Embedding Responsible AI

in Built Environment Education



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Agenda

01	**Context and professional landscape** AI in education and the RICS reference point	09 min
02	**Methodology and BRIEF** Interpreting requirements as knowledge, skills and behaviours	10 min
03	**Educational implications** Four areas for curriculum, teaching and assessment	08 min
04	**BRIEF teaching activity** One area, one K, one S and one B in an integrated activity	25 min
05	**Group discussion and synthesis** Learning evidence, achievable changes and support needs	05 min
06	**BRIEF Hub and collaboration** Demonstration and an invitation to form a community of practice	03 min

University AI policy is an uneven starting point

41%

of 163 institutions had no publicly accessible AI policy

96

publicly accessible policies formed the study sample

86%

classified as education-dominant by keyword analysis

The sector has no shared approach

163 institutions have 163 separate responses to the same challenge. Many operates primarily as detection-and-discipline frameworks (Plagiarism).

Source: Illingworth (2026), HEPI Policy Note 71

Professional expectations create an educational task

Universities are not regulated Firms

Professional practice

Appropriate AI use, protected data, critical judgement and clear accountability.

Built environment education

Learning activities that let students practise and explain these responsibilities.

Professional requirements need translation into learning outcomes and evidence.

Source: RICS (2025); AI4QS (2025), pp. 4–8

AI policy and curriculum design ask different questions

Questions about use

When is AI permitted?
What must students disclose?
How is misuse handled?

Questions about learning

What should students understand?
What should they be able to do?
What responsible choices should they demonstrate?

Sources: Illingworth (2026); AI4QS (2025); BRIEF documentation

A changing professional landscape

Body / publication	Form	Professional contribution
CIOB • AI Playbook (2022)	Research and commentary	Concepts, opportunities and Implications
RTPI • Planning and AI (2025)	Practice advice	Concepts, opportunities and risks
RIBA • AI Report (2026)	Research and commentary	Adoption, ethics and implications
ICE • Code (2026 revision)	Professional conduct code	AI accountability, disclosure and competence
RICS • Responsible AI (2025)	Dedicated professional standard	Explicit requirements for surveying practice

Different instruments carry different expectations and obligations.

Sources: RTPI (2025); RIBA (2026); ICE (2026); RICS (2025); CIOB (2024)

Why focus on RICS?



RICS describes it as the

First global professional standard for responsible AI use in surveying practice

Published September 2025
Effective 9 March 2026

A concrete basis for examining educational needs.

Source: RICS (2025)

Research question

What baseline capabilities do professional requirements imply for education?

Methodological approach

1 **Hermeneutic reading and interpretation**
Identify competence implications in clauses and their wider context.

2 **Three-researcher consensus**
Review interpretations, discuss differences and agree the implications.

3 **Mapping to BRIEF**
Link agreed implications to KSBs and retain the originating RICS clause.

4 **Educational translation**
Identify implications for teaching, assessment and reflection.

Analytical outputs

Professional competence mapping

Translating RICS Responsible AI Standard into BRIEF v1.0

Educational recommendations

Embedding Responsible AI in Built Environment Education

Interpretive mapping with researcher consensus; teaching effectiveness remains to be tested.

BRIEF defines responsible AI competence

Built Environment Responsible AI Competence Framework

A structured register of the knowledge, skills and behaviours professionals need to engage with AI responsibly.

