



SPECIFICATION
FOR THE DEVELOPMENT OF CERTIFICATION SCHEMES
FOR THE CERTIFICATION OF
ASSET MANAGEMENT PROFESSIONALS

ISSUE 1

ISSUE No: BD-07-003.1

Issue date: 23/07/2007

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Dear members,

At the Board of Directors meeting in Athens in February 2007, the Board agreed the new criteria which members will use to construct programs for the certification of Asset Management Professionals.

This is a specification for the development of criteria, and not actual certification criteria. This means there is no prescription. Nor is there any reference to training.

The specification represents a framework within which each member constructs their own certification criteria, according to the requirements of their specific market and using evaluation methods that are appropriate to their users.

You will see the actual specification is very simple. It only covers 2 pages. It calls up ISO 17024. The remainder of the document details the concepts behind the competence approach and provides guidance on the range of examination methods by which you may determine the competence of the applicant. The actual criteria by which you will certificate Asset Management Professionals is a matter between you and your scheme committee.

This framework approach was selected because it is the only obvious way to benefit from the flexibility provided by ISO 17024.

Foteini Papagioti
IPC Secretary

Classification

This document and its annexes are classified as an IPC Certification Criteria Document.

This Specification is owned and administered by the International Personnel Certification Association (IPC) and is issued on the authority of the Members of IPC.

Authorization

Issue 1

Application Date: Immediate

Endorsed by IPC Board of Directors:

Date: 04/07/2007

Updated 23/07/2007

Enquiries and Availability

Enquiries regarding IPC and IPC documents should be referred in the first instance to a Member of IPC or to the IPC Secretariat. Copies of this document in English are available on the IPC Website at www.ipcaweb.org. Electronic versions of these documents are available to Members of IPC from the Secretariat on request.

Information

For further information on IPC, contact your local IPC member or the IPC Secretariat.

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Forward by the Chairman of IPC.

I write this forward on behalf of the Board of Directors of IPC to explain you, the users of these criteria and why we have made them.

ISO 17024 compatibility

Through using the new ISO 17024 standard, business, industry and other key stakeholders have recognized this is a better way of achieving what they want. This is confidence in the competence of the personnel certified by the personnel certification bodies.

IPC provides a specification that Personnel Certification Bodies can use to develop their own criteria for certification. Because ISO 17024 allows variation in how competence is demonstrated and consequently different Personnel Certification Bodies will interpret and apply this in different ways, providing a specification and supplementing this with guidance is the only realistic way of accommodating the flexibility of ISO 17024 while at the same time encouraging good practice.

The certification of Asset Management Professionals is now based on demonstration of competencies, and not only demonstration of qualifications. Other Asset Management Professionals criteria are based on an assumption that a qualification equals competence. While that assumption may be correct in very many cases, and may continue to be acceptable to a range of users, it is less acceptable for those who operate in contexts which require a more rigorous demonstration of competence based on a valid examination.

One of the key differences of the IPC criteria is in a change of emphasis from training to examination. And the examination must be valid, reliable and independent.

The I P C specification and guidance go into considerable detail on defining competencies required for valuation. And it is those competencies that must be examined.

Flexibility is a key benefit

One of the key benefits of ISO 17024 and its emphasis on examining defined competencies (the so-called 'competency approach'), is flexibility. There are many ways in which personnel certification bodies may construct systems for establishing competence. Because ISO 17024 does not prescribe the 'how', only the framework within which the outcomes are achieved, it is inevitable that there will be variation in the methods used by the personnel certification bodies. The criteria reflects our understanding that there is often no 'one, best way' of examining competence and the best way for one personnel certification body may not be the best way for another.

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So you will see the criteria does not mandate any one way. Instead, it offers a structure and guidance on a range of methods from which the personnel certification body may choose. Even then, other methods not listed may be used if they are appropriate and are approved by IPC approval function.

And this is where the approval process plays an important role. It will determine whether an examination method is valid, but will always, by necessity, takes into account the requirements of business and industry who are the users of the certified, competent persons.

On behalf of the IPC Board, I commend this new approach to you and look forward to welcoming new members and industry representatives to become part of, and to contribute to our organization.

Dr. George Anastasopoulos
Chairman, IPC

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1. *Introduction*

This Specification has been prepared by the International Personnel Certification Association (IPC) in order to provide a common and internationally recognized basis for the certification of Asset Management Professionals.

