RICS APC New Assessor Training

Becoming an APC Assessor

September 2016
RICS Member (since 1981)
FRICS (since 1997)
Global Knowledge Board (2009-12)
MENA Education & Standards Board (2009-2015)
UAE National Association Chairman (2010-2013)
MENA Market Advisory Panel (2015-Current)

Education & Qualifications Lead
Chairman, Fellowship Review Panel
Chairman, APC Appeals Panel
Introduction - II

David Cockerton, FRICS

APC Assessor (since 1996)
APC Chairman (since 2006)
APC Auditor (since 2008)
APC Licensed Assessor Trainer (since 2010)
APC Counsellor (since 2008)

25 years experience with the APC:

Over 250 candidates assessed – all routes
Over 100 assessors trained
Now its your turn ...

- Name
- APC pathway
- Experience - APC supervisor, counsellor or mentor
- When and where you sat the APC
- Why you want to be an assessor
Aims & Objectives

To create **COMPETENT** assessors by:

- Making sure you understand **THE ROLE**
- Making sure you know **HOW TO ASSESS**
- **SUPPORTING YOU** through the process
- Through your feedback **DEVELOP THE APC PROCESS**
Agenda

- Why we assess
- How we assess
- Assessor profile
- Assessor commitment
- Candidate types
- Guidance
- Competencies
- Final assessment documents
- myAPC

- How to assess
- Assessment interview
- Referral reporting
- Appeals
- Audit
- Diversity and Inclusivity
- Rules of Conduct / Ethics
- Resources
- Question & Answer
Why Assess?
Why Assess?

- Maintaining standards
- Compliance with RICS regulations
- Demonstrating competency
- Ensuring quality
- Establishing a benchmark
- Protecting RICS, Chartered Surveyors & Clients
How we assess

Holistic assessment

• Following a prescribed process
• Written submission
• Face to face interview
• Identifying & discussing experience
• Experience and competency questions
• Ensuring consistency of assessment
Assessor Profile

- Time Commitment
- Properly Trained
- Maintain Refresh Training
- Clean Membership Record
- Competent to Assess
- Knowledge Skill, Ability Technique
- Professional RICS Rules Ethics
- IT Competent
Assessor Commitment
Service Level Agreement
Assessor Commitment - SLA

- Standards and Benchmarks
- Professionalism / Rules of Conduct
- RICS Prescribed Process
- Commitment – Time and Process
- Continuous Development & Improvement
- Making sure YOU maintain the quality…
What pathway should YOU assess?

The one you are Chartered in …

and / or

The one(s) you are competent to assess

YOU decide…
Candidates
Types, Guides, Pathways and Timing
Candidate Eligibility Criteria

- RICS-accredited degree
- 0 – 24 months structured training depending on relevant experience

- Non RICS-accredited degree or approved professional body membership
- Five years' relevant experience, 12 months of which must be post-qualification and preliminary review

- In a senior management or expert specialist position
- 10 years' relevant experience (reduced to five years with degree or approved professional body membership)

- Degree and in an academic position on a degree-level programme
- Three years' academic experience

- No degree or approved professional body membership
- Four years' relevant experience

- Associate Assessment online submission and RICS ethics module

- Final assessment submission, interview and RICS ethics module

- MRICS
  - Four years' relevant experience, 900 study hours from final level of an RICS-accredited degree

- AssocRICS
Pathway Guides – Example I

Commercial property practice

Mandatory competencies
You must achieve the minimum levels as set out in the mandatory competencies.

Core competencies
Level 3
• Inspection
Level 2
• Measurement of land and property
• Valuation (or Level 3)

Optional competencies
Three competencies to Level 3 from the list below.
• Access and rights over land
• Auctioneering
• Building pathology
• Capital taxation
• Compulsory purchase and compensation
• Contaminated land
• Corporate real estate management
• Development appraisals
• Indirect investment vehicles
• Insurance
• Investment management (including fund and portfolio management)
• Landlord and tenant (including rent reviews and lease renewals)
• Leasing/letting
• Local taxation/assessment
• Planning
• Property finance and funding
• Property management

Section two

• Property management accounting
• Property records and information systems
• Purchase and sale
• Strategic real estate consultancy
• Accounting principles and procedures or Conflict avoidance,
  management and dispute resolution procedures or sustainability

Plus one competency to Level 3 or two competencies to Level 2 from the full list of technical competencies, including any not already chosen from the list above.

