

# NATIONAL OCCUPATIONAL & TRAINING STANDARD

## PROFESSIONAL BUILDING OFFICIAL

September 2007

This occupational standard has been developed by industry professionals and describes the skills, knowledge and abilities required to perform the duties of a Professional Building Official in Canada. Occupational standards can be used for a variety of purposes, including: acting as the basis for training; curriculum development; accreditation of training programs; recruitment; performance improvement; career development; and the certification of practitioners.

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## TABLE OF CONTENTS

Acknowledgements	3
Guide to the Occupational Standard	4
Development of the Occupational Standard	4
Methodology	4
Glossary	5
Scope of the 'Professional Building Official' Occupation	6
Structure of the Standard	8
Task Ratings	10
Occupational Analysis	11
Block A Communication	12
Block B Conduct Review to Determine Compliance	19
Block C Investigations and Inspections	34
Block D Legislation	42
Block E Personal and Professional Attributes	48

## ACKNOWLEDGEMENTS

ACBOA acknowledges the volunteer support and guidance of the Occupational Standards working group, which was comprised of the following members:

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Jim Donovan	Nova Scotia Building Officials Association (NSBOA)

ACBOA gratefully appreciate the time and interest the members have taken from their busy schedules to provide a vision for the future. Without their co-operation, the National Occupational and Training Standards could not have been completed.

ACBOA also wishes to express sincere appreciation to Ken Ruest and the Canadian Mortgage and Housing Commission (CMHC) for their continued moral and financial support for the profession.

### Objectives

The objectives of the project on National Occupational Standards are:

- To update the 2001 National Occupational Standards to reflect current realities of the profession
- To provide additional guidance on performance standards, learning requirements and personal attributes leading to success.

### Use of the Standards

The National Occupational and Training Standards for Professional Building Officials may be used to consider the following activities:

- Develop or revise basic and advanced training programs;
- Establish or improve certification or credentialing programs;
- Establish or improve accreditation programs for institutions delivering training programs;
- Develop criteria for prior learning assessment and recognition (PLAR);
- Develop policies that may assist the goal of worker mobility; and
- Provide guidance to employers for recruiting, selecting, training and retaining qualified employees.

# **GUIDE TO THE OCCUPATIONAL STANDARD**

## **DEVELOPMENT OF THE OCCUPATIONAL STANDARD**

This Occupational Standard was developed and validated by industry professionals with extensive knowledge and experience in all aspects of the building official occupation.

In 2001, initial research was conducted to develop the occupational standard. Since that document was published, the industry has evolved, including significant changes to the National Building Code in 2005 and subsequent changes to provincial Building Codes. In addition, a national certification initiative has been launched, and training and certification programs from across the country are being evaluated against the standards.

In June 2007, an Occupational Analysis workshop was conducted in Ottawa to review and update the standards.

From June to September 2007, the draft NOS was validated by ACBOA provincial associations and other industry stakeholders from across Canada.

## **METHODOLOGY**

The baseline for developing this revised occupational standard was the 2001 NOS for Professional Building Officials. In order to develop these competencies into an occupational standard, input was required from experienced industry practitioners.

A working group of seasoned professionals from across Canada was convened in Ottawa to review and update the document, utilizing the classic Canadian Vocational Association (CVA) DACUM methodology. During the sessions, the practitioners were guided through a structured process for developing a 5-level DACUM analysis.

## GLOSSARY

The following terms are used throughout this document, and definitions are provided here as an aid to comprehension. All terms included in the glossary are marked in the document with an asterisk (eg, term \*).

Alternative	Proposed deviation from accepted practices or codes.
Applicant	The owner or authorized agent of the owner
Building science	The theory of building principles, practices, and procedures
Building systems	The combination building components and/or building material which fulfils a prescribed function
Building system components	The individual parts or materials of a building which, when combined, constitute a building system
Clearances	<ol style="list-style-type: none"> <li>1. Special authorization or permission to proceed with a construction process, project or procedure</li> <li>2. Prescribed space between two adjacent components, such as fireplaces and wood frame walls</li> </ol>
Codes	Any federal, provincial or municipal Act or Regulation or standards intended to govern construction activity
Compliance	Conforming to the requirements of applicable Codes
Duty of Care	A concept used in tort law to indicate that standard of legal duty one owes to others. Negligence is the failure to use due care, which is the amount of care that would be taken by a reasonable person in the circumstances. The duty of care is confined to reasonable foreseeable dangers, the broad general test being whether a reasonable person should have anticipated that what happened might be a natural result of the act or omission.
Equivalency	An action, process or procedure that, while not complying to the letter of the Code, is considered by the Professional Building Official as providing the level of performance required by the Building Code
Finding	The result of an investigation, inquiry or examination.
HVAC	Heating, Ventilation and Air Conditioning
Inspect	To physically observe a specific building process, procedure or product to ensure compliance with applicable Codes and Standards

Investigation	To analyse conditions related to construction activities with a view to ascertaining the compliance of such activities with applicable Codes
Jurisdiction Legislation	The authority invested in the Building Official to interpret and apply laws and Codes applicable to construction activities Any acts, laws, regulations or procedures enacted or endorsed by federal, provincial, or municipal governments related to construction activities
Limitations	The scope of practice of Professional Building Officials
Observe	To review and analyze conditions related to building activities
Permits	Any of a series of legal documents issued by a Professional Building Official to authorize construction pursuant to applicable legislation
Requests	Any documentation provided by contractors, owners or agents requiring special clearances or exemptions to accepted practices
Research	The systematic investigation into and study of building practices and materials to establish the appropriateness of proposed deviations to accepted practices and procedures
Special approvals	See Equivalency
Standard of Care	The practice established by the authority having jurisdiction or municipal council to address or establish their jurisdiction's duty of care.
Technical documentation	Plans and specifications, etc. related to a proposed construction activity

## **SCOPE OF THE 'PROFESSIONAL BUILDING OFFICIAL' OCCUPATION**

The title 'Professional Building Official' refers to an individual who uses his/her training and experience to administer laws and bylaws related to the design and construction of buildings and structures as defined in provincial legislation. Professional Building Officials help to ensure that the objectives of safety, health, accessibility for persons with disabilities, and fire and structural protection of buildings are addressed prior to and during use.

The Professional Building Official is authorized to assess, consult and report on the design, construction and occupancy of all types of new and existing buildings and structures in accordance with the applicable laws and bylaws. In existing buildings this role includes, but is not limited to, the

review and inspection of constructions, renovations, alterations and additions, changes in use, interior improvements and demolition.

A Professional Building Official performs his/her role by reviewing the plans and specifications, investigating work, and communicating with stakeholders to determine and ensure compliance with applicable laws, bylaws, codes and standards. They also liaise with municipal officials such as council, health, safety, fire, municipal planners and other regulatory bodies involved with property development or matters related to the construction of buildings.

Professional Building Officials are primarily employed by municipalities to conduct building code, regulations and bylaw compliance reviews to confirm compliance and cause corrective actions to be initiated related to unsafe conditions in new and existing constructions. In addition to undertaking investigations, the Professional Building Official may be empowered to enforce law through the use of orders, notices, or other instruments to secure, upgrade or demolish unsafe buildings or conditions, and when necessary, prepare information for legal matters and to provide expert testimony.

Professional Building Officials are also instrumental in assisting in the development of local regulations and bylaws regarding safety, health, accessibility, and fire and structural protection of buildings. The Professional Building Official in some jurisdictions may also administer the applicable Fire Code and other minimum acceptable property and maintenance standards or bylaws related to buildings, heating, ventilation and air conditioning (HVAC), plumbing (including septic tanks and disposal fields), electrical, and gas systems.

Professional Building Officials will be familiar with Provincial and National Building Codes and Standards, Federal and Provincial legislation and Municipal bylaws pertaining to safety, health, accessibility, and fire and structural protection of buildings. They should be familiar with all aspects of the construction industry, including construction methods, procedures, practices and materials. The Professional Building Official's role includes the enforcement of building codes and laws, and, as such, they should be up to date with the latest regulations regarding the construction industry.

