

## **Scottish Building Standards Hub Learning and Development**

### **Local Authority Building Standards Digitised Competency Assessment System (CAS) Guide**

#### **Job Roles, Themes and Competencies Methodology**

Produced by The Scottish Building Standards Hub

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## Document Version Control.

Title: Local Authority Building Standards Digitised Competency Assessment System (CAS) Guide – Job Roles, Themes and Competencies Methodology.

Purpose: This document is intended to assist Scottish local authority verifiers understand the methodology of the new online competency assessment system and how it relates to the original CAS model.

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1.0	11.03.2025	Initial draft.
1.1	26.03.2025	Minor amendments – 2 <sup>nd</sup> draft.
1.2	26.03.2025	Minor amendments – 3 <sup>rd</sup> draft.
1.3	27.03.2025	Skills tabled under section 6. Additional text around removed themes.
1.4	02.04.2025	Minor amendments – 5 <sup>th</sup> draft.
1.5	24.05.2025	Changes of terminology. 'Skills' to 'competencies'.
1.6	16.06.2025	Re-ordering of competencies under 3 overarching themes for the purpose of Annex D and rewording of the competency awareness levels.
1.7	25.06.2025	Minor corrections throughout and insertion of competency reference numbers.

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## 1. Background:

The Building (Scotland) Act 2003 has a requirement for verifiers to have the necessary competencies for the role and this requirement is set out in the Operating Framework and Performance Framework for verifiers which have both been strengthened in 2021 and again in 2024. The approach has been to continue strengthening how competency is assessed.

Following the failings in the construction of Edinburgh School Buildings and the tragic events of the Grenfell Tower fire, competence within the construction sector was brought into sharper focus.

The Building Standards Futures Programme Board was set up by the Minister for Local Government and Communities to provide guidance and direction on the development and implementation of recommendations made by the Review Panels on Compliance and Enforcement and Fire Safety which reported in 2018.

The Board's remit, at that time, was to strategically advise and direct a broad programme of work aimed at improving the performance, expertise, resilience and sustainability of the Scottish building standards framework and services across Scotland. Recommendations were taken forward across a total of seven workstreams, and consideration of the competency of professions across the built environment sector fell under the 'Workforce Strategy' workstream.

The Scottish Governments Building Standards Division (BSD) introduced the Professional Competency Framework for Verifiers in 2021. The profession was defined with a set of standardised job roles and competencies based on risk and a new Competency Assessment System (CAS) was provided to enable the job holder and line manager to assess skill gaps and competency for the role. This original CAS system was developed by Local Authority Building Standards Scotland (LABSS) and was a spreadsheet-based recording process.

As the development of a competency validation processes became known across England and Wales for the Building Control Profession, the BSD led Competency Steering Group was set up to consider how Scotland takes the introduction of an independent assessment of Building Standards Professionals competency forward as an equivalent approach.

Noting that a CAS was already in place in Scotland for local authority verifiers and that a digitised platform was being considered by LABSS and the Building Standards Hub Pilot, this was seen by the group to be a useful tool to record competencies in support of any future verifier validation process being established in Scotland.

On establishment of the Scottish Building Standards Hub (SBSH), continued development and implementation of the digitised CAS system transferred to the hub with oversight through the Competency Steering Group.

## 2. Purpose/Methodology:

The digitised Competency Assessment System (CAS) was developed to address negative feedback received on the original spreadsheet-based system. These concerns being that the system was unwieldy, repetitive, too long, confusing and overly detailed.

The digitised CAS was designed to address these concerns by reducing the overall number of standardised roles within the system and augmenting/combining several previous individual competencies into fewer wholistic competencies, detailed under separate themes.

The challenge of addressing these issues and developing a new simplified system was to ensure the complexity of the roles and profession was not lost in doing so.

The purpose of this document is to introduce practitioners and managers to the new digitised CAS and demonstrate how the job roles, themes and competencies relate to an individual's actual role as well as to how this new digitised CAS relates to the original version.

## 3. Use of the Online Platform:

The digitised CAS utilises Learning Pools 'Skills Builder' online platform, which has been developed through the SBSH to hold the Scottish Building Standards specific verifier job roles, competencies and themes. 'Skills Builder' is an add on tool that sits within and is accessed through the Learning Experience Platform (LXP). This allows integration between competencies and relevant training held on the LXP.

This document does not provide instruction on how to use the online CAS platform itself. Training on how to use the actual platform will be delivered in a variety of ways:

- **Online Training Module** – A training module will be developed and held on the LXP. This will provide post holders with a step-by-step guide on what needs to be done to record competencies attained, identify gaps, and build development plans to address learning needs. This module will also show managers how to relate an employee's actual role to one of the standardised roles and start validating the competencies that a post holder has recorded. This module will act as a good reference piece and reminder tool.
- **Online Training Events/Workshops** – Online training events will be delivered nationally as well as more focused consortia or other regional based workshop events on the use of the platform.
- **Direct SBSH Support** – The SBSH will be contactable and available to any local authority or individual that requires support/guidance on the use of the digitised CAS platform.

## 4. Job Roles:

To rationalise and simplify the system, the new digitised CAS reduces the previous 15 standardised roles down to a total of 5 jobs, with these being:

- **Building Standards Support Officer (Band 1)**
- **Assistant Building Standards Surveyor (Band 2)**
- **Building Standards Surveyor (Band 3)**
- **Advanced Building Standards Surveyor (Band 4)**
- **Building Standards Manager (Operational) (Band 5)**

For consistency, these standardised roles are the same as referenced within the 'Building Standards Professional Competency Framework for Verifiers' (PCF).

The tables to Annex A below provide further details on these standardised roles, including a standardised role profile to make it easier for employees and managers to determine which band the post holder best fits into. As with the previous CAS, it is not the intention that these standardised roles affect or alter how an individual local authority may designate an actual role, the standardised roles are purely there to assist with the recording of competencies. The tables also list a number of actual local authority job titles against the standardised role to aid the matching process.

As a comparator, and to further assist mapping between the new digitised CAS and the original system, the tables also detail which previous standardised job roles and service levels are linked to the new standardised roles.

In addition to these five roles, the LXP platform will also accommodate two other roles for learning and assessment purposes. These roles will not be apparent on the Skills Builder platform as they are not subject to the CAS process. These roles will be for non-practising administration employees to allow access to training that will be useful for their development and also for non-operational service managers who will be required to validate skills attainment of those operational managers within their service.

## 5. Themes:

Rationalising the original CAS system further meant looking at the themes that competencies are held under. Competencies were previously arranged under a theme, with an overarching theme, with competencies being duplicated under domestic and non-domestic standards separately.

There are a total of 13 themes under the digitised CAS, which are as follows:

- **Behaviour**
- **Operational Management, Corporate and Reporting**
- **Legislation/Supporting Guidance**
- **(Section 0) General**
- **(Section 1) Structure**
- **(Section 2) Fire**
- **(Section 3) Environment**
- **(Section 4) Safety**
- **(Section 5) Noise**
- **(Section 6) Energy**
- **(Section 7) Sustainability**
- **Enforcement/Licensing/Other Duties**
- **Building Types (Domestic)**
- **Building Types (Non-Domestic)**

Similarly, as per the standardised roles, these themes are also the same as referenced within the 'Building Standards Professional Competency Framework for Verifiers' (PCF).

