board backgrounds to receive wall and floor tiling and appropriate accessories

- preparing surfaces to receive wall and floor tiling using appropriate accessories to produce finished work that conforms to British standards, manufacturers information and technical data sheets and undertaking the following as needed:
  - ensuring surfaces are level and plumb
  - conducting remedial work in accordance with specification
  - mixing and applying materials
  - using primers, levelling compounds and suitable materials
  - siting and installation of movement joints
  - installing membranes





# Trade Specific Competencies

## Tiling wall and floor surfaces (WFT002)

### SKILLS



### KNOWLEDGE



**Function:** Tiling wall and floor surfaces

**Refs:** Wall and Floor Tiler Ref: ST0368 / COSVR142 Tile wall and floor surfaces

**Description:** This standard is about tiling wall and floor surfaces by fixing wall and floor tiles to vertical, horizontal and inclined surfaces



# Trade Specific Competencies

## Lay under-tile heating systems and tile surfaces (WFT003)

### SKILLS



### KNOWLEDGE



**Function:** Lay under-tile heating systems and tile surfaces

**Refs:** Wall and Floor Tiler Ref: ST0368 / COSVR149  
Lay under-tile heating systems and tile surfaces

**Description:** This standard is about laying under-tile heating systems and tile surfaces by laying electrical under tile heating systems and laying tile surfaces to under tile and under floor heating systems stuff





# Trade Specific Competencies

Produce complex ceramic, porcelain, mosaic, and stone surface finishes (WFT004)

## SKILLS



## KNOWLEDGE



**Function:** Producing complex ceramic, porcelain, mosaic, and stone surface finishes  
**Refs:** COSVR143 Produce complex ceramic, porcelain, mosaic, and stone surface finishes

**Description:** This standard is about producing complex ceramic, porcelain, mosaic, and stone surface finishes



# Trade Specific Competencies

## Provide drainage for tiled surfaces (WFT005)

### SKILLS



### KNOWLEDGE



**Function:** Providing drainage for tiled surfaces

**Refs:** Wall and Floor Tiler Ref: ST0368 / COSVR144 Provide drainage for tiled surfaces

**Description:** This standard is about providing drainage for tiled surfaces by positioning and installing drainage channels and outlets to the drainage system for tiled floors





# Experience

The working group have agreed on some information relating to Experience although continuing to review what other frameworks are working on and look to update the experience accordingly

Developed over time, you will progressively gain and have experience in the following areas:

- practical skills
- technical knowledge
- problem-solving skills
- communication and Interpersonal skills
- time management
- safety awareness

are the key pillars in which experience will be founded and achieved in order to carry out wall and floor tiling safety.



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 tiling industry

Sustainability, recycling, net zero and green agenda

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

Strong problem-solving and self-management skills

Commitment to continuous improvement and adaptability to new techniques

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 workplace health and safety requirements whilst carrying out work

Consistent, regular experience and verifiable evidence in setting out to work requirements

Consistent, regular experience and verifiable evidence of working on projects preparing backgrounds for wall and floor tiling

Consistent, regular experience and verifiable evidence of working with various materials and adhesives under supervision

Consistent, regular experience and verifiable evidence of working in fixing all types of wall and floor tiles under supervision





# Behaviours

You must be able to demonstrate:

Their responsibilities towards own and others safety in the workplace, putting wellbeing, health and safety first

A strong work ethic, motivated, reliable and adaptable taking ownership of given work

Attention to detail, quality and continuous improvement

Awareness of the business’s mission, aims, markets, products and services considering the environment when using resources and carrying out processes

Seek learning and development opportunities

Effective communication in a team, with clients or others maintaining strong working relationships







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# 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](#)

[https://www.citb.co.uk/levy-grants-and-funding/funded-projects/funded-projects-library/assessor-infrastructure-the-tile-association/?utm\\_source=chatgpt.com](https://www.citb.co.uk/levy-grants-and-funding/funded-projects/funded-projects-library/assessor-infrastructure-the-tile-association/?utm_source=chatgpt.com)

