**Technical & Professional Education:** ***Opportunities & Future Directions:***

# *Strengthening Authentic APC Readiness*

## *through Q&A-Based Assessment in Quantity Surveying Degree Apprenticeships”*



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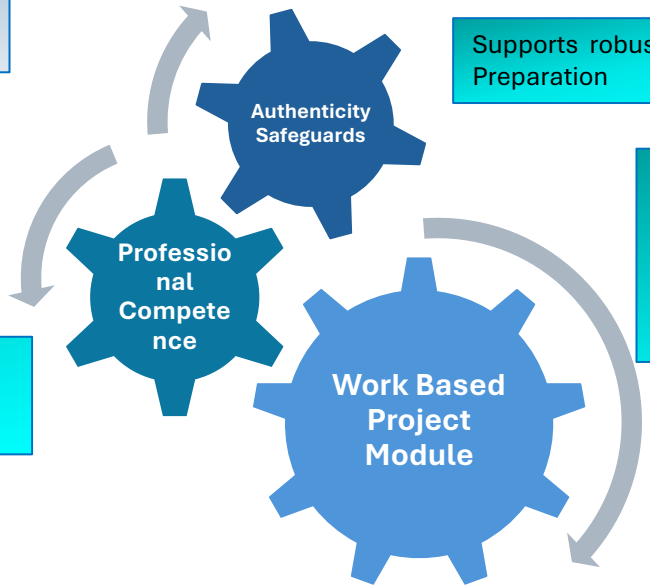
# Learning Outcomes

## Technical Education: Degree Apprenticeship Programme

**AIMS : Design Assessments**

**Innovation Assessment Approach**

Supports robust APC/EPA Preparation




Addresses Accredited Providers Concerns:
- Enhance Validity
- Integrity
- Employability Outcomes

Strengthen Assessment Approach
- reflect industry professional practice

**Transferrable Assessment Design Principles:**
- **across professionally accredited programmes, and ;**
- **Built environment and wider Professional Programmes**

# Challenges Facing Higher Education

## Why Must Assessment Change?

- Generative AI challenges traditional assessment and raises authenticity questions
- Verifying authenticity is increasingly important
- Written work alone may not evidence competence
- APC/EPA requires judgement and dialogue
- Assessment should align with practice
- Apprentices require APC/EPA readiness

**Can students write it, explain it and defend it?**

**Implications of the AI Era Professional Dialogue supports authenticity and ownership**

**- Assess authentic professional competence rather than simply evaluating written outputs**

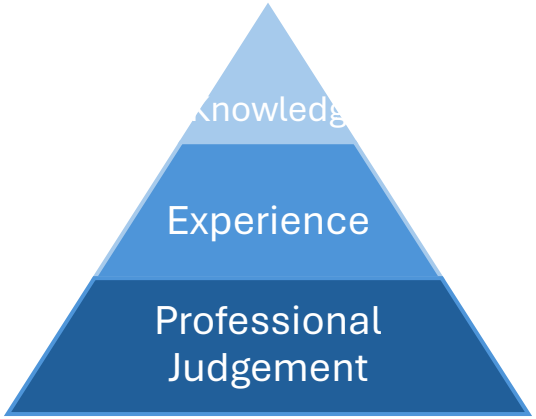



*Source: Bearman et al. (2024)*
*RICS (2024)*

# Sector Context: APC /EPA Expectations

| APC /EPA require more than written work | Professional competence requires: | |
|---|---|---|
| **APC/EPA Reality** | | **RICS candidates must:** |
| - Explain decisions<br>- Justify approaches<br>- Demonstrate competence<br>- Respond to challenge | - judgement<br>- ethical reasoning<br>- evidence-based decisions<br>- communicati<br>assessor-dialogue. | • Explain experience<br>• Defend decisions<br>• Demonstrate judgement<br>• Respond to questioning<br>competence |

