



BUILDING CONSENT AUTHORITY

GUIDANCE DOCUMENT FOR BUILDING COMPETENCY ASSESSMENT

SOURCES OF EVIDENCE SUITABLE FOR COMPETENCY ASSESSMENT REVIEWS

(to be consulted when assessing building officer competencies – as below but not limited to)

SOURCE OF EVIDENCE	GUIDANCE NOTES — POSSIBLE EXAMPLES THAT COULD BE USED TO HELP ASSESS COMPETENCY
Self-assessment	<ul style="list-style-type: none"> • Self-assessment by the employee against the core competencies to be assessed • Employee recognises when work is outside their ability • Employee recognises when peer review is required • Employee identifies strengths, knowledge/skills gaps • Employee identifies training needs
Work experience and examples of completed work (covering the range of different activities undertaken by the employee)	<ul style="list-style-type: none"> • Overview of work history and relevant experience in the building industry • Building consent documentation the employee has processed and approved or rejected • Inspections undertaken by the employee, including their inspection records, letters or reports written, notices they have issued, follow-up actions taken • Compliance schedules — review of compliance schedule assessments and identification of inspection, maintenance and reporting procedures\ • Code compliance certificates issued — checklists completed and any other material supporting the decisions the employee has made e.g. photos • Other written documentation or reports they have authored (including letters to stakeholders, internal memos, notices to fix, training or published articles)
Written statements or references from peers or technically skilled observers	<ul style="list-style-type: none"> • This could include statements from individuals with proven technical skills and expertise (such as managers, team leaders, engineers or other professional colleagues who are either internal or external to the organisation). These statements should confirm that they have observed the employee’s work directly • Such references or statements should note the dates and time period in question, the capability and professional capacity of the observer, the context of the work in question, and any other relevant information
Direct observation or	<ul style="list-style-type: none"> • Casual monitoring of employee’s performance on a daily basis

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Shadowing of the employee on the job	<ul style="list-style-type: none"> • How the employee performs during site visits, vetting applications, processing building consents, carrying out field inspections, issuing code compliance certificates or notices to fix, and performing administrative tasks, etc • How the employee communicates with stakeholders (verbal and written) • How the employee handles any instances or deviations from the approved plans and follows up on outstanding issues • How the employee performs giving expert evidence in a court setting
Organisational records	<ul style="list-style-type: none"> • Previous competency assessments and performance reviews that consider the key competencies of the employee • Training and continuing professional development records • Any compliments or positive feedback received from stakeholders • Records of any complaints made against the employee in question and the outcomes of any investigations arising from these • Occupational health and safety records
Evidence of successful completion of courses that include projects or competency-based assessment	<ul style="list-style-type: none"> • Technical courses e.g. fire, accessibility, weathertightness compliance • Building controls courses e.g. BRANZ, Weltec • First aid, occupational health and safety courses • Induction training • Information technology training and courses • Training in quality assurance systems and auditing • BRANZ Ltd training seminars • Building Officials Institute of New Zealand training seminars • Other tertiary-level courses
Qualifications that may have relevance to building control	<p>At the present time there are no specific qualifications in building control. However, the following qualifications and courses may be relevant in supporting a competency assessment.</p> <p>Degrees</p> <ul style="list-style-type: none"> • Architecture • Engineering (mechanical, electrical, civil, structural, fire, geotechnical, etc) • Environmental science/health • Building science/building technology • Construction management

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	<p>Diplomas and certificates</p> <ul style="list-style-type: none"> • National diplomas in architectural design, quantity surveying • New Zealand Certificate in Building, New Zealand Certificate in Drafting, New Zealand Certificate in Engineering (these were replaced by the New Zealand Qualifications Authority and registered national diplomas described above) • Construction management (Unitec, Weltec, etc) • Trade, advanced trade in carpentry • National Certificate in Carpentry <p>Short courses</p> <ul style="list-style-type: none"> • Department of Building and Housing, BRANZ Ltd. Standards New Zealand or Building Officials Institute of New Zealand seminars and courses • Building consent authority induction or in-house training courses • Manufacturers’ or trade demonstrations • In-house training on specific areas such as building terminology, legislation, NZS 3604 • Training in use of the building consent authority’s systems and processes and equipment eg, computer training, training in use of moisture meter/digital camera, accreditation- related training <p>Factors to consider when assessing the relevance of qualifications and courses</p> <ul style="list-style-type: none"> • When it was completed • What further training the individual has done to stay current in their area of expertise • Whether the industry has changed since the qualification was obtained and, if so, whether the qualification/training is relevant in today’s environment • What type of course it was, and whether it involved an assessment or test leg, exam, completion of a project or production of an output)
<p>Registration under statute</p>	<p>Chartered Professional Engineers of New Zealand Act 2002</p> <ul style="list-style-type: none"> • Registered engineer <p>Registered Architects Act 2005</p> <ul style="list-style-type: none"> • Registered architect <p>Plumbers, Drainlayers and Gasfitters Act 1978</p> <ul style="list-style-type: none"> • Craftsman or registered plumber • Craftsman or registered gasfitter • Registered drainlayer <p>Building Act 2004</p> <ul style="list-style-type: none"> • Licensed building practitioner (this scheme is still being developed and will come into effect by 30 November 2009) <p>Electrical Act 1992</p> <ul style="list-style-type: none"> • Registered electrician
<p>Other material they</p>	<ul style="list-style-type: none"> • Papers developed and presented at industry workshops,

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have produced	conferences, or seminars <ul style="list-style-type: none"> • Papers developed for training purposes • Checklists or procedures developed • Articles written or published
Professional/industry affiliations	<ul style="list-style-type: none"> • Voluntary memberships (e.g. Building Officials Institute of New Zealand, Master Builders, Certified Builders, New Zealand Institute of Building Surveyors) • Professional affiliations • Industry participation (committee member, officeholder, attending conferences, etc) • Trade affiliations (e.g. BRANZ, Standards New Zealand) • Attending conferences or trade shows

ASSESSING COMPETENCE

Means of assessing competence

There are a number of ways of undertaking competency assessments. Most sound competency assessment processes use the following methods.

- Reviewing self-assessments
- Consideration of work-related experience
- Interviewing employee
- Observing employee
- Reviewing completed work and undertaking case studies
- Reviewing the performance monitoring and professional development records of an employee.

It is likely that the building consent authority will use a combination of these methods.

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