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PUJA (BRUNEI) PROFESSIONAL ASSESSMENT
FOR QUANTITY SURVEYORS
(Route 2)

# Assessor handbook

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# Contents

# Introduction

This handbook has been written for all PPA assessors to help you:

- understand the ideas behind the PPA and the stages that lead to the final assessment
- understand the approach to interviewing
- manage the preparation process and understand the various documents
- take part in the assessment process
- carry out post-interview assessment procedures and decide whether candidates should pass or be referred.

This acts as a support document for future reference each and every time you act as a PPA assessor.

# Section 1

# PPA explained

## Competencies

A competency is a statement of the capabilities required to perform a specific role. PUJA competencies are defined at three levels.

- **Level 1** – knowledge and understanding.
- **Level 2** – application of knowledge and understanding.
- **Level 3** – reasoned advice and depth of knowledge.

There are three types of competency:

- **mandatory** – personal, interpersonal and business skills
- **core** – compulsory and relate to the primary technical skills
- **optional** – selected from the list of technical skills.

## Entry requirements

PUJA recognises that a mix of academic/professional qualifications with relevant experience can provide the skills and levels of competence required to become a corporate member. The eligibility requirements to begin the PPA are:

- **PUJA recognised degree** – At least 24 months' structured training and a minimum of 50 Continuing Professional Development (CPD) credit points.

- **PUJA recognised degree with a minimum of 5 years' relevant experience** – At least 12 months' structured training and a minimum of 25 Continuing Professional Development (CPD) credit points.

- **PUJA recognised degree with a minimum of 10 years' relevant experience** – Demonstrate a minimum of 25 Continuing Professional Development (CPD) credit points over the preceding 12 months. No structured training period required.

This handbook explains how you should prepare for and conduct the final assessment interview to reach a decision on each candidate.

## Standards of assessment

The purpose of the assessment is to ensure that knowledge and understanding, gained through a combination of qualifications, experience and training, are applied in practice and measured consistently. This demonstrates to all stakeholders that only those with the agreed level of competence become PUJA corporate member.

All PPA candidates will follow the same process and attend the final assessment interview.

### Variations

To ensure a fair assessment you must always take into account the candidate's significant differences in experience and job role responsibilities, while remembering the high standards of PUJA qualifications. Candidates are required to have an understanding of the local legislation and practice for the country.

Ultimately it will be up to you and the other assessors to judge what level of questioning is appropriate and the answers you will need to receive to be satisfied that each candidate has met the competency requirements.

## Candidate profiles

### Candidates following a structured training programme

**PUJA recognised degree + up to 5 years' relevant experience**

**PUJA recognised degree + 5–10 years' relevant experience**

The structured training period gives candidates the experience to achieve the competencies. Throughout the structured training candidates are supported by a supervisor/counsellor who mentors candidates, guides them through their training and monitors their progress.

Candidates record their progress throughout the structured training. Their records will show:

- the number of days' experience they have completed against each of the competencies
- the work/tasks they have performed
- the competencies they have achieved.

Candidates will not be able to apply for the final assessment interview until their supervisor/counsellor certify that, in their opinion, they have reached the level of competence required and have fulfilled the minimum training period. However, candidates will not necessarily achieve the required level of competence within the minimum training period.

**Note:** Candidates who have a PUJA recognised degree and over ten years' experience may proceed to final assessment directly once they have been signed off as ready for assessment by their counsellor.

# Section 2

# Interview guidance

PUJA has one standard required to qualify as a corporate member through the PPA, irrespective of the candidates' profiles. The assessment standard, technical and professional requirements and structure of the interview remain the same. You must interview all PPA candidates following the same procedure assessing against the same standard of competence and professionalism, to ensure a fair and consistent assessment for all.

## Procedure

The interview panel will normally be made up of three assessors (minimum two), one of who will act as the chairperson. All assessors have equal responsibility for the interview process.

### Role of the chairperson

The chairperson's role is vital to a successful interview. They are responsible for supervising the final assessment process, which includes:

- Initiating pre-interview discussions
- Agreeing the structure of the interview and who will be questioning on each competency
- Managing the questioning
- Controlling timing
- Initiating the decision-making process after the interview
- Ensuring all assessors adhere to the assessment policies
- Writing the referral report (if necessary).

Each assessor will be involved in every element and will assist the chairperson in performing these responsibilities.

**Note:** The chairperson's handbook provides more detail on the role.

## Pre-interview preparation

The chairperson will make contact with you before the final assessment day to arrange a time for you to discuss the candidate as a panel.

You must commit the necessary amount of time to prepare for each interview to ensure you:

- have read the submissions
- understand the candidate's background and experience

- are familiar with the candidate's declared competencies
- understand the assessment process to ensure the delivery of a professional and competent assessment.

