



MANAGING COMPETENCE FOR FIRE RESISTANT GLAZING INSTALLATION ACTIVITIES

Consultation

Industry Competence Steering Group

Sector Led Group 10 - Installation & Maintenance (10.1 Building Envelope)

Fire Resisting Glazing Competence Group (FRGCG)

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Executive summary

In the wake of the Grenfell Tower fire, a comprehensive review of building regulations and legislation was carried out to deliver the recommendations made in Dame Judith Hackitt's report 'Building a Safety Future'. This triggered change in both primary and secondary legislation which further embedded the requirement for demonstration of individual competence and organisational capability for those carrying out work in the built environment. The Industry Competence Steering Group, a formal sub-committee of the Building Safety Regulator's statutory Industry Competence committee, is tasked with supporting employers to define and address approaches to demonstrating competence within their areas. Within this structure, the Fire Resistant Glazing Competence Group (FRGCG) was formed to lead the development and implementation of individual competence frameworks related to fire resistant glazing.

This document sets out an intended future state for individual competence in this area. This work is intended to apply throughout the UK and has been designed as a functional addition to other competence frameworks, allowing it to be embedded alongside other areas of competence such as glazing or partition installation.

FRGCG discussed existing challenges in defining and measuring competence within fire resistant glazing, setting out the current state and making recommendations for further actions that would help to close identified gaps. These included alignment to National Occupational Standards (NOS), links with other glazing and construction based competence frameworks, and setting thresholds for experience and behaviour.

A functional map and framework of competencies has been set out to create a clear benchmark. This breaks down the work conducted in fire resistant glazing into discrete activities, each assigned a level depending on their complexity. Each activity is then broken down into statements of skills, knowledge, experience and behaviour, aligned to the requirements of BS 8670-1. These have also been fully aligned with relevant NOS (as revised in 2026) and considerations from other frameworks and guidance taken into account.

It is proposed that individuals prepare to demonstrate competence through engaging in training, either informally within their organisation, through third party training providers, or a combination of the two. Evidence of competence should then be gathered through achieving an appropriate qualification which maps to the skills and knowledge requirements from the framework, in activities relevant to the individual's role scope. Evidence of experience and behaviour should be collated in conjunction with the employer. It is recommended that a third party check is carried out that all evidence of competence against the framework is in place.

Revalidation of competence is proposed to ensure currency of competence through ongoing demonstration of experience and behaviour, refresher assessment for skills and knowledge, updates as industry requirements change, and continuing manufacturers' training.

It is acknowledged that additional activity will be required in order to move towards this future state. Proposed actions include working with the relevant awarding organisation to update qualifications and approaches to assessment, determining requirements for refresher assessment, and continuing to work with other competence development groups to embed the standard for competence.

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i Introduction

i.1 Drivers for change

In 2017, the Grenfell Tower fire created shockwaves throughout the built environment sector and generated a great deal of focus on deficiencies in both construction practices and the capability of the construction workforce.

It was recognised in the report of Dame Judith Hackitt, 'Building a Safer Future: Independent Review of Building Regulations and Fire Safety'¹ (also known as the Hackitt Report) that a simple, more effective regulatory framework would be required to deliver change. This included moving to an 'outcomes-based' model, rather than a prescriptive rules-based model reliant on complex and detailed guidance. To achieve this, competent people who are capable of understanding their responsibilities for safety & integrity and thinking for themselves are required alongside capable organisations which put individuals in a position where they can act competently.

The Building Safety Act 2022 (the Act) has introduced a new regulatory regime which puts a legal requirement to demonstrate competence front and centre, to directly address this issue. The Act, together with supporting secondary legislation including the Building Regulations (as amended in 2023) and the Higher Risk Buildings (Management of Safety Risks etc.) (England) Regulations (2023), sets a general requirement for competence at both organisational and individual levels:

- Organisational capability – Organisations must have the organisational capability to perform their functions. Organisational capability is defined within Building Regulations as having the appropriate management, policies, procedures, systems and resources in place to ensure that individuals under the control of the organisation comply with relevant regulations and that those in development are appropriately supervised
- Individual competence – Any person carrying building or design work must possess the skills, knowledge, experience and behaviours (SKEB) necessary

i.2 Addressing organisational capability

Approaches to setting out requirements for, and implementing approaches to, demonstrating organisational capability are currently under consideration in collaboration with the wider built environment sector. This work is on-going and is not directly addressed within this document or any competence outputs created.

i.3 Addressing individual competence

The Industry Competence Steering Group (ICSG) is a formal, cross-sector working group of the Industry Competence Committee (ICC), a statutory committee of the Building Safety Regulator (BSR). ICSG provides a vehicle for industry collaboration in development and implementation of competence frameworks in the built environment.

ICSG is made up of multiple sector-led groups (SLGs), each leading work in a specific area. Within this, SLG 10 is focussed on competence frameworks for installation and maintenance. The structure of SLG 10 is split into 5 super sectors, each focussed on different aspects of the installer

¹ Building a Safer Future. Independent Review of Building Regulations and Fire Safety: Final report. Dame Judith Hackitt DBE FREng. Published May 2018. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707785/Building_a_Safer_Future_-_web.pdf

landscape. SLG 10.1 covers roles and activities associated with the building envelope, including installation of fire resistant glazing.

