



Academic Assessment  
Applicant guide  
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# Introduction

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.

As an applicant for our academic assessment you will have undertaken teaching and research activities relevant to the profession for a minimum of 36 months in total. This does not need to have been in a continuous period i.e. in 'one block'.

As an academic applicant you will be required to demonstrate your competence from three main areas.

- 1) Teaching
- 2) Research and Scholarship
- 3) External engagement / academic activities.

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

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

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

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

This guide is split into four sections:

**Section one – Academic assessment**

**Section two – Academic review**

**Section three – Final assessment documents**

**Section four – Final assessment interview**

## The academic assessment

### Criteria

Academic/ professional qualifications	Relevant prior experience
<b>A relevant Bachelor's degree or higher degree</b> [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']

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.

The RICS assessment ensures that future members are competent and meet the high standards of professionalism required to become a chartered surveyor. The RICS assessments are based on achieving a set of requirements and competencies. These are a mix of technical and professional practice, interpersonal, business and management skills.

#### Commitment is key

When you enrol as a candidate, you are making a commitment to become a chartered surveyor (MRICS). You have 6 years from your date of enrolment to achieve the MRICS qualification.

This guide will help you prepare for the Academic Assessment. Although there will be people to support you, it is your responsibility to make sure you start and remain committed to the assessment.

### Essential documents

There are key documents that you need to download and read. You need to continue to refer to these throughout your preparation and assessment. The documents can be found at [rics.org/academic](https://rics.org/academic)

- Pathway guide – the guide that is specific to the pathway you have selected to follow. It details the competencies you will need to meet and provides examples of the knowledge and activities that fall within the scope of each competency.
- APC requirements and competencies guide – lists all of the pathways and a full list of the competencies. If you are not sure which pathway to select this will give you an overview of all pathways.
- Final assessment submission template – a template that guides you through what you need to develop and submit for your final assessment.

These guides apply to all RICS world regions. For specific advice relevant or applicable to your local practice, check our website and/or speak to your local RICS office.

### The people involved

These are the people who will influence and support your progress towards achieving

RICS membership.

**You:** You must commit to following the process through from beginning to end. You must familiarise yourself with the guidance and abide by it, planning and organising your time conscientiously. You must take responsibility for your own Continuing Professional Development (CPD), undertaking independent learning.

**Your counsellor:** Your assessment must be supported by a member of RICS. They must be satisfied that you have sufficiently achieved the required levels in all the competencies needed for your chosen pathway. Your counsellor should support you through your training. They may not have personal knowledge of your experience in all the chosen competencies as you may have achieved some of them a number of years ago or in a different job.

They will still be able to support you and verify your experience is relevant by having discussions with you about your past experiences.

Your counsellor will be required to understand the academic assessment process however does not need to be an academic.

**The review panel:** Chartered surveyors who have been trained to assess your experience and will confirm your eligibility to progress to the final assessment.

**The assessors:** Chartered surveyors who conduct your final assessment interview. The interview panel has a minimum of two members. All assessors are specially trained for this purpose and at least one will be a trained academic assessor.

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

\* Appendix 1 has conceptualised the mandatory competencies within an academic perspective.

Your local RICS team: Can provide advice on completing your academic assessment and can help you source training, CPD and counsellors. You can find details at [rics.org/contactus](https://rics.org/contactus)

## Competencies levels for the academic assessment

To be competent to practise as an RICS member you must have the skill and, or ability to perform a variety of tasks or functions including teaching and research activities. The competencies are not only a list of tasks or functions, they are based upon attitudes and behaviours.

We have drawn up competencies in a generic way so that they can be applied to different areas of practise and geographical locations. It is important that you interpret them within the context of your own area of academia, or specialism, and geography.

## The competencies

### Mandatory competencies

These are personal, interpersonal, professional practice and business skills common to all pathways and compulsory for all candidates.

### Technical competencies

- Core competencies which are primary skills of your chosen pathway.
- Optional competencies which are selected as additional skill requirements for your pathway from a list of competencies relevant to that 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.

## Competency requirements for the academic assessment

You will be required to meet the following competencies to the required levels, which must be demonstrated in the context of teaching and research.