The tables to Annex B detail these themes further by demonstrating how the original CAS themes and overarching themes relate to the new digitised CAS themes. Some of the original themes cut across the generality of the new themes, so are not linked directly to a new theme nor are they



specifically referenced within the tables. These outgoing themes and the reasons for removal are as follows:

- **IT General** – The use of general MS Office systems as well as more be-spoke building standards related case file, document, workflow and other systems are commonplace and integral to the wholistic skills within the digitised CAS and as such are covered elsewhere under various skills. As such this theme is no longer specifically required.
- **Customer** – Customer journey as an aspect of this original theme now falls under the theme of 'Legislation/Supporting Guidance' as does awareness/management/monitoring of Building Standards Registers/historic records and awareness of Historic Environment Scotland guidance. STAS now falls completely under the SBSH.
- **Awareness of Structural Verification of SER Certified Work** – Certification related topics are no longer themed separately and falls under the theme of 'Legislation/Supporting Guidance'.
- **Awareness of Verification of Certified Drainage Work** – Certification related topics are no longer themed separately and falls under the theme of 'Legislation/Supporting Guidance'.
- **Awareness of Certified Heating and Ventilation Works** – Certification related topics are no longer themed separately and falls under the theme of 'Legislation/Supporting Guidance'.

As noted, the digitised CAS does not separate themes and competencies into duplicated domestic and non-domestic elements. To cater for this, the new system introduces the themes of 'Building Types' to allow employees and managers record their competence against specified building types which can then be used to help inform the skills levels and awareness of other competencies within the CAS.

## 6. Competencies:

The biggest rationalisation of the digitised CAS compared to the original version is the move from granular and duplicated competencies to more holistic ones that encompass the numerous original individual competencies. This simplification in methodology reduces the previous total number of recordable competencies from 384 to 52. These new competencies are listed below under their respective themes:

<b>Behaviour:</b>	
<b>competencies:</b>	<b>Description:</b>
<b>Ethical Behaviour</b>	Act ethically with customers, the public and stakeholders, displaying a respect for life, the law, the environment and uphold public interest. Act with honesty, integrity accuracy and rigour. Take responsibility for direction, conduct and communications. Follow relevant standards and codes of conduct. Respect diversity and principles of inclusivity. Apply sound judgement to support effective outcomes.
<b>Leadership, Collaboration, Teamwork and Communication</b>	Display decision making expected of your role. Teamworking skills and collaboration/liaison with others. Effective communication within and between teams and individuals. Effective, oral, written and other forms of communications. Communicate with peers, stakeholders, customers, public and non-technical audiences.
<b>Competence and Learning Culture</b>	Involvement in supervision, coaching and mentoring. Obtaining and holding qualifications and professional membership commensurate with your post. Commitment to CPD, PRD/PDP and training. Acting within own levels of competence and seek advice and guidance where required.
<b>Responsibility</b>	Understand your role and take responsibility for your actions and actions for those under your supervision. Understand your areas of responsibility and communicate this to others. Challenge inappropriate behaviours and report as appropriate. Identify matters not adhering to standards, processes or legislative requirements and act appropriately.
<b>Duty of Care</b>	Understand your obligations under health and safety. Understand the public interest. Understand your role in protecting and safeguarding others.

Operational Management, Corporate and Reporting:	
Competencies:	Description:
<b>Business Planning and Finance</b>	Preparation of business plan, including modelling/development of service and structure to local authority need, which will meet verifiers obligations under performance/operating frameworks and professional competency frameworks. Monitoring service against intended business plan/model and adapting as required. In conjunction with finance teams establish and monitor service budget taking account of income, service delivery, associated service costs and reinvestment. Develop, manage and monitor plans for change, continuity and risk.
<b>Service Reporting</b>	Monitor and report service delivery to internal and external stakeholders, including national KPOs and other service-related data. Ensure data gathered and shared is accurate and robust.
<b>Managing People</b>	Undertake and understand line management duties relative to your role, including HR duties/actions, carrying out PRD/PDP process, establishing training needs, promoting/ensuring staff development as needed. Set and establish 1-2-1s, team meetings, etc. Establish customer engagement and feedback systems relative to your role and monitor feedback on the same. Respond as necessary and develop plans to accommodate required change.
<b>Corporate Understanding/Duties</b>	Understand your reporting lines within your corporate body relative to your role, including the services responsibilities, how it fits into the rest of the council structure and the general roles and responsibilities of others interacting with your role and team. Undertake and complete your own corporate training relative to your role and understand the policies and procedures that you are expected to work to.

Legislation/Supporting Guidance:	
Competencies:	Description:
<b>Principal Acts, Legislation and The Technical Handbooks</b>	Awareness and implementation of The Building (Scotland) Act 2003 and associated legislation such as The Building (Scotland) Regulations 2004, The Building (Procedure)(Scotland) Regulations 2004, The Building (Fees)(Scotland) Regulations 2004, The Building (Forms)(Scotland) Regulations 2005, The Energy Performance of Buildings (Scotland) Regulations 2008 and The Domestic and Non-Domestic Technical Handbooks.
<b>Supporting Guidance and Documents</b>	Awareness and application of supporting guidance and documents such as the Building Standards Procedural Handbook, Building Standards Enforcement Handbook, Making a Quality Building Warrant Application: What you Need to Know, Building Standards Customer Journey, Domestic and Non-Domestic Verification During Guidance Handbooks, LABSS Equivalence Guidance Documents, Historic Environment Scotland Traditional Building Guidance, etc.
<b>Practice Guidance</b>	Awareness and application of building standards practitioner guidance such as Operating Framework for Verifiers, Performance Framework for Verifiers and Professional Competency Framework.

Building Types (Domestic):	
Competencies:	Description:
Single or 2 storey detached, attached or terraced houses (< 200sqm individual storey area)	Building types skills/competencies are self-explanatory and no further description is required.
Houses that are 3 stories or higher (< 200sqm individual storey area)	
Houses with an individual storey area > 200 sqm	
Flatted and maisonette properties that do not have a storey height greater than 11 metres in height	
Flatted and maisonette properties that have a storey height between 11 and 18 metres in height	
Flatted and maisonette properties that have storey heights in excess of 18 metres	

Building Types (Non-Domestic):	
Competencies:	Description:
Agricultural buildings	Building types skills/competencies are self-explanatory and no further description is required.
Assembly and entertainment buildings less than 60 occupant load	
Assembly and entertainment buildings more than 60 occupant load	
Factories	
Offices	
Residential buildings	
Residential care buildings	
Shared residential accommodation buildings	
Shops	
Storage buildings	

<b>(Section 0) General:</b>	
<b>Competencies:</b>	<b>Description:</b>
<b>Awareness of Building Standards System</b>	Knowledge of the building standards system including the scope, limitation, exemptions, conversions and ancillary duties.
<b>Procedures</b>	Knowledge of the procedure regulations, procedural handbook, views, relaxations, alternative approaches, verifier role, and public safety.
<b>Certification</b>	Knowledge of both certifiers of design, and certifiers of construction.

