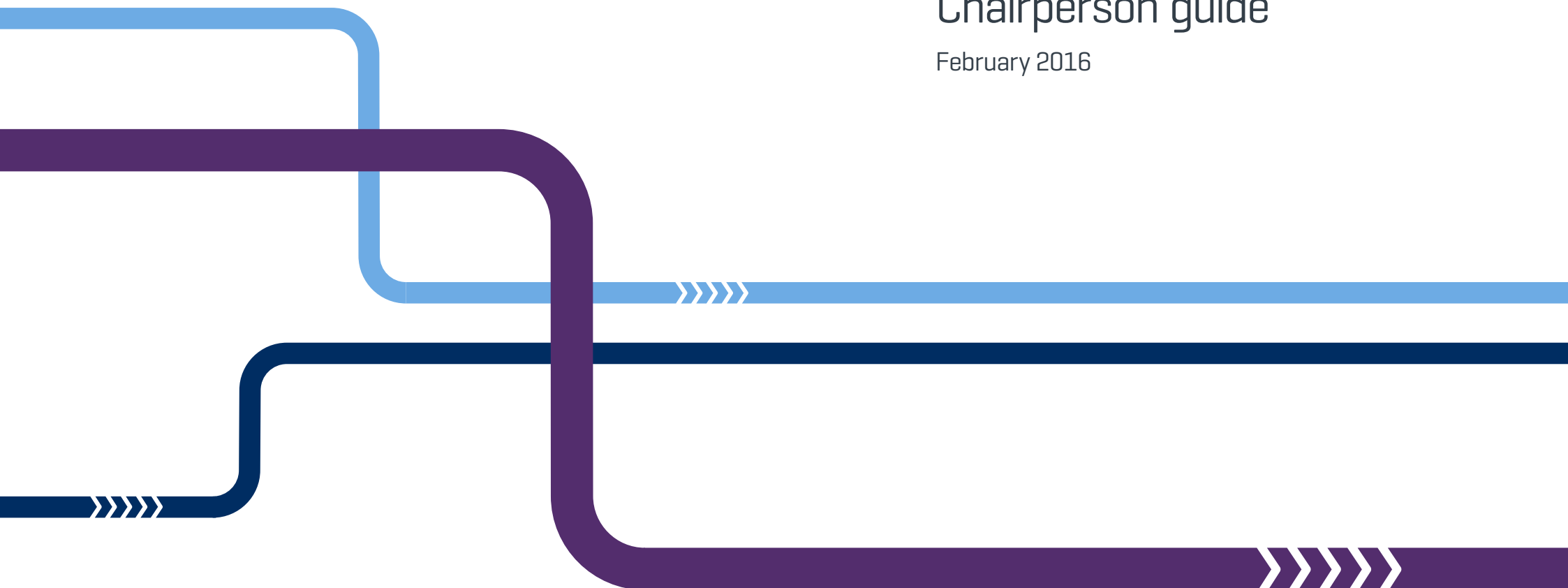




Academic Assessment

Chairperson guide

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Academic Assessment

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Introduction

This guide explains the role and responsibilities of chairpersons in the assessment of academic applicants. These are in addition to the responsibilities of assessors described in the academic assessor guide.

What is the academic assessment?

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

Responsibilities

Your main responsibility is to ensure that the final assessment process is followed correctly and this begins when you receive the submission.

As chairperson you will guide and encourage assessors to ensure consistency in the assessment process.

Assessment panel

The panel is made up of three (or a minimum of two) trained assessors of which at least one must be a trained academic assessor.

The Chair must be aware of who the academic assessor is. If there is not an academic assessor on the panel you must contact RICS team for guidance.

Pre-interview preparation

Check the applicant submissions

You must check the submission to ensure they meet the requirements. You must also check for any potential conflicts of interest.

If you do not believe the submissions meet the requirements or you identify potential conflicts of interest, you must contact your local RICS team within 5 working days.

The submission will demonstrate the applicants chosen pathway competencies in an academic context from the following areas

- Teaching
- Research and Scholarship
- External engagement / academic activities.

The required documents, which may include some of the examples listed below, will provide the supporting evidence that they have been met.

Please note the examples listed under each area are not exhaustive.

Teaching options	Scholarship and research options	External Engagement
<ul style="list-style-type: none"> • Post graduate teaching qualification • Fellowship of the Higher Education Academy or equivalent • Successful mentoring and supervision of research students • Course leadership and development • Contribution to programme development and validation together with successful module leadership. 	<ul style="list-style-type: none"> • Peer refereed research paper / report • Book • Book chapter • Refereed conference paper • Patent • Consultancy report • Government research • Legal reports / statutory requirements. 	<ul style="list-style-type: none"> • Engagement with employers • Consultancy activities • Engagement with professional organisation.

Please see appendix 1 for a full list of the academic submissions.