On receipt of the submissions, you must check that the documents comply with the requirements. Staff will have performed a basic check against the requirements but will not have read the submissions; you must check that the submissions are suitable for you to assess the candidate at the interview. You are not judging whether the submissions are good or bad; you are only determining if there are errors or omissions. Key areas to check are:

- the correct number and level of technical and mandatory competencies are declared
- the written submissions are complete
- the appropriate amount and type of professional development is recorded.

If the documents are deficient you must contact the chairperson who is responsible for informing PUJA. PUJA will decide what action to take; this could include the interview being deferred.

## Conflict of interest

All PUJA members are bound by their professional ethics to ensure the credibility of the final assessment process. In particular, it is important that potential conflicts of interest between assessors and candidates are properly identified and managed.

A conflict of interest arises, in the context of final assessment, where a chairman or assessor is privy to certain information or interests which could influence, or could be perceived as influencing, their decisions in relation to a candidate.

'Influences' could include friendships, loyalties to a firm, or loyalties to fellow members of an organisation. Factors of influence could include the possibility of financial gain or other advantages, whether to the individual panel member or to a person or organisation they are connected with.

There is no definitive list of situations where a conflict would arise. The following is only to illustrate relationships which could give rise to conflict.

- friend
- acquaintance
- any family relationship (even remote)
- neighbour
- friends in common
- colleague past or present
- client
- competitor

- does business with you or your firm.

### Example questions to ask yourself

- Do I or my firm have an ongoing commercial relationship with the candidate or his/her firm?
- Has there been any conflict between our firms or the candidate in the past, regarding services provided, or financial charges?
- Could the outcome of the assessment positively/negatively affect the assessors' business interests?

### 'Personal' versus 'Prejudicial' distinctions

There is a distinction between personal interests and prejudicial interests.

'Personal' interests: in certain circumstances, there may be a connection between the assessor, and the candidate, but this may not present an issue to the candidate in practice. For instance, the individuals may have met at a CPD event or know of one another in a professional capacity.

'Prejudicial' interests: where the assessor either stands to benefit from the outcome of an assessment interview or might otherwise be perceived as being influenced, the assessor must declare the conflict and should recuse themselves from the panel, at the earliest opportunity (so that the panel can be re-constituted).

### Before the final assessment interview

- PUJA uses all reasonable endeavours to identify and avoid any obvious conflicts of interest, when selecting a panel of assessors, prior to the interview going ahead.
- Once in receipt of the candidate's final assessment documentation the chairperson and assessors should further ensure that they do not have a conflict of interest and if so declare it to PUJA, who will decide whether the panel needs to change or is okay to proceed.

If you think a conflict of interest might exist you should declare this immediately and in advance of the interview. You should contact your chairperson and explain the circumstances fully. Together you need to decide whether the personal interest is 'prejudicial'. Could the interest affect your judgement? Would a member of the public reasonably think it could? If it is decided that the personal interest is not prejudicial, the interview can go ahead.

If it is decided that the personal interest is prejudicial, alternative arrangements will be made. The chairperson must inform the PUJA team as soon as possible so an alternative assessor can be assigned. If it is the chairperson who has the personal interest, the other assessors should decide whether the interest is prejudicial. If they think it is, or if they cannot agree, the interview should not go ahead. Contact PUJA for support and alternative arrangements will be made.

### On the final assessment interview day

In the unlikely event a candidate or panel member does consider there is a conflict of interest, the chairperson should decide whether the interview should go ahead with the panel member in question OR whether the panel member should sit out of the interview. If this is only a two-person panel and a conflict is raised on the day of the interview, then the interview will need to be deferred and rescheduled for another date.

**Note:** Whenever a potential conflict of interest arises please contact PUJA office, so they can advise you.

## Candidate submissions

The written submission will provide detail on the candidate's experience, project work and CPD. When preparing for the interview, you should

- refer to the PPA handbook to refresh your memory about the requirements for the candidate's declared competencies
- review the candidate's submissions and make notes about his/her apparent strengths and weaknesses
- plan questions around the candidate's documented experience and relate it back to the declared competencies.

### Qualification and employment information

This will add to your appreciation of the candidate's training and experience. You may be familiar with the candidate's employer(s) and this will add to your knowledge and understanding of the candidate's career and help you to ensure there are no conflicts of interest for you in interviewing the candidate.

### Summary of experience

The summary of experience is an overview of the candidate's declared competencies and attainment levels as agreed with their supervisor/ counsellor. It is made up of a series of statements against each of the technical and mandatory competencies. This shows you the knowledge and activities that the candidate has undertaken to demonstrate competence.

In addition to showing the candidate's abilities and experience in the individual competencies, it provides examples of the work they have completed against each competency. This allows you to build your questions for the candidate and these are the examples you must use to assess against. Remember you can only assess against the candidate's stated experience and claimed competencies.