In addition, SLG 12 is representing the wider picture of passive fire protection. As such, SLG 12 also has an interest in supporting work on competence in installation of fire resistant glazing.

i.4 The Fire Resistant Glazing Competence Group (FRGCG)

The FRGCG was formed to take forward the development of a sector-based approach to competence on behalf of SLG 10, linking into the wider work of SLG 12. It is formed from industry specialists and employer / sector body representatives in line with the principles underpinning the work of ICSG.

The following organisations have contributed to the work of FRGCG and been instrumental in the production of this document:

- Arkoni
- Association for Specialist Fire Protection (ASFP)
- Centre for Window and Cladding Technology (CWCT)
- Council for Aluminium in Building (CAB)
- Finishes & Interiors Sector (FIS)
- Forster Profile Systems (UK)
- Glass and Glazing Federation (GGF)
- Komfort Partitioning
- Optima Systems
- OWS Fire Rated
- Pilkington UK Ltd.
- PGS
- SCHOTT Technical Glass Solutions

FRGCG would also like to thank Milford & Marah Ltd. for facilitating this work.

At every stage, the FRGCG has endeavoured to consult with or include the work of other relevant bodies or working groups to ensure a joined-up approach to competence with allied sectors. Work will continue to identify interfaces with other trades and create routes for horizontal progression between trades or multiskilling.

i.5 The structure of this document

This document has been created to set out an intended ‘future state’ for individual competence for those installing fire resistant glazing (in accordance with the definition in section 1.1). This is set out in five sections:

Section 1 – Scope

This section provides information on the applicability of this document. This includes the purpose and scope of the work carried out in terms of occupation, building types and geographical area.

Section 2 – Background & context

The section provides contextual information around current competence arrangements within fire resistant glazing installation, including strengths, weaknesses, challenges and opportunities, which has informed the development of subsequent sections. Throughout this section, recommendations for improvement have been embedded, which are reflected in the proposed framework, standard for competence and/or implementation plan. These recommendations are summarised in Appendix 1 – Consolidated list of recommendations.

Section 3 – Functional map and framework of competencies

This section sets out the activities carried out within the agreed scope of installation of fire resistant glazing, and the benchmark for competence within them in terms of skills, knowledge, experience, and behaviour (SKEB).

Section 4 – Standard for competence

This section includes details of how competence can be validated and revalidated against that standard to ensure both initial competence and currency of competence.

Section 5 – Implementing the standard

This section sets out expected actions required to turn the future state into a reality, including revision of standards and associated qualifications, and actions to ensure consistency across the training and assessment landscape.

Additional information is set out within the appendices, including terms and definitions (appendix 2).

i.6 The consultation and adoption process

This document is intended to provide a mechanism for consultation with the wider sector. Following closure of the consultation all comments will be reviewed by FRGCG and, where required, amendments may be made to the functional map and framework of competencies, the standard for competence, and/or the implementation plan.

Final proposals post-consultation will also be submitted to SLG 12 for formal adoption into the passive fire framework.

Implementation will be continued in accordance with the implementation plan, overseen by FRGCG and facilitated by ASFP in collaboration with other stakeholders as appropriate.

1 Scope

1.1 Occupational area

The following definition has been used to underpin the developments outlined in this document:

Installation and maintenance of tested and certified glazing systems (including glass panels, frames and other components (e.g. seals, beads and fixings)) designed to resist heat, flame and products of combustion, internally (in order to maintain compartmentation) and externally within glazed curtain walling systems.

Fire resistant glazing systems may be used within windows, doors, screens / partitions, floors & exit routes. Installation may be carried out during construction of new buildings or as part of refurbishment works.

1.2 Purpose

The purpose of this work is to set out an industry approach to developing, measuring, and validating the competence of those undertaking activities associated with installation of fire resisting glazing against the scope set out in section 1.1. This will ensure that defined arrangements are in place by which competence can be objectively measured and confirmed, increasing safety.

This document and its underpinning details are designed for use for a variety of purposes, including:

- Development of industry wide tools for measuring and validating competence
- Development of organisational approaches to evidencing workforce competence
- Alignment and/or recognition of existing training, assessment, qualifications
- Development of new training, assessment, qualifications, and occupational standards
- Strengthening arrangements for organisational capability through third party certification schemes

No specific sector-based legal requirements for validation or revalidation of competence in installation of fire resisting glazing currently exist, however the Building Safety Act (2022) and associated legislation place an onus on individuals and employers to prove competence to work in critical activities in construction and the built environment.

