



لمبائڠ ارڪيٽيڪ جوروترا فرؤفيسيونل دان جورواوكور باهن نڱارا بروني دارالسلام
Brunei Darussalam Board of Architects Professional Engineers and Quantity Surveyors

GUIDELINE NO. 8

**ARCHITECTS, PROFESSIONAL ENGINEERS AND QUANTITY SURVEYORS, ORDER 2011
AND
ARCHITECTS, PROFESSIONAL ENGINEERS AND QUANTITY SURVEYORS, RULES 2016**

PART II – SECTION 6 (b)

PROFESSIONAL COMPETENCE EXAMINATION FOR QUANTITY SURVEYORS

-AN OVERVIEW-

QUALIFICATION AND EXAMINATION COMMITTEE
16th January 2017



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PREAMBLES

The Professional Competence Examination (PCE) is referred to in Section 17.(1)(c), Part IV, Page 399 of the Architects, Professional Engineers and Quantity Surveyors Order, 2011 (S 33/2011), and Section 4.(2), 5, 6 and 7, Part II, Page 1080-1081 of Architects, Professional Engineers and Quantity Surveyors Rules, 2016 (S 38/2016).

Extracts from Architects, Professional Engineers and Quantity Surveyors Order, 2011

PART IV

REGISTRATION OF ARCHITECTS, PROFESSIONAL ENGINEERS AND QUANTITY SURVEYORS

Qualifications for registration.

17. (1) *Subject to this section, the following persons shall, on payment of the prescribed fee, be entitled to registration under this Order –*
- (a) *any person who is a corporate member of an institution recognised by the Board;*
 - (b) *any person who holds any degree, diploma or any other qualification which the Board may approve for the purpose of entitling him to be a registered architect, a registered professional engineer or a registered quantity surveyor under this Order; or*
 - (c) *any person who satisfies the Board that he is otherwise qualified by having proper and recognised training in architecture or who has academic qualifications in professional engineering or quantity surveying and who passes such examinations as may be required by the Board.*
- (2) *No person shall be entitled to registration under subsection (1) unless he satisfies the Board that he has, after obtaining his qualifications, acquired not less than 2 years of such practical experience in architectural, professional engineering or quantity surveying work as may be prescribed or approved by the Board (including practical experience in architectural, professional engineering or quantity surveying work in Brunei Darussalam for a continuous period of at least one year).*
- (3) *No person shall be entitled to be registered as an architect, a professional engineer or a quantity surveyor if at any time prior to his registration there exist any facts or circumstances which would have entitled the Board to cancel his registration.*

Extracts from Architects, Professional Engineers and Quantity Surveyors Rules, 2016

PART II

GENERAL PROVISIONS ON REGISTRATION

Qualifications and training

4. (2) *An application for registration under the Order made by a person referred to in section 17(l)(c) shall be accompanied by such evidence of training as the Board may require.*



Examinations

5. (1) *For the purposes of section 17(1)(c), the Board may require the applicant to pass the following examinations –*
 - (a) *the Professional Competence Examinations; and*
 - (b) *the Oral Interview Examination.*
- (2) *Every application to sit for an examination referred to in subrule (1) shall be -*
 - (a) *made in such form and manner as the Board may determine;*
 - (b) *submitted not less than 60 days before the date of the examination;*
 - (c) *accompanied by a copy of the applicant's Professional Case Study, Practical Experience Record Book and Log Book; and*
 - (d) *accompanied by the appropriate fee specified in the Schedule.*
- (3) *Where a person who has applied to sit for any of the examinations referred to in subrule (1) is unable to sit for the examination, the Board may refund any fee or part thereof paid by that person under this rule.*

Evidence of practical experience

6. (1) *Every person applying for registration under the Order shall submit with his application proof in writing of his practical experience, which shall include details of the duration and a description of the practical experience in such form as the Board may require.*
- (2) *The Board may, with a view to determining the nature of an applicant's practical experience, conduct an interview with the applicant.*

Further evidence and other requirements

7. (1) *The Board may require an applicant to furnish such other evidence or particulars as the Board considers necessary to determine whether the applicant is entitled to registration under the Order.*
- (2) *The Board may further require the applicant to submit a project report to demonstrate his experience in the different areas of architectural practice, professional engineering practice or quantity surveying practice.*



INTRODUCTION

The Professional Competence Examination (PCE) ensures that those applying for registration with BAPEQS are competent to practise and meet the high standards of professionalism required by BAPEQS.

