cabe
chartered association of building engineers

Building Inspector

Competence Frameworks (England)

Class 4: *Technical Manager of* ***Class 2 & 3 Inspectors***

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Contents

Introduction

The CABE Building Inspector Competence Frameworks set the requirements for assessment against competence standards required for registration as a Building Inspector in England, as well as for CABE membership.

Existing CABE members can use these frameworks as the basis for assessment to obtain evidence in support of applying to the BSR for registration whilst maintaining a broadly recognised professional membership relevant to many other disciplines in built environment industries. They can also look to upgrade their membership and be assessed for registration purposes at a higher grade of membership and higher class of registration at the same time.

For non-CABE members, the frameworks can be used to apply for professional recognition as a Building Engineer at the same time as being assessed for registration as a Building Inspector in England.

The frameworks are designed to ensure that there are clear and concise descriptors against the levels of skills, knowledge, experience and behaviour that need to be demonstrated. They relate to both the expectation of competence against the grade of membership and a clear structure for ensuring accurate measurement of the competencies required for Building Inspector registration.

These frameworks, their descriptors and measurement criteria (and, where appropriate, the subject specific guidance) regardless of the level of membership, also align with the:

- core competences of **Flex 8670** (Core criteria for Building Safety Competence); and
- UK Standard for Professional Engineering Competence and Commitment (UK-SPEC) Fourth Edition.

Process for Assessment against these frameworks

This guidance does not explain how assessment will be undertaken. Further information on the application process for assessment against these competence frameworks can be found in the following guidance document:

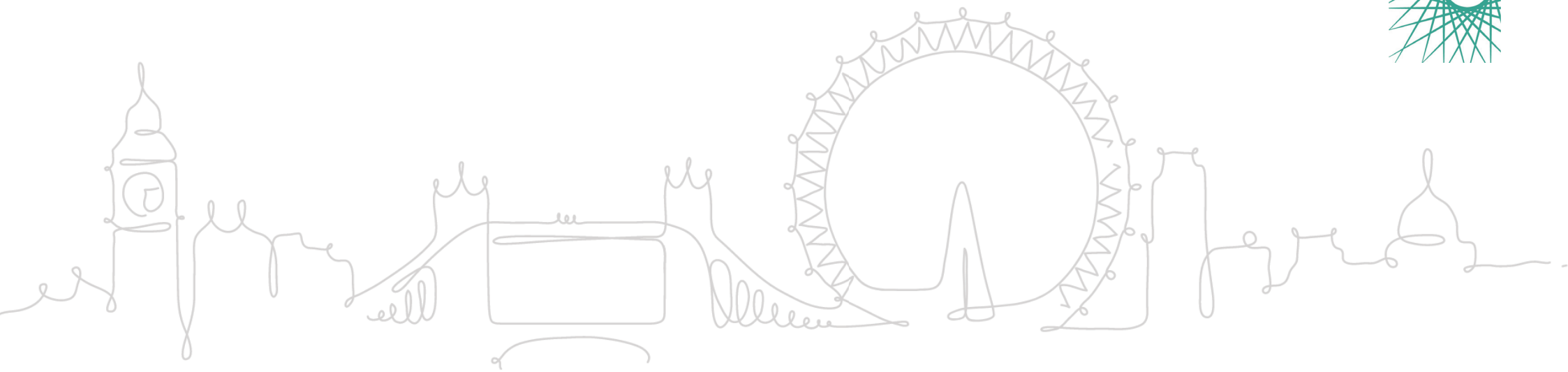
- Complete Guide for Classes 2, 3 and 4 - Guide to assessment through the CABE Building Inspector Competence Assessment Scheme (CBICAS)

CABE Membership Grades

Table 1 | Engineering Council Grades mapped against Class of registration and CABE membership grades

EC Reg Grade	Building Inspector Class	CABE Membership	CABE Competence Framework	Qualifications	RQF level required by the BSR	RQF level or equivalent required by CABE	Experience with qualifications	Experience without qualifications
EngTech	Class 1 Trainee	Technician	Tech CABE	A-Level, AS-Level, High School Diploma, Vocational qualification up to Level 3	3	3	1 year	2 years
		Associate	ACABE	Vocational Qualification, Certificate of higher Education, HNCs		4	2 years	3 years
				Vocational Qualification, Foundation Degree, Diploma of higher Education, HNDs		5	1 year	
		Graduate	Grad CABE	Bachelor's Degree (with or without Honours)		6	Qualification only no experience	
IEng	Class 2	Chartered Member	Building Engineer	Bachelor's Degree (with or without Honours)	4-6	6	2 years	5 years
	Class 2, 3 or 4	Member Chartered Building Engineer	Fellow and Member Chartered Building Engineer	Master's Degree, Postgraduate and/or Diploma	6	7/8	3 years, 2 in a senior role	6 years, 2 in a senior role
	Class 2, 3 or 4	Fellow		Doctor of Philosophy (DPhil or PhD)	6	7/8	5 years, with proven evidence of experience within a significant leadership role	

RQF - Regulated Qualifcations Framework



The Building Safety Regulator's
Building Inspector Competence Framework

The Building Safety Regulator (BSR) has published a competence framework for all Building Inspectors in England referred to as the BICoF. This can be found at **www.hse.gov.uk/building-safety/assets/docs/building-inspector-competence-framework.pdf**

BICoF Levels of Competence/Competence Level Descriptors

The BICoF sets out requirements for competence at **4 levels**.
The levels of competence in the **BSR BICoF** use letters (**A,B,C, and D**) whereas the **CABE BICoF** use numbers (to avoid confusion with the A-E structure of UK Spec competences).

The levels in both frameworks are:

BSR BICoF	CABE BICoF	
A	Level 1	Awareness
B	Level 2	Appreciation
C	Level 3	Understanding
D	Level 4	Comprehensive

Scope and Evidence Requirements

Scope – CABE expects you to...

The scope listed against each sub-competence provides an outline of the expected areas of competence, in two ways:

- Mandatory areas of competence to comply with the requirements of the **BSR's Building Inspector Competence Framework**
- Additional areas of building engineering competence wherever these are relevant/applicable to the member's/applicant's specific area of practice.

Mandatory elements of the framework to meet the requirements of the **BSR BICoF** are identified by the statement '***Demonstrate (awareness, appreciation, understanding or comprehensive understanding) of the following...***'. Candidates must be able to demonstrate competence against these requirements using examples of the work they undertake as a Building Inspector. Where the specific role that a Building Inspector undertakes is not directly relevant to the listed scope, candidates must still be capable of demonstrating awareness as to how this relates to their role or the role of the organisation they work within.

Additional areas of competence to meet CABE requirements are identified by the statement '***Candidates should demonstrate the following...***'. These aspects of scope need only be demonstrated where relevant to the Building Control tasks that applicants undertake – but candidates should expect to be able to explain why and of these additional competences are not relevant if asked to do so.

A general awareness should be displayed against the relevant scope point, with applicants expected to evidence higher levels and more specialised competence relevant to their own specific roles or activities. Members/applicants should also be able to demonstrate how they manage the interface of their work with others to ensure safe and effective outcomes.

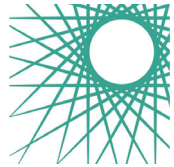
Evidence – you can demonstrate this by...

The evidence set out in each section is intended to help identify activities that demonstrate the required skills, knowledge, experience and behaviours (which combine to demonstrate competence) and professional commitment to meet the required standards for CABE membership and to demonstrate your competence as a Building Inspector.

Where evidence relates to the role of the Building Inspector it is prefaced by the phrase '***Indicative evidence may include***'. Evidence relating to wider scope relevant to CABE membership is prefaced by the phrase '***Evidence may also include....***'

They are intended as examples only and are indicative; the most appropriate evidence will vary with each individual member's/applicant's job role, knowledge, skills and experience. The examples given are not exhaustive and other types of evidence may be valid. There is no requirement to provide multiple examples of evidence for each area of competence, but it is expected that candidates will use evidence from two or three different projects to demonstrate suitable breadth of experience.

Subject-specific annex



Additional guidance on a range of critical issues is provided in a series of supporting annexes drawn from guidance issued by the Engineering Council UK and CABE. These annexes are not a mandatory part of the **BSR BICoF** but are important parts of this overall framework in setting wider expectations against specific areas of competence.

CABE members must understand and be able to demonstrate how they apply this guidance in their day-to-day work which covers key cross-cutting areas of professional competence often relevant to multiple areas of building engineering and building control practice.

The annexes are:

ANNEX A – CABE Guidance on Building Safety
ANNEX B – Engineering Council Principles of Sustainability
ANNEX C – CABE Guidance on Inclusive Design
ANNEX D – Engineering Council Guidance on Risk
ANNEX E – Engineering Council Statement of Ethical Principles
ANNEX F – Engineering Council Guidance on Whistleblowing
ANNEX G – Engineering Council Guidance on Security

Scope of Certification/Registration

The Building Safety Regulator requires that all applicants for certification through the CABE BICAS state the scope of work they wish to be assessed against, as well as the Class of registration they intend to apply for.

The Building control certification / registration matrix (below) set out the options that candidates can specify when being assessed against this framework. This then sets the parameters for contextualisation of the CABE BICoF i.e. it defines what types of building work and what types of work as a Building Inspector should be used to measure a candidates competence.

	Category	Floor height retrictions	Purpose Group	Plans Assessment (1)	Inspection (2)
CLASS 2	A	Floor height* less than 7.5m	Dwelling houses (single occupancy)	A1	A2
	B	Floor height* less than 11m	All Dwellings (including flats)	B1	B2
	C	Floor height* 11m or higher, but less than 18m		C1	C2
CLASS 2	D	Floor height* less than 7.5m	All building types other than dwellings	D1	D2
	E	Floor height* 7.5m or higher, but less than 11m		E1	E2
	F	Floor height* 11m or higher, but less than 18m		F1	F2
CLASS 3	G	Any height of building - no upper height limits	All Buildings Other than HRB	G1	G2
	H	No upper height limits	HRB	H1	H2
CLASS 4 Technical Manager	By ticking the box to the right you are indicating that you are competent to act as a technical manager for the scope of work you have identified in Class 2 or 3 above.			TM	

Table 3: | Certification and Registration matrix establishing scope of work
Class and scope of registration matrix. *Floor heights as defined in Approved Document B

Notes on completing the Class and Scope Matrix in the Stage 1 application form:

i) Dwellings include houses and flats

ii) Dwelling houses are houses only and do not include flats etc

iii) 'Single occupancy' indicates a building that is not a House of Multiple Occupancy (HMO)

iv) Height refers to storey height as defined in Approved Document B (Fire Safety)

Guidance on use of Class and Scope Matrix

The Class and Scope matrix sets out the type of building work for which CBICAS applicants will be certified, and against which they will need to register with the BSR. It is split into three sections:

1. **Class** – this is the class of registration you will be assessed against and certified for in line with the classes of registration as described in the BSR BICoF. In summary:

   Class 2 Registered Building Inspectors inspect standard forms of residential and / or non-residential building work up to 18m
   Class 3 Specialist Building inspectors inspect Higher Risk Buildings (HRB) and / or both standard and non-standard building work of any height in buildings that are not HRB i.e., including all types of work indicated in Class 2 below 18m.
   Class 4 Technical Managers oversee and manage technical teams which can include one or both of Class 2 and Class 3 inspectors.

Note: The BSR will publish guidance on the meaning of standard and non-standard building work in due course.

2. **Purpose Group** – this sets out broad descriptions of different types of building work, split between residential and non-residential at Class 2; and Higher Risk Buildings (HRB) and all buildings other than HRBs at Class 3 (including any non-standard building work of any height).

3. **Height limits** – indicates limitations or otherwise on height of building work in each purpose group.

Applicants for certification should complete the Class and Scope matrix as follows (please read the notes on completing the scope matrix in full before following these instructions).

1. Decide on the appropriate Class of registration you wish to apply for, Class 2, 3 or 4. You should select:
   - one only of either Class 2 or Class 3 (for people who are not technical managers); or
   - for technical managers select either Class 2 or 3 and tick the Class 4 Technical Manager box.
2. For those selecting Class 2, indicate all purpose and height groups you wish to be certified against, and indicate whether each purpose group and height includes plan checking or inspection activities, or both types of activity.
3. For those selecting Class 3, indicate whether this is for Higher Risk Buildings (HRB) or for all other building types at any height (including non-standard building work), or for both purpose groups of building work; and indicate whether each purpose group selected includes plan checking or inspection activities, or both types of activity.

Class 4 – Building Inspector (Technical Manager)

The following CABE grades are eligible for assessment against this framework for the purposes of evidencing competence for registration as a **Class 4 Building Inspector**:

- **Member Chartered Building Engineer** (C.Build E MCABE)
- **Fellow Chartered Building Engineer** (C.Build E FCABE)

Profile

The Class 4 Building Inspector (Technical Manager) role is responsible for the administrative and technical processes linked to the management of the building control function. This includes:

- the management of a building control function/team that is able to participate in pre-submission consultations, validation of applications including fees, the plans assessment process through to decision, the creation of inspection schedules and the delivery of these matters from concept to completion and certification
- the management and oversight of the enforcement procedures for, and enforcement action by, the building control function/team
- the effective delivery of a building control function to ensure dutyholder compliance with, and where necessary enforce all relevant aspects of, the Building Act 1984 (as amended), the Building Regulations 2010 (as amended) and associated legislation and guidance, for all relevant building types.
- ensuring their team members, including Class 2 and Class 3 building inspectors, are competent and only operate within their competence and in accordance with the Code of Conduct.