<b>(Section 1) Structure:</b>	
<b>Competencies:</b>	<b>Description:</b>
<b>Structure</b>	Knowledge of a different types of structures, ground conditions and loads. An understanding of span/load tables for elements of construction and be able to interpret small scale calculations and assessment of non-complex elements in small buildings. To be able to recognise the need for specialist advice and when it should be sought.
<b>Disproportionate Collapse</b>	Knowledge of the principles of the term and meaning of disproportionate collapse, and the ability to assess a buildings risk group.

<b>(Section 2) Fire:</b>	
<b>Competencies:</b>	<b>Description:</b>
<b>Fire Containment</b>	Knowledge of compartmentation within buildings, separation between buildings, structural fire protection, junction detailing and cavity barriers.
<b>Fire Spread</b>	Knowledge of fire spread to and from adjoining buildings, fire spread on internal linings and on external walls, including cladding systems.
<b>Means of Escape</b>	Knowledge of means of escape within and from buildings, including smoke control, protection of escape routes and exits, emergency/escape route lighting and fire detection/alarms.
<b>Fire and Rescue Access, Facilities and Water Supply</b>	Knowledge of fire and rescue service access, facilities and firefighting water supplies.

<b>(Section 3) Environment:</b>	
<b>Competencies:</b>	<b>Description:</b>
<b>Site Preparation</b>	Knowledge of the affects ground conditions, contaminants and the location of development can have an implication on the design of a building.
<b>Drainage</b>	Knowledge of surface water drainage, public wastewater, private wastewater, private wastewater treatment plants and infiltration systems.
<b>Environment Moisture Control</b>	Knowledge of precipitation, condensation and ventilation both within elements of construction, and the overall ventilation strategy for the building.
<b>Facilities and Heating</b>	Knowledge of accessibility, sanitary facilities, heating and natural lighting.

<b>(Section 4) Safety:</b>	
<b>Competencies:</b>	<b>Description:</b>
<b>Access</b>	Knowledge of access to and within buildings.
<b>Stairway and barriers</b>	Knowledge of stairs and ramps, pedestrian barriers and vehicular barriers.
<b>Electrical Safety</b>	Knowledge of electrical safety and fixtures, in-built physical infrastructure for high-speed electronic communications network.
<b>Safety – General</b>	Knowledge of danger from accidents, danger from heat, liquefied petroleum gas storage and security.

<b>(Section 5) Noise:</b>	
<b>Competency:</b>	<b>Description:</b>
<b>Noise</b>	Knowledge of noise separation between buildings, post completion testing, and noise reduction between rooms.

<b>(Section 6) Energy:</b>	
<b>Competencies:</b>	<b>Description:</b>
<b>Building Performance (Fabric)</b>	Knowledge of carbon dioxide emissions, building insulation envelope, insulation of pipes, building fabric, glazing, air infiltration, thermal bridging, conservatories, extensions and building types.
<b>Service Efficiency, Heating and Ventilation</b>	Knowledge of heating systems, ducts and vessels, artificial and display lighting, mechanical ventilation and air conditioning, commissioning building services, written information, energy performance certificates, and metering.

<b>(Section 7) Sustainability:</b>	
<b>Competency:</b>	<b>Description:</b>
<b>Sustainability</b>	Knowledge of statements of sustainability, levels of sustainability, labelling and enhancements.

<b>Enforcement/Licensing/Other Duties:</b>	
<b>Competencies:</b>	<b>Description:</b>
<b>Building Standards Enforcement</b>	Knowledge and application of enforcement processes and procedures in relation to your role, including works without/not in accordance with a building warrant (Section 27), Defective Buildings (Section 28) and Dangerous Buildings (Sections 29 and 30).
<b>Licensing and Safety at Sports Grounds</b>	Knowledge and application of licencing processes and procedures in relation to your role, including liquor licences, entertainment licensing, marriage licensing, houses in multiple occupation, short term lets, temporary raised structures, special events and safety at sports grounds.
<b>Other Duties</b>	Knowledge and application of other duties in relation to your role, which could include property enquiries, letters of comfort, cross departmental working, access panels, safety advisory groups, etc.

All the above competencies are set against four proficiency levels for any particular standardised role, which are as follows:

### **Level 1 - Awareness (A)**

A basic knowledge of the subject and how it relates to the role.

### **Level 2 – Appreciation (Ap)**

A general background knowledge of the subject area, combined with an appreciation of intent. May require the specialist input of others to assess compliance.

### **Level 3 - Understanding (U)**

Sufficient knowledge and understanding of the factors, for example, legal and technical involved to make informed independent decisions and assessments regarding compliance, including utilising input from other specialists.

### **Level 4 - Comprehensive (C)**

Sufficiently detailed knowledge, understanding and skills to make decisions on complex issues relating to the subject and the ability to commission and interrogate specialist assistance where necessary.



As above for the standardised roles and themes, these competencies and proficiency levels are also the same as referenced within the 'Building Standards Professional Competency Framework for Verifiers' (PCF).

Within the digital CAS platform, the above-mentioned standardised roles will be preset with relevant competencies and awareness levels for that role. This will save employees and managers time populating their required skills and competence levels from scratch. Employees will however need to confirm what their actual competencies and awareness levels are in relation to the standardised role.

The pre-set competencies and awareness levels are seen to be a good fit for most roles within most local authorities and as such, altering the base level competencies and awareness for an individual in a role is not encouraged. If, however, any role within any particular local authority deviates from the standard profile due to operational, geographic or town/city/conurbation profiles, then the manager can agree to alter the competencies/awareness levels accordingly.

As well as recording where an employee may have gaps in their competence profile, the platform also allows an individual to record competencies and awareness levels that exceed the minimum required for their role. This is particularly useful for succession planning and identifying where an employee may be ready to fulfil a different and/or promoted post.

The tables to Annex C provide details on how these above-mentioned digital CAS competencies compare to those used in the original CAS.

## 7. Annex A: Job Role Comparative:

The methodology for establishing the job roles within the digitised CAS is described under part 4 of this document. The tables below indicate the comparative between the standardised job roles within the new CAS platform and the current system (May 2021). The table also indicates some actual job titles that may fall under the standardised roles.

### Band 1 – Building Standards Support Officer:

Digitised CAS Role Band:		Band 1
Digitised CAS Standardised Role Title:		Building Standards Support Officer
Standardised Role Profile:		Building Standards support staff with knowledge of the statutory processes encompassing the Building (Scotland) (Forms) Regulations 2004 and the Building (Scotland) (Fees) Regulations as well as an interest and expertise in the administration of case management and document management systems including the customised embedded operating systems (IDOX) to meet the procedures identified under the Building (Scotland) Act 2003. Role may include other administrative duties, such as street naming and numbering, property enquiries, etc.
Indicative Actual Job Titles Included Under Standardised Role:		<ul style="list-style-type: none"> <li>• Building Standards Administration Support Officer</li> <li>• Building Standards Support Surveyor - Admin</li> <li>• Building Standards Technician</li> </ul>
Equivalent May 2021 CAS Standardised Job Role:		Building Standards Support Surveyor - Administration
Equivalent May 2021 CAS Service Levels:		Level 3 Competencies - admin technical support surveyor working with supervision Level 3A Competencies - admin technical support surveyor working without supervision