1.3 Occupational relevance

This approach to competence has been designed for those carrying out installation activities as set out in the definition in section 1.1. This includes activities which may apply to those with the following role titles (this list is not exhaustive):

- Glazing installer / fitter / fixer
- Fenestration installer / fitter / fixer
- Glazier
- Glazing systems maintainer
- Partitioner

1.4 Limitations and exclusions

The design and specification of fire resistant glazing is specifically excluded, as design responsibility does not sit with those individuals carrying out installation activities. Further information on competence requirements in this area can be found [here](#), under industry competence documents.

This document is specific to installation of fire resistant glazing as defined in section 1.1. Installation of other wider systems in which fire resistant glazing is installed are excluded from the competence requirements set out. Links to the competence requirements for these have, however, been noted as part of the routes to competence set out in 4.6.

1.5 Building types

The requirements set out in this document apply equally to those installing fire resistant glazing in higher-risk buildings (HRBs) and other building types. Installation of fire resistant glazing is dependent on the specification not the building type in and of itself. As a result, it is expected that the competence requirements set out here would apply regardless of the type of building being worked on.

1.6 Geographical scope

The proposals set out have been designed to apply to the whole of the UK to create a consistent standard for competence. Further discussion with bodies in devolved nations may be required to implement these proposals outside England.

2 Background & context

2.1 Entry points

New entrants generally undertake work in general glazing or in other construction occupations prior to progressing to fire resistant glazing work. Alignment to the emerging competence frameworks for installation and maintenance of general glazing, glazed curtain walling systems, glazed partitions and other construction occupations that may install fire resisting glazing (e.g. installers of fire door assemblies) is therefore essential. Consideration may also need to be given to alignment with other groups, for example those covering installation of glazed partitions, particularly in implementation.

Recommendation 1: Implementation required to put in place the competence pathways for fire resisting glazing proposed by the work of FRGCG should align / integrate with implementation work for wider glazing and construction pathways, including general glazing, glazed partitions, glazed curtain walling and fire door installation

2.2 Activity based competence

Consideration should be given to role diversity between those installing fire resistant glazing. Whilst basic health & safety, preparation for glazing, and installation competence is required by all, the requirement for competence in other activities may depend on individual role scope. For example, some but not all individuals may install frames in fire rated window / doors and screens to accept fire resistant glazing. Developing an activity based framework will allow for flexibility to be created in competence standards and routes to competence.

Recommendation 2: An activity based competence framework and routes to competence should be developed to allow for role diversity, and allow competence to be set out for activities that not all installers complete (e.g. installing fire rated windows /doors and screens)

2.3 Existing competence standards

National Occupational Standard (NOS) for installation of fire resistant glazing were initially developed and owned by Proskills, with ownership eventually passing to the National Skills Academy for Food and Drink (NSAFD) following the dissolution of Government-backed Sector Skills Councils. These had not been updated for some time and, as a result, a lack of alignment with current needs and working practices was identified. A full review of the glazing and fenestration NOS (including those for fire resistant glazing) was undertaken during early 2026 in collaboration with FRGCG. Note that qualification structures are not being created or reviewed as part of NSAFD's NOS review.

It was determined by FRGCG that the NOS and competence framework should fully align. This is particularly important to ensure ongoing alignment with devolved nations provision, should any be created in future.

Recommendation 4: The fire resistant glazing NOS (as revised in Q1 2026) and the competence framework should fully align

The NOS in place only explicitly set out standards for skills and knowledge. No explicit standards for experience and behaviour are currently in place (although some requirements may be implicit within the NOS). Although statements of skills and knowledge from the NOS may be

reused within relevant competence standards, these will need to be added to in order to create full competence standards.

Recommendation 5: Additional explicit statements for experience and behaviour should be included within the competence standard to set out a comprehensive picture of the SKEB required for each activity

2.4 Existing routes to competence

2.4.1 Nationally recognised qualifications

An existing vocational qualification is in place (GQA level 2 NVQ Certificate in Glazing) which incorporates optional units for fire resistant glazing, including a specific knowledge unit. These units were developed in collaboration with GGF and were created independently from NOS / created without recourse to underpinning standards. Qualification assessment is based on collating a portfolio of evidence – the sector is broadly happy with this mechanism.

Bringing the NOS and qualifications back into line would ensure cohesion between the competence framework, occupational standards and qualifications products intended to support delivery of competence. GQA has agreed to review these to ensure they reflect the revised NOS and competence requirements set out industry.

Recommendation 6: NOS and qualifications should be aligned to ensure consistency

Recommendation 7: Structure and detailed content of relevant qualification units should be reviewed to ensure that these are fit for purpose

Similar qualifications in Scotland have been withdrawn due to low uptake, although it should be noted that the structures of these had moved out of step with those in England, with differing fire resistant glazing units. There is currently no intent to reintroduce these qualifications

No analogous approach currently exists for glazed curtain walling or glazed partitions, so additional qualification pathways may need to be developed within relevant qualifications.

Recommendation 8: Qualification structures within aligned areas should be reviewed and units for fire resisting glazing embedded where appropriate

2.4.2 Experienced workers

No specific experienced worker pathway is currently available. Consideration may need to be given to how to transition experienced workers who are already qualified across to any new standard for competence developed, particularly for skills and knowledge. This may require development of an experienced worker pathway.