It is designed to provide the framework within which each Personnel Certification Body, IPC Approval Function, Accreditation Bodies and the various, relevant stakeholder groups can agree the specifications for a Certification Scheme relevant and acceptable to the context within which that Personnel Certification Body operates. The Personnel Certification Body will award certification in accordance with its own specification, based on the requirements and guidance within the IPC specification.

This specification is available for use by any Personnel Certification Body. However, only those organizations who meet specific conditions and are authorized to do so may offer IPC graded certifications. These conditions are described within this document.

This Specification incorporates, by reference, the requirements defined in the accreditation standard; ISO/IEC 17024:2003 Conformity assessment – general requirements for bodies operating certification of persons.

This Specification also defines, where applicable, the competencies required for effective valuation against the requirements of IVSC International Standards.

It also provides guidance on suitable examination methodologies.

All IPC documents are published in English. The authoritative IPC document is the English version which has the most recent date of issue. The current issue versions of all relevant IPC criteria are available on the IPC website at www.ipcaweb.org.

2. *The Multi-Lateral Recognition Agreement (MLA)*

The MLA will be established for those signatories that wish to operate Certification Schemes to Issue 1 based on rules described in details in MLA documentation.

3. *“Approved by IPC” Designation*

The MLA will expire 6 months after the date that the IPC Approval Function is operating and is accepting applications for approval.

The MLA process will be then replaced by “Approved by IPC” designation.

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4. *Scope*

This Specification is intended for use by Personnel Certification Bodies performing certification of professionals within the field.

5. *Terms and Definitions*

5.1 Eligible Personnel Certification Body.

A Personnel Certification Body that holds current* approval to ISO 17024 awarded by IPC Approval (MLA) Function.

Until the full operation of IPC Approval (MLA) Function eligible Personnel Certification Body is considered a Personnel Certification Body that is a current, full member of IPC in good status and that holds current accreditation to ISO 17024.

* Available by end of 2007

5.2 Eligible Certification Scheme

A Certification Scheme for the certification of Asset Management Professionals that:

- complies with the IPC guidance on Asset Management Professionals competencies
- is approved by a IPC Approval (MLA) Function to ISO 17024. (applicable 6 months after the date that the IPC Approval (MLA) Function is operating and is accepting applications for approval)

5.3 IPC Expert Valuer.

The certification grade awarded by Eligible Personnel Certification Bodies to persons who have been examined successfully against the IPC Expert Valuer competence criteria of an Eligible Certification Scheme.

5.4 IPC Real Estate/Market Value Valuer.

The certification grade awarded by Eligible Personnel Certification Bodies to persons who have been examined successfully against the IPC Real Estate/Market Value Valuer competence criteria of an Eligible Certification Scheme.

5.5 IPC Residential and Standard Commercial Property Valuer.

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The certification grade awarded by Eligible Personnel Certification Bodies to persons who have been examined successfully against the IPC Residential and Standard Commercial Property Valuer competence criteria of an Eligible Certification Scheme.

5.6 IPC Property and Market Rating Valuer.

The certification grade awarded by Eligible Personnel Certification Bodies to persons who have been examined successfully against the IPC Property and Market Rating Valuer competence criteria of an Eligible Certification Scheme.

5.7 IPC Mortgage Lending Valuer.

The certification grade awarded by Eligible Personnel Certification Bodies to persons who have been examined successfully against the IPC Mortgage Lending Valuer competence criteria of an Eligible Certification Scheme.

5.8 IPC Other Sector Valuer (Bank, Electro-mechanical installation, Business-Finance, Fine-arts)

The certification grade awarded by Eligible Personnel Certification Bodies to persons who have been examined successfully against the IPC Sector-specific Valuer competence criteria of an Eligible Certification Scheme.

5.9 IPC Real Estate Professional.

The certification grade awarded by Eligible Personnel Certification Bodies to persons who have been examined successfully against the IPC Real Estate competence criteria of an Eligible Certification Scheme.

Other terms and definitions used within this specification but not included above are as defined within ISO 17024:2003, and, where applicable, to IVSC standards.

6. *Certification Grades*

Certification is awarded within three grades:

- Level 1, IPC Professional
- Level 2, IPC Professional
- Level 3, IPC Professional

7. *Specification for Certification Schemes Certification*

Schemes must be Eligible Certification Schemes.