Professional Building Officials deal with a variety of people in complex and potentially confrontational situations. They should display a high degree of tact and diplomacy while administering regulations and assessing options for code compliance.

## SAFETY

Safety is of paramount importance in the construction industry. As service providers to the industry, professional building officials visit construction sites and enter buildings and structures under construction. As such, they must be knowledgeable on health and safety issues and the use of personal protective equipment appropriate to the construction environment. It is imperative that PBOs are aware of circumstances that may lead to injury or property loss.

It is generally recognized that a safety-conscious attitude and work practices contribute to a healthy, safe and accident-free working environment. It is imperative that PBOs are very familiar with and apply occupational health and safety rules and best practices as an integrated part of their job functions. As well, it is essential to identify hazards and take necessary measures to protect oneself, co-workers, the public and the environment.

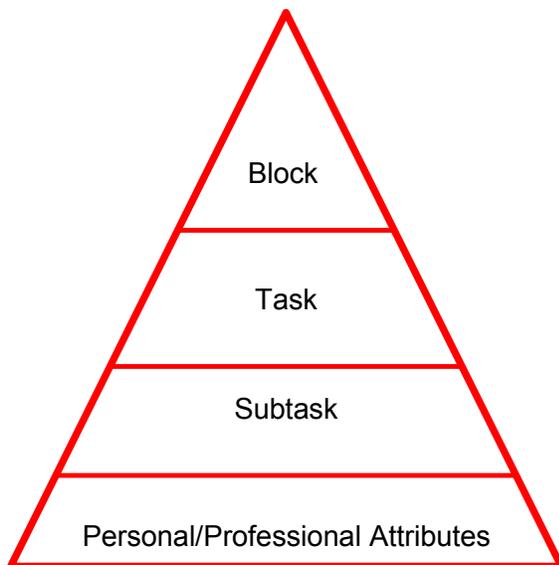
Safety education has been identified as an integral part of training in all jurisdictions; however, personal safety practices are not recorded in this document. Specific information related to safety rules, regulations procedures and industry practices may be detailed within individual tasks as appropriate.

## STRUCTURE OF THE STANDARD

To facilitate the understanding of the nature of the occupation, the work performed is divided into the following divisions.	
<b>BLOCK /General Area of Competence</b>	The largest division within the analysis, it reflects a major function or responsibility of a particular occupation
<b>TASK</b>	A specific, observable unit of work complete in itself (having a definite start and end point), which can be broken down into two or more steps (sub-tasks); can be performed in a limited period of time; when completed, results in a product, service or decision; and is something a worker is normally paid to do
<b>Occupational Context</b>	Defines the parameters of the task, and provides additional information to amplify the nature of the task
<b>SUB-TASK</b>	The smallest division into which it is practical to subdivide any work activity, and, combined with others, fully describes all duties constituting a task.

<b>Supporting Technical Knowledge and Abilities</b>	The elements of skill and knowledge an individual must acquire to adequately perform the sub-task.
<b>Level of Learning (BLOOM)</b>	<p>The required level of learning for supporting knowledge and abilities, per Bloom's Taxonomy. The taxonomy recognizes six different levels of processing thought. These levels relate directly to rigor and complexity in thinking and learning, and are provided as guidance to training providers and instructional designers:</p> <ul style="list-style-type: none"> <li>• <b>Level 1: Knowledge</b> – ability to recall information</li> <li>• <b>Level 2: Comprehension</b> – ability to understand information, and grasp its meaning</li> <li>• <b>Level 3: Application</b> – the ability to use ideas in particular situations</li> <li>• <b>Level 4: Analysis</b> – the ability to break down information into its parts</li> <li>• <b>Level 5: Synthesis</b> – the ability to put parts of information together to form new knowledge</li> <li>• <b>Level 6: Evaluation</b> – the ability to make judgements about the value of methods or materials for a given purpose</li> </ul>
<b>Personal and Professional Attributes</b>	Describes the generic personality attributes desirable for individuals in an occupation. They are useful for describing characteristics of the type of individual required for recruiting, retention and advancement in an occupation.

These elements combine to form a “Pyramid of Competency” at the Task level.



In this model, the performance requirements of the task are derived from the abilities at the sub-task level, when performed in the context of the overall task.

## TASK RATINGS

A total of 236 practitioners from across the country responded to our request for information on the relative importance of each NOS task, as well as the frequency with which these tasks were performed. Respondents were asked to rate each task according to the following scales:

- **IMPORTANCE** - On a scale of 1 (NOT important) to 5 (EXTREMELY important), how important is this task for building officials?

and

- **FREQUENCY** – On a scale of 1 (never) to 5 (daily), how often do building officials perform this task?

Responses were received from across Canada, as follows:

<b>Province/Territory</b>	<b># of Responses</b>
British Columbia	14
Alberta	25
Saskatchewan	8
Manitoba	10
Ontario	109
Quebec	0 (note: Quebec is not yet part of ACBOA, and so no responses were solicited in that province.)
New Brunswick	15
Nova Scotia	43
Prince Edward Island	2
Newfoundland	0 (note: Newfoundland has no provincial association of building officials)
Yukon	1 (note: YT has no provincial association of building officials)
Northwest Territories	0 (note: NWT has no provincial association of building officials)
Nunavut	0 (note: NU has no provincial association of building officials)
Unknown/Not Stated	6

The information was tabulated and averaged, and is included for each NOS task.

# OCCUPATIONAL ANALYSIS

***NOTE: The occupational analysis encompasses the entire scope of the Professional Building Official's (PBO) occupation. Not every task or subtask will be performed by every PBO on every project, and some variation may exist between large and small municipalities/jurisdictions, as a result of greater or lesser degrees of specialization.***

# Block A      Communication

## Task 1      Communicate in Writing

### Context Statement

Communication is a major component of the duties and responsibilities of the Professional Building Official. It includes communication, both verbally and in writing, with a variety of clients and stakeholders. It requires an ability to communicate in appropriate technical language with other professionals, as well as an ability to interpret highly technical terms into lay language. It also requires an ability to prepare court documents in an acceptable legal format, and document every decision and agreement with a view to possible future litigation.

Task Importance Rating	Task Frequency Rating
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.77</b>	<b>4.45</b>

### Subtask 1.01 Liaise with other regulatory bodies and agencies

Supporting Knowledge and Abilities		Learning Level (BLOOM, see "Structure of the Standard, p. 9)
1.01.01	knowledge of appropriate terminology	2
1.01.02	knowledge of methods of communication appropriate to other regulatory bodies and agencies, such as formal letters, e-mail, fax, telephone, etc	2
1.01.03	knowledge of roles and responsibility of other regulatory bodies	1
1.01.04	ability to use appropriate communication equipment	3
1.01.05	ability to describe design concepts	4
1.01.06	ability to prioritize requirements of other regulatory bodies and agencies	3
1.01.07	ability to express ideas in a concise and articulate manner	3

### Subtask 1.02 Prepare reports

Supporting Knowledge and Abilities		Learning Level (BLOOM)
1.02.01	knowledge of report formats	2
1.02.02	knowledge of appropriate terminology	2
1.02.03	ability to choose correct report format	2
1.02.04	ability to use appropriate terminology	2
1.02.05	ability to accurately, legibly, and concisely express information in writing	4

### Subtask 1.03 Prepare Correspondence

Supporting Knowledge and Abilities		Learning Level (BLOOM)
1.03.01	knowledge of acceptable format for general correspondence	1
1.03.02	knowledge of protocol for general correspondence	1
1.03.03	knowledge of office procedures	2
1.03.04	ability to determine format for general correspondence	2
1.03.05	ability to compose correspondence in accordance with accepted protocol	3

### Subtask 1.04 Prepare Orders

Supporting Knowledge and Abilities		Learning Level (BLOOM)
1.04.01	knowledge of Orders format	2
1.04.02	knowledge of appropriate language	2
1.04.03	knowledge of who is responsible for compliance with Order	2
1.04.04	ability to select appropriate format	2
1.04.05	ability to use appropriate language	3
1.04.06	ability to direct Order to appropriate recipient	2
1.04.07	ability to confirm compliance with the order	2

### Subtask 1.05 Document compliance alternatives / equivalencies

Supporting Knowledge and Abilities		Learning Level (BLOOM)
1.05.01	knowledge of compliance alternatives / equivalencies format	2
1.05.02	knowledge of who is responsible for implementation of compliance alternatives / equivalencies	2
1.05.03	ability to evaluate appropriate compliance alternatives / equivalencies format	3
1.05.04	ability to use appropriate language	3
1.05.05	ability to ensure documents are delivered to appropriate recipient	2

### Subtask 1.06: Provide input to legal briefs

Supporting Knowledge and Abilities		Learning Level (BLOOM)
1.06.01	knowledge of Court Brief format	2
1.06.02	knowledge of Court procedures	3
1.06.03	knowledge of legal terminology	2
1.06.04	ability to compose legal referrals	4
1.06.05	ability to follow court procedures	2
1.06.06	ability to interpret legal terminology	4

## Task 2 Communicate Verbally

### Context Statement

Professional Building Officials interact with the public, builders, developers, design professionals and government officials. They have authority, jurisdiction and discretion over construction and proposed construction. It is important that they communicate their concerns to interested parties in a manner that is readily understood, using tact and diplomacy.

