



Bangladesh Professional Engineers Registration Board

Institution of Engineers, Bangladesh (IEB)

ASSESSOR'S MANUAL

for Professional Engineer (PEng) and IntPE Assessment

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Foreword — A Message to the Assessor

Dear Assessor,

Thank you for accepting the responsibility of serving on the BPERB assessment panel. By doing so, you are joining a small group of senior engineers entrusted with safeguarding the standard of the engineering profession in Bangladesh. The decisions you make over the coming weeks will determine which of your fellow engineers earn the title Professional Engineer (PEng) — a title that confers the right to sign engineering designs that affect public safety, public welfare, and the built environment of our country.

This is not paperwork. Every assessment you complete shapes the next ten or twenty years of an applicant's career, and through them the safety of buildings, bridges, energy systems, water supplies, transport networks, and digital infrastructure that millions of citizens rely on. We have set the bar deliberately high because the public has the right to expect that a BPERB-registered Professional Engineer can be trusted, without question, to act competently, ethically, and in the public interest.

Bangladesh has joined the international engineering community as a Washington Accord signatory through BAETE, and BPERB is on its path to full IPEA authorisation. The credibility we earn at home for the BPERB qualification will determine whether our PEng holders are recognised abroad. You are, in effect, both a national gatekeeper and an international ambassador for the engineering profession of Bangladesh.

This manual is the practical companion to your role. It explains how BPERB works, the international frameworks (IPEA, the Washington Accord, BAETE) we align with, the competence standards you will mark against, the workflow you will follow, and — most importantly — the standards of integrity and impartiality you are expected to uphold. Please read it before you take on your first candidate, and keep it within reach throughout your assessment work.

On behalf of the Board, I express our deepest gratitude for the time and judgement you contribute. Without volunteer assessors of your calibre, the PEng register would not exist.

With sincere appreciation,

Chairman, BPERB

Glossary of Terms

Sl.	Abbreviation	Full Form
1	BAETE	Board of Accreditation of Engineering and Technical Education
2	BPERB	Bangladesh Professional Engineers Registration Board
3	BNBC	Bangladesh National Building Code
4	BUET	Bangladesh University of Engineering and Technology
5	CPCS	Core Professional Competence Standards
6	CPD	Continuing Professional Development
7	CV	Curriculum Vitae
8	ECs	Engineering Competencies
9	GAPC	Graduate Attributes and Professional Competency
10	IEA	International Engineering Alliance
11	IEB	Institution of Engineers, Bangladesh
12	IntPE	International Professional Engineer
13	IPEA	International Professional Engineers Agreement
14	PEng	Professional Engineer
15	RE	Registered Engineer
16	WA	Washington Accord
17	WE	Written Examination

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1.0 Introduction

1.1 Purpose of this Manual

This manual is the official reference for engineers serving as BPERB assessors. It collects, in one place, everything an assessor needs to perform a competent, fair, and defensible assessment: the role and responsibilities, the international frameworks BPERB aligns with, the competence standards used to grade applicants, the assessment workflow from assignment to final result, the expected standards of integrity and impartiality, and the official forms used at each stage.

It is a companion to — not a replacement for — the BPERB Manual for Applicants. Assessors are expected to be familiar with both. Where the two manuals overlap, this Assessor's Manual prevails for all matters of assessor conduct, grading, and pair reconciliation.

1.2 Who is a BPERB Assessor?

A BPERB assessor is a senior engineer, drawn from a panel approved by the Assessment and Moderation Committee, who evaluates a PEng or IntPE applicant against the five Core Professional Competence Standards (CPCS) and the thirteen IPEA Engineering Competencies (EC1–EC13). Each applicant is assigned two assessors. Together, you decide whether the applicant has demonstrated the level of competence, judgment, and personal commitment that the public is entitled to expect from a Professional Engineer.

Assessment is voluntary work done as a social responsibility of a professional — a service to the profession — although BPERB pays a modest honorarium and processes CPD credit for time spent. However, the honorarium never compensates for your service and commitment. You are appointed because you are recognised by your peers as competent, principled, and discerning. The role is not a privilege you keep automatically; it is renewed every two years against your performance, your impartiality, and your continuing engagement with the engineering profession.

1.3 The Importance of Your Role — Why Assessment Matters

It is easy to think of an assessment as a transaction: a candidate produces evidence, an assessor ticks boxes, the result is added to a list. It is much more than that. Three points are worth remembering every time you sit down to mark.

Public safety begins at the registration desk.

Only Registered Engineers and PEng holders may sign engineering designs for buildings, structures, water and power systems, transport networks, industrial facilities, and other regulated works in Bangladesh. The BNBC and city regulatory authorities accept the BPERB seal as evidence that the signer is competent. Every weak grade you let through becomes a future approval that the public assumed was sound. Every strong candidate you wrongly fail is a person whose contribution the country loses for another year.

National development depends on a credible profession.

Bangladesh is investing at scale in infrastructure, energy, climate adaptation, manufacturing, and digital systems. The country needs engineers whose qualifications can be relied upon — by clients, by lenders, by regulators, and by the international partners who finance and audit major projects. A credible PEng register is part of the institutional architecture of a developing economy. You are part of building it.

International recognition begins with us.

BAETE became a full Washington Accord signatory in 2024, and BPERB is working towards full authorised membership of IPEA. The level of rigour you bring to each assessment is, in aggregate, what international peers will inspect when they review BPERB's register. If our assessment is consistent, defensible, and free from bias, our PEng holders will move and practise abroad. If it is loose, every Bangladeshi engineer pays the price.

Three questions to keep on your desk

1. Would I trust this engineer, today, to take responsible charge of a project that affects my own family's safety?
2. Would I be comfortable defending this grade — in writing, by name — if the candidate appealed and the file went to the Board?
3. Have I judged this candidate against the standard, and only the standard, and not against my own background, opinions, or personal experience of them?

2.0 BPERB at a Glance

2.1 Mandate and Governance

BPERB was established in 2001 under an amendment to the IEB Constitution (Article 68). It is the body recognised by the Government of Bangladesh as the authorised agency for issuing the Professional Engineer (PEng) certificate. The Registration Board is the highest authority for PEng awarding decisions; major administrative and financial decisions also require Board approval.

The Board includes the Chairman, two Vice-Chairmen, the Member-Secretary, ex-officio members (the IEB Vice-President for Academic & International Affairs, the IEB Honorary General Secretary, and the BAETE Chairman), the Vice-Chancellor of BUET (or a nominee), and representatives of other public and private universities, the Ministry of Education, IEB Fellows, public-sector and private-sector engineers, and other professions, plus an international body representative. Terms are four years, with staggered turnover so that no more than half the Members may be replaced every two years.

2.2 The Assessment and Moderation Committee

As an assessor, the committee you interact with most often is the Assessment and Moderation Committee. Its responsibilities are set out in the BPERB Manual for Applicants and include:

- Establishing and reviewing assessment criteria and processes.
- Maintaining the panel of assessors, including the criteria for selection, training, and de-listing.
- Setting the written examination question paper covering all 13 EC competencies.
- Pairing assessors to candidates by discipline, ensuring no conflict of interest is declared.
- Moderating completed assessments — including invoking a third assessor where required — and recommending the final grade to the Board.

All assessor questions about scope, eligibility, conflicts, and grading interpretation should be directed to the Member-Secretary or to the Registrar, who acts as your day-to-day point of contact.

2.3 Vision, Mission and Objectives

Vision: To be a nationally and internationally recognised registration body for professional engineers.

Mission:

- (a) to set standards for becoming a professional engineer; and
- (b) to register professional engineers as per the needs of the country.