Recommendation 9: Consideration of how experienced workers/ workers with existing related qualifications demonstrate competence should be made within any routes to competence set out.

2.5 Training provision

2.5.1 Industry training

A variety of training relating to fire resistant glazing is offered throughout the sector. Some trade associations offer knowledge based awareness training which includes considerations for fire resistant glazing (this may need to be updated following final agreement of the framework).

Much third party training is done via manufacturers (see section 2.5.3), the key principles of which are likely to be transferrable. The majority of development, however, takes place within the workplace, via working with more experienced colleagues or through internal training.

It is not believed that integrating mandatory training into the routes to competence is necessary or beneficial in this case.

2.5.2 Basic fire safety awareness training / sector specific fire safety training

Basic fire safety training has been built into proposed pathways for general glazing, glazed curtain walling, and other construction occupations. As such, this does not need to be repeated within new entrant routes but should be a consideration for any qualified experienced worker routes where this might not otherwise be picked up.

Recommendation 10: Basic fire safety training should also be built into any qualified experienced worker pathways developed

Familiarity with the broader world of passive fire protection can be driven through ASFP's introduction to passive fire protection. This could be integrated into routes to competence for those progressing to fire resisting glazing.

2.5.3 Manufacturers' training

In addition to generic, baseline competence, installers should complete manufacturers' training. This is an important component of familiarising installers with the products / components / systems used during the installation process and providing confidence in navigating manufacturers' specific instructions. Although aligned, this is considered separate to the validation of initial competence.

This may be used to train individuals prior to assessment in qualifications-based models. Where this is the case, the quality and relevance to the framework of that training should be determined and safeguarded.

Recommendation 11: Installers should complete appropriate manufacturers' training in the products and / or systems that they are using, alongside demonstrating baseline competence

2.6 Capacity and capability for training / qualification / assessment delivery

Assessors are required to have a relevant assessor / IQA qualification and 'a suitable occupational background and experience'. Information on what constitutes an appropriate background is not publicly available. Any requirements for independence of assessment should also be reviewed to ensure that assessment decisions are robust.

Recommendation 12: Assessor occupational background and experience, and requirements for independence of assessment, should be reviewed to ensure that these are fit for purpose

Uptake of qualifications to date has been relatively low. Consideration may need to be given to how to expand the pool of appropriately qualified and experienced assessors to support the competence system moving forward. This will need to be done in collaboration with the broader glazing picture, however the specific requirements for expertise in fire resistant glazing should be taken into account.

Recommendation 13: Consideration should be given to how to expand the pool of assessors to support increased qualification uptake as a result of setting out formal routes to competence

2.7 Validation of competence

2.7.1 Initial validation

Initial validation of competence across the full scope of SKEB is not currently made. Additional guidance on how to evidence competence will need to be made available to support industry.

Recommendation 14: Additional guidance on how to evidence competence should be made available to industry

An existing card scheme (GQA Q-Card) is currently used as a proxy for validating competence. This is restricted to initial achievement of a qualification (predominantly demonstrating skills and knowledge) and passing the relevant CSCS health and safety test. It is acknowledged by the group that this is not a substitute for wider demonstration of competence across the full scope of SKEB against an agreed standard.

Current registration is occupational, with all individuals in this space receiving a 'glazer' card. Additional detail on qualification units held available through an online system. This does not, however, make it clear which units are available to take – knowing that fire resistant glazing units do not appear on someone's record is contingent on understanding that they exist in the first place. This creates a lack of clarity around whether an individual has the required skills and knowledge to carry out work. Creating an additional registration endorsement which makes fire resistant glazing explicit might help to create more clarity.

Recommendation 15: Additional granularity should be added to the existing card scheme to make skills and knowledge in fire resistant glazing more explicit

It is recommended that there is external validation of competence evidence as part of the system, for example through a trade body, a specific third party scheme or through third party oversight of management systems. Although important, product certification does not form a direct component of competence arrangements.

Recommendation 16: External validation of competence evidence should be recommended as part of the competence standard set

ASFP is currently creating a validation and registration mechanism which builds on existing routes to give members an opportunity to evidence the competence of their employees. This incorporates both evidence of skills and knowledge through initial qualification and evidencing of experience and behaviour.

2.7.2 Currency of competence and ongoing validation

Currency of competence is essential to ensure that the workforce is not only capable now but remains capable in the future. A key component of the new competence regime is that competence must be maintained over time and that maintenance should be demonstrated.

Currently, no formal ongoing assessment of competence is made. As with initial validation, card schemes have been used as a proxy for ongoing validation of competence. Currently, revalidation is based on re-completion of the relevant HS&E test. No re-demonstration of skills and knowledge or evidence of ongoing learning is required.

A pathway incorporating demonstration of currency will need to be created; this may include amendment to re-registration requirements. A refresher training & assessment pathway would help to ensure that skills and knowledge stay current. Continuing collation of evidence of experience and behaviour would demonstrate current application of skills and knowledge and adherence to the wider requirements of the framework developed.

