Editorial

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Profession and international experience are two key themes that emerge in this issue of *Management, Procurement and Law*. Whether it is possible to distinguish between the two is, of course, another matter, since it is the good fortune of the civil engineer to practise in an international profession, benefitting from exciting opportunities abroad as well as utilising global technologies and procurement methods at home.

Navendren *et al.* (2014) begin this issue with a briefing on how, in order to achieve the efficiency and effectiveness gains that building information modelling (BIM) promises, BIM implementation should be supported by correct approaches by the different professions which adopt its usage. This highlights some valuable ongoing research in this area, and we must wait in anticipation for solid results, which will, it is hoped, move the BIM agenda forward in the right direction.

The paper by Ojiako and Chipulu (2014) moves the theme of profession into the international realm, and asks the interesting question as to whether national cultural perspectives impact on the perceptions of project practitioners. In an era of globalised engineering, this raises profound questions. The paper finds that national culture and cultural experiences do, indeed, impact on the importance assigned to individual project success and failure factors by project managers in the industry; furthermore, the authors note that the dominant culture in the country of residence has a role to play in how project success or failure are perceived.

Taking the internationalism theme to a specific subject area, Jacob *et al.* (2014) look at the public–private partnership (PPP) experience in Germany. This paper provides a very insightful review of how PPP developed and evolved in Germany over a 10-year period, and indicates some useful lessons learned for the international industry with respect to PPP procurement options. An interesting finding by this paper is that the German PPP market is characterised by small-scale investment, when compared with broader European norms, thus creating opportunity for small- to medium-sized enterprises (SMEs) to take advantage of projects procured under this model.

Returning to the profession once again, Thompson and Surgeoner (2014) look at the link between educational attainment and professional qualifications. This is a constant topic of interest in many professional institutions. The requirement for a postgraduate-level qualification, as a prerequisite for chartered

engineer status, is a higher standard of education than is required by some other cognate professions. In particular, this paper looks at how initial professional development (IPD) bridges that gap from academically qualified to becoming a professional engineer, and highlights how many UK universities may not fully equip their graduates to continue the learning journey to reach their chosen professional qualification. This paper advocates the use of a ‘portfolio’ system to assist trainee engineers to fulfil their IPD requirements and thereby ease the process by which they can become chartered.

Our final paper (Charlson, 2014) in this issue concludes the theme of profession, and focuses on the provision of law in undergraduate engineering courses. The approach taken by the paper is to compare Joint Board of Moderators-accredited civil engineering courses with comparable courses in cognate professional bodies, such as the Royal Institute of Chartered Surveyors (RICS) and the Chartered Institute of Building (CIOB), as well as some allied technical professional bodies such as Institution of Mechanical Engineers (IMechE), the Institution of Engineering and Technology (IET) and the British Computer Society (BCS). This paper notes that the different professional groupings focus on different aspects of law, as would be expected, given the different areas in which they operate. Of importance to the civil engineering industry is the finding that RICS, in particular, significantly emphasizes that all candidates for chartered membership demonstrate knowledge and understanding of aspects relating to dispute resolution. This is an aspect upon which, according to this paper, the Engineering Council is silent in its requirements, and which is all the more surprising considering, as mentioned previously, that accredited engineering programmes leading to chartered engineer status are at postgraduate-level, and therefore a year longer than those leading to RICS chartered status. Perhaps our profession should take note?

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