1. If you take Valuation to Level 3, the optional competency requirements are two at Level 3 and one at Level 2 plus one competency to Level 3 or two competencies to Level 3 from the full list of technical competencies, including any not already chosen from the list above.
Pathway Guides – Example II

Engineering science and technology

Description of competency in context of this sector
This competency covers the design and construction of built infrastructure assets and the science of the principal materials used in built infrastructure. Candidates should understand the key characteristics and performance of construction materials.

Examples of likely knowledge, skills and experience at each level

Level 1
Demonstrate knowledge and understanding of the principles of the design, methodology, logistics and construction in the chosen field of practice.
- Key design principles including the process and stages of design and systems engineering
- Key design constraints including legislation, sustainability, economics and technology
- Importance of design co-ordination and interdisciplinary working
- Methodologies and logistics of construction
- Operational and maintenance processes post-contract
- Materials science and how it applies to the design and methodology of construction.

Level 2
Apply the knowledge to an understanding of the systems, components, timing, methodologies and logistics of the construction of infrastructure projects in the chosen field of practice.
- Examples of activities and knowledge comprised within this level are:
  - Understanding and assimilating design information in the context of project, cost and facilities management objectives
  - Understanding the collaborative design process so that management, time and cost techniques can be applied to the right information at the right time
  - Preparing studies or reports on alternative construction methodology strategies
  - Preparing studies or reports on the impact of alternative design and construction solutions on operational and maintenance considerations.

Level 3
Advise on the selection and application of particular processes within the area of experience. This should include liaison with specialists and consultants to develop project-specific design and construction solutions.
- Examples of activities and knowledge comprised within this level are:
  - Preparing and advising on the choice of construction solutions for the project
  - Advising on the impact of design, methodology and materials on cost, time and productivity
  - Being able to advise on new and emerging technologies and processes e.g.:
    - Offsite construction fabrication
    - Lightweight construction (glass fibre)
    - Materials handling – tagging and coding reports, smart technology
    - Configuration management.
Competencies
Types and Levels
Competency Types

Mandatory

- Professional practice
- Interpersonal
- Business & management skills

Technical (Core)

- Primary skills

Technical (Optional)

- Additional skill requirements
Competency Levels

Level 1 - Knowledge & Understanding

Level 2 – Practical Application

Level 3 – Reasoned Advice/Depth of Technical Knowledge
Level 1 - Knowledge & Understanding

- Seeking to demonstrate relevant learning
- Learning can be drawn from experience
- Good to see a range of learning methods
- Good to see commitment to continuous development
Level 1 - Knowledge & Understanding

We look for:

• “I have developed my knowledge (or understanding) of this competency by...”

• *Listing a range of documents and articles studied.*

• *Demonstration of learning from education*

• *Good see a range of learning methods*

• *Reference to some learning done recently*
Level 2 - Practical Application (of Knowledge & Understanding)

• Often generic statements of doing
• You are looking for ‘REAL-LIFE’ projects or processes
• Looking for one or two examples for each competency
• Looking for detailed explanation of experience
Level 2 - Practical Application (of Knowledge & Understanding)

We look for:

- “I have had the opportunity to do / deliver / achieve / administer A, B, C and D…”

- Using words that demonstrate specific involvement / management of a situation and subsequently experience.

- “A typical example of this is project X…” (explaining project and candidate role).