The PCE normally consists of

- a period of structured training
- a final assessment

The period of experience is based on candidates achieving a set of requirements or competencies. These are a mix of technical and professional practice, interpersonal, business and management skills.

PCE DOCUMENTATION

BAPEQS has produced various handbooks and templates documents designed to help candidates understand more about qualifying as a registered BAPEQS member in quantity surveying. They also explain the role and responsibilities of counsellors, assessors and chairpersons in the PCE process.

The following documentation is available at BAPEQS office:

Main documents

1. Code of Professional Conduct and Ethics – The Rule
2. Guidelines for Continuing Professional Education (CPE)

PCE Handbooks

1. An Overview
2. PCE Requirements And Competencies Handbook
3. Candidate Handbook
4. Counsellor Handbook
5. Assessor Handbook
6. Chairperson Handbook

PCE Templates:

1. Candidate Templates
2. Assessor Templates
3. Chairperson Templates

PCE PEOPLE

These are the people who will influence and support the candidate's progress towards achieving registration with BAPEQS.

Candidate: Candidates must commit to following the process through from beginning to end. They must familiarise themselves with the guidance and abide by it,



planning and organising their time conscientiously, and taking responsibility for their own CPE and undertaking independent learning.

- Employer:** The employer should encourage and make facilities and time available to candidates to complete their assessment documents.
- Counsellor:** All candidates pursuing registration with BAPEQS must appoint a counsellor, who is a registered quantity surveyor of BAPEQS, to support them, to guide them and to sign them off as competent to sit their final assessment interview.
- Supervisor:** Best practice is to have someone overseeing the candidate's day-to-day activities, who is responsible for giving guidance and support on a day-to-day basis. This is particularly important if candidates are completing a period of structured training.
- Assessors/
Chairperson:** BAPEQS'S appointed members who conduct the final assessment interview. The interview panel has a minimum of two members. All assessors are specially trained for this purpose.

ROUTES TO MEMBERSHIP (under Section 17(1)(c))

Route 1:

- Recognised degree with **limited, or no, prior relevant experience**;
- 24 months' structured training to meet competency requirements;
- 25 continuing professional education (CPE) credit points for each 12 months' structured training;
- Written submission of critical analysis of a project or projects with which candidate has been involved during training;
- Final assessment interview.

Route 2:

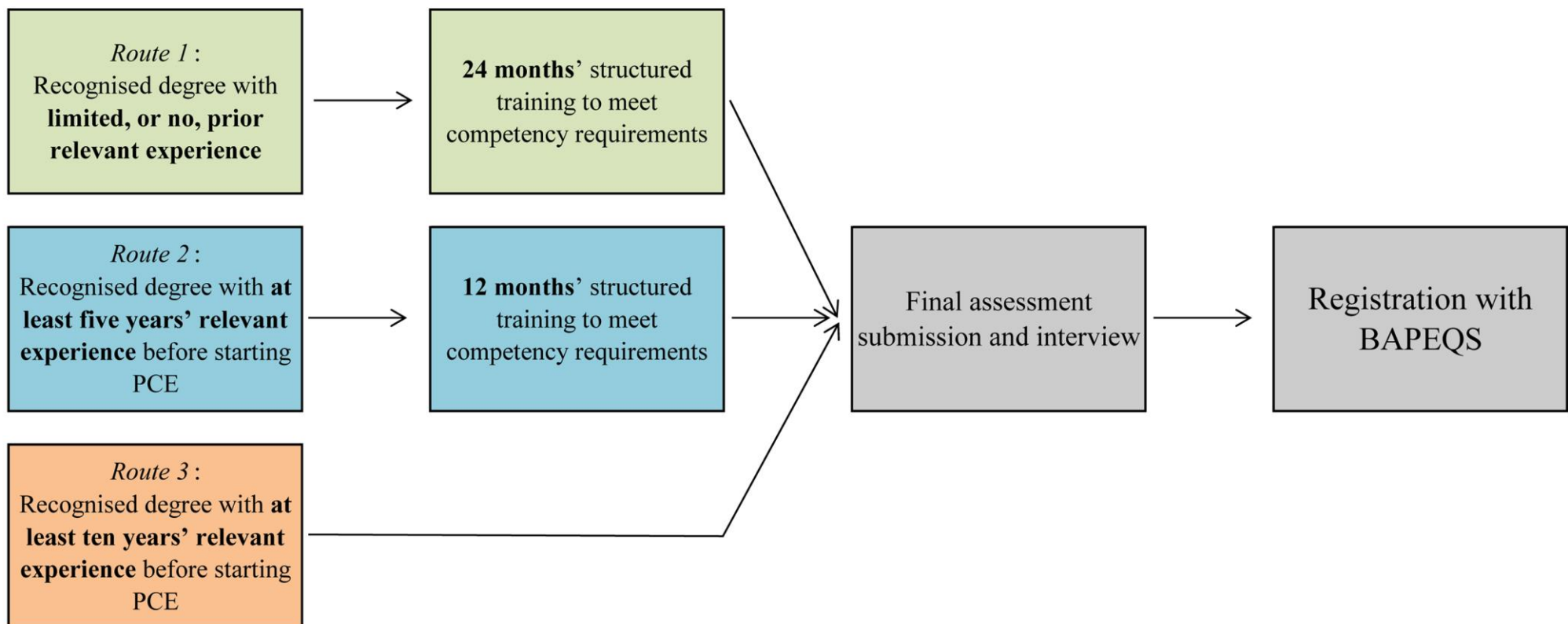
- Recognised degree with **at least five years' relevant experience** before starting PCE;
- 12 months' structured training to meet competency requirements;
- 25 continuing professional education (CPE) credit points over the structured training period;
- Written submission of critical analysis of a project or projects with which candidate has been involved during training;
- Final assessment interview.

