



Applicant guide

March 2026



Applicant guide

Introduction	1	5 Process	8
1 Eligibility	2	Stage 1 – initial application.....	8
Commitment is key	2	Stage 2 – review	8
Essential documents.....	2	Stage 3 – final assessment preparation	8
Assessment Platform.....	2	Stage 4 – final assessment	8
2 Key people/roles	3	6 Initial application – CV and statement	9
Counsellor	3	Examples	9
Assessors.....	3	7 Final assessment	10
Proposer and seconders	3	Summary of experience.....	10
3 The competencies	4	Word counts	10
Mandatory competencies.....	4	Supporting evidence.....	10
Technical competencies	4	Confidentiality	10
Ethics, Rules of Conduct and professionalism – Level 3	4	8 Continuing professional development (CPD) record	11
Academic assessment competency requirements	5	Professionalism module	11
Choosing your competencies	6	9 Interview	12
4 Supporting evidence	7	Presentation	13

Published by: RICS, Parliament Square, London SW1P 3AD.

All rights in this publication, including full copyright or publishing right, content and design, are owned by RICS, except where otherwise described. Any dispute arising out of this publication is subject to the law and jurisdiction of England and Wales

10 Audit and quality assurance	14
Use of video and microphone.....	14
Staff facilitator role	14
Auditor role	14
Conflict of interest	14
11 After the assessment	15
Pass result	15
Referral result	15
Appeals	15
5 Candidate support.....	16
Appendix 1 – Mandatory competencies.....	17

Published by: RICS, Parliament Square, London SW1P 3AD.

All rights in this publication, including full copyright or publishing right, content and design, are owned by RICS, except where otherwise described. Any dispute arising out of this publication is subject to the law and jurisdiction of England and Wales

Introduction

This guide will help you prepare for the RICS Academic assessment.

We value the important role of academics in the surveying profession and appreciate the differences between industry practice and academia. This assessment is designed specifically for academics and recognises that competence will be demonstrated in a different way.

As an applicant, you will have undertaken teaching and research activities relevant to the profession, and you will be required to demonstrate your competence across the following three main areas:

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, conference proceedings, books and articles that relate to the built and natural environments/surveying. Research relating to the learning and teaching practices of the subject area and research work required to produce learning materials can be included here.
External engagement/ academic activities	This can include, but not exhaustive to, embedding research, employability or professional practice into the curriculum, industry engagement and knowledge transfer.

1 Eligibility

Academic/ professional qualifications	Relevant prior experience
A relevant Bachelor's degree or higher degree (UK, Bologna/ EU equivalent).	Undertaken academic activities relevant to the surveying profession over a three year period. (This does not need to have been in a continuous period i.e. in 'one block')
This assessment is designed for applicants where their primary job role is in academia. The academic activities should be related to teaching or detailed research. You will be required to demonstrate competence largely through academic work rather than practical experience.	

Commitment is key

When you enrol, you are making a commitment to become a chartered surveyor (MRICS). You have six years from your date of enrolment to qualify.

From 1 January 2026, applicants have up to four attempts to pass the Chartered assessment and can apply for a fifth and final attempt after completing a period of 12 months' further experience. Any attempts prior to 1 January 2026 do not count towards the total allowed.

Essential documents

- **Requirements and competencies guide:** lists all RICS pathways
- **Pathway guide:** includes the competency descriptors for your chosen pathway (surveying discipline)
- **Academic statement template:** guides you through what you need to develop and submit for your final assessment.

Assessment Platform

The secure online platform that RICS uses for managing all elements of assessments for candidates, counsellors and assessors.

2 Key people/roles

Counsellor

Your counsellor must be a chartered surveyor. Their primary role is to attest that, in their professional judgement, you have reached the minimum competency requirements to be assessed.

They may not have personal knowledge of your experience across all competencies, and they do not need to be academics. However, they must have a clear understanding of the assessment and competency requirements.

When you are ready to apply for your final assessment, your counsellor must confirm that your submission is based on your own work, that they believe you are ready for assessment, and that you are a fit and proper person to be elected to MRICS.