## Band 2 – Assistant Building Standards Surveyor:

<b>Digitised CAS Role Band:</b>	<b>Band 2</b>
<b>Digitised CAS Standardised Role Title:</b>	<b>Assistant Building Standards Surveyor</b>
<b>Standardised Role Profile:</b>	<p>Building Standards Surveyors who are new to the profession and who have embarked upon formal training in Building Standards at a level to match their pre-entry qualification and experience. and:</p> <p>Building Standards staff member (experienced trainees and assistant surveyors) working for around 2 years with relevant, current, and sufficient experience working supervised on low-rise domestic premises whilst they have been carrying out on-the-job learning and attaining qualifications.</p>
<b>Indicative Actual Job Titles Included Under Standardised Role:</b>	<ul style="list-style-type: none"> <li>• Apprentice Building Standards Surveyor (MA)</li> <li>• Apprentice Building Standards Surveyor (GA)</li> <li>• Trainee Building Standards Surveyor</li> <li>• Assistant Building Standards Surveyor</li> <li>• Building Standards Inspector</li> </ul>
<b>Equivalent May 2021 CAS Standardised Job Roles:</b>	<ul style="list-style-type: none"> <li>• Building Standards Support Surveyor - Technical</li> <li>• Building Standards Assistant</li> <li>• Building Standards Inspector</li> </ul>
<b>Equivalent May 2021 CAS Service Levels:</b>	<p>Level 3 Competencies - Trainee/assistant/apprentice surveyor with supervision (low risk Domestic - applications) i.e. patio doors, small conservatories, minor alterations.</p> <p>Level 3A Competencies - Trainee/assistant/apprentice surveyor working with added skills and working without supervision (low risk Domestic - applications i.e. patio doors, small conservatories, minor alterations.</p> <p>Level 4 Competencies - BS surveyor working with supervision on domestic projects (low risk domestic - applications i.e. Single/two storey extensions, garage/attic conversions, larger conservatories, including flat alterations, demolitions &amp; free-standing walls.</p> <p>Level 4A Competencies - BS surveyor working with added skills and working without supervision on domestic projects (low risk domestic - applications i.e. Single/two storey extensions, garage/attic conversions, larger conservatories. Including flat alterations, demolitions &amp; free-standing walls.</p>

## Band 3 –Building Standards Surveyor:

<b>Digitised CAS Role Band:</b>	<b>Band 3</b>
<b>Digitised CAS Standardised Role Title:</b>	<b>Building Standards Surveyor</b>
<b>Standardised Role Profile:</b>	More experienced Building Standards Surveyor working on a variety of both domestic and non-domestic projects. Premises of any type and form of construction, where the guidance contained in the Technical Handbooks can be competently assessed and approved. This may also include surveyors who might specialise in related enforcement type operations associated with the Building Standards wider role.
<b>Indicative Actual Job Titles Included Under Standardised Role:</b>	<ul style="list-style-type: none"> <li>• Building Standards Inspector</li> <li>• Building Standards Surveyor (GA)</li> <li>• Building Standards Surveyor</li> <li>• Specialist Building Standards Surveyor</li> <li>• Senior Building Standards Surveyor</li> <li>• Principle Building Standards Surveyor</li> </ul>
<b>Equivalent May 2021 CAS Standardised Job Role:</b>	<ul style="list-style-type: none"> <li>• Building Standards Surveyor</li> </ul>
<b>Equivalent May 2021 CAS Service Levels:</b>	<p>Level 5 Competencies - BS surveyor with proven capability to work with supervision on all domestic types (up to 18m) and on non-domestic low-medium risk buildings (alterations, extensions, conversions &amp; new build).</p> <p>Level 5A Competencies - BS surveyor with added proven capability to work without supervision on all domestic types (up to 18m) and on non-domestic low-medium risk buildings (alterations, extensions, conversions &amp; new build).</p> <p>Level 6 Competencies - BS surveyor with proven capability to working with supervision on high risk/complex buildings.</p> <p>Level 6A Competencies - BS surveyor with added proven capability to work unsupervised on high-risk complex buildings.</p>

## Band 4 – Advanced Building Standards Surveyor:

<b>Digitised CAS Role Band:</b>	<b>Band 4</b>
<b>Digitised CAS Standardised Role Title:</b>	<b>Advanced Building Standards Surveyor</b>
<b>Standardised Role Profile:</b>	Building Standards Surveyors with a higher level of competence in areas such as fire and building safety for premises of any type, height, size, form of construction and method of design – including any premises that will be within the scope of high-risk building types. Working within a multi-disciplinary team and have a strong comprehension of the regulatory regime under which they operate. Also covers surveyors who might specialise in related enforcement type operations associated with the Building Standards wider role.
<b>Indicative Actual Job Titles Included Under Standardised Role:</b>	<ul style="list-style-type: none"> <li>• Specialist Building Standards Surveyor</li> <li>• Senior Building Standards Surveyor</li> <li>• Principle Building Standards Surveyor</li> </ul>
<b>Equivalent May 2021 CAS Standardised Job Roles:</b>	<ul style="list-style-type: none"> <li>• Building Standards Surveyor</li> <li>• Building Standards Senior Surveyor</li> </ul>
<b>Equivalent May 2021 CAS Service Levels:</b>	<p>Level 7 Competencies - BS surveyor with added specialist skills to work unsupervised on such as safety at sports grounds, fire engineering, dangerous buildings etc.</p> <p>Level 8 Competencies - BS surveyor with added specialist skills to work unsupervised on such as safety at sports grounds, fire engineering, dangerous buildings etc. and with proven management skills.</p>

## Band 5 – Building Standards Manager (Operational):

<b>Digitised CAS Role Band:</b>	<b>Band 5</b>
<b>Digitised CAS Standardised Role Title:</b>	<b>Building Standards Manager (Operational)</b>
<b>Standardised Role Profile:</b>	Senior officers who undertake the Building Standards service manager role, providing technical knowledge, with responsibility for staffing resources, financial resources and budget control.
<b>Indicative Actual Job Titles Included Under Standardised Role:</b>	<ul style="list-style-type: none"> <li>• Lead Building Standards Surveyor</li> <li>• Building Standards Team Leader</li> <li>• Building Standards Service Manager</li> </ul>
<b>Equivalent May 2021 CAS Standardised Job Role:</b>	<ul style="list-style-type: none"> <li>• Building Standards Manager</li> </ul>
<b>Equivalent May 2021 CAS Service Levels:</b>	<p>Level 9 Competencies - surveyor with specialist and proven management and financial governance skills from a related or an unrelated degree course.</p> <p>Level 10 Competencies - surveyor with specialist and proven management and financial governance skills from a related or an unrelated degree course.</p> <p>Level 11 Competencies - surveyor with specialist and proven management and financial governance skills from a related or an unrelated degree course.</p>

## 8. Annex B: Theme Comparative:

The methodology for establishing the Themes within the digitised CAS is described under Part 5 of this document. The tables below indicate the comparative between the themes within the new CAS platform and the current system (May 2021). Some of the previous themes cut across the generality of the new themes, so may not feature in the following tables, but are described above in Part 5.

### Behaviour:

Digitised CAS Theme:		Behaviour
Equivalent May 2021 CAS Overarching Themes:		Qualifications and Experience/Professional Accreditation/Personal/H & S.
Equivalent May 2021 CAS Themes:		Career Education Structure/Membership of Professional Body/Personal/H & S.

