

Education for Surveyors: An RICS Perspective

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Professional education is an
intrinsic part of being a
Chartered Surveyor.

RICS Educational Process

- Degree (bac+3) from accredited course;
- Two years' supervised and structured work experience;
- Assessment of Professional Competence;
- Continuing Professional Development – lifelong learning.

Agenda for Change (2000)

- elevating the standing of Chartered Surveyors;
- excellence in surveying education internationally;
- to achieve a “learned society”.

Proposals:

- graduates from a wide range of disciplines;
- developing APC to raise standards, improve consistency, and broaden the profession's skills base;
- full use of electronic web-based media;
- new standards for surveying degrees;
- properly planned continuing professional development.

Structure



Partnership – Generic Aims

- to maintain threshold standards;
- to attract bright entrants;
- promoting innovation;
- developing courses to meet profession's needs; and
- improving professional-educational links.

Centres of Academic Excellence

- competitive entry;
- appropriate range of curricula;
- excellent teaching faculties;
- international standards of research;
- freedom to develop courses;
- attractive course promotion.

Key objectives for world-wide standards in partnership:

- internationally respected standards of student selection;
- highest quality teaching environment;
- exposure of students to most innovative ideas;
- curriculum which is relevant to practice;
- high calibre of graduate output.

Process for establishing partnership standards:

- relevance to different countries;
- quantifiable and publicly available;
- relevance to national job market;
- average attainment level for students;
- consistency of output grades;
- variations between student admission procedures taken into consideration;

Process continued:

- external reviews of overall teaching and learning environment;
- university should engage with high quality research;
- overall programme should prepare graduates for surveying profession.

Threshold Standards

- minimum level of entry qualifications for entrants;
- research rating;
- teaching quality score;
- minimum level of graduates in relevant employment.

External Examiners

- quality assurance in university courses;
- appointed by the university;
- approved by RICS;
- function is to ensure:
 - maintenance of university award; and
 - students are treated fairly.

External Examiners

- involved in all levels of assessment;
- attend examination boards;
- comment on management etc. of course;
- confirm pass lists and recommendations for the awards;
- make annual report to university.

External Examiners

- sufficiently senior and experienced to command authority;
- independent of the course/university;
- do not hold more than two posts;
- academic and practitioner examiners should complement each other's experience;
- write annual reports.

Assessment of Professional Competence

- administered by the RICS;
- two years structured professional training;
- supported by supervisor and counsellor;
- covers the competencies identified;
- assessments every three and six months;
- documentary evidence;
- interview and presentation.

Continuing Professional Development

- systematic updating and enhancement of skills, knowledge and experience;
- a normal part of how professionals plan and manage their working lives;
- mandatory requirement – 60 hours over three years;
- registration of learning objectives.

Conclusion

- professional education is a key concern of the RICS;
- partnership system and APC;
- Continuing Professional Development;
- learned society.