



Assessor guide

February 2024



Assessor guide

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Introduction

This guide has been written for all academic assessors who have completed RICS academic assessor training. It will help you as an assessor to

- understand the ideas behind the academic assessment and the stages that lead to the academic final assessment
- understand the approach to academic interviewing
- manage the preparation process and understand the documents
- take part in the academic assessment process
- carry out post-interview assessment procedures and decide whether applicants for this assessment should pass or be referred.

You must use this guide in conjunction with the core assessment documentation which is available on the RICS website and comprises:

- Requirements and competencies guide
- The pathway guide

You can download all the supporting guidance from the [Senior professionals, specialists and academics](#) web page.

This guide is split into three sections:

Section one – The academic assessment

Section two – Interview guidance

Section three – The final assessment documents

1 The academic assessment

What is the purpose of academic assessment?

We value the important role of academics within the surveying profession and appreciate the differences between industry practise and academia. We have designed an assessment process specifically for academics, which recognises that competence will be demonstrated in a different way.

Applicants will have a variety of academic backgrounds and experience. They must have applied their theoretical knowledge through relevant teaching and research activities, and be able to understand and apply the skills that form the knowledge base of their chosen pathway.

An academic applicant will be required to demonstrate competence from three main areas:

1. teaching
2. research and scholarship
3. external engagement/academic activities

The terms teaching, research and scholarship and external engagement/academic activities are used throughout this document and are defined as:

Teaching: The development, production and delivery of learning material, including the formative and summative assessment of the material, marking of submission and feedback to students at undergraduate and postgraduate levels.

Research and scholarship: The publishing of research material in refereed published journals, conference proceedings, books and articles in journals which relate to the general subject area of the built environment/surveying. Research relating to the learning and teaching practices of the subject area are also included here as well as research work required to produce learning materials.

External engagement/academic activities:

This term relates to teaching and research activities and any other scholarly activities undertaken. This can include, but not exhaustive to, embedding research, employability or professional practice into the curriculum, industry engagement and knowledge transfer.

Criteria for the academic assessment

RICS will have checked that all applicants have met the following criteria before proceeding to final assessment.

Academic/professional qualifications	Relevant prior experience
A relevant Bachelor's degree or higher degree (UK, Bologna/EU equivalent).	Undertaken academic activities relevant to the profession over a three year period (This does not need to have been in a continuous period i.e. in 'one block').

The academic activities should be related to teaching or detailed research. The applicant will be required to demonstrate competence largely through academic work rather than practical experience.

Mandatory competencies	Level required
Ethics, Rules of Conduct and professionalism	Level 3
Client care	Level 2
Communication and negotiation	Level 2
Health and safety	Level 2
Accounting principles and procedures	Level 1
Business planning	Level 1
Conflict avoidance, management and dispute resolution procedures	Level 1
Diversity, inclusion and teamworking	Level 1
Inclusive environments	Level 1
Sustainability	Level 1
Core competencies	Level required
Data management	Level 2
Research methodologies and techniques or Leadership	Level 3
Plus one core competency from the chosen pathway	Level 3
Optional competencies	Level required
Five optional competencies from the chosen pathway These competencies can be taken from the core or optional list that have not already been selected. Please note some pathways have the option to select from the full list of competencies, you must select from the listed competencies only.	Level 2

Competencies levels for the academic assessment

A competency is a statement of the capabilities required to perform a specific role. RICS competencies are defined at three levels.

Level 1 – knowledge and understanding

Level 2 – application of knowledge and understanding

Level 3 – reasoned advice and depth of technical knowledge.

Each pathway is made up of three types of competency:

- **mandatory** – personal, interpersonal and business skills common to all pathways
- **core** – compulsory and relate to the primary technical skills of the chosen pathway
- **optional** – selected from the list of technical skills for the chosen pathway.

An academic is required to meet the following competencies and all competencies are to be demonstrated in the context of teaching and research and in the chosen pathway area. At the final assessment interview you, as the assessor, will take these choices into account.