The summary of experience is 1,500 words in total for the mandatory competencies and 3,000-4,000 words in total for the technical competencies.

PUJA is looking for evidence that the candidate can do the relevant job at the required level. This information will be your main point of reference for questions during the interview.

## Case Study

This is a written report that gives a detailed analysis of a project(s) with which the candidate has been personally involved. It should be approximately 3,000 words. The objective is to allow the candidate to demonstrate their problem solving abilities and standard of professional and technical knowledge. The conclusion must contain an evaluation of the outcome and also reflection on the experience gained and the lessons learnt.

The case study has two important aspects:

- it adds to your knowledge of the candidate
- it will form the basis for the start of the interview: the candidate's presentation and your first ten minutes of questioning will be based on it.

You should consider the following:

- Is the candidate's contribution to the project evident?
- Has the candidate identified the key issues?
- Have the options been considered and have good reasons been given for those options that were rejected?
- Are the chosen solutions supported by reasoned judgement and has the candidate demonstrated problem-solving skills?
- Does the conclusion contain an evaluation and an understanding of the lessons learned?
- Has the candidate demonstrated good written communication skills?
- Are you satisfied that the report demonstrates at least one of the competencies required to level 3?

You will start forming a view at an early stage; however, you must not decide whether the case study is a pass or refer before you have interviewed the candidate. This is one element of the assessment and you must make a judgement in a holistic manner considering all elements together.

## Continuing Professional Development (CPD)

All candidates are required to complete CPD. Candidates following a structured training programme must complete a minimum of 25 CPD credit points per 12 months of structured training and all other candidates need to demonstrate a minimum of 25 CPD credit points in the 12 months prior to final assessment. All candidates will record their CPD on the submission template.

This information adds to your understanding of the candidate's training and experience and will give you ideas for areas of questioning in the interview.

The CPD must be split between formal development such as professional courses, seminars or online events and informal development such as private study or on the job training. At least 50% of the CPD undertaken must be dedicated to formal development.

## Logbook

Candidates undertaking a period of structured training will capture their training on the logbook template. The logbook shows the number of days spent accruing experience against each of their declared competencies. Any unusually long or short times might give you cause for questioning.

You should not expect a candidate undertaking structured training to be able to demonstrate the level of knowledge and experience equivalent to that of an experienced practitioner. Your judgement should be based on the candidate having demonstrated competence to the level required, and having fulfilled the assessment criteria.

## Referral report

Previously referred candidates will submit the previous assessment panel's referral report and competency statements detailing the experience they have gained since they were last referred. This should focus on the competencies that were highlighted as areas of deficiency in the referral report and will help you to understand what activities the candidate has completed to meet the requirements.

They will also submit a record of the CPD they have undertaken since their last assessment. The requirement is the same as they previously followed: a minimum of 25 CPD credit points each year.

These documents are important. You must ensure that the candidate has taken note of the advice and has gained further learning and experience so that deficiencies against competencies have been addressed.

## Interview structure

It is essential that all interviews, while having some flexibility, are broadly structured the same. This will allow you to focus on the assessment and ensure each candidate has similar time allocated to the individual elements of the interview. Any deviation may give rise to an appeal if the candidate is referred.

Every interview is made up of three elements:

- a presentation by the candidate
- questioning on the presentation
- questioning on technical competencies, mandatory competencies and issues of current concern to the profession.

As a guide, the interview follows the structure below:

| | |
|---|---|
| Chairperson's opening and introductions | 3 - 4 minutes |
| Candidate's presentation on case study | 10 minutes |
| Questions on the presentation | 10 minutes |
| Discussion on overall experience including CPD, technical competencies, Rules of Conduct and professional practice | 25 minutes |
| Chairperson's areas of questioning may include professional and technical matters, CPD, Rules of Conduct and mandatory competencies | 10 minutes |
| Chair to close | 1 - 2 minutes |
| **Total** | **60 minutes** |

A 60-minute interview cannot cover the full extent of the candidate's experience. The panel must cover as many of the competencies as possible within the allocated time.

You must not give the candidate either a longer or shorter interview. Making the interview less than 60 minutes could give the wrong signal. The candidate may assume he/she has been successful or feel that they weren't given the opportunity to show their full experience/competence.

If the candidate is referred he/she could appeal on the grounds that in the additional time he/she would have had the opportunity to address any issues that led to the referral decision.

If the interview exceeds 60 minutes and a candidate is referred, he/she could appeal on the grounds that he/she was subjected to more testing than other candidates. Even where you feel that an extension in time would benefit the candidate you must not exceed 60 minutes.

The only circumstances in which an interview can exceed the 60 minutes is where the candidate has a disability and PUJA has agreed beforehand to extend the time.

## Questioning techniques

Your most important skill will be your questioning technique. The outcome of the interview can depend on the way you ask questions. The skills you develop, and your style of delivery, will affect the quality of the information you obtain.

