

RICS Survey: Review of Entry and Assessment into the Profession, and the role of post-qualification CPD

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Introduction

Entry and assessment standards and processes for all grades of RICS membership are critical to ensuring confidence in the profession. They provide the gateway to membership, ensuring individuals have the right knowledge, skills, experience and behaviours at the point of entry.

RICS' Governing Council has established the **Entry and Assessment to the Profession Review**, a programme of work to research, design, and implement any new assessment processes identified for the profession.

Your views are critical to help define the next steps in our review as it covers all aspects of entry and assessment into the surveying profession. The project will review and, where necessary, make changes to the following areas:

- Eligibility requirements, including the role of the accredited degree, experience requirements, direct entry routes and their impact on diversity
- Role of student and membership levels (AssocRICS, MRICS and FRICS)
- Pathways and competencies
- Methods of assessment, including the role of computer-based assessments
- Quality assurance of assessments
- Chartered designations
- Other RICS schemes and certifications
- Relationship to post-entry learning and Continued Professional Development (CPD).

Our goal is to ensure, through collaboration with RICS members and other stakeholders, that the RICS' qualifications remain relevant in an ever changing, dynamic landscape, in which we continue to uphold and renew our public interest remit.

We will make every effort to support our membership reflecting both their current and future needs and those of the industry in promoting an ethos of equality, high quality practices, and standards engendering innovative approaches.

Our current focus is borne from previous reviews and, more recently, the RICS *Futures Report* (2020) and the RICS *Defining our Future* consultation (2021). The themes set out below reflect the questions and comments made by our members:

- How can we better define our membership eligibility criteria and routes to encourage a more diverse and inclusive profession?
- How can we 'uncomplicate' RICS pathways and competencies so they are inclusive, accessible, fit for purpose and retain confidence in current membership as well as attracting future generations?
- How can we better conceive our assessment and verification methodologies in a way that ensures validity, consistency, and reliability globally?
- How can the RICS education frameworks be developed to ensure they meet the needs of the current and future generations?

To explore these topics in more depth, we invite you to respond to this survey via the RICS iConsult platform:

[RICS Review of Entry and Assessment into the Profession, and the role of post-qualification CPD - RICS iConsult](#)

For ease of reference, the survey is based around four topics:

1. Membership eligibility, pathways and competencies
2. Assessment methodology/quality assurance
3. Education and accreditation
4. CPD framework.

The survey should take no more than 30 - 45 minutes to complete. A preview of the questions is included below. Please use the iConsult platform to respond.

Please respond ONLY to the questions/sections you feel are relevant to you. If you do not wish to answer a question you may leave it blank and move onto the next.

For RICS members and candidates, this can count towards your formal CPD requirement.

Whilst responses remain anonymous, if you would like to be kept informed and included in the next stage of the review, please complete your contact details at the end of the survey. Following a period of analysis of these results, we would like to engage further with individuals/organisations to explore the emerging areas.

Thank you for your feedback.

1) Which stakeholder group do you belong to?

- RICS Chartered member (MRICS)
- RICS Chartered member (FRICS)
- RICS Associate member
- RICS Candidate member
- RICS Student member
- RICS accredited university
- Non-member
- Other (please specify)

2) If you are a RICS-qualified professional or working towards your RICS qualification, which pathway did you qualify through/are enrolled on?

Free text:

3) Are you involved with the RICS in any other capacity? For example, a RICS Assessor, Counsellor, teaching on a RICS accredited programme, or part of a RICS regional board/forum?

- Yes (please specify)
- No

Free text:

4) Which country do you primarily work in?

Free text:

5) Are you responding in an Individual capacity or on behalf of an organisation?

- Individual
- Organisation

6) If you're responding in an individual capacity, how many years industry experience do you have?

Free text:

Section 1 – Membership grades, pathways and competencies

Candidates applying for Chartered or Associate membership of RICS are assessed on sector-specific skills, knowledge and experience set out in sector [pathways](#).

