



ARCHITECTURAL INSTITUTE OF BRITISH COLUMBIA

Oral Examiner | Manual

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Background

As part of the registration process, Intern Architects and Broadly Experienced Applicants must complete an oral exam as a mandatory component of registration. It may also be required of reinstating former architects who have had their registration lapse for at least three years. The oral exam ascertains the candidate's ability to synthesize their knowledge, experience, and professional judgment into competent architectural practice in B.C.

The revision of the Internship in Architecture Program (IAP) courses and the *Canadian Standard of Competency for Architects, 2019* for architects prompted a renewal of the oral exam process to ensure that it is in alignment with the IAP courses and revised national competencies for architects. The renewal also ensures that the oral exam process reflects current assessment practice.

The new oral exam process reflects the guiding principles of:

- Validity – The assessment process reflects both the current standards expected of the AIBC for entry to practice in BC and the assessment tools must accurately capture the evidence required to demonstrate the AIBC standard has been met.
- Reliability – The candidate should expect that any AIBC panel will arrive at the same decision when interpreting the answers to the oral exam questions. The assessment process must provide an objective assessment of the candidate.
- Fairness – The assessment process must be fair and impartial to all candidates. Assessment decisions must be consistent and transparent.

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1.0 Introduction

The oral exam assesses the candidate's ability to synthesize their knowledge, experience, and professional judgment into competent architectural practice in British Columbia. The exam is designed for Intern Architects, Broadly Experienced Applicants (BEA) and, in some cases, applicants reinstating architectural registration.

The exam is based on a series of questions that allows the candidate to demonstrate entry level competence, specific to practice in British Columbia. The questions range from short-answer questions to scenario-based questions that require more explanation. They are in four categories. The first three categories generally follow a project's lifecycle, and the final category assesses the candidate's general understanding of the expectations of a professional:

- Category A: Design/Construction Documents/Municipal Regulations
- Category B: Construction Administration
- Category C: Project Close Out
- Category D: Professional Practice

The candidates are expected to draw from their work experience to provide context for their answers to the oral exam questions. They are allowed to reference and share project drawings and related documentation to support their answers.

You will be looking to see how the candidate links their knowledge of architecture to real-world practice — whether through specific examples from projects they have worked on or through their general knowledge of architectural practice.

This manual is intended to provide you with the information, tools, and resources you need to conduct an oral exam as an Examiner. It is meant to augment the training sessions provided by the AIBC.

2.0 Oral Examiner Requirements

Good practice requires that Examiners need to have the right balance of hard and soft skills.

Oral Examiners have the following key roles and responsibilities:

- Examiners must be able to deliver fair and objective assessments consistently using the tools provided and according to established operating procedures
- Examiners are expected to contribute to moderation and the revision/development of oral examination tools

To serve as an AIBC Oral Examiner, you must satisfy the following prerequisites:

- Examiners are registered Architects in BC, and in good standing with AIBC with a minimum of 3 years experience post-registration;

- Examiners have expertise and current knowledge of architectural practice in BC

Oral Examiners must also demonstrate the following key skills and attributes:

- Ability to communicate effectively
 - Listening skills – identifying key message; listening for concepts
 - Paraphrasing skills
- Documentation skills in support of defensible decision-making
- Feedback skills (e.g., relevant and formative)
- Verbal communication skills (e.g., appropriate use of pauses; rephrasing skills)
- Personal attributes – such as fairness, ethics, ability to reflect on own performance, and a commitment to continuous improvement
- Awareness of unconscious bias and use of appropriate techniques to address bias

3.0 Oral Exam Candidate Eligibility

All candidates for the oral exam must meet eligibility requirements.

For Intern Architects AIBC:

- Logged at least 2800 hours of approved work experience*
- Completed all required AIBC professional development courses

*Effective March 2023, interns will be required to complete at least 85% of approved experience hours in each category as outlined in The Regulatory Organizations of Architecture in Canada's [Internship in Architecture Program Manual – Fourth Edition](#) (PDF).

For Broadly Experienced Applicants (BEA):

- Completed the Oral Assessment
- Completed all oral assessment panel recommendations and/or requirements
- Completed all required AIBC professional development courses

For previously registered architects seeking re-registration:

- As required by the Registration Board

4.0 Modality and Schedule of the Oral Exam

The oral exam is offered three times a year in person or virtually (on Zoom). Prior to each administration, the AIBC will confirm your availability to participate on a panel and will schedule you accordingly. There are a number of considerations when finalizing the schedule, including but not limited to:

- the availability of Examiners
- that there is a designated chair for each panel
- that there are no conflicts of interest

Oral Examiners are expected to participate on a panel and highly encouraged to participate in each round of the administration of the oral exam.

