

# Assessment of Professional Competence

RICS Education and Training

July 2006 APC

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## Guide for supervisors, counsellors and employers – graduate route to membership



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# Guide for supervisors, counsellors and employers – graduate route to membership

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# Section one

## Introduction

### Commitment is key

The business world continues to change and management best practice focuses heavily on training as an investment for the future. The RICS Assessment of Professional Competence (APC) is part of that investment.

Those seeking membership of RICS must demonstrate their ability to operate as technically skilled practitioners and their commitment to meet high ethical standards which ensure the integrity of the profession is maintained.

Membership of RICS places on every member responsibility for the delivery of 'surveying services' within an ethical context and subject to specific core values. These values underpin all RICS conduct regulations and requirements.

This guide will help you prepare for the commitment and responsibility that goes with training an APC candidate. It provides background information and gives specific guidance on the requirements of the competencies and professional development. It looks at your involvement in the various stages and the reviews that must be carried out during the training period.

The roles of supervisor, counsellor and employer are fundamental to the APC. RICS greatly appreciates the time given to help ensure the maintenance of standards and the status of the profession.



# Section two

## Overview of the APC

### What is the APC?

The APC is the practical training and experience which, when combined with academic qualifications, leads to RICS membership.

The objective of the APC is to ensure the candidate is competent to practise as a chartered surveyor. The APC normally consists of:

- a period of structured training
- the final assessment interview.

The period of training is normally a minimum of 23 months, during which the candidate must complete a minimum of 400 days' relevant practical experience, followed by assessment after month 24.

### Graduate routes to membership

RICS recognises that some graduates will already have considerable work experience by the time they complete an accredited degree. RICS reduces the period of structured training for those with more than five years' relevant work experience.

- Graduate route 1 is for candidates with limited, or no, prior relevant experience
- Graduate route 2 is for candidates with at least five years' relevant experience
- Graduate route 3 is for candidates with at least ten years' relevant experience (separate guidance for this route is on [www.rics.org](http://www.rics.org)).

### Graduate routes 1 and 2 – at a glance

Academic Qualifications	Relevant Prior Experience	APC Structured Training	APC Final Assessment Interview
<b>Graduate 1</b> RICS accredited degree* Part-time and placement year students may enrol on to the APC during the final year of study or during the placement year. At least 11 months' structured training must be completed after graduating	None	<ul style="list-style-type: none"><li>• 23 months' structured training to meet competency requirements, followed by assessment after month 24</li><li>• Regular meetings with supervisor/counsellor</li><li>• 48 hours' professional development for each 12 months' structured training</li></ul>	<ul style="list-style-type: none"><li>• 60 minute interview including 10 minute presentation</li><li>• Testing on professional practice/ethics</li></ul>
<b>Graduate 2</b> RICS accredited degree* The 11 months' structured training must be completed after graduating	At least five years' relevant experience before starting APC. Pre-degree experience <b>can</b> count	<ul style="list-style-type: none"><li>• 11 months' structured training</li><li>• Regular meetings with supervisor/counsellor</li><li>• 48 hours' professional development over the structured training period</li></ul>	<ul style="list-style-type: none"><li>• 60 minute interview including 10 minute presentation</li><li>• Testing on professional practice/ethics</li></ul>

\*Those undertaking an accredited postgraduate degree part-time may enrol on to the APC and complete the structured training concurrently. They must have graduated from the RICS accredited degree course before being eligible to take the final assessment.

## Start points for APC

### Undergraduate start points

Undergraduate start points		
	Graduate route 1	Graduate route 2
<b>Full-time</b>	Start structured training as soon as in relevant employment	Start structured training as soon as in relevant employment
<b>Part-time/ distance learning</b>	Start structured training as soon as completed second level of degree. A maximum 12 months can be completed concurrently with the studies. The second 12 months' training must be after successful completion of the accredited degree	Start 12 months' structured training after successful completion of accredited degree
<b>Placement (sandwich)</b>	Start structured training when start work placement, provided have also completed the second level of the degree. The second 12 months' training must be after successful completion of the accredited degree	Start 12 months' structured training after successful completion of accredited degree

### Postgraduate start points

<b>Full-time</b>	Start structured training as soon as in relevant employment
<b>Part-time/ distance learning</b>	Start structured training as soon as begin course provided in relevant employment Can complete the required structured training concurrently with the studies

\* Start dates may be backdated by up to one month, BUT ONLY with the written agreement of RICS.

