**4.3: personal competence statement**

When you are appointed as a principal designer you must have the skills, knowledge, experience and behaviours necessary to fulfil the duties under the CDM Regulations and Dutyholder Regulations. You must not accept an appointment to act as a principal designer unless you are competent to do so.

Your client has a duty to take all reasonable steps to satisfy themselves that you are competent to fulfil your principal designer duties under the regulations.

For higher-risk building projects your client has a duty to submit a competence declaration to the building safety regulator as part of any building control approval application, which confirms that the client is satisfied that you fulfil the competence requirements of the Dutyholder Regulations.

This statement can used to advise your client of your skills, knowledge, experience and behaviours that demonstrate you are competent to fulfil your principal designer duties. Your qualifications and project experience could be demonstrated by appending a suitably tailored CV and your training and CPD could be demonstrated by your personal development plan and CPD record.

**personal competence statement**

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| Name: |  | | |
| Practice: |  | | |
| Position: |  | | |
| Date: |  | Revision: |  |
| **Education & qualifications:** | | | |
| Qualifications: | | | Date obtained: |
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| **Project experience:** | | | |
| Roles & responsibilities: | | | Dates: |
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| **Training & CPD:** | | | |
| Activity description: | | | Date completed: |
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| **Behavioural competence[[1]](#endnote-1):** | | | |
| **Ethical behaviour:**  *Include examples of what you have done to promote safe outcomes in your design work, including respect for life, the law, environment and public good; honesty and integrity; accuracy and rigour; and responsibility for direction, conduct and communication. This might include complying with relevant codes or standards of conduct; respect for diversity and principles of inclusivity; and/or application of sound judgement including anticipating, identifying, analysing and solving problems to support safe and effective outcomes.* | | | |
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| **Leadership, teamwork and communication:**  *Include examples of what you have done to demonstrate effective leadership, teamwork and communication as an individual or as a member of a team, including demonstrating a commitment to a strong safety culture; collaborating effectively and collectively as part of a team; and communicating effectively. This might include visible commitment to a strong safety culture; collaboration with others and effective team working skills; effective communication within and between teams, organisations and individuals; listening and feeding back effectively; communication technical information to non-technical audiences; and communicating effectively through use of oral, written, drawn, digital or graphic information and in accessible formats.* | | | |
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| **Managing individual competence:**  *Include examples of how you manage your own competence; the competence of other where appropriate; and how you maintain competence and contribute to a learning culture. This might include acting with the limits of your own competence (particular in relation to building safety) and seeking further appropriate advice where necessary; maintaining competence including undertaking self-assessment and personal development activities; managing the competence of others including fulfilling dutyholder obligations when allocating tasks within teams; and recording, monitoring, analysing and acting to improve outcomes as part of a learning culture.* | | | |
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| **Personal responsibility and accountability:**  *Include examples that demonstrate you understand your personal role and responsibilities with particular reference to safety; that you accept and manage accountability for your individual actions; and understand your responsibility and accountability for collective actions. This might include responsibility for your own actions and for the actions of those under your supervision or direction; managing boundaries/interfaces of responsibility and communicating these effectively to others; anticipating, identifying and challenging unsafe or inappropriate behaviours and escalating concerns through reporting or whistleblowing mechanisms; and identifying and providing feedback on unsafe process, equipment, procedures, construction products, buildings systems, standards or quality.* | | | |
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| **Respect and duty of care to others:**  *Include examples that demonstrate you understand and respect your duty of care to the public and building occupants; your duty of care to co-workers; and your duty to communicate with persons outside of the project team and respond to reported risks or concerns. This might include your duties and obligations to act in protecting the safety of yourself, colleagues and the public whilst undertaking your work; your duty of care to occupants including residents, first responders and people in and around buildings in use; and consultation, listening and engagement with occupants or others who are or could be affected by your design work (including vulnerable, older and disable people) and responding appropriately.* | | | |
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| **Sanctions and enforcement action:** | | | |
| I confirm that I have not been subject to any sanctions or enforcement action under the Building Act 1984, the Health and Safety at Work etc. Act 1974; the Building Safety Act 2022 or any statutory instruments enacted under this legislation. | | | |
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| Signed: |  | Date: |  |
|  | | | |

1. “*Necessary behaviours*” include:

   1. compliance with the relevant requirements, including refusing to carry out any design work if the building work to which the design relates cannot be carried out in compliance with all relevant requirements;
   2. cooperation with other persons in relation to the work;
   3. refusing to carry out work which is beyond their skills, knowledge or experience, and asking for the assistance of other persons where necessary.

   [↑](#endnote-ref-1)