Counsellor guide

August 2026

Counsellor guide

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Introduction

RICS aims to advance the profession of surveying to achieve public benefit worldwide. By being a counsellor for candidates, you will help RICS by maintaining the high professional standards expected of qualified professionals.

This guide provides an overview of the counsellor's role and responsibilities. It should be read in conjunction with undertaking the RICS counsellor e-learning module, which is mandatory for all counsellors.

A candidate cannot apply for assessment until the counsellor has confirmed that, in their opinion, the candidate has reached the required level of competence. This verification is a mandatory assessment requirement.

As a counsellor, responsibilities include:

- providing unbiased and critical advice
- providing input into the candidate's professional and personal development in relation to the achievement of the competency standard
- having direct knowledge of the candidate's relevant work experience and the competencies evidenced
- having direct knowledge and experience of local legislation that applies to the candidate's job and tasks
- having detailed knowledge of the RICS assessment requirements and verifying that the submission complies
- where applicable, engaging with the candidate's supervisor to support the candidate's development.

Being an active counsellor also fulfils the 'Service to RICS' characteristic if applying for RICS Fellowship (FRICS).

Time commitment

The number of candidates a counsellor chooses to support is a matter of personal judgement. However, RICS recommends counselling no more than five candidates at any one time. This is an advisory limit and RICS recognises there may be circumstances where counsellors support more candidates.

Counsellors must carefully consider the time commitment involved and their duty of care to candidates.

Counsellors should also give thought to their professional and technical ability to provide appropriate support and advice in respect of relevant pathways in accordance with the RICS **Rules of Conduct**.

For the Chartered assessment, you must be MRICS or FRICS to be a counsellor.

For the Associate assessment, you must be AssocRICS, MRICS or FRICS to be a counsellor.

You cannot perform the counsellor role if you have any active regulatory sanctions, including interim measures or open investigations, on your membership record.

If you are subject to a regulatory investigation while acting as a counsellor, you may be required to suspend practice in this capacity until investigations have been concluded. This will depend on the nature of the investigation and you should seek advice from RICS.

The level of support candidates require will vary depending on their qualifications and experience. For example, if the candidate is following the Senior professional assessment, your role will likely be peer-to-peer support. For APC and Associate candidates, you will need to give more direct technical support and regular quarterly reviews.

You must familiarise yourself with the relevant candidate guide for the assessment type as well as the appropriate pathway guide. While each assessment route has elements that may vary, the counsellor role principles are the same for every candidate.

‘Paid-for’ services

Some counsellors provide ‘paid-for’ services to candidates. In these cases, payment **must be for support and training only**. Payment cannot be received for signing off a candidate as ready for assessment.

An appropriate contract for services must be in place between the counsellor and candidate, making this explicitly clear.

Assessment cap

From 1 January 2026, a limit on assessment attempts was introduced. Candidates have up to four attempts to pass the Chartered assessment and four attempts to pass the Associate assessment.

Candidates may apply for a fifth and final attempt after completing a period of 12 months’ further experience. Attempts made before 1 January 2026 do not count towards the limit.

Your declaration

The candidate cannot apply for assessment until you have certified that the candidate is the person they report to be and, in your professional opinion, they have reached the required level of competence. This verification is a mandatory assessment requirement.

When you approve a candidate as ready for assessment, you are confirming that through careful enquiry of the candidate’s experience and knowledge of the assessment requirements, you consider the candidate to be suitable to become MRICS if they are undertaking a Chartered assessment or AssocRICS if they are enrolled onto the Associate assessment.

You **must not** sign-off a candidate that you have had no personal experience or prior knowledge of. You **must** consider whether you have spent an appropriate amount of time getting to know the candidate and their work.

Your declaration is in your capacity as an RICS professional. It must be carefully considered and with reference to the RICS Rules of Conduct.