### The competency approach

The APC structured training is primarily competency-based. It requires candidates to demonstrate that they have the skills and abilities needed to perform specific tasks or functions. These are based on attitudes and behaviours as well as skills and knowledge.

The specific competencies candidates must achieve will depend on the APC pathway being taken. There is an APC pathway for each of the discipline areas in which surveyors work. As competence can only be demonstrated on the basis of actual work experience, the pathway will be determined by the candidate's employment. The candidate's supervisor and counsellor will advise the candidate on which pathway to follow. The detailed requirements for each pathway are set out in the *APC/ATC requirements and competencies guide, July 2006*. There is also a pathway guide for each of the APC pathways, which can be downloaded at [www.rics.org/pathway](http://www.rics.org/pathway)

The APC pathways are as follows.

- Arts and antiques
- Building control
- Building surveying
- Commercial property practice
- Environment
- Facilities management
- Geomatics (including hydrographic)
- Housing management and development
- Machinery and business assets
- Management consultancy
- Minerals and waste management
- Planning and development
- Project management
- Property finance and investment
- Quantity surveying and construction
- Research
- Residential property practice
- Residential survey and valuation
- Rural
- Taxation allowances
- Valuation

## The key elements of the APC

The key elements of the APC are

- Meeting the requirements for enrolment
- Appointment of supervisor and counsellor
- Selection and planning of competencies
- Training, experience and professional development
- Candidate recording experience and training daily in APC diary, and summarising this monthly in logbook
- Regular supervision meetings
- Sign-off of competencies by supervisor and counsellor, and revision of the training plan as necessary
- Preparation by candidate of final assessment submissions - signed off competencies, logbook, records of professional development, and critical analysis
- Application for final assessment
- Final assessment interview
- Results

## Record-keeping in more detail

As soon as the candidate enrolls, s/he must download the pack of record-keeping templates. These are the records s/he will complete as s/he progress through the APC, and submit to RICS when applying for final assessment. The download pack is obtained from [www.rics.org/apc](http://www.rics.org/apc) (follow the links for your world region).

The candidate will also keep records in the form of a training diary. S/he will use the information in the diary to complete the log book/achievement record. There is no need to record periods of less than half a day, or to record the mandatory competencies. However, attainment of the mandatory competencies must be recorded in the candidate's achievement record.

In your supervision/counselling sessions, you will refer to these records. You will need to be satisfied that the candidate is recording his/her experience and training adequately, and that the records show progression towards achieving the competencies in line with your training plan.

When the candidate has downloaded the pack of templates, you will see that it has detailed instructions on how records must be kept. In your early meetings with the candidate, you should go through the templates with him/her and ensure that you share an understanding of the type of content and the level of detail required.

**Professional development:** candidates must undertake a minimum of 48 hours' professional development for each 12 months' structured training. The APC professional development is an introduction to the candidate's RICS lifelong learning commitments following qualification.

It is the **candidate's** responsibility, with the supervisor and counsellor, to plan and achieve professional development. Professional development helps the candidate to gain extra skills and knowledge that are not always possible to achieve within the week-to-week business of the practice.

It is important to plan and structure professional development but to remain flexible. It must complement and support the APC competencies. It can be achieved from formal training courses, distance learning programmes, informal structured reading and secondments. The supervisor and counsellor should take an active interest and help with the evaluation.



The following framework may help you design a flexible plan with the candidate.

### Professional development plan

Personal skills development – linked to mandatory competencies – normally 16 hours per year

Technical skills development – linked to core/optional competencies – normally 16 hours per year

Professional practice skills development – linked to professional practice competencies, code of ethics and conflicts of interest – normally 16 hours per year

Ensure that at final assessment stages your candidate can provide evidence of a planned and systematic approach. The relationship between the topics selected and the competencies must be clearly demonstrated. The *APC candidate's guide – graduate route to membership* provides more details.