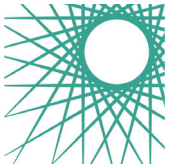
Class 4 Building Inspector (Technical Manager) are those individuals who, in addition to holding the competence of a Class 2 or Class 3 Building Inspector, are responsible for managing a building control function/team. Their role would reflect the classes of RBIs they manage, and this would be reflected by limitations in their registration.

Applicants for assessment against the CABE Building Inspector Competence Framework will therefore need to specify whether they are seeking assessment as a:

- Class 4 Technical Manager for Class 2 Building Inspectors only; or
- Class 4 Technical Manager for both Class 2 and Class 3 Building Inspectors.

They will then be assessed at the appropriate level of competence set out in Table 2 on page 10.

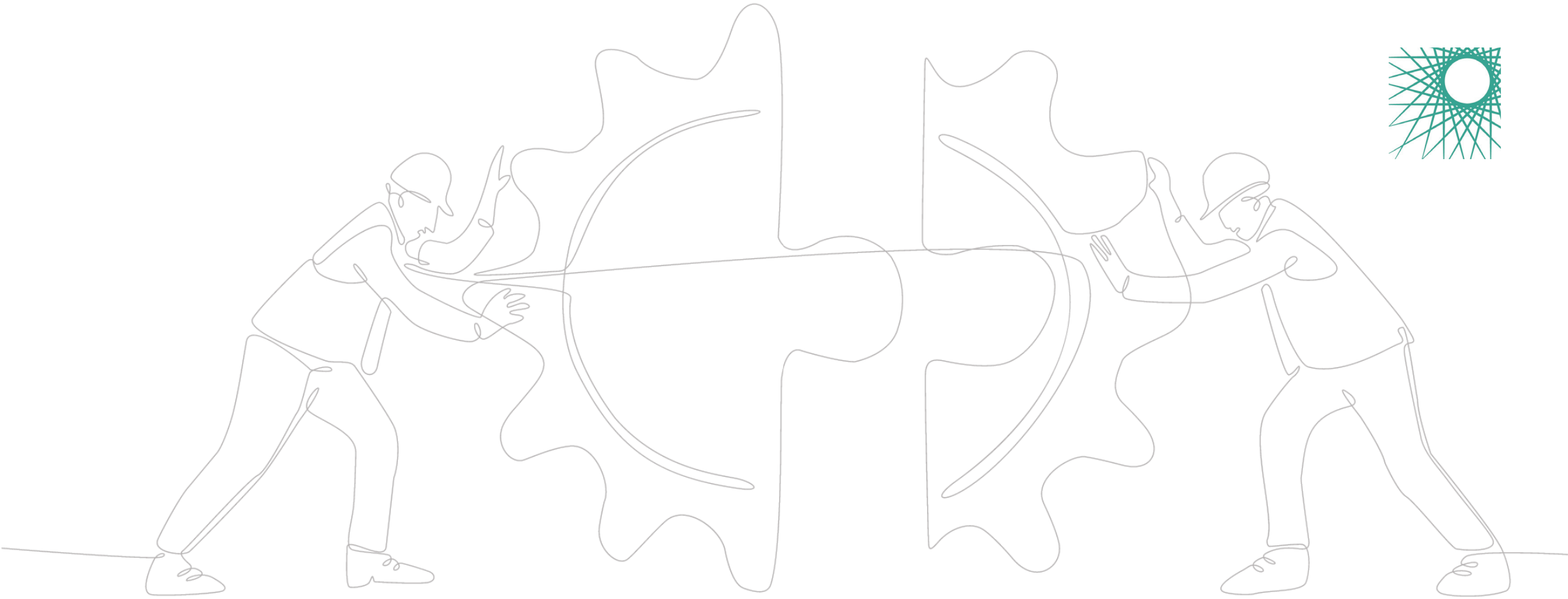
Activities & Functions



- Application and validation of applications in respect of the Building Act 1984 (as amended), Building Regulations and Fee Charges
- Creation, monitoring and auditing of technical policies and standard procedures linked to prioritisation relating to plans assessment and inspection regimes
- Considering and making applications for determination, in accordance with Section 30, of the Building Act (as amended), and dispensation, in accordance with Section 11 of the Building Act (as amended), if appropriate.
- Establish inspection regimes, allocate inspections to the appropriate Building Inspector and monitor performance records and enforcement as appropriate to secure compliance with the Building Regulations and associated legislation
- Monitor the inspections carried out and issue final/completion certificates when the work is confirmed as compliant with the Building Regulations 16
- Create and apply a complaints and dispute resolution procedure on technical matters and other issues relating to the building control process
- Ensure that the law applicable to the role of building control and the management of the building control team is applied
- Take all reasonable steps to ensure the Class 2 and/or Class 3 Building Inspectors they are responsible for managing operate in compliance with the Code of Conduct and undertake appropriate supervision and mentoring
- Support the Class 2 and/or Class 3 Building Inspectors they are responsible for managing in maintaining their competence by ensuring they have access to necessary, relevant training and that they are supported in undertaking relevant and appropriate CPD
- Undertake the role of a Class 2 or 3 RBI as appropriate, with reference to the main activities listed under 'role of an RBI' in Section 1

Accountabilities

- To BSR, company/employer, public at large, people in and around buildings and the building control team
- To manage/oversee the work of their team to ensure compliance with the law
- To ensure that the building control team is competent to deliver the building control activities and functions, provide support in the gaining of competencies, monitor/audit competencies, and support the registration process
- Record and manage conflicts of interest within the organisation's conflict of interest policy and in accordance with the Operational Standards Rules (OSRs) published by BSR
- Lead and manage the building control function/team to secure compliance with the law, the OSRs and KPIs published by the BSR and organisational arrangements
- Accountable to the BSR when working as part of a multi-disciplinary team (MDT)



Qualification & Experience

Class 4 Technical Managers are expected to be able to demonstrate:

- Education to the equivalent level 4-6 academic qualification of the RBIs they manage, or equivalent, relevant professional/vocational training with significant experience within building control
- Ability to understand the OSRs, KPIs and Code of Conduct published by BSR, as well as organisational arrangements, and apply them within the building control setting to secure compliance with the law

They will also be able to demonstrate relevant experience of the following:

- Significant experience of working within the building control profession, gaining experience on the full range of activities and functions they manage.
- Experience relating to ll the items mentioned above, from concept to completion and enforcement as appropriate.

Guidance on Grades of Membership

CABE membership grades overlap with multiple classes of registration as a Building Inspector, but CABE members (or non-members seeking to join and be assessed for competence as a Building Inspector at the same time) also need to meet CABEs membership criteria.

The following membership profiles set out expectations for each of the grades of CABE membership that are relevant to assessment against this framework. **CABE members already at the appropriate grade need not review these requirements.**

CABE members needing to upgrade or non-CABE members seeking membership and assessment for Building Inspector Registration should review these profiles alongside the Registration Class profiles and check that they are able to meet both sets of requirements.

Member/Fellow Chartered Building Engineer
(C.Build E MCABE) (C.Build E FCABE)

Chartered Building Engineer Members and **Fellows** develop solutions to complex engineering problems using new or existing technologies, and through innovation, creativity, and technical analysis.

To achieve Chartered Building Engineer MCABE, you must show that you meet the competences laid out in the **Member Chartered Building Engineer (MCABE C.Build E)** and **Fellow Chartered Building Engineer (FCABE C.Build E) Competence Framework**, and to achieve Chartered Building Engineer FCABE, you must meet these competencies as well as meeting further criteria (further information on this criteria is available at cbuilde.com)

Chartered Building Engineer Members and Fellows shall demonstrate:

- comprehensive understanding and detailed application at an expert level of proficiency
- theoretical and leadership knowledge to solve problems in new and established technologies and to lead on the development new analytical techniques
- successful application of the knowledge to deliver innovative products and services or taking technical responsibility for complex engineering systems
- responsibility for the financial and planning aspects of projects, sub-projects, or tasks
- Leadership and development of other professional staff through management, mentoring or coaching
- effective interpersonal skills in communicating technical matters
- leadership of the safety and sustainability implications of their and others work, seeking to improve aspects where feasible
- commitment to professional engineering values.

Chartered Building Engineer Members and Fellows will be able to demonstrate their senior competence in all the areas listed, but the depth and extent of their experience and competence will vary due to the nature and requirements of their role. They will demonstrate a level of complex expertise, competence, and commitment in each area (A1–E5) as set out in the framework at a level which is consistent with their specific role. It is to be expected that they will have a higher level of competence in some areas than others and their role may provide limited experience in certain areas.

Overall, they must demonstrate an appropriate balance of competence to perform their role effectively at C.Build E MCABE/C.Build E FCABE level.

Class 4 – Building Inspector (Technical Manager for Class 2 & 3 Inspectors) (C.Build E MCABE/FCABE)

A KNOWLEDGE AND UNDERSTANDING (C.Build E MCABE) (C.Build E FCABE)

Use a combination of general and specialist building engineering knowledge and understanding to optimise the application of existing and emerging technology and systems relevant to your work.

This competence is about the ability to understand underpinning technical principles relevant to your building control work and applying them to assess technical solutions. This could involve technical solutions for novel problems or dealing with significant technical complexity. This may involve the integration of a range of technologies and consideration of other factors. This competence also requires building inspectors to maintain and develop knowledge in their field of practice and not just that required for specific tasks.

A1a

SUPPORTING ANNEXES: A, B and C

	Descriptor	Scope	Evidence
A1	**Maintain and extend** a sound theoretical understanding of construction technologies and techniques relevant to your building control practice.	**A1a Demonstrate suitable awareness, appreciation and comprehensive understanding of:** • Building control expectations for new and existing buildings, construction form and function, systems, components and materials, taking account of social, environmental, and technical developments • Fire safety design, including the behaviour of people, materials, and the construction methods to achieve compliance with the building regulations • Structural performance of different methods and types of construction • Terminology relating to warranties and guarantees, and their associated handbooks where they are used to prove compliance within the construction and building control processes • Associated research into materials, technologies and systems introduced as elements/modules within buildings • Associated testing, certification, and guidance from manufacture through the transport processes and incorporation of the various elements into the built environment • Sustainability terminology relating to the Building Act 1984 and building regulations • Use of computer technology such as Building Information Modelling (BIM) • Concepts of sustainability and application to construction, resources and their use • How the above knowledge and understanding relates to both the carrying out of all building control activities and functions, and the code of conduct for registered building inspectors • Their application to all buildings with particular reference to complex buildings and HRBs.	Indicative evidence may include: • The building regulations in force now and how they've changed over time and the different forms of construction and technologies used to achieve compliance • Building pathology and development of building systems, components and materials • The existing built environment, development and the creation of new buildings and the building regulations currently in force and those at the time of the design, construction, and inspection • The construction form and function of existing and new buildings relative to social, environmental, technical developments and demands • Fire engineering, safety, design, including the behaviour of people, materials, and the construction methods to achieve compliance with the building regulations • Fire engineering safety measures relating to high rise, high risk and non-standard buildings • Structural engineering, performance of materials and the design of structures • Structural Engineering, design philosophies, and design appraisal for high rise, high risk and non-standard buildings • The requirements of insurance relative to the roles of both individuals and organisations within the construction industry and building control activities • The recognition of risks and the role of technical handbooks in meeting the functional requirements of the building regulations. • Development, application, and use of compliance strategies to meet the requirements of the building regulations e.g. fire, thermal, accessibility, ventilation, noise, drainage etc. • The achievement of compliance with the building regulations in relation to new buildings, extensions, alterations, conversions, refurbishments through the plans assessment and inspection processes and the incorporation of building systems, components and materials and their compliant integration with the building • How insurance, warranties and guarantees, and the associated handbooks and documentation used, interact with the building control functions and activities • How the evidence above relates to both the carrying out of all building control activities and functions, and the code of conduct for registered building inspectors • How the evidence above applies to non-standard buildings and/or HRBs.

A KNOWLEDGE AND UNDERSTANDING (C.Build E MCABE) (C.Build E FCABE)

Use a combination of general and specialist building engineering knowledge and understanding to optimise the application of existing and emerging technology and systems relevant to your work.

A1a

This competence is about the ability to understand underpinning technical principles relevant to your building control work and applying them to assess technical solutions. This could involve technical solutions for novel problems or dealing with significant technical complexity. This may involve the integration of a range of technologies and consideration of other factors. This competence also requires building inspectors to maintain and develop knowledge in their field of practice and not just that required for specific tasks.