5.0 Preparing for the Oral Exam

5.1 Conflict of Interest

In the context of the oral exam, a conflict of interest occurs when your personal interest may interfere with your role to objectively test the candidate as an Examiner. Conflicts of interest may be actual, potential, or perceived. Factors to consider when determining conflict of interest include:

- does the Examiner know the candidate, i.e., through previous employment, mentoring, personal acquaintance, etc?
- has the Examiner self-identified any biases?

Prior to each administration, you will be assigned to a panel and will be provided with the candidate's name, identification, name of firm and project that the candidate will be submitting. You will be required to declare any conflicts of interest. If there is a conflict of interest, you will be reassigned to a different panel.

5.2 Review of Documentation

Prior to the oral exam, you are provided with the required documentation and resources/tools to carry out the exam. The documentation is distributed to the Examiners via email and a secured online platform through the AIBC.

Oral Exam Materials:

- Question-and-Answer Tool (includes rubric)
- Oral Examiner Manual
- Link to the Oral Examiner online training

Candidate Information

- Project letter signed by the candidate’s supervising architect.
- Identification

5.3 Retrieval, Access, and Security of Exam Materials

The oral exam is a high-stakes exam for all candidates and as such the materials are highly confidential. The AIBC has put in place measures to ensure that the distribution and storage of all exam materials are secure as practicable, while also ensuring that Examiners have efficient means of accessing materials to conduct the exam.

Before each delivery of the oral exam, you will receive the current Question-and-Answer Tool via a link to a secured online platform. This is a confidential document not to be shared with anyone and is password protected. Each examiner will receive a unique link and the password to access the Question-and-Answer Tool. You will use this document to ask questions and document the candidate’s responses during the exams. This document is not to be downloaded to your computer.

5.4 Refresher Training

Even though you have attended the Oral Examiner orientation and training sessions, you may wish to refamiliarize yourself with the Question-and-Answer Tool. The online oral exam training module is available for you to access at any time. Examiners are encouraged to practice using the Question-and-Answer Tool to become comfortable with the format. We also suggest speaking with other Oral Examiners and conducting mock orals with future candidates to practice your questioning technique. Please remember that the oral exam questions are confidential. Appendix A provides a list of practice questions to use with candidates in a mock oral exam.

6.0 Conducting the Oral Exam

Overview

The oral exam is conducted by a panel of three: one Chair and two Oral Examiners.

The Chair plays a leadership role in facilitating the oral exam and holds the primary responsibility for the required documentation.

The Chair is responsible for the following:

- Welcoming the candidate and overseeing introductions
- Facilitating the oral exam process
 - facilitate the review of the candidate’s supporting documents provided by the AIBC with the Panel
 - discuss and agree upon who is asking which questions
 - ensure that the oral exam questions are asked in sequence and that the candidate experiences a fair oral exam

- ensure that the oral exam is conducted in a timely manner
 - direct the Examiners to move on when enough prompting has been offered to the candidate
 - support the Examiners if there are issues during the questioning; for example, when rephrasing or prompting is not appropriate
 - direct the deliberation process
 - document the final results on the Question-and-Answer sheet
 - provide preliminary results and feedback to the candidate and notify the candidate that the final decision will come from the AIBC in writing
- Submitting the final Question-and-Answer sheet to AIBC with the final results
 - Providing feedback to any observers after the completion of the oral exam

The Examiners are responsible for:

- asking the questions,
- recording the answers,
- providing input into the deliberation process and determining the final result, and
- assisting with determining remediation options if required.

The sections outlined below provide information on these responsibilities and some tips on how to proceed through the oral exam process.

6.1 Introductions

The Chair will ask each Examiner to introduce themselves by providing their names. In a virtual oral exam, the Chair will admit the candidate from the virtual waiting room using the admit feature in the Zoom platform. In an in-person oral exam, the Chair will greet the candidate in the designated waiting room.

The introductions serve as an “ice breaker” to help put the candidate at ease and to mitigate any anxiety experienced by the candidate. Note that many candidates may feel intimidated by meeting with architects that they hold in high regard. It is important that all Examiners introduce themselves by name only to ensure that the panel is equally represented.

The Chair will ask the candidate to introduce themselves by providing their name, a brief history of their work experience, the type of project they have brought with them and their role in the project. The intent in the introduction is to provide the candidate with an opportunity to ‘settle’ and focus on the work they have brought to the oral exam. The introduction should not be influenced by factors that are not related to what you are not testing such as gender, firm, language, length of time enrolled in internship program, etc.