**Critical analysis:** a written report demonstrating the candidate's involvement in a project (or projects) during the structured training. It must provide a critical appraisal of the project together with an outline of the lessons learned. The *APC candidate's guide – graduate route to membership* provides more details.



# Section three

## The supervisor and counsellor

The supervisor and counsellor have the dual role of advising and supporting the candidate in their development, as well as assessing their competence. They must ensure the candidate gains the required range and depth of experience and training.

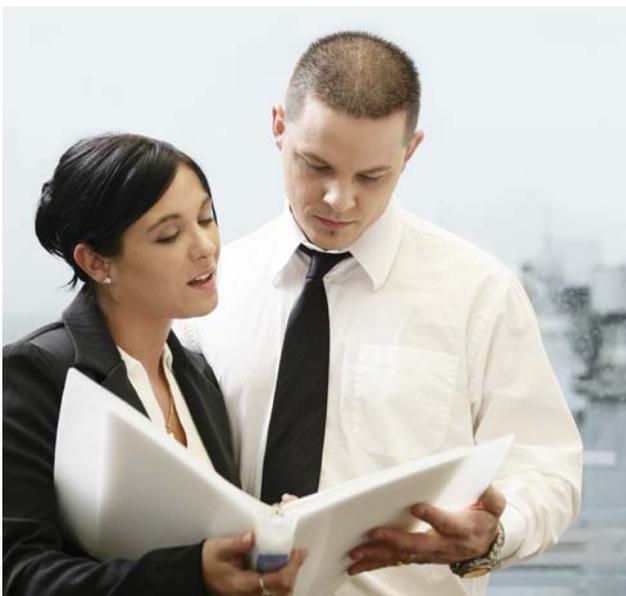
The APC supervisor should be the person who has day-to-day responsibility for the candidate and knows their work well.

The role of counsellor is more strategic, focusing on planning the training programme and monitoring the progress of the candidate. The supervisor and counsellor should liaise regularly to discuss the candidate's progress. Preferably, both should be members of RICS and from the same area of surveying practice as the candidate. The counsellor must be a chartered surveyor and can be appointed from outside the firm. In exceptional circumstances, the roles of supervisor and counsellor can be combined and be undertaken by one person.

The role of the supervisor and counsellor starts during the candidate's induction period. With the candidate you should prepare the structured training agreement and discuss professional development.

### The supervisor's role

- help the candidate choose appropriate competencies on enrolment
- support, guide and encourage the candidate
- give guidance on how to keep a diary up to date, reviewing it to see whether the competency references are correct. Are they claiming too many or not enough?
- help the candidate interpret the competencies to ensure that they receive credit for all activities carried out
- assess the candidate against the competencies every three months, completing their achievement record and the supervisor's three-monthly progress report
- ensure the log book is complete and accurate
- after 12 months (for graduate route 1 candidates), review with the counsellor and the candidate, the candidate's progress
- with the counsellor, assess whether the candidate has achieved the competency requirements of the APC pathway and has all the relevant evidence for the final assessment submissions
- support and guide the candidate on the critical analysis
- prior to final assessment, discuss with the counsellor the candidate's progress and readiness, complete the final assessment record
- if the candidate has been referred, discuss with the counsellor the candidate's progress and readiness for re-assessment.



## The counsellor's role

- help the candidate choose appropriate competencies on enrolment
- support, guide and encourage the candidate
- every six months, assess the candidate against the competencies and review overall progress as a second opinion to the supervisor
- at the six-monthly review complete the achievement record and counsellor's progress report
- discuss with the candidate and supervisor whether the candidate needs additional experience or training and agree who will organise it
- at the half way point review (for graduate route 1 candidates), liaise with the supervisor and the candidate, agree progress and focus for the coming months
- judge when all the competencies have been achieved and the candidate is ready for final assessment
- liaise with the supervisor and make sure that all the relevant documentation is included in the final assessment submissions, including the final assessment record
- work with the supervisor to give advice and guidance to the candidate preparing for the final assessment presentation and interview
- if the candidate has been referred, discuss with the supervisor the candidate's progress and readiness for re-assessment.