Route 3:

- Recognised degree with **at least ten years' relevant experience** before starting PCE;
- 25 continuing professional education (CPE) credit points over the preceding 12 months;
- Written submission of critical analysis of a project or projects with which candidate has been involved not more than 2 years before starting PCE;
- Final assessment interview.



Entry Requirements





THE PCE COMPETENCIES

To be competent to practise as a registered member, candidates must have the skill and/ or ability to perform a variety of tasks or functions. The competencies are not only a list of tasks or functions, they are also based upon attitudes and behaviours.

The competencies are in two distinct categories:

Mandatory competencies – personal, interpersonal, professional practice and business skills.

Technical competencies which are split into:

- **Core competencies** – primary skills
- **Optional competencies** – selected as additional skill requirements from a list of competencies.

Each competency is defined at three levels of attainment. Candidates must reach the required level in a logical progression and in successive stages.

Level 1 – knowledge and understanding

Level 2 – application of knowledge and understanding

Level 3 – reasoned advice and depth of knowledge.

In addition to achieving the required levels of knowledge, skills and behaviours set out in the competencies, candidates must also demonstrate that they:

- are a good ambassador for the profession, BAPEQS and employer,
- are aware of the professional and commercial implications of their work,
- understand their client's and employer's objectives,
- have an up-to-date and developing knowledge of legal and technical matters relevant to the work they do,
- have the confidence to work unsupervised.

STRUCTURED TRAINING

PCE structured training requires candidates to demonstrate how they have gained the skills and abilities needed to perform specific tasks or functions. The competencies are based on attitudes and behaviours as well as skills and knowledge. Their training must be structured to allow them to gain the required experience to enable them to achieve the competencies.

Throughout the structured training, candidates are supported by a supervisor/counsellor who mentors candidates, guides them through their training and monitors their progress.

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

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



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

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

Graduate route 1 minimum timeline:

	MONTH	
PCE Enrolment	1	Supervisor and counsellor appointed. Start diary, log book, recording professional education.
	2	
3-month supervisor's meeting	3	
	4	
	5	
6-month supervisor's meeting 6-month counsellor's meeting	6	
	7	
	8	
9-month supervisor's meeting	9	
	10	
	11	
12-month supervisor's meeting 12-month counsellor's meeting	12	Begin identifying suitable project(s) for critical analysis
	13	
	14	
15-month supervisor's meeting	15	
	16	Critical analysis - Identify and agree subject, prepare synopsis, discuss with supervisor/counsellor
	17	
18-month supervisor's meeting 18-month counsellor's meeting	18	
	19	
	20	
	21	
	22	
23-month final assessment meeting with supervisor and counsellor; earliest date to send BAPEQS your final assessment application and submissions.	23	Critical analysis complete
Earliest date for final assessment interview	24	



Graduate route 2 minimum timeline:

	MONTH	
PCE Enrolment	1	Supervisor and counsellor appointed. Start diary, log book, recording professional education. Begin identifying suitable project(s) for critical analysis.
	2	
3-month supervisor's meeting	3	
	4	
	5	Critical analysis - identify and agree subject, prepare synopsis, discuss with supervisor/counsellor
6-month supervisor's meeting 6-month counsellor's meeting	6	
	7	
	8	
9-month supervisor's meeting	9	
	10	
11-month final assessment meeting with supervisor and counsellor; earliest date to send BAPEQS your final assessment application and submissions.	11	Critical analysis complete
Earliest date for final assessment interview	12	

CONTINUING PROFESSIONAL EDUCATION (CPE)

CPE is the systematic updating and enhancement of skills, knowledge and competence that takes place throughout member's working life. It should be closely linked to member's current work.

CPE can be taken from various sources including attending conferences, meetings or seminars, completing an academic course or informal reading. It is for the candidates, as a professional, to decide what is appropriate and this should complement both their mandatory and technical competencies.



Special attention must be given to the principles underpinning CPE:

- gained in a structured manner,
- based on an explicit process of selecting, planning and evaluating the activities,
- reflect learning from informal training sources e.g. structured reading, secondments

All PCE candidates are required to complete a minimum of 25 CPE credit points.

For candidates undertaking structured training they must complete a minimum of 25 CPE credit points per 12 months of structured training. If they are not required to complete structured training, they need to demonstrate a minimum of 25 CPE credit points in the 12 months prior to their assessment.

The CPE must be split between structured activities such as professional courses, seminars or online events and unstructured activities such as private study or on the job training. At least 50% of the CPE must be dedicated to structured activities.

Professional education should complement and support the mandatory and technical competencies. The following framework is suggested to help candidates and employers design a flexible plan that reflects the candidate's education needs.

Professional education plan

Personal skills education: linked to mandatory competencies	normally 8 CPE credit points per year
Technical skills education: linked to core/optional competencies	normally 9 CPE credit points per year
Professional practice skills education: linked to professional practice competencies, Rules of Conduct and conflicts of interest	normally 8 CPE credit points per year

WRITTEN SUBMISSION

QUALIFICATION AND EMPLOYMENT INFORMATION

This is an overview of the candidate's training and experience.

SUMMARY OF EXPERIENCE

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

In addition to showing the candidate's abilities and experience in the individual competencies, it provides examples of the work they have completed against each competency.

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



CASE STUDY

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

Candidates should include the following four aspects.

1. Introduction

In this section Candidates should provide a summary of the project and what their role was – include the following. We suggest this section should be approximately 500 words.

- What did you do?
- What was your level of responsibility?
- Who were the stakeholders?
- What was the timeline?

2. My approach

In this section Candidates should describe the key issues or challenges on the project. They may write about one or more key issues but remember they only have a limited word count for the case study.

Explain the issues. Make it clear to the assessors why it became a challenge for them, include the options they considered and the solutions that they identified explaining why some options weren't feasible.

3. My achievements

In this section Candidates should describe what they achieved and how. Demonstrate their ability to think logically, laterally and professionally giving examples of where they gave reasoned advice to a client for their level 3 competencies.

4. Conclusion

In this section Candidates need to reflect on and analyse their performance and make reference to the lessons they learnt and what they would do differently next time. This section is very important in showing the assessors their analytical thinking and how they develop as a professional.

RULES OF CONDUCT

Behaving ethically is at the heart of what it means to be a professional; it distinguishes professionals from others in the marketplace.

Candidates must be aware of and act in accordance with BAPEQS Code of Professional Conduct and Ethics, act with professional integrity and objectivity, and recognize their duties to clients, employees and the community.

BAPEQS Code of Professional Conduct and Ethics is designed to provide help and guidance to members in every situation.

Rules of conduct is a mandatory competency and will be assessed as part of the final assessment interview.



FINAL ASSESSMENT INTERVIEW

The interview will last approximately one hour and is designed to determine whether the candidates:

- can express themselves clearly in an oral presentation and interview,
- can demonstrate, in support of their written submissions, their understanding of the knowledge gained and competencies achieved during their training,
- have an acceptable understanding of the role and responsibilities of a registered quantity surveyor,
- can apply their professional and technical skills to benefit those who employ their services.

Every interview is made up of three elements:

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

As a guide, the interview follows the structure below:

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