As an assessor you must only assess declared competencies to the required and declared level

Important – Please note the competency levels and requirements are as per the table below and not the requirements in the pathway guides or requirements and competency guide.

This guide overrules all other documents with regards to competencies for the academic assessment.

Standards of assessment

The purpose of the assessment is to ensure that knowledge and understanding, gained through a combination of qualifications, experience and training, are applied in practice and measured consistently internationally. This demonstrates to all stakeholders that only those with the agreed level of competence become RICS professional members (MRICS).

All academic applicants will follow the same process and attend the final assessment interview.

Variations

To ensure a fair assessment you must always take into account the local practice and norms of the country in which the applicant practises, while remembering the high standards of RICS qualifications. Relevant experience can be gained in a variety of countries; all relevant experience is valid and should be considered during assessment. Applicants are required to have an understanding of the local legislation and practice for the country they are practising and being assessed in.

Ultimately it will be up to you and the other assessors to judge what level of questioning is appropriate and the answers you will need to receive to be satisfied that each applicant has met the competency requirements for the chosen pathway.

Academic applicant profile

The academic applicant will have demonstrated competence largely through academic work rather than practical experience. They are likely to have a narrower range of pathway-specific technical competencies, but they will compensate with extra competencies in for example generic research skills.

The emphasis for academic applicants is on demonstrating a theoretical and academic understanding of the competencies for their chosen pathway.

Academic applicants may not be professional practitioners, but through their research they will study professional practice; and in their publications they will demonstrate an in-depth knowledge and understanding of a particular competency. For an academic applicant, 'applying' knowledge can include incorporating it into research or teaching for the benefit of the profession. 'Giving reasoned advice' can include transmitting that knowledge, at a high level, to current and future practitioners. It can also include professional consultancy.

An example of this could be in the field of development appraisal, where there are a range of practical techniques for appraising development opportunities. An academic could demonstrate proficiency in this competency through research which, say, reviewed the effectiveness of appraisal techniques and examined developers' attitudes to them.

This would show the applicant's practical understanding of development appraisal; and, assuming the research demonstrated depth and rigour, it should be appropriate to achieve a Level 3.

Academic applicants can also use their teaching to show their achievement of the competencies. Academics teaching or supervising a thesis will have an in-depth understanding of the subject matter and the research which underpins it.

An academic applicant should have an established teaching and research profile in a surveying-related subject. In relation to teaching, it is likely that applicants will have experience of course development, administration and leadership. Their experience may also include supervision of research students studying for an MPhil or PhD.

Academic applicants are required to have research experience. In the majority of cases, this will be demonstrated through publications (books, peer-review journals) and/or conference papers. Applicants may also have undertaken consultancy activities.

In addition to teaching and research, it is desirable that academic applicants have, or can show links with professional practice.

2 Interview guidance

Professional interview

RICS has one standard required to qualify as a chartered surveyor through the academic assessment, irrespective of the applicants' profiles. The assessment standard, technical and professional requirements and structure of the interview remain the same. You must interview all applicants following the same procedure assessing against the same standard of competence and professionalism, to ensure a fair and consistent assessment for all. Any deviation may give rise to an appeal if the applicant is referred.

Procedure

The interview panel will normally be made up of three assessors (minimum two), one of who will act as the chairperson. All assessors have equal responsibility for the interview process. At least one of the panel members must be an academic assessor, however this does not have to be the chairperson.

While face-to-face final assessment interviews must always be the first option, RICS offers alternative methods for applicants in places where this is not practical. Full guidance will be provided should you be asked to interview using an alternative method.

Role of the chairperson

They are responsible for supervising the final assessment process, which includes:

- initiating pre-interview discussions
- agreeing the structure of the interview and who will be questioning on each competency
- managing the questioning
- controlling timing
- initiating the decision-making process after the interview
- ensuring all assessors adhere to the assessment policies
- writing the referral report (if necessary).