**Important** – Please note the competency levels and requirements for the academic assessment are identified in the table below and not the requirement levels as defined in the pathway guides or requirements and competency guide.

## Teaching options

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

## Scholarship and research options

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

## External Engagement

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

## Choosing your competencies

At the final assessment interview, the assessors will take your competencies 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 practise and geographical location.

As an academic applicant you have the choice to select either:

- Research methodologies and techniques
- or
- Leadership

This will be reliant on your experience within academia.

## Leadership

Choose the leadership competency if you can demonstrate leadership at a senior level within higher education and have exercised extensive

leadership and management skills. You will be able to demonstrate knowledge and understanding of the characteristics and behaviour of a leader and can provide evidence of application of your role as a leader.

## Research methodologies and techniques

You would choose research methodologies and techniques if you are able to demonstrate your ability to collect and 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.

If you are in any doubt over the competencies requirements please contact RICS to discuss this with a representative [rics.org/contactus](https://www.rics.org/contactus)

## Supporting evidence for the competencies

You must select four items, one from each of the lists above, to support your application.

There must be a clear connection between the documents submitted and your chosen competencies.

The chosen documents will form your submission of evidence to demonstrate knowledge and understanding of the mandatory, core and optional competencies of the chosen pathway in the context of teaching and research, as well as of professional practice, research ethics and professional ethics. More detail on the requirements on this can be found in 'Section 2 – Academic review'.

## Process

This section will provide an brief overview of the process you will follow to become a chartered member. The subsequent sections will further explore each area.

### Step 1

Send us your CV using the academic CV template which can be downloaded from [rics.org/academic](https://rics.org/academic). It should include details of your academic qualifications, membership of any relevant professional organisations, brief career history and your CV should relate to your chosen pathway.

Along with your CV you will be required to send a 3,000-word statement that shows how your final assessment evidence is relevant to the profession and how this has been applied to your chosen pathway. One of our advisers will check the criteria has been met.

### Step 2

If you meet the requirements for the assessment, the next step is for your CV and 3,000 word statement to be reviewed by a trained academic review panel who will decide whether you are eligible to apply for final assessment. If not, we will advise you of alternative assessments to RICS membership.

If you are eligible for the academic assessment you will be required to pay registration fees at this stage. Your local office will advise you on this.

### Step 3

We will invite you to complete and submit the final assessment documents.

You may be required to successfully complete the RICS online ethics module prior to final assessment. Your local office will inform you of the processes to follow. All templates can be found at [rics.org/academic](https://rics.org/academic)

### Step 4

We will invite you to an academic professional interview, conducted by a panel of trained RICS assessors including an academic member. They will base the interview on your application and written submissions.

## Academic review

This section of the guide explains the assessment review.

The academic assessment is a wide and varied assessment and for this reason each application is evaluated by a review panel. Review panels will use their experience to come to a balanced decision on the individual merits of each application.

To carry out this task we will assess your eligibility using your CV and your 3,000 word statement. You must decide therefore on the four items of supporting evidence that will make up your academic final assessment submission at this stage.

### Content of the statement

The statement should be presented as a professional report, which relates to the key areas you are required to cover. For any or all of the suggestions listed, please include:

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

All evidence must relate to the competencies of your chosen pathway and at least one item must demonstrate the achievement of a Level 3 core competency from your chosen pathway.

**Important** – Do not submit your full evidence at the review stage of assessment. A decision will normally be made within 21 days and you will be notified of the result in writing.

Your full evidence will be submitted prior to the final assessment and will form part of your final submission documents.

### 1. Teaching

This section could include details on the following:

- An indication of the number of students you teach
- Details of the courses/modules you teach, and their level
- Your post-graduate teaching qualifications, for example Postgraduate Certificate or Postgraduate Diploma in Higher Education
- 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 (educational, ethical, valuation, IPMS etc) into the course curriculum.

### 2. Research and scholarship

This section should include details of any of the following:

- Peer refereed 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

This section could include details on any of the following:

- 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. Please 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.

## Review documents

Please download the academic CV and review statement template [rics.org/academic](https://rics.org/academic) and relevant pathway guides [rics.org/pathway](https://rics.org/pathway) to assist you. The statement will show:

- 1) The relevance of the supporting evidence to the surveying profession.
- 2) How this has been applied to your chosen pathway.