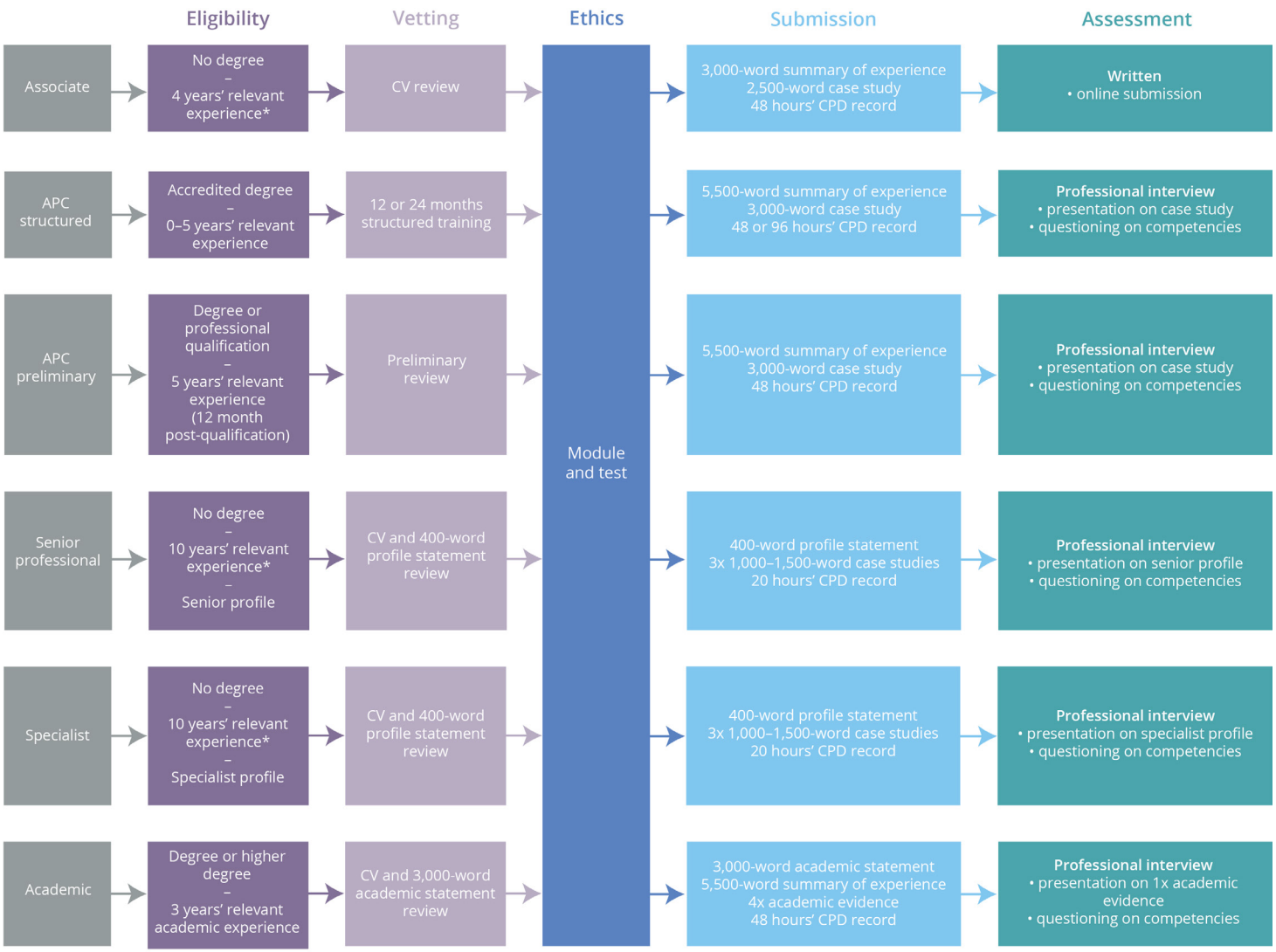
Entry and assessment requirements

RICS recognises that a mix of academic and professional qualifications with relevant experience provides the skills and levels of competence to become a chartered surveyor.

