



RICS Global Accreditation – Policy and Process

(Effective 1 January 2019)



Contents

Section	Page
Introduction	3
• What is accreditation?	
• Benefits of accreditation	
Process and decision	4
• Re-applying for accreditation	
• Retrospective accreditation	
Requirements	4
Criteria	5 to 10
Re-accreditation	12
Quality assurance	12 to 13
• External examiners	
• Annual Monitoring Report	
• Changes to an RICS-accredited programme	
Transnational education	14 to 16
Process matters	17
• Appeals	
• Complaint handing	
• Costs and fees	
Appendix 1 – Glossary	18 to 21

Version
Date published

1.1
5 August 2019

Introduction

What is accreditation?

Accreditation is our process of working with education providers to recognise programmes relevant to a career in surveying, which will support routes to professional qualification. Our accreditation demonstrates a globally recognised standard of surveying education.

Accreditation is for a fixed-term, normally of five years. This can be renewed through our reaccreditation process.

We partner with education providers to accredit undergraduate and postgraduate degree programmes. Accredited education providers are known as RICS Partners.

Benefits of accreditation

Education providers offering accredited programmes are associated with a leading professional standards organisation in land, property and the built environment, and have the potential to strengthen the viability of their programmes through closer links to the profession.

All accredited programmes are listed on a dedicated website (www.ricscourses.org). Prospective students, current students and graduates can check the status of a programme and find a suitable course by specialism or provider. The site sets out the faculty/provider contact details, if available, to enable the student to make direct enquiries.

We offer branded logos exclusively for our partners to use.

Process and decision

If a programme has been identified as suitable for accreditation, we will arrange a visit to the provider by an accreditation panel made up of RICS staff and RICS qualified professionals, to review the programme in further detail. The decision made by the panel on the visit will be submitted to the relevant RICS board for approval.

From the point of receiving a completed application form with all required information, it will typically take up to six months for an accreditation decision to be confirmed to the education provider.

Retrospective accreditation

Accreditation applies to students starting the first level of the accredited programme in the academic year in which accreditation is awarded. Universities must show this when advertising programmes.

Visiting panels can recommend retrospective accreditation is granted. This is subject to;

- There having been no major or substantive change to the contents of the programme
- An acceptable external quality assurance system having been in place during the retrospective period.

Typically, accreditation can be backdated by up to two years. There may be exceptional cases where the panel recommends a longer period.

The visiting panel must give a clear rationale if additional years of retrospective accreditation are being recommended.

Re-applying for accreditation

RICS-accreditation will not be granted to a programme when an accreditation visit has not resulted in a positive outcome. The education provider may re-apply for accreditation, but this would not typically be considered by RICS until at least a further 12 months after the initial accreditation decision.

Requirements

- Programme volume must be at least 3600 hours for a bachelor's degree (credit equivalent) and 1200 hours for a postgraduate master's degree or a postgraduate diploma. A post-graduate diploma accepting non-cognate students must be a minimum of 1800 hours' total qualification time
- For universities using authoritatively validated European Credit Transfer System (ECTS), an undergraduate award must have at least 180 ECTS and a postgraduate award must have at least 60 ECTS
- At least 1000 hours should be from at least the highest undergraduate level
- Confirmation that a programme is regulated in the country of delivery by the relevant education regulator/authority.

Criteria

1. Mapping to an RICS Pathway

Students who successfully complete an RICS-accredited degree can go on to undertake RICS' Assessment of Professional Competence (APC) to qualify as a Chartered Surveyor.

Chartered Surveyors work in a broad range of areas and fields of expertise, which we refer to as 'pathways'. Each pathway requires its own set of skills, knowledge, experience and competence to ensure professionals are qualified to perform at the highest levels of achievement.

RICS competencies are designed in three levels of attainment:

Level 1 – knowledge and understanding

Level 2 – application of knowledge and understanding

Level 3 – reasoned advice and depth of knowledge

The education provider will demonstrate that the programme meets the **Level 1** competencies of at least one pathway. The provider can choose no more than two pathways. It is expected that the programme will cover all core and mandatory competencies and the minimum number of optional competencies.