Recommendation 17: The framework and routes to competence should consider the threshold(s) and requirements for continuing demonstration of competence, incorporating refresher training and assessment to drive currency of skills and knowledge

Timescales for revalidation of competence should initially integrate with existing industry mechanisms (e.g. Q-card re-registration, competent person scheme requirements) to gain buy in and uptake to the process. Shortening revalidation timescales could be seen as unnecessarily burdensome.

Recommendation 18: Revalidation timescales should integrate with those set for other industry mechanisms

2.8 Links to Competent Person schemes

Fire resistant glazing is not currently explicitly covered within Competent Person schemes, however the scope of these may be widened in future. Consideration of the fit between the competence framework and routes produced, and any inclusions in the mandatory technical competencies (MTCs) within relevant Competent Persons schemes should be monitored to ensure alignment.

Recommendation 19: Links between the competence framework and routes to competence, and any inclusions on the MTCs should be monitored to ensure alignment

2.9 Devolved nations consistency

In creating requirements for the development, measurement and validation of competence, consideration of the best methods of ensuring consistency between England and the devolved nations is required. This is particularly important where parts of the workforce on national borders may operate in more than one nation. It is essential that a consistent bar for competence is set and adhered to throughout the UK.

Recommendation 20: Additional collaboration with the devolved nations should be made to drive consistency in standards of competence across the UK

3 Functional map and framework of competencies

3.1 Development background

A functional map has been created which breaks down the work carried out within the scope of installation of fire resistant glazing (as defined in section 1.1) into discrete activities. These activities reflect the roles, responsibilities and types of work that are undertaken.

Activities within the functional map have been designated as ‘mandatory’ where all installers are expected to demonstrate competence, or ‘additional’ where some installers may need to demonstrate competence. It is expected that individuals and employers will choose the relevant activities from the functional map when determining the competence to be demonstrated within an individual’s particular role scope. Note that core working safely activities have been agreed through development of other frameworks and do not form part of this consultation.

Each activity has been assigned a level, according to its complexity. These levels have been benchmarked against national qualification framework levels and other sector and professional frameworks (see Appendix 2 – Level descriptors for more details). Each activity has then been broken down into competency statements outlining the skills, knowledge, experience, and behaviour (SKEB) required to perform that activity competently. The most recent versions of industry National Occupational Standards (NOS) revised during 2026 have been used as the basis for skills and knowledge statements. Statements for experience and behaviour have been added to create fit for purpose competence standards.

Together, the functional map and SKEB statements set out the benchmark for competence in each activity. These are designed to be used in conjunction with the expectations of the standard for competence set out in section 4. The routes to competence defined within that standard have been designed to demonstrate competence against this framework.

3.2 The functional map and framework of competencies

The detailed functional map and SKEB statements can be found in the passive fire framework, available [here](#).

Relevant activities can be found in the ‘Install’ domain:

- [Install and repair fire resistant glazing \(FRG001\)](#)
- [Install frames in windows, doors or screens to accept fire resistant glazing \(FRG002\)](#)

3.3 Mapping to other standards and frameworks

The SKEB statements developed have been mapped against BS 8670-1:2024², and the relevant NOS as revised during 2026. Details of that mapping are available by from FRGCG, upon request.

Emerging requirements for construction products competence as outlined in the WG12 whitepaper³ have been considered during development but are not explicitly mapped as

² BS 8670-1:2024 – TC – Competence frameworks for building safety – Core criteria. Code of Practice. BSI. Published: 31 May 2024. Available from: <https://knowledge.bsigroup.com/products/competence-frameworks-for-building-safety-core-criteria-code-of-practice>

³ Built Environment – Proposed construction product competence standard – white paper. CPA. Published September 2022. Available from: <https://www.constructionproducts.org.uk/publications/technical-and-regulatory/built-environment-proposed-construction-product-competence-standard-white-paper/>

development of a full British Standard (BS 8670-2) is currently in progress. Mapping will be carried out once available.

Consideration has also been given to the contents of the whitepaper by the Joint Competence Initiative for the Building Envelope Sector (JCI), published in June 2023⁴.

⁴ Achieving Competence in the Building Envelope Sector. JCI. Published June 2023. Available from: <https://c-a-b.org.uk/wp-content/uploads/White-Paper-Achieving-Competence-in-the-Building-Envelope-Sector-Publication-Version-09.05.23.pdf>

4 The standard for competence

4.1 Target audiences

This standard for competence is intended to address the needs of the following:

- New entrant
- Experienced worker (unqualified)
- Experienced worker (with existing glazing industry qualification)
- Experience worker (with existing construction industry qualification)

Individuals will need to meet the requirements set out in the framework of competencies (section 3) for activities relevant to their specific job role. The routes to competence described in section 4.6 set out how this can be achieved.

4.2 Preparing to evidence competence

Individuals may use a combination of formal and informal learning to prepare to demonstrate competence.

Training alone (without embedded summative assessment) does not provide evidence of competence, but it is a useful enabler to prepare individuals to create the evidence of skills and knowledge required. Training may be carried out in house or through third-party training providers. When purchasing training, individuals and employers should check that this meets the requirements of the framework and will have value to them.