### Operational Management, Corporate and Reporting:

Digitised CAS Theme:		Operational Management, Corporate and Reporting
Equivalent May 2021 CAS Overarching Themes:		Management/Corporate & National.
Equivalent May 2021 CAS Themes:		Business Plan and Financial Governance/Annual Performance Report/Staffing and Discipline/Internal Engagement.

## Legislation/Supporting Guidance:

Digitised CAS Theme:		Legislation/Supporting Guidance
Equivalent May 2021 CAS Overarching Themes:		Legislation – Verifier/Performance.
Equivalent May 2021 CAS Sub-Themes:		Building (Scotland) Act 2003/Customer/Office Based/Site Based.

## Building Types (Domestic and Non-Domestic):

Digitised CAS Theme:		Building Types (Domestic and Non-Domestic)
Equivalent May 2021 CAS Overarching Themes:		<i>No equivalent – Building Types introduced to establish risk categorisation for job roles and to support removal of duplication of skills against domestic and non-domestic.</i>
Equivalent May 2021 CAS Sub-Themes:		<i>No equivalent – Building Types introduced to establish risk categorisation for job roles and to support removal of duplication of skills against domestic and non-domestic.</i>

## (Section 0) General:

Digitised CAS Theme:		(Section 0) General
Equivalent May 2021 CAS Overarching Theme:		Section 0 - General.
Equivalent May 2021 CAS Sub-Themes:		Awareness of the BS System/Procedural/Certification.



## (Section 1) Structure:

Digitised CAS Theme:		(Section 1) Structure
Equivalent May 2021 CAS Overarching Theme:		Section 1 - Structure.
Equivalent May 2021 CAS Sub-Themes:		Awareness of Structural Verification of Non-Certified Work /Structure /Disproportionate Collapse/Structural Design Standards and Eurocodes.

## (Section 2) Fire:

Digitised CAS Theme:		(Section 2) Fire
Equivalent May 2021 CAS Overarching Theme:		Section 2 - Fire.
Equivalent May 2021 CAS Sub-Themes:		Awareness of Section 2 Fire/Fire Containment/Fire Spread /Fire Engineering/Escape/Mean of Escape within Dwellings/Mean of Escape from Dwellings/Fire Exits and Escape Routes/Mean of Escape Protection/Assistance to the Fire and Rescue Service/Active and Passive Fire Warning System.

## (Section 3) Environment:

Digitised CAS Theme:		(Section 3) Environment
Equivalent May 2021 CAS Overarching Theme:		Section 3 - Environment.
Equivalent May 2021 CAS Sub-Themes:		Awareness of Section 3 Environment/Awareness of Verification of Non-Certified Drainage Work/Precipitation and Condensation/Facilities and Heating /Awareness of Heating/Awareness of Fuel and Waste Storage.

## (Section 4) Safety:

Digitised CAS Theme:		(Section 4) Safety
Equivalent May 2021 CAS Overarching Theme:		Section 4 - Safety.
Equivalent May 2021 CAS Sub-Themes:		Awareness of Safety in Buildings/Access/Stairways and Barriers/Electrical Safety/General.

## (Section 5) Noise:

Digitised CAS Theme:		(Section 5) Noise
Equivalent May 2021 CAS Overarching Theme:		Section 5 - Noise.
Equivalent May 2021 CAS Sub-Themes:		Awareness of Noise in Buildings/Noise Separation/Post Completion Testing/Noise Reduction.

## (Section 6) Energy:

Digitised CAS Theme:		(Section 6) Energy
Equivalent May 2021 CAS Overarching Theme:		Section 6 - Energy.
Equivalent May 2021 CAS Sub-Themes:		Awareness of Energy Standards in Buildings.

## (Section 7) Sustainability:

Digitised CAS Theme:		(Section 7) Sustainability
Equivalent May 2021 CAS Overarching Theme:		Section 7 - Sustainability.
Equivalent May 2021 CAS Sub-Themes:		Domestic and Non-Domestic.

## Enforcement/Licensing/Other Duties:

Digitised CAS Theme:		Enforcement/Licensing/Other Duties
Equivalent May 2021 CAS Overarching Theme:		Enforcement/Licensing/Other Duties.
Equivalent May 2021 CAS Sub-Themes:		Enforcement/Licensing/Other Duties.

## 9. Annex C: Competencies Comparative:

The methodology for establishing the competencies within the digitised CAS is described under Part 6 of this document. The tables below indicate the comparative between the competencies within the new CAS platform and the current system (May 2021).

### Behaviour – Competencies:

<b>Digitised CAS Skills:</b>	<ul style="list-style-type: none"> <li>• <b>Ethical Behaviour</b></li> <li>• <b>Leadership, Collaboration, Teamwork and Communication</b></li> <li>• <b>Competence and Learning Culture</b></li> <li>• <b>Responsibility</b></li> <li>• <b>Duty of Care</b></li> </ul>
<b>Equivalent May 2021 CAS Competencies:</b>	<ul style="list-style-type: none"> <li>• Understand Ethical Behaviour with Customers and Peers</li> <li>• Customer Focus</li> <li>• Display Decision Making Expected of your Level</li> <li>• Display Evidence of the Team Player Approach</li> <li>• Display a Commitment to the Service and the Customer</li> <li>• Involvement in Supervision and/or Coaching</li> <li>• Involvement in Mentoring</li> <li>• Qualifications commensurate with your post</li> <li>• Professional Status commensurate with your Post</li> <li>• Involvement/Understanding of PRD/Training/PDP</li> <li>• Commitment to CPD to aid Personal Development and Service Improvements</li> <li>• Understands and Controls Sickness Absence</li> <li>• Aware &amp; Understand LABSS equivalence guidance and info papers</li> <li>• Aware own limitations - need to follow service protocols</li> <li>• Awareness of Health &amp; Safety Legislation</li> <li>• Awareness of Lone Working Regulations/Standards</li> <li>• Awareness of PPE Use</li> </ul>
<b>Comments:</b>	Former CAS sections 7 (Personal) and 6 (H&S) are incorporated into the new 'Behaviours' theme.

## Operational Management, Corporate and Reporting – Competencies:

<b>Digitised CAS Skills:</b>	<ul style="list-style-type: none"> <li>• <b>Business Planning and Finance</b></li> <li>• <b>Service Reporting</b></li> <li>• <b>Managing People</b></li> <li>• <b>Corporate Understanding/Duties</b></li> </ul>
<b>Equivalent May 2021 CAS Competencies:</b>	<ul style="list-style-type: none"> <li>• Setting Service Budget</li> <li>• Monitoring Service Budget</li> <li>• Line Manage People</li> <li>• Setting Service Performance</li> <li>• Monitor Service Performance</li> <li>• Setting policy for Managing Change</li> <li>• Service Business Continuity</li> <li>• Member of Emergency Planning Team</li> <li>• Preparation of Continuous Improve Plan</li> <li>• Monitoring and Reporting KPOs and CCNPs</li> <li>• Preparation of Risk Management Register</li> <li>• Prepare Risk Assessments Measures</li> <li>• Allocate Work following Risk Assessment</li> <li>• Carry out PRD Interview</li> <li>• Assess/Allocate Training Needs from PRD</li> <li>• Convene/Manage Service Team Meetings</li> <li>• Prepare Customer Care Surveys and Focus Groups</li> <li>• Monitor Customer Care Responses and Focus Groups</li> <li>• Set Complaints Procedures</li> <li>• Prepare Response to Customer Complaints/Feedback</li> <li>• Disciplinary Action</li> <li>• Report Directly to Council Committee/Management</li> <li>• Responsible for Service Team</li> <li>• Responsible for Implementing Personnel Policy</li> <li>• Setting and Ensuring Implementation of Ethical Behaviour</li> <li>• Responsibility for Implementation of National Charter</li> <li>• Responsibility for Implementation of Local BS Charter</li> <li>• Liaison with BSD at a Management Level</li> <li>• Liaison with BSD at a Working Group Level</li> </ul>
<b>Comments:</b>	<p>Previous qualifications and experience competencies now covered under 'Competence and Learning Culture'.</p> <p>Previous 'Admin and Office' themed competencies are now covered within the generality of the new wholistic skills.</p>