## Review notification

You will be informed of the review decision within 21 working days. If you are ready, you will be advised that you can proceed to the academic final assessment, and relevant information will be provided.

If you are not suitable at this time we will advise you of any alternative assessments to RICS membership.

## Academic final assessment documents

After successful completion of the review you will be invited to the academic final assessment and will need to prepare your submissions.

This section explains the documentation required for your academic submission.

You will find all of the academic final assessment documents and templates here [rics.org/academic](https://rics.org/academic)

### The final assessment documents

Using the templates provided, you will be asked to provide the following:

- summary of experience
- supporting evidence (four items)
- CPD record
- confirmation of completion of online ethics module.

Together with your CV and statement already submitted will complete your final assessment documents. The remainder of this section will explain the requirements for each document.

### Summary of experience

For your summary of experience, you must write a brief statement about each of your competencies. It is important to refer to the pathway guide for your chosen pathway when you are completing this stage.

If you select a level 3 competency, you should ensure you write the summary covering levels 1, 2 and 3. Level 3 competencies are the most important: they are crucial to demonstrating that you are practising at higher education level.

Once you have completed the statements you should review them as a whole: together, they form your summary of experience.

Your summary of experience should be approximately 1,500 words in total for the mandatory competencies and approximately 3,000–4,000 words in total for the technical and optional competencies. The word count can be broken down to around 150–200 words per level, per competency.

Remember, the assessors are looking for evidence that you can do the relevant job at the required level in the academic context.

### Supporting evidence

Your four selected pieces of evidence will demonstrate knowledge and understanding of the mandatory, core and optional competencies of your chosen pathway in the context of teaching and research, as well as of professional practice, research ethics and professional ethics. You will be required to submit electronically.

You must ensure you have your employer's and client's consent to disclose any sensitive details in your final assessment submission. The information contained in your submission will be treated as confidential by your panel of assessors and RICS.

## Continuing Professional Development (CPD) record

CPD is an important part of professional identity and is a requirement for RICS members. RICS rules of conduct require a minimum of 48 hours CPD per year for all applicants. We ask you to provide an account of your CPD to ensure that you have similar professional standards in this respect. Your CPD should cover the past 12 months.

Your CPD records should clearly demonstrate how your learning is appropriate. It should show how you have continued to develop your skills, and how you have organised and structured your learning to suit your circumstances.

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 please go to [rics.org/cpd](https://rics.org/cpd)

You are required to record your CPD on the template provided in the academic assessment final submission template.

Your CPD will be calculated on a rolling period from the date you submit for assessment. You should check that your CPD activities are within the 2 month period, working back from the date you submit.

## Ethics, rules of conduct and professionalism

This is one of the most important areas for RICS. The assessors will place great importance on this competency. Further information on this subject can be found at [rics.org/regulation](https://rics.org/regulation)

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. In particular, you will be asked questions about business ethics.

## Ethics module

You are required to successfully complete the RICS ethics module prior to final assessment. The module includes online learning and an online assessment.

Your RICS team will inform you when you need to complete the ethics module. Please note once successfully completed this is valid for 12 months.

There will be a significant emphasis on professional practice and ethics in the interview, so you must familiarise yourself with them. Download the rules for firms and members by visiting [rics.org/regulation](https://rics.org/regulation)

## Academic final assessment interview

This section explains the academic interview. Once approved for the academic assessment you will be formally invited to attend a professional interview and must follow the instructions provided.

You will be asked to demonstrate that you:

- Have applied your theoretical knowledge through academic experience and have transferred your knowledge to students, researchers or consultants.
- Act in accordance with RICS' Rules of Conduct, possess the highest level of professional integrity and objectivity, and recognise your duties to clients, employers and the community.
- Are a good ambassador for the profession.
- Have a proper understanding of legal and technical matters relevant to your work and the law of the region or country in which you are teaching and in particular where it is relevant to the curriculum or teaching modules.
- Have significant breadth of relevant experience as an academic.
- Meet the competency requirements of your chosen pathway in an academic context.

