

Council of the Reciprocating Surveyors Boards of Australia and New Zealand (CRSBANZ)



COMPETENCY ASSESSMENT

Have you ever watched a top game of football, and asked yourself, “what does it take to be a great footballer?” The answer is quite simple, but often it is the simple things that are hardest to achieve.

There are only three ingredients required. They are:

1. You must know the rules and the strategies (game play) to be used by your team throughout the game. **[KNOWLEDGE]**
2. Skill and stamina. You must perfect all the necessary skills, and have the stamina to give 100% for the duration of the game. **[SKILL]** and
3. Most importantly you must be able to combine the skills and knowledge into instant action in the heat of the game. And this only becomes a repeatable event with lots of team practice. **[EXPERIENCE]**

Thus a COMPETENT football player is one who, through EXPERIENCE, is able to combine their SKILLS and KNOWLEDGE continuously throughout the game.

i.e. COMPETENCY = KNOWLEDGE + SKILLS + EXPERIENCE

And the same equation applies to a COMPETENT SURVEYOR.

In order for a surveyor to become registered by a Surveyors Board, the surveyor must demonstrate his competency as a surveyor. The initial assessment of competency is assessed against the three components of competency.

KNOWLEDGE is usually assessed by academic institutions – a degree in surveying – and several Board’s ‘accredit’ certain courses as meeting the “knowledge” requirement for registration.

Where a formal academic qualification is not available, an equivalence assessment is undertaken.

SKILLS are assessed through a formalised training agreement (a Professional Training Agreement or PTA). In the PTA, the required skills are defined and the applicant is progressively assessed against the defined standard.

EXPERIENCE is assessed by requiring the applicant to operate at the professional level under supervision for a minimum of 12 months.

Finally, the overall assessment of the applicant’s - KNOWLEDGE, SKILLS AND EXPERIENCE is assessed by the Board.

For example in Queensland this is done through a Professional Assessment Project (PAP). A PAP is assessed by at least two experienced professional surveyors (supervising surveyors), and only when both assessors are satisfied with the performance of the applicant, do they make a recommendation to the Board

The Board independently considers the Supervising Surveyors reports and confirms the assessment of the supervising surveyors through a formal “exit interview” before registering the surveyor.

Once registered, it is the surveyors responsibility to maintain his/her competency. In fact, it is a breach of the “Code of Practice” to “accept assignments beyond the surveyors professional competence”.

Each Board has a review system in line with the legislative requirements to ensure the surveyor maintains competence.

A Board for instance, may request surveyors to provide some evidence of their efforts to improve their KNOWLEDGE relevant to their practice of surveying (if you are not improving, you are going backwards). This evidence of the gaining of KNOWLEDGE is expressed as Continuing Professional Development (CPD) activities. CPD activities are KNOWLEDGE based activities, and are NOT EXPERIENCE (I have run my own practice for x years) or SKILL (I carried out y cadastral surveys last year) based.

In the same way as cadastral survey requisition rates are an indicator of SKILL, CPD activities are an indicator of KNOWLEDGE.

CRSBANZ
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