Certification Schemes must include:

- A description for each grade of certification offered
- A definition of required personal attributes (refer Annex A)
- A definition of required knowledge & skill competencies (refer Annex B)
- An evaluation protocol for examining competencies and personal attributes (refer Annex B)
- A Code of Conduct (refer Annex C)

8. *Awarding Certification*

The awarding of any IPC grade of certification is available only to Eligible Personnel Certification Bodies and must only be awarded within the context of an Eligible Certification Scheme.

9. *Using the IPC Logo*

Eligible Personnel Certification Bodies authorized to use the IPC logo must do so in accordance with the rules governing its use. These are as detailed in the Rules for the Control and Use of the IPC Logo (BD-05-014).

End of Specification

Annexes

Annex A Personal Attributes IPC Certification Scheme requirements

This annex provides guidance on competence and examination of required personal attributes. To assist Personnel Certification Bodies in understanding the concepts and to provide guidance on how to implement them within a Certification Scheme, this annex is provided in the format of a table.

Personal Attribute	Description	Examination Method
Ethical	fair, truthful, sincere, honest and discreet	<ul style="list-style-type: none"> - Psychometric Test - On Site Assessment - Interview
Proactive and Organized	takes the initiative with issues, and is personally organized	
Systematic	shows a balance affiliation for both tasks and people	
Logical	makes decisions based on facts and reasoned logic	
Decisive	expedites decisions methodically	
Observant	shows the ability to identify both patterns and exceptions in complex situations	
Flexible	shows a balanced global and detail focus	
Process focused	demonstrates the ability to follow a pre-determined method	
Adaptable and Resourceful	adapts to, and works with, different types of people in a	

	range of situations and copes with change	
Confident	demonstrates certainty and competence, and reacts well to a variety of challenges	

END OF ANNEX A

ANNEX B Guidance on Examining Competence

This annex provides guidance on competence and examination. These are complex issues and the guidance is necessarily lengthy and detailed. To assist Personnel Certification Bodies in understanding the concepts and to provide guidance on how to implement them within a Certification Scheme, this annex is divided into sections:

Section 1. An overview of the concepts of competency-based examination

Section 2. Defining candidate competencies

Section 3. Defining examiner competencies

Section 4. Designing and conducting examinations

Section 1. An overview of the concepts of competency-based examination

1 Introduction

Examination of competency has always been an important function in successful organizations. Outcomes of examination provide information on the capability of individuals and organizations to achieve their work and business plans. In an educational context it provides information on the extent to which a learner has achieved the required outcomes of a training program.

The purpose of the IPC Competency Standards (Standards) is to improve the way any professional provides services, irrespective of the organizational context.

The Standards set the benchmark for examination of Asset Management Professionals, under the described scope of application, across a wide variety of industries, enterprises and training organizations. They have been designed for flexible application, to meet the differing needs of individuals, enterprises, training organisations and industries. The Standards incorporate comprehensive Evidence Guides to ensure valid, reliable, fair and flexible examinations against the units of competency.

2 Interpreting the IPC Competency Standards

The IPC Competency Standards are the benchmark for Asset Management Professionals competencies in all settings. Distinctive features of these Competency Standards are:

- a. The Standards are cross industry in nature. Asset management occurs in most, if not all, industry and workplace settings. Cross industry standards are based on competencies common to a range of industries and workplaces.
- b. The Standards apply to people carrying out asset management processes regardless of the setting. This means they apply the same to people who work internal to an organization as they do people who perform asset management externally as independent professionals.

Examination Guidelines are referenced in the Range of Variables and Evidence Guides of the respective units and need to be considered in making examination decisions against the units in the IPC Competency Standards. These Examination Guidelines need to be read in conjunction with the Competency Standards.

Each unit of competency provides guidance on suitable examination activities and outcomes.

3 Designing Examination Resources

The following factors need to be taken into account when developing resources to examine against the IPC Competency Standards:

3.0 Interpreting the Evidence Guide

The critical aspects of evidence in the Evidence Guides of the Standards have been divided into products and processes:

- a. Product refers to an outcome – something made, service delivered or performance observed.
- b. Process is the way a product is achieved.

There are also required knowledge and skills, consistency of performance and context of examination requirements detailed in the Evidence Guides of the Standards.

3.1 The requirement for workplace application

Some of the units of competency specify workplace application. Attainment of these units cannot be achieved unless the requisite workplace application (ie application on the job) can be demonstrated and verified by the Examiner. In these instances the examination resources must incorporate the workplace application.