SUPPORTING ANNEXES: A, B and C

	Descriptor	Scope	Evidence
A1	Maintain and extend a sound theoretical understanding of construction technologies and techniques relevant to your building control practice.	Scope should also include: • Common, specialised or complex construction techniques, technologies, systems, products and practices relevant to your own building engineering practice • Technologies for the design, specification, or assessment for fire safety to meet or exceed statutory requirements to aid warning and escape; for facilities to enable access and intervention by the fire and rescue services; for containment of fire and to support extinction • Structural safety and stability including primary and secondary structural elements • Technologies, building services, systems and standards including those required to protect public health and public safety • Building fabric, building services and design practices for sustainability • Technologies and practices to provide an inclusive built environment • Modern methods of construction and innovative digital technology • Building pathology, measurement, assessment, and inspection.	Evidence may also include: • Utilising a range of common construction practices, methods and technologies • Demonstrating how you have deployed understanding of principles or used specific technologies to address fire, structural, public health or public safety issues in your building engineering practice • Demonstrating how you have deployed understanding of principles or technologies to achieve sustainable outcomes • Demonstrating how you have applied principles of inclusive design and deployed technical solutions to create a more inclusive environment • Engaging in formal post-graduate academic study • Learning or developing new building engineering theories/techniques in the workplace • Undertaking formal training related to your role • Learning and developing new engineering knowledge in a different industry or role • Leading on the current and emerging technology and technical best practice in your area of expertise • Continuously developing a broader and deeper knowledge of building technology through research and experimentation • Learning and developing new engineering theories and techniques in the workplace • Continuously developing and demonstrating an expertise of building codes, standards and specifications • Leading in the development of industry standards or codes of practice.

A KNOWLEDGE AND UNDERSTANDING (C.Build E MCABE) (C.Build E FCABE)

Use a combination of general and specialist building control and building engineering knowledge and understanding to optimise the application of existing and emerging technology and systems relevant to your work.

This competence is about the ability to understand underpinning technical principles relevant to your building control work or building engineering and applying them to assess technical solutions. This could involve technical solutions for novel problems or dealing with significant technical complexity. This may involve the integration of a range of technologies and consideration of other factors. This competence also requires building inspectors to maintain and develop knowledge in their field of practice and not just that required for specific tasks.

A1b

SUPPORTING ANNEXES: A, B and C

	Descriptor	Scope	Evidence

A1	Maintain and extend a sound theoretical understanding of construction technologies and techniques relevant to your building control practice.	**A1b Demonstrate suitable awareness, appreciation and comprehensive understanding of:**
		• The provision and role of services within a building relative to the use and occupancy of a building
		• Social, environmental, and technical developments relevant to building services, and how these affect the undertaking of building control activities in respect of new work, and the integration of new services into existing buildings
		• How to identify the services that are required relative to the proposed building use(s) and their integration into the built form, in compliance with the building regulations.
		• The role of building services and their provision and use within non-standard buildings and / or HRBs.
			Indicative evidence may include:
			• Design, installation, inspection and commissioning of building services including, but not limited to:
			  • Water services including foul and rainwater drainage systems
			  • Heating systems
			  • Ventilation/air conditioning systems
			  • Electrical systems
			  • Renewable energy systems
			  • Waste disposal systems chutes and vacuum
			  • Fire detection, alarms, emergency lighting and signage for new buildings and works in response to fire audits
			  • Fire suppression systems, wet and dry
			  • Smoke control and fire ventilation systems applied in respect of means of escape, natural and mechanical
			  • Lifts, including fire-fighting lifts, hoists, and escalators
			  • Communication systems
			• Competent person schemes and their role in achieving compliance with the Building Regulations
			• Securing compliance with the building regulations in relation to new buildings, extensions, alterations, conversions and refurbishments through the plans assessment and inspection processes.
			• How to identify the required service relative to the proposed building use(s) and their integration into the built form, in compliance with the Building Regulations 2010 (as amended)
			• How the above evidence relates to building control activities and functions
			• How the above evidence relate to non-standard buildings and / or HRBs.

A	KNOWLEDGE AND UNDERSTANDING (C.Build E MCABE) (C.Build E FCABE) **Use a combination of general and specialist building engineering knowledge and understanding to optimise the application of existing and emerging technology and systems relevant to your work.** This competence is about the ability to understand underpinning technical principles relevant to your building control work and applying them to assess technical solutions. This could involve technical solutions for novel problems or dealing with significant technical complexity. This may involve the integration of a range of technologies and consideration of other factors. This competence also requires building inspectors to maintain and develop knowledge in their field of practice and not just that required for specific tasks. **SUPPORTING ANNEXES: A, B and C**		**A2**
	Descriptor	**Scope**	**Evidence**
A2	**Develop sound evidence based approach to applying the law and undertaking the inspection and assessment of** technological solutions including unusual or challenging problems, with complex technical issues or situations with significant levels of risk. **Use** a sound, evidence-based approach to applying the law, undertaking building control functions and contribute to continuous improvement.	Demonstrate suitable awareness, appreciation and understanding: • Undertake and use technical research to inform engineering decisions • Exercise sound judgement including anticipating, identifying, analysing and solving problems to support safe, sustainable and effective outcomes • Manage and lead on construction product and building system characteristics to meet or exceed safety or performance requirements throughout the building lifecycle • Identify and comply with technical requirements and performance standards necessary to comply with applicable building regulations, codes or standards and undertaking relevant design, specification, assessment, or inspection activities • Develop solutions involving complex or multi-disciplinary technology • Lead on development or use of systems that support continuous improvement.	Indicative evidence could include: • Carrying out technical research and development • Developing new designs, processes or systems based on new or evolving technology • Carrying out complex and/or non-standard technical analysis • Developing, inspecting, or assessing solutions involving complex or multidisciplinary technology • Developing, evaluating or contributing to continuous improvement systems • Developing solutions in safety-critical applications.

B	DESIGN, DEVELOPMENT AND SOLVING ENGINEERING PROBLEMS (C.Build E MCABE) (C.Build E FCABE) **Apply appropriate theoretical and practical methods to manufacture, assess, design, develop, construct, commission, operate, maintain, de-commission and recycle using building engineering process, systems, products and services relevant to your work.** This competence is about the ability to apply appropriate methods and approaches when undertaking building engineering tasks or functions. It also requires competence in implementing solutions and managing, sharing and protecting data through the project lifecycle. **SUPPORTING ANNEXES: A, B, C and D**		**B1a**
	Descriptor	**Scope**	**Evidence**

B1	Take an active role in the identification and definition of project requirements, problems, and opportunities, including identifying relevant regulatory frameworks and requirements.	**B1a Demonstrate suitable awareness, appreciation and comprehensive understanding of:**
		• The activities and functions, restricted and non-restricted, carried out by building control organisations
		• The role of building control within the development process and the individual functions and activities delivered by building control organisations
		• The role of building control within the development process and the individual functions and activities delivered by individuals including registered and non-registered individuals (administrative, technical and managerial)
		• The processes associated with the delivery of the building control function
		• How to effectively carry out building control functions and activities appropriate to the role of an RBI (as appropriate to non-standard buildings and / or HRBs) and in accordance with the Code of Conduct for Registered Building Inspectors.
			Indicative evidence may include:
			• Of all building control functions and activities identified within legislation including:
			  • The Building Act 1984 (as amended)
			  • The Building Regulations 2010 (as amended)
			  • The Building Safety Act 2022 and relevant secondary legislation
			  • Fire Safety Act 2022 and relevant secondary legislation
			  • The Regulatory Reform (Fire Safety) Order 2005
			  • Fire Safety (England) Regulations 2022
			• Pre-submission activities
			• Consultations in respect of the proposals of potential applications and the application of the building regulations and allied legislation e.g. fire, water etc.
			• Consideration of exemptions, valid applications and the processes to be followed including relaxation and dispensation of requirements if appropriate
			• Agreement of fees (including exemptions), service level, submission and validation
			• Full plans, building notices, regularisations, reversions, initial notices, plan certificates etc
			• Plans assessment, and inspection regimes for all applications and enforcement
			• Provision of information to clients (i.e. those who are engaging the Building Control Body to undertake building control work) with reference to the duty within the Code of Conduct
			• Build over agreements – sewers
			• Planning consultations including gateway reviews and the interaction with planning on fire safety matters
			• Structural and fire safety audits, the role of the golden thread and the application of building logbooks and manuals generated through the building control process and maintained throughout building occupancy
			• Dangerous structures, Demolitions and defective sites and premises
			• Safety at sports grounds and licensing
			• Building control functions and activities, and their interaction with each other
			• Compliance with the building control functions and activities carried out by Local Authorities, RBCA's and BSR in its capacity as the building control authority for HRBs
			• Building control function as applied to all building types excluding including non-standard buildings and HRBs

B DESIGN, DEVELOPMENT AND SOLVING ENGINEERING PROBLEMS (C.Build E MCABE) (C.Build E FCABE)

B1a

Apply appropriate theoretical and practical methods to support compliance in the design, manufacture, assessment, development, construction, commissioning, operation, maintenance, de-commissioning and recycling using building control and building engineering process, systems, products and services relevant to your work.

This competence is about the ability to apply appropriate methods and approaches when undertaking building control or building engineering tasks or functions.
It also requires competence in implementing solutions and managing, sharing and protecting data through the project lifecycle.

SUPPORTING ANNEXES: A, B, C and D

	Descriptor	Scope	Evidence
B1	**Take an active role** in the identification and definition of project requirements, problems, and opportunities, including identifying relevant regulatory frameworks and requirements.	**Scope should also include:** • Develop client / user requirements, briefs or specifications • Develop strategic approaches to project delivery • Identify procedural, technical requirements and performance standards necessary to comply with or exceed applicable building regulations, codes or standards • Establish realistic programmes, schedules and timetables taking into account the need to maintain quality, safety and performance standards • Identify regulatory and legal frameworks to protect people and property from fire during construction and occupation including statutes, building regulations, national or international standards and good practice guidance • Coordinate building design, assessment, management or construction activities to achieve holistic building safety and performance.	Evidence could also include: • Establishing user requirements • Identifying resources required and the costs of different options • Identifying projects or technical improvements to products, processes or systems • Preparing or assessing designs, specifications, taking account of functional and other requirements • Identifying and understanding relevant legislative frameworks and their implications for project delivery • Reviewing specifications and tenders to identify technical issues and potential improvements • Carrying out technical risk analysis and identifying mitigation measures • Considering and integrating new and emerging technologies.

B DESIGN, DEVELOPMENT AND SOLVING ENGINEERING PROBLEMS (C.Build E MCABE) (C.Build E FCABE)

Apply appropriate theoretical and practical methods to support compliance in the design, manufacture, assessment, development, construction, commissioning, operation, maintenance, de-commissioning and recycling using building control and building engineering process, systems, products and services relevant to your work.

B1b

This competence is about the ability to apply appropriate methods and approaches when undertaking building control or building engineering tasks or functions.
It also requires competence in implementing solutions and managing, sharing and protecting data through the project lifecycle.

SUPPORTING ANNEXES: A, B, C and D

	Descriptor	Scope	Evidence
B1	**Take an active role** in the identification and definition of project requirements, problems, and opportunities, including identifying relevant regulatory frameworks and requirements.	**B1b Candidates must demonstrate suitable awareness, appreciation and comprehensive understanding of:** • The law relevant to building control, i.e. all applicable primary and secondary legislation and its enforcement by building control professionals • Legal terminology relating to the principles of law* and legal behaviours • Principles of the law* and the roles and responsibilities of both individuals and organisations in application of and compliance with the building regulations • How a Building Inspector should carry out their duties relating to the law in its application to all building control functions and activities • How the law interacts with the Code of Conduct for Registered Building Inspectors • How to identify, apply and enforce the law during the undertaking of all building control functions and activities • How to apply relevant law to non-standard buildings and / or HRB's.	Indicative evidence may include: **Principles of law i.e.;** • Review of building control related law; purpose, creation, development, including primary and secondary legislation, how organisational policies, procedures, and consultation relate to the application of the law. • How individual and organisational duties in design, construction, inspection, compliance, and enforcement support safe, sustainable buildings. • The legal status of other documents, such as Approved Documents and guidance • How the law, legal matters and behaviours are applied to achieve compliance **Primary and allied legislation relevant to building control i.e.;** • The Building Safety Act 2022 and related secondary legislation • The Building Act 1984 (as amended) and related secondary legislation • The Building Regulations 2010 (as amended) and associated Approved Documents • Fire Safety Act 2021 and associated Regulations and guidance • The Regulatory Reform (Fire Safety) Order 2005 • Fire Safety (England) Regulations 2022 • The Building (Approved Inspectors) etc Regulations 2010 / Draft Building (Registered Building control Approver etc) (England) Regulations 2023 • Relevant Property and Land Law • General understanding of English and / or Welsh legal system • Data Protection legislation • The Defective Premises Act 1972 • Criminal and Civil Law • The Safety of Sports Grounds Act 1975 • Fire Safety and Safety of Places of Sport Act 1987 • How the law interacts with building control functions, including both restricted activities and functions and non-restricted building control activities. • How to apply the law to secure compliance when undertaking building control activities, including plans assessment and inspections. • Enforcement powers as available: their extent and limitations, when and how to apply them to secure compliance. • How the application of personal, technical and professional skills (relating to law) enhances the carrying out of building control activities and functions. • Application of relevant legislation to non standard buildings and/ or HRBs