The Chair is to confirm that the candidate has reviewed the AIBC document describing the process and ask if they have any questions. During the oral exam, the Chair will provide a rough estimate of how long each

category will take (e.g. “We will be talking about construction administration in this category. This should take approximately xx minutes.”)

6.2 Question-and-Answer Tool Overview

The Examiners use the Question-and-Answer Tool and take turns to ask questions during the oral exam. You will access the Tool through the link that is e-mailed to you.

The questions are sequenced in accordance with the general life of a project and are based on entry level practice in BC. Each of the following categories contains a series of questions:

- Category A: Design/Construction Documents/Municipal Regulations
- Category B: Construction Administration
- Category C: Project Close Out
- Category D: Professional Practice

The Tool has seven columns for each category:

CATEGORY A Design/Construction Documents/Municipal Regulations-Part 1 (20-25 minutes)						
	Question	Response Checklist	Result	Notes	References for answers	Remediation Options
A1						
Q1 - standard	What were some of the key stages of typical municipal approvals your project had to go through prior to receiving a building permit? Alternative phrasing: If you were not involved at municipal approvals stage in your project, can you describe the approvals prior to receiving a building permit?	<i>Candidate should list the stages as per their project:</i> <input type="checkbox"/> Meeting with planning department <input type="checkbox"/> Development permit application <input type="checkbox"/> Rezoning (if applicable) <input type="checkbox"/> Public Hearings and/or open houses (if applicable) <input type="checkbox"/> Design panels (if applicable) <input type="checkbox"/> Building permit application	select...			Re-take AIBC Construction Administration course or another similar course

- Column 1 – question number and identifies the question as critical (highlighted in red) or standard (highlighted in green).
- Column 2 – question to ask the candidate.
- Column 3 – response checklist. These are the responses expected of an entry level architect in B.C. The bolded responses indicate the minimum required to answer the question correctly. Some questions have more than one correct response and there will be instructions as to what constitutes a “correct” answer above the response checklist. Be sure to read these instructions carefully.
- Column 4 – result options: Answered correctly; Partially answered; Incorrectly answered; or Couldn’t respond
- Column 5 – any relevant notes pertaining to the question that will help the Examiners. Chairs and Examiners may also use this column to make notes for themselves.
- Column 6 – references for answers including sources, documents, etc. This helps to guide Examiners to the core documents that inform the question and answer. A full list of the reference documents can be found in Appendix B.
- Column 7 – remediation options as they apply to questions/areas. This helps the panel when determining remediation options.

The oral exam questions are estimated to take a total of 60-75 minutes. The Chair is responsible for keeping track of the time and to ensure the Examiners are spending an appropriate amount of time on each category. The times are estimated for each category; however, candidates may spend more or less time depending on their knowledge of the category. It is important for the Chair to monitor the *overall* time to ensure a fair experience for the candidate.

6.3 Asking Questions and Eliciting a Response

Allocating Questions

Prior to the oral exam, it is recommended that the Examiners discuss how the questions will be asked within each category. The questions have been grouped according to relationships between questions. It is recommended that one Examiner asks all the questions within a group. For example, in category A, Examiner 1 will ask questions itemized under A1 and Examiner 2 will ask questions itemized under A2 and so on. You may wish to divide longer groupings between the Examiners asking the questions to make the interaction between Examiners feel more natural. Having such a plan will help facilitate the interview efficiently and avoid unnecessary or awkward pauses and interruptions among each other.

CATEGORY A
A1
Q1 – Standard
Q2 – Critical
A2
Q3 – Critical
Q4 – Standard
Q5 - Critical

Please allow a total of 60-75 minutes for asking the questions and seeking responses. It is the responsibility of the Chair to ensure that the questions are followed in sequence and that correct answers are not provided by the panel during the oral exam. Feedback about incorrect answers or areas of weakness may be provided **after** the deliberation process. This will help keep the exam moving forward and to ensure the candidate does not become discouraged.

The Chair is also responsible for keeping track of the pace of questioning and will pause between the categories to see if the candidate requires a short break. The Chair will also indicate when a category is completed and what the subject of the next category will be to allow the candidate to mentally prepare.

Important: Examiners are to maintain the sequence of the questions as they are outlined in the Question-and-Answer Tool. In the event the candidate addresses a question that has not yet been asked, make a note of the response. When you get to the relevant question later, you do not necessarily need to ask it again provided

the content has been adequately addressed and you are satisfied with the candidate's response. This should be confirmed with the rest of the Examiners.

There is an exception to the sequence of questions: If the candidate does not know an answer to the question, but recalls it later in the exam, allow the candidate the opportunity to readdress the question.

To the best of your ability, please maintain eye contact with the candidate when speaking. In a virtual session, position your camera such that you are facing it directly when asking questions.