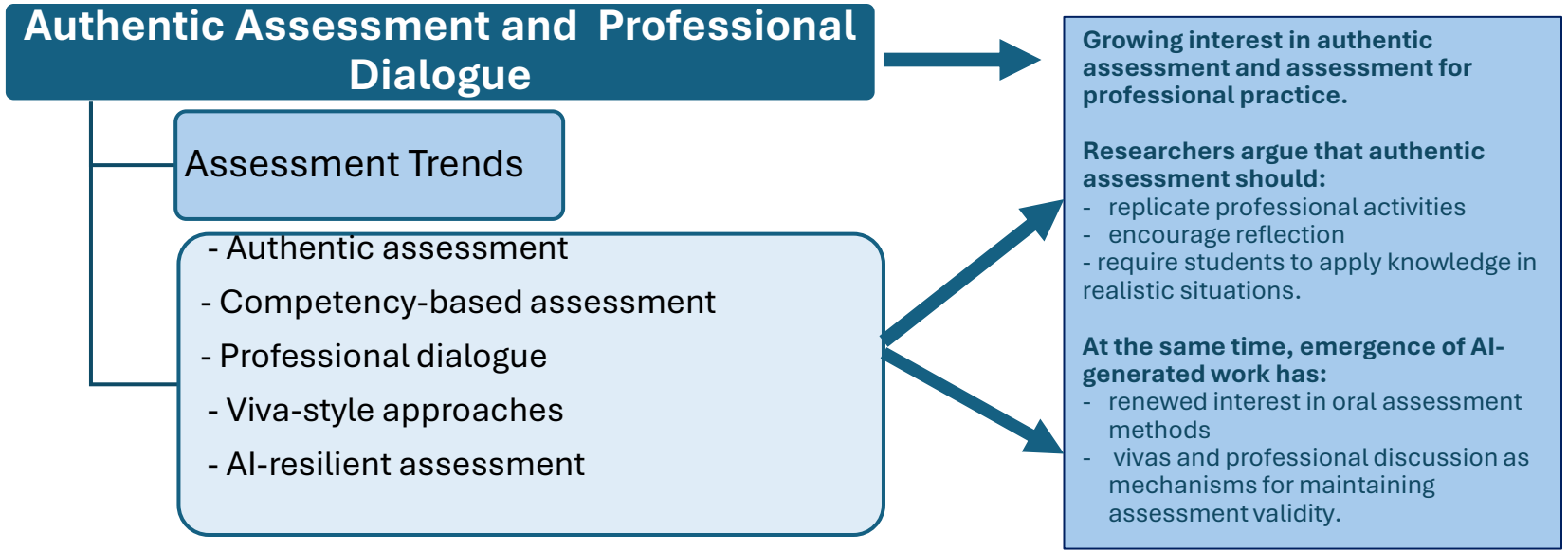
Fig 1. Knowledge Triangle




**Embedding professional dialogue during university assessment may therefore offer stronger alignment with APC expectations.**

*RICS (2024)*
*Boud & Soler (2016)*

# Academic and Framework Focus




**There appears to be a Gap, few examples exist of APC-style questioning embedded in undergraduate assessment within accredited surveying programmes**

*Source: Villarroel et al. (2018)*
*Bearman et al. (2024)*
*Ajjawi et al. (2020)*

# Educational Innovation: Module Context

**Assessment Implemented within 6329BEUG Work Based Project III – Final Year QS Degree Apprenticeship Module**

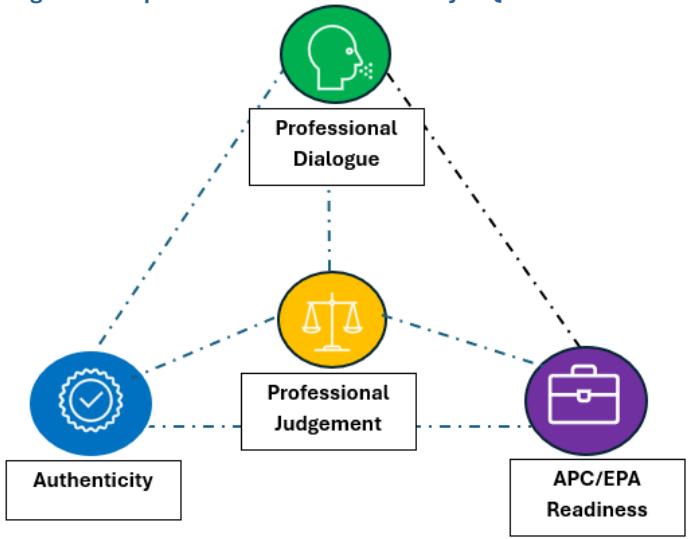
**10 Mins Q & A Interview - (RICS Style Mock Interview )**