B	DESIGN, DEVELOPMENT AND SOLVING ENGINEERING PROBLEMS (C.Build E MCABE) (C.Build E FCABE) **Apply appropriate theoretical and practical methods to support compliance in the design, manufacture, assessment, development, construction, commissioning, operation, maintenance, de-commissioning and recycling using building control and building engineering process, systems, products and services relevant to your work.** **B2** This competence is about the ability to apply appropriate methods and approaches when undertaking building control or building engineering tasks or functions. It also requires competence in implementing solutions and managing, sharing and protecting data through the project lifecycle. **SUPPORTING ANNEXES: A, B, C and D**		
	Descriptor	**Scope**	**Evidence**

B2	**Identify** appropriate investigations and research to undertake assessment, and analysis as required to effectively complete building control tasks.	**Demonstrate suitable awareness, appreciation and comprehensive understanding of:**
		• The role of plans assessment processes and procedures, including consultations from submission, validation through to a decision as to compliance or rejection or the issue of a plans certificate
		• Enforcement and compliance checking commencing at the plans assessment stage
		• Expectations in respect of skills and competence required to assess plans
		• The roles and responsibilities of the development team duty holders, including clients, principal designers, designers, principal contractors and contractors, in the duty holding processes and procedures
		• The plans assessment process linked to the construction form and function relative to social, environmental, and technical developments and the undertaking of building control activities in respect of new work
		• How to carry out effective plans assessment for all building types excluding complex buildings and HRBs
		• How to review the key aspects of design strategies, assess the technical standards to be applied, identify critical elements within the proposals and integrate these into assessment of compliance and the issuing of effective decisions
		• How to effectively communicate technical and compliance matters to all members of the development team
		• How to work with statutory consultees and partner regulators to achieve consensus
		• The plans assessment procedures and processes appropriate for all building types including non-standard buildings and HRBs.
			Indicative evidence may include:
			• Of legal requirements relating to plans assessment, as described within the relevant legislation and applicable to the project under consideration including:
			  • The Building Act 1984 (as amended)
			  • The Building Regulations 2010 (as amended)
			  • The Building Safety Act 2022 and associated secondary legislation
			  • Fire Safety Act 2022 and relevant secondary legislation
			  • The Regulatory Reform (Fire Safety) Order 2005
			  • Fire Safety (England) Regulations 2022
			• The plans assessment process applied following the receipt and validation of building regulation applications
			• Review of documentation and assessment of the use, multi-use size, area, volume, height and occupancy
			• Risk assessment and prioritisation of regulatory compliance
			• Requests and consideration of further information, specifications, calculations, and associated details to substantiate/approve compliance and issue decisions within the legislative time-line, plans passed, conditional or stage approval or rejection for non-compliance
			• Developer/constructor experience and expertise and interaction with the plans assessment process relative to the works proposed and the number of inspections required
			• Recording of plans assessment and creation of audit trail with appropriate action and details of the strategies used to achieve compliance
			• The securing of compliance with the building regulations in relation to new buildings, extensions, alterations, refurbishments through the plans assessment process.
			• Application of the plans assessment processes and their role in achieving compliance within the existing built environment for all buildings including non-standard buildings and /or HRBs.

B	DESIGN, DEVELOPMENT AND SOLVING ENGINEERING PROBLEMS (C.Build E MCABE) (C.Build E FCABE) **Apply appropriate theoretical and practical methods to support compliance in the design, manufacture, assessment, development, construction, commissioning, operation, maintenance, de-commissioning and recycling using building control and building engineering process, systems, products and services relevant to your work.** This competence is about the ability to apply appropriate methods and approaches when undertaking building control or building engineering tasks or functions. It also requires competence in implementing solutions and managing, sharing and protecting data through the project lifecycle. **SUPPORTING ANNEXES: A, B, C and D**		**B2**
	Descriptor	**Scope**	**Evidence**
B2	**Identify** appropriate investigations and research to undertake assessment, and analysis as required to effectively complete building control tasks.	Scope should also include: • Undertake appropriate investigations, design, or specification for intended use so that construction products and building systems function effectively and safely, individually and within a team • Undertake design, inspection, assessment or development to comply with applicable regulatory requirements • Mitigate actions required to avoid building safety and performance being adversely affected by cost, management, specification or commercial decisions • Develop and manage quality assurance and quality management processes • Undertake risk assessment and putting in place effective risk mitigation strategies.	Evidence may also include: • Identifying and agreeing appropriate research or evaluation methodologies • Allocating and managing resources • Identifying and carrying out physical tests and trials, then analysing and evaluating the results • Investigating technical issues, and identifying appropriate solutions • Preparing specifications or assessment methodologies • Producing detailed designs, specifications or assessments • Collecting, analysing and evaluating relevant data • Carrying out technical calculations, simulations or analysis • Undertaking building engineering design or assessment using research findings • Preparing, presenting and agreeing building engineering recommendations, with appropriate analysis of risk, and taking account of factors such as cost, quality, safety, reliability, appearance, fitness for purpose, security, intellectual property (IP) constraints and opportunities, and environmental impact.

B DESIGN, DEVELOPMENT AND SOLVING ENGINEERING PROBLEMS (C.Build E MCABE) (C.Build E FCABE)

Apply appropriate theoretical and practical methods to support compliance in the design, manufacture, assessment, development, construction, commissioning, operation, maintenance, de-commissioning and recycling using building control and building engineering process, systems, products and services relevant to your work.

B3

This competence is about the ability to apply appropriate methods and approaches when undertaking building control or building engineering tasks or functions.
It also requires competence in implementing solutions and managing, sharing and protecting data through the project lifecycle.

SUPPORTING ANNEXES: A, B, C and D

	Descriptor	Scope	Evidence

B3	**Implement** building control tasks and evaluate the effectiveness of compliance of building engineering solutions.	**Demonstrate suitable awareness, appreciation and comprehensive understanding of:**
		• Inspection processes and procedures and the transition from plans to the physical construction and building on site.
		• Expectations in respect of both skills and competencies relating to the inspection of buildings in achieving compliance with the building regulations.
		• The term enforcement and how it is applied within the building regulation processes
		• The processes and procedures linked to enforcement of the law and appropriate legal action to enable remediation of non-compliant work
		• The impact of social, environmental, and technical developments upon the inspection process and the undertaking of building control functions and activities
		• How enforcement impacts on new buildings, extensions, alterations, refurbishments and reversions and regularisations
		• How to implement and carry out suitable inspection and enforcement regimes for extensions, alterations, refurbishments and new buildings, including appropriate legal action and remediation of non-compliant work, for all building types except complex buildings and HRBs
		• The interaction of enforcement criteria and the building regulations and allied legislation within both the plans assessment and inspection functions
		• The key role of enforcement and how compliance with building regulations and the allied legislation interacts with the code of conduct for Registered Building Inspectors.
		• The ability to effectively communicate technical and compliance matters to all members of the development team
		• How to implement and carry out suitable inspection and enforcement regimes for non-standard buildings and /or HRBs
		• How to ensure that all members of the building control and development teams understand the inspection and enforcement procedures and the way they may be used to support compliance particularly in relation to non-standard buildings and /or HRBs
			Indicative evidence may include:
			• Enforcement terminology and relevant building control law
			• Effective inspection and enforcement regime development for extensions, alterations, refurbishments and new buildings to support building regulations compliance
			• How inspection and enforcement are affected by:
			  • Building type, use, construction method
			  • Environmental factors such as seasonal weather
			  • Developer experience and expertise
			  • Complexity of the work proposed
			  • Any critical elements identified
			• Inspection procedures including booking, preparation, sampling, testing, and evidence collection
			• The role of IT, photos, drones, videos, web and email
			• Recording of inspections and creation of audit trail with appropriate action including enforcement identified and actioned
			• Completions and certification
			• Injunctions, reports and their interactions with plans assessment and inspections
			• Administrative procedures, actions, and time-scales leading to court action
			• The role of enforcement and remediation of non-compliant works
			• Appreciation of how inspection and enforcement impact both the existing built environment and extensions, alterations, refurbishments and new buildings
			• The application of the building control inspection and enforcement processes and procedures, and their roles within the existing built environment concerning the creation of extensions, alterations, refurbishments and new buildings
			• The application of the building control inspection and enforcement processes and procedures, and their roles within the existing built environment concerning non-standard buildings and /or HRBs

B DESIGN, DEVELOPMENT AND SOLVING ENGINEERING PROBLEMS (C.Build E MCABE) (C.Build E FCABE)

Apply appropriate theoretical and practical methods to support compliance in the design, manufacture, assessment, development, construction, commissioning, operation, maintenance, de-commissioning and recycling using building control and building engineering process, systems, products and services relevant to your work.

B3/B4

This competence is about the ability to apply appropriate methods and approaches when undertaking building control or building engineering tasks or functions. It also requires competence in implementing solutions and managing, sharing and protecting data through the project lifecycle.

SUPPORTING ANNEXES: A, B, C and D

	Descriptor	Scope	Evidence
B3	**Implement** building control tasks and evaluate the effectiveness of compliance of building engineering solutions.	Scope should also include: • Identify critical factors likely to affect successful implementation including establishing required level and type of resources • Plan for the execution, assessment, management and monitoring of work so that it meets client and user requirements • Undertake inspection, testing or assessment of design, construction work or installations and make effective interventions to assure compliance with required performance • Ensure across the sphere of responsibility that the process and duties to notify regulators, building operators, suppliers and manufacturers where defects or maloperation issues are found in construction products or building systems which could impact on building safety or performance is implemented at all times • Identify and provide feedback on unsafe or inadequate designs, process, equipment, procedures, construction products, building systems, standards, or quality.	Evidence may also include: • Identifying and obtaining resources, including money, people and time required for effective implementation • Ensuring that the design or work results in appropriate practical outcomes, including meeting standards of performance and safety • Operating and maintaining processes and systems • Identifying problems during implementation and taking corrective action • Implementing design solutions, taking account of critical constraints, including due concern for safety, sustainability and disposal or decommissioning • Identifying and implementing lessons learned • Evaluating existing designs or processes and identifying faults or potential improvements including risk, safety and life cycle considerations • Actively learning from feedback on results to improve future design solutions and build best practice.

B4	**Lead** in managing information and knowledge, comply with data protection legislation.
	
	Contribute to the recording, updating, development, collection, organisation, and sharing of information about design, construction, operation, maintenance, and refurbishment of buildings or built environment assets throughout the building lifecycle to maintain safety and performance and preserve the Golden Thread of information.
		Demonstrate suitable awareness, appreciation and comprehensive understanding:
		• Manage and ensure compliance with legal or contractual requirements for documented building information (including safety information) at a project, premises and organisational level
		• Maintain a 'golden thread' of information through identification of records to be kept, how they should be retained, accessed and managed over time to support safety, performance and data protection outcomes
		• Identify when and how to undertake research to obtain information, or identify and highlight missing information, relevant to building safety or performance, especially in existing buildings
		• Possess a comprehensive knowledge, understanding and ability to comply with any relevant requirements for information (including building safety information) to be available to building occupants including residents, visitors and staff, emergency services or persons otherwise affected by building and building work, such as duty holders, regulators clients and project team members
		• Demonstrate the ability to effectively share information about design, construction, and maintenance of buildings with regulators, clients, designers and contractors whilst maintaining legal compliance with requirements for data protection and cyber security.
			Evidence may also include:
			• Demonstrating comprehensive proficiency in using digital systems, including building management systems, digital records and building information modelling and digital engineering standards and systems:
			  • Safety management systems and safety case
			  • Health and safety file
			  • Fire risk assessment and emergency plans
			  • As-designed/as-built information
			  • Building safety strategies
			  • Building maintenance information and scheduling
			  • Testing and commissioning information including acceptance reports
			  • Inspection reports and any declarations, sign off or notices
			  • Lifecycle and replacement data
			  • Records and certificates
			  • Data protection and cyber security
			  • Management of deleterious materials including asbestos
			  • Information relating to temporary works
			  • Information relating to safe demolition and disposal of building materials; and operation manuals.

C RESPONSIBILITY, MANAGEMENT AND LEADERSHIP (C.Build E MCABE) (C.Build E FCABE)

Demonstrate technical and commercial leadership.

This competence is about the ability to plan building control work and manage or specify the work of others effectively, efficiently, and in a way which provides leadership at an appropriate level, whether technical or commercial. Leadership is not necessarily about having a formal line management role. In matrix management and other types of organisational structure where building inspectors are working within complex and varied relationships, they will provide leadership to achieve objectives. This competence is also about the ability to consider and identify improvements to quality.