At Associate level, candidates with no formal qualifications need a minimum of four years' relevant experience, which may be reduced depending on their relevant qualifications.

The correct assessment will depend on the candidate's qualifications, experience and current job role. RICS staff will determine the most appropriate assessment based on the information the candidate has provided.

The table on the following page provides a summary of the requirements.



* The experience requirement can be reduced based on previous qualifications.

Eligibility and verification

At the point of enrolment onto an RICS assessment, candidates must provide evidence of their relevant professional, academic and vocational qualifications as well as their relevant experience.

Experience is defined as relevant if it relates to the technical competencies as described in their chosen RICS pathway.

The RICS Enrolment team is responsible for processing applications. Staff complete training to be able to make a judgement on the relevance of experience and must check the applicant will meet the full eligibility criteria by the point of application for assessment.

Applicants for the Senior professional, Specialist and Academic assessments are subject to an additional vetting/review stage to confirm they meet the candidate profile. Counsellors should refer to the candidate guide for further details about this stage.

Candidates must have met all eligibility criteria at the point of application for assessment (for the APC preliminary review option, the review stage is considered the application)

The RICS Assessment Delivery team will carry out further verification checks before the candidate can sit their assessment.

When a candidate nominates a counsellor in the Assessment Platform, the counsellor will receive an email notification asking them to confirm that they:

- agree to act as the candidate's counsellor
- will complete the **mandatory training** for the role
- have read and signed the *Counsellor commitment statement*, which constitutes an agreement between the candidate and the counsellor.

Counsellor support and training

RICS Assessment Platform

The secure online platform that RICS uses for candidates, counsellors, and assessors.

Counsellor e-learning module

In addition to reading this guide, all counsellors must complete the RICS counsellor e-learning module. You will receive a completion certificate and can record one hour of structured CPD.

Further training

We have a range of additional online training available that we encourage counsellors to complete, including:

- counsellor training
- networking, webinars and training.

Please contact the RICS Candidate Support team for further information.

Professionalism (ethics) module

All candidates are required to successfully complete the RICS Professionalism (ethics) module in the 12 months prior to applying for assessment.

The module includes online learning and a test consisting of a case study and multiple-choice questions.

Counsellors are also encouraged to view and complete the module. For access, please contact the RICS Candidate Support team.

Candidate guide

A candidate guide is available for each Chartered assessment and the Associate assessment:

Chartered (MRICS)

- Assessment of Professional Competence (APC) including:
  - APC 24 months' structured training (APC 24)
  - APC 12 months' structured training (APC 12)
  - APC no structured training
  - APC preliminary review (APC Prelim)
- Senior professional
- Specialist
- Academic.

Associate (AssocRICS)

- Associate assessment.

The candidate guide provides details on the requirements at each stage, including eligibility, the Professionalism (ethics) module, CPD obligations, the written submission and final assessment.

As a counsellor, you must familiarise yourself with the appropriate candidate guide.

You can download the guide from the Assessments information web page.

Pathway guide

At **Chartered (MRICS)** level there are 22 sector pathways.

At **Associate (AssocRICS)** level there are 13 sector pathways.

The pathway guide sets out the minimum competency requirements for the surveying discipline.

The guide describes each competency and gives examples of the knowledge, skills and experience required.

It is for the candidate, with your support, to choose the most appropriate pathway and competencies when they enrol.

It is important that candidates interpret competencies in the context of their own area of practice or specialism and geography.

Careful thought about the choice and combination of competencies is needed. Their choice will inevitably reflect the work they do in their day-to-day environment (driven by the needs of their clients/employer).

Their choice and combination of competencies will reflect their judgement. At their RICS assessment, the assessors will take these choices into account. They will expect the candidate to present a sensible and realistic choice that reflects the skills needed to fulfil the role of a professional in their area of practice and geographical location.

You can download the pathway guide from the **Sector pathways web page**.

Pathways and competencies

There are some differences in the competencies at Associate level and Chartered level. This is because the Chartered competencies framework was updated in 2018.