For each pathway, candidates must demonstrate a range of competencies, which are split into two categories – **non-technical** (mandatory and applicable to candidates across all pathways) and **technical** (the core and optional competencies relevant to the chosen pathway)

- 7) What do you consider are the most important knowledge, skills and behaviours (technical and non-technical) needed in your role at the point of qualification?

Free text:

- 8) If you are a RICS-qualified professional, how well did the competencies you were assessed on reflect the requirements of your job role and activities at the point of qualification, now, and in the future?

- i) At the point of qualification
- ii) Now
- iii) In the future

Free text: please give reason for your answers

- 9) Some responses to the *Defining our Future* consultation highlighted the large number of RICS [pathways](#) and competencies is confusing for candidates. Do you agree the number of pathways is confusing?

Yes
No

Free text: please give reason for your answer

10) Following on from question 9, do you agree there are too many competencies in the framework?

- Yes
- No

Free text: please give reason for your answer

11) Competencies are divided into mandatory, core, and optional. Are these classifications relevant?

- Yes
- No

Free text: please give reason for your answer

12) RICS assesses competence in three levels of attainment – *Knowledge and understanding* (Level 1), *Work-based experience* (Level 2) and *Depth of knowledge and providing reasoned advice to clients* (Level 3). Are there any competencies in the current framework where you think the current level assessed needs to be changed?

Free text: please give reason for your answer, including which competencies and for which pathways are you referring to.

13) Some responses to the *Defining our Future* consultation highlighted the current pathways and competencies framework requires candidates to choose and focus on pathway specific competencies quite early. Could a staged approach towards qualification be appropriate where a candidate focuses on the most important knowledge, skills and behaviours (technical and non-technical) to become a CS as a first stage followed by focused training in a specific role?

- Yes
- No

Free text: please give reason for your answer

14) Are there any new competencies which need to be added, or existing competencies that should be removed from the current framework?

Free text: please give reason for your answer, including which competencies and for which pathways are you referring to.

15) The RICS *Futures Report* (2020) highlighted the role of Sustainability. RICS is committed to aligning commercial and public interests in this area, developing practical solutions that enable the profession to help drive positive change. All RICS candidates must demonstrate the Sustainability competency to Level 1. Is RICS doing enough to assess Sustainability in the current framework at the appropriate level?

Yes

No

Free text: please give reason for your answer.

16) The RICS *Futures Report* also highlighted the role of Data and Technology. RICS is committed to including a greater role in data capture/gathering as technology evolves across the built and natural environment, Is RICS doing enough to assess Data and Technology in the current framework?

Yes

No

Free text: please give reason for your answer.

Section 2 – Assessment and quality assurance

In responding to RICS' *Defining our Future* consultation, some respondents commented that RICS' current assessment model was "end loaded" with a heavy reliance on the final assessment interview.

Additionally, whilst responses highlighted the need for RICS to remain conscious as to the important distinctions between the AssocRICS and MRICS grades, the current route to progress from AssocRICS to MRICS is considered a significant barrier; costly, onerous and overly complex.

17) Do you believe RICS' final assessment interview is the best way to assess competence at RICS Level 1 (Knowledge and understanding)?

Yes
No

18) Do you believe RICS' final assessment interview is the best way to assess competence at RICS Level 2 (Work-based experience)?

Yes
No

19) Do you believe RICS' final assessment interview is the best way to assess competence at RICS Level 3 (Depth of knowledge and providing reasoned advice to clients)?

Free text: please give reason for your answers

20) Are there elements of the Chartered assessment that could be tested prior to the final interview to help make process less reliant on the interview?

Yes
No
Free text: please give reason for your answer

21) Is the current route for Associate members to progress to Chartered status suitable? If no, what changes would you like to see?

Yes
No
Free text: please give reason for your answer

22) Is the current route for Chartered members to progress to Fellowship suitable? If no, what changes would you like to see?

