



# Assessor chairperson guide

November 2025



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# Introduction

This guide has been written for all chairpersons who have completed the RICS chairperson training. It will help you:

- understand the role and responsibilities of being a chairperson for an RICS assessment
- support the development of new assessors
- manage the process before, during and after the interview
- discuss and agree the result of the interview, including writing referral reports if necessary.

This guide acts as a support document for your training and for future reference.

## Role of the chairperson

The chairperson's role is vital to a successful interview. They are responsible for supervising the final assessment process, which includes:

- initiating pre-interview discussions
- agreeing the structure of the interview and who will be questioning on each competency
- managing the questioning
- controlling timing
- initiating the decision-making process after the interview
- ensuring all assessors adhere to the assessment policies
- writing the referral report (if necessary).

As chairperson, you are the main contact for any queries relating to the assessment. RICS staff may need to contact you before or after the interview, including if a referred candidate appeals the decision.

## RICS Assessment Platform

The Assessment Platform is where candidates manage their assessment details, CPD and selected competency records and prepare their submission for assessment.

Assessors and chairpersons will access the Platform to provide their availability to assess and to download the latest templates, guides, candidate submissions and details of each assessment panel they are assigned to. A short video guide about using the Assessment Platform is available at the [Assessments information](#) web page.

# 1 Preparing the assessors

## Your responsibilities

As chairperson you have three core responsibilities throughout the assessment process:

- deliver inclusive assessments
- assess all declared competencies and
- manage and monitor your own and your assessment panel's performance.

You should always consider these responsibilities before, during and after each interview.

## Inclusive assessments

You must ensure the assessment process is unbiased. RICS professionals represent a diverse profession, with candidates coming from a wide variety of cultures, backgrounds and specialist areas.

To ensure the assessments are inclusive and recognise candidate diversity, each interview must be approached in the same manner, covering the same level of professionalism and range of competencies as set out in the relevant pathway guide.

The result of the assessment should not be made on whether you would employ the candidate, their background or where they gained their education.

The role of your assessment panel is to make a judgement on the candidates' technical and professional competence as demonstrated in their submissions, presentation and performance in the interview.

## Declared competencies

You must ensure all competencies, as declared in document 1 of the candidate submissions, are covered in questioning during the interview. While your role is to facilitate the interview, you will also personally cover some of the mandatory competencies, including Ethics, Rules of Conduct and professionalism and any competencies that have not been covered by the panel.

If a competency is not covered in the interview, you will not be able to decide on whether that competency has been met.

Where possible, work with your assessors to integrate questions on Ethics, Rules of Conduct and professionalism into the main body of questioning, this will encourage a more natural response. If this is not possible, include it in your questioning at the end of the interview.

## Assessor performance

As the chairperson, you are responsible for observing the performance of your panel members. Use these observations to provide feedback, particularly to new or less experienced assessors. If an assessor's questioning could be improved, talk them through how, while taking a supporting role and offering guidance.

RICS is unable to audit every interview so your role as a chairperson is important to identify support or additional training needed for assessors. Contact RICS if you have concerns about the performance or approach of an assessor or if you feel an assessor excels and should be considered for the chairperson role.

## Plagiarism and the use of AI

All assessment submissions must be your own original work. Use of artificial intelligence (AI) software to generate content for submissions is not permitted.

Candidates may use tools to aid with spelling, grammar and word count.

Candidates who need specific support or who have identified needs should submit a reasonable adjustment application for any other form of technological aid approval.

Candidates **must not** use generative AI software (e.g. ChatGPT) in the production of their assessment submission. Assessors **must not** put any part of a candidate's submission into generative AI software.

RICS will carry out plagiarism and AI detection checks for all submissions. If there are suspicions that a candidate has submitted work that is not their own, they will be subject to investigation and possible RICS Regulatory action.

## Pre-interview activities

For the assessment interview to be effective, the following three activities must be completed.

### 1. Check the candidate submissions

You and your panel members should review each candidate's submission carefully to identify any potential conflicts of interest. If you identify any potential conflicts of interest or if you or any of your panel members do not believe the submissions meet the requirements, you must contact RICS immediately.

Please note that all candidates presented to the panel have already been reviewed by RICS staff, who have confirmed their eligibility for assessment and that the submission is compliant against the requirements as set out in the candidate guide. In addition, each candidate's counsellor (an RICS member) has verified that they have met the minimum competency requirements to proceed to interview.