3.2 Integrated examination

To ensure examination is not narrowly based on tasks but embraces all aspects of workplace performance an integrated, holistic approach to examination is recommended. The examination procedure should be designed to assess an entire unit of competency, or a combination of units, to ensure that all the dimensions of competency are satisfied. This approach seeks to combine knowledge, understanding, problem solving, technical skills and applications into the examination process.

3.3 Methods of examination

There are a variety of examination methods and tools that can be used to examine persons against the IPC Competency Standards. The use of one method for examination is insufficient on its own. It is also important to use multiple sources of evidence.

The following factors should be considered in developing procedures and selecting methods to examine competency against the IPC Competency Standards. These include:

- a. Purpose – the purpose of the examination.
- b. Process – identify the individuals who will collect the evidence of the competency or administer the examination tools, including the participant, examiner, managers, supervisors, peers, mentors or other personnel involved. Confirm the appropriateness of the method(s) to the context, the examiner and the person(s) being examined.
- c. Language, literacy and numeracy (LL&N) issues - need to be taken into account when designing examination methods and tools. The LL&N requirements in the examination process should mirror the language, literacy and numeracy requirements of the competency being examined. Language, literacy and numeracy skills should be examined within the context of the person's job/role function.
- d. Resources – resources available for the examination (e.g. tools, people, time, equipment, rooms, materials)

- e. Interpretation – the performance criteria to be covered by the unit of competency, the range of variables and evidence guide associated with those criteria.
- f. Communication with appropriate personnel – the individuals who will use the examination information, including the individuals being examined, managers, supervisors, mentors or other providers and clients.

3.4 Other issues to be considered:

- a. Technical issues including reliability, accuracy, relevance to job responsibilities or program goals, flexibility, fairness and objectivity, validity and comparability across contexts and examiners. Will the method gather valid, authentic, current and sufficient evidence to make a judgment of competency?
- b. Legal and ethical issues including authenticity, appeals procedures, compliance with workplace agreements, confidentiality of information and materials, and protection against misuse of the examination information or procedures associated with the examination.
- c. Appropriateness of examination methods and tools according to characteristics of the person(s) being examined. The method chosen must take into account language, literacy and numeracy skills of the persons being examined and the examiner.

Section 2. Defining Asset Management Professional Competencies

This section is divided into 4 parts:

- A. Knowledge/Skill requirements
- B. Experience requirements
- C. Surveillance requirements
- D. Re-Certification requirements

A. Knowledge/Skill requirements

IPC Asset Management Professional Schemes are the following:

SCHEME	SHORTCUT
IPC Expert Valuer	S1
IPC Real Estate/Market Value Valuer	S2
IPC Residential and Standard Commercial Property Valuer	S3
IPC Property and Market Rating Valuer	S4
IPC Mortgage Lending Valuer	S5
IPC Bank Sector Valuer	S6
IPC Electro-mechanical Installation Valuer	S6
IPC Business-Finance Valuer	S6
IPC Fine-Art Valuer	S6
IPC Real Estate Professional	S7

Knowledge/Skills Competences, and relevant examination methods, required per scheme are the following:

No.	Competency	S1	S2	S3	S4	S5	S6	S7	Examination
1	Knowledge of structure and function of the respective, to valuation sector, market	x	x	x	x	x	x	-	Oral examination Written Examination Valuation
2	Valuation sector-related technical knowledge	x	x	x	x	x	x	x	
3	Understanding applicable legal and statutory requirements effecting valuation	x	x	x	x	x	x	-	
4	Knowledge of valuation related business administration	x	x	x	x	x	x	-	
5	Knowledge of applicable valuation procedures according to IVSC	x	x	x	x	x	x	-	

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6	Ability to assess, select. Apply and explain the appropriate valuation method	x	x	x	x	x	x	-	Document Control (see next table for more details)
7	Knowledge of asset management principles	-	-	-	-	-	-	x	
8	Knowledge of applicable real-estate regulation	-	-	-	-	-	-	x	
9	Knowledge of liability and third party insurance requirements	x	x	x	x	x	x	x	
10	Knowledge of financial concepts and methods	x	x	x	x	x	x	x	
11	Knowledge of statistical concepts and methods	x	x	x	x	x	x	x	

The examination requirements are described in the following table:

IPC Scheme	Oral Examination	Written Examination (general valuation knowledge)	Written Examination (case studies and/or practical examples)	Experience (Applies only for Level 3 applicants)
S1	Not compulsory	1 hrs min	1 hrs min	5 Valuations*
S2	Not compulsory	1 hr min	1 hrs min	5 Valuations*
S3	Not compulsory	1 hr min	1 hrs min	5 Valuations*
S4	Not compulsory	1 hr min	1 hrs min	5 Valuations*
S5	Not compulsory	1 hr min	1 hrs min	5 Valuations*
S6	Not compulsory	1 hr min	1 hrs min	5 Valuations*
S7	Not compulsory	1 hr min	N/A	N/A

* Those 5 Valuations must be available to be submitted for verification upon PCB request, all of which should be conducted at least on the last 3-years before application date.