Candidate support and training

As a counsellor, it is important to know the support and training available to RICS candidates via the **Candidate Support Hub**.

The **RICS Candidate Support team** is here to guide candidates from enrolment to qualifying as an RICS professional.

Visit the Candidate Support Hub for:

Introductory webinars – to support candidates, available on demand.

Interactive webinars – designed to offer process support and best practice tips throughout the various stages of the assessment journey.

Real-time support – regular informal candidate drop-ins are a great way for candidates to speak to a member of the team about any assessment-related questions they may have.

RICS Qualification Package – all the resources candidates need to navigate their candidate journey. Through a combination of live and recorded sessions, gain access to interactive and technical eLearning modules, case studies, mock interviews and final assessment training support.

RICS CPD Support Package – candidates can access all the content they need and more all in one place. Included as part of their annual subscription renewal, this pack is a benefit available to RICS members and candidates only.

RICS podcast network – an exclusive podcast series bringing together expert guests to discuss the most pertinent, industry-shaping.

LionHeart – is the independent charity for RICS candidates and professionals, past and present, and their families. From the moment candidates embark on their candidate journey, LionHeart is there to support them throughout the rest of their career.

APC structured training candidates

Candidates will undertake either 24 months (APC 24) or 12 months (APC 12) work-based structured training before progressing to the final assessment interview.

The structured training is in place to enable the candidate to demonstrate how they have gained the skills and abilities needed to perform specific tasks or functions as required by the competencies for their pathway.

Candidates with an RICS-accredited degree and ten years' relevant experience do not need to undertake any structured training. They are eligible to apply for assessment as soon as they are ready to.

Your role

As a counsellor, you must monitor progress and guide the candidate throughout their training period, including supporting the candidate in planning their training programme.

Your approach

Candidates need to gain experience that can be used to demonstrate the competencies. Your approach should be to plan their development and review their progress as they work towards preparing their submissions.

As a counsellor, you must:

- Read and understand the relevant candidate and pathway guides and be competent in the chosen pathway.
- Be knowledgeable about the assessment process and what assessors will expect from candidates – see the relevant candidate guide.
- Help the candidate choose the appropriate pathway and competencies when they enrol.
- Support, guide and encourage the candidate.
- Discuss the candidate's CPD activities and agree a plan for future CPD.
- Discuss whether they need additional experience or training and agree who will organise it and how they will gain it. It is the candidate's responsibility to arrange their own training with their employer under guidance from the counsellor.
- At quarterly reviews use both their diary and logbook to review their overall progress against the competency requirements. Judge what competencies they have achieved and when.
- At mid-year reviews work with your candidate to update the summary of experience template and review the logbook. Speak with the candidate, and the supervisor (if they have one), and agree progress and focus for the coming months.
- Discuss the topic for their case study. Consider what projects they have worked on in the last 24 months that best demonstrates the minimum competency requirements for their pathway.
- Advise and guide your candidate to help them in preparing for the final assessment presentation and interview.
- Check all the relevant documentation is included in the final assessment submissions.
- Remind and caution the candidate that if their submission is not compliant with the requirements, their assessment will not go ahead. This includes a strict adherence to word counts.
- While counsellors can support candidates in doing informal mock interviews and questioning, you should help the candidate to organise an independent mock interview.
- While being an advocate for the candidate, take a 'critical friend' approach about their readiness for assessment.

Supervisor role

For APC structured training candidates, we recommend they appoint a supervisor, ideally someone who has day-to-day responsibility for the candidate and knows their work well.

The supervisor does not have to be an RICS member. In many cases, they are the learning and development lead for the employer. It is recommended that supervisors complete the counsellor e-learning module, so they have a clear understanding of the role, responsibilities and support that candidates require.

In such cases, you, the candidate and the supervisor should work in partnership. As a counsellor, you may also perform the supervisor role.