Contact the assessors

Contact the assessors before the assessment day – at least one week before. This may be done by email, telephone or in person. It will provide an opportunity to:

- highlight this is an academic assessment and the format and questioning will reflect this
- introduce yourselves and identify the academic assessors on the panel
- check there are no potential conflicts of interest
- reconfirm the objectives and criteria of the academic assessment
- discuss the applicant's background, training and experience
- reconfirm the structure and timings for the interview
- decide the areas of questioning for each assessor based on their training and expertise
- ensure the assessors understand the level of competence expected of the applicant in an academic context as declared in the submissions documents
- confirm how the final decision-making process will be conducted after the interview
- reconfirm competency levels required in context with the academic assessment.

Meet the assessors immediately before the interview

Arrange for the assessors to meet prior to the interview. Ideally you should meet for about an hour. This provides an opportunity to revisit the points listed above.

During the interview

Welcome the applicant

During the opening 5 minutes you should aim to settle any apparent nervousness. Whilst the applicants may be highly regarded within their working life the assessment process and a professional interview may be a new experience to them.

Introduce your panel as soon as the applicant enters. Provide brief details on each assessor's area of practice including academic experiences.

Ensure the applicant is ready to start the interview

Check the applicant is fit, well and ready to proceed. It is important that you do not proceed with an interview if an applicant is unwell. Seek guidance from RICS staff if required.

Explain the interview structure

Give a brief outline of the structure of the interview as set out in appendix 2.

Important points to tell the applicant

- You will not be interrupted during your presentation.
- The time limit for the presentation is 10 minutes. If you exceed this I will stop you.
- We will take notes throughout the interview in order to reach a reasoned decision at the end of the interview.
- I will give you the opportunity to make any closing comments at the end of the interview.
- Ask for clarification if you do not understand any part of the interview.

Ask the applicant a simple opening question

This should allow them to focus their mind and reduce any nervousness. The question should not be based on any specific competency but should just seek to identify the work the applicant is currently doing. For example: *'Where are you currently teaching?' or 'I can see you are teaching a real estate course, how many students are enrolled on the modules you teach?'*

Manage time throughout the interview

Have a watch in front of you or sight of a clock.

Keep a running note of time on your notepad to ensure you keep to the agreed interview structure.

Prompt the assessors if they are exceeding their time.

Prompt the applicant as the interview progresses between each stage

This will provide the applicant with the opportunity to focus on each individual stage of the interview. It will also allow both you and the assessors to manage the time and structure of the interview.

Draw the interview to a close

Tell the applicant that the interview is reaching the end. In the last few minutes you may allow the assessors to ask further questions – but only on areas that have already been questioned (you must not introduce new areas of questioning at this stage).

Offer the applicant the last word. This is an opportunity for them to make any additional comments or return to any questions they did not fully answer.

Finally, thank the applicant and the local RICS team will advise you on the results process.

Post-interview assessment

Allow the assessors to reflect on the interview and complete the marksheet (required)

Most panels will prefer five minutes of silent reflection before any discussion. During this period each panel member will complete a marksheet. While the assessors are completing this process, you should also consider the applicant's performance. You can leave your marksheet blank until after discussion with the panel. Your marksheet must be completed to represent the panel's final view.

Please note the marking scheme has been adapted for the academic assessment so please use the academic marksheet.

Lead discussion on the applicant's performance and competence

You should encourage the assessors to contribute equally to the discussion. Your objective will be to combine the views of each assessor and reach a majority decision.

If assessors believe there are deficiencies in the applicant's competence, you should review these together against the criteria in the academic and pathway guide. However, be prepared to take guidance from the assessors on professional, technical and academic areas not within your expertise.

The discussion should always be controlled. Where there is a disagreement you should try to guide the assessors towards consensus.

During the discussion you should make notes on the assessors' comments to help you write the referral report if the applicant is referred.

Discussions must always take place in private and only with the panel members and appropriate RICS staff.

Be prepared to take responsibility

Consensus is best, but if two assessors cannot agree you must make the final decision.

Be prepared to accept the majority decision

In a three-person panel, if the two assessors agree on their decisions, and you disagree, you are obliged to accept the majority view. In a two-person panel, however, if you cannot reach agreement with the assessor, the decision rests with you as the panel chair.

Write the referral report, if the applicant is referred

It is your responsibility to write the referral report but it must be agreed with the assessors.

Return documents to RICS

You must collate all the documents and return them to the RICS administration staff within the timeframe given, ensuring confidentiality is maintained at all times.

Outside the assessments

You are the main contact for any queries relating to the assessments you chair. RICS staff may need to contact you before or after the interview.

Applicants have a right to appeal referral decisions. If an applicant appeals, RICS staff will contact you.

Writing referral reports

The report should identify any gaps in the applicant's experience, written documentation, and presentation. Most importantly it must contain clear recommendations for the applicant on how any gaps can be remedied.

The referral report must relate directly to the competencies and focus only on a applicant's deficiencies. Set out any deficiencies in the applicant's experience, written documentation, presentation and any shortcomings in the interview.

Individual elements of the final assessment, such as the written documentation and the presentation, are important but if you are commenting on the content, style or presentation of these items, you should ensure your comments relate to the competencies. For example, a poor quality of written submission could be referred to in the context of the competency 'communication and negotiation'.