In addition to aiding development of knowledge and skills, informal learning in the workplace will also help to develop experience and behaviour.

4.3 Collecting evidence of competence

Individuals (in conjunction with their employer where appropriate) should select relevant activities from the functional map according to role scope. This should include all mandatory activities, and any relevant additional activities. Determination of competence should then be made through gathering evidence that the SKEB statements set out for relevant activities have been met in accordance with one of the routes to competence outlined in section 4.6.

- Evidence of skills and knowledge should be obtained through achievement of a relevant vocational qualification meeting the competence standard
- Experience (continuing application of skills and knowledge) can be demonstrated through collecting and storing evidence of work carried out in accordance with the benchmarks for experience set out within the selected activities
- Evidence of behaviour may be gained through performance management systems, including formal appraisals or reviews, or supervisor / team-leader feedback

Individuals who have yet to meet the required standard of competence for a particular activity should be supervised by a competent individual until competence has been demonstrated.

Where individuals are required to work at height, they should also hold the relevant qualifications / accreditations for the type(s) of access equipment / work types being employed. Guidance on appropriate programmes of learning and assessment is available through the Access Industry Forum (<https://accessindustryforum.org.uk/>). Where the individuals are not

personally installing or using the equipment but are protected by it, the equipment should be installed / used by individuals holding the relevant qualifications.

4.4 Validating competence

Individuals and their employers should validate that evidence of competence is in place across the full scope of relevant standards, as set out in the SKEB statements within the framework, and in accordance with the routes to competence.

It is recommended that a third-party system is utilised, to provide an objective check. For example, this may be through a specific third-party installer certification scheme, a certificated quality management system incorporating management of individual competence, or a trade association membership scheme. Widening of the current industry registration scheme to incorporate full requirements for competence may also support industry in validating competence.

Where use of third-party validation is inappropriate, structured mechanisms for collating and checking evidence should be in place.

4.5 Revalidation of competence

Continuing demonstration of competence and revalidation of that competence are a key component of any assurance scheme. Competence should be revalidated every five years. As with initial validation, it is recommended that a third-party system is utilised, to provide an objective check.

Evidence contributing to revalidation should be collected according to the routes to competence set out in section 4.6.3 and the requirements of the framework of competencies.

Alongside ongoing collation of evidence to demonstrate baseline competence, individuals should also complete and collate evidence of relevant manufacturers' training for the products / systems they are using.

4.6 Proposed route to competence

The following sets out a route to competence for all entry points listed in section 4.1. It should be noted that further development will be required to put routes to competence in place, specifically to ensure that appropriate products are in place for individuals and their employers to access. Until the point where new routes to competence are available, existing competence guidance should be followed.

4.6.1 Initial competence

It is expected that an employer or individual will define the job role relevant to their scope of activities (as set out in section 4.3). Individuals will develop their skills, knowledge, experience and behaviour in the workplace, supported by appropriate third-party training where required.

Individuals must provide the following evidence of competence (see section 3.2 for information on detailed SKEB requirements):

- A regulated qualification certificate showing achievement of a glazing or construction based qualification incorporating core working safely units from the competence framework (see framework for more detail)

- For glazing:
 - Maintain health and safety within the glazing working environment
 - Communicating and working with others in the glass and related working environments
 - Locate, handle, and transport glazing materials and equipment

OR

- For construction:
 - Conform to general health, safety and welfare in the workplace
 - Conform to productive working practices in the workplace
 - Move, handle and store resources
- A qualification certificate showing achievement of units meeting the requirements of⁵
 - FRG001 – Install and repair fire resistant glazing
 - FRG002 – Install frames in windows, doors or screens to accept fire resistant glazing (if relevant to role scope)
- Collated evidence of experience in line with the requirements of the competence framework, in mandatory activities
- Collated evidence of behaviour in line with the requirements of the competence framework, in mandatory activities

Individuals will be eligible for a blue, skilled worker card for Fire Resistant Glazer.

4.6.2 Addition of further competencies

If the scope of an individual's role changes over time, they may need to add competence in installing frames for windows, doors or screens to accept fire resistant glazing at a later date. If so, individuals should develop and demonstrate this competence in line with the routes set out in section 4.6.1.

4.6.3 Evidencing currency of competence

Evidence of currency of competence should be collected regularly throughout the five-year validation period, in order to support revalidation. Individual must provide the following evidence of ongoing competence:

- Completion of any relevant skills / knowledge updates (e.g. legislative updates / technological changes)
- Completion of refresher assessment in line with industry requirements and the requirements of the framework in activities relevant to role scope
- Ongoing evidence of experience (continuing application of skills and knowledge over time) meeting the requirements of activities in the framework relevant to role scope
- Ongoing evidence of behaviour meeting the requirements of the framework

⁵ Note, where an individual undertakes a single qualification incorporating core working safety units and specific units relating to fire resistant glazing, only once certificate reflecting that will be required

- Completion of relevant HS&E test, where ongoing CSCS registration is required

Individuals should continue to complete manufacturers' training relevant to their scope of work and the products / systems being installed. Any relevant requirements for continuing working at heights certification should also be met.