## Practical guidance

It is the responsibility of the supervisor and counsellor to ensure that the candidate is competent in all the required areas and to the required levels before applying for the final assessment. The training periods set out in this guide are minimum periods. Candidates must not come forward for final assessment too early.

A key role of the supervisor is the day-to-day assessment of progress against the competencies of the candidate's APC pathway. A key aspect to the successful management of the training period is therefore **your** in-depth knowledge and understanding of these competencies. The competency-based approach, while still assessing what people know, also assesses what they can do. You have to ensure that the candidate not only has the knowledge and understanding but can also put this into practice.

If you are the candidate's supervisor you will already be doing much of what is required to assess them, using similar skills to those for appraising staff:

- being aware of how they are performing in day-to-day activities, assessing competencies such as working in a team, problem solving and working to deadlines
- looking at work they have produced, learning more about their technical and professional knowledge and understanding
- asking questions about why they chose a particular approach, exploring their knowledge and understanding
- asking about the wider implications of their work, testing understanding of the whole work environment.

From this you can begin to form a judgement of how well they are doing. The point at which they are competent is when you are confident that they can carry out an activity without supervision to a standard that is acceptable to you.

Candidates need guidance and support to get the most out of their training programme. This is particularly important where you have reviewed their progress and have decided they are not yet competent. The candidate requires clear guidance on where they need to develop. The candidate may not realise there is a problem and miss out on a learning opportunity. These issues should be dealt with at the three-monthly reviews.

# Section four

## Enrolment

### **The importance of the candidate's enrolment date**

For candidates in the UK a delay of a few weeks in enrolling could put the final assessment back six months, as final assessments are normally held twice a year. Closing dates are given on [www.rics.org](http://www.rics.org)

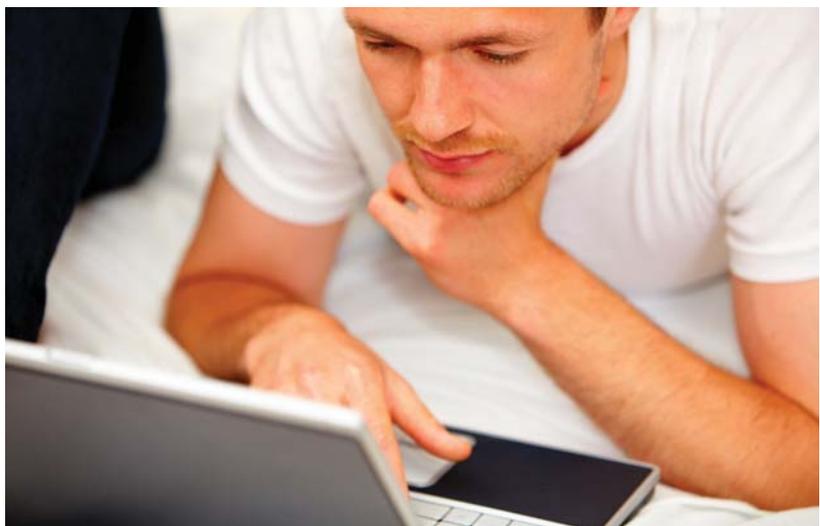
In addition to this guide, there are the following enrolment documents:

- the *APC candidate's guide, July 2006*
- the *APC/ATC requirements and competencies guide, July 2006*
- enrolment form obtainable from RICS Contact Centre.

Once the application is accepted, RICS confirms the candidate's registration and the start date for recording experience. This can in certain circumstances, and only with the agreement of RICS, be backdated by one month. Contact RICS for further details

### **Change of employer**

A 'change of employer' form is available on [www.rics.org](http://www.rics.org)  
The candidate must complete and return this to RICS Contact Centre if they change employment during the training period.



# Section five

## The competencies

Each APC pathway requires a period of structured training during which the candidate completes the mandatory and technical competencies that make up the minimum requirements for the APC. The competencies have three levels of attainment which are progressive in terms of skills and abilities.

**Level 1** – knowledge and understanding

**Level 2** – application of knowledge and understanding

**Level 3** – reasoned advice and depth of technical knowledge

The candidate must satisfy three types of competency.