- Then further description detailing the experience relevant to the competency in question
Level 3 - Reasoned Advice / Depth of Technical Knowledge

• Plenty of advice provided - but remember it needs to be reasoned advice
• Often cannot back up advice when challenged
• Look for description of the depth and breadth of experience
• Specifically where advising clients, colleagues etc.
• The ability to advise effectively comes from experience
Level 3 - Reasoned Advice / Depth of Technical Knowledge

We look for:

• “I have had the opportunity to advise on A, B, C and D…”

• Use wording in submission to identify personal advice given

• Demonstrating depth and breadth of experience

• “A typical example of this is project X…” (explaining project and candidate role – ideally referring to project in Level 2)

• Description detailing the specific advice given

• Look for the reasoning for giving the advice
Final Assessment Documents
Your Homework!
Candidate Details

Candidate information

Pathway

Referral?
Counsellor Details and Checklist

Counsellor (and Supervisor) single point declaration

Simple document checklist to ensure all documents are included

<table>
<thead>
<tr>
<th>Counsellor/Supervisor details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counsellor declaration:</td>
</tr>
<tr>
<td>By countersigning this document you confirm that to the best of your knowledge that the candidate has understood the requirements and this document complies with RICS guidance. Also that the content of this submission is a true representation of the candidate's own work and involvement in the projects details herein.</td>
</tr>
<tr>
<td>Counsellor name:</td>
</tr>
<tr>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Counsellor signature:</td>
</tr>
<tr>
<td>dd/mm/yyyy</td>
</tr>
<tr>
<td>RICS membership number:</td>
</tr>
<tr>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Supervisor name: (optional role)</td>
</tr>
<tr>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Supervisor signature:</td>
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<tr>
<td>dd/mm/yyyy</td>
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<td>Click here to enter text.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Submission checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist</td>
</tr>
<tr>
<td>Qualification and Employment Information:</td>
</tr>
<tr>
<td>Summary of experience:</td>
</tr>
<tr>
<td>Case study:</td>
</tr>
<tr>
<td>CPD:</td>
</tr>
<tr>
<td>Ethics certificate (if applicable):</td>
</tr>
<tr>
<td>Log book (if applicable):</td>
</tr>
<tr>
<td>Declared anything which would impact your ability to perform your role (if applicable):</td>
</tr>
<tr>
<td>Referral report (referred candidates only):</td>
</tr>
<tr>
<td>Referral template (referred candidates only):</td>
</tr>
</tbody>
</table>
Achievement Record – Log Book

Completed by structured training candidates only

Show the number of days of experience against each competency

Records up to 5 years

Grand totals in summary

Counsellor/Supervisor approval date for each level
Experience Record

- Detailed competency statements
- On-going recording
- Mandatory competencies
- Technical competencies

Provides you with real life examples of the candidates own experiences and roles

... for questioning
CPD Record

48 hrs per annum all APC candidates

Describe activities and the purpose the activity

Evaluate learning

This must be a minimum of 50% formal
Case Study

Key Elements

- 2 technical competencies
- Last 24 months
- Max 3000 words

Case study

Submit one case study of **3000** words. The focus of the case study must be on a single project or piece(s) of work undertaken in the last 24 months. The project you choose **MUST** allow you to demonstrate technical competencies from your chosen pathway, and how you used the competency skills.

Name of case study:
Date the project or piece(s) of work were carried out:

Confidentiality statement

The following case study contains confidential information included for the purpose of the Assessment of Professional Competence, **(Insert company)**, hereinafter termed “the client” and **(Insert company)** have given their consent to disclose details for the case study on the basis that the information is not to be used for any other purpose or by any person other than those authorised by the Royal Institution of Chartered Surveyors (e.g. staff and assessors).

Contents:
1. Introduction
2. My Approach
3. My Achievements
4. Conclusion
5. Appendix A – Competencies Achieved
6. Appendix B – Project Photographs/Plans
Total Word Count: xxxx words (Not including content list or Appendices)
Case Study - Guidance

Case study

The case study is a 3,000 word, word processed report of a recent project or portfolio undertaken up to two years before your final assessment with which you have been involved. It must provide a critical appraisal of the project(s) together with an outline of your learning outcomes. This provides important evidence of the competencies you have achieved.