## Legislation/Supporting Guidance – Competencies:

<b>Digitised CAS Skills:</b>	<ul style="list-style-type: none"> <li>• <b>Principal Acts, Legislation and The Technical Handbooks</b></li> <li>• <b>Supporting Guidance and Documents</b></li> <li>• <b>Practice Guidance</b></li> </ul>
<b>Equivalent May 2021 CAS Competencies:</b>	<ul style="list-style-type: none"> <li>• Awareness/Implementation of Principal Acts</li> <li>• Awareness/Implementation of Procedure Reg/Handbook</li> <li>• Awareness/Implementation of Forms/Fees</li> <li>• Awareness/Implementation of BSS Handbook</li> <li>• Awareness of Certification Schemes</li> <li>• Awareness of Dispensation (Domestic)</li> <li>• Management/Implementation of Dispensation (Domestic)</li> <li>• Awareness of Dispensation (Non-Domestic)</li> <li>• Management/Implementation of Dispensation (Non-Domestic)</li> <li>• Awareness of Customer Journey Documentation</li> <li>• Awareness of Building Standards Register</li> <li>• Manage/Monitor Building Standards Register</li> <li>• Awareness of Historical Records</li> <li>• Awareness of STAS</li> <li>• Active Participation as a Lead Authority for STAS</li> <li>• Awareness of Historic Scotland Traditional Building Guidance</li> </ul>
<b>Comments:</b>	Previous 'Performance' themed competencies are captured by generality of 'Practice guidance' and ability will be assessed as part of corporate ongoing PRD/PDP.

## Building Types (Domestic and Non-Domestic) – Competencies:

Digitised CAS Skills:	<p><b>Domestic:</b></p> <ul style="list-style-type: none"> <li>• Single or 2 storey detached, attached or terraced houses (&lt; 200sqm individual storey area)</li> <li>• Houses that are 3 stories or higher (&lt; 200sqm individual storey area)</li> <li>• Houses with an individual storey area &gt; 200 sqm</li> <li>• Flatted and maisonette properties that do not have a storey height greater than 11 metres in height</li> <li>• Flatted and maisonette properties that have a storey height between 11 and 18 metres in height</li> <li>• Flatted and maisonette properties that have storey heights in excess of 18 metres</li> </ul> <p><b>Non-Domestic:</b></p> <ul style="list-style-type: none"> <li>• Agricultural buildings</li> <li>• Assembly and entertainment buildings less than 60 occupant load</li> <li>• Assembly and entertainment buildings more than 60 occupant load</li> <li>• Factories</li> <li>• Offices</li> <li>• Residential buildings</li> <li>• Residential care buildings</li> <li>• Shared residential accommodation buildings</li> <li>• Shops</li> <li>• Storage buildings</li> </ul>
<b>Equivalent May 2021 CAS Competencies:</b>	<i>There are no current equivalent competencies – Building Types introduced to establish risk categorisation for job roles and to support removal of duplication across domestic and non-domestic competencies.</i>
<b>Comments:</b>	See above.

## (Section 0) General – Competencies:

<b>Digitised CAS Skills:</b>	<ul style="list-style-type: none"> <li>• Awareness of the Building Standards System</li> <li>• Procedures</li> <li>• Certification</li> </ul>
<b>Equivalent May 2021 CAS Competencies:</b>	<ul style="list-style-type: none"> <li>• Scope</li> <li>• Limitations</li> <li>• Exemptions</li> <li>• Conversions</li> <li>• Ancillary Duties</li> <li>• Construction Products Regulations</li> <li>• Procedure Regulations</li> <li>• Procedural Handbook</li> <li>• Views</li> <li>• Relaxations</li> <li>• Alternative Approach</li> <li>• Roles - verifier - local authority - government – LABSS</li> <li>• Public Safety</li> <li>• BSEN/BBA/Product Data</li> <li>• Approved Certifier of Design.</li> <li>• Approved Certifier of Construction</li> </ul>
<b>Comments:</b>	<p>Previous 'Awareness of Section 0' is contained within the generality of the proposed skills and competencies for '(Section 0) General', and the awareness levels attributed to individual roles.</p>



## (Section 1) Structure – Competencies:

<b>Digitised CAS Skills:</b>	<ul style="list-style-type: none"> <li>• <b>Structure</b></li> <li>• <b>Disproportionate Collapse</b></li> </ul>
<b>Equivalent May 2021 CAS Competencies:</b>	<ul style="list-style-type: none"> <li>• Loadings</li> <li>• Design and Construction</li> <li>• Nature of Ground</li> <li>• Stability of Adjacent Buildings</li> <li>• Building Risk Group</li> <li>• Assess Additional Measures</li> <li>• Design and Construction of Additional Measures</li> </ul>
<b>Comments:</b>	<p>Previous 'Awareness of Section 1' is contained within the generality of the proposed skills and competencies for '(Section 1) Structure', and the awareness levels attributed to individual roles.</p> <p>Previous 'Structural Design Standards and Eurocodes' is contained within the generality of the proposed skills and competencies for '(Section 1) Structure', and the awareness levels attributed to individual roles.</p>

## (Section 2) Fire – Competencies:

<b>Digitised CAS Skills:</b>	<ul style="list-style-type: none"> <li>• Fire Containment</li> <li>• Fire Spread</li> <li>• Means of Escape</li> <li>• Fire and Rescue Access, Facilities and Water Supply</li> </ul>
<b>Equivalent May 2021 CAS Competencies:</b>	<ul style="list-style-type: none"> <li>• Compartmentation</li> <li>• Separation</li> <li>• Structural Protection - fire precautions</li> <li>• Cavities</li> <li>• Internal Linings</li> <li>• External Walls - spread to neighbouring buildings</li> <li>• Cladding - spread to neighbouring buildings</li> <li>• Roofs - spread from neighbouring buildings</li> <li>• Internal arrangements</li> <li>• Smoke Control</li> <li>• Internal arrangements</li> <li>• Smoke Control</li> <li>• Access</li> <li>• Facilities</li> <li>• Water Supply</li> </ul>
<b>Comments:</b>	<p>Previous 'Awareness of Section 2' is contained within the generality of the proposed skills and competencies for '(Section 2) Fire', and the awareness levels attributed to individual roles.</p> <p>Previous 'Fire Engineering' is contained within the generality of the proposed skills and competencies for '(Section 2) Fire', and the awareness levels attributed to individual roles.</p> <p>Previous themed 'Escape' and 'Escape Protection' competencies are contained within the broader skill/competence of 'Means of Escape', and the awareness levels attributed to individual roles.</p> <p>Previous 'Active and Passive Fire Warning System' is contained within the generality of the proposed skills and competencies for '(Section 2) Fire', and the awareness levels attributed to individual roles.</p>