Supervisors will need to complete the following tasks/activities to support the candidate through their assessment:

- Read the relevant candidate and pathway guides.
- Help the candidate choose appropriate competencies when they enrol.
- Support, guide and encourage the candidate.
- Discuss the candidate's CPD activities and agree a plan for future CPD.
- Give guidance on how to capture their experience in a diary to transfer into their summary of experience and logbook.
- Regularly review the logbook, checking the accuracy of competency references and the number of days being claimed.
- Help the candidate interpret the competencies to ensure that they receive credit for all activities carried out.
- Assess the candidate against the competencies every three months, updating their summary of experience template and logbook.
- At the halfway point, review progress with the counsellor and the candidate.
- With the counsellor, assess whether the candidate has achieved the competency requirements of their specific pathway and has all the relevant evidence for their submissions.
- Support and guide the candidate on the case study layout and topic. Read it with them several times to guide them. Make sure they check it for grammatical and spelling errors.
- Prior to final assessment, discuss the candidate's progress and readiness with the counsellor. Complete the summary of experience.
- If the candidate has been referred, agree a plan of action that will allow the candidate to remedy the deficient areas as identified in their referral report. Work closely with them to help them build confidence and understand the reasons for the referral.

Assessing progress

A key element of any supporting role is the review of your candidate's progress against the competencies and how they apply in the context of the chosen pathway. Your in-depth knowledge and understanding of these competencies are vital.

You must ensure that your candidate not only has the knowledge and understanding but can also put this into practice.

If you are the candidate's line manager, you will already be doing much of what is required to review progress, using similar skills to those for staff appraisals:

- Be aware of how they are performing in day-to-day activities, assessing competencies such as working in a team, problem solving and working to deadlines.
- Look at work they have produced, learning more about their technical and professional knowledge and understanding.
- Ask questions about why they chose a particular approach, exploring their knowledge and understanding – this will help in developing their case studies and prepare them for their interview.
- Ask about the wider implications of their work, testing their understanding of the whole work environment.

From this you can begin to form a judgement of how well the candidate is progressing. The point at which they are competent to Level 2, is when you are confident that they can carry out an activity without supervision to a standard that is acceptable. At Level 3, they can give reasoned, professional advice.

Candidates need guidance and support to get the most out of their training programme. This is particularly important where you have reviewed their progress and have decided they have not yet reached the required level.

The candidate requires clear guidance on where they need to develop. They may not realise there is a problem and miss a learning opportunity. These issues should be dealt with at the quarterly reviews.

APC preliminary review candidates

APC preliminary review candidates can prepare their submissions as soon as they enrol. They are not required to undertake structured training as they must have a minimum of five years' relevant experience when they apply for the preliminary review stage.

At the preliminary review stage, an RICS member panel reviews the submission to determine if the candidate has provided suitable evidence to move forward to their final assessment.

Your role

As a counsellor, you must ensure the candidate has suitable experience to demonstrate achievement of the required levels in the selected competencies for their pathway.

You might not have personal knowledge of the candidate's experience in all the chosen competencies as they may have achieved some in years prior, and possibly in a different job.

You must gain knowledge of their work through discussion and questioning with the candidate and any previous employers (where possible).

Your approach

Candidates need to understand how they can apply their experience to the competencies and establish if they should enhance any areas. Your approach should be to review their experience and plan any development before they begin to prepare their submissions.

As a counsellor, you must:

- Read and understand the relevant candidate and pathway guides and be competent in the chosen pathway.
- Be knowledgeable about the assessment process and what assessors will expect from candidates – see the relevant candidate guide.
- Discuss the candidate's career, relevant experience, chosen pathway and the most appropriate competencies that reflect the work they do day-to-day.
- With your candidate, review their self-assessment against the competencies for their chosen pathway.
- Agree the most appropriate way of gaining the necessary experience where any competency shortfalls are identified.
- Be clear about differentiating between competencies and not overlap or duplicate the same work to narrowly apply to a number of competencies.
- Discuss the candidate's CPD activities and agree a plan for future CPD.
- Regularly meet to review their progress against all the competencies and the development of their submission documents.
- Discuss the topic for their case study. Consider what projects they have worked on in the last 24 months that best demonstrates the minimum competency requirements for their pathway.
- Before they submit for their preliminary review, ensure you are confident in the candidate's skills and ability and that their submission meets the stated requirements.
- Advise and guide your candidate to help them in preparing for the final assessment presentation and interview.
- Check all the relevant documentation is included in the final assessment submissions.
- Remind and caution the candidate that if their submission is not compliant with the requirements, their assessment will not go ahead. This includes a strict adherence to word counts.
- While counsellors can support candidates in doing informal mock interviews and questioning, you should help the candidate to organise an independent mock interview.
- While being an advocate for the candidate, take a 'critical friend' approach about their readiness for assessment.

Senior professional and Specialist candidates

Senior professional and Specialist candidates will be able to prepare their submissions as soon as they enrol. Their profile is reviewed by RICS to confirm they have the appropriate experience for the assessment.

Your role

As a counsellor, you must ensure the candidate has suitable experience to demonstrate achievement of the required levels in the selected competencies for their pathway.

You might not have personal knowledge of the candidate's experience in all the chosen competencies as they may have achieved some in years prior, and possibly in a different job.

You must gain knowledge of their work through discussion and questioning with the candidate and any previous employers (where possible).

Your approach

Candidates need to understand how they can apply their experience to the competencies. They are likely to have the evidence to support them in the final assessment interview but may need support to present this within the competency framework. Your approach should be on a peer-to-peer basis, advising them on identifying appropriate evidence to prepare their submissions.

As a counsellor, you must:

- Read and understand the relevant candidate and pathway guides and be competent in the chosen pathway.
- Be knowledgeable about the assessment process and what assessors will expect from candidates – see the relevant candidate guide.
- Discuss the candidate's career, relevant experience, chosen pathway and the most appropriate competencies that reflect the candidate's position and day-to-day work environment.
- Review the candidate's experience in relation to the senior or specialist competency requirements.
- Be clear about differentiating between competencies and not overlap or duplicate the same work to narrowly apply to a number of competencies.
- Discuss the candidate's CPD activities during the last 12 months and any planned CPD.
- Regularly meet to review their progress against all the competencies and the development of their submission documents.
- Discuss the topics for their case studies. Consider what projects they have worked on in the last three years that best demonstrates the minimum competency requirements for their pathway.
- Advise and guide your candidate to help them in preparing for the final assessment presentation and interview.
- Check all the relevant documentation is included in the final assessment submissions.
- Remind and caution the candidate that if their submission is not compliant with the requirements, their assessment will not go ahead. This includes a strict adherence to word counts.
- While counsellors can support candidates in doing informal mock interviews and questioning, you should help the candidate to organise an independent mock interview.
- While being an advocate for the candidate, take a 'critical friend' approach about their readiness for assessment.

Academic candidates

Academic candidates will be able to prepare their submissions as soon as they enrol. Their profile is reviewed by RICS to confirm they have the appropriate experience for the assessment.

Your role

As a counsellor, you must ensure the candidate has suitable experience to demonstrate achievement of the required levels in the selected competencies for their pathway.

You might not have personal knowledge of the candidate's experience in all the chosen competencies as they may have achieved some in years prior, and possibly in a different job.

You must gain knowledge of their work through discussion and questioning with the candidate and any previous employers (where possible).

Your approach

Candidates need to understand how they can apply their experience to the competencies. They are likely to have the evidence to support them in the final assessment interview but may need support to present this within the competency framework. Your approach should be on a peer-to-peer basis, advising them on identifying appropriate evidence to prepare their submissions.