The case study must give detailed evidence of your ability to work comprehensively and to apply the knowledge relevant to your APG pathway.

You will be required to produce a 20 minute presentation to the final assessment panel. See section 9 for full details of the professional interview.

Your choice of project is very important and must reflect your specific APG pathway. You may have been working on a complex project or a large project. Alternatively, the instruction or project may be more straightforward and not of great financial value. It may simply be typical of the work with which you have been involved. The project may include a work undertaken outside your country of assessment.

The assessors will be looking for you to have chosen a real-life project that you have been involved in or may have led on. Consider a project process when you have had to deal with a key issue, an anomaly or a challenge that you have had to face as a team.

Make sure that this relates to the competencies of your pathway by demonstrating your professionalism and ability to problem solve.

You are not necessarily expected to be running the project. It is your involvement or role in the team that you must refer to, analyse and comment on. If the project has been running for some time, you may not have been involved from the start, so your involvement may not have been continuous, or the project may not be finished when you prepare your case study. In this latter case, you should provide a prognosis of the outcome. If you know the outcome between sending in your case study and your interview, then include this in your presentation.

The assessors expect to obtain an understanding of the project from the report, the case history and the interview. You must ensure that you have a clear understanding of the project and that you can explain it in detail.

List the mandatory and technical competencies demonstrated in your case study in the box provided in the submission template.

You should include the following four aspects:

1. Introduction
   In this section you should provide a summary of the project and what your role was - include the following:
   - What did you do?
   - What was your level of responsibility?
   - Who were the stakeholders?
   - When was the timeline?

2. My approach
   In this section you should describe the key issues or challenges on the project. You may write about one or more key issues but remember you only have a limited word count for the case study.
   - Explain the issues.
   - Make it clear to the assessors why it became a challenge.
   - Include the options you considered and the solutions that you identified.

3. My achievements
   In this section you should describe what you achieved and how.
   - Demonstrate your ability to think logically and reflectively.
   - Give examples of where you have received advice or been given training in response to a client or your level 3 competencies.

4. Conclusion
   In this section you need to reflect on and analyse your performance and make reference to the lessons you learnt and what you would do differently next time.

This section is very important in showing the assessors your analytical thinking and how you develop as a professional.

Important notes on your submission

- **Confidentiality**: You must ensure you have your employer's and client's consent to disclose any sensitive details in your final assessment submission. If you cannot get this consent you should disguise facts that might otherwise make the project identifiable.
  The information contained in your submission will be treated as confidential by your panel of assessors and RICS.
- **References**: Extracts from Acts of Parliament, case law and other sources should not be quoted at length but essential references must be given.
- **Total word count**: You must include a word count at the end. You can include notes on what you have included in the count. The assessors will be looking to see that you have kept within the prescribed word count for both your summary of experience and your case study.
- **Appendices**: You need to use your appendices to support your case study and enhance the information you have given to the assessment panel. If it's not relevant, don't use it.
- **Observations**: While writing the case study, you should be aware of what evidence you have already provided in your summary of experience and ensure that the level and scope of activity you are describing is consistent with what has been detailed in the summary.
Case Study

The introduction
- What did they do?
- What was their level of responsibility?
- Who were the stakeholders?
- What was the timeline?

My approach
- The key issues or challenges
- The options they considered
- The solutions they choose

My achievements
- What did you achieve?
- How you achieved this?
- What was your involvement?

Conclusion
- Critically, reflect and analyse your performance
- What lessons did you learn?
- What would you do differently?