4.7 Relationship to organisational capability

Alongside demonstrating the competence of individuals within their workforce, companies also need to demonstrate organisational capability.

Work has been carried out by the Building Safety Regulator's statutory Industry Competence Committee (ICC) and an Industry Task and Finish Group (ITFG) to develop guidance on organisational management of competence – a key component of organisational capability. Intended to provide high level principles and practical ways to apply these respectively, this guidance provides key prompts and case studies to support organisations in developing a proportionate approach to managing the competence of their staff and supply chain. The guidance can be found on the BSI's [Built Environment Competence Hub](#).

4.8 Ongoing monitoring and maintenance

This standard and the functional map / framework of competencies will be managed and maintained by FRGCG, with practical support provided by ASFP. Documentation will be reviewed, at a minimum, every three years. Minor amendments to the framework, including the addition of clarification text to existing statements, may be made by FRGCG during this period. Resolving typographical errors and formatting changes to ensure the framework is up to date may be made by ASFP on a continuous basis.

5 Implementing the standard

It has been acknowledged that further development work will be required to put in place the proposed routes to competence for the sector. The following table sets out the next steps required to fully implement the competence requirements set out within this paper. It should be noted that this list is not necessarily exhaustive, and further actions might be identified as work progresses.

Where specific product development is required, estimated time required for that development to take place has been factored into the timescale outlined. This may be subject to change as more detailed requirements emerge, to allow for alignment with wider developments in glazing competence, or to align with stakeholder capacity.

Activity required	Purpose	Owner	Timescale
Align / integrate implementation plan with wider glazing picture	To ensure a cohesive approach	FRGCG	Ongoing
Review and update relevant frameworks and qualifications	To ensure alignment to NOS and competence framework	GQA (supported by FRGCG)	End 2026*
Review assessor requirements and requirements for independence of assessment	To ensure robust assessment of skills and knowledge	GQA (supported by FRGCG)	End 2026*
Agree refresher assessment requirements for currency of competence	To ensure a consistent approach	FRGCG	Summer 2027
Determine mechanism for refresher assessment	To ensure robustness of delivery	FRGCG	Summer 2027
Approach Q-card to discuss amendments to registration categories	To ensure sufficient granularity of registration	FRGCG	End 2026
Continue to work with relevant groups to embed competence requirements for fire resistant glazing	To ensure functional requirements are embedded consistently in occupational frameworks and competent person scheme mandatory technical competencies	FRGCG	Ongoing

*subject to agreement with GQA during implementation

Appendix 1 - Consolidated list of recommendations

Recommendation 1: Implementation required to put in place the competence pathways for fire resisting glazing proposed by the work of FRGCG should align / integrate with implementation work for wider glazing and construction pathways, including general glazing, glazed partitions, glazed curtain walling and fire door installation

Recommendation 2: An activity based competence framework and routes to competence should be developed to allow for role diversity, and allow competence to be set out for activities that not all installer complete (e.g. installing fire rated windows /doors and screens)

Recommendation 4: The fire resistant glazing NOS (as revised in Q1 2026) and the competence framework should fully align

Recommendation 5: Additional explicit statements for experience and behaviour should be included within the competence standard to set out a comprehensive picture of the SKEB required for each activity

Recommendation 6: NOS and qualifications should be aligned to ensure consistency

Recommendation 7: Structure and detailed content of relevant qualification units should be reviewed to ensure that these are fit for purpose

Recommendation 8: Qualification structures within aligned areas should be reviewed and units for fire resisting glazing embedded where appropriate

Recommendation 9: Consideration of how experienced workers/ workers with existing related qualifications demonstrate competence should be made within any routes to competence set out.

Recommendation 10: Basic fire safety training should also be built into any qualified experienced worker pathways developed

Recommendation 11: Installers should complete appropriate manufacturers' training in the products and / or systems that they are using, alongside demonstrating baseline competence

Recommendation 12: Assessor occupational background and experience, and requirements for independence of assessment, should be reviewed to ensure that these are fit for purpose

Recommendation 13: Consideration should be given to how to expand the pool of assessors to support increased qualification uptake as a result of setting out formal routes to competence

Recommendation 14: Additional guidance on how to evidence competence should be made available to industry

Recommendation 15: Additional granularity should be added to the existing card scheme to make skills and knowledge in fire resistant glazing more explicit

Recommendation 16: External validation of competence evidence should be recommended as part of the competence standard set

Recommendation 17: The framework and routes to competence should consider the threshold(s) and requirements for continuing demonstration of competence, incorporating refresher training and assessment to drive currency of skills and knowledge

Recommendation 18: Revalidation timescales should integrate with those set for other industry mechanisms

Recommendation 19: Links between the competence framework and routes to competence, and any inclusions on the MTCs should be monitored to ensure alignment

Recommendation 20: Additional collaboration with the devolved nations should be made to drive consistency in standards of competence across the UK

Appendix 2 - Level descriptors

The activities detailed within the functional map described in section 3 (Functional map and framework of competencies) have been split into five levels based on the complexity of the activities. These levels are linked to levels associated with UK and European regulated qualifications frameworks and have also been benchmarked against key professional statuses. It should be noted that these descriptors are intended to provide information on the framework level and examples of alignment to other existing frameworks training, qualifications, or related products only. This does not infer that these products will necessarily appear in, or form the basis of, routes to competence.