The contextualisation of the competencies for each area of practice as well as examples of the likely skills, knowledge and experience required to demonstrate the competencies are set out in the [individual pathway guides](#).

Where the education provider cannot map the programme against the minimum competency requirements for pathway, the provider must explain the reasoning for this.

Why is this important?

Our candidates must demonstrate Level 1, 2, and 3 competencies from a chosen pathway to achieve Chartered status; it is essential for a programme to align to at least one RICS pathway and to demonstrate that they are teaching RICS competencies to Level 1

How can this be demonstrated?

- The education provider will complete the RICS pathway competency mapping templates indicating how the programme meets the minimum mandatory, core and selected optional competencies to **Level 1 only**.

2. Student experience

The education provider will be to evidence student views of the programme curriculum, its resources, services and staff.

Why is this important?

We expect students to have access to a wide range of services such as placements, academic support, seminars, pastoral care and site visits and believe our professionals should possess technical competence as well as aptitude in leadership, communication and teamwork. The inclusion of this criteria helps students with the transition from education to professional practice.

How can this be demonstrated?

- Through means which measure programme and staff quality (for example External Examiner reports or QA reports produced by other bodies). The establishment will also show student representation on programme/faculty advisory committees.
- We will speak to students during an accreditation visit and collate their opinions on the curriculum, assessment structure, resources, services and staff. The feedback will be weighed against the information provided by the education provider.
- We consider graduates of RICS accredited programmes capable of working in a professional capacity; a quantifiable measure of the quality of an education provider's teaching and its ability to help students progress into the world of work, is student employment. An education provider needs to be able to show it is producing graduates with the underpinning knowledge and skills required of employers.
- Education providers are required to provide numbers of total graduates and numbers of graduates employed in a surveying related job role, where possible as well demonstrable activities at the education establishment that promote a career surveying.

3. Internal quality assurance

The education provider's quality management system must provide regular provision for the periodic review of the validity and relevance of the programme.

Why is this important?

Accreditation relies on education providers having robust quality management mechanisms in place that facilitate self-evaluation against programme criteria. Faculties must be committed to proactively ensuring high standards are met on the programme and maintained through internal QA. This may be through cross faculty QA providers or alternative methods. RICS also expects a programme to observe and meet any QA obligations mandated by government bodies.

How can this be demonstrated?

- Faculties will need to demonstrate the quality assurance measures in place for the programme.

4. Assessment procedures

The education provider will detail their programme assessment methods.

Why is this important?

We are looking for varied assessment methods for assurance that students can work through complex and technical tasks whilst exhibiting excellent written and oral communication skills. This can be in the form of closed/open written exams/papers, oral presentations, group work, vivas/theses etc. The quality and level of assessments should be robust and rigorous, with moderation of assessments and their settings.

How can this be demonstrated?

- By providing appropriate policies and procedures pertaining to the setting, moderation and marking of assessments (including marking matrices, guidelines). The education provider will also need to provide blank copies of previous assessments and exams for all programmes, along with a sample of marked exams/assessments across the spectrum of grades. This should include example papers of 1sts (or regionally equivalent grade), 2nds, 3rds and failed papers.
- Through the provision of programme guides that explicitly detail the assessment process, schedule and marking criteria for each programme.

5. Staff quality (academic)

The faculty must demonstrate that programmes are taught by appropriately qualified staff members for effective delivery of the programme

Why is this important?

We believe it is important for students to be educated by high calibre individuals who, collectively, are research active but also well-rounded academics and professionals. Education providers should encourage faculty to participate in activities that help with their professional development and would expect to see support structures for engagement between students and academics.

How can this be demonstrated?

- The provider is expected to take a proactive approach in ensuring the academic integrity of their staff is held to the highest standards.
- With respect to research, we acknowledge that some faculty will contribute more to research than others therefore we would like to see a faculty is research active and meets the research thresholds commonly accepted in the country the provider is based/where delivery takes places, if required.
- To effectively deliver a programme that maps to the competencies expected of a Chartered Surveyor we would expect to see Chartered Surveyors involved in the development and delivery of the programme.

6. Resources

Education providers will have resources of a good standard for students to ensure they are not disadvantaged in their learning endeavours.