Appendices
- Competencies demonstrated
- Plans, drawing maps, reports etc
Referred Candidates

Submissions

Case Study: new or resubmission
Updated CPD
Updated Summary of Experience

Look for

Detailed experience since referral
Ensure issues highlighted in referral report are addressed adequately
MyAPC
RICS Goes Digital
How to Assess?
Doing The Job Properly
Interview Questioning

- **ALWAYS** linked to competencies
- **ALWAYS** linked to experience
- **Hypothetical?** **ONLY** if experience is **NOT** available
- **Always adopt calm and polite approach**
3 Level structure - same as competencies:

1. Knowledge & Understanding
2. Practical Experience ‘REAL-LIFE’ examples
3. Advice, Reasoning Depth of Understanding

No need to start at Level 1…
Questioning Technique

• How did you go about…
• I see from your experience…
• What experience have you had…
• Explain to me how you…
• What was your role / involvement…

• Questioning technique - a SKILL to be LEARNED
Questioning issues

Remember:

- You must cover **ALL** the declared competencies

- You **ONLY** have 60 minutes

- If you *haven’t* questioned a competency it **cannot** be included in your **decision**
Common Outcomes

• Experience is **NOT OBVIOUS** from the submission documents

• You have to ask candidate for relevant ‘**REAL-LIFE**’ examples of experience

• The candidate may or may not demonstrate competency – your role is to aid them in demonstrating their competence
Things to Avoid

You **MUST NOT** ask questions:

- **OUTSIDE** of Pathway
- **OUTSIDE** of Declared Competencies

It is extremely important to follow this process

Test the **DEPTH** and **BREADTH** of Competency
Questioning Issues

- **DO NOT USE** pre-prepared ‘stock’ questions

- **CAN/SHOULD** prepare unique/specific questions

- **MUST** keep notes of the interview

- Note good and bad points
  (avoid ticks & crosses)

- Your notes will be needed if an appeal is submitted
• Any competency type

• Create Level 1, 2 & 3 questions

• No problem if you get it wrong here

• This is not easy but it is interesting
Questioning - Verbal Considerations

- Accent?
- Dialect?
- Tone?
- Language barriers?
- Speech impediments?
- Hearing difficulties?
- Stress?
Assessors - Non Verbal Considerations

• Professional approach
• Good posture
• Interested and attentive
• Respectful
• Maintaining eye contact
• Note taking
Note Taking

• VERY IMPORTANT

• Interviews are not recorded electronically

• Keep notes of YOUR questioning areas

• Generally note ISSUES
Note Taking

• Why are they needed?
  • Accountability
  • Assessment record
  • Referral
  • Appeals / audit trail

• Keep them for 2 to 3 months after interview

• Then destroy them (confidentially)
Final Assessment Interview
Consistent and Uniform Approach
Assessment Documents

Documents have been created to guide you through each stage of the assessment:

- Pre-assessment
- During assessment
- After assessment

- This is your reference document to ensure you make the right fact-based decision
- In an appeal these will aid you!
Pre-Interview Preparation - I

- **CONFLICT** check

- Check documents upon receipt

- Highlight anomalies or deficiencies

- **REPORT** problems to panel chairman

- Approx 1 week before the assessment:
  - Read (a few times)
  - Build a picture of the candidate’s experience
Pre-Interview Preparation - II

- Chairman WILL contact you
- DISCUSS the candidate document and your findings
- AGREE the competencies that YOU will question
- DISCUSS any issues you are unsure of
- EXPECT 2 - 4 hours of preparation per candidate
Pre-assessment Marking Template

Remember to use the questioning sheets and case study pages to identify examples of competence, areas for further clarification and your opening questions.
Pre-Assessment

- **CHECK** minimum requirements recorded

- **CHECK** declarations & signatures

- Identify anomalies or perceived areas of weakness

- Formulate your questioning areas
The Final Assessment – Step By Step

- 60 minute interview
- The chairman controls this process
- The chairman **OWNS** the interview
- Keep to the required interview timings
- Consider how the candidate feels (+/- 60 minutes)
Chairman’s Introduction

- Chairman will explain procedure
- Ask if the candidate is fit & well
- May engage candidate in discussion regarding recent work etc
- Get candidate used to talking
- Trying to relax candidate
Presentation

- Candidate’s time!
- Commence presentation
- Using visual aids / speakers notes
- Handouts
- No interruptions / timing!
- Hopefully delivers a slick presentation!