## (Section 3) Environment – Competencies:

<b>Digitised CAS Skills:</b>	<ul style="list-style-type: none"> <li>• <b>Site Preparation</b></li> <li>• <b>Drainage</b></li> <li>• <b>Environment Moisture Control</b></li> <li>• <b>Facilities and Heating</b></li> </ul>
<b>Equivalent May 2021 CAS Competencies:</b>	<ul style="list-style-type: none"> <li>• Site preparation</li> <li>• Nature of Ground</li> <li>• Radon</li> <li>• Contaminants</li> <li>• Flooding and Moisture</li> <li>• Existing Drains</li> <li>• Public Systems</li> <li>• Private Systems</li> <li>• Internal Plumbing</li> <li>• External Drainage</li> <li>• Surface Water</li> <li>• Wastewater Treatments</li> <li>• SUDS</li> <li>• Septic Tanks/Soakaways</li> <li>• Private Sewerage Plant</li> <li>• Floors</li> <li>• Walls</li> <li>• Roofs</li> <li>• Ventilation - natural - mechanical - air quality - air conditioning</li> <li>• Accessibility</li> <li>• Sanitary facilities</li> <li>• Heating</li> <li>• Natural light - domestic - provision - conservatories – extensions</li> <li>• Solid Fuel</li> <li>• Oil</li> <li>• Gas</li> <li>• Biomass</li> <li>• Protection from Combustible Material</li> <li>• Flues</li> <li>• Chimneys</li> <li>• Flue Pipes</li> <li>• Combustion Air</li> <li>• Air for Cooling</li> </ul>

	<ul style="list-style-type: none"> <li>• Storage of Fuel</li> <li>• Fuel storage protection from fire</li> <li>• Fuel storage containment</li> <li>• Farm effluent tanks</li> <li>• Dungsteads</li> </ul>
<b>Comments:</b>	Previous 'Awareness of Section 3' is contained within the generality of the proposed skills and competencies for '(Section 3) Environment', and the awareness levels attributed to individual roles.

## (Section 4) Safety – Competencies:

<b>Digitised CAS Skills:</b>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Stairway and barriers</li> <li>• Electrical Safety</li> <li>• Safety – General</li> </ul>
<b>Equivalent May 2021 CAS Competencies:</b>	<ul style="list-style-type: none"> <li>• External</li> <li>• Internal</li> <li>• Sanitary Facilities</li> <li>• Stairways</li> <li>• Ramps</li> <li>• Pedestrian barriers</li> <li>• Vehicle barriers</li> <li>• Electrical safety</li> <li>• Electrical fixtures</li> <li>• High speed electronic network access</li> <li>• danger from accidents</li> <li>• danger from heat</li> <li>• LPG Storage</li> <li>• Security</li> </ul>
<b>Comments:</b>	Previous 'Awareness of Section 4' is contained within the generality of the proposed skills and competencies for '(Section 4) Safety', and the awareness levels attributed to individual roles.

## (Section 5) Noise – Competency:

<b>Digitised CAS Skills:</b>	<ul style="list-style-type: none"> <li>• <b>Noise</b></li> </ul>
<b>Equivalent May 2021 CAS Competencies:</b>	<ul style="list-style-type: none"> <li>• Test levels</li> <li>• Expertise</li> <li>• Generic Details</li> <li>• Sample Testing</li> </ul>
<b>Comments:</b>	Previous 'Awareness of Section 5' is contained within the generality of the proposed skills and competencies for '(Section 5) Noise', and the awareness levels attributed to individual roles.

## (Section 6) – Competencies:

<b>Digitised CAS Skills:</b>	<ul style="list-style-type: none"> <li>• <b>Building Performance (Fabric)</b></li> <li>• <b>Service Efficiency, Heating and Ventilation</b></li> </ul>
<b>Equivalent May 2021 CAS Competencies:</b>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Building Fabric</li> <li>• Glazing</li> <li>• Air Infiltration</li> <li>• Thermal Bridging</li> <li>• Conservatories</li> <li>• Extensions</li> <li>• Controls - heating - ventilation - lighting - inspection - commissioning</li> <li>• Energy performance - determining levels - energy performance certificates</li> <li>• Energy SAP/SBEM/EPC</li> <li>• Air Testing</li> </ul>
<b>Comments:</b>	Previous 'Awareness of Section 6' is contained within the generality of the proposed skills and competencies for '(Section 6) Energy', and the awareness levels attributed to individual roles.

## (Section 7) Sustainability – Competency:

<b>Digitised CAS Skills:</b>	<ul style="list-style-type: none"> <li><b>Sustainability</b></li> </ul>
<b>Equivalent May 2021 CAS Competencies:</b>	<ul style="list-style-type: none"> <li>Levels of sustainability</li> <li>Labelling</li> <li>Enhancements</li> </ul>
<b>Comments:</b>	<p>Previous 'Awareness of Section 7' is contained within the generality of the proposed skills and competencies for '(Section 7) Sustainability', and the awareness levels attributed to individual roles.</p>

## Enforcement/Licensing/Other Duties – Competencies:

<b>Digitised CAS Skills:</b>	<ul style="list-style-type: none"> <li>• <b>Building Standards Enforcement</b></li> <li>• <b>Licensing and Safety at Sports Grounds</b></li> <li>• <b>Other Duties</b></li> </ul>
<b>Equivalent May 2021 CAS Competencies:</b>	<ul style="list-style-type: none"> <li>• Enforce S29</li> <li>• Enforce S30 Notices</li> <li>• Enforce 29/30 Court</li> <li>• Emergency Call out S29/S30 in Office Hrs</li> <li>• Emergency Call out S29/S30 out Office Hrs</li> <li>• Enforce S28 Site Actions</li> <li>• Enforce S28 Notices</li> <li>• Enforce S27 Site Actions</li> <li>• Enforce S27 Notices</li> <li>• Enforce 27 Court</li> <li>• Enforce S26 Notices</li> <li>• Enforce S26 Court</li> <li>• Implement Procurement of Contractors</li> <li>• Aware of Liquor License Process</li> <li>• Aware of Safety of Sports Ground License Process</li> <li>• Aware of Special Event License Process</li> <li>• Aware of Marriage Venue License Process</li> <li>• Aware of Entertainment Venue License Process</li> <li>• Awareness of HMO License Process</li> <li>• Awareness of Section 50 Process</li> <li>• Awareness of Section 89 - License Raised Structure</li> <li>• Central Property Enquiries</li> <li>• Solicitors' Prop Enquiries</li> <li>• Letters of Comfort</li> <li>• Cross Departmental WGs</li> <li>• Disabled Access Guidance</li> <li>• Access Panel</li> </ul>
<b>Comments:</b>	-

## 10. Annex D: Roles/Competencies Matrix:

The following roles/skills matrix also features within the Professional Competency Framework (PCF) and is included here to demonstrate how the new digitised CAS skills and competencies relate to the established standardised roles. This essentially sets out the baseline competence criteria. An additional Table is included to specify the competence levels attributed to the skills.