Objectives:

to ensure graduate engineers acquire the competencies required to meet national and international standards;

to assist all stakeholders in identifying specific professional engineers who meet those standards; and

to ensure that graduate engineers pursue continuing professional development.

3.0 The International Frameworks an Assessor Must Know

BPERB does not operate in isolation. The competence standards you grade against, the format of the application pack, the structure of the written and oral assessment, and the very right of a Bangladeshi engineer to practise abroad all flow from a small set of international agreements. Every assessor is expected to understand them at a working level. The five frameworks below are the ones that come up most often.

3.1 The International Engineering Alliance (IEA)

The International Engineering Alliance is the umbrella body that hosts seven international agreements covering engineering education and professional competence. Two of those agreements matter directly to BPERB: the Washington Accord (which covers accreditation of bachelor-level engineering programmes) and the International Professional Engineers Agreement (which covers the recognition of registered professional engineers). When the IEA Secretariat releases an updated Graduate Attributes and Professional Competency framework (currently GAPC Version 4), BPERB updates its Core Professional Competence Standards (CPCS) and EC list to align with it.

3.2 The Washington Accord (WA)

The Washington Accord is a multilateral agreement, originally signed in 1989, in which signatory bodies recognise the substantial equivalence of each other's accredited engineering bachelor's programmes. A graduate of a WA-accredited programme in any signatory country is treated, for the purposes of professional registration, as if they had graduated from a domestic programme.

In June 2024, BAETE — the Bangladeshi accreditation body — became a full signatory of the Washington Accord. This means that, from that date, graduates of BAETE-accredited engineering programmes in Bangladesh are recognised internationally as having met the substantial equivalent of any other signatory's graduate-level requirements.

Why this matters when you assess

Applicants from BAETE-accredited programmes have already cleared the academic bar at international level. Your job is to assess whether their professional practice since graduation meets the further competence standards required for PEng.

Applicants from non-BAETE programmes are sent to the WA Equivalence Committee. After the equivalence done, you should pay closer attention to evidence of fundamental engineering knowledge in those cases — but you must not penalise the candidate simply because their university is not yet accredited.

3.3 The International Professional Engineers Agreement (IPEA)

IPEA — historically called the Engineers Mobility Forum — is the multilateral agreement that recognises the substantial equivalence of professional engineers (the post-graduation, post-experience, full-licence engineer) across member economies. An engineer admitted to the international register in any IPEA full member country is recognised, in principle, by all other full members.

IPEA defines a benchmark professional competency profile of thirteen Engineering Competencies (EC1–EC13), which BPERB has adopted in alignment with GAPC Version 4. To recommend an applicant as competent, IPEA expects evidence that the engineer:

1. Has had at least seven years of practice since the academic qualification.
2. Has spent at least two of those years in responsible charge of significant engineering work.
3. Maintains current competence through structured continuing professional development.
4. Practises ethically, in accordance with a published code of conduct, and accepts disciplinary jurisdiction.

BPERB has been a provisional member of IPEA since 2003 and is working towards full authorised membership. Until full authorisation is granted, only National PEng will be awarded.

IPEA professional competence — the operational test

The IPEA standard for competence is sometimes summarised as: “can the engineer be entrusted, today, to take independent responsible charge of complex engineering work in their declared area of practice, anywhere in an IPEA member economy?” If the answer to that question is honestly ‘yes’, the candidate has met the IPEA standard. If it is ‘not yet’, they have not.

3.4 BAETE — the Bangladeshi Accreditation Body

The Board of Accreditation for Engineering and Technical Education (BAETE) was established by IEB in 2003 to accredit four-year bachelor’s engineering programmes in Bangladesh against international graduate-attribute requirements. BAETE became a Provisional Signatory of the Washington Accord in 2016 and a Full Signatory in 2024.

3.5 GAPC Version 4 — the Common Reference

The Graduate Attributes and Professional Competency framework (GAPC) is published by the IEA and provides the common reference language used by all WA and IPEA signatories. GAPC defines the twelve graduate attributes that an accredited programme must develop, and the thirteen professional competencies that an experienced practitioner must demonstrate. BPERB's five CPCS and thirteen ECs are aligned to GAPC Version 4. Whenever you read "EC4" or "EC13" in this manual, the underlying definition is the GAPC v4 definition; if a candidate produces evidence drafted to the GAPC framework, accept it directly.

4.0 Competence Standards You Will Assess Against

4.1 The Five Core Professional Competence Standards (CPCS)

BPERB's CPCS are the five top-level competence headings that an applicant must demonstrate. They are the categories that appear on the Self-Assessment Report assessment form (Appendix B) and on the Single-Assessor Summary (Appendix D).

1. Knowledge and Understanding — general and specialist knowledge to optimise the application of existing and emerging technology to engineering problems.
2. Design, Development and Solving Engineering Problems — application of theoretical and practical knowledge to the analysis and solution of engineering problems.
3. Responsibility, Management and Leadership — technical, commercial and managerial leadership skills with sound understanding of economic and procurement policies.
4. Communication and Interpersonal Skills — effective communication and interpersonal skills with professional commitment.
5. Personal and Professional Commitment — professional conduct, commitment to society, health and safety, environment, and regulation.

4.2 The Thirteen IPEA Engineering Competencies (EC1–EC13)

Beneath the five CPCS sit the thirteen IPEA Engineering Competencies. Each EC is a sub-competence that the applicant must demonstrate with concrete examples. The 13 ECs are the items you grade individually — the CPCS averages roll up from the EC marks.

EC	Competence statement
EC1	Comprehend and apply advanced knowledge of widely-applied principles underpinning good practice.
EC2	Comprehend and apply advanced knowledge specific to the jurisdiction of practice.
EC3	Define, investigate, and analyse complex problems using data and information technologies where applicable.
EC4	Design or develop solutions to complex problems, considering a variety of perspectives and stakeholder views.
EC5	Evaluate the outcomes and impacts of complex activities.
EC6	Recognise the reasonably foreseeable social, cultural, and environmental effects of complex activities and seek sustainable outcomes.
EC7	Meet all legal and regulatory requirements and protect public health and safety.
EC8	Conduct all activities ethically.

EC	Competence statement
EC9	Manage part or all of one or more complex activities.
EC10	Communicate and collaborate clearly and inclusively with a broad range of stakeholders across all activities.
EC11	Undertake CPD activities to maintain and extend competences and adapt to emerging technologies.
EC12	Recognise complexity and assess alternatives in light of competing requirements and incomplete knowledge; exercise sound judgment.
EC13	Be responsible for making decisions on part or all of complex activities.

4.3 Mapping CPCS to ECs

The Self-Assessment Report is structured into five sections (one per CPCS). Within each CPCS the applicant addresses the corresponding ECs with three to five concrete examples each. The mapping you should expect to see, and which the assessment forms enforce, is:

CPCS	Engineering Competencies (ECs)
A. Knowledge and Understanding	EC1, EC2
B. Design, Development and Solving Engineering Problems	EC3, EC4, EC5, EC6
C. Responsibility, Management and Leadership	EC7, EC9, EC12, EC13
D. Communication and Interpersonal Skills	EC10
E. Personal and Professional Commitment	EC8, EC11

5.0 Becoming and Remaining an Assessor

5.1 Eligibility Criteria

To be eligible for the BPERB assessor panel, an engineer must:

- Hold an active BPERB Professional Engineer (PEng) or International Professional Engineer (IntPE) registration in good standing or PE of any other country. If an assessor is unavailable for a particular candidate, this criterion may be relaxed. In that case, assessor must be a Fellow of IEB at least.
- Have demonstrable senior practice in a recognised engineering discipline — ordinarily at least 15 years' total post-bachelor experience, of which at least 5 years in responsible charge of significant engineering work.
- Have a clean disciplinary record with the IEB Ethics Board.
- Have completed BPERB assessor induction training (Section 5.3).
- Be willing to commit, on average, 7–10 working days per assessment cycle.