Task Importance Rating	Task Frequency Rating
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.86</b>	<b>4.73</b>

### Subtask 2.01 Provide advice to potential applicants

Supporting Knowledge and Abilities		Learning Level (BLOOM)
2.01.01	ability to assess applicant's level of comprehension	3
2.01.02	knowledge of construction terminology	2
2.01.03	knowledge of the meaning of legal terminology	2
2.01.04	ability to use language appropriate to applicant's level of comprehension	3
2.01.05	ability to converse in non-technical terms	3
2.01.06	ability to explain legal and technical implications and ramification in lay terms	4

### Subtask 2.02 Liaise with owners

Supporting Knowledge and Abilities		Learning Level (BLOOM)
2.02.01	ability to assess owner's level of comprehension	3
2.02.02	ability to use language consistent with owner's level of comprehension	3
2.02.03	ability to understand non-verbal communication such as body language	3
2.02.04	ability to converse in non-technical language	3
2.02.05	ability to explain legal and technical implications and ramifications in non-technical language	3

### **Subtask 2.03 Provide advice on application and code issues to design professionals**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
2.03.01	knowledge of language appropriate to design professionals such as architects, professional engineers, planners, etc	2
2.03.02	knowledge of design methodology of other professionals	2
2.03.03	ability to converse with other professionals using appropriate terminology	3
2.03.04	ability to explain the general and interaction process of other disciplines	3
2.03.05	ability to explain the ramifications of specific courses of action	4

### **Subtask 2.04 Provide advice to other stakeholders, including Council, the general public, and vendors**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
2.04.01	knowledge of terminology appropriate to listener	3
2.04.02	ability to converse using appropriate terminology	3
2.04.03	ability to explain the general and interaction process to a variety of listeners	3
2.04.04	ability to explain the ramifications of specific course of action to a variety of stakeholders	4

### **Subtask 2.05 Provide expert testimony**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
2.05.01	knowledge of legal system	2
2.05.02	knowledge of legal process	2
2.05.03	knowledge of legal terminology	2
2.05.04	knowledge of court protocol	2
2.05.05	ability to respect court protocol	2
2.05.06	ability to provide court evidence and/or technical support	4
2.05.07	ability to prepare for court appearances	3

### **Subtask 2.06 Make Presentations**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
2.06.01	knowledge of how to reach various audiences	2
2.06.02	knowledge of public speaking techniques	2
2.06.03	ability to assess the comprehension level of audience	3
2.06.04	knowledge of subject matter	3
2.06.05	ability to use terminology appropriate to audience	3
2.06.06	ability to use visual aids such as flip charts, overhead projectors, VCRs, etc	2
2.06.07	ability to explain technical information in non-technical language	3

### **Subtask 2.07 Explain Required Corrections and/or Deficiencies**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
2.07.01	knowledge of appropriate terms	2
2.07.02	ability to explain required corrections and/or deficiencies in a tactful manner	3
2.07.03	ability to explain the problem in a concise, clear and logical manner	3
2.07.04	ability to explain the legal and technical benefits of compliance using appropriate terminology	3
2.07.05	ability to verbally confirm understanding	3

### **Subtask 2.08 Explain parameters of inspection process**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
2.08.01	knowledge of scope of role and responsibilities	2
2.08.02	knowledge of appropriate terminology	2
2.08.03	knowledge of role and responsibility of the party with whom one is speaking	2
2.08.04	ability to explain role and responsibility using appropriate terminology	3
2.08.05	ability to recognize comprehension level	3
2.08.06	ability to verbally confirm understanding	3

## Task 3      Resolve Conflicts

### Context Statement

Professional Building Officials are frequently called upon to resolve conflicts with a variety of stakeholders, such as design professionals, owners, developers and governing bodies. They must be able to understand the source of conflict, and facilitate code compliance.

<b>Task Importance Rating</b>	<b>Task Frequency Rating</b>
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.49</b>	<b>3.69</b>

### Subtask 3.01 Gather information

Supporting Knowledge and Abilities		Learning Level (BLOOM)
3.01.01	knowledge of sources of information	2
3.01.02	knowledge of information required to resolve conflict	2
3.01.03	knowledge of personality types	2
3.01.04	knowledge of legal ramifications of conflict	2
3.01.05	knowledge of limitations of role and responsibility of the building official	2
3.01.06	ability to determine relevance of information	3
3.01.07	ability to recognize different points of view	3
3.01.08	Ability to assess personalities involved	3
3.01.09	Ability to determine the interests of the parties involved	3

### Subtask 3.02 Clarify complaint

Supporting Knowledge and Abilities		Learning Level (BLOOM)
3.02.01	knowledge of complaint resolution processes	2
3.02.02	ability to solicit applicable and relevant information	2
3.02.03	ability to formulate possible acceptable solutions	3

### Subtask 3.03 Respond to complainant

Supporting Knowledge and Abilities		Learning Level (BLOOM)
3.03.01	Knowledge of appropriate format for response	1
3.03.02	Knowledge of appropriate terminology	2
3.03.03	Knowledge of scope of role and responsibility of parties involved	1
3.03.04	Knowledge of meaning of technical terms of other disciplines	2
3.03.05	ability to formulate response in appropriate format	3
3.03.06	ability to respond using appropriate terminology	3
3.03.07	ability to explain the meaning of technical terms in non-technical language	3
3.03.08	ability to address issue in a diplomatic manner	3

### Subtask 3.04 Identify resolution process

Supporting Knowledge and Abilities		Learning Level (BLOOM)
3.04.01	knowledge of resolution processes	2
3.04.02	knowledge of role and responsibility	1
3.04.03	ability to implement resolution process	2
3.04.04	ability to use appropriate control techniques	3
3.04.05	ability to mediate between parties in conflict	3

### Subtask 3.05 Confirm conflict has been resolved

Supporting Knowledge and Abilities		Learning Level (BLOOM)
3.05.01	knowledge of available options	2
3.05.02	knowledge of appropriate terminology	2
3.05.03	knowledge of when follow-up is necessary	2
3.05.04	knowledge of appropriate method of communicating the resolution	2
3.05.05	ability to recognize when all available options have been explored	2
3.05.06	ability to bring closure to the conflict	3
3.05.07	ability to follow-up with parties involved	2

### Subtask 3.06 Document how resolution was achieved

Supporting Knowledge and Abilities		Learning Level (BLOOM)
3.06.01	knowledge of appropriate format to document resolution	2
3.06.02	knowledge of whom to inform of decision	2
3.06.03	knowledge of methods of communicating decision	2
3.06.04	knowledge of appropriate format for archiving documentation	2
3.06.05	ability to document resolution in appropriate format	3
3.06.06	ability to communicate results in appropriate terminology	3
3.06.07	ability to decide method of disseminating decision	3
3.06.08	ability to decide appropriate method of archiving	3

# Block B Conduct Review to Determine Compliance

## Task 4 Review Technical Documents for ‘Housing’ Projects

### Context Statement

Professional Building Officials review an array of technical documents for one and two unit residential occupancies as defined in Building Codes (maximum of 3 stories in building height and 600 square meters of building area).