B. Experience requirements

IPC Asset Management Professional Schemes are the following:

SCHEME	SHORTCUT
IPC Expert Valuer	S1
IPC Real Estate/Market Value Valuer	S2
IPC Residential and Standard Commercial Property Valuer	S3
IPC Property and Market Rating Valuer	S4
IPC Mortgage Lending Valuer	S5
IPC Bank Sector Valuer	S6
IPC Electro-mechanical Installation Valuer	S6
IPC Business-Finance Valuer	S6
IPC Fine-Art Valuer	S6
IPC Real Estate Professional	S7

Profession sector specific experience, and relevant examination methods, required per scheme are the following:

IPC Scheme	Sector Specific Experience (in years)			Examination Method
	Level 1	Level 2	Level 3	
S1	Not required	2	4	Document Control Interview
S2	Not required	2	3	
S3	Not required	2	3	
S4	Not required	2	3	
S5	Not required	2	3	
S6	Not required	1	2	
S7	Not required	1	2	

Notes:

- The following years apply to tertiary (post-secondary) education graduates in a technical, financial or economy field of studies.
- If candidate provides evidence of secondary education, 2 more years of valuation experience should be required for Level 2 and Level 3 candidates of all schemes.

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3. If candidate provides evidence of post-graduate education in a valuation related topic, 1 year of valuation experience can be subtracted for Level 2 only candidates of all schemes.

C. Surveillance requirements

IPC Asset Management Professionals Schemes in accordance with this specification should include surveillance requirements that may include but not limited to the selection of one or more of the following:

- on site assessment;
- information from regulatory authorities;
- professional development with an examination component;
- complaints and information from other interested parties;
- structured interviews;
- legal actions taken in the regard to the certified person;
- confirmation of on-going satisfactory work and work experience record;
- examination.

Surveillance should be periodic and by no means should exceed the 2 years period.

D. Re-certification requirements

IPC Valuer Schemes in accordance with this specification should include recertification requirements that may include but not limited to the selection of one or more of the following:

- examination;
- on site assessment;
- professional development with an examination component;
- physical capability;
- structured interview;
- confirmation of on-going satisfactory work and work experience record.

Re-certification should be periodic and by no means should exceed the 5 years period.

Section 3. Defining Examiner Competencies**1. Role of the Examiners**

For recognition purposes, examinations against the Standards must be undertaken by an Examiner approved by an IPC Member.

Examiners will be responsible for:

- a. Ensuring the validity, reliability, fairness and flexibility of the examinations conducted against the Standards;
- b. Establishing and maintaining accurate and confidential records of examination results; and
- c. Issuing a certificate and/or report on successful demonstration of competency against the Standards.

2. Examiner Qualifications and Training

Examination against the Standards should be carried out in accordance with these guidelines and against the requirements defined in the Standards. The following clause references the necessary competencies for individuals conducting examinations.

2.1 Examiner Competencies

IPC requires that all persons conducting examinations to the defined competencies must meet the following requirements.

2.1.1 Demonstrate current knowledge and skill in examining against the competencies as applied in a range of situations. This should be met through a combination of evidence including at least 3 or more of the following:

- a. Relevant work history;
- b. Successful completion of professional development activities focusing on best practice in examination and/or workplace training;
- c. Colleague/peer support and participation in professional networks;
- d. Recent examination and/or workplace training activities;
- e. Participation in moderation and/or validation processes; and
- f. Knowledge of language, literacy and numeracy issues in the context of examination and workplace training.

2.1.2 Have current knowledge of the industry, the workplace and job/role of the person being examined against the competency standards. This would include:

- a. Familiarity with the industry/enterprise competency standards to be used by the candidate as a basis of examination; and
- b. Relevant work history.