As a counsellor, you must:

- Read and understand the relevant candidate and pathway guides and be competent in the chosen pathway.
- Be knowledgeable about the assessment process and what assessors will expect from candidates – see the relevant candidate guide.
- Discuss the candidate's career, relevant experience, chosen pathway and the most appropriate competencies that reflect the candidate's position and day-to-day work environment.
- Review the candidate's experience in relation to the required scope of academic activities and the academic competency requirements.
- Be aware of how they are performing in day-to-day activities, assessing competencies such as planning learning materials, problem solving and working to deadlines.
- Look at research they have produced, this will help you to learn more about their technical and professional knowledge and understanding how they can transfer this knowledge.
- Ask questions about why they chose a particular approach, exploring their knowledge and understanding – this will help in developing their submissions and prepare them for their interview. How would they approach a new research project?
- Ask about the wider implications of their work, testing their understanding of teaching, research and academic activities they have taken part in.
- Ask about their knowledge and understanding, application and the provision of reasoned advice during their academic activities.
- Discuss the candidate's CPD activities during the last 12 months and any planned CPD. Many academics will have carried out a greater number of hours than required, so assist them to ensure a good balance of activities to best represent them and their role within the pathway competencies.
- Regularly meet to review their progress against all the competencies and the development of their submission documents.
- Advise and guide your candidate to help them in preparing for the final assessment presentation and interview.
- Check all the relevant documentation is included in the final assessment submissions.
- Remind and caution the candidate that if their submission is not compliant with the requirements, their assessment will not go ahead. This includes a strict adherence to word counts.
- While counsellors can support candidates in doing informal mock interviews and questioning, you should help the candidate to organise an independent mock interview.
- While being an advocate for the candidate, take a 'critical friend' approach about their readiness for assessment.

Associate assessment

AssocRICS is about demonstrating competence for a specific role. Candidates are assessed via a written submission by a panel of two RICS assessors. Their submission consists of:

- summary of experience
- case study
- CPD record.

Summary of experience

The summary of experience should demonstrate how the candidate's experience meets the competency requirements:

- six technical competencies – an individual statement for each one, with a total of 2,000 words.
- eight mandatory competencies – an individual statement for each one*, with a total of 1,000 words.

*At Associate level, the mandatory competency 'Conduct rules, ethics and professional practice' does not need to be covered in the summary of experience as this is assessed through the RICS Professionalism (ethics) module.

Your role

Help the candidate review the competency statements. Compare them to the competency definitions and examples in the pathway guide to ensure everything is covered. Check they make sense and do not have spelling or grammatical errors.

Challenge the candidate to justify what they have written and ensure that it gives a true representation of the candidate's work.

Do the statements demonstrate the whole range and depth of experience required to achieve the competency? Do they demonstrate reasonably up-to-date skills, drawing on recent examples?

Case study

The case study is an account of a project or piece of work, described in terms of the competencies. It should focus mainly on the two technical competencies most relevant to the candidate's day-to-day work and should also refer to other technical and mandatory competencies where possible.

The candidate must select a project or projects that they have been personally involved in the two years prior to their assessment submission date. A project may have started over two years ago, but the case study should reference their involvement in the past two years.

The case study should show the following:

- the objective of the project
- the knowledge, skills and experience of the candidate
- the candidate's role and their contribution towards the project
- technical skills employed and
- the overall outcome of the project.

You should help and challenge the candidate to ensure the case study:

- demonstrates understanding of the competencies
- focuses mainly on two technical competencies
- displays some of the general business skills (mandatory competencies) and
- is of a standard of writing you would expect in a report prepared for a client.

For information about the CPD requirements for this assessment, you should refer to the Associate candidate guide.

Preparing for assessment

Candidates must not come forward for assessment too early – this is the most common reason for candidates being referred.

As a counsellor, it is your responsibility to ensure that the candidate is competent in all the required areas and to the required levels stated for each competency before they apply for their assessment.

Professionalism (ethics) module

As previously noted, all candidates are required to successfully complete the RICS Professionalism (ethics) module in the 12 months prior to applying.

Quality of written submissions

RICS promotes the highest standards of professionalism and a candidate's written submission must reflect this.

Unsatisfactory submissions reduce the chances of success; the assessment cannot proceed unless you are satisfied that the candidate has reached the necessary levels of competence and that the documents presented meet the exact requirements.