Task Importance Rating	Task Frequency Rating
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.80</b>	<b>4.44</b>

### Subtask 4.01 Determine completeness of applications

Supporting Knowledge and Abilities		Learning Level (BLOOM)
4.01.01	knowledge of what constitutes a complete application	2
4.01.02	knowledge of regulations applicable to specific application	3
4.01.03	knowledge of procedures involved to process application	2
4.01.04	ability to recognize deficiencies in submission	3
4.01.05	ability to identify regulations which apply to specific applications	4
4.01.06	ability to integrate information provided by others	5
4.01.07	ability to inform applicant of deficiencies	3

### Subtask 4.02 Determine Building Code requirements

Supporting Knowledge and Abilities		Learning Level (BLOOM)
4.02.01	knowledge of the scope of various codes and standards	2
4.02.02	knowledge of what Part(s) of the Building Code apply to submission	3
4.02.03	Knowledge of when a permit is needed	2
4.02.04	ability to classify design submissions within related codes	4
4.02.05	ability to relate which sub-components of the Part(s) within the Building Code relate to the design	5

### Subtask 4.03 Review building systems documents

Supporting Knowledge and Abilities		Learning Level (BLOOM)
4.03.01	knowledge of building systems	2
4.03.02	knowledge of the interrelationship of building systems, such as sprinklers, fire alarms, HVAC, etc	3
4.03.03	knowledge of the functions of independent systems	3
4.03.04	knowledge of engineering principals and construction practices	3
4.03.05	knowledge of building science	3
4.03.06	ability to read and review plans and specifications	4
4.03.07	ability to apply design principles	5
4.03.08	ability to relate code documents with specific reference to systems	5
4.03.09	ability to recognize the existence of required building systems	4
4.03.10	ability to identify the acceptability of required systems for code compliance	6

### Subtask 4.04 Review building system components

Supporting Knowledge and Abilities		Learning Level (BLOOM)
4.04.01	knowledge of components used within various systems, such as sprinklers, ducting, finishes, etc	3
4.04.02	knowledge of functions of components used with a system	3
4.04.03	knowledge of codes applicable to system components	4
4.04.04	ability to match system components with applicable codes	5
4.04.05	ability to recognize the existence of required components	4
4.04.06	ability to identify the acceptability of required components	6

### Subtask 4.05 Review building materials using plans and specifications

Supporting Knowledge and Abilities		Learning Level (BLOOM)
4.05.01	knowledge of building materials, such as pipe material, combustible materials, etc	2
4.05.02	knowledge of standards applicable to the manufacture of building materials	2
4.05.03	knowledge of the function of building materials	2
4.05.04	knowledge of the acceptability of building materials	3
4.05.05	knowledge of the acceptability of the function of building material	3
4.05.06	ability to identify building materials in the plans and specifications	4
4.05.07	ability to identify and interpret standards applicable to building materials	5
4.05.08	ability to identify material functions	3
4.05.09	ability to identify the acceptability of the material for its function	6

#### **Subtask 4.06 Analyze results of technical documentation review**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
4.06.01	knowledge of construction methodologies	3
4.06.02	knowledge of the impact of external dynamics on project approval such as scheduling, weather, limitations of building materials, etc	5
4.06.03	knowledge of when other disciplines are required to be involved	3
4.06.04	ability to recognize the parameters of a specific discipline's involvement	3
4.06.05	ability to apply a process for effectively completing a plan review	3
4.06.06	ability to provide guidance on accomplishing the proposed objectives of the Building Code	5

#### **Subtask 4.07 Determine compliance with Codes and Standards**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
4.07.01	knowledge of what constitutes compliance with codes and standards	3
4.07.02	knowledge of what constitutes equivalencies	3
4.07.03	knowledge of the requirements of other agencies	3
4.07.04	ability to interpret codes and standards applicable to project	5
4.07.05	ability to interpret the difference between critical and non-critical compliance	4
4.07.06	ability to document required corrections	3

## Task 5 Review Technical Documents for Part 9 Building Projects

### Context Statement

Professional Building Officials review an array of technical documents for buildings covered under Part 9 of the Building Code (not including one and two unit residential occupancies).

<b>Task Importance Rating</b>	<b>Task Frequency Rating</b>
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.81</b>	<b>4.30</b>

### Subtask 5.01 Determine completeness of applications

Supporting Knowledge and Abilities		Learning Level (BLOOM)
5.01.01	knowledge of what constitutes a complete application	2
5.01.02	knowledge of regulations applicable to specific application	3
5.01.03	knowledge of procedures involved to process application	2
5.01.04	ability to recognize deficiencies in submission	3
5.01.05	ability to identify regulations which apply to specific applications	4
5.01.06	ability to integrate information provided by others	5
5.01.07	ability to inform applicant of deficiencies	3

### Subtask 5.02 Determine Building Code requirements

Supporting Knowledge and Abilities		Learning Level (BLOOM)
5.02.01	knowledge of the scope of various codes and standards	2
5.02.02	knowledge of what Part(s) of the Building Code apply to submission	3
5.02.03	Knowledge of when a permit is needed	2
5.02.04	ability to classify design submissions within related codes	4
5.02.05	ability to relate which sub-components of the Part(s) within the Building Code relate to the design	5

### Subtask 5.03 Review building systems documents

Supporting Knowledge and Abilities		Learning Level (BLOOM)
5.03.01	knowledge of building systems	2
5.03.02	knowledge of the interrelationship of building systems, such as sprinklers, fire alarms, HVAC, etc	3
5.03.03	knowledge of the functions of independent systems	3
5.03.04	knowledge of engineering principals and construction practices	3
5.03.05	knowledge of building science	3
5.03.06	ability to read and review plans and specifications	4
5.03.07	ability to apply design principles	5
5.03.08	ability to relate code documents with specific reference to systems	5
5.03.09	ability to recognize the existence of required building systems	4
5.03.10	ability to identify the acceptability of required systems for code compliance	6

### Subtask 5.04 Review building system components

Supporting Knowledge and Abilities		Learning Level (BLOOM)
5.04.01	knowledge of components used within various systems, such as sprinklers, ducting, finishes, etc	3
5.04.02	knowledge of functions of components used with a system	3
5.04.03	knowledge of codes applicable to system components	4
5.04.04	ability to match system components with applicable codes	5
5.04.05	ability to recognize the existence of required components	4
5.04.06	ability to identify the acceptability of required components	6

### Subtask 5.05 Review building materials using plans and specifications

Supporting Knowledge and Abilities		Learning Level (BLOOM)
5.05.01	knowledge of building materials, such as pipe material, combustible materials, etc	2
5.05.02	knowledge of standards applicable to the manufacture of building materials	2
5.05.03	knowledge of the function of building materials	2
5.05.04	knowledge of the acceptability of building materials	3
5.05.05	knowledge of the acceptability of the function of building material	3
5.05.06	ability to identify building materials in the plans and specifications	4
5.05.07	ability to identify and interpret standards applicable to building materials	5
5.05.08	ability to identify material functions	3
5.05.09	ability to identify the acceptability of the material for its function	6

### **Subtask 5.06 Analyze results of technical documentation review**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
5.06.01	knowledge of construction methodologies	3
5.06.02	knowledge of the impact of external dynamics on project approval such as scheduling, weather, limitations of building materials, etc	5
5.06.03	knowledge of when other disciplines are required to be involved	3
5.06.04	ability to recognize the parameters of a specific discipline's involvement	3
5.06.05	ability to apply a process for effectively completing a plan review	3
5.06.06	ability to provide guidance on accomplishing the proposed objectives of the Building Code	5

### **Subtask 5.07 Determine compliance with Codes and Standards**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
5.07.01	knowledge of what constitutes compliance with codes and standards	3
5.07.02	knowledge of what constitutes equivalencies	3
5.07.03	knowledge of the requirements of other agencies	3
5.07.04	ability to interpret codes and standards applicable to project	5
5.07.05	ability to interpret the difference between critical and non-critical compliance	4
5.07.06	ability to document required corrections	3

## Task 6 Review Technical Documents for Part 3 Building Projects

### Context Statement

Professional Building Officials review an array of technical documents for buildings covered under Part 3 of the Building Code.