C1

SUPPORTING ANNEXES: D, E and F

	Descriptor	Scope	Evidence

C1	**Plan** the work and resources needed to enable effective implementation of significant building control tasks or projects.	**Demonstrate suitable awareness, appreciation and comprehensive understanding of the following:**
		• Demonstrate project budgeting, cost management, cost control and reporting
		• Lead on programme assessment, development, management, and reporting
		• Negotiate and execute conditions of appointment or contract
		• Mitigate actions to avoid building safety and performance being adversely affected by procurement, cost, management, specification or commercial decisions
		• Lead on the application of relevant legal frameworks for safety and risk management through the building lifecycle
		• Fulfil and/or manage roles, responsibilities, and duties critical to building safety
		• Lead in developing and implementing control measures to mitigate risks posed to safety throughout the building lifecycle
		• Understand and manage risk allocation within and between teams, disciplines, roles, and activities, particularly at boundaries / interfaces of responsibility, communicating these effectively to others and implementing effective control measures
		• Lead on managing or working within the necessary contractual arrangements with other stakeholders.
			Indicative evidence could also include:
			• Management of work priorities, time, competence maintenance and development among other things must all be managed effectively by building control professionals
			• Preparing budgets and associated work programmes for projects or tasks
			• Systematically reviewing the factors affecting the project implementation including safety, sustainability and disposal or decommissioning considerations
			• Carrying out a task or project risk assessment and identifying mitigation measures
			• Leading on preparing and agreeing implementation plans and method statements
			• Negotiating and agreeing arrangements with customers, colleagues, contractors and other stakeholders, including regulatory bodies
			• Ensuring that information flow is appropriate and effective
			• Leading and contributing to relevant risk assessment processes and activities, including (but not limited to):
			  • Fire risk assessment
			  • Safety case development
			  • Design risk management
			  • Major incident plans
			  • Occupants and residents' information
			  • Residents' engagement plans
			  • Personal evacuation planning.

C RESPONSIBILITY, MANAGEMENT AND LEADERSHIP (C.Build E MCABE) (C.Build E FCABE)

Demonstrate technical and commercial leadership.

This competence is about the ability to plan building control work and manage or specify the work of others effectively, efficiently, and in a way which provides leadership at an appropriate level, whether technical or commercial. Leadership is not necessarily about having a formal line management role. In matrix management and other types of organisational structure where building inspectors are working within complex and varied relationships, they will provide leadership to achieve objectives. This competence is also about the ability to consider and identify improvements to quality.

C2

SUPPORTING ANNEXES: D, E and F

	Descriptor	Scope	Evidence

C2	**Organise, direct and control,** programme or schedule, budget and resource elements of significant building control teams tasks or projects to meet required performance and safety standards.	**Demonstrate suitable awareness, appreciation and comprehensive understanding of:**
		• The role of management and core skills and their integration into building control functions and activities, their effective development and application in respect of both the organisation and individual activities
		• The role of management and core skills in achieving compliance with the building regulations and the integration of building control functions and activities into the built environment
		• The use of management and core skills in effective participation in multi-disciplinary teams as appropriate.
			Indicative evidence may include:
			• Management skills for organisations and individual that address all the following, relative to their position:
			  • Company law and the legal framework relating to building control
			  • Commercial, marketing and financial awareness
			  • Planning and service delivery and the application of key performance indicators
			  • Decision making, delegation and empowerment
			  • Investigation and research skills
			  • Project management related to building control
			  • Complaints, dispute resolution, enforcement, and court procedures, time management
			  • Management of relevant external resources, e.g. contractors
			  • Provision of information to the client
			• How management and core skills influence design, installation, inspection, commissioning, and certification and route to Building Regulations compliance
			• How to apply management and core skills required to carry out building control in support of compliant buildings of all types including non-standard buildings and / or HRBs (from concept to completion and certification).

		Scope should also include: • Develop and operate within appropriate management systems • Work to the agreed quality and safety standards, programmes and budgets, within legal and statutory requirements • Establish, manage or act effectively within teams, coordinating project activities • Identify variations from quality and safety standards, programmes and budgets, and take corrective action • Manage and check competence (including building safety competence) of persons undertaking project activities or tasks • Identify and communicate duty holder obligations when making appointments or allocating tasks within teams • Provide persons under your control with suitable supervision, instruction, and information to support regulatory compliance • Manage impacts of use of alternative construction products, solutions or building systems with potential to affect holistic building safety and performance • Undertake evaluation of persons or organisations under your control, supervision or instruction and provide feedback.	**Evidence understanding of:** • Operating appropriate management systems including risk registers and contingency plans • Managing the balance between quality, cost and time • Monitoring progress and associated costs and cost forecasts, taking appropriate actions when required • Establishing and maintaining appropriate quality standards within legal and statutory requirements • Interfacing effectively with customers, contractors and other stakeholders • Managing outcomes to achieve required standards of performance and safety • Contributing to the management of fees, project funding, payments and recovery • Satisfying legal and statutory obligations • Managing tasks within identified financial, commercial and regulatory constraints.

C — RESPONSIBILITY, MANAGEMENT AND LEADERSHIP (C.Build E MCABE) (C.Build E FCABE)

Demonstrate technical and commercial leadership.

This competence is about the ability to plan building control or building engineering work and manage or specify the work of others effectively, efficiently, and in a way which provides leadership at an appropriate level, whether technical or commercial. Leadership is not necessarily about having a formal line management role. In matrix management and other types of organisational structure where building inspectors are working within complex and varied relationships, they will provide leadership to achieve objectives.
This competence is also about the ability to consider and identify improvements to quality.

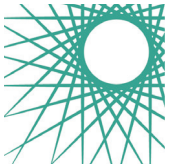
C3

SUPPORTING ANNEXES: D, E and F

	Descriptor	Scope	Evidence

C3	**Lead** teams or technical specialists and assist others to meet changing technical and managerial needs.	**Candidates must demonstrate suitable awareness, appreciation and understanding of:**
		• That management and core skills are progressive, and competence is relevant to the role performed and developmental throughout an individual's personal and working life.
		• How to effectively utilise management and core skills in the delivery of an organisation's building control functions and activities for all appropriate building types, including reinforcement and development of those competences for building control staff.
			Indicative evidence may include:
			• Management and core skills required by organisations and individuals, in differing roles, to meet the Code of Conduct for Registered Building Inspectors and effectively carry out building control tasks.
			• Management of work priorities, time, competence maintenance and development (among other things) and their effective management by building control professionals
			• Management skills for organisations and individual that address all the following, relative to their position:
			  • People management
			  • Employment, diversity and equality
			  • Training, development, monitoring, validation, and registration of the building control professionals they manage
			  • Leadership, team, and individual development
			• The utilisation and application of core skills in the achievement of compliance with the building regulations relating to new buildings, extensions, alterations, conversions, refurbishments, reversions and regularisations
			• How to ensure that members of the building control team not only demonstrate good management and core skills in their effective carrying out of building control but are able to reinforce and if necessary, maintain and develop their competence.

		Scope should also include: • Lead in order to ensure effective communication within and between project teams, organisations and individuals • Lead on, accept and manage accountability for individual actions and for the actions of those under their supervision or direction • Provide strategic direction to identify team and individual need, and consider competence requirements for specific roles, disciplines activities or tasks, and plan for their development • Collaborate effectively • Demonstrate effective team working skills • Undertake effective appraisal and give feedback • Recognise and promote consideration and understanding of inclusion and diversity.	**Evidence understanding of:** • Agreeing objectives and work plans with teams and individuals • Reinforcing team commitment to professional standards • Leading and supporting team and individual development • Assessing team and individual performance and providing feedback • Seeking input from other teams or specialists where needed and managing the relationship • Providing specialist knowledge, guidance and input in your specialism to engineering teams, engineers, customers, management and relevant stakeholders • Developing and delivering a teaching module at Master's level, or leading a university research programme.



C RESPONSIBILITY, MANAGEMENT AND LEADERSHIP (C.Build E MCABE) (C.Build E FCABE)

Demonstrate technical and commercial leadership.

This competence is about the ability to plan building control or building engineering work and manage or specify the work of others effectively, efficiently, and in a way which provides leadership at an appropriate level, whether technical or commercial. Leadership is not necessarily about having a formal line management role. In matrix management and other types of organisational structure where building inspectors are working within complex and varied relationships, they will provide leadership to achieve objectives.
This competence is also about the ability to consider and identify improvements to quality.

C4

SUPPORTING ANNEXES: D, E and F

	Descriptor	Scope	Evidence
C4	**Bring about** continuous quality improvement and promote best practice in undertaking building control activities and functions.	**Demonstrate suitable awareness, appreciation and comprehensive understanding of the following:** • Put in place systems for the recording, monitoring, analysis and actions required to improve outcomes as part of a learning culture • Ensure the application of principles of quality management including undertaking quality assurance and quality control activities • Lead in promoting awareness and understanding of obligations to raise, escalate or flag risks to life safety during the design, manufacture, construction, maintenance or management process and the ability to • Put in place or promote systems to facilitate taking action through whistleblowing and mandatory reporting regimes.	**Indicative evidence could include:** • Promoting quality throughout the organization, as well as its customer and supplier networks • Developing and maintaining operations to meet quality standards e.g. ISO 9000, EQFM, balanced scorecard • Supporting or directing project evaluation and proposing recommendations for improvement • Implementing and sharing the results of lessons learned • Raising concerns in a way which supports effective mitigation of risk • Monitoring, maintaining and improving delivery of your building engineering services.

D	COMMUNICATION AND INTERPERSONAL SKILLS (C.Build E MCABE) (C.Build E FCABE) **Building Inspectors shall demonstrate effective communication and interpersonal skills.** This competence is about the ability to work with others constructively, to explain ideas and proposals clearly and to discuss issues objectively and constructively. **SUPPORTING ANNEXES: E and G**		**D1/D2/D3**
	Descriptor	**Scope**	**Evidence**
D1	**Communicate effectively in English** with others at all levels through use of verbal, written, drawn, digital or graphic information, and in accessible formats.	**Demonstrate suitable awareness, appreciation and comprehensive understanding:** • Prepare communications, documents, and reports on technical or contractual matters • Effectively communicate technical information (and where necessary providing advice) to technical and non-technical audiences • Effectively, accurately, and responsibly communicate issues relating to risk or safety with members of project or management teams, occupants and residents • Effectively chair and record meetings and discussions • Prepare material in accessible formats and consider diversity of the audience.	**Indicative evidence could include:** • Preparing reports, drawings, specifications, and other documentation on complex matters • Leading, chairing, contributing to and recording meetings and discussions • Exchanging information and providing advice to technical and non-technical colleagues on complex or difficult subjects • Engaging or interacting with professional networks.
D2	**Clearly present and discuss** proposals, justifications, and conclusions.	**Demonstrate suitable awareness, appreciation and comprehensive understanding:** • Demonstrate the ability to listen and feedback effectively within project teams, management lines, executive teams, or boards • Supply the provision of information, training, or education on building safety, building performance, legal or management matters to colleagues, communities, occupants, clients and residents as required and in accessible formats • Provide balanced, proportionate, and factual explanation of technical issues, particularly where risks to life safety have been identified, the potential consequences and make clear recommendations for mitigating measures.	**Indicative evidence could include:** • Contributing to scientific papers or articles as an author • Designing, preparing and delivering presentations on strategic matters • Preparing bids, proposals or studies • Identifying, agreeing and leading own and others' work to ensure delivery of collective goals • Leading debates with audiences or discussing proposals or outcomes from assessments with clients or contractors • Acting on feedback back to improve proposals or outcomes • Contributing to the awareness of risk and to the management of building safety issues.
D3	**Demonstrate** personal and social skills and awareness of diversity and inclusion issues.	**Demonstrate suitable awareness, appreciation and comprehensive understanding:** • Provide effective consultation, listening and engagement with occupants or others who are, or who could be, affected by building engineering work (including vulnerable, older and disabled people) and respond appropriately • Implement diversity and inclusive strategies on how to engage with a wide range of stakeholders in a professional manner • Deal with difficult conversations professionally • Manage and lead on the differing routes to resolving disputes or complaints including mediation and arbitration.	**Indicative evidence could include:** • Knowing and managing own emotions, strengths and weaknesses • Being confident and flexible in dealing with new and changing interpersonal situations • Identifying, agreeing and working towards collective goals • Creating, maintaining and enhancing productive working relationships, and resolving conflicts • Being supportive of the needs and concerns of others, especially where this relates to diversity and inclusion • Applying diversity and anti-discrimination legislation • Providing evidence of public consultation or direct engagement with a diverse range of people to improve inclusion, diversity and equality in the built environment • Undertaking or participating in dispute resolution, mediation or arbitration activities.

E PROFESSIONAL COMMITMENT AND STANDARDS (C.Build E MCABE) (C.Build E FCABE)

Demonstrate a personal commitment to professional standards, recognising obligations to society, the building control profession, and the environment.

This competence is about ensuring that the applicant is acting in a professional manner in their work and in their dealings with others.
A Chartered Building Inspector should set a standard and example to others regarding professionalism.