Each assessor will be involved in every element and will assist the chairperson in performing these responsibilities.

Please note there is an academic chairperson guide with detailed information on the chair role.

Pre-interview preparation

The chairperson will make contact with you before the final assessment day to arrange a time for you to discuss the final assessment interview.

You must prepare for each interview to ensure you:

- have read the submissions
- understand the applicant's background and experience
- are familiar with the applicant's declared competencies
- understand the assessment process to ensure the delivery of a professional and competent assessment.

On receipt of the submissions, you must check they comply with the academic requirements. Staff will have performed a basic check against the requirements but will not have read the submissions; you must check that the submissions are suitable for you to assess the applicant at the interview.

Key areas to check are:

- the correct number and level of technical and mandatory competencies are declared as per the academic assessment
- the submission is complete
- the appropriate amount and type of professional development is recorded as expected for an academic.

If the documents are deficient you must contact the chairperson who is responsible for informing the RICS local team. We will decide what action to take; this could include the interview being deferred.

Conflicts of interest

You must also check for any potential conflicts of interest. There is no single statement that references all conflicts of interest. In the context of RICS assessments, conflict of interest can be defined as: 'any situation where other influences or interests conflict (or could be perceived to conflict) with a chairperson's/ assessor's commitment to RICS standards.'

'Influences' could include friendships, loyalties to a firm, or loyalties to fellow members of an organisation.

'Interests' could include the possibility of financial gain or other advantages. There can be no definitive list of situations where conflict would arise.

The following is only to illustrate relationships that could give rise to conflict.

Personal

- friend
- acquaintance
- any family relationship (close or remote)
- neighbour
- friends in common
- social club member (for example, sport, activity, political)

Professional

- colleague past or present
- client
- competitor
- business arrangement with you or your firm.

There is a distinction between personal interests and prejudicial interests.

'Personal' interests should be disclosed, but the assessor can still consider the matter in hand and participate in a decision. 'Prejudicial' interests bar an assessor from both consideration and decision making.

An assessor with a personal interest in a matter also has a prejudicial interest if the interest is one which a member of the public with knowledge of the relevant facts would reasonably regard as so significant that it is likely to prejudice the assessor's judgement.

If you think a conflict of interest might exist you should declare this immediately and in advance of the interview. You should contact your chairperson and explain the circumstances fully.

Together you need to decide whether the personal interest is 'prejudicial'.

Could the interest affect your judgement?
Would a member of the public reasonably think it could?

- If it is decided that the personal interest is not prejudicial, the interview can go ahead.
- If it is decided that the personal interest is prejudicial, alternative arrangements will be made. The chairperson must inform the RICS team as soon as possible so an alternative assessor can be assigned.
- If it is the chairperson who has the personal interest, the other assessors should decide whether the interest is prejudicial. If they think it is, or if they cannot agree, the interview should not go ahead.

Whenever a potential conflict of interest arises please contact your local RICS office, so they can advise you.

Interview structure

The interview will take place using video calling technology approved by RICS. Instructions on using the technology, including a tutorial and demonstration, are available separately.

It is essential that all interviews, while having some flexibility, are broadly structured the same. This will allow you to focus on the assessment and ensure each applicant has similar time allocated to the individual elements of the interview. Any deviation may give rise to an appeal if the applicant is referred.

When the applicant joins the video call the chairperson will welcome them, make some introductions and check that everything is set up appropriately before the interview officially starts.

When everything is ready the chairperson will ask the applicant to start their presentation. At this point, the one-hour time limit for the interview starts.

The interview must be held in a private and appropriate location.

RICS staff or the assessment panel reserve the right to cancel the interview if this is not case. For example, interviews conducted in any form of transport, or location that may hinder the professionalism of the interview process.

You should contact RICS if you require any assistance.

Before the interview starts, the chairperson must ask the applicant if they are fit and well to proceed.