It is your responsibility to appoint your counsellor.

Assessors

Assessors are chartered surveyors who are trained to conduct your final assessment interview. Each panel has a minimum of two assessors.

Proposer and seconders

If successful at your assessment, you must have a total of three proposers/seconders to support your election to MRICS. All three must be chartered (MRICS or FRICS) and this can include your counsellor.

3 The competencies

Mandatory competencies

These are personal, interpersonal, professional practice and business skills common to all pathways and compulsory for all candidates. Appendix 1 contains a list of the mandatory competencies, contextualised for the Academic assessment.

Technical competencies

- **Core:** the primary skills of your chosen pathway.
- **Optional:** selected as additional skill requirements for your pathway.

Each competency is defined at three levels of attainment. You must reach the required level in a logical progression and in successive stages:

Level 1 – knowledge and understanding

Level 2 – application of knowledge and understanding

Level 3 – reasoned advice and depth of technical knowledge.

The competencies are not only a list of tasks or functions, but they are also based on attitudes and behaviours. They are written in a generic way so that they can be applied to different areas of practice and geographical locations. It is important that you interpret them in the context of your own area of academia, specialism and geography.

Ethics, Rules of Conduct and professionalism – Level 3

The assessors will place great importance on this competency. You must be able to demonstrate you have:

- knowledge and understanding of the role and significance of RICS and its functions
- an appreciation of your personal and professional role and society's expectations of professional practice
- an understanding of RICS' Rules of Conduct and Regulations, including the general principles of law and the legal system, as it applies in your country of practice.

Academic assessment competency requirements

Mandatory competencies	Level required
Teaching	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

The core and optional technical competency requirements are bespoke for the Academic assessment and differ from the requirements stated in the pathway guide and *Requirements and competencies guide*, which apply to all other candidates.

You should still refer to those guides for the competency descriptors, which cover the likely knowledge, skills and experience required.

Choosing your competencies

At the final assessment, the assessors will take your choices into account. They will expect you to present a sensible and realistic choice that reflects the skills needed to fulfil the role of a professional in your area of practice and geographical location.

In the core requirements, you are required to select either **Leadership** or **Research methodologies and techniques** to Level 3.

Leadership

This is relevant if you can demonstrate leadership at a senior level within higher education and have extensive leadership and management skills. You will be able to demonstrate knowledge and understanding of the characteristics and behaviour of a leader and provide evidence of application of your role as a leader.

Research methodologies and techniques

This applies if you can demonstrate your ability to collate appropriate data and other relevant material. You will have a familiarity with data and other sources, and with data handling and manipulation techniques. You must also be able to demonstrate the effective and appropriate analysis and interpretation of data and other material. You will be able to make effective use of appropriate research methodologies and techniques, and to match your choice of methodologies to the task.

4 Supporting evidence

You must select and evidence four items, at least one from each column, as part of your application.

Teaching options	Scholarship and research options	External engagement
<ul style="list-style-type: none">• postgraduate 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.	<ul style="list-style-type: none">• peer-reviewed research paper/report• book• book chapter• referred conference paper• patents• consultancy report• government research• legal reports/statutory requirements.	<ul style="list-style-type: none">• engagement with employers• consultancy activities• engagement with professional organisation.

There must be a clear connection between the items selected and the competency requirements. Along with your summary of experience, this will form the basis for your assessment.

5 Process

Stage 1 – initial application

Apply online at the [Academic Assessment](#) web page using the RICS academic CV template.

You will need to include:

- details of your academic and any professional qualifications, and relevant career history
- a 3,000-word statement.

Your application will be checked by trained RICS staff.

Stage 2 – review

If you meet the eligibility requirements, your CV and statement will be reviewed by an RICS panel. The panel will decide if your academic profile meets the criteria to proceed to the final assessment.

Stage 3 – final assessment preparation

If approved at the review stage, you will be advised of the fees payable to complete your enrolment. You will be given access to the Assessment Platform and be able to start your final assessment preparation.

The review stage decision is valid for up to 12 months. If you have not sat your final assessment within this time, you may be required to go through the review stage again.