**Mandatory competencies** – personal, interpersonal and business skills common to all pathways.

**Core competencies** – primary skills of the chosen APC pathway.

**Optional competencies** – selected by the candidate with the supervisor and counsellor from the list for the chosen APC pathway.

Discuss with your candidate and decide at which point they reach the required level of skills and abilities for each of the competencies. The number of days taken to reach the appropriate level of competence will depend on a combination of the following:

- the starting point – has there been any previous experience?
- the candidate's aptitude and speed of progress with the competency
- the quality of the training and experience provided
- the particular competency.

**Before you sign off a candidate at any level on the achievement record, study the wording of the particular competency carefully and consult the pathway guide.**

You must be satisfied that the candidate has been given the appropriate experience and will be able to answer questions on the competency at final assessment. The supervisor and counsellor make a judgement before signing off the candidate in the achievement records. This judgement must uphold the rigorous standards of RICS.

**Note:** there is no minimum requirement for the number of training days under each competency other than, in total, a minimum of 400 days within 24 calendar months' structured training for graduate route 1 candidates and 200 days within 12 calendar months' structured training for graduate route 2 candidates. Candidates will not necessarily achieve the required level of competence within the minimum training period.

### The mandatory competencies

These competencies are a mix of the professional practice, interpersonal, business and management skills that are considered common to, and necessary for, all surveyors. These competencies are compulsory for all candidates. Candidates must achieve the following minimum standards.

#### to level 3

Conduct rules, ethics and professional practice

#### to level 2

Client care

Communication and negotiation

Health and safety

#### to level 1

Accounting principles and procedures

Business planning

Conflict avoidance, management and dispute resolution procedures

Data management

Sustainability

Teamworking

### The technical competencies

For each APC pathway, specific technical competencies must be achieved – see page 4 for the list of pathways. The competencies are divided into core and optional. For some pathways there will be an element of choice in the core competencies. For the optional competencies a choice must be made from the APC pathway list. For some pathways one optional competency can be taken from the full list of technical competencies. Some pathways allow candidates to select a mandatory competency as an optional and take it to a higher level.

It is important that you give careful thought to the candidate's choice and combination of competencies. The combination must reflect not only the work of the candidate in their day-to-day environment (driven by the needs of clients/employer) but also what is appropriate to the APC pathway.

# Section six

## The final assessment

### Interview

The final assessment interview is primarily competency-based and your candidate will need specific skills for this. It is extremely important that you plan this within the candidate's training. Ensure that they have a good working and well-rounded knowledge of the particular APC pathway, as well as detailed experience of the core and selected optional competencies.

### Judging the evidence

Think about the type of evidence that will demonstrate the candidate's competence (for example reports, valuations, correspondence). Base your decisions on actual evidence of work produced rather than their ability to talk about what they do. Competency-based assessment is about the candidate being able to operate under normal work pressures, such as interruptions and tight deadlines. It is also about having interpersonal skills and being part of a team. The best way to judge this is to observe them in their normal day.

Be objective in your assessments and give the candidate reasoned advice.

The main ways to assess candidates are:

- observation in the natural course of your work and theirs
- examination of their work, asking the candidate questions
- speaking to other people who know their work for confirmation of their abilities.

When looking at the work produced by the candidate, find out what they did themselves and which aspects were done by teamwork. Talk to the candidate about this. The following questions will help determine whether the candidate has met the competencies.

- is the work they have produced relevant to the competencies they are claiming?
- is it sufficient? Are you sure the candidate could do this again in similar circumstances or was this a one-off?
- if a candidate is taking a long time to gain experience, is the evidence current? Can the candidate still do it?

The candidate must be competent in all the required competencies to the required levels **before** going for final assessment. If you use a variety of assessment methods and get to know the candidate's work over a period of time you will be able to make a sound judgement. The candidate cannot apply for final assessment until you have certified that, in your opinion, they have reached a level of proficiency that justifies attending the final assessment.

**Note:** When you sign off a candidate as competent on the achievement records, you are saying that not only can the candidate do the task in your organisation but, allowing for minor differences, could also do so in another organisation. Most importantly, you are saying that you consider this candidate to be suitable to become a chartered surveyor who will uphold the rigorous standards of RICS. You are signing a declaration in your capacity as an RICS member and you are bound by the RICS ethical principles and rules of conduct.