There may be very rare occasions where an applicant confirms they are fit and well, but then experiences some type of medical event/ issue during the interview.

The panel has a duty of care towards the applicant and may, at their discretion, end the interview at any time on the grounds of health concerns even if the applicant feels well enough to proceed.

Please see appendix 1 for full interview timings.

A 60-minute interview cannot cover the full extent of the applicant's experience. The panel must cover as many of the competencies as possible within the allocated time. You must not give the applicant either a longer or shorter interview.

Making the interview less than 60 minutes could give the wrong signal. The applicant may assume they have been successful or feel that they weren't given the opportunity to show their full experience/competence.

If the applicant is referred they could appeal on the grounds that in the additional time they would have had the opportunity to address any issues that led to the referral decision.

If the interview exceeds 60 minutes and a applicant is referred, they could appeal on the grounds that they were subjected to more testing than other applicants. Even where you feel that an extension in time would benefit the applicant you must not exceed 60 minutes.

The only circumstances in which an interview can exceed the 60 minutes is where the applicant has a disability and we have beforehand to extend the time.

See the equal opportunities section in this guide for more details and contact us should you wish to discuss this in more detail.

Questioning techniques

Your most important skill will be your questioning technique. The outcome of the interview can depend on the way you ask questions. The skills you develop, and your style of delivery, will affect the quality of the information you obtain.

Your aim is primarily to help applicants demonstrate their competence successfully. You must give them every opportunity to answer fully and professionally.

Questioning at the competency levels

Think in terms of three progressive levels of questioning.

- **Level 1** tests the applicant's knowledge and understanding of principles and theory.
- **Level 2** tests how the applicant has applied the knowledge by providing specific examples.
- **Level 3** tests the applicant's reasoned judgement and ability to provide professional and sound advice, against the full extent of their ability and knowledge.

Remember – the applicant can select the level of some of the competencies. It is important that you do not question beyond that level. You are assessing them against their declared competencies and competency levels.

Examples of competence-based questioning

You must ask open questions. For example:

- How did you go about the process?
- What process/procedures did you adopt?
- What problems did you encounter?
- How did you solve them?
- What was the outcome?
- What did you learn?
- What did not go well?
- What would you do differently?
- How would you apply this knowledge?
- How would you apply what you have learned to ... ?
- What if a situation arose where ... ?
- Give me an example ...
- Tell me about your experience in ...
- What was your role/ involvement?

Occasionally you may ask closed questions that require only a yes/no answer and are used to confirm facts.

For example:

- Can I just clarify that you said ... ?
- So, you used the ... method?

Examples of academic-based questioning

In technical areas of questioning, you will need to manage your expectations. Make sure you draw out the applicant's academic activities in your questions, such as 'outline your recent experience in X ...'; 'Give me an example of when you have recently dealt with Y ...'. This will ensure you remain focused on obtaining confirmatory 'real-life' evidence of achievement of the competencies.

As frequently emphasised in this guidance, the academic applicant should not be expected to know the detail of day to day technical work. Expect a broader, more general, academic and strategic response.

A significant proportion of your questioning should focus on how the required level 3 competencies are demonstrated through teaching, research and external engagement.

Put yourself in the applicant's position and consider how you would deal with day-to-day technical issues – as an academic, you might expect a higher level of theory, and a less detailed knowledge of practice.

Here are some examples of the type of question you could ask to open up a discussion

- How has your academic career contributed to the development of your chosen professional discipline?
- Which mechanisms are likely to prove effective for the dissemination of academic knowledge into practice?
- How do you access examples of good practice in the professional sector to enrich your teaching and research activities?
- In what ways can academic chartered surveyors contribute to the sustainability agenda?

- What managerial capabilities have you acquired in your academic career that would be of value in alternative contexts?
- What ethical challenges do you believe are faced by academic chartered surveyors?