Your aim is primarily to help candidates demonstrate their competence successfully. You must give them every opportunity to answer fully and professionally.

### Questioning at the competency levels

Think in terms of three progressive levels of questioning.

- **Level 1** tests the candidate's knowledge and understanding of principles and theory.
- **Level 2** tests how the candidate has applied the knowledge by providing specific examples.
- **Level 3** tests the candidate's reasoned judgement and ability to provide professional and sound advice, against the full extent of his/her ability and knowledge.

Remember – the candidate can select the level of some of the competencies. It is important that you do not question beyond that level. You are assessing them against their declared competencies and competency levels.

### Examples of competence-based questioning

You must ask open questions. For example:

- How did you go about the process?
- What process/procedures did you adopt?
- What problems did you encounter?
- How did you solve them?
- What was the outcome?
- What did you learn?
- What did not go well?
- What would you do differently?
- How would you apply this knowledge?
- How would you apply what you have learned to…?
- What if a situation arose where…?
- Give me an example…
- Tell me about your experience in…
- What was your role/ involvement?

Occasionally you may ask closed questions that require only a yes/no answer and are used to confirm facts. For example:

- Can I just clarify that you said…?
- So, you used the …method?

## Best practice

- Be alert throughout the interview – even when you are not asking the questions.
- Ask open questions; use closed questions only to confirm information given.
- Be flexible with your questioning; be prepared to follow up the candidate's answers with further questions before moving on to the next topic.
- Ensure your questions are well phrased, clear and concise.
- Be objective but look out for the areas of deficiency as you should focus more on these.
- Ask one question at a time and use short questions.
- Make allowances if the candidate is nervous: use encouraging follow-up questions to overcome any problems.
- Listen carefully to the candidate's presentation as it also provides a source of questions.

Finally, before you ask the candidate a question, always make sure you know which competency it relates to, and which level. If relevant, open the question by stating – "in relation to … competency …" You should also be aware of answers you could expect and would be satisfactory.

## Mandatory competencies

There are 10 mandatory competencies. Candidates must achieve the minimum standards as follows.

| | | |
|---|---|---|
| **To level 3** | - | Conduct rules, ethics and professional practice |
| **To level 2** | - | Client care<br>Communication and negotiation<br>Health and safety |
| **To level 1** | - | Accounting principles and procedures<br>Business planning<br>Conflict avoidance, management and dispute resolution procedures<br>Data management<br>Sustainability<br>Team-working |

Questions on technical competencies will often address the mandatory competencies too. Be aware of this and record the responses against both technical and mandatory competencies if relevant. For example, every question will test the candidate's communication skills.

Similarly ethical issues could be linked to technical or business issues covered throughout the interview.

### Conduct rules, ethics and professional practice

This competency must be tested to a greater extent. It is the only mandatory competency required to level 3.

Candidates must be aware of and act in accordance with PUJA (B) Code of Professional Conduct, act with professional integrity and objectivity, and recognise their duties to clients, employees and the community.

PUJA has professional and ethical standards designed to provide help and guidance to members in every situation. You must be familiar with them.

When considering this competency, you may find evidence in the submissions and presentation. You should look for opportunities to question the candidate on ethical issues throughout the interview. In addition the chairperson must dedicate time to ask specific questions on a number of related issues.

There are many issues that can be covered, for example conflicts of interest or bribery, but you must take account of practice in the country concerned when framing your questions. In addition, you should ask some questions about issues of current concern to the profession.

### Continuing Professional Development (CPD)

You can question the candidate on his/her CPD activities. You may wish to use this as a focal point for questions on the mandatory competencies too.

### Note-taking

You must make notes. Without good notes there is a risk you will base your final judgement on what you remember you particularly liked or disliked. Brief notes on the questions asked and the candidate's response should be sufficient to act as a reminder at the end of the interview. Avoid obvious marking systems. Do not use ticks and crosses – write a comment instead, but not yes or no: candidates may be able to read your notes.

Remember your notes will help you and your chairperson if you have to write a referral report or an appeal is logged by the candidate. Your fellow assessors should take notes when you are asking questions and vice versa. When taking your notes, remember to keep eye contact with the candidate as much as possible.

## Interview conduct

The way you conduct yourself in an interview will have an impact on the candidate and the quality of the interview. Showing attention and interest will encourage the candidate and help calm nerves.

Questions must relate directly to the candidate's training and experience, it will show the candidate that you are prepared. Eye contact and the occasional acknowledgement are encouraging. Address the candidate by name from time to time.

Be aware of your body language. Voice projection is also important. Your tone needs to be encouraging and the pace should enable the candidate to follow and understand your questions.

Listening skills are vital; first to ensure that you interpret the candidate's responses correctly and second to help you develop your supplementary questions. Never enter into a debate with the candidate or the other assessors. Do not give any indication of how well or badly the interview is going.