5.2 Selection and Appointment

Selection is by invitation. The Assessment and Moderation Committee identifies suitable candidates from the IEB Fellow and PEng register, ordinarily on nomination by a sitting Board member, a serving assessor, or a divisional committee of IEB. The Member-Secretary verifies the eligibility criteria; the Committee then approves the candidate, who is invited to attend the next induction.

A formal Letter of Appointment is issued by the Registrar and signed by the Chairman. The letter sets out the term, the standing obligations (this manual, the Code of Conduct, and the No-Conflict declaration), and the honorarium structure.

5.3 Training and Calibration

Every new assessor attends a one-day induction covering this manual, the application portal, the assessment forms, and a calibration exercise in which several past anonymised reports are graded by all attendees and the spread of grades is discussed. No assessor is assigned a real candidate until they have completed induction.

In addition, BPERB convenes an annual half-day calibration meeting at which:

- Recent inter-assessor variance data is presented (without identifying individual assessors).
- Updates to GAPC, IPEA, and the Washington Accord are briefed.
- Two anonymised case studies are graded jointly to recalibrate.

Attendance at the annual calibration meeting is mandatory. Missing two consecutive calibration meetings without acceptable reason is grounds for de-listing.

5.4 Term, Renewal, and De-listing

An assessor may be de-listed by the Committee, with concurrence of the Board, in the following circumstances:

- Loss of active PEng/IntPE status (for any reason, including failure to renew).
- Disciplinary finding by the IEB Ethics Board.
- Two consecutive missed calibration meetings without acceptable reason.
- Repeated failure to return assessment forms within the time limits set in this manual.
- Substantiated complaint of bias, misconduct, or conflict of interest from a candidate or another assessor.
- Disclosure of confidential information relating to a candidate, an examination, or another assessor.

De-listing is recorded confidentially in the assessor file. The de-listed assessor may appeal to the Appellate Committee within two months.

6.0 The Assessor's Code of Conduct

Everything in this section is binding from the moment you accept an assignment. If you cannot subscribe to any item below in respect of a particular candidate, the correct response is to decline the assignment in writing to the Registrar and to recuse yourself — not to complete the assessment with reservations.

6.1 Integrity — the Non-Negotiable Foundation

Integrity in this context means three things, in plain language:

- **Tell the truth in your marking.** Grade what is actually in front of you, not what you wish were there or what you suspect is there. If a piece of evidence is missing, mark accordingly and note the absence; do not infer it.
- **Do not be flattered or pressured.** You may receive direct or indirect contact from the candidate, from the candidate's employer, or from a senior IEB member. The only correct response is to decline the contact and inform the Registrar in writing the same day. The candidate's contract with BPERB explicitly forbids contacting assessors.
- **Own your decision.** Sign your assessment forms. Be willing to defend each grade and each comment in front of the moderation committee, the appellate committee, and ultimately the Board. If you would be uncomfortable defending a mark, change it.

6.2 Impartiality and Freedom from Bias

Impartiality is the requirement that you assess every candidate against the same standard, regardless of who they are. The forms of bias most commonly observed in registration assessment are:

- **In-group favouritism** — marking more leniently because the candidate is from your own university, employer, division, region, or social network.
- **Halo effect** — letting an exceptional CV, a famous employer, or a strong opening five minutes carry the rest of the assessment.
- **Anchoring** — fixing on the first piece of evidence (often the report) and adjusting all subsequent grades to be consistent with it.
- **Stereotype bias** — expecting a candidate from a particular background, gender, age group, or specialism to perform at a particular level.
- **Recency effect** — letting a strong or weak final answer in the oral interview overrule a balanced average.

The countermeasures are simple. Mark the report against the rubric in writing before reading the candidate's CV. Mark each EC independently before averaging. Take notes during the interview against each EC, not against your overall impression. If you find yourself drawn to or against a

candidate for any reason that is not in their evidence, write that fact in your notes and discount accordingly.

6.3 Conflict of Interest

A conflict of interest exists when, in respect of a particular candidate, you have any relationship that a reasonable observer would consider capable of influencing your impartiality. The standard is that of the reasonable observer, not of your own self-assessment.

You must declare a conflict and recuse yourself if any of the following apply:

- You are a relative (by blood, marriage, or partnership) of the candidate, or of the candidate's spouse.
- You are, or in the previous five years have been, a colleague of the candidate in the same organisation, department, or project team.
- You are, or in the previous five years have been, a direct supervisor, subordinate, or co-author of the candidate.
- You are a sponsor of the candidate's application.
- You have a current or recent financial interest — share, contract, retainer, consultancy, or pending litigation — with the candidate or their employer.
- You have publicly criticised or endorsed the candidate or the candidate's firm in a way that a reasonable observer would consider capable of influencing your judgement.
- You feel, for any other reason that you cannot articulate but recognise in yourself, that you cannot be neutral.

On accepting an assignment you sign the Statement of "No Conflict of Interest" (Appendix A). If a conflict emerges later — for example you recognise the candidate at the interview — you must stop, inform the Registrar at once, and recuse yourself. Continuing under a known conflict is a disciplinary offence.

6.4 Confidentiality

Everything you see, hear, and read in the course of an assessment is confidential. This includes the application pack, the report, the examination script, the recording of the oral interview, your own grades and comments, the identity of your co-assessor, the identity of any candidate, and the existence of any deliberation. Confidentiality is owed to the candidate, to BPERB, and to the engineering profession.

Practical rules:

- Do not discuss any candidate by name with anyone outside the assessment pair, the Registrar, the moderation committee, or the Board.
- Store digital copies of the application pack on a device that you control. Delete them once the result is final.

- Do not photograph, screen-record, or copy examination scripts. Do not retain copies of the report after the result is final.
- Do not refer to a candidate — by name or by recognisable description — in any public forum, social media post, or teaching example.
- If you are approached by media in connection with a candidate or a result, do not respond; refer the inquiry to the Registrar.

6.5 Professional Conduct in the Examination Room

During the oral interview, you are a representative of BPERB. The candidate, the observers, and the recording will form an impression of the institution from your conduct. You are expected to:

- Begin and end on time. Welcome the candidate. State the purpose, the format, and the expected duration of the interview.
- Address the candidate respectfully. Use Engr. and the candidate's name; never use first names alone.
- Listen. Allow the candidate to finish answering. Do not interrupt unless time is being abused or the answer is plainly off-topic.
- Probe with neutral, open questions. "Can you walk me through how you handled X?" rather than "Surely you should have done Y?"
- Avoid trick questions, hostile cross-examination, or questions outside the candidate's declared discipline.
- Avoid private opinions, jokes, or comments about the candidate's appearance, gender, religion, region, employer, university, or political views.
- Disclose at the start that the session is being recorded.
- Thank the candidate at the end. Do not indicate the result, even informally.

7.0 The Assessment Workflow — Step by Step

The full PEng assessment cycle, from BPERB's perspective, runs in ten steps (see the Applicants' Manual, Section 4.3). As an assessor, you take part in steps 4 to 6. The details of those steps follow.

7.1 Receiving the Assignment

The Registrar contacts you with a draft assignment letter that names the candidate, the candidate's discipline, your co-assessor, the proposed written examination date, and the time window for the oral interview. You are expected to:

1. Within 48 hours, confirm acceptance or decline the assignment.
2. If you accept: sign and return the Statement of "No Conflict of Interest" (Appendix A) using your IEB membership number, and acknowledge the assignment letter.
3. If you decline (typically because of conflict, illness, travel, or workload): state the reason briefly. The Registrar will assign another assessor; no record beyond the assignment register is kept of a decline.