Empirical work

Professional interviews and focus group discussions

Evidence synthesis

Review of AI competence and governance frameworks

Consultation

Academic and professional feedback

Development

Iterative drafting and versioned releases

Source: BRIEF documentation and the authors' workshop draft

Seven dimensions, 77 KSB statements

01 AI fundamentals and data literacy

02 Data governance, ethics and security

03 AI governance and risk management

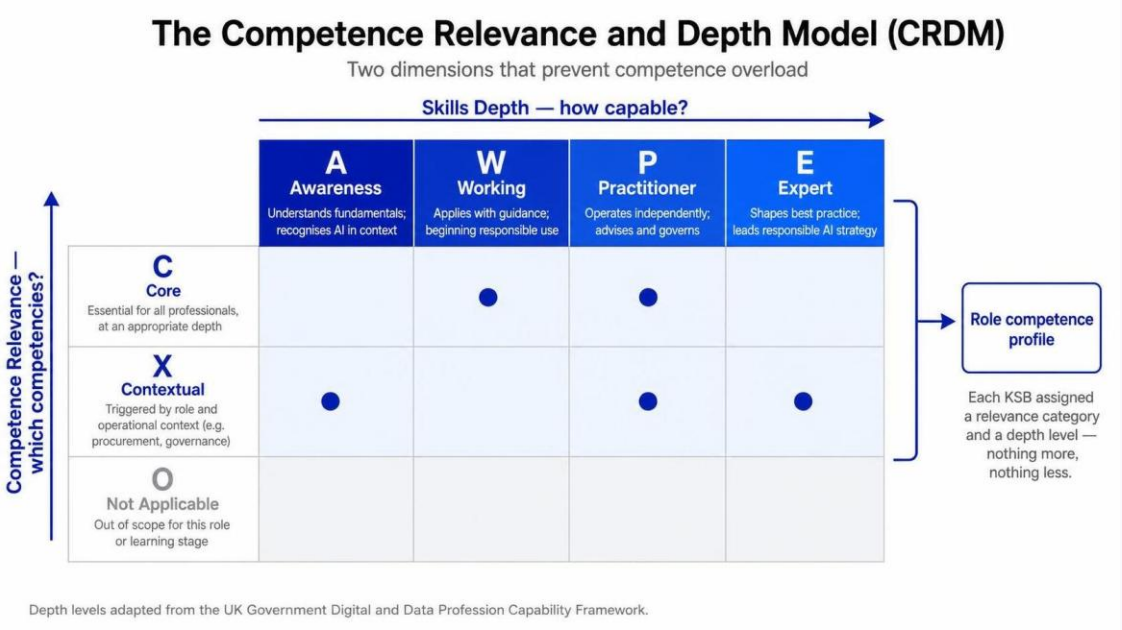
04 Communication, collaboration and transparency

05 Responsible innovation and continuous learning

06 Ethics, accountability and professional judgement

07 Procurement, due diligence and system lifecycle management

Competence depends on relevance and depth



Baseline knowledge for using AI

Identified area	RICS sections	Relevant BRIEF KSBs	What educators should do	How it could be done
Baseline knowledge	S2 AI knowledge	K1.1 Types and Functions of AI K1.2 AI Failure Modes	Embed AI literacy in core and discipline-specific modules.	Case seminars comparing AI and manual outputs, such as valuations. Ask learners to explain a tool's strengths and weaknesses.
	S2 Knowledge S4.2 Judgement	S1.1 Critical Interpretation B1.1 Professional Scepticism	Teach critical evaluation and cultivate professional scepticism.	Peer review and mentoring: challenge AI-assisted decisions and propose safeguards.
	S3.1 Data governance S4.2 Assumptions	K2.1 Data Protection Principles B1.2 Intellectual Integrity	Explore confidentiality, intellectual property and academic integrity.	Reflective logs documenting AI contributions, observed limitations and the learner's own judgement.

Selected educational mappings. KSB labels shortened; depth depends on the learner's role.

Sources: RICS (2025), sections shown; AI4QS (2025), p. 5; BRIEF and AI4QS (2026).

Practice management and transparency

Identified area	RICS sections	Relevant BRIEF KSBs	What educators should do	How it could be done
Practice management and transparency	S3.2 AI policies	K3.1 AI Governance Structures S3.1 Governance Documentation	Set clear programme policies for acceptable and prohibited AI use.	Publish explicit AI guidelines in programme handbooks and assignment briefs.
	S4.3 Advance disclosure §4.4 Information	K4.1 Client Communication Requirements B1.2 Intellectual Integrity	Require learners to declare and explain AI use in submissions.	Add a submission declaration explaining where and how AI contributed to the work.
	S4.3–4.4 Disclosure	S4.1 Transparent Communication B4.1 Openness	Train learners to communicate AI use transparently to clients.	Client role plays using an AI estimate, design, schedule or forecast. Presentations or vivas explain AI support and human judgement.

Selected educational mappings. KSB labels shortened; depth depends on the learner's role.

Sources: RICS (2025), sections shown; AI4QS (2025), p. 6; BRIEF and AI4QS (2026).