E1/E2

SUPPORTING ANNEXES: B, C, D and E

	Descriptor	Scope	Evidence
E1	**Possess a comprehensive knowledge of and ensure compliance** with the Building Inspector and CABE Codes of Professional Conduct and any other relevant code of conduct to which you are subject, and maintain professional standards.	**Demonstrate suitable awareness, appreciation and comprehensive understanding:** • Ensure continuous evidence of complying with the CABE Code of Professional Conduct • Act within limits of own competence (particularly in relation to building safety) and seek further appropriate advice where necessary • Ensure appointments, terms and conditions, contracts and transactional relationships are recorded clearly in writing and adhered to • Operate adequate complaints handling procedures and deal with issues raised by clients or the public fairly, cordially and professionally • Manage finance and money responsibly and in compliance with the law • Manage the ability to obtain adequate public, professional, property, construction product and business insurances, warranty or other protections, including those enabling routes of recourse to address building defects.	**Indicative evidence could include:** • The application of ethical principles to promote safe outcomes and the application of relevant codes or standards of conduct with respect for diversity and principles of inclusivity • Complying with the requirements of the Code of Professional Conduct in your day-to-day work • Leading work within all relevant legislation and regulatory frameworks, including social and employment legislation • Evaluating your own activities, competence and performance and providing professional leadership within organisations. • Working with a variety of conditions of contract and appointment • Dealing with issues or complaints in a professional manner • Managing risk through obtaining suitable insurance or warranty protection for yourself, your business, clients and the public • Protecting clients' money and managing finances responsibly • Mitigating risks of potential fraud, tax evasion or financial irregularities.
E2	**Manage and apply** safe systems of work.	**Candidates must demonstrate suitable awareness, appreciation and comprehensive understanding of:** • The underpinning health and safety legislation • The role of building control in the safety management of developments of all building types from concept through design, approval, construction, inspection, certification, occupation, and use of the finished development • The role building control can play in the promotion and leadership of a safety culture including adherence to life, fire and structural safety principles • The role of health and safety legislation and the associated risks and controls within the built environment • Obligation to report matters of evident concern to the appropriate enforcing authority • The application of effective communication, with all interested parties, utilising a full range of methods and styles in carrying out building control functions and activities • How a professional should carry out their building control safety management duties in accordance with the code of conduct for Registered Building Inspectors • How building safety management supports achievement of compliance with the building regulations, for all building types excluding non-standard building and / or HRBs • How building safety management supports achievement of compliance with the building regulations, for all building types including non-standard buildings and / or HRBs • How the use of building safety management supports effective participation in multi-disciplinary teams.	**Indicative evidence could include:** • Terminology relating to the maintenance of life, fire and structural safety and appropriate associated behaviours applicable in construction of the built environment • The role of health and safety as applicable to building control related to all building types • The role of effective communication methods and styles deployed in the delivery of building control functions and activities in achieving safety • The culture of the construction industry • Personal safety, the safety of others and safe systems of work • Risk identification, assessment methodology and management for all building types • Health and safety legislation and practice, with an emphasis on the built environment • Construction, design and management legislation • Identification, raising concerns, effectively reporting to appropriate parties, and recording safety management incidents identified during assessment and inspection • Building safety management and how these processes interact with the building control functions including plans assessment and inspection • How to demonstrate effective safety management when carrying out building control for all building types excluding complex/HRBs, from concept to design, approval, construction, inspection, enforcement, certification, occupation, and end use • How building safety management behaviours compliment adherence to the code of conduct for Registered Building Inspectors and relevant organisational standards • How to demonstrate effective safety management when carrying out building control for all building types including non-standard buildings and / or HRBs, from concept to design, approval, construction, inspection, enforcement, certification, occupation, and end use • How the use of building safety management supports effective participation and delivery of compliant buildings through multi-disciplinary teams.

E PROFESSIONAL COMMITMENT AND STANDARDS (C.Build E MCABE) (C.Build E FCABE)

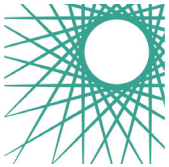
Demonstrate a personal commitment to professional standards, recognising obligations to society, the building control profession, and the environment.

This competence is about ensuring that the applicant is acting in a professional manner in their work and in their dealings with others.
A Chartered Building Inspector should set a standard and example to others regarding professionalism.

SUPPORTING ANNEXES: B, C, D and E

E2/E3

	Descriptor	Scope	Evidence
E2	Manage and apply safe systems of work.	Scope should also include: • Demonstrate professional commitment to a strong safety culture • Demonstrate a sound knowledge of health and safety legislation relevant to your work, including operations on site and through the building lifecycle, including occupation • Possess a detailed knowledge of your personal role and responsibilities for health safety and welfare issues • Communicate with persons outside the project team and respond effectively to reported risks or concerns • Manage systems that satisfy health, safety and welfare requirements relevant to your work • Develop and implement appropriate hazard identification and risk management systems, procedures or processes, then manage, evaluate and improve these systems • Respond to events which can affect fire, structural, public health or public safety including identifying when there is a need for competent specialist advice or execution of work • Anticipate, identify and challenge unsafe or inappropriate behaviours, and escalate concerns through reporting or whistleblowing mechanisms.	Evidence understanding of: • Undertaking and implementing formal health and safety training for yourself and your organisation • Identifying and taking responsibility for your own obligations for health, safety, and welfare issues • Working with health and safety legislation and best practice. In the UK, examples include HASAW 1974, CDM regulations, OHSAS 18001:2007 and company safety policies • Carrying out safety audits • Carrying out risk assessments • Identifying and minimising hazards • Assessing and controlling risk • Delivering health and safety briefings and inductions. • Ensuring compliance with CDM regulations and/or other health and safety legislation.
E3	**Possess comprehensive knowledge of** the principles of sustainable development and apply them in your building control work, considering social, environmental, and economic factors.	**Demonstrate suitable awareness, appreciation and comprehensive understanding:** • Climate science and impacts of climate change • Climate change mitigation • Sustainability and the built environment • Lifecycle costing and embodied carbon • Circular economy, recycling, and re-use • Social sustainability including community engagement • Inclusive design, inclusion, and diversity	Indicative evidence could include: • Operating and acting responsibly, and providing leadership for the purpose of progressing environmental, social and economic outcomes simultaneously • Understanding and leading stakeholder involvement in sustainable development • Using resources efficiently and effectively • Providing products and services which maintain and enhance the quality of the environment and community and meet financial objectives • Carrying out/contributing to environmental risk assessments • Integrating or applying best practice environmental management systems, e.g. ISO 14000 • Integrating or applying best practice risk management systems e.g. ISO 31000 • Showing leadership in applying the principles of inclusive design to ensure the built environment meets the needs of a diverse range of users • Demonstrating leadership in engendering respect for diversity and principles of inclusivity.



E	PROFESSIONAL COMMITMENT AND STANDARDS (C.Build E MCABE) (C.Build E FCABE) **Demonstrate a personal commitment to professional standards, recognising obligations to society, the building control profession, and the environment.** This competence is about ensuring that the applicant is acting in a professional manner in their work and in their dealings with others. A Registered Building Inspector (Technical Manager) and Chartered Building Engineer should set a standard and example to others regarding professionalism. **SUPPORTING ANNEXES: B, C, D and E**		**E4**
	Descriptor	**Scope**	**Evidence**
E4	**Carry out and record** Continuing Professional Development (CPD) as necessary to maintain and enhance competence in your own area of building control practice.	**Demonstrate suitable awareness, appreciation and comprehensive understanding:** • Possess a comprehensive understanding and skilled proficiency of application in the use of competence management systems and frameworks • Take practical approaches to career planning and development • Identify appropriate training and development opportunities.	**Indicative evidence could include:** • Undertaking reviews of your own development needs, including for management and leadership activities • Planning how to meet personal and organisational objectives • Carrying out planned and unplanned CPD activities • Maintaining evidence of competence development through on-the-job learning, private study, in-house courses, external courses, and conferences • Evaluating CPD outcomes against any plans made • Assisting others with their own CPD.

E PROFESSIONAL COMMITMENT AND STANDARDS (C.Build E MCABE) (C.Build E FCABE)

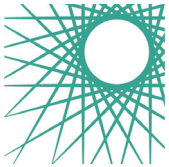
Demonstrate a personal commitment to professional standards, recognising obligations to society, the building control profession, and the environment.

This competence is about ensuring that the applicant is acting in a professional manner in their work and in their dealings with others.
A Chartered Building Inspector should set a standard and example to others regarding professionalism.

SUPPORTING ANNEXES: B, C, D and E

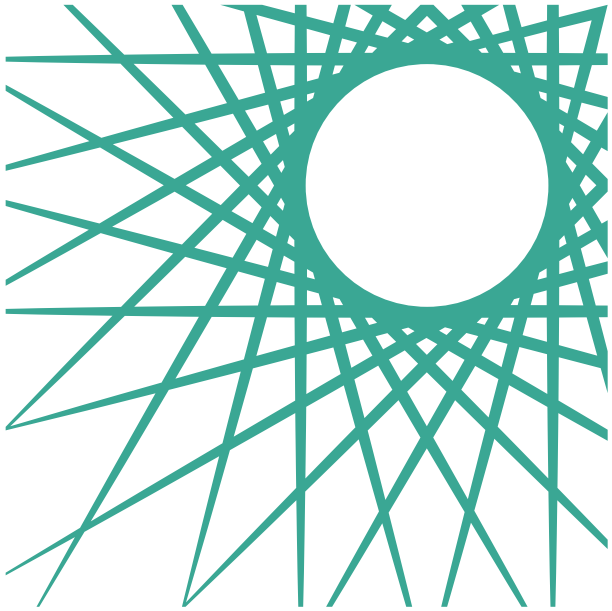
E5

	Descriptor	Scope	Evidence
E5	Demonstrate a **comprehensive knowledge** of the ethical issues that may arise in your role and carry out your responsibilities in an ethical manner.	**Candidates must demonstrate suitable awareness, appreciation and comprehensive understanding of:** • Terminology relating to ethics • What good conduct and ethical behaviour looks like • The way ethical behaviour/conduct interacts with the building control function • The role that ethics and ethical behaviours contribute to, and how they interact with, the Code of Conduct for Registered Building Inspectors in their application during the undertaking of all building control activities; coupled with the ability to ensure that members of the building control/development team work ethically at all times.	**Indicative evidence could include:** • Reviewing terminology relating to ethics and ethical behaviour, societal expectations and how performance is measured by professional bodies and others as applied within society - areas to be considered include the role of ethics and ethical behaviour relative to the Code of Conduct for Registered Building Inspectors and the following; **Principles** • Act with honesty • Act with integrity • Maintain your professional competence • Deliver services with professional skill and care • Uphold public trust and confidence in the provision of services and the professions. • Encourage and promote equality, diversity and inclusion. **Standards** • Complying with your legal, regulatory and professional obligations • Business requirements • Maintaining professional competence and continuing professional development • Standard of service • Engaging with clients • Obligations to the Regulatory authority including under the Code of Conduct • The application of the awareness of learning and the appreciation of the way ethics interact with the building control functions, both internal and external to the office, including plans assessment and inspection functions • Delivery of ethics and ethical behaviours on a day-to-day basis and professional interaction with all members of the development team, face to face, online and through other electronic media in a manner that is compliant with the code of conduct for Registered Building Inspectors • The application of ethical behaviours, including the behaviour of others and enforcement of ethical behaviour as appropriate • The application of ethical principles to promote safe outcomes and the application of relevant codes or standards of conduct with respect for diversity and principles of inclusivity.



E	PROFESSIONAL COMMITMENT AND STANDARDS (C.Build E MCABE) (C.Build E FCABE) **Demonstrate a personal commitment to professional standards, recognising obligations to society, the building control profession, and the environment.** This competence is about ensuring that the applicant is acting in a professional manner in their work and in their dealings with others. A Chartered Building Inspector should set a standard and example to others regarding professionalism. **SUPPORTING ANNEXES: B, C, D and E**		**E5**
	Descriptor	**Scope**	**Evidence**

E5	**Demonstrate a comprehensive knowledge** of the ethical issues that may arise in your role and carry out your responsibilities in an ethical manner.	Scope should also include:
		• Put in place the application in practice of ethical principles to promote safe and sustainable outcomes, including:
		  • respect for life, the law, environment and public good
		  • honesty and integrity
		  • accuracy and rigour
		  • responsibility for direction, conduct and communication
		• Act on your duty of care to protect the health and safety of co-workers and others including the general public, building occupants and residents, throughout the building lifecycle
		• Provide ethical leadership within organisations, sectors and disciplines.
		• Terminology relating to ethics
		• What good conduct and ethical behaviour looks like
		• The way ethical behaviour/conduct interacts with the building control function
			Evidence may also include:
			• Demonstrating your knowledge and expertise of the ethical issues you encounter in practice
			• Demonstrating how you consider the ethical principles as set out in the CABE Guide to Ethical Professionalism in your building engineering work.
			• Exercising your duty of care to others in the execution of your building engineering work
			• Providing evidence of how you have provided ethical leadership.



Supporting Annexes

ANNEX A – CABE Guidance on Building Safety

Building Engineers have a responsibility to undertake their work in a way which protects the safety and welfare of people in the built environment, and throughout the lifecycle of the buildings and places they help to create, maintain, or operate.

The following guidance sets out key considerations for Building Engineers to help identify the knowledge and competence they need to keep people safe in their day-to-day work. This guidance should be used to inform self-assessment, personal development planning and training to develop and maintain safety-critical competence.

1. Fire safety

Building Engineers should understand the principles of fire safety and be able to deploy or use technologies and engineering techniques to prevent or mitigate fire safety risks including:

- Principles of fire chemistry and physics, including ignition and heat transfer
- The influence of structure, construction product selection and buildings systems on fire safety performance
- Human behaviour, escape strategies and requirements
- Methods of fire suppression and how to limit fire growth and fire spread
- Mitigation and control functionalities of fire protection technologies including active and passive systems.