Once both assessors have accepted, the Registrar releases the application pack to you through the BPERB portal, email, or Courier.

7.2 Reviewing the Application Pack

The pack typically contains:

- Curriculum Vitae of the candidate.
- Academic certificates.
- Sponsor Reports (two).
- CPD records and report covering the 12 months preceding the application.
- Job experience records and project experience records.
- Self-Assessment Report.
- Payment confirmation.

Read the pack in this order: CV, sponsor reports, then the Self-Assessment Report. The first two give you the context to interpret the third. Do not read the candidate's public profile (LinkedIn, company website, news articles) before forming your initial grade — you must mark the evidence in the pack, not the candidate's reputation.

7.3 Marking the Self-Assessment Report

The Report is the cornerstone of the assessment. The candidate is expected to address each of the 13 ECs with three to five concrete examples describing the situation; the task assigned to the candidate; the action taken; the technique used; and the result obtained. Marking instructions are as follows:

1. Understand the Expected Structure (The Holistic Narrative): Assessors must evaluate the report as a single, holistic document. **Candidates are explicitly warned not to write separate paragraphs for each of the 13 elements. Instead, you should expect the report to contain:**

- **Overview:** A brief introduction of approximately 300 words.
- **Complex Engineering Activities:** A narrative built around 2 to 3 substantive complex-engineering activities (approximately 1,200–1,500 words each) where the candidate was in responsible charge.
- **Coverage Matrix:** A matrix provided at the end of the report that cross-maps the candidate's 2–3 complex activities to the relevant 13 Engineering Competencies (EC1–EC13).

2. How to Read and Evaluate the Report

- **Initial Read:** Read the report end-to-end once without assigning any grades.
- **Map the Evidence:** Use the candidate's coverage matrix to locate where in their holistic narrative they have demonstrated each specific EC.
- **Look for Quality Evidence:** Re-read the relevant sections for each EC and ask if the candidate demonstrated the competence with evidence that is concrete (specific projects, times, and defined roles), current (from the last 5–7 years), personal (what the candidate personally decided and signed for), technically sound, and reflective.

3. Assigning Grades

- Assign a grade from 0–4 for each individual EC based on how well the holistic narrative satisfied that specific sub-competence.
- Average the individual EC grades within their parent category to determine the grade for each of the five Core Professional Competence Standards (CPCS).
- Average the five CPCS grades to determine the overall Report grade.
- **Apply the CPCS Floor Rule:** If the candidate scores less than 2.00 in any of the five CPCS categories, the overall Report grade must be set to 0.00.

4. Watch for Red Flags While extracting evidence from the holistic narrative, penalize the candidate if you observe:

- Heavy reliance on the word "we" with no clear indication of the candidate's individual contribution.

- Generic essays that appear copied from textbooks, online sources, or other applicants.
- Examples that rely entirely on the candidate's student years or first job, rather than current professional experience.
- Engineering content that is technically incorrect, unsafe, or violates the BNBC or other applicable codes.

What good evidence looks like

It is concrete: a named project, time, place, and the candidate's defined role.

It is current: drawn from the last 5–7 years; pre-bachelor work does not count for PEng.

It is personal: the candidate explains what they themselves did, decided, and signed for; not what “the team” did.

It is technically sound: the engineering described is correct, defensible, and at the level of complexity expected of a PEng.

It is reflective: the candidate explains what they learned and what they would do differently.

Red flags in the report

Generic essays that could have been written by any candidate — cut-and-paste from textbooks, online sources, or other applicants.

Heavy reliance on “we” with no clear individual contribution.

Examples drawn entirely from the candidate's student years or first job.

Inconsistencies between the report, the CV, the sponsor reports, and the project records.

Engineering content that is technically incorrect, unsafe, or contrary to the BNBC or applicable codes.

Plagiarism, even of the candidate's own previously-published work, without quotation and citation.

7.4 Marking the Written Examination Script

The written examination is a three-hour, in-person paper covering all 13 ECs. The Assessment and Moderation Committee sets the question paper; you mark the candidate's answer script.

1. Use the Written Examination Assessment Form (Appendix C). Grade each answered question on the 0–4 scale.
2. Mark anonymously where the script has been redacted to a Candidate ID; do not seek to identify the candidate during marking.
3. Average the grades of the answered questions to obtain the Written Examination grade. Record the average to two decimal places on the form.

4. Add a one-paragraph overall comment on the candidate's technical breadth, depth, currency, and clarity of expression.

Marking conventions

A grade of 4 is reserved for an answer that you would accept as a model answer if shown to the next intake of candidates.

A grade of 3 means the candidate has shown sound, current, defensible engineering and would, on this question alone, satisfy a PEng-level expectation.

A grade of 2 means a partial answer with notable gaps but no fundamental error.

A grade of 1 means the answer is largely incorrect or incomplete.

A grade of 0 is for an unanswered question or one that contains a fundamental safety or code error.

7.5 Conducting the Oral Interview and Presentation

The oral interview is conducted by both assessors together (and any approved observers from the Chairman, Vice-Chairmen, Assessment and Moderation Committee, or Board). Total duration is normally 60–90 minutes. The session has two phases.

Phase 1: Candidate Presentation (15 minutes)

The candidate gives a 15-minute presentation demonstrating knowledge, skills, and experience relevant to the BPERB core competencies. The presentation must not be a CV summary or a report read-out. Visual aids are permitted; the candidate may use their own laptop. If the presentation overruns, you may stop the candidate at 15 minutes and proceed to questions.

Phase 2: Interview (45–75 minutes)

Questions cover all 13 ECs. Questions are agreed in advance between the two assessors and are normally distributed roughly equally between them. The candidate's mobile devices must be switched off; the session is recorded by BPERB; the candidate may not record.

Run the interview to a written agenda. A typical 60-minute interview might allocate:

- 0–15 min — candidate presentation.
- 15–20 min — follow-up questions on the presentation.
- 20–30 min — EC1–EC2 (Knowledge and Understanding) and EC3–EC6 (Design).
- 30–40 min — EC7, EC9, EC12, EC13 (Responsibility, Management, Leadership).
- 40–50 min — EC10 (Communication), EC8 (Ethics), EC11 (CPD).
- 50–60 min — candidate's questions; close.

Sample neutral, EC-aligned interview prompts

EC4 (Design): “Walk me through a recent design where you had to choose between two solutions with very different stakeholder views. How did you decide?”

EC7 (Regulatory): “Describe a case where the BNBC or another code constrained your design. Where did you find the relevant clause? What did you change?”

EC8 (Ethics): “Have you ever been asked to approve work you considered unsound? How did you respond?”

EC9 (Management): “Tell us about a project where the team’s output had to be delivered against a fixed deadline despite a scope change. What was your role?”

EC11 (CPD): “Which two pieces of CPD in the last year have most changed your practice, and how?”

EC13 (Responsibility): “Name a decision you signed off in the last 12 months that, if it had gone wrong, would have been your personal responsibility. Why were you confident?”

7.6 Compiling the Single-Assessor Summary

Within five working days of the oral interview, each assessor independently compiles their Single-Assessor Summary using Appendix D. The form requires:

- The Report grade (from Appendix B).
- The Written Examination grade (from Appendix C).
- The Interview grade (assigned now from your interview notes, on the same 0–4 scale, applied to the candidate’s overall demonstration of the 13 ECs during the oral).
- Your own average across the three components, applying the component floor rule (any component below 2.00 forces the average to 0.00).
- Your written comments on the candidate’s strengths and weaknesses, in enough detail that the moderation committee can understand your reasoning without further input.
- Your recommendation: Pass (suitable for registration), Fail (not suitable), or Refer for re-sit (suitable but not yet ready, with specific guidance on what to address).