Through the Assessment Platform you will be able to access the Professionalism (ethics) module, which must be completed within 12 months prior to your assessment.

Stage 4 – final assessment

When ready to apply for assessment, you will do this via the Assessment Platform where you will be required to input your up-to-date employment history, CPD record and upload your academic statement along with your supporting evidence.

RICS staff will check that your submission documents meet the requirements and then invite you to the final assessment interview with an RICS assessor panel.

6 Initial application – CV and statement

Your statement should be presented as a professional report and must relate to the competencies of your chosen pathway, including at least one item to demonstrate the achievement of a core competency to Level 3, in line with the stated requirements on page 5.

You must include:

- references in sufficient detail for RICS to verify
- a brief statement of the subject or content
- a statement of which of the competencies it demonstrates.

You are not required to submit your full evidence at the review stage. This will only be required if you are approved to apply for the final assessment.

A review stage decision will normally be made within 21 days.

Examples

1. Teaching

- the number of students you teach
- details of the courses/modules you teach, and their level
- your postgraduate teaching qualifications
- successful mentoring of research students (e.g. Masters or PhD level students), with details of any students you have supervised or mentored leading to publication
- your responsibility for course, module leadership and/or development – refer, for example, to any course documents

prepared for validation, review and accreditation

- your role in leading a course, your responsibility in integrating RICS standards into the course curriculum.

2. Research and scholarship

- peer-reviewed research papers/reports
- books
- book chapters
- conference papers
- patents
- consultancy reports
- government research
- legal reports/statutory requirements.

Please provide details of the extent of your own responsibility. Any published work included in this section must:

- have been published/completed recently
- be of a quality that is recognised nationally in terms of its originality, significance, rigour and contribution to research and/or policy agendas.

3. External engagement/academic activities

- engagement with employers, for example, networking, student liaison groups, student sponsorship and employment opportunities, guest lectures, CPD events
- consultancy activities

- engagement with a professional organisation, for example, RICS Committee or Board responsibilities, or similar responsibilities in connection with another relevant professional body. Provide full details of whom and the period covered. The appointments on Boards, etc. should ideally be current participation, however, if recent and relevant past participation can be considered.

Plagiarism and the use of AI

All assessment submissions must be your 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 (e.g. ChatGPT) 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.

7 Final assessment

If you are successful at the review stage, you will be invited to apply for the final assessment. You will need to prepare your full written submission, which consists of:

- your CV and 3000-word statement
- summary of experience
- supporting evidence (four items)
- CPD record
- confirmation of completion of the online Professionalism (ethics) module.

Summary of experience

You must write a brief statement about each of your competencies, referring to the competency requirements in the pathway guide.

Where a competency is required to Level 3, you should ensure you write the summary covering levels Levels 1, 2 and 3.

Once you have completed the statements, you should review them as a whole. Remember, the assessors are looking for evidence that you can do the relevant job at the required level in the academic context.

Word counts

Your summary of experience should be a maximum 1,500 words in total for the mandatory competencies and a maximum 4,000 words in total for the technical competencies.

RICS will calculate the word count using Microsoft Word. Only the content you add under the column titled 'Summary of experience' will be included in the word count. This will include any reference to a source or citation.

The word count does not include: titles, names of competencies and levels, as they appear in the first two columns of the template.

Supporting evidence

Your four selected pieces of evidence will demonstrate knowledge and understanding of the mandatory, core and optional competencies in the context of teaching and research, as well as of professional practice, research ethics and professional ethics.

Confidentiality

You must ensure you have your employer's and client's consent to disclose any sensitive details in your submission. If you cannot get this consent, you should disguise facts that might otherwise make the project identifiable.

Similarly, commissions undertaken by you may have been litigious and confidential; you should explain this at the outset and change any identifiable information.

Your submission will be treated as confidential by RICS and the assessor panel.

8 Continuing professional development (CPD) record

You are required to complete a minimum of 48 hours' CPD in the 12 months prior to assessment. This will need to be recorded on the Assessment Platform as part of your submission. During your interview, part of the discussion will focus on this.