1. Summary of Experience; RICS Competencies (Knowledge) – 2 nr. Questions
2. APC Style Case Study – 2 nr. Questions (Skills and Behaviours)
3. Professional Practice/ Ethics / Rules of Conduct
4. OTJT/ Development Planning

Professional Evidence → Grade

**Assessing ownership, authenticity and judgement**

Fig. 2 Conceptual Framework for APC-Style Q&A Assessment




Source: LJMU Module Specification (2025/26)

# Assessment Design

**Q&A Interview Structure**

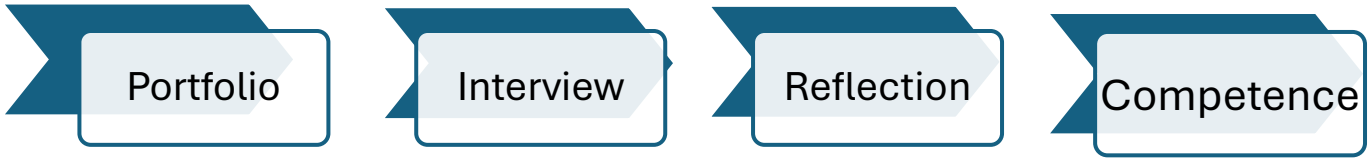
Students:

- Submit written portfolio
- Attend individual interview
- Respond to assessor questions
- Justify decisions
- Demonstrate professional judgement

**Q&A Interview Structure**

Assessors- Questions focused on:

- Workplace activities
- Competency evidence
- Decision-making
- Professional judgement
- Reflection




**Students were expected not simply to describe experience but to explain why decisions were made and justify approaches using professional reasoning.**

RICS (2024)

# Why Introduce Q & A ?

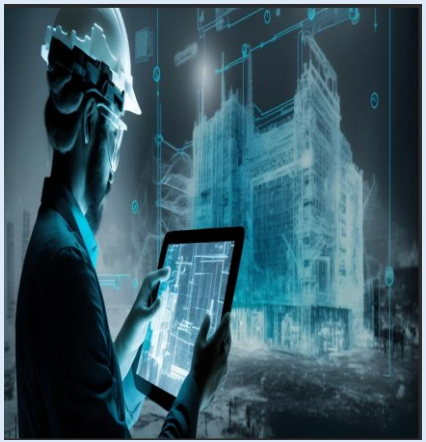



*Fig. 3 – Aims of Assessment*

**The 3 nr Aims align closely with Authenticity and Professional Competence**

*Source: Ajjawi et al. (2020)*
*Bearman et al. (2024)*

# Evaluation Methodology



**Evaluative Case Study**
**(Small Scale Approach)**

**Participants:**

- Final-year QS Degree Apprentices
- Survey Responses: n=19 (Out of 32)