Best practice

- Be alert throughout the interview – even when you are not asking the questions.
- Ask open questions; use closed questions only to confirm information given.
- Be flexible with your questioning; be prepared to follow up the applicant's answers with further questions before moving on to the next topic.
- Ensure your questions are well phrased, clear and concise.
- Be objective but look out for the areas of deficiency as you should focus more on these.
- Ask one question at a time and use short questions.
- Make allowances if the applicant is nervous: use encouraging follow-up questions to overcome any problems.
- Listen carefully to the applicant's presentation as it also provides a source of questions.

Finally, before you ask the applicant a question, always make sure you know which competency it relates to, and which level. If relevant open the question by stating – 'in relation to ... competency ...' You should also be aware of answers you could expect and would be satisfactory.

Mandatory competencies

There are 11 mandatory competencies that must be met to the required level.

Questions on technical competencies will often address the mandatory competencies too. Be aware of this and record the responses against both technical and mandatory competencies if relevant. For example, every question will test the applicant's communication skills. Similarly ethical issues could be linked to technical or business issues covered throughout the interview.

Ethics, Rules of Conduct and professionalism

This competency must be tested to a greater extent. It is the only mandatory competency required to level 3.

Applicants must be aware of and act in accordance with RICS Rules of Conduct, act with professional integrity and objectivity, and recognise their duties to clients, employees and the community.

RICS has professional and ethical standards designed to provide help and guidance to members in every situation. You must be familiar with them.

For more information visit [RICS Regulation](#).

When considering this competency, you may find evidence in the submissions and presentation. You should look for opportunities to question the applicant on ethical issues throughout the interview. In addition the chairperson must dedicate time to ask specific questions on a number of related issues.

There are many issues that can be covered, for example conflicts of interest or bribery, but you must take account of practice in the country concerned when framing your questions. In addition, you should ask some questions about issues of current concern to the profession.

Note: All applicants are required to successfully complete the RICS professionalism (ethics) module 12 months prior to their application for final assessment

The assessment version of the module includes four units:

Module 1: Introduction to ethics and professionalism

Module 2: The RICS Rules of Conduct, integrity and professional codes of ethics

Module 3: Ethical topics and considerations

Module 4: Choose your own adventure case study

The module is assessed via a further 'complex' case study and a multiple-choice question test.

Ethics and the Rules of Conduct must still be assessed as part of the final assessment interview.

As an RICS assessor, you must also successfully complete the module every three years. This can count towards your requirement as an RICS member to undertake three hours' CPD related to ethics every three years.

Note-taking

You must make notes. Without good notes there is a risk you will base your final judgement on what you remember you particularly liked or disliked.

Brief notes on the questions asked and the applicant's response should be sufficient to act as a reminder at the end of the interview. Avoid obvious marking systems. Do not use ticks and crosses – write a comment instead, but not yes or no: applicants may be able to read your notes. When taking your notes, remember to keep eye contact with the applicant as much as possible.

Remember your notes will help you and your chairperson if you have to write a referral report or an appeal is logged by the applicant.

Interview conduct

The way you conduct yourself in an interview will have an impact on the applicant and the quality of the interview. Showing attention and interest will encourage the applicant and help calm nerves.

Questions must relate directly to the applicant's training and experience, it will show the applicant that you are prepared. Eye contact and the occasional acknowledgement are encouraging. Address the applicant by name from time to time.

Be aware of your body language. Voice projection is also important. Your tone needs to be encouraging and the pace should enable the applicant to follow and understand your questions.

Listening skills are vital; first to ensure that you interpret the applicant's responses correctly and second to help you develop your supplementary questions. Never enter into a debate with the applicant or the other assessors. Do not give any indication of how well or badly the interview is going.

Be aware of possible distractions. Ensure, for example, that all mobile phones are turned off.