Please declare anything which would impact your ability to perform your role and would wish to be taken into account when assessing your submission. Any factors must be supported in writing and certified accordingly. The supporting evidence must suggest what reasonable adjustments we should take into consideration. Assessors will only be made aware of the required adjustments and not the reasons why the adjustments are needed.

### The interview panel

The 60-minute professional interview is conducted by a panel of RICS members who have been trained and selected for this role. At least one will be a trained academic assessor.

They will determine whether you:

- can express yourself clearly in an oral presentation and interview
- can demonstrate, in support of your written submissions, your understanding of the knowledge gained and competencies achieved
- have an acceptable understanding of the role and responsibilities of a chartered surveyor.

The assessors will base the questioning on the law and practice of the country in which your interview is being held, however some assessors will cover more than one geographical area and where possible this will be taken into account on the assessment panel.

The assessors will normally ask you about what you did and about why you took a particular approach. They will also ask about your understanding of the wider issues surrounding your presentation.

Remember 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 an excellent 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. They may use printed documentation or electronic equipment to perform their role.

### Presentation

You will make a 10 minute presentation to the assessment panel on any of your four pieces of evidence. Try and pick one which highlights your skills as an academic.

## Academic interview structure

The interview structure is as follows and will last approximately 60 minutes.

<p><b>Chairperson’s opening and introductions</b></p> <p>You will be introduced to the panel and the Chairperson will ensure the interview can proceed.</p>	5 minutes
<p><b>Applicant’s presentation on submissions</b></p> <p>Your personal introduction where you will be given the opportunity to present one of the four pieces of evidence submitted.</p> <p>Note: presentation facilities will not be provided at assessment centres. You can use A4 boards and/ or prompt notes if you wish. To support the content of your presentation you can also provide the assessors with handouts, photographs or plans for example.</p> <p>These notes can only be used as prompts during your presentation and must be discarded after the presentation has finished.</p>	10 minutes
<p><b>Questions on presentation</b></p> <p>Questions raised from the presentation in relation to your pathway and your role in academia.</p>	15 minutes
<p>Discussion of your submissions in relation to pathway competencies and your role in academia.</p>	15 minutes
<p>Discussion on CPD, Rules of conduct and professional practice.</p>	10 minutes
<p><b>Chairperson to close</b></p> <p>Panel’s closing remarks where you will be given the opportunity for any final comments or clarification.</p>	5 minutes

## Outcome of the interview

Within 21 days after the interview we will advise you of the outcome. The outcome will be either pass or refer.

If you pass, you will be awarded professional membership of RICS. This will be followed by written confirmation and your professional diploma. On election as a professional member you will be asked to pay additional membership fees.

As a professional member working in academia, you may be eligible for an academic concession which reduces the annual subscription by 50%. You will be required to complete a concession form which will be sent to you upon election. Your local RICS team will be able to provide you with more information if required.

If you are not awarded professional membership, we will provide you with a written feedback report to assist your preparation for a future interview.

## Fellowship

As a newly qualified member through the academic route you would be eligible to apply for Fellowship. Fellowship is awarded to individuals who can demonstrate how their achievements reflect the principles of fellowship.

You must identify your career achievements and match them to 4 of the 12 Fellowship characteristics. As an academic you will have met at least two of the characteristics, teaching and qualification.

You would be required for the other two characteristic you choose, to provide:

- A written statement by you describing the achievement (maximum of 500 words for each characteristic)
- Third party evidence confirming the achievement.

If you selected leadership as a competency and passed this element that would further support your application and met the third characteristic requirement and you only need to provide the documentation of one characteristic.

If you wanted to apply for Fellowship then more information on fellowship can be found on the RICS website or contact your local office [rics.org/uk/join/fellowship/](https://rics.org/uk/join/fellowship/)

## Appeals

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 in academia: 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 working days from the date of the results being issued by RICS to appeal. Details of how to appeal are on [rics.org/assessment](https://rics.org/assessment)

The appeal panel has no powers to admit a candidate to RICS membership:

- if an appeal is approved, the original final assessment interview is disregarded and you will be given a fresh interview based on your original assessment submission.
- If the appeal is dismissed the original assessment result will stand. Please note the appeal panel's decision is final and there is no right to appeal this decision.