# Section seven

## Your role: a chronology

### Key aspects before training starts

- make your commitment clear from the outset
- help the candidate with the enrolment process
- discuss and agree the training plan
- plan the professional development
- put dates in diaries for three-, six- and 12-monthly reviews
- make sure that you sign the appropriate documents, at the appropriate times.

### Daily and weekly

The supervisor and the counsellor must maintain regular contact with the candidate. Most importantly the supervisor must:

- ensure the candidate's day-to-day work broadly covers their competencies
- discuss before and evaluate after any planned training or professional development activities
- help the candidate to keep their diary in a format that will encourage meaningful discussions at the formal quarterly reviews of progress against the competencies
- involve the candidate in work-based activities, ensure other staff are aware of the candidate's training needs and are prepared to assist when interesting opportunities arise
- record examples of the candidate's performance at regular intervals – to refresh your memory in your quarterly reviews.

### At the end of three months

The supervisor should:

- set aside a time and a place where you will be undisturbed
- prepare by reviewing the structured training agreement
- review the candidate's diary and log book
- review progress against the competencies as shown on the achievement records
- review your personal notes on the candidate's performance
- ask the candidate for their views and feelings on their progress – and ask them to prepare a few notes to bring to the meeting
- in this discussion always use as a reference point the competency definitions in the *APC/ATC requirements and competencies guide, July 2006*, and the individual pathway guide.
- at the end of the meeting record your comments on training to date as part of your ongoing progress report and aim to include one or two action points for the coming quarter to emphasise to the candidate that it is an active partnership
- ask the candidate to add comments to the progress report.

**Note:** repeat this process in months 9, 15 and 23

### At the end of six months

At this point the counsellor becomes involved, following the process outlined for the supervisor at the end of the first three months.

The counsellor provides a strategic overview of the candidate's progress against the competencies and should also assist with areas of uncertainty. There is no need for the candidate to have a separate meeting with the counsellor unless there are specific reasons for doing so – all three can meet together.

**Note:** repeat this process at the end of 18 months

### At the end of 12 months – the half-way point for graduate route 1

Within a month of recording 12 months' training from the confirmed start date, the candidate, supervisor and counsellor conduct a thorough review of the training and experience.

This is a significant point in the APC. It gives the supervisor and counsellor the chance, with the candidate, to review progress and forward plan the final 12 months' training. At this point some candidates will change supervisor as they move to a different part of the organisation.

Follow the same format as the six-month review but give more time to the candidate's training during this review. You should ensure that the log book has been completed. There needs to be a good balance in terms of the number of entries across the spread of competencies. It should show the candidate is on the way to fulfilling the requirements of the chosen APC pathway.

The candidate should write, for discussion at the review meeting, an account of the first 12 months' training and experience, covering the mandatory competencies, the technical competencies and professional development. The supervisor and counsellor will refer to this when they plan the rest of the training. This can include a note of competencies or levels where further experience is needed.

The supervisor and counsellor should, for this meeting, draw together the information from the three-monthly and six-monthly reports. These reports are internal and are not submitted to RICS. They should comment on the candidate's training to date, experience gained and abilities demonstrated. The candidate should also add comments to the reports. You should include information on the candidate's professional development, recording the main elements plus a summary of the key learning gained from each element.

### **Applying for final assessment**

At the end of 23 months (minimum) the candidate can apply for final assessment. They will have downloaded, at the beginning of their training, a template pack containing all the documentation they have to submit to RICS. That pack contains clear instructions on what must be signed by the supervisor and counsellor. Make sure you read the instructions carefully and sign the documents as required.

The candidate will then sit a final assessment interview after month 24.