Be aware of possible distractions. Ensure, for example, that all mobile phones are turned off.

## Post-interview assessment

After the candidate has left the room, the chairperson will ask you to take a few minutes to reflect on the interview. Note your thoughts and comments on the candidate's performance on the assessment marksheet. The chairperson will do the same.

### Holistic Criteria

Review the evidence and take a holistic approach; consider whether:

- the candidate's spread and balance of experience is satisfactory
- the candidate has achieved the required number of competencies to the correct levels
- the candidate has the required level of written and oral communication skills.

Common faults, which may influence the outcome, include the following:

- The submissions are not presented in the required format, greatly exceed the word count or contain significant technical or professional errors
- The presentation does not reflect the candidate's written submissions
- The candidate's communication, documentation or attitude is not professional
- The candidate is unable to demonstrate knowledge or experience relating to the declared competencies. This could be deficiency in just one competency or a range of competencies. (Please note: you must refer the candidate if he/she fails to demonstrate the required competence on Rules of Conduct or ethical matters.)

## Approach

Your judgement should be based on whether the candidate has demonstrated competence to the level required. You must base your decision on the required levels; do not expect a level of knowledge equal to your own.

You must take into account all elements of the assessment including the candidate's answers to the questions, presentation and the submissions. Use your discretion. The decision must be made on balance. For example, you would not normally refer a candidate if he/she has shown a deficiency in only one optional competency required to level 1.

## Weighting

Attach the greatest importance to the candidate's competence as tested by questioning.

Give considerable importance to the presentation. It is a significant indicator of how well the candidate demonstrates professionalism and makes an impression; remember communication is one of the mandatory competencies.

Finally, the submissions. Although they are important and must satisfy the requirements, they are the starting point for the interview. A good interview could overcome weaker submissions.

However, badly presented submissions and errors could give you serious concerns about the quality of a candidate's professional reports in working practice. In this instance if the interview is outstanding it will weigh up against the weak submissions.

## Marksheet

The marksheet is a management tool that has been developed to help you arrive at a decision. Please use it to ensure consistency in the process.

## Outcome

The chairperson will lead a discussion, seeking each assessor's views. It should cover all aspects of assessment but with particular reference to the competencies. The marking process should show whether the candidate has reached the required levels.

Consensus decisions are best. However, they are not always possible. In a three-person panel, the decision will be by majority. Even if the chairperson is in the minority, he/she must accept the decision. In a two-person panel, if agreement cannot be reached the chairperson must decide.

### Voting outcome in three-person panels

| Chairperson | Assessor | Assessor | Result |
|---|---|---|---|
| Refer | Pass | Pass | Pass |
| Refer | Refer | Pass | Refer |
| Pass | Refer | Refer | Refer |
| Pass | Pass | Refer | Pass |

If you are conducting several interviews and you cannot reach agreement in the time between interviews, you must make a decision before the end of the day.

## Referred candidates

### Referral reports

While it is the chairperson who writes the referral report, it needs to be agreed by the full panel. You should jointly decide why a particular competency has not been achieved and what further advice should be given to the candidate.

The report should focus on the candidate's competency deficiency. You need to provide constructive comments that clearly state the deficiencies and how to rectify them. The comments should encourage candidates to apply for final assessment again. When referring candidates, you are not refusing membership but are advising candidates on how they can improve in order to achieve membership.

Whatever the main focus of the referral report, the chairperson should cover all aspects that led to the decision, however minor they may seem, to provide thorough guidance for the candidate's development.

Focus only on a candidate's deficiencies. If you are satisfied that a competency has been achieved, you should not mention it in your report. Future panels can be compromised if you do.

You may also wish to give positive reinforcement that is not specific to a competency. For example, you could comment on the candidate's presentation or confidence during the interview.

The report must:

- identify the reasons for the referral – the reasons should be factual, accurate, simply expressed and linked to the competencies
- contain enough information to support the referral, with comments and guidance where necessary
- use short sentences and paragraphs

- be personal to the reader ('you have been referred') and not use jargon
- recommend further experience or study that the candidate should be able to identify and achieve.

If the candidate was previously referred, you must ensure your report does not compromise the previous panel's report.

### Previously referred candidates

When assessing candidates who have previously been referred you must familiarise yourself with the deficiencies identified by the previous panel.

You will receive:

- the previous assessment panel's referral report
- the candidate's updated summary of experience which sets out the actions the candidate has taken to address deficiencies.

These documents are important. You must ensure that the candidate has taken note of the advice and has gained further learning and experience so that deficiencies against competencies have been addressed.

### Your approach

- You should concentrate on the deficiencies and what the candidate has done to address them.
- Keep an open mind. Just because the candidate was referred previously, this does not mean he/she is a poor candidate. Do not start with this assumption – the interview should still be confirmatory.
- The structure and approach for the interview must be the same, covering as many of the competencies as possible.
- If you decide to refer the candidate again and make judgements that differ from those of the previous panel, you should ensure there are no major contradictions.