2.1.3 Hold formal recognition of competence in each unit for which they wish to conduct examinations.

INFORMATIVE GUIDANCE

Section 4. Designing and Conducting Examinations

The Principles Of Effective Examination

1. Competency based examinations

Competency based examination is the process of collecting evidence and making judgement on whether or not competency has been achieved.

All examination systems should demonstrate compliance with the four (4) technical principles of examination:

- a. Validity
- b. Reliability
- c. Flexibility
- d. Fairness

These technical principles of examination must be addressed in the conduct of an examination, in the development of examination tools and in the design, establishment and management of the examination system.

1.1 Validity

A valid examination examines what it claims to examine; evidence collected is relevant to the activity and demonstrates that the performance criteria have been met.

The principles of examination therefore must take into account several factors when applied to the IPC Competency Standards:

- a. Examination against the units of competency contained in the IPC Competency Standards must cover the broad range of skills and knowledge.
- b. Examination of the competencies in the Standards should integrate knowledge and skill with their practical application.
- c. Judgment made about competency against any of the units must be based on sufficient evidence. Evidence should be gathered on a number of occasions and in a range of contexts and using different examination methods.

The validity of examination can be enhanced when some or all of the factors below are applied:

- a. The examination focuses on the appropriate areas of competence.
- b. A sufficient range of the performance of the person being examined is sampled.
- c. The examination tasks resemble those encountered in the workplace.
- d. Evidence of performance is obtained after the examination to support predictive validity.

- e. The examination procedure documents the links to the workplace performance.
- f. Multiple approaches to examination are used.

1.2 Reliability

Reliability refers to the consistency of the interpretation of evidence and the examination outcome. To make reliable examinations, examiners must be competent in terms of their own examination competencies and have the relevant technical competencies at least to the level being assessed.

Some or all of the following can enhance evidence of reliability:

- a. The criteria for the judgment of competence must be stated clearly and adhered to.
- b. Examination practices in the examination and training of persons with examination responsibilities needs to be monitored and reviewed to ensure consistency of judgment.
- c. As a minimum requirement people examining against the IPC competencies must meet the qualifications for examiners as outlined.

Applying the following practices enhances reliability:

- a. Comparing the results of two or more examiners (moderation).
- b. Collecting evidence via a number of different examination methods.
- c. Collecting evidence across different locations and times.
- d. Providing clear and careful instructions when an employee is required to monitor his/her own or others behavior (documentation).
- e. Specifying clearly competencies to be attained (documentation).
- f. Detailing clearly items on self/peer/supervisor examination (documentation).
- g. Taking care in the construction of examination tools (systematic procedures).
- h. Reviewing the training of examiners (systematic procedures).

Evidence of consistency can be obtained by examining on multiple occasions, using a number of methods of evidence gathering and in a range of contexts.

1.3 Flexibility

Flexibility in examination allows for examination either on or off the job and at mutually convenient times and situations.

- a. Examination procedures should cover both on and off the job components of the IPC competencies.
- b. There should be a process for people to seek recognition of their current competency in one or more of the units of competency in IPC competencies without having to participate in a training program.

To be flexible assessments should:

- a. Cover both on and off the job components of training where applicable.
- b. Provide for the recognition of competencies no matter how, where or when they have been acquired.
- c. Draw on a range of methods and be appropriate to the context, task and person.
- d. Be made accessible to the person(s) being examined so that they can proceed readily from one competency standard to another.

Flexibility applies to the process – not the standard. Adjusting the standard beyond reasonable adjustment can affect the validity of the examination.

1.4 Fairness

A fair examination will not disadvantage any person and will take into account the characteristics of the person being examined. To maintain fairness:

- a. Reasonable adjustments are made to examination procedures depending on the characteristics of the person being examined.
- b. Examination procedures and the evidence (whether product or process) must be made clear.
- c. A consultative approach to examination of competency against one or all of the units in the IPC competencies is recommended.
- d. Persons being examined against the IPC competencies must have the opportunity for a review and an appeal of examination decisions.

To be fair, an examination should:

- a. Help the person being examined understand clearly what is expected and what form the examination will take.
- b. Ensure that the examination procedures support the identification of training needs.
- c. Be equitable to all groups of people being examined (make reasonable adjustments to the methods used for collecting evidence depending on the characteristics of the persons being examined).
- d. Have criteria for judging performance that are made clear to all those seeking examination.
- e. Involve a participatory approach to examination that is agreed to by the assessor and the person being examined.
- f. Provide opportunities that allow the persons being examined to challenge the examination and with provision for re-examination.