CPD is the systematic updating and enhancement of skills, knowledge and competence that takes place throughout your working life. It should be closely linked to your current work. CPD can be taken from various sources including attending conferences, meetings or seminars, completing an academic course or informal reading.

It is for you, as a professional, to decide what is appropriate and this should complement both your mandatory and technical competencies. Special attention must be given to the principles underpinning CPD:

- gained in a structured manner
- based on an explicit process of selecting, planning and evaluating the activities
- reflect learning from informal training sources, e.g. structured reading, secondments.

Your 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 your CPD must be dedicated to formal development.

For more information on the types of formal and informal CPD, visit the [RICS website](#).

All RICS-qualified members are required to record online a minimum of 20 hours' CPD activity each calendar year.

Professionalism module

You are required to successfully complete the RICS Professionalism (ethics) module prior to the final assessment. The module is accessible via the Assessment Platform and includes four e-learning modules and a test. Your result is valid for up to 12 months.

9 Interview

The interview will last approximately one hour and is designed to determine whether you:

- can express yourself clearly in an oral presentation and interview
- can demonstrate, in support of your written submissions, that you have met the minimum competency requirements
- have an acceptable understanding of the role and responsibilities of a chartered surveyor
- can apply your professional and technical skills to benefit those who employ your services.

The interview will be conducted by a panel of assessors comprising a minimum of two (maximum three) RICS chartered surveyors, selected and trained for this role.

One assessor will be the chairperson and is responsible for managing the interview process.

You will be questioned on:

- your presentation
- your final assessment submissions, including your CPD record
- the broader aspects of your experience and knowledge, including ethics, RICS' Rules of Conduct and current issues of concern to the profession.

The assessors will base the questioning on the law of your country of practice. The assessors will ask you about what you did and about why you took a particular approach.

The assessors will take a holistic view of your training, final assessment submissions, presentation and interview. Poor performance in one area may be balanced out by better performance elsewhere.

The assessors may refer to your submission and any of their own preparation notes during the interview and may also be taking notes to support their questioning and decision making.

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.

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

The chairperson will ask you to complete a 360-degree pan of your surroundings, including the area above you, your desktop and the floor area in front of you. They may also request that you share your screen to confirm you do not have your submission open or are using AI software to aid you during your interview. They may ask this at any point during the interview.

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

10 minutes	Applicant presentation: based on one of the four pieces of evidence (60 minutes begins here)
5 minutes	Assessor 1: Questions on presentation
5 minutes	Assessor 2: Questions on presentation
15 minutes	Assessor 1: Declared competency/CPD and evidence questions
15 minutes	Assessor 2: Declared competency/CPD and evidence questions
10 minutes	Chairperson's areas of questioning may include professional and technical matters, CPD, RICS' Rules of Conduct and mandatory competencies; and close of the interview

Your interview must be held in a private and appropriate location. RICS staff or the assessment panel reserve the right to cancel your interview if this is not the case.

For example, interviews conducted in any form of transport, or location that may hinder the professionalism of the interview process.

Presentation

You will make a ten-minute presentation to the panel on one of your four pieces of evidence. This must highlight your skills as an academic.

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.

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

To apply for a reasonable adjustment or special consideration:

For candidates in the UK, contact adjustments@rics.org

For candidates outside the UK, contact globaladjustments@rics.org

For further information, including the *Reasonable adjustments* and *Special considerations* policies, see: [Access Arrangements](#).

10 Audit and quality assurance

We are committed to ensuring rigorous processes for the Chartered assessment, so that if you become MRICS, the public, clients and employers can be confident that you have demonstrated the competencies to the standard required.

Use of video and microphone

You must have your video and microphone on throughout the video call so the assessment panel can be assured you do not have access to any support that provides, or could be perceived as providing, you with an advantage during the interview. As noted on page 12, before the interview starts the chairperson will ask you to complete a 360-pan of your surroundings, including the area above you, your desktop and the floor area in front of you. The chairperson may also request that you share your screen to confirm you do not have your submission open or are using AI software to aid you during your interview. The chairperson may ask this at any point during the interview.