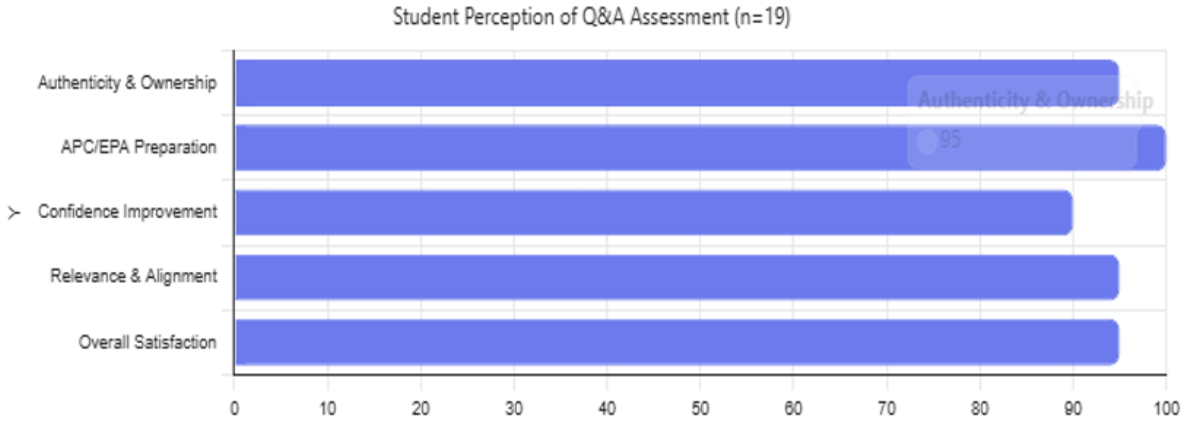
**Evidence Data Sources:**

- Assessment Design
- Staff Reflections
- Student Survey (60% Response)

**The evaluation focuses on perceived value and Educational Impact rather than Casual Effectiveness**

*Source: Yin (2018)*

# Student Perception




**Striking Results:**
**All respondent agreed or strongly agreed Q & A interview:**

- **90%-100% positive responses across all key measures**
- **supported professional preparation**
- **strengthened authenticity**
- **was relevant to their submission**
- **was fair**
- **should be retained**

**The survey demonstrates overwhelming majority student endorsement of Q &A based assessment as a more:**

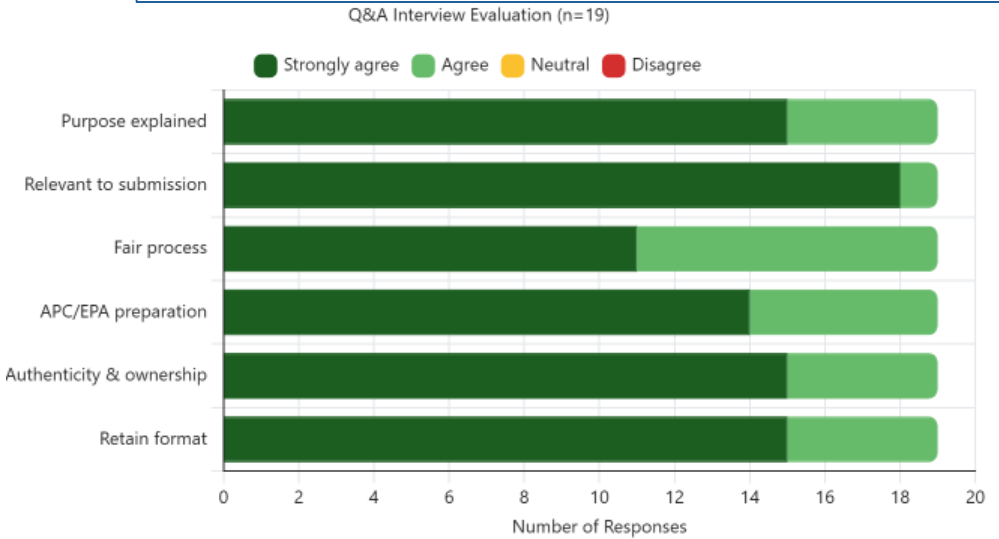
- **Authentic**
- **Confidence-building**
- **Professional relevant approach**

**Key Findings: The above demonstrates clear benefits for APC/EPA readiness, ownership of learning and competence outperforming traditional assessment formats.**

Source: Student Survey (n=19), LJMU 2026

# Assessment Evaluation: Stacked Likert Results

**Chart Shows Agreement Levels for the Key Evaluation statements.**




**Results:**
**100% Positive Results across all 6 nr. measures**

- **Purpose Explained: 79% SA | 21% A**
  **Relevant to Submission: 95% SA | 5% A**
- **Fair Process : 58% SA | 42% A**
- **APC/EPA Preparation : 74% SA | 26% A**
- **Authenticity & Ownership: 79% SA | 21% A**
- **Retain Format: 79% SA | 21% A**