### Competence criteria:

Core Competence Criteria	Role				
	Band 1	Band 2	Band 3	Band 4	Band 5
	Building Standards Support Officer	Assistant Building Standards Surveyor	Building Standards Surveyor	Advanced Building Standards Surveyor	Building Standards Manager (Operational)
	Competence Level				
Behaviours Competencies					
Behaviour					
A1 - Ethical Behaviour	Level 4 (C)	Level 4 (C)	Level 4 (C)	Level 4 (C)	Level 4 (C)
A2 - Leadership, Collaboration, Teamwork and Communication	Level 2 (Ap)	Level 2 (Ap)	Level 3 (U)	Level 3 (U)	Level 4 (C)
A3 - Competence and Learning Culture	Level 2 (Ap)	Level 2 (Ap)	Level 3 (U)	Level 4 (C)	Level 4 (C)
A4 - Responsibility	Level 4 (C)	Level 4 (C)	Level 4 (C)	Level 4 (C)	Level 4 (C)
A5 - Duty of Care	Level 4 (C)	Level 4 (C)	Level 4 (C)	Level 4 (C)	Level 4 (C)
Professional & Technical Competencies					
Operational Management, Corporate and Reporting					
B1 - Business Planning and Finance	N/A	N/A	Level 1 (A)	Level 2 (Ap)	Level 4 (C)
B2 - Service Reporting	Level 1 (A)	N/A	Level 1 (A)	Level 2 (Ap)	Level 4 (C)
B3 - Managing People	N/A	N/A	N/A	Level 2 (Ap)	Level 4 (C)
B4 - Corporate Understanding/Duties	Level 1 (A)	Level 1 (A)	Level 2 (Ap)	Level 3 (U)	Level 4 (C)
Legislation/Supporting Guidance					
C1 - Principal Acts and Legislation and The Technical Handbooks	Level 1 (A)	Level 1 (A)	Level 2 (Ap)	Level 3 (U)	Level 4 (C)



C2 - Supporting Guidance and Documents	Level 1 (A)	Level 1 (A)	Level 2 (Ap)	Level 4 (C)	Level 4 (C)
C3 - Practice Guidance	Level 1 (A)	Level 1 (A)	Level 2 (Ap)	Level 3 (U)	Level 4 (C)
<b>(Section 0) General</b>					
D1 - Awareness of Building Standards System	Level 1 (A)	Level 2 (Ap)	Level 3 (U)	Level 4 (C)	Level 4 (C)
D2 - Procedures	Level 1 (A)	Level 2 (Ap)	Level 3 (U)	Level 4 (C)	Level 4 (C)
D3 - Certification	Level 1 (A)	Level 2 (Ap)	Level 3 (U)	Level 4 (C)	Level 4 (C)
<b>(Section 1) Structure</b>					
E1 - Structure	N/A	Level 1 (A)	Level 2 (Ap)	Level 3 (U)	Level 3 (U)
E2 - Disproportionate Collapse	N/A	Level 1 (A)	Level 2 (Ap)	Level 3 (U)	Level 3 (U)
<b>(Section 2) Fire</b>					
F1 - Fire Containment	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
F2 - Fire Spread	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
F3 - Means of Escape	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
F4 - Fire and Rescue Access, Facilities and Water Supply	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
<b>(Section 3) Environment</b>					
G1 - Site Preparation	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
G2 - Drainage	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
G3 - Environment Moisture Control	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
G4 - Facilities and Heating	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
<b>(Section 4) Safety</b>					
H1 - Access	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
H2 - Stairway and barriers	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
H3 - Electrical Safety	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
H4 - Safety – General	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
<b>(Section 5) Noise</b>					
I1 - Noise	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
<b>(Section 6) Energy</b>					
J1 - Building Performance (Fabric)	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
J2 - Service Efficiency, Heating and Ventilation	Level 1 (A)	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
<b>(Section 7) Sustainability</b>					
K1 - Sustainability	Level 1 (A)	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
<b>Enforcement/Licensing/Other Duties</b>					
L1 - Building Standards Enforcement	Level 1 (A)	Level 1 (A)	Level 2 (Ap)	Level 3 (U)	Level 4 (C)
L2 - Licensing and Safety at Sports Grounds	Level 1 (A)	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)

L3 - Other Duties	Level 2 (Ap)	Level 1 (A)	Level 2 (Ap)	Level 3 (U)	Level 4 (C)
Building Types Competencies					
Building Types (Domestic)					
M1 - Single or 2 storey detached, attached or terraced houses (< 200sqm individual storey area)	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
M2 - Houses that are 3 stories or higher (< 200sqm individual storey area)	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
M3 - Houses with an individual storey area > 200 sqm	N/A	Level 1 (A)	Level 2 (Ap)	Level 4 (C)	Level 4 (C)
M4 - Flatted and maisonette properties that do not have a storey height greater than 11 metres in height	N/A	Level 1 (A)	Level 2 (Ap)	Level 4 (C)	Level 4 (C)
M5 - Flatted and maisonette properties that have a storey height between 11 and 18 metres in height	N/A	N/A	Level 2 (Ap)	Level 4 (C)	Level 4 (C)
M6 - Flatted and maisonette properties that have storey heights in excess of 18 metres	N/A	N/A	Level 1 (A)	Level 3 (U)	Level 3 (U)
Building Types (Non-Domestic)					
N1 - Agricultural buildings	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
N2 - Assembly and entertainment buildings less than 60 occupant load	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)
N3 - Assembly and entertainment buildings more than 60 occupant load	N/A	N/A	Level 2 (Ap)	Level 4 (C)	Level 4 (C)
N4 - Factories	N/A	N/A	Level 2 (Ap)	Level 4 (C)	Level 4 (C)
N5 - Offices	N/A	Level 1 (A)	Level 2 (Ap)	Level 4 (C)	Level 4 (C)
N6 - Residential buildings	N/A	N/A	Level 2 (Ap)	Level 4 (C)	Level 4 (C)
N7 - Residential care buildings	N/A	N/A	Level 2 (Ap)	Level 4 (C)	Level 4 (C)
N8 - Shared residential accommodation buildings	N/A	N/A	Level 3 (U)	Level 4 (C)	Level 4 (C)
N9 - Shops	N/A	Level 1 (A)	Level 2 (Ap)	Level 4 (C)	Level 4 (C)
N10 - Storage buildings	N/A	Level 1 (A)	Level 3 (U)	Level 4 (C)	Level 4 (C)

## Awareness Criteria:

Level:	Competence:	Description:
Level 1	Awareness (A)	A basic knowledge of the subject and how it relates to the role.
Level 2	Appreciation (Ap)	A general background knowledge of the subject area, combined with an appreciation of intent. May require the specialist input of others to assess compliance.
Level 3	Understanding (U)	Sufficient knowledge and understanding of the factors, for example, legal and technical involved to make informed independent decisions and assessments regarding compliance, including utilising input from other specialists.
Level 4	Comprehensive (C)	Sufficiently detailed knowledge, understanding and skills to make decisions on complex issues relating to the subject and the ability to commission and interrogate specialist assistance where necessary.