Under no circumstances must you record, or attempt to record, the video call or interview. Any knowledge or suspicion of you recording, or attempting to record, the video call or interview may result in the interview being terminated and we may refer the matter for further investigation that could result in disciplinary action being taken against you. In addition, your status as an RICS candidate may be impacted including potential removal from the assessment process pending the outcome of the investigation.

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 you and the assessors 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 turned 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. They will not participate in the interview or any pre- or post-interview discussions with the panel; their role is simply to observe. They will use their video and microphone to introduce themselves before the interview starts; their video will be turned off and microphone muted for the duration of the interview unless they are instructed otherwise by the chairperson or staff facilitator. The auditor report will also be used if the candidate appeals the result of their assessment.

Conflict of interest

RICS uses all reasonable endeavours to identify and avoid any obvious conflicts of interest

when selecting a panel of assessors prior to the interview going ahead. In smaller RICS markets it can be harder to avoid a conflict of interest as members are more likely to know one another in a professional capacity.

There are two main distinctions of a conflict of interest.

- 'Personal' interests: in certain circumstances, there may be a connection between the assessor and the candidate, but this may not present an issue to the candidate in practice. For instance, the individuals may have met at a CPD event or know of one another in a professional capacity.
- 'Prejudicial' interests: where the assessor either stands to benefit from the outcome of an assessment interview or might otherwise be perceived as being influenced. The assessor must declare the conflict and should recuse themselves from the panel at the earliest opportunity.

In the unlikely event that you consider there is a conflict of interest on the actual interview day, you should declare this at the beginning of the interview, then the chairperson will decide whether the interview should go ahead with the panel member in question or whether the panel member should sit out of the interview. If it is only a two-person panel and a conflict is raised on the day of the interview and the chairperson decides it is deemed a prejudicial conflict of interest, then the interview will need to be deferred and rescheduled for another date.

11 After the assessment

You will receive your result within seven days of the interview.

Pass result

If you receive a pass result you will be awarded the RICS chartered qualification (MRICS).

Referral result

If the outcome is a referral, you will be sent a referral report within 21 days of the result explaining why the assessors reached this decision.

To be eligible for reassessment you must:

- complete some further relevant professional experience
- continue to complete your CPD
- agree with your counsellor how you will address the deficiencies identified in the referral report and update your submission accordingly.

The referral report is for you and your counsellor. It will not be made available to any future assessment panel and you should not refer to any previous assessment if you re-sit.

You will be required to pay a re-sit fee and will be re-assessed on all the requirements of the Academic assessment, including all competencies for your chosen pathway.

Applicants have up to four attempts at the Chartered assessment and can apply for a fifth and final attempt after completing a period of 12 months' further experience.

Appeals

You have the right to appeal.

The appeal panel does not question the merits of the assessors' decision. It looks at the way the assessment was conducted, and will allow the appeal only if, on the balance of probabilities, there was fault in the process.

It does not reach any conclusion about your competence to practise: it considers only administrative or procedural matters.

When an appeal is made, it must:

- be in writing, accompanied by the appropriate fee
- be made by you and not a third party
- clearly state the grounds on which the appeal is being made.

You will have 21 days from the date of your referral report being issued by RICS to appeal.

Details of how to appeal are available at the [Assessment applications](#) web page.

The appeal panel has no powers to award the RICS chartered qualification.

If an appeal is approved, the original final assessment interview is disregarded and you will be given a new interview based on your original assessment submission.

If the appeal is dismissed, the original assessment result will stand. The appeal panel's decision is final and there is no right to appeal this decision.

5 Candidate support

Contact the Candidate support team at:

candidatesupport@rics.org

Your RICS Candidate Support team is here to guide you from your enrolment as a candidate to qualifying as an RICS professional.

Visit the [Candidate Support web page](#) 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 your assessment journey.

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

RICS Qualification Package – all the resources you need to navigate your 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 – access all the content you need and more all in one place. Included as part of your annual subscription renewal, this pack is a benefit available to members and candidates only.

RICS podcast network – an exclusive podcast series bringing together expert guests to discuss the most pertinent, industry-shaping topics from the world of chartered surveying.