		Existing indicators: The information below provides an indication of how the passive fire framework levels link to the levels set within existing regulated frameworks and professional framework, and that types of activities that sit at those levels. [NB: this is not a list of competence requirements or routes to competence and is provided for guidance purposes only]			
Passive fire framework level	Level descriptor	Regulated framework levels	Bloom's cognitive domain*	UK-SPEC**	Activity types
Foundation	Operational activities undertaken, supervised or unsupervised, within existing defined procedures	EQF level 3 RQF / CQFW level 2 SCQF level 5 NQF IE level 4	Remembering / understanding / applying		
Intermediate	Supervisory and independent activities that complete tasks and address problems that, while well-defined, may be complex and non-routine	EQF level 4 RQF / CQFW level 3 SCQF level 6 NQF IE level 5	Understanding / applying / analysing	EngTech	Installation of fire resistant glazing
Experienced	Activities that broadly involved making independent decisions or taking responsibility in broadly defined, complex contexts	EQF level 5 RQF / CQFW level 4/5 FHEQ level 4/5 (HNC (L4); Foundation Degree, HND, short cycle (L5)) SCQF level 7/8 NQF IE level 6	Applying / analysing / evaluating		Construction site supervision Authorise signatory / relevant responsible person
Advanced	Activities that involved critical analysis and evaluation of different perspectives, approaches or schools of thought, and the theories that underpin them	EQF level 6 RQF / CQFW level 6 FHEQ level 6 (Batchelor's Degree, first cycle) SCQF level 9/10 NQF IE level 7/8	Analysing / evaluating	IEng	Construction site management Project / contract management
Authoritative	Complex or strategic activities that inform the direction of work or the broader industry, including understanding the wider context and current developments, and producing change	EQF level 7 RQF / CQFW level 7 FHEQ level 7 (Master's Degree, second cycle) SCQF level 11 NQF IE level 9	Analysing / evaluating / creating	CEng	Technical product evaluation

* Note that this constitutes broad alignment only and is used as an indicative resource for development purposes only

** Note that this does not indicate that everything at this level contributes to UK-SPEC, or a link between its requirements and the specifications made in this framework. This is purely for indicative purposes only.

Appendix 3 - Terms & definitions

Behaviour

Observable traits or ways of working that should be displayed. Observable things that an individual does or does not do

Competence / individual competence

Application of skill, knowledge, experience, and behaviour consistently by an individual to achieve a specific outcome

Standard for competence

Procedures & requirements for developing, measuring, validating, and proving competence against agreed skills, knowledge, experience, and behaviours required for an individual undertaking a role, function, activity, or task in order to perform their work to predetermined standards and expectations and maintain or improve their performance over time. This is sometimes referred to as a competence framework or competence standard

Continuing professional development (CPD)

Activities undertaken by an individual to maintain and develop competence, including formal and informal learning, self-assessment, obtaining feedback and identifying areas for improvement

Experience

Participation in relevant activities or observation of facts and events leading to acquisition, improvement or demonstration of skills and knowledge

Formal learning

Organised and structured learning against formal learning objectives

Framework of competencies

Agreed statements of skills, knowledge, experience, and behaviour against specific activities identified in the functional map

Functional map

A map of activities included in the sub-sector, split into pre-determined levels of complexity

Glazing

Transparent or translucent infill, together with all the components required to hold it within a frame (*as defined in BS EN 12519*)

Individual

A single human being

Informal learning

Self-directed learning, or learning from experience

Higher-risk building (HRB)

Building subject to enhanced regulatory requirements or where risks might be considered elevated (for example as a result of the physical characteristics of the building, the way in which the building is used, or as a result of human factors)

Job role

The specific combination of activities performed in a specific role, as agreed between an employee and an employer. This may change over time, or from employer to employer, or between employees of the same employer

Knowledge

Assimilation of facts, theories, and practices in relation to a given role, function, activity, or task

Occupation

The area of work undertaken by a category of employees, each of which may have a related but different job role. This is standard across the entire industry

Organisational capability

The combination of people, practices and other resources brought together by a

business to allow it to function effectively and deliver value to customers and stakeholders

Qualification

A regulated programme of assessment, sometimes with aligned training, which results in the issue of a nationally recognised award being made upon completion

Revalidation

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

Sector-specific competence framework

A competence framework relevant to a specific role, function, activity, task, trade, or discipline

Skill

The ability to perform an activity or task consistently with a specific intended outcome

Validation

The formal process of assessing an individual's competence against a sector-specific framework