Task Importance Rating	Task Frequency Rating
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.76</b>	<b>3.86</b>

### Subtask 6.01 Determine completeness of applications

Supporting Knowledge and Abilities		Learning Level (BLOOM)
6.01.01	knowledge of what constitutes a complete application	2
6.01.02	knowledge of regulations applicable to specific application	3
6.01.03	knowledge of procedures involved to process application	2
6.01.04	ability to recognize deficiencies in submission	3
6.01.05	ability to identify regulations which apply to specific applications	4
6.01.06	ability to integrate information provided by others	5
6.01.07	ability to inform applicant of deficiencies	3

### Subtask 6.02 Determine Building Code requirements

Supporting Knowledge and Abilities		Learning Level (BLOOM)
6.02.01	knowledge of the scope of various codes and standards	2
6.02.02	knowledge of what Part(s) of the Building Code apply to submission	3
6.02.03	Knowledge of when a permit is needed	2
6.02.04	ability to classify design submissions within related codes	4
6.02.05	ability to relate which sub-components of the Part(s) within the Building Code relate to the design	5

### Subtask 6.03 Review building systems documents

Supporting Knowledge and Abilities		Learning Level (BLOOM)
6.03.01	knowledge of building systems	2
6.03.02	knowledge of the interrelationship of building systems, such as sprinklers, fire alarms, HVAC, etc	3
6.03.03	knowledge of the functions of independent systems	3
6.03.04	knowledge of engineering principals and construction practices	3
6.03.05	knowledge of building science	3
6.03.06	ability to read and review plans and specifications	4
6.03.07	ability to apply design principles	5
6.03.08	ability to relate code documents with specific reference to systems	5
6.03.09	ability to recognize the existence of required building systems	4
6.03.10	ability to identify the acceptability of required systems for code compliance	6

### Subtask 6.04 Review building system components

Supporting Knowledge and Abilities		Learning Level (BLOOM)
6.04.01	knowledge of components used within various systems, such as sprinklers, ducting, finishes, etc	3
6.04.02	knowledge of functions of components used with a system	3
6.04.03	knowledge of codes applicable to system components	4
6.04.04	ability to match system components with applicable codes	5
6.04.05	ability to recognize the existence of required components	4
6.04.06	ability to identify the acceptability of required components	6

### Subtask 6.05 Review building materials using plans and specifications

Supporting Knowledge and Abilities		Learning Level (BLOOM)
6.05.01	knowledge of building materials, such as pipe material, combustible materials, etc	2
6.05.02	knowledge of standards applicable to the manufacture of building materials	2
6.05.03	knowledge of the function of building materials	2
6.05.04	knowledge of the acceptability of building materials	3
6.05.05	knowledge of the acceptability of the function of building material	3
6.05.06	ability to identify building materials in the plans and specifications	4
6.05.07	ability to identify and interpret standards applicable to building materials	5
6.05.08	ability to identify material functions	3
6.05.09	ability to identify the acceptability of the material for its function	6

### **Subtask 6.06 Analyze results of technical documentation review**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
6.06.01	knowledge of construction methodologies	3
6.06.02	knowledge of the impact of external dynamics on project approval such as scheduling, weather, limitations of building materials, etc	5
6.06.03	knowledge of when other disciplines are required to be involved	3
6.06.04	ability to recognize the parameters of a specific discipline's involvement	3
6.06.05	ability to apply a process for effectively completing a plan review	3
6.06.06	ability to provide guidance on accomplishing the proposed objectives of the Building Code	5

### **Subtask 6.07 Determine compliance with Codes and Standards**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
6.07.01	knowledge of what constitutes compliance with codes and standards	3
6.07.02	knowledge of what constitutes equivalencies	3
6.07.03	knowledge of the requirements of other agencies	3
6.07.04	ability to interpret codes and standards applicable to project	5
6.07.05	ability to interpret the difference between critical and non-critical compliance	4
6.07.06	ability to document required corrections	3

## Task 7 Obtain Required Documents from Other Authorities and Qualified Individuals

### Context Statement

Professional Building Officials must recognize the existence of other applicable legislation, regulations or bylaws, and the involvement of other professionals and regulatory agencies, both internal and external, and their impact on a project, and when required ensure that approvals are granted before issuing permits to proceed.

Task Importance Rating	Task Frequency Rating
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.63</b>	<b>3.81</b>

### Subtask 7.01 Confirm internal clearances/approvals

Supporting Knowledge and Abilities		Learning Level (BLOOM)
7.01.01	knowledge of internal policies and procedures	2
7.01.02	knowledge of approval processes	2
7.01.03	knowledge of the approval authorities required for clearance such as Public Works, Planning, Council, etc	2
7.01.04	ability to facilitate clearances with other authorities	3
7.01.05	ability to track and document internal agency approvals	3

### Subtask 7.02 Confirm external clearances/approvals

Supporting Knowledge and Abilities		Learning Level (BLOOM)
7.02.01	knowledge of policies and procedures between various levels of governments	3
7.02.02	knowledge of approval processes	2
7.02.03	knowledge of the authorities required for approval or clearance such as municipal, provincial or federal	2
7.02.04	ability to facilitate external clearances with other departments	3
7.02.05	ability to track and document external agency approvals	3

**Subtask 7.03 Obtain letters of undertaking/commitment from design professionals**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
7.03.01	knowledge of applicable codes and regulations	2
7.03.02	knowledge of policies, procedures and approval processes	2
7.03.03	knowledge of required involvement of others such as architects, professional engineers, consultants, and owners	2
7.03.04	Ability to interpret documents provided by design professionals	5
7.03.05	ability to document understandings and agreements	3

## Task 8 Assess Alternative Solutions

### Context Statement

Professional Building Officials require knowledge of the intent and objectives of Building Code in order to compare a proposed alternative method, material or process for compliance.

Task Importance Rating	Task Frequency Rating
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.27</b>	<b>2.68</b>

### Subtask 8.01 Review proposals for compliance alternatives

Supporting Knowledge and Abilities		Learning Level (BLOOM)
8.01.01	knowledge of engineering principles	3
8.01.02	knowledge of when consideration is appropriate	3
8.01.03	knowledge of personal limitations with respect to discretion	3
8.01.04	knowledge of how liabilities may result from discretion	3
8.01.05	ability to request supporting documentation	3
8.01.06	ability to compare a request against normal requirements	3
8.01.07	ability to apply design principles	5

### Subtask 8.02 Assess acceptability of proposal

Supporting Knowledge and Abilities		Learning Level (BLOOM)
8.02.01	knowledge of codes and standards	3
8.02.02	knowledge of building science	3
8.02.03	knowledge of precedents	3
8.02.04	knowledge of overall regulatory objectives	3
8.02.05	Ability to assess the consequences of decisions	5
8.02.06	ability to negotiate a resolution	3
8.02.07	ability to apply code intent to the proposal	5
8.02.08	ability to reconcile an application with code intent	5
8.02.09	ability to seek additional/alternative advice	3

### Subtask 8.03 Authorize compliant alternatives

Supporting Knowledge and Abilities		Learning Level (BLOOM)
8.03.01	knowledge of where decision-making authority lies	2
8.03.02	knowledge of the legal implications of a decision	3
8.03.03	Ability to assess the consequences of decision	5
8.03.04	ability to document alternative proposal process/decisions	3
8.03.05	ability to forward the appropriate documentation to appropriate source	3

## Task 9 Assess Equivalent Solutions

### Context Statement

Professional Building Officials require knowledge of industry performance standards and practices in order to compare proposed equivalent methods, material or process for compliance.