Equal opportunities

RICS is committed to equal opportunities. You must act as an assessor:

- Check for conflicts of interest in the submissions. Discuss any potential issues with the chairperson. RICS staff can provide additional guidance
- Keep a record of the interview
- Ensure you keep carefully to the timings for the interview so that applicants have a consistent interview experience
- Link questions to the applicant's training and experience and the mandatory and technical competencies
- Always allow the applicant the last word and explain at the outset that this will happen
- Always take account of and make allowances for any disability that affects the applicant's performance at interview. RICS will provide you with specific guidance when the applicant has declared a disability.

Access arrangements

RICS makes every effort to protect applicants from discrimination in accordance with the UK *Equality Act 2010* (the Act) and is committed to equality of opportunity.

Reasonable adjustments: When applying for an assessment, RICS must consider requests for a reasonable adjustment where an applicant, who is disabled as defined by the Act, would be at a substantial disadvantage in comparison to someone who is not disabled.

A reasonable adjustment must be based on the individual needs of the applicant and their ability to access an assessment. You will be informed if an adjustment has been agreed and given appropriate guidance.

Special consideration: defined as a consideration given to an applicant who has temporarily experienced a significant personal difficulty **at the point of taking an assessment**.

For further information, refer to:
[Access Arrangements](#).

Chairpersons should handle the opening of the interview with great care and make sure the applicant's nerves are settled before the presentation.

Chairpersons should always ensure at the start that the applicant is 'fit, well and ready to proceed'.

Continuing professional development (CPD)

You can question the applicant on their CPD activities. You may wish to use this as a focal point for questions on the mandatory competencies too.

3 Final assessment processes and documents

To support your role you will have the following documents:

- academic CV and review statement (3,000 words)
- CPD record
- summary of experience
- summary of evidence
- CPD record.

Please see appendix 2 for a list of the final assessment documents

Academic review

Before enrolment onto the final assessment the applicant will have provided a CV which will relate to the chosen pathway and will include

- academic qualifications
- membership of any relevant professional organisations.

They are also required to send a 3000-word statement that documents how the evidence submitted is relevant to the profession and how

this has been applied to the chosen pathway.

This is reviewed by a trained academic review panel who will decide whether the applicant is ready to come forward for final assessment.

You will receive this statement as part of the submission for final assessment.

Qualification and employment information

This will be contained in the CV. This will add to your appreciation of the applicant's training and experience. You may be familiar with the applicant's employer(s) and this will add to your knowledge and understanding of the applicant's career and help you to ensure there are no conflicts of interest for you in interviewing the applicant.

Continuing professional development (CPD) record

All applicants are required to complete CPD. Applicants need to demonstrate a minimum of 48 hours in the 12 months prior to final assessment.

All applicants will record their CPD on the submission template.

This information adds to your understanding of the applicant's training and experience and will give you ideas for areas of questioning in the interview.

The CPD must be split between formal development such as professional courses, seminars or online events and informal development such as private study or on the job training. At least 50% of the CPD undertaken must be dedicated to formal development.

Summary of evidence

The applicant will select four items of evidence and will present on one of the in the interview. Please see appendix 3 for full list.

The chosen documents will demonstrate knowledge and understanding of the mandatory, core and optional competencies of the chosen pathway in the context of teaching and research.

The statement should be presented as a professional report, which relates to the key areas an academic applicant is required to have covered. They will have

- references sufficient to allow the assessors to check publications, etc.
- a brief statement of the subject or content
- a statement of which of the competencies it demonstrates.

Post-interview assessment

After the applicant has left the room, the chairperson will ask you to take a few minutes to reflect on the interview. Note your thoughts and comments on the applicant's performance on the assessment mark sheet. The chairperson will do the same.

Criteria

Review the evidence and take a holistic approach; consider whether:

- the applicant's spread and balance of experience is satisfactory
- the applicant has achieved the required number of competencies to the correct levels
- the applicant has the required level of written and oral communication skills.