They should also be able to integrate factors affecting fire safety during occupation into design, assessment, specification, or management activities, considering:

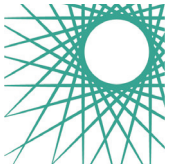
- Appropriate fire design concepts and strategies that enable safe use and occupancy of a building
- The need for good housekeeping and fire safety practices amongst residents
- The need to control factors affecting building fabric or building systems to maintain compartmentation and prevent fire spread
- Interaction between building users/residents and building safety, considering human factors
- Maintenance and replacement requirements for construction products and building systems through the building lifecycle, including planning, procuring, monitoring, undertaking, or managing maintenance of building fabric, fire protection or life safety systems.

2. Structural safety

Building Engineers should be aware of core principles relating to structural safety, and have higher levels of competence wherever their activities involve interaction with structural design, installation or maintenance including:

- Provisions for structural stability of primary structure, secondary structure, and fixings, including through life inspection and maintenance
- Characteristics of structural systems and their performance
- Performance of structures under load and principles of structural stability
- Understanding where more specialised advice is required and appointing suitably competent persons
- Requirements for inspection, maintenance, and protection of building structures during occupation.

3. Public health and public safety



Building Engineers should have a broad awareness of key risks to public health and public safety in and around buildings, and develop and maintain higher levels of competence wherever their activities involve design, installation or maintenance of public health and public safety related systems and building elements including (but not limited to):

- Provisions to protect public health and public safety including requirements for Inspection, assessment, testing, and monitoring during construction and in occupation
- Radon, methane, and site contamination including asbestos
- Waste and grey water drainage and rainwater recovery systems
- Electrical safety including lightning protection
- Gas supply and combustion appliance safety including carbon monoxide detection and the provision of devices and information for identifying and isolating gas supply
- Ventilation
- Moisture, damp, and condensation risk
- Water supply and storage including hot water safety and public health risks, such as Legionella
- Overheating and heating failure
- Stairs, glazing, guarding and balustrade safety
- Lift and escalator safety.

4. Understand buildings as systems, building systems and construction products

Building Engineers need to understand how materials, components, sub-systems and building systems will perform individually and as a part of the building as a whole system. This includes:

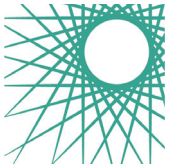
- Appropriate selection for intended use so that construction products and building systems function individually and together to maintain building safety and consider buildings as holistic systems
- Impact of installation quality on construction product and building system performance and need for quality assurance and quality management processes
- Requirements for construction product durability over time taking building use into account
- Consideration of location and context in construction product performance and selection, e.g., proximity to boundary, boundary conditions (fire resistance, water resistance) size, distance, environmental conditions, geometry
- Understand requirements for replacement (and safe disposal) of construction products and buildings systems at the end of their lifecycle to maintain building safety.

5. Understand, meet, and comply with regulatory requirements for building safety

Building Engineers should understand the principles and objectives of regulatory frameworks relating to building safety throughout the building lifecycle. They should be confident in their ability to comply with the requirements imposed by those systems. They should:

- be aware of relevant legislation relating to building safety and keep that knowledge current
- understand how regulatory systems are intended to keep people safe and work in alignment with those principles
- demonstrate suitable competence in executing technical engineering tasks so that they comply with relevant legislation and safety standards
- understand and comply with procedural requirements of regulatory frameworks
- understand their legal duties in relation to building safety, collaborate and share information with regulators and others, and effectively report risks when they are identified.

ANNEX B – Engineering Council Principles of Sustainability



Building Engineers are required to carry out their work in a way which contributes to sustainable development, as outlined in the UK Standard for Professional Engineering Competence (UK-SPEC) and the CABE Competence Framework. The six principles set out by the Engineering Council to support Building Engineers when making decisions for clients, employers and society that affect sustainability are as follows:

1. Contribute to building a sustainable society, present and future

Engineering professionals have a responsibility to maximise the value of their activity towards building a sustainable world. This requires an understanding of what society demands and what is achievable, recognising that both change over time. This is not only about doing less harm, but also about actively restoring and regenerating, where possible. They should:

- recognise that though their activity may be local and immediate, its potential impacts may be global and long-lasting and may span several supply chains
- understand the full range of sustainability implications across the life cycle of products, processes, or systems
- understand other relevant social and cultural structures outside their own normal community of practice
- be proactive, contribute and positively influence the sustainable development of communities, local or global

2. Apply professional and responsible judgement and take a leadership role

Engineering is a profession with a strong ethical dimension. Engineering professionals have an important role in contributing solutions for issues such as poverty, under-development, and environmental degradation. In making a sound judgement, the engineering professional should:

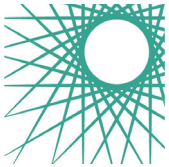
- consider the broad context for their work
- be aware that there are inherently conflicting and unmeasurable aspects of sustainability
- adopt a system-thinking approach wherever appropriate
- keep their sustainable development knowledge up to date
- provide issues, options and solutions to decision-makers enabling sound decisions, congruent with sustainable development principles
- lead by example, influencing others to improve their engineering sustainability performance, including non-engineers and those in the supply chain
- include lessons learnt as part of the engineering process.

3. Do more than just comply with legislation and codes be prepared to challenge the status quo

In seeking sustainable solutions, simply complying with current legislation, codes and environmental protection regulations may not be sufficient. Engineering professionals should:

- strive to go beyond the minimum wherever possible, anticipating future legislation which may be more stringent
- question current standards and seek improvement
- drive the development of future legislation and regulations in line with sustainable development principles
- alert the relevant authorities if proposed regulatory change could give rise to fresh issues which endanger sustainable engineering practice.

4. Use resources efficiently and effectively



Those working in engineering have a stewardship role with respect to the planet's finite resources. This brings a responsibility to use resources efficiently and effectively, and to take account of the whole lifecycle from the design phase to manufacturing and use, and to end-of-life waste management. Engineering professionals should:

- minimise any adverse sustainability impacts at the design stage
- design and use products, processes, and services with the lowest possible consumption of raw materials, water, energy, and other resources
- adopt lifecycle assessment as normal practice, including in the supply chain, to quantify the environmental implications of projects
- apply the principles of circularity (circular economy), promoting the elimination of waste and pollution, and the continued safe use of resources for as long as possible
- adopt strategies for re-use, recycling, decommissioning and safe disposal of components and materials
- seek regenerative outcomes to redress damage and past harm.

5. Seek multiple views to solve sustainability challenges

Solving increasingly complex and interconnected sustainability challenges will require working in multi-disciplinary teams, across geographical boundaries, and with greater inclusivity of communities. Engineering professionals should:

- proactively engage with all those who may be impacted, positively or negatively, by proposed solutions
- seek to involve those who traditionally may not have had a voice in the development of engineering solutions
- listen to, and recognize, the value of the perspectives of others
- utilise cross-disciplinary knowledge and expertise and diverse skills at all stages of a project
- consider the potential impacts for future generations
- seek a balanced approach.

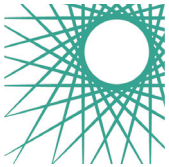
6. Manage risk to minimise adverse impact and maximise benefit to people and the environment

Engineering professionals are routinely involved in planning and managing projects, where they should:

- undertake a comprehensive risk and benefit assessment before a project begins and after completion
- strive to ensure responsible and ethical sourcing
- include the risks and benefits of environmental, economic, and social impacts beyond the lifetime of the engineering project, product, or service
- consider the potential risks of how the product or service will be used, to enable mitigation at the design stage
- prioritise sustainability goals including where scientific knowledge is not conclusive, applying the precautionary principle
- instigate monitoring systems so that all impacts of engineering projects are identified at an early stage.

NOTE: It is recommended that all building engineers review **Annexes A-D** of **BSi Flex 8670 Built Environment – Core criteria for building safety in competence framework – Code of practice** to help provide a broad overview of expected behaviours and safety related issues in the Built Environment.

ANNEX C – CABE Guidance on Inclusive Design



Building Engineers play a major role in shaping our built environment and should understand their responsibility to a diverse range of clients and users to ensure equitable access in the built environment. Building Engineers should consider inclusive design as an integral part of their day-to-day work. They should:

- apply the principles of inclusive design from the outset of a project, and work creatively to solve challenges and remove barriers to access and inclusion
- contribute to building an inclusive society now and in the future
- do more than just comply with legislation and codes, and acquire the skills, knowledge, understanding and confidence to embed inclusion, making it the norm, not the exception.

1. Apply the principles of inclusive design from the outset of a project, and work creatively to solve challenges and remove barriers to access and inclusion

Building Engineers should take practical steps to integrate inclusive design principles into their day-to-day processes and practices, so that inclusion becomes a non-negotiable, fully integrated part of delivering their professional services. The principles of inclusive design are:

- Acknowledge and incorporate diversity and difference
- Create people focussed places which everyone can use, are convenient and welcoming with no disabling barriers
- Provide independent access without additional effort, separation, or special treatment, offering choice where a single solution cannot accommodate all users
- Create an environment that is convenient and enjoyable for everyone to use.

2. Contribute to building an inclusive society now and in the future

Building Engineers should understand the key elements that contribute to a future-proofed, accessible, and inclusive built environment. These include (but are not limited to):

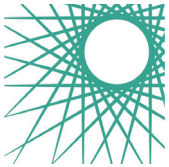
- Inclusive access from transport hubs, terminals, interchanges, parking and drop of points
- Enabling clear way-finding through provision of suitable lighting, legible signage and information, and visual emphasis on key building features and destinations
- Making horizontal and vertical access, egress, and circulation routes safe and usable, avoiding separation from other users and exceeding minimum requirements where possible
- Providing facilities to meet the broadest range of user requirements.

3. Do more than just comply with legislation and codes, and acquire the skills, knowledge, understanding and confidence to embed inclusion making it the norm not the exception.

Building Engineers should be competent in advising on relevant equality legislation, and regulatory requirements for the design, construction, maintenance, or operation of buildings to provide equitable access, as well as how to exceed these. This should include:

- Knowledge and understanding of relevant equality or accessibility legislation for the built environment relevant to use of buildings in occupation
- Knowledge of relevant building regulations, codes, or standards for the built environment to be accessible and inclusive
- Awareness, knowledge, and ability to apply best practice guidance on inclusive design to building engineering tasks and activities they undertake.

ANNEX D – Engineering Council Guidance on Risk



1. Apply professional and responsible judgment and take a leadership role

Engineering professionals should demonstrate, by example, a commitment to safety, reliability, and ethical conduct through the professional management of risk, from the inception of any engineering activity. They should clearly demonstrate the standards by which they expect risks to be managed, thus setting an example to others. In doing so, engineering professionals should:

- be prepared to challenge assumptions and proposals
- ensure that safety receives appropriate consideration
- assess the balance of risk and benefit
- strive for all those involved to be able to identify potential problems and opportunities
- ensure that any engineer reporting to them can maintain competence in the process of risk management
- lead others in improving practice.

2. Adopt a systematic, broad, and holistic approach to risk identification, assessment, management, and review

The factors that give rise to risk are interdependent and cannot be examined in isolation. It is vital in managing risk to be aware of this interdependency and, rather than dealing with risks one-by-one as they arise, use approaches that deal with whole systems. This requires engineers to:

- make risk management an integral part of all engineering activity and decision making
- look beyond purely technical considerations, to address non-technical factors, including social, economic, environmental, and political perspectives
- don't discount weak signals without further consideration
- ensure that human factors are considered
- adopt a decision-making approach, proportionate to the risk and consistent with their organisations defined risk appetite
- aim to quantify the risks with as much precision as is relevant, sufficient and can be supported by evidence
- ensure consideration of high severity, low frequency events along with low severity, high frequency events
- be responsive to changes in the operating environment
- look for connections, patterns and relationships between risks and opportunities
- bear in mind that risk assessment should be used as an aid to professional judgment and not as a substitute for it.

3. Comply with legislation and codes, but be prepared to suggest or promote further improvements.

Regulations and codes are generic. They can only deal with anticipated events and cannot predict every possible situation. Engineering professionals should take a measured, yet challenging, approach to potential risks, whether regulations apply. They should:

- act in accordance with codes of conduct
- know about and comply with the law in countries where they are operating or where their products or services will be used
- organize and understand the intent behind standards and codes, and understand when their limits are being approached
- comply with current relevant legal requirements governing engineering risk issues
- seek advice where necessary
- where it is practicable, seek further improvements, thus embedding a culture of seeking continuous improvement
- be open-minded and avoid hiding behind regulations.

4. Ensure good communication with the others involved

Communicating effectively with all stakeholders is important to ensure that risks and their implications are understood properly. Within an organisation, risk management should be communicated as a core value. Engineering professionals should:

- establish strong, honest, and effective two-way communication within and beyond their organisation
- establish a consultation and feedback process about risks with all stakeholders, including the public and local community
- clearly express the balance of risk and benefit
- communicate clearly assumptions made during the risk management process
- clearly communicate individuals' responsibilities in managing risk over the lifetime of the engineering activity
- encourage a culture of 'open reporting' and a spirit of questioning and learning from others
- avoid a 'good news only' or closed culture.