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

RICS is aware of organisations that provide training and support to candidates relating to their assessment. RICS does not approve, endorse or quality assure third-party training providers. Candidates, with support from their counsellor, should carefully consider their training needs and all sources of available support.

Appendix 1 – Mandatory competencies

Ethics, Rules of Conduct and professionalism

Level	Definition	Examples in an academic context
Level 1	Demonstrate knowledge and understanding of the role and significance of RICS and its functions. Also an appreciation of your personal professional role and society's expectations of professional practice and RICS Rules of Conduct and conduct regulations, including the general principles of law and the legal system, as applicable in your country of practice.	<p>Examples of knowledge comprised within this level are:</p> <ul style="list-style-type: none"> • An awareness of sources of advice and guidance to help students resolve ethical dilemmas (such as the RICS Regulation helpline). • An academic may give a talk to the first year students to introduce functions and role of RICS. They will also be able to explain and promote the benefits, which exist within the membership assessment process. • An awareness and understanding of discrimination policy within the workplace. • An academic may provide an ethics/conduct seminar as part of the induction process.
Level 2	Provide evidence of practical application in your area of practice, being able to justify actions at all times and demonstrate personal commitment to the RICS Rules of Conduct, ethics and RICS five professional and ethical standards.	<p>Examples of activities and knowledge comprised within this level are:</p> <ul style="list-style-type: none"> • Preparing students so they can present clear arguments to clients about ethical implications of a proposed course of action. • The ability to comply with and teach students any legislation that covers their professional role as a surveyor – for example, laws covering prevention of bribery, confidentiality, handling clients' money, holding professional indemnity insurance and avoiding conflicts of interest. • Able to demonstrate detailed knowledge and appreciation of the history and status of the RICS and represent it positively to students and staff. • You will act with integrity, open and transparent manner, e.g. if you suspect any colleagues or students' work involve degree of plagiarism, the academic should know what action to be taken and ensure that any appropriate actions are taken.
Level 3	Provide evidence of application of the above.	<p>Examples of activities and knowledge comprised within this level are:</p> <ul style="list-style-type: none"> • Helping students to produce an ethical analysis of a problem or situation and the skills to act accordingly. In addition ensuring the most appropriate outcome and where necessary provide feedback. • Will be able to show that they can apply of all local laws covering employment, taxation and health and safety relevant to their business, and ensure they comply with them. • An academic will be expected to be able to demonstrate compliance with their professional obligations.

Client care

Level	Definition	Examples in an academic context
<p>Level 1</p>	<p>Demonstrate knowledge and understanding of the principles and practice of client care including:</p> <ul style="list-style-type: none"> • the concept of identifying all clients/colleagues/third parties who are your clients and the behaviours that are appropriate to establish good client relationships • the systems and procedures that are appropriate for managing the process of client care, including complaints • the requirement to collect data, analyse and define the needs of clients. 	<p>Examples of knowledge comprised within this level are:</p> <ul style="list-style-type: none"> • The ability to teach an understanding of the principles of client care and the ability to put them into practice, as appropriate to their region/locality. • To assist student with their awareness of relevant external clients. For example: <ul style="list-style-type: none"> – clients for potential services – colleagues – third parties – and be able to adopt the behaviours that are appropriate in order to establish good client relationships. • You will be aware of the business and legal requirements to collect data and how to analyse and define the needs to support providing excellent client care. • You will be able to demonstrate the behaviours required for good client care, for example clarity, transparency, integrity, courtesy and respect when dealing with students. • You will have an awareness of internal guidelines for staff. • You will have an understanding and awareness of the any student complaint procedure and process set up within the university/school.
<p>Level 2</p>	<p>Provide evidence of practical application of the principles and practice of client care in your area of practice.</p>	<p>Examples of activities and knowledge comprised within this level are:</p> <ul style="list-style-type: none"> • You are able to demonstrate the ability to work within key performance indicators set by the university/school. • To show an understanding of the relationship between the school and the students and the guidance. For example how to deal with situation if employer/parents require information on student's academic record/performance. • As an academic you may undertake student pastoral care in line with your own polices. You will be able to provide evidence of such matters. You can respond and provide assistance to students in other aspect outside of the teaching role. This could also include student placement visits.