Task Importance Rating	Task Frequency Rating
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.23</b>	<b>2.62</b>

### Subtask 9.01 Review proposals for equivalencies

Supporting Knowledge and Abilities		Learning Level (BLOOM)
9.01.01	knowledge of engineering principles	3
9.01.02	knowledge of when consideration is appropriate	3
9.01.03	knowledge of personal limitations with respect to discretion	3
9.01.04	knowledge of how liabilities may result from discretion	3
9.01.05	ability to request supporting documentation	3
9.01.06	ability to compare a request against normal requirements	3
9.01.07	ability to apply design principles	5

### Subtask 9.02 Assess acceptability of proposal

Supporting Knowledge and Abilities		Learning Level (BLOOM)
9.02.01	knowledge of codes and standards	3
9.02.02	knowledge of building science	3
9.02.03	knowledge of precedents	3
9.02.04	knowledge of overall regulatory objectives	3
9.02.05	Ability to assess the consequences of decision	5
9.02.06	ability to negotiate a resolution	3
9.02.07	ability to apply code rationale to the proposal	5
9.02.08	ability to reconcile an application with code rationale	5
9.02.09	ability to seek additional/alternative advice	3

### Subtask 9.03 Finalize equivalencies process

Supporting Knowledge and Abilities		Learning Level (BLOOM)
9.03.01	knowledge of where decision-making authority lies	2
9.03.02	knowledge of the legal implications of a decision	3
9.03.03	Ability to assess the consequences of decision	5
9.03.04	ability to document alternative proposal process/decisions	3
9.03.05	ability to forward the appropriate documentation to appropriate source	3

## Task 10 Authorize Construction through the Issuance of a Permit

### Context Statement

Professional Building Officials review documentation and when satisfied that the project meets the intent of the Building Code and legislation, authorizes the commencement of work on or changes to a project through the issuance of a permit.

Task Importance Rating	Task Frequency Rating
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.83</b>	<b>4.57</b>

### Subtask 10.01 Determine class of permit

Supporting Knowledge and Abilities		Learning Level (BLOOM)
10.01.01	knowledge of the various types or classes of permits applicable to any given project	3
10.01.02	knowledge of the scope of authority unique to the Professional Building Official	2
10.01.03	knowledge of building practices and disciplines	3
10.01.04	ability to differentiate between one type of permit and another	2
10.01.05	ability to apply laws and regulations	3
10.01.06	ability to classify or categorize construction types	3

### Subtask 10.02 Determine scope of permit

Supporting Knowledge and Abilities		Learning Level (BLOOM)
10.02.01	knowledge of construction processes	2
10.02.02	knowledge of the impact of a permit issuance such as economic, social, political, environmental, etc	2
10.02.03	ability to determine applicable inspections for permit type	3
10.02.04	ability to determine limitations of a permit	3
10.02.05	ability to apply limitations to a permit	3
10.02.06	ability to recognize the impact of a permit	3

**Subtask 10.03 Determine compliance with prerequisites**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
10.03.01	knowledge of the prerequisites such as technical documents, jurisdictions of other authorities, code intent, objectives, etc	3
10.03.02	knowledge of legal obligations associated with permit issuance	3
10.03.03	ability to identify the completeness of document submissions	3
10.03.04	ability to identify other jurisdictional authority	3
10.03.05	ability to apply codes, regulations and bylaws	5
10.03.06	ability to review the documentation to date	3
10.03.07	ability to ensure the adequacy prior to issuance	3
10.03.08	ability to assess critical and non-critical compliance items	5

**Subtask 10.04 Ensure fees are remitted**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
10.04.01	knowledge of applicable fees	2
10.04.02	knowledge of financial reporting processes	2
10.04.03	ability to calculate and apply fees	3
10.04.04	ability to apply appropriate fees and charges	3

**Subtask 10.05 Issue Permit**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
10.05.01	Knowledge of municipal policy and processes	2
10.05.02	Ability to create the permit document	3

# Block C Investigations & Inspections

## Task 11 Request Tests

### Context Statement

Professional Building Officials recognize and determine the need for further information that may include independent testing for the purpose of supporting investigation. The scope of investigation may include but is not limited to site inspections, reviews, accidents, and failures.

Task Importance Rating	Task Frequency Rating
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.44</b>	<b>2.89</b>

### Subtask 11.01 Determine need for independent and/or field testing

Supporting Knowledge and Abilities		Learning Level (BLOOM)
11.01.01	knowledge of applicable standards	2
11.01.02	knowledge of codes and standards	2
11.01.03	knowledge of building science	3
11.01.04	knowledge of building materials and components	3
11.01.05	knowledge of building systems, and related discipline processes	3
11.01.06	knowledge of types of building tests such as concrete tests, soil tests, bearing capacity, etc	3
11.01.07	ability to identify building materials and components which require testing	3
11.01.08	ability to identify conditions or situations warranting testing such as bad weather, poor soil conditions, suspect concrete, etc	4
11.01.09	ability to communicate requirement and rationale for tests	3

### Subtask 11.02 Request independent and/or field tests

Supporting Knowledge and Abilities		Learning Level (BLOOM)
11.02.01	knowledge of types of tests, such as concrete tests, soil tests, bearing capacity, etc	2
11.02.02	knowledge of basic testing methodology	2
11.02.03	knowledge of accredited testing agencies	2
11.02.04	ability to communicate requirement for tests	3
11.02.05	ability to request/schedule tests	3

**Subtask 11.03      Witness independent and/or field tests**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
11.03.01	knowledge of the standards and protocols that apply to the test being conducted such as smoke test, pressure test, sprinkler test, etc	3
11.03.02	ability to confirm tests are conducted according to testing standards and protocols	4

**Subtask 11.04      Analyze independent and/or field test results**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
11.04.01	knowledge of purpose of test such as concrete testing, soil tests, air flow tests, etc	3
11.04.02	Knowledge of the requirements of codes and standards	3
11.04.03	knowledge of parameters of the test	3
11.04.04	ability to assess test results for compliance with codes and standards	5
11.04.05	ability to match the test results with codes and standards	5

**Subtask 11.05      Determine compliance**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
11.05.01	knowledge of the applicable testing standards	3
11.05.02	knowledge of the analytical process	3
11.05.03	ability to compare results with standards	4
11.05.04	ability to formulate a decision based on data	5
11.05.05	ability to communicate decision respecting compliance	3

## Task 12 Conduct On Site Inspections

### Context Statement

Professional Building Officials physically review buildings to determine compliance. PBOs may respond to complaints and requests that occur outside the construction realm, including post-fire structural safety inspections, inspections for criminal issues (grow-ops, illegal drug manufacturing operations) or dilapidated/deteriorated/derelict properties.

Task Importance Rating	Task Frequency Rating
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.76</b>	<b>4.18</b>

### Subtask 12.01 Determine need for on-site inspection

Supporting Knowledge and Abilities		Learning Level (BLOOM)
12.01.01	knowledge of applicable regulations such as codes and bylaws	2
12.01.02	knowledge of safety requirements	2
12.01.03	knowledge of sequence/stages of construction	3
12.01.04	knowledge of local conditions	2
12.01.05	Ability to assess contractor experience/ability	4
12.01.06	ability to determine when an inspection or re-inspection is required	3
12.01.07	ability to determine type of inspection required	3

### Subtask 12.02 Determine inspection methodology

Supporting Knowledge and Abilities		Learning Level (BLOOM)
12.02.01	knowledge of what is to be inspected	2
12.02.02	knowledge of inspection processes such as smoke test, pressure test, etc	2
12.02.03	knowledge of codes and standards	2
12.02.04	knowledge of building science	3
12.02.05	knowledge of building systems such as mechanical, electrical, fire protection, etc	3
12.02.06	knowledge of regulatory requirements	2
12.02.07	knowledge of checklists and other inspection tools	2
12.02.08	ability to analyze the project as a whole	5
12.02.09	ability to proceed logically with required inspections in co-ordination with a predetermined construction process	4
12.02.10	ability to require additional information such as additional testing	3
12.02.11	Ability to use inspection tools including checklists, computers, testing equipment, etc	3
12.02.12	Ability to compare approved plans and specifications to site conditions	6

**Subtask 12.03      Coordinate on-site inspection**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
12.03.01	knowledge of local conditions such as weather, types of soil, location of site, site scheduling, etc	2
12.03.02	Ability to assess contractor's experience and ability	4
12.03.03	knowledge of construction schedule	2
12.03.04	knowledge of sequence/stages of construction	3
12.03.05	ability to create/organize inspection schedule with-in scope of project	4
12.03.06	ability to communicate with persons responsible for site work	3
12.03.07	ability to co-ordinate inspection regime of various projects simultaneously	3