**Key Findings: The Likert results show an overwhelmingly positive pattern.**

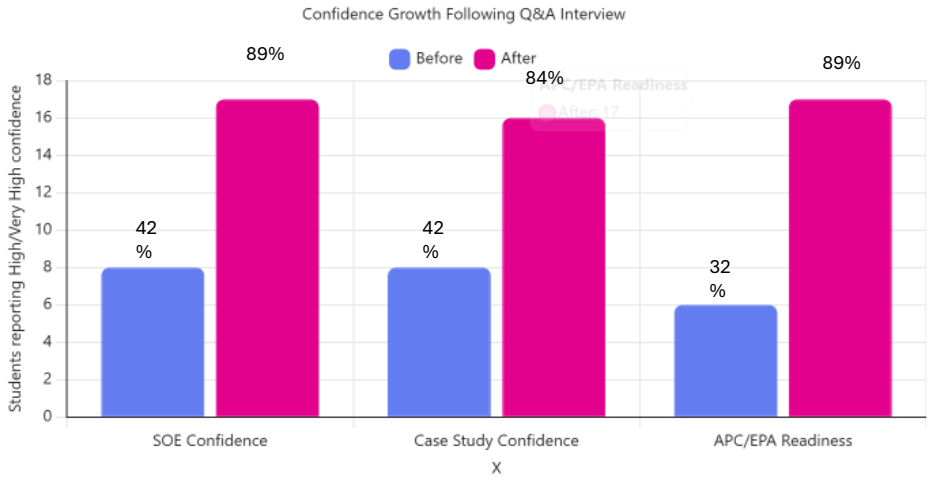
**No Negative Results Across Key Evaluation Measures**

**This level of consistency is unusual and suggests broad acceptance across the cohort rather than enthusiasm from a small subgroup.**

Source: Student Survey (n=19), LJMU 2026

# Confidence Growth

**Confidence Growth Chart Shows Increase in Students Reporting High/Very High Confidence Following Q & A Interview**




**Results:**
**Positive Results showing confidence increased across every dimension measure showing :**

- **Direction of Improvement**
- **Relevant to Scale of Improvement**
- **Educational Impact**

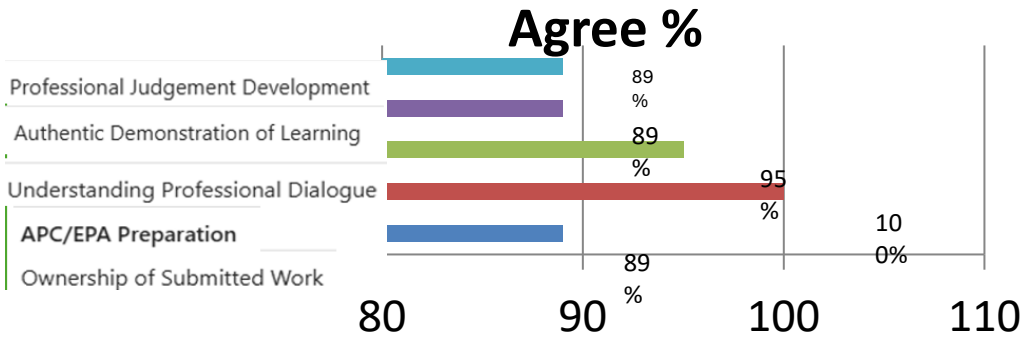
| Measure | Before | After | Change |
|---|---|---|---|
| Summary of Experience Confidence | 8/19 = 42% | 17/19 = 89% | +47 percentage points |
| Case Study Confidence | 8/19 = 42% | 16/19 = 84% | +42 percentage points |
| APC/EPA Readiness | 6/19 = 32% | 17/19 = 89% | +57 percentage points |