## Equal opportunities

PUJA is committed to equal opportunities. You must:

- Check for conflicts of interest in the submissions. Discuss any potential issues with the chairperson. PUJA staff can provide additional guidance
- Keep a record of the interview
- Ensure you keep carefully to the timings for the interview so that candidates have a consistent interview experience
- Link questions to the candidate's training and experience and the mandatory and technical competencies
- Always give the candidate the last word and explain at the outset that this will happen

- Always take account of and make allowances for any disability that affects the candidate's performance at interview. PUJA will provide you with specific guidance when the candidate has declared a disability.

Chairpersons should handle the opening of the interview with great care and make sure the candidate's nerves are settled before the presentation.

Chairpersons should always ensure at the start that the candidate is 'fit, well and ready to proceed'.

# Section 3

# Service Level Agreement

As a PPA assessor PUJA asks you to sign up to a standard of service delivery and commitment and promises to support you in your role and ensure you have the latest information and documents to aid you in your role. An example of the Service Level Agreement (SLA) is given below.

## Auditing

PUJA operates an auditing process to ensure that standards of assessment are maintained.

# Example Service Level Agreement (SLA)

## This SLA…

Covers the PUJA expectations on how approved PPA assessors will conduct themselves throughout the PPA final assessment process.

- I will assess applicants that I am eligible to assess.
- There are no conduct or disciplinary actions currently pending against me and there have been no actions during the last 5 years.
- I will keep my contact details up to date at all times.
- I will offer a minimum of one full day as a panel member per annum.
- I will be fully aware and compliant with the latest version of PUJA (B) Code of Professional Conduct.
- I will fully comply with the current and future requirements of the PPA assessment process and training without bias and/or pre-conception.
- I am fully committed to the maintenance and development of my PPA knowledge and any updates and/or changes that may occur.
- I will communicate with my fellow panel members prior to the assessment day to determine the format of the interview.
- If I am a chairperson, I will contact my fellow assessors two weeks before the assessment to allocate questioning areas. I will produce a questioning matrix, which may be requested by auditors.
- I will be audited at the discretion of PUJA. Auditing is an ongoing process and I expect to be audited regularly.
- I will attend the assessment centre an hour and a half prior to the first interview so I can contribute fully to the pre-assessment discussions.
- As a panel member I will be prepared to give a whole day of my time so that PUJA can schedule 4 to 5 interviews per day.
- I will wear appropriate professional dress for the assessment interview.
- I will behave in an appropriate manner throughout the duration of the assessment period and conduct the interview in a correct and professional manner.
- I will forward any referral reports to PUJA within 5 working days of the assessment. If I am chairperson I will ensure my co-assessors approve the report prior to sending it to PUJA. Note: referral reports should be typed and on the current referral template.
- If I am notified there has been an appeal from a candidate I have assessed, I will forward my reply and any submissions or notes to PUJA within 10 working days.
- Two months after attending final assessment, unless the candidate has appealed, panel members will ensure any notes taken during the interview will be destroyed and disposed of in confidential waste, suitably shredded.
- Any persistent errors or non-adherence to the assessor training or improvements and/or changes identified by an auditor, will require me to undertake further training. Following this training if there are no improvements I understand that I will be asked to step down.

- I have read and understood the Service Level Agreement and I am fully committed to the assessment process.

PUJA assumes that all approved PPA assessors will act in accordance with this agreement so that we may offer a consistent, professional assessment experience for all. The audit process will help PUJA to underpin these values through audit activity.

# Appendix A
# Assessor Mark Sheet - Final Assessment Interview

## Candidate details:

| | |
|---|---|
| Name of candidate: | |
| Date: | |

**For assessor use only: (to be completed after the final assessment interview)**

## Overall Assessment Outcome

| | | |
|---|---|---|
| Overall result: (delete as necessary) | **PASS** | **REFER** |

**NOTE:** You must sign the PPA Chairperson Mark Sheet to confirm in agreement with the overall assessment outcome.

## Appendix A
## Assessor Mark Sheet - Final Assessment Interview

# PPA Mark Sheet

## Notes for PPA Assessors

1. PUJA requires all assessors to ensure all questioning is based upon the candidate's experience and declared competencies.

2. Assessors are asked to refrain from using 'stock' questions unless the question has any relevance to the candidate's experience and declared competencies.

3. Assessors are required to fully appreciate the candidate's declared competencies and generate a list of questions specific to each individual candidate's experience and declared competencies.

4. Assessors are required to, as best they can in the timescale provided (60mins), cover the breadth and depth of the candidate's declared competencies and experience and use the breadth and depth of questioning as the foundation for the assessment outcome.