Communication and negotiation

Level	Definition	Examples in an academic context
Level 1	Demonstrate knowledge and understanding of effective oral, written, graphic and presentation skills including the methods and techniques that are appropriate to specific situations.	<p>Examples of knowledge comprised within this level are:</p> <ul style="list-style-type: none"> You will be able to assist students with gaining an understanding of the different theories of negotiation and identify the correct approach for the task. You will be able to present effectively to stakeholders and keep them clearly informed of the status of a project/delivery of a course. You will appreciate the effective communication skills through effective delivery of lectures and seminars.
Level 2	Provide evidence of practical application of oral, written, graphic and presentation skills that are appropriate in a variety of situations, specifically including where negotiation is involved.	<p>Examples of activities and knowledge comprised within this level are:</p> <ul style="list-style-type: none"> You may undertake the role of chairing boards of studies, examination boards or similar. You may have external contacts with employers and/or organisations that aid delivery of modules e.g. guest speakers and can demonstrate design and delivery of lectures. You can show your ability to give clear instructions to direct staff/students to complete tasks. You will have an awareness to work out the costs and charges of any work undertaken so that they can give the client an informed quote for work, which will not compromise the chartered surveyor's professional standards. You will be able to demonstrate that you have the following communication and negotiation skills <ul style="list-style-type: none"> active listening understanding the other party's bottom line sensitivity to cultural differences ability to think creatively and effectively problem solving. <p>You will be able to understand the theories behind each and how to adapt each skill in a practical context.</p>

Health and safety

Level	Definition	Examples in an academic context
Level 1	Demonstrate knowledge and understanding of the principles and responsibilities imposed by law, codes of practice and other regulations appropriate to your area of practice.	<p>Examples of knowledge comprised within this level are:</p> <ul style="list-style-type: none">• You will have the awareness and understanding of the principles and responsibilities imposed by law, codes of practice and other regulations appropriate to their area of practice and relevant to their location and the ability to teach this information.• You will understand the requirement to take reasonable care of your own health and safety and that of the others for whom you have responsibility, for example the students, in line with local legislation.• You will show an understanding of the systems in place to protect your buildings and occupiers.
Level 2	Provide evidence of practical application of health and safety issues and the requirements for compliance, in your area of practice.	<p>Examples of activities and knowledge comprised within this level are:</p> <ul style="list-style-type: none">• Prior to a student site visit the academic will be able to determine the hazard and risk, and complete a risk assessment analysis. Will also have the ability to understand a previously completed risk assessment and act accordingly.• You will be able to ensure that students understand legal requirements and identify the relevant legislation with regard to health and safety.• You will be able to explain how to interpret and apply local Health and Safety legislation.• You will take responsibility for the assessment and implementation of emergency plans and will ensure compliance.

Accounting principles and procedures

Level	Definition
Level 1	Demonstrate knowledge and understanding of accounting concepts and the format and preparation of management and company accounts, including profit and loss statements, cash flow statements and balance sheets.

Examples in an academic context

Examples of knowledge comprised within this level are:

- You will have an awareness of the basic principles of local accounting standards and regulations. This will include (but is not restricted to)
 - awareness of Generally Accepted Accounting Principles (GAAP)
 - awareness of IAS (International Accounting Standards) where they are relevant to both the surveying task and geographical location.
- You will have the ability to explain the basic principles of financial auditing. An awareness of how to interpret and provide basic analysis of company accounts. For example:
 - profit and loss accounts
 - balance sheets
 - cash flows and forecasts.
- To explain the implications of the financial information contained in accounting documents.
- You will be able to provide students with the knowledge to ensure clients' money is being safeguarded in accordance with local law.

Business planning

Level	Definition
Level 1	Demonstrate knowledge and understanding of how business planning activities contribute to the achievement of corporate objectives.