Yes

No

Free text: please give reason for your answer

23) The assessment process depends on members volunteering their time as assessors. We consistently struggle to provide the number of assessors to deliver the demand for assessments. What could RICS do to address this?

Free text:

24) What more could RICS do in providing the right support for Assessors, including any further training and regulation?

Free text:

25) Do you have any concerns about the current assessment model to deliver a consistent outcome for candidates? If yes, what could RICS do to address your concerns?

Free text:

26) What do you believe the role of the Counsellor should be? For example, provide candidates with technical support and guidance, teach candidates how to navigate the assessment process

Free text:

27) What more could RICS do in providing the right support for Counsellors, including any further training and regulation?

Free text:

Section 3 – Education and Accreditation

Accreditation is our process of working with education providers to recognise programmes relevant to a career in surveying and that support routes to professional qualification. RICS-accreditation demonstrates a globally-recognised standard of surveying education.

Holders of a RICS-accredited degree typically require a minimum of two years' relevant experience to apply for the RICS final assessment interview. Holders of a non-accredited degree require minimum of five years' relevant experience.

RICS student membership is free for those studying towards a professional career in surveying.

(UK markets only) Those undertaking the apprenticeship route undertake XXX years of study and XXX work experience

28) Are RICS-accrediting degrees sufficiently equipping graduates with the appropriate surveying knowledge for the subject area. If no, what could RICS do to address this?

Yes

No

Free text: please give reason for your answer

29) What are your views on RICS accrediting other types of programmes and qualifications?

Free text: please give reason for your answer

30) What benefits/services should student members of RICS expect?

Free text:

Section 4 – CPD framework post-qualification

Respondents to the *Defining our Future* consultation noted concern with the current RICS CPD framework. Some suggested it does not effectively maintain competence over time and acts as a tick-box exercise; others suggested the experience of recording CPD could be improved.

The majority of respondents agreed that RICS should move to making CPD a positive aspect of members' professionalism, targeted at their role and learning needs. Providing access to low-cost or free CPD was identified as one of the most important things RICS could do to increase membership value

31) Does the requirement to complete a minimum number of CPD hours per annum effectively support your professional development? If no, which alternatives should RICS consider?

Yes

No

Free text: please give reason for your answer

32) Does the requirement to a return a record to RICS on the minimum number of hours effectively support your professional development? If no, how could RICS better support members in providing assurance on their CPD activities?

Yes

No

Free text: please give reason for your answer

33) What improvements would you like to see to the process of recording CPD activities on the RICS member portal?

Free text:

34) Is the current RICS distinction between formal and informal CPD activities clear?

Yes

No

Free text: please give reason for your answer

35) Should CPD requirements be dependent on number of years' experience gained since qualifying?

Yes

No

Free text: please give reason for your answer

36) Should CPD requirements be dependent on a person's role and/or sector?

Yes

No

Free text: please give reason for your answer

37) Should some aspects/topic areas of CPD be mandatory for members practising in a specific sector (e.g. Fire safety for Building Surveyors)

Yes

No

Free text: please give reason for your answer

38) Current CPD is set at 20 hours per annum (including a minimum of 10 formal hours). Should RICS consider increasing this in line with other professions?

Yes

No

Free text: please give reason for your answer

39) Should an element of CPD be linked to specific areas? (tick all that apply)

- a. Social value (e.g., volunteering in the community in a role related to surveying)
- b. Climate change
- c. Sustainability
- d. Research and innovation
- e. New technologies
- f. Other (please specify)

Free text: please give reason for your answer.

40) What do you think are the main CPD/learning needs for your role in the future?

Free text:

Thank you again for your feedback. For RICS members and candidates, the time you have taken to complete the survey can count towards your formal CPD requirement.

Whilst responses remain anonymous, if you would like to be kept informed and included in the next stage of the review, please provide your contact details. Following a period of analysis of these results, we would like to engage further with individuals/organisations to explore the emerging areas.