10 minutes
Questioning I

- Case study / Presentation
- 2-3 questions from each assessor
- 5-10 minutes in total
- Closed up by chairman
Questioning II

- Competency based questions
- Declared competencies
- Documented experience
- Broader aspects
- Views and perceptions
- Equal questioning from assessors
- Chairman covers rules of conduct, ethics and current affairs
  (if not previously covered)
Summary and Close

• Chairman finishes up

• Does candidate have any points to clarify?

• Candidate ALWAYS has the last word

• Chairman thanks candidate for their time

5 minutes
After the Assessment interview, candidate leaves:

- 2 to 5 minutes of private, silent, reflection
- Chairman facilitates discussion
- Each assessor gives their view
- **EVERYONE** discusses their views
- **ALWAYS** linking back to evidence collected
- Assessors make the decision
Decision-making Process - II

- The decision will be pass or refer

- A split decision requires further discussion

- A consensus **MUST** be sought (on the day)

- Put all emotions aside

- Majority decision

- Be proud of your decision and stand by it
Decision-making Process - III

- If a PASS
  - Sign the mark sheet / process complete
- If REFER
  - Chairman records assessors comments and reasons
  - Chairman drafts referral report
  - Chairman must send assessors a copy to proof
- IT SHOULD BE A JOINT DECISION / REPORT
Interview Timeline

First 5 minutes

End

Time

Stress
### Extract from Candidate Training

<table>
<thead>
<tr>
<th>Assessor</th>
<th>Chairman</th>
<th>Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions on case study/presentation</td>
<td>Welcome and panel introduction</td>
<td>Questions on case study/presentation</td>
</tr>
<tr>
<td>Questions on technical competencies</td>
<td>Manages interview structure &amp; timing</td>
<td>Questions on technical competencies</td>
</tr>
<tr>
<td>Questions on ethics and professional practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures competencies are fully covered</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Assessment Interview Structure - Overview

## Extract from Candidate Training

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
<th>Commentary</th>
</tr>
</thead>
</table>
| 3-4 minutes  | Welcome and introductions                     | • Chairman will explain assessment structure  
• Get settled and respond when asked if ready to proceed |
| 10 minutes   | Candidate presentation                        | • Chairman will provide 9 minute warning                                                                                               |
| 5-10 minutes | Questions on presentation and case study       | • Your specialist subject!                                                                                                               |
| 25 minutes   | Assessor questions on experience – technical competencies | • Assessor should highlight competency being questioned  
• You know what needs to be covered – so make sure that you cover it!  
• Expand answers  
• Link competencies including ethics and professional practice |
| 5 minutes    | Chairman’s questions on experience – mandatory competencies, CPD, Rules of Conduct and professional practice | • Hopefully already covered during technical competency questions                                                                  |
| 1-2 minutes  | Close                                         | • Revisit questions passed  
• Re-present previous answers                                                                                                           |
**Assessment Interview Structure – Impact Points**

<table>
<thead>
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<td>Candidate presentation</td>
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<tr>
<td>5-10 minutes</td>
<td>Questions on presentation and case study</td>
<td>• Your specialist subject!</td>
</tr>
<tr>
<td>25 minutes</td>
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<td>• Assessor should highlight competency being questioned&lt;br&gt;• You know what needs to be covered – so make sure that you cover it&lt;br&gt;• Expand answers&lt;br&gt;• Link competencies including ethics and professional practice</td>
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<tr>
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<tr>
<td>1-2 minutes</td>
<td>Close</td>
<td>• Revisit questions passed&lt;br&gt;• Re-present previous answers</td>
</tr>
</tbody>
</table>
Referral Reporting
Important Feedback
Why do candidates get referred?

- They haven’t read the guides so don’t know what to expect
- Poor quality and content of submissions
- Poor counsellor support
- Counsellor sign-off of documentation before they are ready
- Poor CPD records
Why do candidates get referred?