When not asking questions, Examiners are expected to take notes. They may do so electronically in the Excel file or on a paper copy. This will help to contribute to the deliberations as well as to provide feedback to the candidate.

Probing, Prompting and Rephrasing Questions

The Chair's role is to monitor the 'flow' of the questions, ensure the sequence is followed and that the candidate receives a 'fair' exam. The Chair may interject to provide further clarity to the question being asked or if the panel veers off from the designated questions or when the Chair feels that the Examiners have done enough probing/prompting and the candidate clearly does not know the answer.

Examiners may prompt the candidate or probe for further information if the candidate does not fully understand the question or does not fully answer the question on their first attempt. However, continuous prompting or probing should be avoided as this can increase the candidate's anxiety level. If the candidate is unable to provide an answer after initial prompts, move on to the next question. Using a phrase such as: "Ok, let's move on to the next question and if you remember the answer, just let us know. We can always come back and revisit this question later on."

If you find that another Oral Examiner is struggling with rephrasing or prompting (see below), feel free to provide support when there is a break in the conversation. This takes practice and it is recommended to discuss this among the Examiners prior to the start of an oral exam in terms of how they will support one another.

Questions may be rephrased provided you are *not changing the meaning or intent of the question*. We recognize that the questions may feel awkward at first, but you are encouraged to "stick to the script" and be patient as you become more familiar with the questions and their sequence. Rephrasing comes naturally after some practice.

6.4 Recording a Response

During the oral exam, the Chair facilitates and listens for the candidate's response. The Chair is primarily responsible for submitting a completed Question-and-Answer sheet; however, each Examiner is to document the answers in the tool either electronically or on a hard copy. This documentation is necessary for reference during the deliberation process. Note that your assessment of the candidate's responses may differ from that of other Examiners on your panel. This is normal and can be discussed during deliberations.

Note. If accessing the Question-and-Answer sheet electronically, simply save the document. This saves it to a secure online site.

The Question-and-Answer Tool provides drop-down selections for recording candidate's responses. For each question you are to select one of four responses as outlined below:

- Answered correctly - answered the desired response(s)
- Partially answered - some of the desired responses are provided but not enough to be considered a correct answer
- Incorrectly answered - clearly wrong
- Couldn't respond - unable to provide any answer; didn't know the answer

Be sure to check for any instructions in the Answer column that will guide the selection of the response. For example, you may see a note that states: *Candidates should list at least 2 of the items in the following list.* If the candidate provides an answer which is not listed but you feel is appropriate, feel free to select the "answered correctly" option and make a notation.

6.5 Candidates' Responses

Candidates are not expected to have an in-depth understanding of all details of practice. The oral exam is assessing the candidate's suitability for *entry to practice*. It is important that Oral Examiners remember to follow the questions as they are listed as they have already been calibrated for entry to registration.

Candidates may be unable to provide an exact answer but might indicate how they would find the information or deal with the situation. The Question-and-Answer Tool provides Examiners with guidance on how to determine whether the response fulfills the requirements for correct and incorrect answers.

Keep in mind that the response checklist is based on entry-level competencies and reflective of practice specific to British Columbia. Note that some responses require the candidate to identify all items in the checklist (in bold) while others require the candidate to identify a minimum number of items in the list. Review the response checklist prior to the exam.

Note: The answers have been validated and should guide Examiners when listening to the candidate's responses.

It is important to listen for answers that communicate the correct information using different wording than what is provided in the Question-and-Answer tool. If the candidate uses language other than what is listed but conveys the intent of the answer, Examiners should mark it as "answered correctly."

The intent is to ensure the candidate understands the concepts. In the heat of the exam, they may not come up with the exact wording but can sufficiently describe what is required to show they understand. As an example, it is common, due to nervousness, that a candidate can't remember the term 'statutory declaration' but are able to describe it. That would be considered a correct answer.

Sometimes candidates may offer *too* much information when asked a question. It's important to remind the candidates to listen to the question and to provide a correct response *only* to the question asked. This will help them focus on the task at hand, avoiding possible confusion in the process.

Dealing with Anxiety

Keep in mind that some candidates will present with more anxiety than others. Nervousness or anxiety is normal and should not affect an Examiner's perception of how much the candidate knows. Conversely an overly confident candidate should not be assumed to be competent. It is perfectly reasonable to take a quick break for a candidate who shows sign of nervousness or anxiety, and it is also acceptable to address that the oral exam can be an anxiety inducing experience and it's normal to feel some nervousness. It's important to focus on the process inducing the anxiety so that the candidate recognizes this is a normal reaction in such a setting.

If necessary, the Chair may wish to extend the duration of the oral exam to allow the candidate an opportunity to settle.