Why is this important?

Students should have access to the best possible resources to further their academic studies, learn soft skills and develop their career.

How can this be demonstrated?

- Education providers are to provide examples of resources such as: library provision, subscriptions to databases for market data, research facilities, education and networking opportunities, work placements, site visits, workshops, tutorials, labs, etc.

7. Relevance to industry

The provider will demonstrate the relevance of the programme, including content, to industry expectations.

The provider is encouraged to have an established advisory/committee/industry group with external stakeholders who can provide insight and expertise that will influence programme development. At least one member of this industry group should be a Chartered Surveyor of the programmes chosen pathway.

Why is this important?

Education providers should be actively engaged with industry and practitioners, allowing for the development of a programme to be informed by industry. When amendments to a programme curriculum are planned, they should be considered within the academic fabric as well as against competencies of the chosen RICS pathway. We would expect a Chartered Surveyor to have a role in this process.

How can this be demonstrated?

- A programme seeking accreditation should have a Chartered Surveyor on its advisory panel, or equivalent. The decision to accredit a programme will not be conditional on this, but if not present, it is likely we would require the faculty advisory panel to invite a RICS Chartered Surveyor onto the panel within the first year of a programme being accredited. We would expect committees to hold regular meetings, producing minutes and any action points identified by the committee, to be addressed by the education provider.
- By providing information about the existing committee, including profiles of its members and demonstrate the advice from the committee has been actioned by the faculty.
- By demonstrating that research and innovation is informing and improving the curriculum and teaching methods.

8. Collaboration with RICS

The education provider will promote RICS and the faculty will promote RICS and International Standards within the programmes curriculum.

Why is this important?

We expect the education provider to promote RICS to its students and for the faculty to teach to international and RICS standards we have adopted where relevant to the programme.

How can this be demonstrated?

- By embedding the standards throughout the curriculum through teaching and promoting RICS' adoption of international standards and professional guidance.
- We understand it may not be possible for education providers in certain markets to teach to RICS' adoption of international standards. In this case we would expect an education provider to tell us why it is not possible, which standards they are teaching, and how they link to RICS.

For further information about RICS' standards and guidance, visit our [website](#).

9. Ethical standards

RICS' ethical standards are to be embedded into the programme curriculum.

Why is this important?

RICS professionals hold themselves to the highest ethical principles. Behaving ethically is at the heart of what it means to be a professional; it distinguishes professionals from others in the marketplace.

We've created a clear and streamlined set of professional and ethical standards to support qualified professionals and ensure that all those we deal with have confidence in us.

RICS is part of the [International Ethical Standards Coalition](#) (IESC). Further information about RICS' ethical standards can be found [here](#).

How can this be demonstrated?

- We expect these principles and standards to be woven through accredited programmes; ideally the principles would be embedded early in a programme, followed by the application of such as the programme develops.

10. Inclusion and diversity

The education provider is to demonstrate that this is embedded into the programme curriculum and the establishment's ethos.

Why is this important?

We have competencies related to inclusion and diversity and expect all programmes to map to these. This would apply not only to the curriculum but also to the education provider at large.

How can this be demonstrated?

- We may request data on students to analyse the diversity of cohorts across education establishments.
- We have produced a voluntary standard known as the Inclusive Employer Quality Mark (IEQM). It is designed to help firms in the profession gain a competitive advantage and a diverse workforce. Education providers can sign up to the IEQM [here](#).

Re-accreditation

Re-accreditation follows the same process as accreditation. It is the responsibility of each education provider to ensure an application for reaccreditation is made in enough time before its current accreditation lapses.

We normally require the re-accreditation process to take place in the academic year prior to the last accredited intake starting the programme. Failure to follow this schedule may result in cohorts of students not being accredited.

The requirements and procedures for a re-accreditation visit will mostly be the same as they were for the first accreditation visit. For some degree programmes accredited in more than one location this may differ. Accreditation visits will be decided on a case-by-case basis. It is highly likely that in a region where there are no local education staff, a visit will be required.