Examples in an academic context

Examples of knowledge comprised within this level are:

- You will be able to recognise business planning principles and be able to identify
 - priorities
 - risks
 - personal responsibilities.
- You will show awareness of being informed about changes to your university/school such as internal polices and processes (for example, induction of new staff, introduction of new systems or structures).
- You will be able to provide the skills to show how students will be able to contribute personally to identifying corporate objectives, priorities and risks within business planning within their roles. There may be global factors and implications to consider and you will be able to provide the skills to help identify this.
- You will understand how to monitor course progress against the organisations business plan.

Conflict avoidance, management and dispute resolution procedures

Level	Definition	Examples in an academic context
Level 1	Demonstrate knowledge and understanding of accounting concepts and the format and preparation of management and company accounts, including profit and loss statements, cash flow statements and balance sheets.	<p>Examples of knowledge comprised within this level are:</p> <ul style="list-style-type: none"> You will be able to demonstrate an understanding of the recognised common causes and stages of disputes. You will have a basic knowledge of legal requirements for dispute resolution applicable to the task and relevant to the geographical location and explain this to students. You will be able to identify ways of avoiding disputes, managing and resolving disputes. This could be showing the different mechanisms and processes of dispute resolution. As an academic you will be able to assist students in identifying the techniques required for conflict avoidance, management and dispute resolution procedures. For example: <ul style="list-style-type: none"> selection of the correct procurement route use of standard forms of contract mediation and conciliation independent expert determination adjudication arbitration you will be able to ensure that students understand the different theories of negotiation and identify the correct approach for the particular dispute. An awareness of services available such as RICS Dispute Resolution Service, Professional Arbitration on Court Terms (PACT) and other services relevant to the market sector.

Inclusive environments

Level	Definition	Examples in an academic context
Level 1	Demonstrate an understanding of the principles and processes that deliver accessible and inclusive environments, recognising the diversity of user needs and the requirement to put people (of all ages and abilities) at the heart of the process. In doing so, have regard to the legal, economic, sustainable and social case for making inclusion the norm not the exception.	<p>Examples of knowledge comprised within this level are:</p> <ul style="list-style-type: none"> Recognition of the diversity of user needs. Local planning policy, building regulation and health and safety requirements as applied to inclusive environments. Appreciate and distinguish between ethical issues as opposed to legal requirements. Knowledge of best practice technical standards relevant to country of practice.

Sustainability

Level	Definition	Examples in an academic context
Level 1	Demonstrate knowledge and understanding of why and how sustainability seeks to balance economic, environmental and social objectives at global, national and local levels, in the context of land, property and the built environment.	<p>Examples of knowledge comprised within this level are:</p> <ul style="list-style-type: none">• An understanding of the principles of sustainability relevant to the role, with a focus on how sustainability impacts economic objectives, environmental objectives and social objectives in context to a project – whether local or global within their specialist field of surveying• An academic will be able to demonstrate to students and expect them to have a familiarity with the tools available such as:<ul style="list-style-type: none">– BREEM– ECOHOMES– Green Guides to Specification– or equivalent.• You will be able to share the theoretical knowledge of the use of design considerations and the relation to the tasks to students. For example, site, location, materials, lighting, heat, drainage, etc. – which they can apply to projects.• A general awareness of the social, environment and economic issues within the land, property and built environment through their lectures/their own research.• You will have awareness and understanding of sustainability features within their university. For example, use of recycle bins, bicycle funding, energy reservation appliances and the benefits and how they can improve business practices.

Diversity, inclusion and teamworking

Level	Definition	Examples in an academic context
Level 1	Demonstrate knowledge and understanding of the principles, behaviour and dynamics of working in a team.	<p>Examples of knowledge comprised within this level are:</p> <ul style="list-style-type: none">• You will have an awareness of the principles of team working and how team working helps achieve objectives.• You are aware of the behaviours and team dynamics within a team, the impact these can have on the success of a project and how to identify them.• You will be able to identify individual expertise and skills and utilise them efficiently within a team.• You can demonstrate your understanding on teamwork through group work activities and encourage the students to develop their working relationships. A research project may require input from more than one party and an awareness of how to manage from the start to final outcomes of the project.

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
contactrics@rics.org



[rics.org](https://www.rics.org)