6.5 Integrating the Candidate's Project Drawings

The candidate is required to have available their project drawings during the oral exam. The drawings will either be in a digital format for a virtual exam or in a printed format for an in-person exam. It is recommended for candidates to bring a Part 3 example but is *not mandatory*. Digital drawings should be bookmarked for quick reference.

Candidates will be instructed that their drawings should include:

- Site Plan,
- Ground (Main) floor plan,
- 1 typical floor plan,
- 1 or 2 elevation and section drawings, and
- 1 or 2 detail drawings showing typical assemblies (e.g., roof to wall interface or building envelope detail drawings, preferably those depicted on the section drawing(s)).

Specific questions draw on the candidate's project; however, Examiners may refer to the project for other questions if applicable. Here is a list of other considerations when referring to the candidate's project:

- Allow the candidate to refer to their project when they feel it supports the answer.
- Use the project to provide context and develop other scenarios to support questions.
- In a virtual exam, ask the candidate to use the Zoom share screen features to share their drawings virtually. The Chair will also inform the candidate when to stop sharing the screen. In an in-person exam, ask the candidate to present their physical drawings when appropriate.
- Keep in mind that the candidate's project may be from out of province, but they must have the knowledge of the requirements and regulations of architectural practice in British Columbia.

6.6 Deliberation

The Chair places the candidate in the virtual waiting room in the virtual oral exam. During an in-person exam, the candidate is directed to the designated waiting room.

During deliberation, the Chair will lead the discussion and analysis of each category using the rubric to determine whether the candidate has met/not met the criteria for the questions.

Allocate 15 minutes for this process.

The Chair leads the review of *each* category to determine whether the candidate has met the criteria. Be sure to review any notes made during the exam and identify any concerns.

Ask yourself as a panel:

- Were any questions partially answered, incorrectly answered, or not answered?
- Is there any divergence among the Examiners' assessment (i.e., did one Examiner identify a question as being answered correctly while another indicated it was particularly answered)?

Talk through any discrepancies. Use the rubric found at the end of each category in the Question-and-Answer Tool to guide the discussion (see Appendix C).

It is important to identify any critical questions that were partially answered, incorrectly answered, or not answered. This information will inform the final outcome.

After agreeing on the result for each category, the next step is to determine candidate's status for the oral exam overall.

The Rubric has three possible outcomes:

- **Met**
 - The candidate has passed the exam, does not require any remediation.
- **Not Met - Remediation**
 - You may consider remediation options especially if the candidate demonstrates knowledge in all but one category.
- **Not Met**
 - The candidate would require repeating the oral exam.

The full rubric is outlined in the table below.

MET	NOT MET - Remediation	NOT MET
Satisfactory answers for all critical questions and the majority of remaining questions.	<p>Satisfactory answers to most questions in all but one category. That is, knowledge is weak in not more than one category.</p> <p>If the candidate is unable to answer one critical question or gets it 'wrong/incorrect' the candidate may be considered for remediation.</p> <p>(If the answer to more than one critical question is clearly wrong the candidate is a 'Not Met'.)</p>	<p>Satisfactory answers to some questions but significant knowledge gaps in multiple areas OR concern with the candidate's approach to the practice of architecture.</p> <p>More than one critical question answered incorrectly.</p>
	*Remedial measures would need to be validated via a written submission and/or focused interview, which has been reviewed by AIBC and signed off by the individual's supervising architect/mentor.	Return for Oral Exam with new panel.

• Table 1: Overall Result Rubric

See Appendix C for the all the rubrics used in the oral exam.

Based on the panel's collective analysis and the criteria outlined in the rubric, assist in determining the candidate's status: met, not met, or not met - remediation.

If remediation is determined necessary (refer to Appendix D), assist in identifying the best remediation options that are appropriate for the candidate. Ideally some form of remediation is identified during the deliberation process, but it is not necessary to determine the exact remediation at this point in time. If necessary, the panel may wish to discuss the details of the remediation option after the oral exam and then inform the AIBC of the remediation option being put forward. The Chair will inform the candidate that specified remediation options will be provided to the candidate in a follow up written notification following the conclusion of the oral exam without communicating to the candidate what the remediation option is until it has been reviewed by AIBC.

6.7 Feedback to the Candidate

The Chair will invite the candidate back to the oral exam session once deliberations have concluded.

It is the responsibility of the Chair to provide the result and any relevant feedback to the candidate. However, the Chair is encouraged to ask the Examiners to share any additional comments as well. Having all Examiners provide input into the feedback helps reinforce to the candidate that this was an outcome arrived at by consensus. The feedback should be succinct, objective, relevant to the competencies/categories being assessed, organized, and encouraging. Focus the feedback on the candidate's performance in the oral exam only. Statements about performance outside the exam should be avoided.