Quality Assurance

External examiners

External examiners act as independent and impartial advisors, providing you with informed comments on the criteria we have set and student achievement in relation to those criteria. The process is therefore an integral and key part of education provider quality assurance. External examiners verify that standards are appropriate for a specific award, assist education providers in the comparison of academic standards across higher education awards, and confirm processes for student assessment, examination and the determination of awards are sound and have been fairly conducted.

The Global EQS Department will require notification of all external examiner appointments made by the education provider. Two external examiners must be appointed to an accredited programme. At least one of these examiners must be a RICS qualified professional. The term of an external examiner should normally be four years.

Exceptions based on local regulatory requirements, practice, including extensions, will be permitted following discussion and approval. We will allow an external examiner to hold their position for no more than two institutions concurrently.

Exceptions to the above rules can be granted on a case-by-case basis. Typical exemptions may include overlapping accredited programmes within one faculty where the same pairing of external examiners may be used, or where programmes have fewer than ten students, we may accept one external examiner.

Criteria for appointment

External examiners will:

- have appropriate standing, expertise and experience in the field of the accredited programme
- have current involvement in academic activities or professional practice related to the field of study
- have recent external quality assurance experience or comparable related experience (e.g. internal examining)
- not be employed by another department/faculty of the education provider
- not have been an external examiner for the programme within five years of previously having completed an external examiner appointment to the education provider.

We recommend that for a new programme, one external examiner is asked to examine a programme for three years and the other examiner is asked to do this for two years to ensure a phased recycling of external examiners. A proposed examiner who has no previous experience at

the appropriate level, should be supported by a co-examiner with prior experience when conducting this role.

A nominated external examiner must declare any conflicts of interest or previous close involvement with the education provider concerned, which might compromise objectivity.

Process

External examiners are required to report annually to the education provider and to RICS (for example, via the annual monitoring process), on the conduct of the assessments just concluded and, on any issues, related to assessment.

Within an agreed period of concluding their visit, the examiners will each prepare a report and send them directly to the education provider. The education provider will have an agreed period to consider the reports and they may add comments. The reports will then be submitted to the relevant education staff member.

Annual Monitoring Report (AMR)

The process of obtaining and reviewing data from the education provider, about the performance of the accredited programmes. The data must be submitted to RICS in the form of an Annual Monitoring Report (AMR), which sets out the following:

- Details of faculty changes
- Changes to the content/curriculum of the programme
- The number of applicants, enrolments, graduates, student attainment, graduate destinations
- Changes to management
- Changes to available resources
- Engagement with local RICS office
- Research activity
- A brief overview of any relevant actions or recommendations from the external examiners' visit or report(s), including information from the provider about any feedback and/or action taken in response to these.

The focus of an AMR is on the provision of information and data that will support the accreditation process. This information may be obtained through a meeting with the university's representatives and RICS staff.

AMRs provide data to assist with quality assuring accredited programmes and support our relationship, prompting engagement and allowing for conversations about any concerns to help maintain accreditation for the longer term.

Changes to an RICS-accredited programme

The education provider must inform Global EQS within one month of any significant changes introduced after a course has received its accreditation.

Transnational education

Transnational education (TNE) is the provision of higher education for students based in a country other than the one in which the awarding education provider is located in. In this document, 'home' means the world region in which the original accreditation was granted and 'local' means the new location of a programme which the education provider is seeking approval of.

Accreditation processes according to method of delivery:

1. Entire degree taught at a remote campus

- a) Characteristics: Education provider's own campus is in another location where all levels of the degree programme are taught at the remote campus. Intake, progression, assessment and final outcomes mirror delivery at the home campus. Teaching faculty are directly employed by education provider.
- b) For an existing accredited degree, RICS staff in the home region will undertake a desk-based review of the intended delivery. The relevant RICS board will be notified. The presumption will be that accreditation will be extended to cover delivery at the new location. If this is recommended, local staff and/or a RICS qualified professional will visit the education provider. The intention includes establishing contact with the education provider in the new region, exploring the possibilities of informing students about RICS, visits from RICS professionals, encouraging alumni to join RICS, and other possibilities of mutual benefit to the education provider and RICS.
- c) Degrees that are developed solely for the local market will be accredited by the relevant local RICS board and the relevant home RICS board will be consulted throughout the accreditation process.

2. Degree delivered in association with a local partner with visiting staff

- a) Defined as a provider offering an existing accredited programme internationally either through a local delivery partner, with significant staff input from the home education provider. The home education provider will be the degree awarding education provider. Programme design, delivery and assessment will be identical to that in place at the home education provider and teaching will be carried out jointly by the awarding education provider and the regional partner - there will be some local faculty employed by the partner, and some teaching carried out by faculty from the home education provider who will visit for the purpose. Assessment, examination boards and quality assurance will normally be wholly the responsibility of the awarding education provider.
- b) For any degree already accredited for delivery in the home region, the policies of the relevant home RICS board apply. The accreditation process will be:
 - Relevant RICS boards are notified
 - Detailed desktop review by staff of home region
 - Accreditation visit mandatory: staff from home region will make all preparatory arrangements for the visit
 - The accreditation panel usually consists of RICS education staff and RICS qualified professionals
 - Final report to be prepared by RICS education staff for consideration by relevant home and local RICS boards
 - Decision wherever possible to be by consensus. In the event of disagreement between the two RICS boards, the board that is reported into will have the final decision.

3. Franchise degrees

- a) The education provider licenses an existing accredited degree for full delivery by a regional partner. The home education provider will be the degree awarding education provider. Programme delivery and assessment will normally be the responsibility of the regional education provider. However, in some cases the home education provider may provide the overlying quality assurance, including marking of assignments and examination boards.
- b) An accreditation visit will be mandatory. The focus of the accreditation process will be the local teaching arrangements, quality of teaching faculty and quality assurance and on verifying that the degree programme follows the same syllabus as the form in which it was approved.

4. Top-up degrees (sometimes called '2+1' or '2+2')

- a) A degree provider delivers the final year or two years of a degree in a new location. Students with identified local qualifications such as higher diplomas may articulate to the final level(s) of a degree. The 'top-up' may be taught under any of the preceding arrangements – own campus, flying faculty, or franchise.
- b) An accreditation visit will be mandatory.

5. Supported distance learning

- a) The education provider delivers a programme by distance learning but provides some local support. This is defined as: where a third-party provider has a contract with the awarding education provider to contribute to deliver one or more from the following: admissions policy, setting or marking assessments or examinations, learning support in the form of visits by teaching staff with face-to-face lectures, seminars etc.
- b) Normally, provided the degree is already accredited in distance learning mode, the accreditation will follow the process as in 2(b).

6. Dual-awards

- a. If both education providers are already accredited, an accreditation visit will not be required, and the programme will be treated in the same way as a request for accreditation of a new programme for both education providers.
- b. If one education provider is not accredited, the other will need to seek and receive accreditation.

7. Underpinning principles of transnational accreditation:

- a) This framework relates only to extension of an existing accreditation to cover delivery of the same degree in a different location.
- b) Any education provider offering a degree at a location other than the location at which accreditation was originally granted must inform RICS. A degree delivered at an alternative location will be accepted as an accredited degree only if expressly approved by RICS.
- c) A standardised suite of documents will be used for all accreditation, including transnational accreditation.

- d) Accreditation will be extended to cover delivery of an accredited degree in a new location only if the degree has received approval/ accreditation/ recognition from any statutory authority responsible for regulating the profession in the local market where the programme is delivered.
- e) Extension of accreditation under a transnational arrangement may be for an initial two- or three-year period, which will be reviewable. After successful review the degree will join the cycle of accreditation for the home delivery. All transnational programmes should be considered for reaccreditation at the same time as the renewal of accreditation for home delivery.
- f) External examiners will be required to report specifically on transnational programmes.
- g) Any transnational delivery of an accredited programme must be treated as a separate agenda item in accreditation meetings with the education provider.
- h) Any breaches of accreditation criteria relating to delivery in one location (including the home location) will be deemed to relate to the delivery of that programme in all locations and may result in the suspension or withdrawal of accreditation for the programme.

Process matters

Appeals

An education provider has the right to appeal on the grounds of administrative or procedural issues only. RICS Education Standards must receive the appeal, clearly setting out the reasons for it, in writing within 14 days of the provider being issued with the outcome of the accreditation process. Once an appeal is received, it will be considered by the relevant RICS board.

A provider cannot appeal because they disagree with the decision. The appeal process will not review the merits of the accreditation decision. It looks at the way the accreditation process was conducted and will allow the appeal if there was fault in the process. It does not reach any conclusion about the suitability of a programme for accreditation.

For further information, please refer to RICS' appeals document, which is available upon request.

Complaint handling

If an individual has a complaint about a programme, please refer to RICS' complaint handling guide.

Costs and fees

Costs

All education providers applying for accreditation or reaccreditation are required to pay for any travel and accommodation costs incurred by the visit panel.

Fees

Accreditation fees may apply. These will be confirmed by RICS prior to your application being submitted.

All costs and fees paid by the education provider are non-refundable.

Appendix 1 – Glossary

A	Accreditation: The process of review, inspection and monitoring whereby RICS ensures that a specific programme meets its academic standards for entry to the profession.
	Assessment of Professional Competence (APC): An assessment for the Chartered Surveyor qualification. The APC for holders of an RICS-accredited degree typically includes a period of work-based structured experience followed by a final assessment consisting of a written submission and interview with a panel of RICS-qualified professionals.
	Approval: Sometimes used to mean accreditation.
	Articulation: A transfer arrangement between a ‘home’ and ‘local’ institution. The home institution agrees to recognise and grant specific credit and advanced standing to applicants from a named programme of study pursued in the local institution.
B	Branch campus: Model of in-country delivery. The home institution creates a campus on another site. Staff may be recruited locally or from the home institution, but they are employed by the provider. The home institution is solely responsible for programme delivery and all academic matters.
C	Cohort: The student year group on a degree programme. For example, on a full-time programme, the “2019 cohort” includes students who start the first year (level 1) of the programme in 2019 and those who join the programme at level 2 in 2020 and level 3 in 2021. See also “Intake level”.
	Cognate: A course / programme / degree / diploma in a subject area closely related to an RICS pathway.
	Competency: The knowledge, skill and ability that must be demonstrated by candidates for professional qualification.
	Condonement: Allowing/discounting a poor performance in one subject of an examination or other assessment, normally because of a good performance achieved in another subject.
	Contact hours: The number of hours in which a student is in contact with teaching staff during lectures, tutorials, lab sessions etc.
	Continuing Professional Development (CPD): All qualified professionals must undertake relevant CPD. They must keep records and submit these to RICS each year.
	Costs: All education providers applying for accreditation or re-accreditation are required to pay for any travel and accommodation costs incurred by the visiting panel (RICS staff and accreditation reviewers).
	Course: A full programme of study leading to an award or formal qualification. Commonly referred to as ‘program’ in North America and Australia.
Credit: A method, quite commonly used in the UK, in Europe and more widely in North America, for counting academic progression, facilitating student transfers between programmes and education providers, and for exempting students from parts of programmes. In the UK, where credits are applied, 1 credit is equivalent to 10 study hours. Also refer to ‘ECTS’ below.	