Risk management

Identified area	RICS sections	Relevant BRIEF KSBs	What educators should do	How it could be done
Risk management	S3.3 Risk register S3.2 Governance	K3.1 AI Governance Structures S3.2 Risk Assessment and Mitigation	Review modules and assessments for vulnerabilities to AI misuse.	Annual module risk reviews: examine whether AI use could undermine the intended learning outcomes.
	S3.3 Risk management S4.2 Judgement	K1.2 AI Failure Modes B3.1 Accountability	Redesign assessments around applied, contextualised learning.	Use site-specific feasibility analyses. Group SWOT or PESTEL exercises examine AI risks and opportunities in a project.
	S3.1 Data governance S3.3 AI risks	K2.3 Bias and Fairness S3.1 Governance Documentation S3.2 Risk Assessment and Mitigation	Expose learners to emerging AI risks relevant to professional practice.	Project risk-register workshops and industry cases. Learners document risks and write short reflective briefs.

Selected educational mappings. KSB labels shortened; depth depends on the learner's role.

Sources: RICS (2025), sections shown; AI4QS (2025), p. 7; BRIEF and AI4QS (2026).

Procurement, due diligence and output assurance

Identified area	RICS sections	Relevant BRIEF KSBs	What educators should do	How it could be done
Procurement, due diligence and output assurance	S4.1 Procurement S3.2 Appropriate use	K7.1 AI Procurement Processes S7.1 Vendor Evaluation	Curate appropriate AI tools for coursework and explain their selection.	Procurement simulations: review vendor information for an AI scheduling tool.
	S4.1 Due diligence	K2.3 Bias and Fairness K6.2 Liability and Duty of Care S1.2 Data Validation	Teach due diligence through source checking, dataset scrutiny and recognition of bias.	Due diligence reports evaluate data quality, transparency, liability and sustainability impacts.
	S4.2 Output reliability	K6.3 Human Responsibility S1.1 Critical Interpretation B1.1 Professional Scepticism	Simulate professional assurance practices in coursework.	Justification tasks and oral defences explain why an AI design, estimate, schedule or forecast can be relied on, and what checks it needs.

Selected educational mappings. KSB labels shortened; depth depends on the learner's role.

Sources: RICS (2025), sections shown; AI4QS (2025), p. 8; BRIEF and AI4QS (2026).

WORKSHOP 25 MINUTES

BRIEF teaching activity

Choose one area and one K, one S and one B from the worksheet.

03	07	07	05	03
Choose	**Teaching**	**Assessment**	**First change**	**Barriers**
Area and KSBs	One integrated activity	Evidence for K, S and B	Low hanging fruit	Implementation and support

Use all three selected KSBs in one activity. Record ideas on the supplied worksheet.

GROUP DISCUSSION 5 MINUTES

What could we try, and what would we learn?

1 Teaching and evidence

Briefly share your area, selected K/S/B and activity. What would demonstrate learning?

2 A feasible first step

What small change could you make, and when?

3 Community support

What barrier needs help? What could the BRIEF Hub community of practice contribute?

Synthesis: connect the professional responsibility, selected competence and visible learning evidence.

BRIEF Hub demonstration



RAI4BE Hub: rai4be.org

brief.rai4be.org

Collaboration?

- Info@rai4be.org
- Info@ai4qs.com
- A.saka@westminster.ac.uk
- K.ayinla@lboro.ac.uk

Community of practice

- **Pilot:** one module or CPD activity
- **Co-develop**: cases, teaching resources and assessment rubrics

References: professional landscape

01 RICS (2025). Responsible use of artificial intelligence in surveying practice.

02 RICS (2025). Launch announcement for the global AI professional standard.

03 RTPI (2025). An introduction to Planning and AI.

04 RIBA (2026). AI Report.

05 ICE (2026). Code of Professional Conduct, guidance to Rules 1–3.

Reference titles link to the source publications.

References: education and competence

06 Illingworth, S. (2026). What UK university AI policies actually do: A study of 96 institutions. HEPI Policy Note 71.

07 Ayinla, K., Saka, A. and Akinradewo, O. (2025). Embedding Responsible AI in Built Environment Education. AI4QS, pp. 5–8.

08 AI4QS (2026). Translating RICS Responsible AI Standard into BRIEF v1.0.

09 AI4QS. BRIEF documentation and authors' framework development summary.

10 BRIEF activity worksheet. Workshop teaching, assessment and reflection prompts.

AI4QS documents and activity worksheet supplied by the authors.