***Forecaster Competency 1, 2, 3: Portfolio Information Note***

***C1 Analyse and Monitor continually the marine weather situation***

***C2 Forecast marine weather phenomena, variables and parameters***

***C3 Warn of hazardous marine meteorological phenomena***

***Competency Description:***

Competencies 1-3 describe knowledge and skills for analysing and diagnosing the marine weather situation and creating forecasts, warnings and related products.

**Considerations on using Portfolio**:

Portfolio can be an important assessment method to supplement more direct evidence gathered by the assessor. It is unlikely that all aspects of the forecast process, particularly in many important, and sometimes rare, marine weather situations, can be assessed directly. Portfolio can be a way for the forecaster to further demonstrate competency in the additional areas of their job responsibilities.

Portfolio items provided by forecasters to the assessors can include case studies of past forecasted events, a work diary of procedures used and difficulties overcome, formal reports to which the forecaster contributed (such as event analyses and debriefings), research and innovation implementation reports, and a collection of representative forecasts and warnings. It could also include a self-assessment by the forecaster performed within a structure provided by the organization. Documented successful completion of education and training activities, while not demonstrating competency, can support evidence of the professional growth of the forecaster, especially if the forecaster links learning to changes in their performance.

Portfolio evidence can require a lot of time for the assessor to review and assess, so it is recommended to limit the amount of this form of evidence to one that the assessment system can process.

**Recommendations**:

All of the portfolio evidence mentioned above can be valuable, including:

* Case studies
* Work diaries
* Formal reports produced
* Research and innovation reports
* A collection of representative forecasts and warnings
* Documented training with links to performance improvement

Of these, those that can most directly provide evidence of competency include case studies, formal reports, and research/innovation reports. Case studies, for example, can demonstrate the decision-making processes and data analysis procedures of a forecaster during significant events, and at the same time be used to increase organisational learning when shared with other forecasters. They also generate learning by the forecaster in the process of preparation. Formal reports or debriefings on significant events, when produced by the forecaster alone or as part of a team, can provide the same evidence and beneficial outcomes as an individually developed case study. Research and innovation reports demonstrate the scientific and operational knowledge and depth of analysis the forecaster is capable of applying to their work.