

Name:

Date:

Level 3 Goals – Category 3 Buildings
 (Cat 3 Buildings - competent) (Cat 3 Alt Sol under supervision) (Cat 1 & 2 Buildings – competent to train)

For each statement, fill in the circle which most applies as to how the competency behaviours are demonstrated by the staff member.
 Staff member to complete self-assessment and assessor (team leader/senior/specialist) to complete assessment columns.

Assessor must record notes and document discussions with staff member.

Assessor's level of technical competence must not be below that of the person being assessed.

Technical (refer to list describing building categories for full definition of scope)	Building <input type="radio"/>	P & D <input type="radio"/>	Self Assessment			Assessment		
			Not yet competent	Partially competent	Competent	Not yet competent	Partially competent	Competent
Regulation 10.3. (a-f)								
Proficient in all requirements specified for Levels 1, 2 & 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates ability to research, analyse and assess building methods and products for Category 3 buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates knowledge of the Acceptable Solutions associated with Category 3 buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates knowledge of the Alternative Solutions associated with Category 1 & 2 buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates the ability to assess plans in accordance with sections 67-70 of the BA2004 for all building categories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates the ability to assess plans in accordance with sections 71-74 of the BA2004 for all building categories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates the ability to assess plans in accordance with sections 75-83 of the BA2004 for all building categories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates the ability to issue code compliance certificates for all building categories in accordance with sections 91-96 of the BA2004	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates the ability to assess plans in accordance with sections 100-110 of the BA2004 for Category 3 buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates the ability to assess plans in accordance with sections 112-120 of the BA2004 for Category 3 buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates understanding of the Fire Service Act 1975, sections 21A – 21I, and the Fire Safety and Evacuation of Buildings Regulations 2006	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complies with the BCA's policies, processes and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates effectively with internal and external persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demonstrates the ability to analyse issues and provide resolutions	○	○	○	○	○	○	○	○
Technical (refer to list describing building categories for full definition of scope) Regulation 10.3. (a-f)	Building ○	P & D ○	Self Assessment			Assessment		
			Not yet competent	Partially competent	Competent	Not yet competent	Partially competent	Competent
Identifies and/or investigates problems/potential problems discovered in all categories of buildings	○	○	○	○	○	○	○	○
Checks and/or assesses work of Level 1, 2 and 3 officers	○	○	○	○	○	○	○	○
Effectively trains and coaches others in Category 1 and 2 Buildings	○	○	○	○	○	○	○	○
Without supervision, processes plans to establish compliance with NZBC or inspects buildings in accordance with the approved plans for:	Building ○	P & D ○	Not yet competent	Partially competent	Competent	Not yet competent	Partially competent	Competent
Outbuildings associated with commercial or industrial properties E.g. machinery or plant room, dangerous good storage building, jetty, mast, pylon	B1-2, C1-4, D1, E1-2, F1-8, G1-9	C1-4, E1, G1-4, G10-13	○	○	○	○	○	○
Timber slatted decks associated with commercial or industrial properties	B1, B2, C1, D1, E2, F4	N/A	○	○	○	○	○	○
Retaining walls incurring a surcharge and associated with commercial or industrial properties	B1-2, E2	E1	○	○	○	○	○	○
Conservatories – commercial (any size)	B1-2, C1, C4, D1, E1-3, G4-5, G7, G9, H1	E1, G13	○	○	○	○	○	○
Public swimming or spa pools and associated fencing or changing rooms	B1-2, D1-2, C1-4, E1-3, F2, F4, F6-8, G1-9,	E1, G1-4, G12-14	○	○	○	○	○	○
Public toilets	B1-2, C1, C4, D1, E1-3, F2, F4, F5, F7, G1-9, H1	E1, G1-4, G10-14	○	○	○	○	○	○
Any 3-storey dwelling using an alternative solution cladding	B1-2, C1, C4, D1, E1-3, G4-5, G7, G9, H1	E1, G1-4, G10-13	○	○	○	○	○	○
Any additions or alterations (or) single or 2-storey dwelling clad with solid plaster or monolithic claddings with an E2 risk matrix score > 20)	B1-2, C1, C4, D1, E1-3, F2, F4, F5, F7, G1-9, H1	E1, G1-4, G10-13	○	○	○	○	○	○
Any additions or alterations (or) dwelling with no design limitations.	B1-2, C1, C4,	E1, G1-4,	○	○	○	○	○	○