Submit the form to the Registrar. Do not discuss your grades with your co-assessor before both forms are submitted. Forms compiled separately are the basis of the pair reconciliation in Section 8.2; if you discuss grades first, that reconciliation is meaningless.

8.0 The Grading Framework

8.1 The 0–4 Grading Scale

All three assessment components — Report, Written Examination, and Interview — are graded on the same 0–4 scale. The descriptors below are operational, not aspirational; use them literally.

Grade	Descriptor	Operational meaning
0	No knowledge, no competence	The candidate has not demonstrated the competence at all, or has demonstrated something fundamentally incorrect or unsafe.
1	Poor knowledge, poor understanding, poor competence	Some surface-level recognition of the topic but the candidate could not be entrusted with even a junior responsibility in this area.
2	Some knowledge and understanding, and little competence	The candidate would need close supervision in this area; not yet at PEng level, but clearly developing.
3	Good knowledge, understanding, and competence	The candidate can take responsible charge of work in this area at the level expected of a PEng. This is the target standard.
4	Complete and excellent knowledge, understanding, and enough competence	The candidate is a clear authority in this area; the answer or evidence could be used as a benchmark.

8.2 The Pass / Fail Decision Rule

Definitions

1. **Single-Assessor Average (SAA).** For each assessor, the mean of the three component grades — Report, Written Examination, Interview — recorded to **two decimal places**.
2. **Component Floor Rule.** If any one component (Report, Written Examination, or Interview) is graded **below 2.00**, that assessor's SAA is set to **0.00**. (A 0.00 SAA is, by definition, a Fail-side score — see §5.)
3. **Pair Average (PA).** The mean of the two assessors' SAAs, recorded to **two decimal places**, using standard rounding (round half up).
4. **Decision bands** (applied to the rounded value; contiguous, no gaps):
 - **PASS band:** SAA or PA ≥ 2.75
 - **BORDERLINE band:** 2.65 to 2.74 inclusive

- **FAIL band: ≤ 2.64**

5. **Outcome conflict.** A conflict exists when **one assessor's SAA is in the PASS band (≥ 2.75) and the other's is in the FAIL band (≤ 2.64)**. This is what a third assessor resolves.

All comparisons use rounded 2-decimal-place values. Using strict bands (≥ 2.75 / $2.65-2.74$ / ≤ 2.64) eliminates the rounding gap.

Criteria for final grade

Evaluate top-to-bottom; the first row that matches decides.

Assessors' single-assessor averages	Pair average	Outcome
One ≥ 2.75 and the other ≤ 2.64 (outcome conflict)	any	Refer to the third assessor
No conflict	≥ 2.75	Pass
No conflict	≤ 2.64	Fail
No conflict	$2.65 - 2.74$	Assessment & Moderation Committee decides (may call third assessor)

Grade Compilation Matrix

Once both assessors have submitted their Single-Assessor Summaries, the Registrar compiles the Final Result Form (Appendix E), which presents both assessors' grades side by side and the average. The Assessment and Moderation Committee then applies the decision rule:

Let each Single Assessor's Average (SAA) be classified as P (≥ 2.75), B (2.65–2.74), or F (≤ 2.64). The outcome depends only on the pair of classifications plus the Pair Average (PA) for the borderline cases:

Assessor 1	Assessor 2	Outcome	Reason
P	P	PASS	Unanimous pass — third assessor cannot change it
F	F	FAIL	Unanimous fail — third assessor cannot change it
P F	F P	THIRD ASSESSOR	Genuine outcome conflict
P B	B P	PASS if PA \geq 2.75, else COMMITTEE	No fail-side vote; pass is robust if the average clears 2.75
F B	B F	FAIL if PA \leq 2.64, else COMMITTEE	No pass-side vote; fail is robust if the average is ≤ 2.64
B	B	COMMITTEE	Both borderline — committee resolves on the record

The Registrar communicates the result through the standard channels. The successful list goes to the IEB Ethics Board for verification, then to the Board for approval, then to publication. The unsuccessful candidate is notified individually with reasons and the appeal window.

Component floor rule

If the candidate scores less than 2.0 in any one component (Report, Written Examination, or Interview), the candidate's overall single-assessor average is set to 0, regardless of how strong the other components are. This rule prevents an excellent interview from rescuing a fundamentally weak report, or vice versa.

Third Assessor Call

A third assessor is invoked only when the two assessors reach opposite decisions — that is, one assessor's single-assessor average is in the Pass band (≥ 2.75) while the other's is in the Fail band (≤ 2.64). The numerical difference between the two assessors is, by itself, never a trigger: where both assessors place the candidate on the same side of the decision line, the pair average alone determines the result (Pass if ≥ 2.75 , Fail if ≤ 2.64), no matter how large the difference between them. The borderline band 2.65–2.74 (with no Pass/Fail conflict) is decided by the Assessment and Moderation Committee, which may resolve the case on the record or, at its discretion, call a third assessor.

8.3 The Third-Assessor Procedure

When a third assessor is invoked, the third assessor reviews all materials — the application pack, the written examination script, both Single-Assessor Summaries, and the interview recording — and submits a third Single-Assessor Summary. The Committee then takes the average of the two numerically closest of the three single-assessor averages, and that is the final pair grade. The original two assessors are not informed of the third assessor's identity.

PEng / IntPE Journey — Part 1 of 2

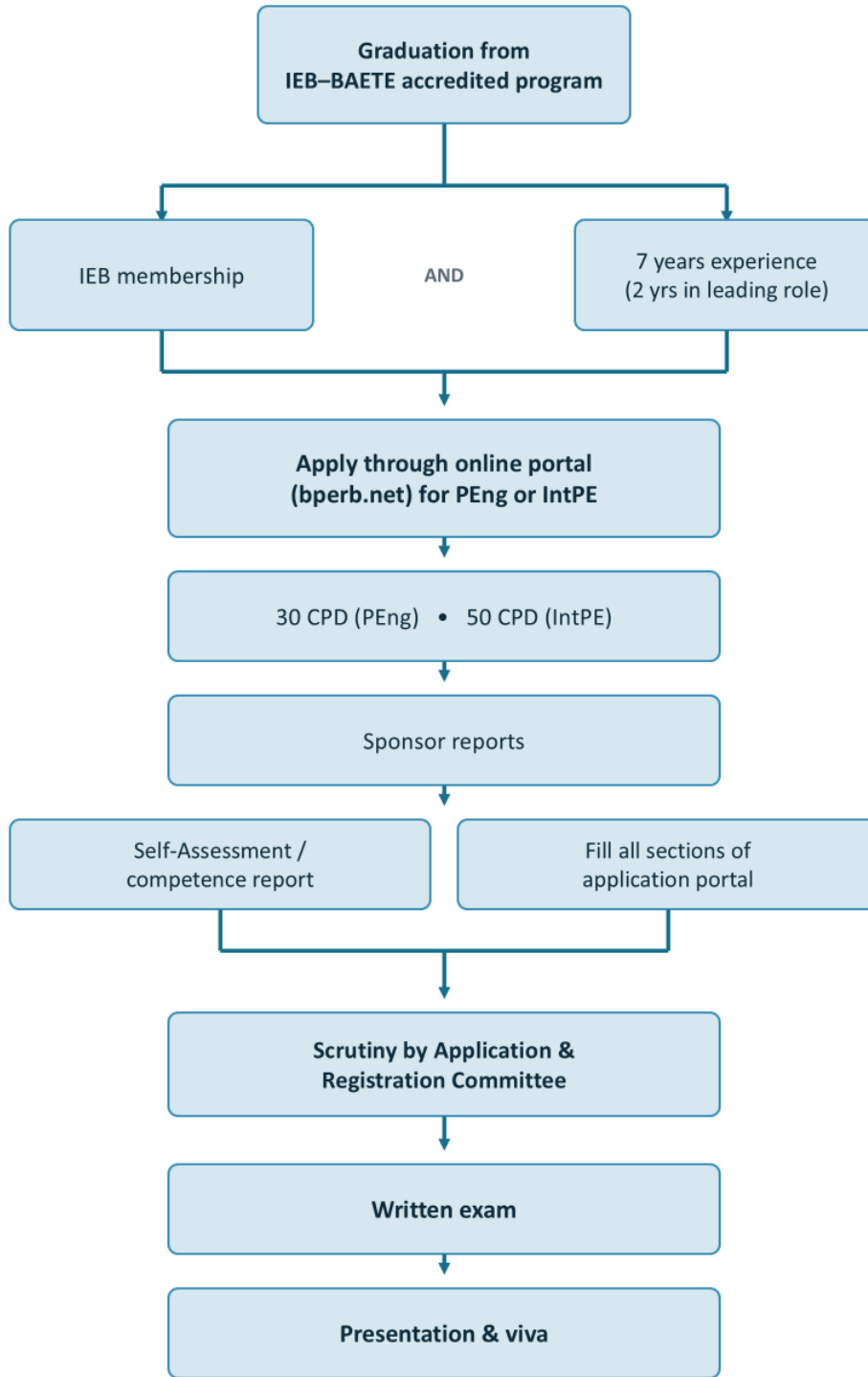
Eligibility, application submission, and assessment