5. If a candidate is unable to demonstrate a competency, do not dwell on it, move on. Generally time will not be on your side. Refer to the PPA Interview Structure for timings.

6. The PPA competency questioning matrix is a tool provided to assessors by the panel Chairperson to best manage the breadth and depth of questioning. It is only an example and can be amended.

7. The PPA competency questioning matrix is also tool to assist the chairperson and assessors in the creation of a referral report or appeal report should they be required. With this in mind, please complete the evidence column as best you can (probably drawing on additional notes given the space limitation) if the competency marked as referred.

8. PPA competency questioning matrix and all assessment notes should be kept for a period of 2 months from the assessment date to ensure all results and appeals process has been completed. After this period of time the matrix and all notes should be confidentially destroyed/shredded.

9. Do not make a decision to pass or refer the candidate until after the interview has been completed.

## Appendix A
## Assessor Mark Sheet - Final Assessment Interview

# PPA Interview Structure

Below outlines the structure the PPA Chairperson must follow when chairing a PPA Interview.

| Time frame | Interview structure |
|---|---|
| 3-4 mins | **Introduction & Welcome** |
| | • Explain interview process to candidate:<br>- Presentation – 10 minutes<br>- Questions on presentation – 5-10 minutes<br>- Discussion on overall experience including CPD, technical competencies, Rules of Conduct and professional practice – 25 minutes<br>- Chairperson's area of questioning on professional and technical matters, CPD, Rules of Conduct and mandatory competencies – 10 minutes<br>- Close interview (giving candidate last word) - 1-2 minutes<br>• **Check that the candidate is fit and well and able to proceed. (MAKE SURE CANDIDATE RESPONDS)** |
| 10 mins | **Candidate presentation** |
| | • Ask candidate to start presentation when they are ready<br>• Ensure the presentation is only 10 minutes |
| 5-10 mins | **Questions on Presentation** |
| | • Thank candidate for their presentation<br>• Move onto questioning on Presentation<br>• Ask first question **(This helps the flow of the interview)**<br>• Other assessors to follow<br>• Cover any questions you feel assessors may have missed<br>• Watch the time and close |

# Appendix A
# Assessor Mark Sheet - Final Assessment Interview

| | |
|---|---|
| 25 mins | **Discussion on overall experience including CPD, technical competencies, Rules of Conduct and professional practice** |
| | • Move onto questioning on overall experience including CPD, technical competencies, Rules of Conduct and professional practice<br>• Ask first question **(This helps the flow of the interview)**<br>• Other assessors to follow<br>• Cover any questions you feel assessors may have missed<br>• Watch the time and close |
| 10 mins | **Professional and technical matters, CPD, Rules of Conduct and mandatory competencies** |
| | • Move onto questioning on Professional and technical matters, CPD, Rules of Conduct and mandatory competencies<br>• Rules of conduct (relevance to experience if possible)<br>• Health & Safety<br>• General (business / industry hot topics)<br>• Watch the time<br>• Draw the interview to a close |
| 1-2 mins | **Close interview** |
| | • Thank you<br>• Pick up any questions passed over during interview<br>• Give candidate last word<br>• Any questions candidate wishes to come back on<br>• Advise candidate PUJA will inform them of the result by e-mail in 10 working days |

# Appendix A
# Assessor Mark Sheet - Final Assessment Interview

## Pre Interview

Prior to the PPA interview the Chairperson of your panel will distribute the PPA Competency questioning matrix to each assessor so you can review and agree the allocated competencies and prepare your areas of questioning. This will enhance discussion and will help to focus the structure of the interview questioning. **NOTE:** Mandatory competencies can also be tested within technical competency questioning. (An example of the PPA Competency questioning matrix is outlined below)

### PPA Competency questioning matrix

| | | |
|---|---|---|
| **Chairperson:** | **Assessor 1:** | **Assessor 2:** |
| **Candidate:** | **Panel:** | **Assessment date / time:** |

| **Competency** | **Level** | **To be covered by……** | | | **Evidence** |
|---|---|---|---|---|---|
| **Mandatory** | | **Chairperson** | **Assessor 1** | **Assessor 2** | **Note evidence identified within submission** |
| Conduct rules, ethics and prof. practice | 3 | | | | |
| Client care | 2 | | | | |
| Communication and negotiation | 2 | | | | |
| Health & Safety | 2 | | | | |
| Accounting principles and procedures | 1 | | | | |
| Business planning | 1 | | | | |
| Conflict avoidance, man., dispute res. | 1 | | | | |
| Data management | 1 | | | | |
| Sustainability | 1 | | | | |
| Teamworking | 1 | | | | |