D	Degree: An academic award at undergraduate or postgraduate level.
	Distance learning: Traditionally, distance learning is used to describe a learning experience which has little or no face-to-face contact. Students can study at their own pace and have limited interaction with other students or tutors on their programme. In recent years, many distance learning programmes have developed to include face-face teaching support. These programmes are often described as ‘supported distance or blended learning’. International students often see these programmes as ‘part-time’ rather than distance learning’. The teaching may be delivered by UK academics overseas to teach part of the programme; or through local tutors/academics; or a mix of the two.
	Dual/joint award: The home institution and local partner provide programmes leading to separate awards (dual award) or to a single award made jointly by both (joint award)
E	ECTS (European Credit Transfer System): is based on the principle that 60 ECTS represent the workload of a full-time student during one academic year.
	Exemption: When students are not required to complete all the normal requirements of a degree because of their prior qualifications and attainment.
	External examiners: Independent and impartial advisors (normally an academic from another university and a practitioner) to education providers. Their role is to make informed comments on the criteria set and student achievement in relation to those criteria. External examining is an integral and key part of education provider quality assurance.
	External Quality Assurance: The use of external examiners to ensure criteria are met by the education provider for accreditation as part of the annual monitoring report.
F	Faculty: Used in many parts of the world to describe a department within a university or college specialising in one subject area or several related subject areas.
	First degree: An academic qualification awarded for successfully completing a programme at a university. It traditionally takes at least three years of full-time study.
	Fees: The structure of fees that can be charged by RICS to an education provider for accreditation.
	Franchising: A model of in-country delivery. The home institution licenses a local institution to teach some or all the entire programme, so that students can receive the award of the home institution without attending the home campus. The local institution is responsible for delivery of the programme. The home institution makes the final award and has overall responsibility for content, delivery, assessment and quality assurance. A related term (not specific to in-country delivery) is articulation.
G	Graduate: A person who has successfully completed a first university degree.
H	Honours degree: The definition varies from country to country. In RICS publications, unless otherwise specified, it is the highest level of undergraduate degree commonly available.
I	In-country delivery/collaborative provision: Used to describe programmes where the delivery mode is predominantly face-to-face (for the whole of a programme or part of it). Teaching is usually delivered through a local partner institution or through a branch

	<p>campus. Most of the teaching will be delivered through locally based tutors. The level of input into the programme and delivery from home institutions can vary.</p> <p>Intake: A group of students who start a programme (or a level on a programme) at the same time.</p>
M	<p>Masters: Postgraduate degree awarded after completion of taught programme, programmes of research, or a mixture of both. Longer research-based programmes often lead to the degree of MPhil. Most Master programmes last at least one year if taken full time and are taken by students with an Honours degree or equivalent. Some accredited master's degrees are awarded after extended undergraduate programmes lasting, typically, one year longer than the Honours degree programme.</p> <p>Module: One of a set of separate units that when combined form a complete education course.</p>
P	<p>Partnership: Previously the term for a light-touch approach to ongoing accreditation assurance. All education providers with accredited programmes are RICS partners.</p> <p>Pathway: The surveying specialism through which a candidate completes an RICS assessment. Each pathway contains competencies relevant to the area of surveying practice.</p> <p>Programme volume: The number of study hours a programme comprises, or credits it is worth, including private study.</p> <p>Professional development: Candidates for professional qualification must complete a minimum of 48 hours' professional development, annually. This provides the opportunity to gain knowledge that might not be available in a practice context, or to extend or build upon professional knowledge.</p> <p>Professional ethics for RICS professionals: An online assessment used for all assessments to chartered qualification.</p>
R	<p>Re-accreditation: When a programme is accredited for another fixed-term.</p>
S	<p>Sandwich course: A degree programme in which periods of academic study are integrated with industrial/professional placement(s). The student's performance on the placement normally counts towards the degree assessment.</p> <p>Study hours: The total number of hours of study assumed for completion of a unit of a programme or for a complete degree programme. Hours of study are notional and in practice, the actual hours of study taken to complete the unit will vary. The hours are factored through lectures, seminars and other contact time as well as private study, revision etc.</p>
T	<p>Total qualification time (TQT): The total number of hours it takes to complete a qualification. This includes contact and non-contact hours.</p> <p>Transnational Education (TNE): The provision of higher education for students based in a country other than where the awarding institution is based.</p> <p>Twinning programme: A model of in-country delivery. This is where the home institution has a local partner. The local partner teaches part of the home institution's programme using their own staff. Students transfer to the home institution's own campus to complete the programme. Typical combinations are:</p>

	<p>1+2 – the first year of the degree programme is delivered overseas followed by two years in the home institution.</p> <p>2+2 – foundation and first-year degree are delivered overseas and the final two years of the programme in the home institution.</p> <p>3+0 – are delivered entirely by the partner institution and do not involve any period of study in the home country.</p> <p>The home institution will provide the programme material to the local partner or agree to accept the partner’s own programme as an alternative. The local partner is responsible for programme delivery. The home institution is responsible for monitoring standards.</p>
V	<p>Validation: The process of internal academic review where education providers ensure that existing and proposed programmes meet their own standards and objectives.</p>