This will include straw-bale type buildings where no New Zealand or Australian standards exist for the construction methodology. This includes all designs / alternative solutions outside the scope of the E2 risk matrix.	D1, E1-3, F2, F4, F5, F7, G1-9, H1	G10-13						
Without supervision, processes plans to establish compliance with NZBC or inspects buildings in accordance with the approved plans for:	Building ○	P & D ○	Not yet competent	Partially competent	Competent	Not yet competent	Partially competent	Competent
Any additions or alterations (or) new buildings containing sleeping purpose groups SR and SH buildings E.g. multi-unit and group dwellings no more than 5 stories in height	B1-2, C1-4, D1-2, E1-3, F1-8, G1-9, H1	C1-4, E1, G1-4, G10-15	○	○	○	○	○	○
Any additions or alterations (or) new light industrial or small commercial buildings less than 2-storeys and with less than 100 people (CL or WL). Includes fit-outs. E.g. workshops, warehouse, factory, retail shop, hairdresser, offices	B1-2, C1-4, D1-2, E1-3, F1-8, G1-9, H1	C1-4, E1, G1-4, G10-15	○	○	○	○	○	○
Any additions or alterations (or) new public / group assembly buildings greater than 2-storeys with greater than 100 people . Includes fit-outs. E.g. cinema, clubroom, museum, school, college, university, bank, halls, stadiums, restaurants, nightclub/bar, shopping complex, etc	B1-2, C1-4, D1-2, E1-3, F1-8, G1-9, H1	C1-4, E1, G1-4, G10-15	○	○	○	○	○	○
Any additions or alterations (or) new buildings containing sleeping purpose groups other than SR and SH, buildings greater than 3-storeys (or) buildings with occupant load less than 100 people E.g. holiday camp, hostel, nursing home, time-share, hotel, motels, boarding houses, rest homes, flats, apartments, communes, maraes, hospitals etc.	B1-2, C1-4, D1-2, E1-3, F1-8, G1-9, H1	C1-4, E1, G1-4, G10-15	○	○	○	○	○	○
Any additions or alterations (or) new buildings containing sleeping purpose groups other than SR and SH, buildings greater than 3-storeys (or) buildings with occupant load greater than 100 people E.g. holiday camp, hostel, nursing home, time-share, hotel, motels, boarding houses, rest homes, flats, apartments, communes, maraes, hospitals etc.	B1-2, C1-4, D1-2, E1-3, F1-8, G1-9, H1	C1-4, E1, G1-4, G10-15	○	○	○	○	○	○
Civil engineering projects E.g. dams, canals, tunnels, highway and railway bridges or any other major civil engineering projects	B1-2, C1-4, D1-2, E1-3, F2, F4, F5, F7, G1-9, H1	C1-4, E1, G14-15	○	○	○	○	○	○
Alternative solutions for Category 2 Buildings	All	All	○	○	○	○	○	○
Relocatable buildings and demolition work (commercial buildings – any)	B1-2, C1-4, D1-2, E1-2	E1, G9-13	○	○	○	○	○	○
Air-conditioning units (where units penetrate the cladding) FRR penetrations, ducting, etc – boundary wall / strata title	B1-2, C1-4, E2, G9	C1-4, E1, G6, G10-12	○	○	○	○	○	○

Work Standards	Self Assessment			Assessment		
	Rarely Demonstrates	Usually Demonstrates	Consistently Demonstrates	Rarely Demonstrates	Usually Demonstrates	Consistently Demonstrates
Contributes to improve quality and efficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meets performance expectations and goals set with Team Leader with no justifiable complaints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and maintains strong working relationships with other unit leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication Skills						
Correctly prepares complex documents, reports and written information showing clear links between analysis and conclusions, and with minimal rewriting required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarifies information or issues with other teams, outside bodies or members of the public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes a convincing case when explaining the reason for decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrity						
Demonstrates thorough understanding of planning ethics and organisational standards and applies these when carrying out role responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains social, ethical and organisational norms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk Management						
Ensures risk to Council is eliminated or minimised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When specific guidelines do not exist, takes action to minimise risk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision Making						
Able to describe what information is required to verify facts and how that information can be obtained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyses information to determine underlying issues and explain trends, problems and cause-effect relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops decision criteria based on factors that affect Council.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involves stakeholders in the development of options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptability						
Supports and uses others' good ideas to solve problems or address issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continuous & Applied Learning	Self Assessment			Assessment		
	Rarely Demonstrates	Usually Demonstrates	Consistently Demonstrates	Rarely Demonstrates	Usually Demonstrates	Consistently Demonstrates
Develops a broader understanding of issues that could impact on professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acts strategically and with vision towards long-term objectives in business initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fosters and encourages culture of best practice and continual process improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Customer Service						
Demonstrates advanced and independent case management of customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively influences customer expectations in meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates ability to independently represent Council in the resolution of major issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Level of competency established: Yes / No

Signed by staff member: _____ Date: _____

Signed by assessor: _____ Date: _____

KEY	
Competent	fully demonstrates all of the competencies required
Partially competent	demonstrates most of the competencies required (i.e. more than 50% but less than 95%)
Not yet competent	demonstrates some of the competencies required (i.e. less than 50%)

Training undertaken/received:

Exposure: processing / inspection / other

Team Leader/Senior Comments on Peer Reviews:

