



Assessor guide

March 2026



Assessor guide

Introduction	1
Essential documents.....	1
Assessment Platform.....	1
1 Assessment standards	2
2 Eligibility	3
Applicant profile	3
3 Key people/roles	4
Counsellor	4
Assessors.....	4
Proposer and seconders	4
4 The competencies	5
Mandatory competencies.....	5
Technical competencies	5
Academic assessment competency requirements	6
Choosing competencies	7
5 Supporting evidence	8

6 Process	9
Stage 1 – initial application.....	9
Stage 2 – review	9
Stage 3 – final assessment preparation	9
Stage 4 – final assessment	9
7 Initial application: CV and statement	10
Examples	10
8 Final assessment	11
Summary of experience.....	11
Supporting evidence.....	11
Confidentiality	11
9 Continuing professional development (CPD) record	12
10 Interview	13
Chairperson	13
11 Pre-interview preparation	14

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

12 Interview: format and structure.....	15	17 Audit and quality assurance	22
Note-taking.....	15	Use of video and microphone.....	22
Interview conduct.....	15	Staff facilitator role	22
13 Interview: timing and questioning	16	Auditor role	22
Questioning techniques.....	16	Recording assessments.....	22
14 Conflicts of interest.....	18	Appendix 1: Mandatory competencies	23
15 Equal opportunities.....	19		
16 After the assessment	20		
Criteria.....	20		
Approach	20		
Marksheet.....	20		
Outcome.....	20		
Referral reports.....	20		
Previously referred applicants	21		

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 is for Academic assessment assessors, who have completed RICS training to undertake the role. The guide sets out the:

- eligibility and assessment requirements
- process and assessment stages
- preparation required of assessors
- format and structure of the assessment interview
- approach you must take when interviewing, including questioning
- the post-assessment procedures.

We value the important role of academics within 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.

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.

Applicants will be required to demonstrate their competence across 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.

Essential documents

This guide should be used alongside:

- **Requirements and competencies guide:** lists all RICS pathways.
- **Pathway guide:** includes the competency descriptors for the chosen pathway (surveying discipline).

Assessment Platform

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

As an assessor, you will access the platform to provide your availability to assess and to download applicant submissions and details of each assessment panel you are assigned to.

A short video guide on using the platform is available at the Assessments information web page.

1 Assessment standards

All Chartered assessments are designed to ensure that knowledge and understanding, gained through a combination of qualifications, experience and training, is applied in practice and measured consistently internationally. This demonstrates to stakeholders that applicants qualifying through the assessment have met the minimum competency requirements to be a chartered surveyor (MRICS).

All academic applicants must follow the same process and assessment structure. To ensure a fair assessment, you must always consider the local practice and norms of the country in which the applicant practises, while remembering the high standards of chartered surveyor status. All relevant experience is valid.

Ultimately, it is for you and the other assessors to judge what level of questioning is appropriate and if you are satisfied the applicant has met the competency requirements for the chosen pathway.

2 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.

Eligibility is checked by RICS staff at both the enrolment and assessment application stages.

Applicant profile

The 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 for this through their academic focus.

The emphasis for this assessment 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 the competencies.

For an academic, the application of knowledge can include incorporating it into research or teaching for the benefit of the profession.

Giving reasoned advice can include sharing that knowledge with current and future practitioners. It can also include professional consultancy, for example, 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, for example, 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 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 that 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 most cases, this will be demonstrated through publications (i.e. 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.

3 Key people/roles

Counsellor

The applicant's counsellor must be a chartered surveyor. Their primary role is to attest that, in their professional judgement, the applicant has reached the minimum competency requirements to be assessed.

They may not have personal knowledge of the applicant's 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.

It is the applicant's responsibility to appoint their 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 the assessment, the applicant must have a total of three proposers/seconders to support their election to MRICS. All three must be chartered (MRICS or FRICS) and this can include their counsellor.

4 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 competencies, contextualised for the Academic assessment.

Technical competencies

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

Each competency is defined at three levels of attainment. Applicants 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.

Applicants must interpret them within the context of their own area of academia, specialism and geography. 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.

Academic assessment competency requirements

You must only assess the competencies to the required and declared level.

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 competencies listed above 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.

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

Choosing competencies

At the final assessment, you must take the applicant's choices into account. Do they 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?

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

Leadership

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

Research methodologies and techniques

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

5 Supporting evidence

Applicants must select and evidence four items, at least one from each column, as part of their 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 their chosen competencies. Along with their summary of experience, this will form the basis for their assessment.

6 Process

Stage 1 – initial application

Applicants apply online using the RICS academic CV template.

They will need to submit:

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

The application will be checked by trained RICS staff.

Stage 2 – review

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

Stage 3 – final assessment preparation

If approved to proceed, they will be advised of the fees payable and invited to prepare and apply for the final assessment. The review stage decision is valid for up to 12 months. If they have not sat the final assessment within this time, they may be required to re-apply.

RICS staff will also provide a link to the Professionalism (ethics) module, which must be completed within 12 months prior to the assessment.

Stage 4 – final assessment

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

7 Initial application: CV and statement

The applicant's statement should be presented as a professional report and must relate to the competencies of their 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 6.

They 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.

They are not required to submit their full evidence at the review stage. This will only be required if they are approved to apply for the final assessment.

Examples

1. Teaching

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

- their role in leading a course, their 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.

They should provide details of the extent of their 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. They should 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.

8 Final assessment

If the applicant is successful at the review stage, they will be invited to apply for the final assessment. They will need to prepare their full written submission for the assessors to consider prior to the interview. The submission consists of:

- CV and 3,000-word statement
- summary of experience
- supporting evidence (four items)
- CPD record
- confirmation of completion of the online Professionalism (ethics) module.

Summary of experience

They must write a brief statement about each of their competencies, referring to the requirements in the pathway guide.

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

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

Word counts

The 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 added 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

The 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

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

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

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

9 Continuing professional development (CPD) record

Applicants are required to complete a minimum of 48 hours' CPD in the 12 months prior to assessment. During the interview, part of the discussion will focus on this.

CPD is the systematic updating and enhancement of skills, knowledge and competence. It should be closely linked to the applicant's 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 the applicant, as a professional, to decide what is appropriate and this should complement both their 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.

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 their CPD must be dedicated to formal development.

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

10 Interview

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.

The interview will last 60 minutes and is designed to determine whether the applicant:

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

You must interview all applicants following the same format and structure, assessing against the same standard of competence and professionalism, to ensure a fair and consistent assessment for all. Any deviation may lead to an appeal on procedural grounds if the applicant is referred.

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

Chairperson

The chairperson is responsible for supervising the final assessment process, which includes:

- initiating pre-interview discussions with the panel
- agreeing the structure of the interview and which assessor 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.

Duty of care

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'. There may be rare occasions where an applicant confirms they are fit and well but then experiences a 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 continue.

The chairperson guide includes detailed information about the role.

11 Pre-interview preparation

The chairperson will contact the assessor before the final assessment day to arrange a time for you to discuss the applicant's submission and interview.

You must prepare for each interview, ensuring you:

- have read the written submission
- understand the applicant's background and experience
- are familiar with the applicant's declared competencies
- understand the assessment process.

On receipt of the submission, you must check it complies with the assessment requirements. RICS staff will have performed a basic check but will not have read the submission; you must be assured the submission is suitable for you to assess the applicant at the interview.

Key areas to consider:

- the correct number and level of technical and mandatory competencies are declared
- the submission is complete
- the appropriate amount and type of CPD is recorded.

If the documents are deficient, you must contact the chairperson, who is responsible for informing RICS staff.

12 Interview: format and 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.

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.

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

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

Note-taking

You must make notes. Without good notes there is a risk you will base your final judgement on what you remember you liked or disliked. Brief notes on the questions asked and the applicant's response will be sufficient to act as a reminder at the end of the interview. Avoid obvious marking systems and do not use ticks and crosses – write a brief comment instead (not 'yes' or 'no') as applicants may be able to read your notes. When taking your notes, maintain keep eye contact with the applicant as much as possible.

Remember your notes will help you and the 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, which will show the applicant that you are prepared. Eye contact and occasional acknowledgement are encouraging. Address the applicant by name from time to time.

Your body language and tone should be encouraging and the pace should enable the applicant to follow and understand your questions.

Listening skills are vital to ensure that you interpret the applicant's responses correctly and to help you develop supplementary questions. Do not 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. It is also important to be aware of possible distractions and request, for example, that all mobile phones are turned off.

13 Interview: timing and questioning

The duration of 60 minutes should be strictly adhered to.

If the interview exceeds this time and an 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. Additional time may only be permitted where a reasonable adjustment has been approved in advance.

Assessors finishing the interview early, unless on medical grounds, could signal the wrong impression to the applicant. The applicant may assume they have been successful or feel that they were not given the opportunity to show their full experience/competence. If the applicant is referred, they could appeal on the grounds that, because the interview finished early, they did not have the opportunity to address any issues that led to the referral decision.

It is not possible to cover the full extent of the applicant's experience in 60 minutes; the panel must touch on as many of the competencies as possible within the allocated time.

Questioning techniques

As an assessor, the 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.

It is important that you do not question the applicant beyond the level competency required and declared.

Examples of open questions

- How did you go about the process?
- What process/procedures did you adopt?
- What problems did you encounter?
- How did you solve those problems?
- 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 ... ?
- Can you give me an example ... ?
- Can you tell me about your experience in ... ?
- What was your role/involvement?

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

For example:

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

Examples of academic-based questioning

In technical areas of questioning, make sure you draw out the applicant's academic activities in your questioning, such as:

- 'Can you outline your recent experience in ... ?'
- 'Can you give an example of when you have recently dealt with ... ?'

This will ensure you remain focused on obtaining confirmatory 'real-life' evidence of achievement of the competencies.

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 and 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.
- Make allowances if the applicant is nervous and 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 the ... 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.

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 several related issues.

There are many issues that can be covered such as 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 questions about issues of current concern to the profession.

All candidates are required to successfully complete the RICS Professionalism (ethics) module in the 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 test.

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

RICS assessors must successfully complete the RICS Professionalism (ethics) module as part of their initial assessor training.

14 Conflicts of interest

You must check for any potential conflicts of interest. There is no definitive list of situations where conflict would arise. In the context of RICS assessments, it can be defined as a 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 members of an organisation.

'Interests' could include the possibility of financial gain or other advantages.

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

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 should 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 RICS staff 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 RICS staff so they can advise you.

In exceptional circumstances, the panel may include one assessor from the same employer as the candidate. Employers must apply to RICS for this to be considered.

Examples where this may be approved are:

- availability of qualified assessors for the specialism
- legislative differences and specialisation of the role.

There must be appropriate separation between the assessor and candidate.

If approved, it will be permitted and monitored by RICS under strict conditions, including a rule that the chairperson cannot be based at the same employer.

15 Equal opportunities

RICS is committed to equal opportunities.

As an assessor, you must:

- check for conflicts of interest in the submissions and discuss any potential issues with the chairperson (RICS staff can provide additional guidance)
- keep a record of the interview
- ensure you keep 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
- 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 a candidate, 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.

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

16 After the assessment

After the applicant has exited the video call, 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 marksheet and 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 that may influence the outcome include:

- the submissions are not presented in the required format, exceed the word count or contain significant technical or professional error
- the presentation does not reflect the applicant's written submission
- 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 one competency or a range of competencies).

You must refer the applicant if they fail to demonstrate the required competence on RICS' Rules of Conduct or ethical matters.

Approach

You must decide if the applicant has demonstrated competence to the level required. Your decision should be based on the required levels.

You must consider all elements of the assessment, including the applicant's answers to the questions, presentation and the submission.

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 has been developed to help you arrive at a decision and should be used 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 focus on 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 assessment 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 should 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.

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.

Previously referred applicants

The submission requirements for previously referred applicants are the same as for new applicants. You will not be notified if the applicant has previously been referred. You should conduct all interviews in the same manner.

17 Audit and quality assurance

We are committed to ensuring rigorous processes for the Chartered assessment so that the public, clients and employers can be confident that all RICS qualified professionals have demonstrated the competencies to the standard required.

Use of video and microphone

Applicants 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, their desktop and the floor area in front of them. The chairperson may also request that the applicant shares their screen to confirm they do not have their submission open or are using AI software to aid them during the interview. The chairperson may ask this at any point during the interview.

Staff facilitator role

An RICS staff member trained to perform the staff facilitator role may be present. The purpose of the staff facilitator is to support the panel and the 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 turned off and microphone muted for the duration unless there is a technology issue or any other unforeseen issue that requires them to intervene. Any intervention by the staff facilitator must be recorded as an approved interruption by the chairperson.

Auditor role

An auditor trained by RICS may be present. 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 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 going to be recorded, you will be given prior notice by RICS.

Under no circumstances must the applicant or panel record, or attempt to record, the video call or interview.

Any knowledge or suspicion of recording, or attempting to record, may result in the interview being terminated and we may refer the matter for further investigation that could result in disciplinary action being taken.

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	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 have an awareness of the basic principles of local accounting standards and regulations. This will include (but is not restricted to)<ul style="list-style-type: none">– 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:<ul style="list-style-type: none">– 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	Examples in an academic context
Level 1	Demonstrate knowledge and understanding of how business planning activities contribute to the achievement of corporate objectives.	<p>Examples of knowledge comprised within this level are:</p> <ul style="list-style-type: none">• You will be able to recognise business planning principles and be able to identify<ul style="list-style-type: none">– 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">– BREEAM– 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)