## Help and support

There will be other completing the academic assessment at the same time as you, and others who have recently passed their academic final assessment. Make use of your local and virtual networking opportunities to engage with this rich environment of support and insight.

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

## RICS website

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

- [rics.org/academic](https://rics.org/academic) – Information and applicant guides on RICS Academic assessment
- [rics.org/pathway](https://rics.org/pathway) – Information and guides on all pathways
- [rics.org/regulation](https://rics.org/regulation) – Information and guides on the RICS Rules of Conduct and ethics

## RICS practice standards

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

The broad programme of mandatory and advisory practice standards (practice statements, codes of practice, and guidance notes) provide best practice and advise on all areas of practice.

You will have access to all the practice standards when you enroll.

## RICS Training

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

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

# Appendix 1 – Mandatory competencies

## Conduct rules, ethics and professional practice

Level	Definition	Examples in an academic context
<b>Level 1</b>	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><b>Examples of knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>An awareness of sources of advice and guidance to help students resolve ethical dilemmas (such as the RICS Regulation helpline).</li> <li>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.</li> <li>An awareness and understanding of discrimination policy within the workplace.</li> <li>An academic may provide an ethics/ conduct seminar as part of the induction process.</li> </ul>
<b>Level 2</b>	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><b>Examples of activities and knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>Preparing students so they can present clear arguments to clients about ethical implications of a proposed course of action.</li> <li>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.</li> <li>Able to demonstrate detailed knowledge and appreciation of the history and status of the RICS and represent it positively to students and staff.</li> <li>You will act with integrity, open and transparent manner eg. 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.</li> </ul>
<b>Level 3</b>	Provide evidence of application of the above.	<p><b>Examples of activities and knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>An academic will be expected to be able to demonstrate compliance with their professional obligations.</li> </ul>

## Client care

Level	Definition	Examples in an academic context
<b>Level 1</b>	<p>Demonstrate knowledge and understanding of the principles and practice of client care including:</p> <ul style="list-style-type: none"> <li>the concept of identifying all clients/colleagues/third parties who are your clients and the behaviours that are appropriate to establish good client relationships</li> <li>the systems and procedures that are appropriate for managing the process of client care, including complaints</li> <li>the requirement to collect data, analyse and define the needs of clients.</li> </ul>	<p><b>Examples of knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>To assist student with their awareness of relevant external clients. For example:                             <ul style="list-style-type: none"> <li>clients for potential services</li> <li>colleagues</li> <li>third parties</li> </ul>                             and be able to adopt the behaviours that are appropriate in order to establish good client relationships.                         </li> <li>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.</li> <li>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.</li> <li>You will have an awareness of internal guidelines for staff.</li> <li>You will have an understanding and awareness of the any student complaint procedure and process set up within the university/school.</li> </ul>
<b>Level 2</b>	<p>Provide evidence of practical application of the principles and practice of client care in your area of practice.</p>	<p><b>Examples of activities and knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>You are able to demonstrate the ability to work within key performance indicators set by the university/school.</li> <li>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.</li> <li>As an academic you may undertake student pastoral care in line with your own policies. 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.</li> </ul>

## Communication and negotiation

Level	Definition	Examples in an academic context
<b>Level 1</b>	Demonstrate knowledge and understanding of effective oral, written, graphic and presentation skills including the methods and techniques that are appropriate to specific situations.	<p><b>Examples of knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>You will be able to present effectively to stakeholders and keep them clearly informed of the status of a project/ delivery of a course.</li> <li>You will appreciate the effective communication skills through effective delivery of lectures and seminars.</li> </ul>
<b>Level 2</b>	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><b>Examples of activities and knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>You can show your ability to give clear instructions to direct staff/ students to complete tasks.</li> <li>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.</li> <li>You will be able to demonstrate that you have the following communication and negotiation skills                         <ul style="list-style-type: none"> <li>– active listening</li> <li>– understanding the other party’s bottom line</li> <li>– sensitivity to cultural differences</li> <li>– ability to think creatively and effectively</li> <li>– problem solving</li> </ul> </li> </ul> <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
<b>Level 1</b>	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><b>Examples of knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>You will show an understanding of the systems in place to protect your buildings and occupiers.</li> </ul>
<b>Level 2</b>	Provide evidence of practical application of health and safety issues and the requirements for compliance, in your area of practice.	<p><b>Examples of activities and knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>You will be able to ensure that students understand legal requirements and identify the relevant legislation with regard to health and safety.</li> <li>You will be able to explain how to interpret and apply local Health and Safety legislation.</li> <li>You will take responsibility for the assessment and implementation of emergency plans and will ensure compliance.</li> </ul>