1

PHASE 1 • ELIGIBILITY

PHASE 2 • APPLICATION

PHASE 3 • ASSESSMENT

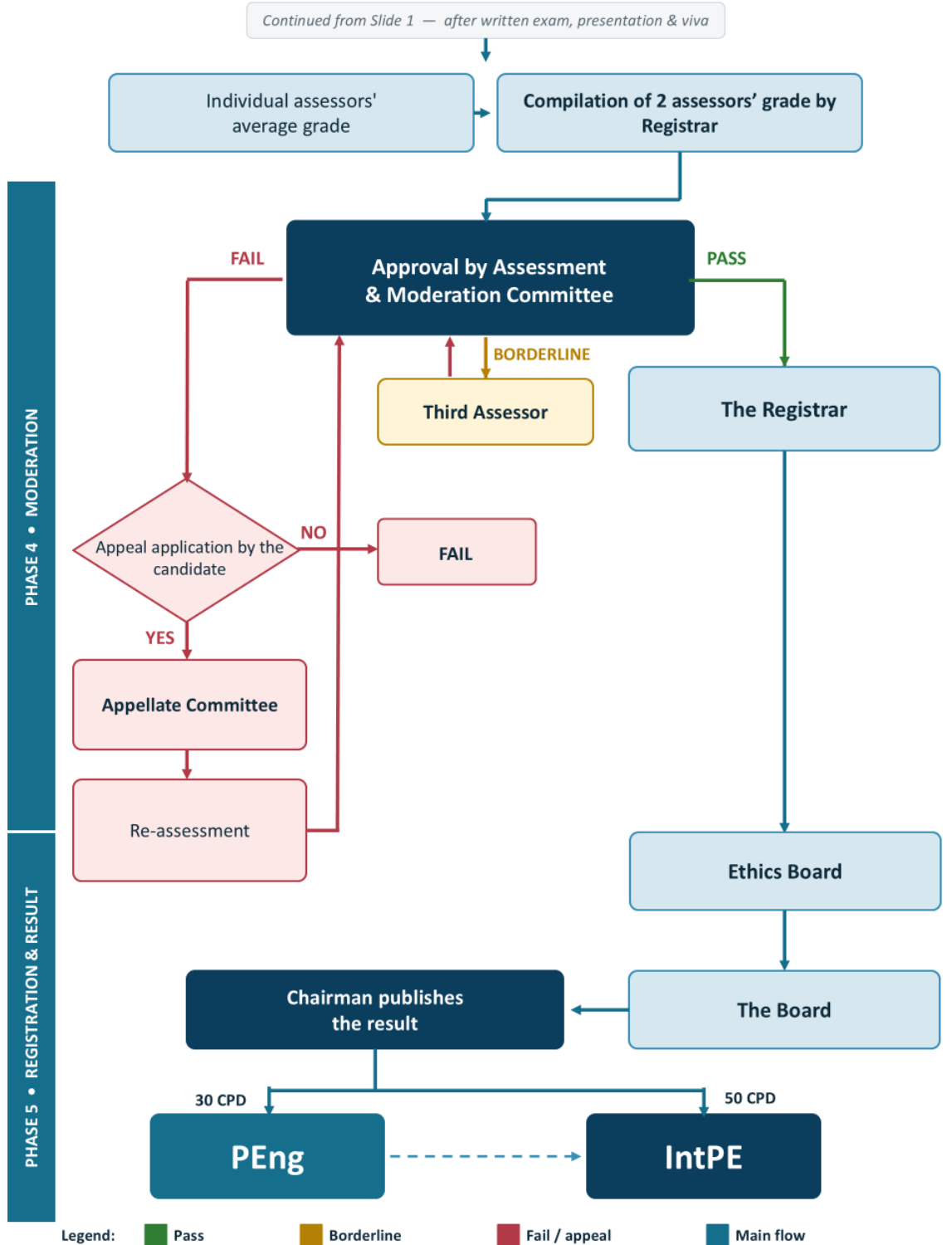


▼ Continued on Slide 2 — Moderation & Registration

PEng / IntPE Journey — Part 2 of 2

Moderation, registration, and result publication

2



Grade Compilation & Decision Flow

BPERB PEng / IntPE Assessment

STEP 1 · Per-Assessor Score

Each assessor grades 3 components — Report · Written Exam · Interview. Single-Assessor Average (SAA) = mean of the three, to 2 decimals.

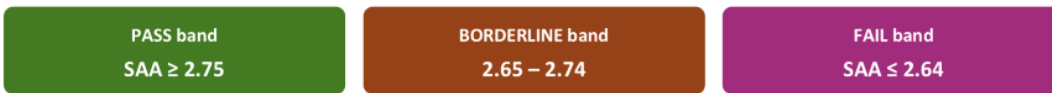


STEP 2 · Absolute Floor Rule

If ANY component < 2.00, that assessor's SAA is forced to 0.00 (a Fail-side score).



STEP 3 · Classify each SAA & compute Pair Average (PA)



STEP 4 · Decision — evaluate top to bottom, first match wins



KEY PRINCIPLE

A third assessor is invoked ONLY when the two assessors reach opposite decisions. A large numerical gap is NOT a trigger: if both clearly pass (or both clearly fail), the Pair Average decides immediately — however wide the difference.

If referred · Third-Assessor Resolution

Third assessor produces an independent SAA (same Floor Rule). Final pair grade = average of the two numerically closest of the three SAAs, then re-run through bands 2–4 above.

BPERB Assessor's Manual — proposed §8.2 decision rule · Bands: ≤ 2.64 Fail · 2.65–2.74 Borderline · ≥ 2.75 Pass (2-dp, round half up)

9.0 Conducting a Fair Oral Interview

9.1 Before the Interview

- Re-read the candidate's report and written examination script the day before.
- Agree the question plan with your co-assessor in writing the day before. Distribute roughly equal coverage of the 13 ECs.
- Confirm the venue, the recording set-up, and any approved observers with the Registrar.
- Prepare a printed copy of your interview note sheet — one row per EC.