# Appendix A
# Assessor Mark Sheet - Final Assessment Interview

| Competency | Level | To be covered by…… | | | Evidence |
|---|---|---|---|---|---|
| **Core** | | **Chairperson** | **Assessor 1** | **Assessor 2** | **Note evidence identified within submission** |
| Remember to ask experiential based questions from the case study, summary of experience and declared competencies. If evidence is not documented or presented by the candidate, ask the candidate what they have done to achieve the competency. | | | | | |
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# Appendix A
# Assessor Mark Sheet - Final Assessment Interview

| Competency | Level | To be covered by…… | | | Evidence |
|---|---|---|---|---|---|
| **Optional** | | **Chairperson** | **Assessor 1** | **Assessor 2** | **Note evidence identified within submission** |
| Remember to ask experiential based questions to demonstrate competency. | | | | | |
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# Appendix A
# Assessor Mark Sheet - Final Assessment Interview

## Case study

| | |
|---|---|
| **Case study title:** | |

| **Case study** | **Notes** |
|---|---|
| Suitable project(s) / process selected for the case study. (Within 24 months) | |
| Introduction - summary of the project and what their role was. | |
| Approach - key issues or challenges on the project identified. Options considered and solutions identified. | |
| Achievements - described what they achieved and how. Ability to think logically, laterally and professionally giving examples of where they have given reasoned advice to a client for level 3 competencies. | |
| Conclusion – critical analysis of their performance, lessons learnt and what they would do differently next time. | |
| A good display of professional and technical knowledge and problem solving abilities. | |
| Overall standard of:<br>• written presentation<br>• layout<br>• spelling<br>• grammar<br>• graphics | |

# Appendix A
# Assessor Mark Sheet - Final Assessment Interview

## Continuing Professional Development (CPD)

| Competency Requirements | Notes |
|---|---|
| Continuing Professional Development – 25 CPD credit points required. | |
| At least 50% of their CPD is dedicated to formal development. | |

# Appendix A
# Assessor Mark Sheet - Final Assessment Interview

## Post Interview

- Reflect on the last hour, has the candidate sufficiently demonstrated their knowledge, practice and advisory level on the selected competencies (2 – 5 minutes of quiet time)
- Add additional notes to mark sheet and decide on outcome
- Consider the competencies and the candidate's responses
- Consider the candidate's overall performance
- Make a decision as a panel – Chairperson to lead discussion
- Indicate the result on the PPA mark sheet/cover page - all assessors **must** sign to confirm in agreement on the Chairperson mark sheet/cover page.
- If the candidate is referred add additional comments to referral section to assist the Chairperson when writing the referral report and to help the candidate to improve their performance in the future
- If the candidate passes the assessment please complete the separate Proposer sheet.
- All mark sheets should be given to the Chairperson when complete; along with any hard copies of the candidate's submission
- PUJA staff will confirm the result of the assessment with the Chairperson and will collect all the submissions
- The Chairperson must complete the separate Referral Report Template if the candidate is referred

## Candidate Name:

| |
|---|
| |

## Presentation (outcome to be completed by each panel member after the interview)

| Presentation – 10 mins | Reasoning/Why | Outcome | |
|---|---|---|---|
| Oral communication | | ☐ Met | ☐ Not Met |
| Clarity of thought and structure | | ☐ Met | ☐ Not Met |
| Presentation skills:<br>• Eye contact<br>• Body language<br>• Voice projection<br>• Visual aids (if any) | | ☐ Met | ☐ Not Met |

# Appendix A
# Assessor Mark Sheet - Final Assessment Interview

**Interview / Competency** (outcome to be completed by each panel member after the interview)

| Competency Requirements | Reasoning/Why | Outcome | |
|---|---|---|---|
| Mandatory Competencies | | ☐ Met | ☐ Not Met |
| Technical Core Competencies | | ☐ Met | ☐ Not Met |
| Technical Optional Competencies | | ☐ Met | ☐ Not Met |

**Ethics** (If ethics has not been met to a satisfactory standard the candidate **must** be referred)

| Competency Requirements | Reasoning/Why | Outcome | |
|---|---|---|---|
| Rules of Conduct/Ethics | | ☐ Met | ☐ Not Met |

**Continuing Professional Development (CPD)**

| Competency Requirements | Reasoning/Why | Outcome | |
|---|---|---|---|
| Continuing Professional Development – 25 CPD credit points required. | | ☐ Met | ☐ Not Met |
| At least 50% of their CPD is dedicated to formal development. | | ☐ Met | ☐ Not Met |

# Appendix A
# Assessor Mark Sheet - Final Assessment Interview

## Further Notes (Comments to inform referral report)

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|---|
| |

## Overall Assessment Outcome

| | | |
|---|---|---|
| Overall result: (delete as necessary) | **PASS** | **REFER** |

# Appendix B
## Assessment Notes

| Candidate Name: |
| --- |
| |

| Date: | Panel no: | Time: | Sheet no: |
| --- | --- | --- | --- |

| Time | Competency | Question | Answer/Comment |
| --- | --- | --- | --- |
| | | | |