Do not record a pass/refer verdict against every competency: if you are satisfied that a competency has been achieved, you should not mention it in your report. Future panels can be compromised if you do.

You may, however, provide positive reinforcement that is not specific to a competency. You should do this wherever possible; giving applicants positive comments will encourage them to continue to pursue membership. Examples include: the applicant's enthusiasm, readiness to discuss views, confidence and professional demeanour.

Using the referral report template

RICS staff will provide you with an academic report template to enable you to produce consistent competency-based academic referral reports.

Using the headings on the template, list the applicant's deficient competencies under the appropriate section, ideally with examples from the interview.

You must explain how the applicant did not meet the required level and, if appropriate, offer the applicant guidance on ways of achieving it. Your role is to advise them of the deficiency and how they can progress; they decide exactly how to address the deficiency.

A suggested way of phrasing comments could be

- **Level 1:** When questioned you were unable to provide a satisfactory response in relation to Your response did not provide evidence of a level 1 knowledge and understanding in this area.
- **Level 2:** The panel considers that you were not able to give adequate examples of experience, when the panel attempted to discuss ... with you from your summary of experience record.
- **Level 3:** The panel discussed with you the advice you gave on Unfortunately your answer was unsatisfactory because

These suggested phrases are for guidance only. You must ensure you make your assessment personal to the applicant.

On completion of the referral report

When you have completed the academic referral report, send it to RICS – not direct to the applicant. RICS staff will review the report and put it in the final form in which it goes to the applicant.

Important points to remember

- The aim is to encourage referred applicants to develop and reapply for final assessment.
- Treat all applicants equally.
- Do not offer extra help to individuals if you would not be prepared to offer the same to any other applicant in the same circumstances. Any request for extra feedback should be communicated through RICS staff.
- Referral reports should be written as though you are addressing the applicant directly, using 'you' and 'your' throughout instead of 'the applicant'.
- Wherever possible, type and email your referral reports to RICS. When emailing your reports to RICS, please send your file as a Word document.
- Use complete sentences. This will help RICS staff to relay your comments accurately to the applicant.
- Be careful when using abbreviations. RICS staff need to be able to read technical terms when producing referral reports.
- The report should contain constructive feedback. You should cover all reasons for referral, however minor.
- In some cases, with the applicant's permission, your report may be seen by others, such as the supervisor/counsellor. Ensure you do not include any disapproving comments about any individual or organisation.

By following this guidance, your reports are more likely to be viewed positively by applicants. RICS staff may need to liaise with you to adapt your feedback where it does not comply with this guidance.

Appendix 1 – Submission documentation for the academic assessment

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

Appendix 2 – Interview timing for the academic assessment

Stage	Duration [minutes]	Actions
Chairperson's opening and introductions.	5	<ul style="list-style-type: none"> Welcome the applicant Introduce the panel Ensure the applicant is ready to start Explain the interview structure Ask a simple opening question Ask the applicant to start the presentation.
Applicant's presentation. The applicant will give a personal introduction and present one of the four items of evidence.	10	<ul style="list-style-type: none"> Observe the presentation and communication skills Maintain interest and attention Avoid interrupting.
Questions on the presentation in relation to pathway competencies and the applicant's role in academia.	15	<ul style="list-style-type: none"> Thank applicant Prompt applicant that questioning will begin on the presentation Ask first question [optional] Handover to first assessor – keep time Handover to second assessor – keep time Ask any further questions, if necessary.
Discussion on overall experience and of the full submissions in relation to the applicant's role in academia in teaching / research / external engagement and the pathway competencies, including CPD, technical competencies, Rules of Conduct and professional practice.	15	<ul style="list-style-type: none"> Prompt applicant that questioning will begin on competencies Ask first question [optional] Handover to first assessor – keep time Handover to second assessor – keep time Ask any further questions, if necessary.
Chairperson's areas of questioning may include professional and technical matters, CPD, Rules of Conduct, mandatory competencies.	10	<ul style="list-style-type: none"> Prompt applicant that questioning will begin on Conduct rules, ethics and professional practice [Note: this is not the only place where ethics will be covered; you should look for opportunities to cover ethics throughout the interview] Ask questions Invite further questions from assessors [only on areas that have already been questioned].
Chairperson to close.	5	<ul style="list-style-type: none"> Offer the applicant the opportunity to make any closing comments Draw the interview to a close Thank the applicant and direct him/her out of the room.



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We believe that standards underpin effective markets. With up to seventy per cent of the world's wealth bound up in land and real estate, our sector is vital to economic development, helping to support stable, sustainable investment and growth around the globe.

With offices covering the major political and financial centres of the world, our market presence means we are ideally placed to influence policy and embed professional standards. We work at a cross-governmental level, delivering international standards that will support a safe and vibrant marketplace in land, real estate, construction and infrastructure, for the benefit of all.

We are proud of our reputation and we guard it fiercely, so clients who work with an RICS professional can have confidence in the quality and ethics of the services they receive.

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