9.2 Question Strategy Across the 13 ECs

Aim to elicit at least one substantive answer per EC. If the candidate's presentation has already covered an EC strongly, you may give it less time in questions — but record that on your note sheet so the EC is not under-evidenced when you grade. Use open prompts (“tell me about...”, “walk me through...”) rather than closed questions. If the candidate repeats themselves, politely redirect to the next EC.

9.3 Cultural Sensitivity and Inclusive Practice

Candidates come from a variety of regions, languages, employers, and disciplinary cultures. Your job is to assess engineering competence, not communication style.

- Allow the candidate to answer in English or Bangla; do not penalise the choice. Use whichever language the candidate is most fluent in for follow-up questions.
- Do not assume that a quiet candidate is a weak candidate. Probe with patience.
- Do not assume that a confident candidate is a strong candidate. Confidence is not competence.
- Where the candidate refers to a regional code, project type, or local engineering tradition you are not familiar with, ask clarifying questions — do not mark down for unfamiliarity.

9.4 Things You Must Not Do

- Discuss the candidate's gender, religion, region, party affiliation, or marital situation.
- Ask about the candidate's salary or remuneration history.
- Ask the candidate to commit to future employment, business, or political behaviour.
- Reveal your own grade or your co-assessor's grade to the candidate.
- Indicate, even non-verbally, your agreement or disagreement with answers in a way that signals the result.
- Discuss the candidate with anyone outside the assessment after the interview.

10.0 Common Pitfalls and Best Practices

The patterns below come from BPERB's annual moderation review of inter-assessor variance. They are the recurring sources of bad grades — in both directions.

Pitfall: Marking against your own background instead of the standard

It is natural to expect the candidate to know exactly what you happened to learn. The standard is GAPC v4, EC1–EC13 — not your favourite textbook, your specialty, or your division of practice.

Pitfall: Heavy reliance on the report

A polished report, often professionally edited, is not by itself proof of professional competence. Use the written examination and interview to test whether the candidate actually owns the engineering described in the report.

Pitfall: 'Sponsor said yes, so the candidate must be fine.'

Sponsors validate experience and character. They do not test competence. Your job is the second filter.

Pitfall: Letting the interview run without a plan

Without a written question plan, you will skew towards the ECs you personally find interesting and under-test the rest. The result will be uneven evidence and an avoidable variance with your co-assessor.

Pitfall: Submitting the form late

Forms not submitted within five working days of the oral interview hold up the moderation committee, the Board, the candidate, and — if many forms are late — the next intake. Late submission is grounds for de-listing.

Best practice: Mark twice

After your initial pass, sleep on it and re-read your own notes the next morning. Adjust grades in the second pass if the evidence supports it. Do not adjust to converge with your co-assessor; you have not seen their result yet.

Best practice: Comment as if for the candidate

If the candidate fails, your written comments may be the only feedback they receive. Make them specific, actionable, and respectful. The candidate is a fellow engineer.

11.0 Continuing Development for Assessors

Assessment is a craft. BPERB supports your development as an assessor through:

- The annual calibration meeting, when all the assessors will enhance their judgment capacity. In addition, participants will get 1 hour of CPD for every hour they attend the meeting.
- CPD credits for assessment activities (5 hours per assessment cycle per candidate, recorded under “contribution to professional bodies”).
- Periodic written briefings on changes to GAPC, IPEA decisions, and Washington Accord developments.
- Anonymised inter-assessor variance feedback after each cycle, so you can see how your grading distribution compares with the panel’s average.
- An optional shadow programme for new assessors, in which a senior assessor sits in (with the candidate’s consent) on the new assessor’s first oral interview.

You are encouraged to read widely beyond engineering: the IEA framework, the practice guidelines of peer registration bodies (Engineers Australia, the UK Engineering Council, Engineers Canada, IES Singapore, etc.), and the literature on assessment bias and rater reliability. Understanding how peer countries do this work will sharpen your own.

12.0 Appeals — the Assessor's Role

A candidate who is unsuccessful may appeal within two months of the rejection letter, on the prescribed form, with the appropriate fee. The Appellate Committee reviews all materials and may co-opt an external expert. Appeals are decided independently of the original assessors; the Committee's decision is final.

Your role in an appeal is limited and reactive.

- If the Appellate Committee asks for a written clarification of one of your grades or comments, respond within five working days, factually, and only on the point asked.
- Do not contact the candidate, the appellate panel, or any third party about the appeal.
- Do not change a grade after submission. If you discover a clerical error in your form, raise it with the Registrar in writing; only the Assessment and Moderation Committee may amend a submitted grade.
- If the appeal succeeds, accept the outcome professionally. The system is designed to surface and correct rare errors; that the system worked is a credit to you.

Appendix A — Statement of “No Conflict of Interest”

This is to declare that I have no relationship with the engineers I will be assessing for PEng registration. They were never my relatives or colleagues in any capacity in any organization in which I previously served, in the recent past. To the best of my knowledge, I do not know anything about him/her beyond being a fellow engineer at the IEB.

I also declare that I have no personal, financial, or other interests that could bias my professional actions, decisions, or impartiality in the PEng assessment process of the candidates. My duties will be carried out with objectivity and integrity to ensure ethical conduct and to avoid unfair advantages.

I also certify that I did not conceal any fact about them, and if proved otherwise, I could be held responsible for that, and any decision taken on that count by the IEB-BPERB authority shall be binding on me.

Signature	
Name	
IEB Membership No.	
PEng / IntPE No.	
Candidate ID(s) Assessed	
Date	

Appendix B — Assessment Form: Self-Assessment Report

Candidate ID: CONFIDENTIAL

This form is used to assess the candidate's Professional Self-Assessment Report against the five Core Professional Competence Standards (CPCS) and the thirteen Engineering Competencies (EC1–EC13).

Grading scale

Grade	Criteria
0	No knowledge, no competence
1	Poor knowledge, poor understanding, poor competence
2	Some knowledge and understanding, and little competence
3	Good knowledge, understanding, and competence
4	Complete and excellent knowledge, understanding, and enough competence

CPCS Attainment Grading Sheet

Core Competence Standard	Sub-Competence (with EC reference)	Grade
A. Knowledge and Understanding	i. Comprehend and apply advanced knowledge of widely-applied principles underpinning good practice [EC1]	
	ii. Comprehend and apply advanced knowledge specific to the jurisdiction of practice [EC2]	
	Sum for Core Competence A	
	Average grading for Core Competence A (sum / 2)	

Core Competence Standard	Sub-Competence (with EC reference)	Grade
B. Design, Development and Solving Engineering Problems	i. Define, investigate, and analyse complex problems using data and information technologies where applicable [EC3]	
	ii. Design or develop solutions to complex problems considering stakeholder views [EC4]	
	iii. Evaluate the outcomes and impacts of complex activities [EC5]	
	iv. Recognise foreseeable social, cultural, and environmental effects and seek sustainable outcomes [EC6]	
	Sum for Core Competence B	
	Average grading for Core Competence B (sum / 4)	

Core Competence Standard	Sub-Competence (with EC reference)	Grade
C. Responsibility, Management and Leadership	i. Meet all legal and regulatory requirements; protect public health and safety [EC7]	
	ii. Manage part or all of one or more complex activities [EC9]	
	iii. Recognise complexity and exercise sound judgment [EC12]	
	iv. Be responsible for making decisions on complex activities [EC13]	
	Sum for Core Competence C	
	Average grading for Core Competence C (sum / 4)	

Core Competence Standard	Sub-Competence (with EC reference)	Grade
D. Communication and Interpersonal Skills	i. Communicate and collaborate clearly and inclusively with a broad range of stakeholders [EC10]	
	Sum for Core Competence D	
	Average grading for Core Competence D (sum / 1)	