Remember to refer to the rubric for guidance on providing specific feedback.

6.8 Determining Remediation Options

In collaboration with the Examiners, the Chair is to identify the remediation option(s).

The AIBC has provided a list of plausible remediation options along with means of validation (see Appendix D). Please note that this list is not exhaustive. The Question-and-Answer Tool (Column D) will also guide you to consider relevant remediation option(s). The most important thing to consider when determining a remediation option is *what is most applicable* to the candidate's weakness. If the weakness is in the underlying knowledge a short report is appropriate. The remediation option should be reasonable in length so that the candidate is able to complete the required assignment before the next oral exam cycle. It is the responsibility of the oral exam panel to identify the most appropriate remediation for the candidate's area of weakness.

If a remediation option is apparent during the deliberation, the Chair can add it to the candidate summary tab in the Question-and-Answer Tool. The Chair is not to communicate to the candidate what the remediation option is until it has been reviewed by the AIBC. However, the Chair may communicate to the candidate that further details on a remediation option will be summarized in writing at a later date. If the panel is unable to identify an appropriate remediation during deliberation, wait until the oral exam process is completed and then discuss options.

Appendix E provides you with a sample letter that outlines what the candidate will receive when a remediation option is applied.

6.8 Submission of Documentation to the AIBC

The Chair is responsible for submitting the final candidate summary with the overall oral exam outcome to the AIBC. The summary must include the outcome for each category, the overall result and any relevant remediation requirements as determined by the oral exam panel. In order to monitor and evaluate the oral exam process, the AIBC also asks that each Oral Examiner submits their Question-and-Answer sheet. This will help in understanding what revisions to questions might be needed for future deliveries.

The summary report should include feedback for the candidate using the AIBC oral exam rubric.

Important! All Oral Examiners must destroy all information held digitally (including emails and attachments) and in paper format after submission of required documentation to AIBC and upon completion of the oral exam.

7.0 Monitoring and Evaluation

The AIBC will be monitoring and evaluating the oral exam process. At the end of each oral exam delivered, the Chair and Examiners will be asked to complete two short questionnaires:

1. Feedback on the wording of the questions, as well as whether answers and references in the Question-and-Answer Tool are correct. We will also be asking for feedback on the usability of the tool.
2. Peer feedback on the performance of the panel overall.

There will be guided debriefs and audits at times to provide oral Examiners with an opportunity to provide and receive verbal feedback. All the information gathered will be used (with other data collected) to revise the oral exam so that the principles of fairness, validity, reliability and defensibility are maintained.

Appendix A: Sample Questions to Use for Mock Oral Exam

The following are typical questions relating to the listed subjects, which you may use to guide your questions:

1. Design/Construction Documents/Municipal Regulations

- a. What information would you typically collect and review to start work on a project? What information should the client be expected to provide?
- b. What are an architect's responsibilities for cost estimating on a project? What are the ways that you can protect the client and yourself when estimating construction costs?
- c. How do you determine if a bid is compliant?
- d. When would the National Building Code of Canada (NBC), the British Columbia Building Code (BCBC) or Vancouver's Building Bylaw (VBBL) apply to a project?
- e. What are the letters of assurance and what responsibilities do they place on the Owner, Coordinating Registered Professional and Architect?
- f. Describe the ways in which the project you are presenting meets the Accessibility requirements of the building code.
- g. Using the project you are presenting, describe how the building envelope works to keep water out of the building, and vapour from condensing within the wall.
- h. Describe some Building Code issues you encountered on your project?

2. Construction Administration

- a. What shop drawings would you be expected to review for the project you are presenting?
- b. What are the architect's responsibilities in reviewing shop drawings?
- c. What assurances and procedures should an architect take before submitting a Certificate of Payment for a progress draw?
- d. What are the architect's responsibilities in certifying a progress claim for payment?
- e. Who is responsible for additional costs due to an error on the architect's drawings?

3. Project Close Out

- a. How do you determine Substantial Performance on a project? What events does the Declaration of Substantial Performance trigger?
- b. Can a portion of the lien holdback be used for deficiencies? Describe the process for establishing a deficiency holdback.

4. Professional Practice

- a. How is the architectural profession granted the right to be self-regulating?
- b. Who does the Code of Ethics and Professional Conduct protect?
- c. Can an architect criticize another architect's work? If so, under what circumstances?
- d. A client has come to you asking that you do the design portion of a project for a considerably reduced fee. You expect that this work would lead to more projects with this client. Do you take the project? How should you handle this situation in a professional manner?