Common faults, which may influence the outcome, include the following:

- The submissions are not presented in the required format, greatly exceed the word count or contain significant technical or professional errors.
- The presentation does not reflect the applicant's written submissions.
- The applicant's communication, documentation or attitude is not professional.
- The applicant is unable to demonstrate knowledge or experience relating to the declared competencies. This could be deficiency in just one competency or a range of competencies. (Please note: you must refer the applicant if they fail to demonstrate the required competence on Rules of Conduct or ethical matters.)

Approach

Your judgement should be based on whether the applicant has demonstrated competence to the level required. You must base your decision on the required levels; do not expect a level of knowledge equal to your own.

You must take into account all elements of the assessment including the applicant's answers to the questions, presentation and the submissions.

Use your discretion. The decision must be made on balance. For example, you would not normally refer an applicant if they have shown a deficiency in only one optional competency required to level 1.

Marksheet

The marksheet is a management tool that has been developed to help you arrive at a decision. Please use it to ensure consistency in the process.

Outcome

The chairperson will lead a discussion, seeking each assessor's views. It should cover all aspects of assessment but with particular reference to the competencies. The marking process should show whether the applicant has reached the required levels.

Consensus decisions are best. However, they are not always possible. In a three-person panel, the decision will be by majority. Even if the chairperson is in the minority, they must accept the decision. In a two-person panel, if agreement cannot be reached the chairperson must decide.

If you are conducting several interviews and you cannot reach agreement in the time between interviews, you must make a decision before the end of the day.

Referral reports

While it is the chairperson who writes the referral report, it needs to be agreed by the full panel. You should jointly decide why a particular competency has not been achieved and what further advice should be given to the applicant.

The report should focus on the applicant's competency deficiency. You need to provide constructive comments that clearly state the deficiencies and how to rectify them. The comments should encourage applicants to apply for final assessment again. When referring applicants, you are not refusing membership but are advising applicants on how they can improve in order to achieve membership.

Whatever the main focus of the referral report, the chairperson should cover all aspects that led to the decision, however minor they may seem, to provide thorough guidance for the applicant's development.

Focus only on an applicant's deficiencies. If you are satisfied that a competency has been achieved, you should not mention it in your report. Future panels can be compromised if you do.

Audit and quality assurance

We are committed to ensuring rigorous processes for the chartered qualification (MRICS) so that employers, clients and the public can have confidence that anyone achieving it, is competent to practise as a chartered surveyor.

Use of video and microphone

The applicant must have their video and microphone on throughout the video call so the assessment panel can be assured they do not have access to any support that provides, or could be perceived as providing, them with an advantage during the interview.

Before the interview starts the chairperson will ask the applicant to complete a 360-pan of their surroundings, including the area above them and desktop/floor area in front of them. The chairperson can request repeats of this procedure at any time during the interview or before the video call ends.

Staff facilitator role

An RICS staff member trained to perform the staff facilitator role may be present on the video call. The purpose of the staff facilitator is to support the panel and applicant with the use of the video call technology. They will not participate in the interview or any pre- or post-interview discussions with the panel. Their video will be off and microphone muted for the duration of the video call unless there is a technology issue or any other unforeseen issue that requires them to intervene. Any intervention by the staff facilitator would be recorded as an approved interruption by the chairperson.

Auditor role

An auditor trained by RICS may be present on the video call. The purpose of the auditor is to observe the performance of the assessment panel, ensuring the process and policies for the assessment are being followed. They will not participate in the interview or any pre- or post interview discussions about the applicant; their role is simply to observe.

They will use their video and microphone to introduce themselves before the interview starts; their video will be off and microphone muted for the duration of the interview unless they are instructed otherwise by the chairperson or staff facilitator.

You should be prepared to share your assessment preparation work with them. At the end of the post-interview discussion the auditor will provide you with feedback. They are there to help and advise as well as provide quality assurance of the assessments. The auditor report will also be used if the applicant appeals the result of their assessment.