Core Competence Standard	Sub-Competence (with EC reference)	Grade
E. Personal and Professional Commitment	i. Conduct activities ethically [EC8]	
	ii. Undertake CPD activities to maintain and extend competences [EC11]	
	Sum for Core Competence E	
	Average grading for Core Competence E (sum / 2)	

Five-Core Compilation

Core	Description	Grade
Core-A	Knowledge and Understanding	
Core-B	Design, Development and Solving Engineering Problems	
Core-C	Responsibility, Management and Leadership	
Core-D	Communication and Interpersonal Skills	
Core-E	Personal and Professional Commitment	
Sum	Sum for the five Core Competences	
Average	Average grade for five Core Competences (Core-A + Core-B + Core-C + Core-D + Core-E) / 5 — Note: if any single core grade is < 2.0, the average is set to 0	

Assessor's Name and Signature

Name:

IEB Membership no.:

Signature with Date:

Appendix C — Assessment Form: Written Examination Script

Candidate ID: CONFIDENTIAL

Name of the Applicant	
IEB Membership No. of the Applicant	
Academic Qualifications of the Applicant	
Professional Qualifications of the Applicant	
Name and IEB Membership No. of the Assessor	
Date	

Grading scale (use for each question)

Grade	Criteria
0	No knowledge, no competence
1	Poor knowledge, poor understanding, poor competence
2	Some knowledge and understanding, and little competence
3	Good knowledge, understanding, and competence
4	Complete and excellent knowledge, understanding, and enough competence

Awarded grades

Q No.	Grade	Q No.	Grade	Q No.	Grade	Q No.	Grade	Q No.	Grade
1		4		7		10		13	
2		5		8		11		14	
3		6		9		12		15	

Average Grade (sum of Q grades / number of answered Qs)	
Comment of Assessor (technical breadth, depth, currency, clarity)	
Signature with date	

Appendix D — Single-Assessor Summary Form

Candidate ID: CONFIDENTIAL

Name of the Applicant	
IEB Membership No. of the Applicant	
Academic Qualifications of the Applicant	
Professional Qualifications of the Applicant	
Name and IEB Membership No. of the Assessor	
Date	

A. Grade compilation

Sl.	Item	Grade attained	Average	Comment
A	Assessment of Self-Assessment Report			
B	Written Examination (WE)			
C	Interview (Oral Test)			

Note: If the candidate scores less than 2.0 in any single component, the candidate's overall single-assessor average is set to 0.

Signature of the Assessor:

B. Assessment decision

I, the undersigned Assessor, confirm that I have assessed the above candidate per the requirements of the Bangladesh Professional Engineers Registration Board for registration as a Professional Engineer. The candidate's final competence level is on a scale of 4.

Assessor's comments — strengths and weaknesses of the candidate (whether passed, failed, or recommended for re-sit). Be specific and actionable; the candidate may receive these comments as feedback.

Suitable for Registration	Not Suitable for Registration	Recommendation for Re-sit
Passed (Recommended)	Failed (not Recommended)	Refer for re-sit
<i>Signature of Assessor with date</i>	<i>Signature of Assessor with date</i>	<i>Signature of Assessor with date</i>

Appendix E — Final Result Form (Two-Assessor Compilation)

Candidate ID: CONFIDENTIAL

Name of the Applicant	
IEB Membership No. of the Applicant	
Academic Qualifications of the Applicant	
Professional Recognitions of the Applicant	
Name and IEB Membership No. of Assessor-1	
Name and IEB Membership No. of Assessor-2	
Date	

Criteria for final grade

Assessors' single-assessor averages	Pair average	Outcome
One ≥ 2.75 and the other ≤ 2.64 (outcome conflict)	any	Refer to the third assessor
No conflict	≥ 2.75	Pass
No conflict	≤ 2.64	Fail
No conflict	2.65 – 2.74	Assessment & Moderation Committee decides (may call third assessor)

Grade compilation

Sl.	Item	Assessor-1 Grade	Assessor-2 Grade	Average	Conflict	Borderline
A	Assessment of Self-Assessment Report					
B	Written Examination (WE)					
C	Interview (Oral Test)					
	Average (Note: if any single grade < 2.0, the average is 0)					

Comments on the strengths and weaknesses of the candidate who passed or failed to attain the required grading level for registration as a Professional Engineer

Suitable for Registration Passed (Recommended)	Not Suitable for Registration Failed (not Recommended)	Recommendation for Re-sit

Signature of Registrar	
Signature of the Assessment and Moderation Committee	
Signature of Vice-Chairman	
Ethics Board Comment	
Signature of Chairman	

Appendix F — IEB Code of Ethics (extract)

As an assessor, you are bound by the IEB Code of Ethics in addition to the conduct rules in this manual. The relevant extracts are reproduced below for ready reference.

Social responsibility

- Abide by the laws of the land where work is performed; respect local customs; uphold human rights; safeguard public property and safety; and abjure violence and acts of terrorism.
- Treat all persons fairly, irrespective of race, creed, caste, religion, gender, or national origin.
- Strive to protect and maintain a clean, healthy, and safe environment in compliance with statutory requirements.
- Uphold the paramount safety, health, and welfare of the public and individuals; consider the welfare of society and the natural environment.
- Apply the principles of sustainable development in professional duties and promote the needs of future generations.

High standards of professional quality

- Not misrepresent educational qualifications or professional titles.
- Take full responsibility for tasks carried out under one's supervision; accept only work for which one is competent.
- Approve only designs that safely and economically meet the client's requirements; never approve engineering work considered unsound or against the public interest.
- Uphold and advance the integrity, honour, and dignity of the engineering profession.
- Maintain competency and professional reputation on the merit of services; not compete unfairly with others.

High standards of personal behaviour

- Be honest and impartial; serve the public, employers, and clients with complete fidelity.
- Avoid conflicts of interest and deceptive acts; promptly disclose any business association or interest that could influence the quality of services.
- Issue public statements or reports only objectively and truthfully; include all relevant information.
- Not undertake assignments that could knowingly create a conflict of interest.
- Admit errors when proven wrong; refrain from distorting facts to justify mistakes.
- Avoid bribery and extortion in any form; report any such acts to the IEB or the IEB Ethics Board.

Appendix G — CPD Weight Factors

Sl.	CPD Activity	Unit / Period	Weight Factor
1	Convention / Conference / Seminar / Symposium on Technical Issues	Each hour attending Each hour presenting	0.5-hour CPD 1-hour CPD
2	Training / Workshop / Short Course / Online Course / Technical Meeting on Technical Issues	Each hour attending Each hour presenting	1-hour CPD 2 hours CPD
3	Publications in technical conference proceedings (Submit the abstract)	Each paper	12 hours CPD (equally divided among authors)
4	Publication in recognised technical journals or publishing technical books (Scopus or Web of Science indexed; ISSN/ISBN required for books) (Submit the abstract)	Each paper / book	24 hours CPD (equally divided among authors)
5	MSc Engineering, M.Eng., or MBA theory courses — as a student (Submit the syllabus)	Each credit hour	3 hours CPD
6	Learning activities in the workplace that extend competence in the area of practice (Demonstrate how it extended your knowledge)	Each hour of activity	1-hour CPD
7	Contribution to professional bodies (Submit meeting agenda)	Each hour of attending a meeting, assessment, or report preparation	1-hour CPD
8	Self-Study (national and international codes, journal papers, books in relevant field) (Submit a 300–500-word learning report with date, title, author, and time invested)	Each hour of self-study	0.25-hour CPD (max 5 hrs for RE; 10 hrs for PEng; 20 hrs for IntPE)

In the assessor's words

I will mark each candidate against the standard, and only the standard.

I will declare any conflict, and recuse where required.

I will protect what I see, hear, and read.

I will sign my name, and stand by it.