## Accounting principles and procedures

Level	Definition	Examples in an academic context
<b>Level 1</b>	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><b>Examples of knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>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"> <li>– awareness of Generally Accepted Accounting Principles [GAAP ]</li> <li>– awareness of IAS[ International Accounting Standards ] where they are relevant to both the surveying task and geographical location.</li> </ul> </li> <li>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"> <li>– profit and loss accounts</li> <li>– balance sheets</li> <li>– cash flows and forecasts.</li> </ul> </li> <li>To explain the implications of the financial information contained in accounting documents.</li> <li>You will be able to provide students with the knowledge to ensure clients’ money is being safeguarded in accordance with local law.</li> </ul>

## Business planning

Level	Definition	Examples in an academic context
<b>Level 1</b>	Demonstrate knowledge and understanding of how business planning activities contribute to the achievement of corporate objectives.	<p><b>Examples of knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>You will be able to recognise business planning principles and be able to identify                             <ul style="list-style-type: none"> <li>– priorities</li> <li>– risks</li> <li>– personal responsibilities.</li> </ul> </li> <li>You will show awareness of being informed about changes to your university/school such as internal policies and processes [for example, induction of new staff, introduction of new systems or structures].</li> <li>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.</li> <li>You will understand how to monitor course progress against the organisations business plan.</li> </ul>

## Conflict avoidance, management and dispute resolution procedures

Level	Definition	Examples in an academic context
<b>Level 1</b>	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><b>Examples of knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>You will be able to demonstrate an understanding of the recognised common causes and stages of disputes.</li> <li>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.</li> <li>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"> <li>– selection of the correct procurement route</li> <li>– use of standard forms of contract</li> <li>– mediation and conciliation</li> <li>– independent expert determination</li> <li>– adjudication</li> <li>– arbitration</li> </ul> </li> </ul> <p>you will be able to ensure that students understand the different theories of negotiation and identify the correct approach for the particular dispute.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>

## Inclusive environments

Level	Definition	Examples in an academic context
<b>Level 1</b>	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><b>Examples of knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>Recognition of the diversity of user needs</li> <li>Local planning policy, building regulation and health and safety requirements as applied to inclusive environments</li> <li>Appreciate and distinguish between ethical issues as opposed to legal requirements</li> <li>Knowledge of best practice technical standards relevant to country of practice.</li> </ul>

## Sustainability

Level	Definition	Examples in an academic context
<b>Level 1</b>	Demonstrate knowledge and understanding of why and how sustainability seeks to balance economic, environmental and social 1 objectives at global, national and local levels, in the context of land, property and the built environment.	<p><b>Examples of knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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"> <li>- BREEAM</li> <li>- ECOHOMES</li> <li>- Green Guides to Specification</li> </ul>                             Or equivalent.                         </li> <li>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.</li> <li>A general awareness of the social, environment and economic issues within the land, property and built environment through their lectures/ their own research.</li> <li>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.</li> </ul>

## Teamworking

Level	Definition	Examples in an academic context
<b>Level 1</b>	Demonstrate knowledge and understanding of the principles, behaviour and dynamics of working in a team.	<p><b>Examples of knowledge comprised within this level are:</b></p> <ul style="list-style-type: none"> <li>You will have an awareness of the principles of team working and how team working helps achieve objectives.</li> <li>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.</li> <li>You will be able to identify individual expertise and skills and utilise them efficiently within a team.</li> <li>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.</li> </ul>



## Confidence through professional standards

RICS promotes and enforces the highest professional qualifications and standards in the valuation, development and management of land, real estate, construction and infrastructure. Our name promises the consistent delivery of standards - bringing confidence to markets and effecting positive change in the built and natural environments.

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