You must remind and caution the candidate that if their submission is not compliant, their assessment will not go ahead. This includes a strict adherence to word counts.

Plagiarism and the use of AI

All assessment submissions must be the candidate's own original work. Use of artificial intelligence (AI) software to generate content for submissions is not permitted.

Candidates may use tools to aid with spelling, grammar and word count.

Candidates who need specific support or who have identified needs should submit a reasonable adjustment application for any other form of technological aid approval.

Candidates **must not** use generative AI software in the production of their assessment submission.

RICS will carry out plagiarism and AI detection checks for all submissions. If there are suspicions that a candidate has submitted work that is not their own, they will be subject to investigation and possible RICS Regulatory action.

Confidentiality

Work produced by candidates is confidential and will not be disclosed by RICS to any third party without the candidate's permission or used for any purpose other than assessing the candidate's competence.

Candidates may need to ensure, for commercial reasons, that the evidence does not include names of clients, the location of a development, etc.

In this case, candidates should include a statement with the evidence, for example, 'the names in this document have been changed to preserve confidentiality'. You should advise the candidate if you think there are confidentiality issues.

Your evaluation

Consider the type of evidence that will best demonstrate your candidate's competence (for example, reports, valuations, correspondence).

Base your decisions on actual evidence of work produced rather than their ability to talk about what they do.

The candidate must be able to operate under normal work pressures, such as interruptions and tight deadlines. It is also about having interpersonal skills, communication and being part of a team. The best way to judge this is to observe them in their normal working day (if possible) or through detailed discussions. Be objective in your evaluation and give your candidate honest advice.

The main ways to evaluate candidates are:

- observation in the natural course of your work and theirs
- examination of their work, asking them questions about the decisions they make
- speaking to other people who know their work for confirmation of their abilities
- when looking at the work produced by your candidate, find out what they did themselves.

The following questions will help determine whether the candidate has met the competencies or not.

- Is the work they have produced relevant?
- Are you confident they could do this again in similar circumstances?
- Are they drawing on current experience?

If the examples they are using are not current, can they still complete the task accurately and to the highest professional standard? For some of the competencies, you should have enough recent knowledge of your candidate's work to be able to judge this.

However, the candidate may tell you that some of the competencies were achieved in the past, perhaps years before. For these competencies, you will have to form a judgement based on your discussions with them – you may have to ask some probing questions to assure yourself that the candidate's experience is of sufficiently high quality and can be adapted to meet current practices and legislation.

If you use a variety of evaluation methods and get to know their work over a period, you will be able to make a sound judgement.

Chartered final assessment interview

Candidates will need to provide specific examples of when and how competencies were demonstrated.

It is important that you plan this with the candidate, ensure that they have a broad, good working knowledge of their pathway, RICS ethics and standards, as well as detailed experience of the mandatory and technical competencies.

As part of your preparation, ensure you support your candidate with soft skills including interview techniques and presentation skills, which are just as important as the technical skills.

You should evaluate your candidate on the progressive levels of competency – moving from Level 1 to Level 3 (where required) and rehearse with them the ten-minute presentation they will have to deliver at their assessment interview.

Referred candidates

Referred candidates will need additional support and guidance ahead of their next assessment.

You and the candidate will need to go through their referral report in detail and agree how to address the deficiencies identified by the assessor panel.

You should work together to develop a plan that will help the candidate gain any further experience and development necessary.

To be eligible for a next assessment, candidates should:

- complete further relevant professional experience
- continue to complete their CPD
- resubmit or update their case study or prepare a new case study (or case studies depending on the assessment route they are following) and
- update any other elements of their submission in line with the referral report.

At their next assessment, the candidate will be reassessed on all the requirements of the assessment, including the competencies required for their chosen pathway. Candidates cannot 'bank' competencies from a prior assessment.

A webinar designed to support referred candidates is available through the **RICS Online Academy**.

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.

Enquiries
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RICS®

rics.org