**Key Findings: Supports the Argument that Professional Dialogue Functions no merely as Assessment but also as Preparation for Future Assessment Encounters**

Student Survey (n=19), LJMU 2026

# Authenticity & Ownership

**Chart Shows Students Agreement that Authenticity /Ownership was Significantly Enhanced**




Results:

- Students reported stronger ownership and accountability for submissions.
- Current theme was 'Ownership'
- Encourage students to engage more deeply with their submissions and better understand them.
- Students felt more accountable for the evidence presented

Students strongly agreed that the interview:

- Encouraged **ownership of their work**
- Reduced the ability to rely on superficial or unsupported claims
- Required them to fully understand and justify their submissions

**Key Findings:** Clear Evidence that the Format Addresses AI-Related Authenticity Concerns

**Student Quote:** *"Knowing there was a Q&A interview forced me to take ownership of my written submission."*

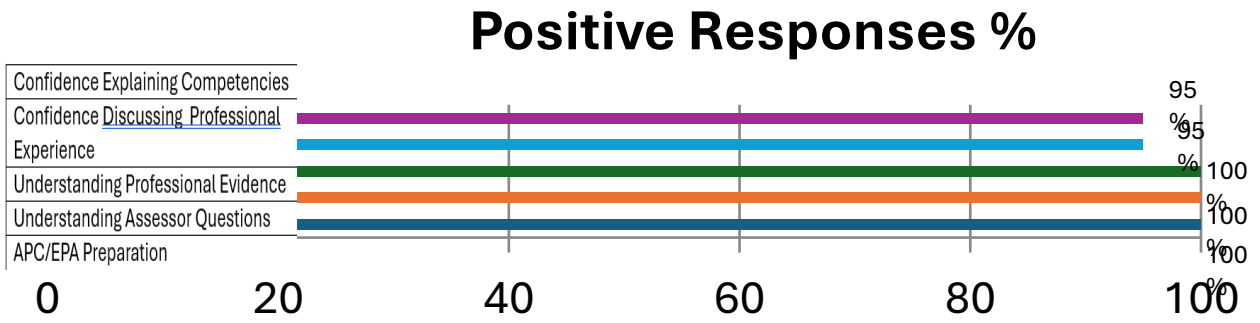
Source: Student Survey (n=19), LJMU 2026

# Professional Readiness

**Results:**
**Students considered assessment as:**

- **Resembling APC processes**
- **Valued experienced questioning , defending decisions and discussing professional experience under pressure**
- **Realism of the experience and understanding what future APC questioning may involve.**

**Chart Showing Student Perceptions of APC/EPA Preparation (n=19)**




**Key Findings:** 100% of respondents agreed that the Q&A interview improved APC/EPA understanding and professional evidence requirements.

Demonstrates strong Professional Relevance and Alignment to the APC/EPA

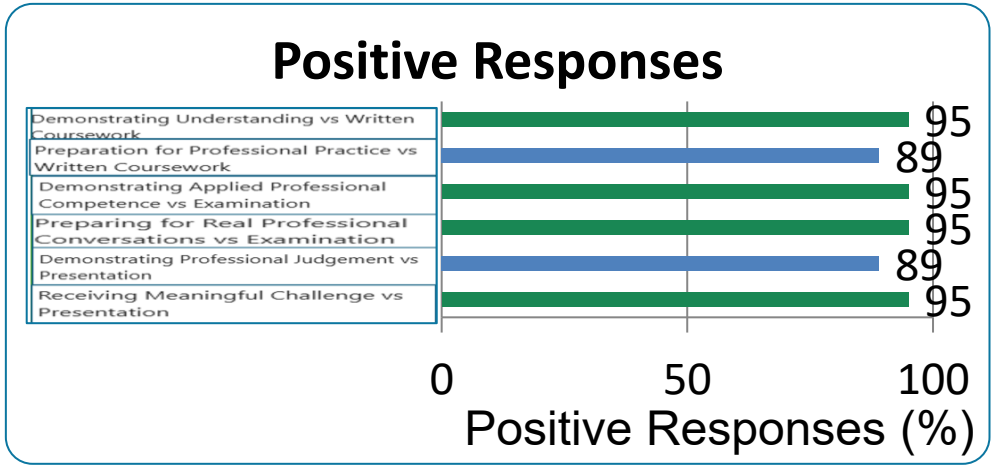
**Student Quote:** *"It was similar to the APC Environment and helped me understand possible questions."*