Appendix B: Reference Documents

The following materials are suggested to candidates to assist with preparation for the Oral Exam, and professional architectural practice. Many of the documents listed govern the regulation of the profession of architecture in the province and provide legal authority. Candidates must have sufficient knowledge of these laws and regulations in B.C. to be considered for registration as an Architect AIBC.

Design, Documentation, Codes, Building Regulations

- AIBC PD course: BC Building Code
- AIBC PD Course: Architects & the Law
- B.C. Building Code (bcpublications.ca)
- Vancouver Building Bylaw (bcpublications.ca)
 - Letters of Assurance for both (part of each code)
- Guide to the Letters of Assurance (2020)
- AIBC Bulletins Practice Notes

Construction Administration

- AIBC PD course: Construction Administration
- Client/Consultant Agreements – AIBC and RAIC
- CCDC – 2 (2020 or 2008)
- CCDC Contracts and Guide Documents
- British Columbia *Builder's Lien Act*
- AIBC Bulletins and Practice Notes

Project Close Out

- AIBC PD course: Construction Administration
- CCDC – 2 (2020 or 2008)
- British Columbia *Builder's Lien Act*

Professional Practice

- AIBC PD course: Ethics, Act and Bylaws
- British Columbia *Architects Act*
- Professional Governance Act Transition – AIBC Website
- AIBC Bylaws
- AIBC Code of Ethics and Professional Conduct
- AIBC Bulletins and Practice Notes
- AIBC Regulatory Review – AIBC Website
- AIBC Tariff of Fees for Architectural Services

Additional General Resources

- AIBC website aibc.ca
- AIBC newsletter Connected
- AIBC Regulatory Review
- AIBC Professional Conduct / Disciplinary Decisions
- Professional Development offerings by AIBC and external providers

Appendix C: Oral Exam Rubrics

Overall Result Rubric

Overall Result – MET	Overall Result – NOT MET REMEDICATION	Overall Result – NOT MET
<p>Satisfactory answers for all critical questions and the majority of remaining questions.</p>	<p>Satisfactory answers to most questions in all but one category. That is, knowledge is weak in not more than one category.</p> <p>If the candidate is unable to answer one critical question or gets it 'wrong/incorrect' the candidate may be considered for remediation.</p> <p>(If the answer to more than one critical question is clearly wrong the candidate is a 'Not Met'.)</p>	<p>Satisfactory answers to some questions but significant knowledge gaps in multiple areas OR concern with the candidate's approach to the practice of architecture.</p> <p>More than one critical question answered incorrectly.</p>
	<p>*Remedial measures would need to be validated via a written submission and/or a focused interview, which has been reviewed by AIBC and signed off by the individual's supervising architect/mentor.</p>	<p>Return for full Oral Exam with new panel.</p>

Category Level Rubric

Items in blue text may be used to provide feedback to candidates		
Met	Not Met - Remediation	Not Met
Answers all “critical” questions correctly.	No more than one critical question answered incorrectly.	Unable to answer all “critical” questions correctly.
Provides comprehensive answers to the majority of the questions.	In some cases, guesses at the answers. Does not know some of the answers in the following categories.... Acknowledges lack of knowledge or seeks clarification from panel or proposes other sources of information.	Guesses at the answers or launches into a stream-of-consciousness response; testing the answers as they go. Does not know many of the answers. Would rather bluff their way through than seek clarification from the panel or propose other sources of information.
Demonstrates a solid understanding of the roles and responsibilities of an architect in BC. Understands and can speculate on the implications of the responsibilities and actions of an architect in any given scenario.	Generally able to demonstrate a solid understanding of the roles and responsibilities of an architect in BC., with the exception of.... Shows some knowledge of the implications of the responsibilities and actions of an architect, with the exception of....	Does not demonstrate a solid understanding of the roles and responsibilities of an architect in BC. Shows a lack of understanding or awareness of the implications of the responsibilities and actions of an architect.
Speaks knowledgeably about their project and the relevant processes. Can draw inferences.	Generally able to speak knowledgeably about their project and/or its processes with the exception of....	Unable to speak knowledgeably about their project and/or its processes.
Demonstrates ability to apply knowledge to a scenario and ideally calls upon own experience to apply knowledge and experiences to other scenarios.	Generally able to apply their knowledge from their experiences and project to inform other scenarios but lacks understanding of....	Unable to apply their knowledge from their experiences and project to inform other scenarios.
Speaks knowledgeably about the practice of architecture	In some instances, lacks basic knowledge or has basic knowledge but	Either lacks basic knowledge or has basic knowledge but not sure

and is able to apply knowledge and experience to different context.	not sure of the application or the implications.	of the applications or the implications.
		Provides rote answers within any category, with an inability to expand beyond rote answer.
Has an understanding of the limit of their understanding and knowledge, and understands how to address these gaps.	Recognizes own limitations but unsure on how to address gaps.	Does not recognize their own limitations.