Conflict of interest sometimes arises for examiner. Under these circumstances, the conflict should always be declared. Potential forms of conflict of interest in the examination process and/or outcomes may include:

- a. A pre-established personal relationship between the examiner and the person being examined.
- b. Financial implications for the examiner.
- c. Employment opportunities for the examiner.
- d. Power opportunities for the examiner.

Note

Care must be taken to ensure examination practices do not perpetrate possible workplace discriminatory practices. As well examiners must not use the examination to coerce personal or professional favors or to gain economic advantage from the persons being examined or potential client groups.

Personal or interpersonal factors (biases) not related to the examination decision or process may include the characteristics of the person being examined and/or the examiner. For example, race, gender, language background, religious background, political affiliation, sexual orientation, physical disabilities, physical appearances, marital status, age, skin color, social class and or ethnic background.

2 Collecting Evidence of Competency

Examination of competency should involve demonstration of competence in all dimensions of competency. Evidence should involve a range of evidence types, which demonstrate that the examination aligns with the IPC competencies.

In examining against the IPC competencies at least one form of direct evidence should be considered to make a judgment on the practical performance component of the competencies, for example, observation of actual workplace activities.

Supplementary and indirect forms of evidence should be used as well as direct evidence to extend on direct forms of evidence, for example, a range of situations, with different types of persons being examined, or in conflict situations, ensure transferability of competencies to new situations and contexts, examine underpinning or required knowledge and understanding and provide information on possible performance in rarely occurring but critical situations, for example crash, breakdown or industrial conflict.

Third party reports should only be used to verify and support evidence obtained using other methods, unless the third party is a qualified examiner and is familiar with the IPC competencies.

3 Rules of Evidence

Evidence of competence must be:

- a. Valid.
- b. Sufficient.
- c. Current.
- d. Authentic.

3.1 Valid Evidence

Evidence of competence must cover the broad range of knowledge, skills and the application of such knowledge and skills specified in the IPC competencies. When examining against the IPC competencies, examiners must ensure that the evidence collected focuses on the appropriate knowledge and skills specified in the Performance Criteria and Evidence Guides.

3.2 Sufficient Evidence

This relates to the amount of evidence. Examiners must collect enough evidence to satisfy that the person being assessed is competent across all elements according to the performance criteria, taking into account the Range of Variables. To ensure enough evidence of competence is collected, it may be necessary or desirable to use a supplementary source of evidence such as oral or written questioning case studies or third party reports.

3.3 Current Evidence

An examiner needs to determine the recency of the evidence of competence. The focus is on whether the person being examined has current competencies in examination. The issue of currency of evidence is of particular concern when examining for the purposes of recognition of current competencies.

3.4 Authentic Evidence

Evidence needs to be checked for authenticity – that is, it actually relates to the performance of the person being assessed, and not that of another person. To determine authenticity, validation of the evidence by a third party may be necessary.

END OF ANNEX B

Annex C Guidance on a Code of Conduct

Personnel Certification Bodies must take appropriate measures to ensure the candidates they certify act professionally and support and promote their profession.

IPC provides this sample Code of Conduct as a template. Personnel Certification Bodies may use this code or an equivalent code that includes the same elements.

Personnel Certification Bodies must have in place effective procedures that enforce their code. These procedures must include the right to suspend or withdraw certification in instances where a certified professional is found not to have followed the code.

The Code of Conduct requires certified Asset Management Professionals:

- a. to act professionally and ethically;
- b. to strive to increase the competence and prestige of their profession;
- c. to assist those in their employ or under their supervision in developing management, professional and scope specific skills;
- d. to take due professional care and not undertake projects they are not competent to perform;
- e. not to represent conflicting or competing interests and to disclose to any client or employer any relationships that may influence their judgment;
- f. not to discuss or disclose any information relating to a project unless required by law or authorized in writing by the involved interested parties;
- g. not to accept any inducement, commission, gift or any other benefit from involved interested parties, their employees or any other interested party or knowingly allow colleagues to do so;
- h. to make fair presentations of valuation findings based on verifiable evidence and not intentionally communicate false or misleading information that may compromise the integrity of any valuation or the valuation process; and
- i. not act in any way that would prejudice the reputation of IPC, the personnel certification body or the respective certification process and to co-operate fully with an inquiry in the event of any alleged breach of this code.

END OF ANNEX C