Source: Student Survey (n=19), LJMU 2026

# Comparison with Traditional Assessment

- Q&A viewed as more beneficial across comparisons.
- Q&A perceived more beneficial than coursework, presentations and exams
- 89%-95% rated APC-style Q&A assessment as more beneficial for developing understanding, judgement, competence, and professional practice (n = 19)
- -100% rated Q&A more beneficial than traditional assessment.
- 100% Preferred Hybrid Assessment showing a clear preference for integrated assessment approaches.
  - Written work
  - Professional discussion
  - Presentation

**Professional Dialogue Outperforms Traditional Assessment Methods**




## Written Evidence → Professional Dialogue → Demonstrated Competence

**Key Finding: 89%-95% viewed the Q&A interview as more beneficial than traditional assessment methods.**

Source: Student Survey (n=19), LJMU 2026

# Preferred Assessment Format

Students preferred hybrid model assessment approaches.

1. Written Submission + Q&A
2. Written Submission + Presentation + Q&A

No respondents preferred traditional examination

**Results:**
**Students overwhelmingly favoured assessment approaches that combine written evidence with professional dialogue, reinforcing the value of APC-style questioning as part of authentic professional assessment.**

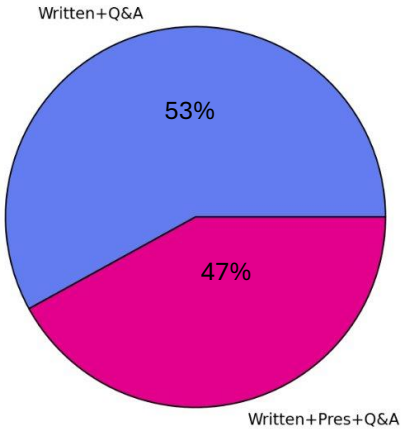


Fig. 3 Preferred Assessment Model

Findings: Students favour **multi-component, authentic assessment ecosystems**, not single model.

Source: Student Survey (n=19), LJMU 2026

# Transferability Beyond Quantity Surveying



Source: Boud & Soler (2016)
Villarroel et al. (2018)

**Implications for Accredited Providers**

Transferrable Assessment Principles.

Assessment should:

- Verify authenticity
- Encourage / Assess professional dialogue
- Mirror industry practice / Align assessment with professional accreditation
- Develop communication and judgement

Although explored in Work Based QS DA Programme → Potential application across accredited disciplines.

Scalable across accredited professional programmes:

**Quantity Building Surveying • Construction Management • Architecture • Engineering . Property**

**Greater ownership, confidence and APC readiness reported.**

# Lessons Learnt

**What Worked Well?**

- ✅ Authenticity
- ✅ Confidence building
- ✅ APC alignment
- ✅ Positive student experience
- ✅ Strong engagement

**Suggested Enhancements**

- Slightly longer interviews
- Presentation component
- More APC simulation activities
- Additional formative practice opportunities



**Overall, feedback supported refinement rather than redesign·**

Source: Student Survey (n=19), LJMU 2026

# Conclusions

- Strengthened Authenticity
- Increased Ownership
- Improved Confidence / develops Competence
- Enhanced APC/EPA Readiness

Professional competence should be demonstrated and defended.

Most importantly, professional dialogue appears to offer a promising assessment strategy for balancing educational integrity with workplace relevance in the era of AI.

The survey demonstrates **near-unanimous student endorsement** of Q&A-based assessment as a **more authentic, confidence-building, and professionally relevant approach**, with clear benefits for **APC/EPA readiness, ownership of learning, and demonstration of competence**, outperforming traditional assessment formats



# Any Questions ?



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