## Graduate route 1 minimum timeline

	Month	
APC enrolment	1	Supervisor and counsellor appointed. Start diary, log book, recording professional development
	2	
3-month supervisor's meeting	3	
	4	
	5	
6-month supervisor's meeting 6-month counsellor's meeting	6	
	7	
	8	
9-month supervisor's meeting	9	
	10	
	11	
12-month half-way point assessment supervisor and counsellor	12	Begin identifying suitable project(s) for critical analysis
	13	
	14	
15-month supervisor's meeting	15	
	16	Critical analysis – identify and agree subject, prepare synopsis, discuss with supervisor/counsellor
	17	
18-month supervisor's meeting; 18-month counsellor's meeting	18	
	19	
	20	
	21	
	22	
23-month final assessment meeting with supervisor and counsellor and application for final assessment	23	Critical analysis complete
Earliest date for final assessment interview	24	

## Graduate route 2 minimum timeline

	Month	
APC enrolment	1	Supervisor and counsellor appointed. Start diary, log book, recording professional development Begin identifying suitable project(s) for critical analysis
	2	
3-month supervisor's meeting	3	
	4	
	5	Critical analysis – identify and agree subject, prepare synopsis, discuss with supervisor/counsellor
6-month supervisor's meeting 6-month counsellor's meeting	6	
	7	
	8	
9-month supervisor's meeting	9	
	10	
23-month final assessment meeting with supervisor and counsellor and application for final assessment	11	Critical analysis complete
Earliest date for final assessment interview	12	



## Results

RICS will let the candidate know the result within 21 days of the interview. Should the candidate be unsuccessful, the outcome is a referral; notification of this will include a referral report explaining why the panel reached its decision.

## Guidance for referred candidates

Your support and guidance will be of great importance to a referred candidate. Ask them to write a few notes about their experience in relation to the referral report contents. When you meet, adopt a counselling style of interview.

Help the candidate understand the outcome of the assessment and accept the reality of the situation. The candidate must take ownership of the outcome and either accept the result and not seek to blame anyone else or (if you feel that there are grounds for an appeal) provide you with evidence to support an appeal. You and the candidate must agree on a way forward.

## Appeals

The candidate will have 10 working days from the date of the results letter from RICS to make an appeal.

Details of how to make an appeal are on [www.rics.org](http://www.rics.org)  
Appeals may be made for one of three reasons:

- administrative or procedural matters: for example, the panel may not have been provided with the correct information
- questioning and testing of competence that has concentrated too much outside of the main areas of training and experience
- any form of discrimination.

## Re-assessment of referred candidates

The next step will be to steer the candidate through a further period of training and make preparations for the next assessment. The candidate will have to satisfy whatever further requirements are imposed by the assessors in the referral report. As a minimum they will:

- undertake a minimum of a further 24 hours' professional development
- write a new critical analysis or, if required, re-submit the original, suitably updated and amended
- submit a deficiency report setting out what they have done to overcome the shortcomings identified by the assessors.

The candidate will then be re-interviewed in the normal manner.

Your role is to provide daily and weekly support and guidance. First, agree the further training needs with the candidate based on the referral report. Before the candidate comes forward for reassessment, both the supervisor and counsellor must countersign a fresh checklist covering the referral templates and declaration.

# Section eight

## Where to find help

The roles of supervisor and/or counsellor carry responsibility and commitment. Working with RICS Faculties and the Education and Membership Committee, RICS Membership Operations offers extensive support and guidance for candidates and employers

### Resources available include

- The APC section of the RICS website ([www.rics.org/apc](http://www.rics.org/apc))
- RICS Books ([www.rics.org/services/RICSBooks](http://www.rics.org/services/RICSBooks))
- The RICS Library ([www.rics.org/services/library](http://www.rics.org/services/library))
- RICS Regional offices
- RICS local administrators outside the UK
- RICS training advisers
- The APC pathway guides

If you need any help during the training period call:

#### **RICS Contact Centre**

**T +44 (0)870 333 1600**

**F +44 (0)20 7334 3811**

**E [contactrics@rics.org](mailto:contactrics@rics.org)**

**W [www.rics.org](http://www.rics.org)**



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**Advancing standards in land, property and construction.**

RICS is **the world's leading qualification** when it comes to professional standards in land, property and construction.

In a world where more and more people, governments, banks and commercial organisations demand greater certainty of **professional standards and ethics**, attaining RICS status is the recognised **mark of property professionalism**.

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