- Lacking the required level of competence
- Limited social / business skills
- Limited knowledge of Rules / Ethics
- Limited preparation and a lack of knowledge of their submissions
Referral Reporting

- Written by Chairman (content provided by assessors)
- A very important process
- A key document to provide GUIDANCE
- Positive comments (Not achieved competencies)
- Constructive criticism
- ALWAYS linked to competencies & evidence
- Written to set guidelines
A good referral report should:

- Provide guidance for candidates
- Provide clear advice on identified deficiencies
- Comply with RICS guides
- Help to target improvements for training
- Offering suggestions / solutions
- Be written professionally and succinctly
Ten minute exercise

Read the example referral report provided.

- Discuss why this is a good referral report?
- What areas of advice does it provide?
- Do you think there could be anything else added?
ALWAYS

• Imagine how you would feel receiving the referral report and write it with that in mind.

• Be happy with what you have written *your professionalism is on test!*

• Assessors must ALL agree with what has been written.
Appeals?
Appeals Process - I

- Received by the office within 21 days of result
- Chairman and Assessors asked to comment
- Reviewed by an appeal panel
- Appeal is either declined or approved for re-assessment
- About 1% of referrals are appealed against
Take note, appeals happen because:

- The Panel provides a poor referral report
- The Panel conduct a poor interview
- The Panel acted unprofessionally
- The Panel questioned outside of competencies
- The Panel questioned badly
- The Panel made flippant remarks
- The Panel don’t follow protocols
- The Panel discriminate in some way
Audit
Maintaining Quality

- Auditors monitor and provide feedback
- Panels are expected to take Auditors guidance
- Auditors can be of benefit should an appeal occur
- Auditors play no part in assessment decisions
- Candidates are informed of their presence
- Audits are carried out at the discretion of RICS
Inclusivity and Diversity
Inclusivity and Diversity – it’s not just what you see

Waterline of Visibility
Examples of key bias that come into play in assessments:

**Similarity bias** – We like people who are like us.

**Familiarity bias** - We think that people are more competent and likable when they act in a predictable way or remind us of others in our lives.

**Confirmation bias** – we look to confirm our beliefs about other people by seeking out evidence that our assumptions about them are correct.
Disabilities
Disabilities

- Candidate’s make RICS aware (Application stage)
- Dyslexia, speech, hearing, visual etc
- RICS has strict procedures
- Assessor awareness
- Specialist TRAINED assessors
- Further information provided
- Unlikely new assessors will be required to assess these candidate types
Ethics, Professional Practice & Rules of Conduct
Global Ethics Standards

1. Act with Integrity
2. Always provide a high standard of service
3. Act in a way that promotes trust in the profession
4. Treat others with respect
5. Take responsibility

www.rics.org/ethics
Ethics for Assessors

YOUR TURN!

The ethics module and test will:

1. Aid in developing your own ethical questions to pose in the interview

2. Provide you with an insight into the examination the candidates have completed prior to interview

3. Meet your CPD ethics requirement

4. Ensure all assessors have the latest ethics understanding
Assessment of the Rules of Conduct

- Generally asked by Chairman
- Level 3 competency
- May come out during assessor questioning
- Check if your Assessors wish to ask any
- Candidate error here, will end in referral!
- Try and use relevant experiential question
Admin and Resources
Administration

- Your contact ...........
- Offering assessment dates
- Assessment centres
- Travel expenses
Confidentiality is important!

- Consider when and how you discuss the candidate with your panel members.

- Do not discuss the candidate or their documentation with anyone outside RICS, the candidate or your panel members.

- Retain the paperwork, in a secure environment, for 3 months after the assessment, once this time has lapsed ensure you destroy all documentation confidentially.
Bribery and Corruption Policy

• RICS Requirement - mandatory for all Assessors

• CPD Relevant (Formal Learning)
Any Questions?

WHERE  WHAT
WHO   HOW
WHEN  WHY
Finally

Questionnaire

• Assessor information?

Feedback

• What you thought of today?