**Subtask 12.04      Observe site conditions**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
12.04.01	knowledge of the effect of weather conditions on construction	3
12.04.02	Knowledge of personal site safety requirements	2
12.04.03	knowledge of the impact of the general work site area on construction....such as neighbourhood conditions, community expectations, contractor expectations, etc	3
12.04.04	Ability to assess personal site safety requirements	3
12.04.05	ability to observe and note general site conditions	3
12.04.06	ability to identify self as an official and communicate with person responsible for site	3
12.04.07	ability to conduct inspection for compliance with regulations	6
12.04.08	ability to observe and note factual data	4
12.04.09	ability to initiate corrective action such as corrective action report or order additional work	3

**Subtask 12.05      Inspect building systems**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
12.05.01	knowledge of building system requirements such as plumbing, mechanical, life safety, electrical, etc	3
12.05.02	knowledge of codes and standards	3
12.05.03	knowledge of building science	3
12.05.04	knowledge of systems' interrelationship	4
12.05.05	knowledge of various building construction types such as wood frame, steel, concrete, etc	3
12.05.06	ability to identify system components	3
12.05.07	ability to identify deficiencies in systems and components	6
12.05.08	ability to record findings	3
12.05.09	ability to initiate corrective action	3

**Subtask 12.06      Inspect system components**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
12.06.01	knowledge of materials and components such as, fire stops, self closers, mechanical fasteners, etc	3
12.06.02	knowledge of installation methods of system components such as magnetic locks, fireplaces, etc	3
12.06.03	knowledge of manufacturers' recommendations, such as, fastening, accessibility, clearances, etc	3
12.06.04	ability to observe and relate installation to the manufacturer's recommendation or standards	6
12.06.05	ability to interpret and communicate findings to person responsible for work	3
12.06.06	ability to determine compliance in accordance with observations	6

**Subtask 12.07      Inspect building materials**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
12.07.01	knowledge of standards pertaining to building materials	3
12.07.02	knowledge of building materials	3
12.07.03	knowledge of use of building materials	3
12.07.04	knowledge of purpose of building materials	3
12.07.05	knowledge of how materials are installed	3
12.07.06	ability to identify installation methods used such as brick ties, fastening, bonding, etc	3
12.07.07	ability to interpret observations for compliance	6
12.07.08	ability to communicate findings	3

**Subtask 12.08      Analyze results of on-site inspection**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
12.08.01	knowledge of regulation and code intents	3
12.08.02	knowledge of acceptable on-site inspection techniques	3
12.08.03	knowledge of current standards and technical advancements	3
12.08.04	ability to analyze site data in relation to regulation requirements	5
12.08.05	ability to document findings and outcome	3
12.08.06	ability to communicate process and results	3
12.08.07	ability to follow up as required	3

**Subtask 12.09 Determine on-site compliance**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
12.09.01	knowledge of codes and standards applicable to the “as found” conditions	3
12.09.02	knowledge of alternate methods that will achieve compliance	3
12.09.03	knowledge of specific site’s administrative structure such as owner, architect, engineer, contractor, etc	3
12.09.04	knowledge of enforcement procedures available in the event of non-compliance	2
12.09.05	ability to determine compliance with applicable regulations	6
12.09.06	ability to interpret and evaluate on-site conditions	5
12.09.07	ability to document results of inspection process	3
12.09.08	ability to communicate compliance findings to person responsible	3
12.09.09	ability to implement appropriate procedures	3

**Subtask 12.10 Document inspection results**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
12.10.01	knowledge of code and regulation requirements	3
12.10.03	knowledge of administration such as filing, internal procedures, etc	2
12.10.04	ability to articulate inspection observations (spoken and/or written)	3
12.10.05	ability to correlate inspection observations with regulation requirements	3
12.10.06	ability to determine which document format should be used	3
12.10.07	ability to present final document to person responsible for work	3

## Task 13 Conduct Research

### Context Statement

The Professional Building Official conducts research to obtain information for the purpose of verifying that proposed construction complies with relevant Building Code(s).

<b>Task Importance Rating</b>	<b>Task Frequency Rating</b>
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.29</b>	<b>3.09</b>

### Subtask 13.01 Determine need for further information

Supporting Knowledge and Abilities		Learning Level (BLOOM)
13.01.01	knowledge of codes and standards	3
13.01.02	knowledge of limitation of codes and standards	3
13.01.03	ability to recognize on-site situation(s) extraordinary to specific codes or specification standards	5
13.01.04	ability to review/assess existing conditions which differ from reviewed plans	5
13.01.05	ability to recognize the need for further information	4
13.01.06	ability to consider options in relation to observation(s) and codes and standards	4

### Subtask 13.02 Determine research methodology

Supporting Knowledge and Abilities		Learning Level (BLOOM)
13.02.01	knowledge of different research methodologies such as self research, third-party research, etc	2
13.02.02	knowledge of source of information	3
13.02.03	ability to obtain research materials	2
13.02.04	ability to direct others to research source	2
13.02.05	ability to determine applicability	3

**Subtask 13.03 Obtain and process information**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
13.03.01	knowledge of scope of information provided such as applicability to specific site, time dated, etc	3
13.03.02	knowledge of codes and standards	3
13.03.03	ability to analyse or compare data with applicable code and site conditions	5
13.03.04	ability to document process followed	3
13.03.05	ability to render decision	3
13.03.06	ability to document and communicate decision to person responsible	3

**Subtask 13.04 Apply research results**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
13.04.01	knowledge of codes, bylaws and regulations	3
13.04.02	knowledge of research processes	3
13.04.03	ability to determine applicability of research	5
13.04.04	ability to document research process, findings and applicability	3
13.04.05	ability to communicate decision to person responsible and others who may need to be advised such as utilities, provincial administration	3

# Block D      Legislation

## Task 14              Recognize Legal Responsibilities

### Context Statement

Professional Building Officials require a basic understanding of law and their legal responsibility. They must have a basic appreciation of their role, responsibilities and limitations in the workplace.

<b>Task Importance Rating</b>	<b>Task Frequency Rating</b>
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.85</b>	<b>4.38</b>

### Subtask 14.01: Recognize “Duty of Care” situations

Supporting Knowledge and Abilities		Learning Level (BLOOM)
14.01.01	knowledge of principles of duty of care	2
14.01.02	knowledge of legal implications of adhering to duty of care	2
14.01.03	ability to differentiate between duty of care and standard of care (practice)	2
14.01.04	ability to adhere to duty of care	3
14.01.05	ability to apply standard of care	3

### Subtask 14.02: Recognize roles and responsibilities

Supporting Knowledge and Abilities		Learning Level (BLOOM)
14.02.01	knowledge of basic principles of roles and responsibilities under the law	2
14.02.02	knowledge of legal implications of actions	2
14.02.03	knowledge of individual rights and responsibilities	2
14.02.04	knowledge of applicable legislation	2
14.02.05	ability to act within legal guidelines	3
14.02.06	ability to determine whether lawful authority/jurisdiction exists	3

## Task 15 Administer Municipal Law

### Context Statement

Professional Building Officials normally work within municipal bylaws and policies to obtain code compliance with respect to minimum acceptable standards related to safety, health, accessibility, and fire and structural protection of buildings.. They provide input to municipal legislators regarding bylaw and policy content and revision.