5. Ensure that sustainable systems for oversight and scrutiny are in place

Effective oversight and assurance processes are important safeguards in controlling risk. They should be challenging and carried out with independence from those creating the risk or attempting to control it. Engineering professionals should:

- be aware that risk assessment documentation may be used in incident investigations
- ensure that effective oversight and assurance procedures and systems are in place, and are sufficiently independent
- ensure that roles, responsibilities, and accountabilities are understood and clearly defined, especially where functions are outsourced
- include assessment of culture
- not limit assurance to audit or physical systems.

6. Contribute to public awareness of risk

The perception of risk among the public is influenced by a range of factors, including emotional ones. Engineering professionals have an important role in raising awareness and understanding about actual levels of risk and benefit and helping to prevent misconceptions. They should:

- be prepared to engage in public debate on the perceived risks and benefits
- ensure that discussion with the public includes management of risk
- ensure that the public are informed about all aspects of risk management
- explain the quantitative and qualitative aspects of risk with clarity and supporting evidence
- be honest and clear about assumptions
- be prepared to challenge misrepresentations
- communicate to the public its role in risk management.

ANNEX E – Engineering Council Statement of Ethical Principles

1. Honesty and integrity

Engineering professionals have a duty to uphold the highest standards of professional conduct including openness, fairness, honesty, and integrity. They should:

- act in a reliable and trustworthy manner
- be alert to the ways in which their work and behaviour might affect others and respect the privacy, rights and reputations of other parties and individuals
- respect confidentiality
- declare conflicts of interest
- avoid deception and take steps to prevent or report corrupt practices or professional misconduct
- reject bribery and improper influence.

2. Respect for life, law the environment and public good

Engineering professionals have a duty to obey all applicable laws and regulations and give due weight to facts, published standards and guidance and the wider public interest. They should:

- hold paramount the health and safety of others and draw attention to hazards
- ensure their work is lawful and justified
- recognise the importance of physical and cyber security and data protection
- respect and protect personal information and intellectual property
- protect, and where possible improve, the quality of built and natural environments
- maximise the public good and minimise both actual and potential adverse effects for their own and succeeding generations
- take due account of the limited availability of natural resources
- uphold the reputation and standing of the profession.

3. Accuracy an rigour

Engineering professionals have a duty to acquire and use wisely the understanding, knowledge and skills needed to perform their role. They should:

- always act with care
- perform services only in areas in which they are currently competent or under competent supervision
- keep their knowledge and skills up to date
- assist the development of engineering knowledge and skills in others
- present and review theory, evidence, and interpretation honestly, accurately, objectively and without bias, while respecting reasoned alternative views
- identify, evaluate, quantify, mitigate, and manage risks not knowingly mislead or allow others to be misled.

4. Leadership and communication

Engineering professionals have a duty to abide by and promote high standards of leadership and communication. They should:

- be aware of the issues that engineering, and technology raise for society, and listen to the aspirations and concerns of others
- promote equality, diversity, and inclusion
- promote public awareness and understanding of the impact and benefits of engineering achievements
- be objective and truthful in any statement made in their professional capacity
- challenge statements or policies that cause them professional concern

This guidance should be read alongside the **CABE Guide to Ethical Professionalism** www.cbuilde.com/ethical_professionalism

ANNEX F – Engineering Council Guidance on Whistleblowing

Engineers and technicians should understand their professional obligations with respect to whistleblowing and know where to go for guidance and advice. The following guidance describes whistleblowing and the processes that engineers, and technicians should follow when confronted by a potential whistleblowing situation.

1. What is whistleblowing?

Whistleblowing is defined by the UK Whistleblowing Commission as 'the raising of a concern, either within the workplace or externally, about a danger, risk, malpractice, or wrongdoing which affects others. For engineers, engineering technicians and ICT technicians, whose professional lives revolve around the management of risk, 'risk' is better interpreted to mean 'inadequate quantification and management of risk'. A concern may include something which you may not be directly involved in but become aware of in the course of your work.

2. What are my obligations if I have such a concern?

Your obligations when you have a concern can be categorised as ethical, professional, and legal:

- You have an ethical responsibility as an engineer to act when you encounter a material and unmanaged risk, danger, malpractice, or wrongdoing which adversely affects others
- You have an obligation as a member of a professional engineering institution to act in line with your institution's Code of Conduct
- You have a legal obligation to comply with the laws of the country in which you operate, and in all countries, you will have an obligation to carry out your duties as an engineer or technician in a competent manner.

Your obligation to act when encountering something inconsistent with your Code of Conduct arises under that Code, it is not a legal requirement. However, you may become liable in law if you fail to act when it is part of your own professional duty. Your professional engineering institution's Code of Conduct may have changed since you joined, so it is important to ensure that you are up to date on your obligations.

This guidance does not cover the consequences of failing an ethical responsibility or a legal obligation; however, if you fail in your professional obligations, you may be subject to your professional engineering institution's disciplinary procedures and you could, if professionally registered, face removal from the Engineering Council's register.

Members of the Armed Forces and those involved in protecting National Security who are not protected by the Public Interest Disclosure Act 1998 (PIDA) will be excluded from following some aspects of this guidance, for example by working through the military chain of command and not externally. You should check with your employer.

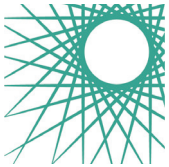
3. What does the relevant legislation say?

The general principles of this guidance apply in whichever country engineers and technicians are working. However, the laws affecting whistleblowing vary widely from country to country. Some countries may have little or no protective legislation in place, or it may favour the state, or the employer more than UK or US legislation does.

In considering how to act, the underlying law applicable to you or your employer may be that of the country where you are working, but if your contract of employment is made in England, it is subject to English law. Other combinations of circumstances may create more complexity, and often both English and local law may be relevant.

If you are considering whistleblowing outside the UK, you should ensure that you are aware of local legislation and local culture.

4. How do I raise a concern?



Technicians and engineers who cannot easily address a concern on their own should discuss it with, or report the concern to, their immediate employer or manager.

If this does not address the concern, you should ensure you are aware of, and make use of, existing company and industry sector regulatory reporting systems. Where there is no whistleblowing policy, you should still try to raise any concern internally. If this approach has not resolved the concern, or your immediate employer or manager is part of the cause, then you are obliged by your institution's Code of Conduct to escalate your concern, which could mean raising it externally.

Provided that a genuine concern is raised, and you have a reasonable belief that you are acting in the public interest, UK law offers individuals protection from action taken by an employer for simply reporting a concern.

Your industry may be regulated. You should make use of any reporting systems which have been put in place by, for example the Health and Safety Executive (HSE); Civil Aviation Authority (CAA); Maritime and Coastguard Agency (MCA); Office of Rail and Road (ORR) or other prescribed persons or bodies.

You should not try to use the protection which relevant legislation may offer whistle-blowers simply to air or extend a personal disagreement or grievance with your employer.

5. Where can I get advice?

If the concern is a technical one which does not go beyond the application of engineering principles, your professional engineering institution may be able to offer guidance and advice. You should follow your professional engineering institution's guidance and advice and make use of any procedure it offers for raising, discussing, and monitoring a technical issue.

If the concern is of a legal or HR nature, then advice should be sought elsewhere. In addition to Public Concern at Work (the whistleblowing charity), industry regulators, trades union or employee legal assistance programmes may be able to provide additional help and advice.

If you are in a position of responsibility in an organisation without a clear ethical Code of Conduct and whistleblowing policy, you should take steps to ensure these are put in place. In the UK, guidance is available from Code of Practice PAS 1998:2008 issued by the British Standards Institute (BSI) in conjunction with Public Concern at Work; the recommended code of practice in the UK Whistleblowing Commission Report; and the Department for Business, Innovation and Skills' Whistleblowing Guidance for Employers.

ANNEX G – Engineering Council Guidance on Security

Security can be defined as the state of relative freedom from threat or harm caused by deliberate, unwanted, hostile, or malicious acts. It operates on several levels ranging from national security issues to countering crime.

This guidance sets out six key principles to guide engineers and technicians in identifying, assessing, managing, and communicating issues about security.

Cyber Security

Launched in April 2021, the UK Cyber Security Council is the self-regulatory body for the UK's cyber security profession. It develops, promotes and stewards nationally recognised standards for cyber security in support of the UK Government's National Cyber Security Strategy to make the UK the safest place to live and work online. A range of information for individuals and organisation is available on its website.

The UK's National Cyber Security Centre is a single point of contact for small and medium sized enterprises (SMEs), larger organisations, government agencies, the general public and departments. It works collaboratively with other law enforcement, defence, the UK's intelligence and security agencies and international partners.

Many of the professional engineering institutions (PEIs) and Professional Affiliates provide material on security, data and privacy, which is a very useful starting point for engineers and technicians.

1. Adopt a security-minded approach to your professional and personal life

A security-minded approach requires engineers and technicians to:

- be aware that their behaviour, use of social media, publications and public presentations affects their own security and the security of others
- assess potential threats and vulnerabilities end to end, taking account of the potential harm to people, the asset or system, and the sensitivity of the information, which may be societal, environmental, or commercial
- be aware that security risks are interdependent, adopting a holistic risk management view that is appropriate and proportionate, and is an integral part of all engineering activity and decision-making
- remember that security risk assessment is an aid to professional judgement, not a substitute for it
- be aware that overly elaborate processes and procedures can lead to poor compliance and undermine a security culture
- identify vulnerabilities that may be used in a hostile, malicious or inadvertent manner to create security breaches or failures
- be responsive to changes in the operating environment, including the impact of changes in use of the asset or system, its wider connectivity and emerging threats and vulnerabilities

2. Apply responsible judgement and take a leadership role

When implementing a security-minded approach, engineers and technicians should demonstrate a commitment to privacy, reliability, and ethical conduct by:

- leading others in improving practice
- working with other professionals to ensure informed, proportionate, holistic judgements
- empowering all those involved to identify potential security challenges and opportunities
- being prepared to challenge assumptions and proposals
- ensuring that everybody reporting to them can maintain competence in security.

3. Comply with legislation and codes, understand their intent, and be prepared to seek further improvements

Seeking advice where necessary, engineers and technicians should:

- be aware of, and comply with, the security-related laws in countries where they operate or where their products or services will be used
- act in accordance with relevant security-related codes of conduct
- recognise and understand the intent behind security standards and codes, as well as their limitations
- seek further improvements were reasonably practicable, thus embedding a culture of continuous security development
- be open-minded and avoid using regulations to facilitate complacency.

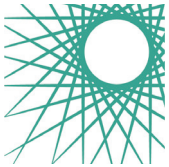
4. Ensure good security-minded communications

Good security depends on communicating effectively an appropriately with customers, clients, suppliers, sub-contractors, and non-engineering colleagues. Engineers and technicians should:

- adopt appropriate measures to protect sensitive information when it is communicated, used, and stored, both within and beyond their organisation
- be able to clearly express the risks and benefits
- where appropriate, encourage an 'open reporting' approach to security risks, incidents, and near-misses, coupled with a spirit of questioning and learning
- take a measured approach to publishing information at conferences, workshops, and seminars, or in professional or trade publications, to avoid helping those intent on hostile reconnaissance
- be aware of the impact of data aggregation, both through accumulation and association, including the use of disparate sources
- recognise the persistent nature and accessibility of information published on the internet or otherwise made publicly available
- recognise that indiscriminate publication of project, technical or personal information can aid reconnaissance and enable security breaches through social media
- be aware of the use of social engineering* to manipulate individuals to give up confidential information
- ensure responsible use of social media use for both personal and professional purposes.

*Social engineering:
https://www.npsa.gov.uk/security-campaigns/social-engineering-0

5. Understand, comply with, and seek to improve lasting systems for security governance



Effective security requires good governance, with clear reporting lines and accountability at board or executive level. Engineers and technicians should:

- ensure that they, and those who work with them, understand the relevant security management policies, processes, and procedures
- seek regular briefings on the security threats facing their organisation and understand how threat agents might exploit vulnerabilities in their customers/ users and their own assets, systems, or business processes
- ensure that security-related roles and responsibilities are clearly assigned and understood, irrespective of whether functions or services are outsourced
- ensure that there are appropriate mechanisms for reporting and feedback on security incidents and issues
- contribute to the development and review of relevant security management frameworks, particularly about aspects which may not be well understood
- scrutinise the security culture and responses to management systems, with audits encompassing processes and technical and paper systems.

6. Contribute to public and professional awareness of security

Engineers and technicians have an important role in raising awareness and understanding about security risk and benefit. They should:

- be prepared to engage in debate on security risks and benefits, especially in relation to new technologies and innovative developments
- be security-minded during public discussion
- recognise the social, political, and economic implications of security risks and acknowledge these through appropriate channels
- be honest and clear about uncertainties, and prepared to challenge misrepresentations and misconceptions
- contribute to public and professional awareness of security by sharing and promoting knowledge of effective solutions.

Disclaimer

Whilst the information that is contained / accessible above is considered to be true and correct at the time of publishing, on the basis of current information provided to us by the Building Safety Regulator ("BSR"), and we will endeavour to keep the same up to date, CABE does not warrant or represent that the information is free from errors or omission.

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We're here to help

If you have any queries about **Building Inspector Competence Frameworks (England)**, please contact **membership@cbuilde.com**.

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