Appendix D: Remediation Options

Guidelines for selecting and/or adding remediation options:

- Remediation option is directly related to candidate’s area of weakness
- Options are related to the categories and/or questions asked in the oral review and correlated with resources from which the questions originated

(Note: This is not an exhaustive list and will be added to over time)

Courses	Approval Options
<p>Re-take AIBC BC Building Code course OR take the BCIT or other an approved Building Code course.</p> <p>Re-take AIBC Construction Administration course or another similar course</p> <p>Re-take AIBC Architects & the Law Course</p> <p>Complete the AIBC Business Fundamentals Course</p> <p>Re-take the AIBC Ethics, Act and Bylaws course</p>	<p>Courses for credit: Proof of registration and completion of course sent to R&L</p> <p>For AIBC courses, submission of a written requirement (e.g., questions to be answered; summary of documents) and to be reviewed and signed-off by mentor before submission to R&L</p> <p>Written submission to R&L and reviewed by one of the original panels for approval</p> <p>Optional: one-on-one 30-minute conversation with a panelist to review course (e.g., if written submission doesn’t meet standard) [Note: one previous panelist is preferred but not essential]</p>
Self-directed Learning/Study	Approval Options
<p>Study/Review the Canadian Handbook of Practice for Architects (CHOP) sections on....</p> <p>Study/Review Guide to Letters of Assurance (BC Building Code) and read each Letter of Assurance to better understand its content.</p> <p>Review of Schedules - Joint Professional Practice Guideline – Professional Design and Field Review by Supporting registered Professionals</p>	<p>Questions to be answered submitted in writing to R&L/a panelist from original Oral Exam</p> <p>Written submission related to the area to be strengthened and signed off by the mentor</p> <p>Written submission to R&L and reviewed by one of the original panels for approval</p> <p>Optional: one-on-one 30-minute conversation with a panelist to review the submission</p>

<p>Study/Review <i>Architects Act</i> and AIBC Bylaws</p> <p>Study/Review AIBC Bulletins and Guidelines (note specific number)</p> <p>Study/Review BC Building Code (specify parts)</p> <p>Study/Review Municipal Regulations (such as...)</p> <p>Study/Review <i>Builders Lien Act</i> and associated materials</p>	
<p>Work Experience</p>	<p>Approval Options</p>
<p>Meet with your mentor or employer and discuss ... (should be done over several meetings)</p> <p>Gain additional work experience in.... Note: Must be logged and signed off by mentor and employer.</p>	<p>Submission of record of completion of work experience to R&L</p> <p>Letter of completion from mentor or supervising architect</p> <p>Written submission related to the area to be strengthened and signed off by the mentor</p> <p>Written submission to R&L and reviewed by one of the original panels for approval</p> <p>Optional: one-on-one 30-minute conversation with a panelist to review the submission</p>

Appendix E: Sample Remediation Letter



ARCHITECTURAL INSTITUTE OF BRITISH COLUMBIA

SUITE 100 – 440 CAMBIE STREET
VANCOUVER, B.C. V6B 2N5
t. 604.683.8588 or toll free in B.C. 1.800.667.0753
e. aibc@aibc.ca w. aibc.ca

Dear **NAME**:

Thank you for attending the Oral Exam on **DATE**. Please find below the results from the Oral Exam Panel (the “panel”).

The panel determined that while you have demonstrated satisfactory level of competency in some areas, you are deficient in areas below. The deficient areas are required to be remediated. No return Oral Exam is necessary.

The panel requires further knowledge and experience to address deficient competency areas in specific topics outlined below. Proof of experience must be submitted, in writing, to the Registration & Licensing Department staff. The submission will be reviewed by the same panel who will confirm whether the submission provides satisfactory evidence of competency.

The essay should demonstrate competency in the areas/topics below. This can be gained through a combination of research and experience. The panel recommends gaining experience under supervision of an Architect AIBC, where appropriate. If direct experience is not feasible, please indicate in your submission how you have addressed these deficiencies, for example, by attending courses, discussing with Architects AIBC, reviewing project documentation, and the like.

- Programming:
 - Functional and architectural program, including submission of a sample program.
- Construction Documents
 - Specification, including submission of a sample.
- Bidding and Contract Negotiation
 - Construction Contracts - Different contract types and advantages and disadvantages.

If you have further questions relating to the Oral Assessment and the Broadly Experienced Applicant program, please do not hesitate to contact staff at registration@aibc.ca

Sincerely,

Director of Registration & Licensing