Task Importance Rating	Task Frequency Rating
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.49</b>	<b>3.80</b>

### Subtask 15.01 Determine applicable bylaw

Supporting Knowledge and Abilities		Learning Level (BLOOM)
15.01.01	knowledge of municipal scope of authority	2
15.01.02	knowledge of municipal departments	2
15.01.03	knowledge of municipal by laws and policies	2
15.01.04	knowledge of political structure	2
15.01.05	knowledge of community goals and standards	2
15.01.06	ability to interact with local councils and all levels of staff	3
15.01.07	ability to administer bylaws	3

### Subtask 15.02 Apply bylaw

Supporting Knowledge and Abilities		Learning Level (BLOOM)
15.02.01	knowledge of bylaws such as building, zoning, property maintenance, etc	2
15.02.02	knowledge of departmental policies and procedures	2
15.02.03	knowledge of power, authorities and responsibilities contained in the bylaws	2
15.02.04	ability to communicate verbally and in writing the bylaw requirements	3
15.02.05	ability to apply bylaws with tact and diplomacy	3
15.02.06	ability to apply bylaws and policies	3

**Subtask 15.03 Provide input to municipal bylaws**

Supporting Knowledge and Abilities		Learning Level (BLOOM)
15.03.01	knowledge of community goals and values	2
15.03.02	knowledge of bylaw amendment process	2
15.03.03	ability to research ramifications of bylaw change	3
15.03.04	ability to draft proposals for bylaw revision	5
15.03.05	ability to liaise with other stakeholders affected by bylaw revision	3
15.03.06	ability to conduct an investigation, process evidence, case preparation, write writs or tickets (where applicable) and serve legal documents	5

## Task 16 Administer Provincial law

### Context Statement

The regulation of construction in Canada (except as noted in Task 17) is a provincial and territorial responsibility. The province passes enabling legislation allowing municipalities and other levels of government to become responsible for enforcing safety, health, accessibility, and fire and structural protection of buildings. The authority and responsibilities of the Professional Building Official are derived from the provincial legislation. Professional Building Officials are responsible for the enforcement of provincial laws and related regulations and codes.

Task Importance Rating	Task Frequency Rating
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>4.56</b>	<b>3.92</b>

### Subtask 16.01 Determine applicable Provincial regulations

Supporting Knowledge and Abilities		Learning Level (BLOOM)
16.01.01	knowledge of provincial departments	2
16.01.02	knowledge of applicable provincial laws	2
16.01.03	knowledge of resources available through provincial building officials associations	2
16.01.04	ability to interact with provincial departments	3
16.01.05	ability to interpret provincial laws	5

### Subtask 16.02 Apply applicable Provincial regulation

Supporting Knowledge and Abilities		Learning Level (BLOOM)
16.02.01	knowledge of applicable provincial regulations	2
16.02.02	Basic knowledge of provincial departmental policies and procedures	2
16.02.03	knowledge of power, authorities and responsibilities contained in applicable provincial regulations	2
16.02.04	ability to communicate verbally and in writing applicable provincial regulations	3
16.02.05	ability to apply applicable provincial laws	3
16.02.06	ability to interpret provincial acts, regulations and codes	5
16.02.07	ability to conduct an investigation, process evidence, case preparation, write writs or tickets (where applicable) and serve legal documents	5

### Subtask 16.03 Provide input to Provincial standards

Supporting Knowledge and Abilities		Learning Level (BLOOM)
16.03.01	knowledge of provincial amendment process	2
16.03.02	knowledge of existing provincial standards	2
16.03.03	ability to research ramifications of provincial law change	3
16.03.04	ability to liaise with other stakeholders affected by provincial law change	3

## Task 17 Administer Federal law

### Context Statement

Construction on federal property is a federal responsibility, normally in conjunction with provincial processes. The Professional Building Official may have limited authority in these circumstances.

Task Importance Rating	Task Frequency Rating
1= Not Important 5=Extremely Important	1= Never 5= Daily
<b>3.28</b>	<b>1.87</b>

### Subtask 17.01 Determine applicable Federal law

Supporting Knowledge and Abilities		Learning Level (BLOOM)
17.01.01	knowledge of applicable federal departments	2
17.01.02	knowledge of federal processes	2
17.01.03	knowledge of applicable federal laws	2
17.01.04	knowledge of resources available through agencies such as Provincial Building Officials' Associations, National Research Council and Canadian Standards Association	2
17.01.05	ability to interact with federal departments	3
17.01.06	ability to interpret federal laws	5
17.01.07	ability to integrate federal, provincial and municipal jurisdictions	5

### Subtask 17.02 Apply applicable Federal law

Supporting Knowledge and Abilities		Learning Level (BLOOM)
17.02.01	knowledge of applicable federal laws	2
17.02.02	knowledge of departmental policies and procedures	2
17.02.03	knowledge of power, authorities and responsibilities contained in applicable federal laws	2
17.02.04	ability to communicate verbally and in writing applicable federal laws	3
17.02.05	ability to apply federal laws	5

### Subtask 17.03 Provide input to Federal standards

Supporting Knowledge and Abilities		Learning Level (BLOOM)
17.03.01	Knowledge of federal law amendment process	2
17.03.02	knowledge of existing federal standards	2
17.03.03	ability to research ramifications of federal law change	3
17.03.04	ability to liaise with other stakeholders affected by federal law change	3

## Block E Personal and Professional Attributes

Personal Attributes are those individual characteristics that lead to success in an occupation. They are “attitude” or “life skills” attributes that apply to many different tasks and subtasks.

Personal attributes are useful for recruiting the “right kind” of people into an occupation. They are not listed in any particular order of priority.

- **Ambition:** A psychological need to progress personally and professionally. Persons with this attribute seek opportunities for promotion, increased responsibility and career advancement.
- **Desire for self-improvement:** A psychological need to see personal skill sets grow and develop. Persons with this attribute seek training and development opportunities and seek to learn new things.
- **Interpersonal skills:** an ability to understand and be understood by others. Individuals with this attribute have concern for others points of view and opinions. They seek to mediate disputes in a fair and equitable manner.
- **Focus on results:** A desire to see jobs completed. Persons with this attribute are never satisfied until the job is completed satisfactorily.
- **Attention to detail:** An ingrained focus on the small things that lead to success. Persons with this attribute are fastidious and will spot the “little things” that add together to make or break a project. Persons with this attribute will not accept behaviour, productivity or craftsmanship that is below the recognized standard. They keep their work area clean and organized, verify others’ work
- **Integrity:** doing what you say you will do; following through on your commitments. Persons with this attribute go out of their way to keep their promises and will always make contact if something comes up that prevents their doing so.
- **Sense of responsibility:** A desire to do the right things, the right way. Persons with this attribute don’t cut corners, bend rules or look for loopholes to excuse unacceptable or sub-standard behaviour or performance. They place organizational objectives ahead of their own.
- **Flexibility:** The ability to adapt and work effectively in a changing environment. Individuals with this characteristic show an aptitude for “Plan B”, adapting current plans to changing conditions: they don’t get rattled when things change. They are also able to interpret rules in order to implement them in their spirit and objectives.
- **Customer-Service Orientation:** A desire to help or serve others and meet their needs. Individuals with this aptitude will spend time to discover what the customer needs, and figure out how best to fill that need. Customers can be internal to the organization or external.

- **Self-Control:** An ability to keep emotions in check and stay cool under pressure. Persons with this attribute will respond calmly and calms others in stress/conflict situations, and will respond constructively rather than provoking greater conflict.
- **Teamwork & Cooperation:** The ability to work in cooperation with others. Individuals with this attribute enjoy working as members of a team, and they express this sense of “team” in their conversations and actions.

## **Administration Skills**

Professional Building Officials need to exercise administrative skills in order to manage available resources throughout the various construction cycles. They also provide input to municipal and departmental policies and procedures.

Administration skills are not described in depth, and they are presented in no particular order or priority.

- **Time management skills**
- **Planning skills**
- **Organization skills**
- **Problem solving/decision making skills**
- **Document handling skills:** An awareness of the importance of keeping accurate, complete and current records. These records are important for future development, legal accountability, research and responding to inquiries

## **Tools, Equipment and Other Resources**

Professional Building Officials regularly use some or all of the following tools, specialized equipment and other resources in the accomplishment of their duties:

- Personal Protective Equipment
- Flashlight
- Ladders
- Lifts
- Cameras
- Measuring devices
- GPS systems
- Communication systems
- Moisture meters
- Gas “sniffers”
- Infra-red detection instruments
- Pressure testing equipment
- Various construction hand tools
- Laser level
- Surveyor’s Transit
- Computer: document retrieval, word processing, record keeping, on-line research, email, database
- Electrical test equipment