Recording assessments

RICS may audio or video record the assessment. This will be used solely for the purpose of assessor standardisation and training.

If the interview is to be recorded, you will be given prior notice by RICS. Interviews may not be recorded by the candidate or any of the assessment panel.

Where to find help

Contact your local [RICS team](#) to understand what is coming up and connect with the RICS LinkedIn group.

RICS website

The RICS website provides comprehensive information and guides on RICS membership, pathways, and the RICS Rules of Conduct and ethics.

- [Senior professionals, specialists and academics](#) – Information and applicant guides on RICS Academic assessment.
- [Sector pathways](#) – Information and guides on all pathways.
- [RICS Regulation](#) – Information and guides on the RICS Rules of Conduct and ethics.

RICS professional standards

RICS publishes a broad programme of mandatory and advisory [professional standards](#), which provide best practice advice on all areas across the built and natural environment.

RICS Training

The [training catalogue](#) offers face-to-face and online courses on technical and management skills, and various elements of the assessment process.

Appendix 1 – Interview timing for the academic assessment

Level	Duration
Chairperson's opening and introductions.	5 minutes
Applicant's presentation. The applicant will give a personal introduction and present one of the four items from their submission.	10 minutes
Questions on the presentation in relation to pathway competencies and the applicant's role in academia.	15 minutes
Discussion on overall experience and of the full submissions in relation to the applicant's role in academia in teaching / research / external engagement and the pathway competencies, including CPD, technical competencies, Rules of Conduct and professional practice.	15 minutes
Chairperson's areas of questioning may include professional and technical matters, CPD, Rules of Conduct, mandatory competencies.	10 minutes
Chairperson to close.	5 minutes
Total	60 minutes

Appendix 2 – Submission documentation

Document	Notes
Academic CV and review statement	This is reviewed by a trained academic review panel made of members who will decide whether the applicant is ready to come forward for final assessment.
Summary of experience	The summary of experience is an overview of the applicant's declared competencies and attainment levels as agreed with their supervisor/ counsellor. It is made up of a series of statements against each of the technical and mandatory competencies. This shows you the knowledge and activities that the candidate has undertaken to demonstrate competence.
CPD record	Applicants need to demonstrate a minimum of 48 hours in the 12 months prior to final assessment. The CPD must be split between formal development such as professional courses, seminars or online events and informal. development such as private study or on the job training. At least 50% of the CPD undertaken must be dedicated to formal development.
Supporting evidence (Four items)	The four items will provide supporting evidence and will demonstrate knowledge and understanding of the mandatory, core and optional competencies of the chosen APC pathway in an academic context.
Confirmation on completion of ethics online module	Academic applicants may be required to successfully complete the RICS online ethics module prior to final assessment. This does not replace the requirement to question on these areas during the assessment.

Appendix 3 – Supporting evidence for the competencies

The chosen documents will form the submission of evidence to demonstrate knowledge and understanding of the mandatory, core and optional competencies of the chosen pathway in the context of teaching and research, as well as professional practice, research ethics and professional ethics.

Teaching options

- Post-graduate teaching qualification
- Fellowship of the Higher Education Academy (or local equivalent)
- Successful mentoring and supervision of research students
- Course leadership and development
- Contribution to programme development and validation together with successful module leadership
- Course delivery

Scholarship and research options

- Peer-refereed research paper/report
- Book
- Book chapter
- Refereed conference paper
- Patents
- Consultancy report
- Government research
- Legal reports/statutory requirements

External Engagement

- Engagement with employers
- Consultancy activities
- Engagement with professional organisation



Delivering confidence

We are RICS. As a member-led chartered professional body working in the public interest, we uphold the highest technical and ethical standards.

We inspire professionalism, advance knowledge and support our members across global markets to make an effective contribution for the benefit of society. We independently regulate our members in the management of land, real estate, construction and infrastructure. Our work with others supports their professional practice and pioneers a natural and built environment that is sustainable, resilient and inclusive for all.

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