### 2. Contact the assessors

Contact panel members as soon as you receive the submission. This may be done by email, telephone or in person. It will provide an opportunity to:

- introduce yourselves
- check there are no potential conflicts of interest
- reconfirm the objectives and criteria of the assessment the candidate is following
- discuss the candidate's background, training and experience

- reconfirm the structure and timings for the interview
- use the questioning matrix (available to download from the Assessment Platform) to decide the competencies each assessor will be covering during the interview and share this directly after the discussion
- mentor and coach any new assessors – for example, ask them to share any example questions they might ask the candidate and provide guidance and advice on their suitability
- ensure the assessors understand the level of competence expected of the candidate
- remind the panel how the final decision-making process will be conducted after the interview
- remind the assessor that they need to be in the interview at least 30 minutes before the interview starts.

### 3. Meet the assessors immediately before the first interview

Arrange for the panel to meet before the first interview (ideally this should last for around an hour). This provides an opportunity to revisit the points listed above and to discuss any further issues that may have arisen since the first contact. You should also confirm how you will signpost that it is time to move on from a line of questioning during the interview.

## Access arrangements

RICS makes every effort to protect applicants from discrimination in accordance with the UK *Equality Act 2010* (the Act) and is committed to equality of opportunity.

**Reasonable adjustments:** When applying for an assessment, RICS must consider requests for a reasonable adjustment where a candidate, who is disabled as defined by the Act, would be at a substantial disadvantage in comparison to someone who is not disabled.

A reasonable adjustment must be based on the individual needs of the applicant and their ability to access an assessment. You will be informed if an adjustment has been agreed and given appropriate guidance.

For further information, refer to: [Access Arrangements](#).

## 2 Managing the interview

The interview will take place using video calling technology approved by RICS. Instructions on using the technology, including a tutorial and demonstration, are available separately.

Ensure you refer to and follow the detailed chairperson's script available in the chair's resources folder on the Assessment Platform.

### Welcome the candidate

Introduce yourself and the other assessors as soon as the candidate joins the video call. Check everyone can see and hear each other.

### Ask the candidate to show you their surroundings

The candidate should complete a 360-pan of their surroundings, including the area above them and desktop/floor area in front of them. You are checking to see if the candidate has access to any support such as books, notes, diagrams, other people, a mobile device or tablet. You may also request that the candidate shares their screen to confirm they do not have their submission open or are using any AI software to aid them during their interview. Ask the candidate to confirm they are not recording the interview.

If you have any concerns, you should raise them with the candidate. If the candidate can address your concerns to your satisfaction, you can continue to proceed to the interview.

### Ask the candidate a simple opening question

To make the candidate feel relaxed and at ease, you can ask them a simple opening question (for example, what project are they working on or what the weather is like in their location).

### Ensure the candidate is ready to start

Check the candidate is fit and well to proceed. It is important that you do not continue if a candidate is unwell. Seek guidance from the RICS staff facilitator if required.

There may be rare occasions where a candidate confirms they are fit and well but then experiences a medical event or issue during the interview. The panel has a duty of care towards the candidate and may, at their discretion, end the interview at any time on the grounds of health concerns even if the candidate states they feel well enough to proceed.

### Explain the interview structure

Give a brief outline of the structure of the interview as set out in Appendix A of this guide and in the chairperson's script (which is available on the Assessment Platform). Please note the differences between the APC, Senior Professional, Specialist and Academic assessment interviews to ensure you are explaining the structure of the relevant assessment.

### Important points to confirm with the candidate

- any devices or materials used for the presentation should be removed from view at the end of the presentation
- the time limit for the presentation is ten minutes – the candidate will not be interrupted during their presentation but if they exceed the ten minutes, you will politely ask them to come to an end
- the panel may view the candidate's submission during the interview and will take notes to reach a decision at the end
- if there are any questions that the candidate wants to come back to, they should make a note of them and inform the chairperson who will also note them. The candidate will be given the opportunity to make any closing comments at the end of the interview
- the candidate should ask for clarification if they do not understand any part of the interview.

### Ask the candidate to begin their presentation

The 60-minute time limit starts once the candidate begins their presentation. At the end of the presentation, thank the candidate and hand over to the first assessor to start their questioning.

### **Manage time throughout the interview**

Ensure you have access to a clock or stopwatch. Keep a note of time to ensure you follow the agreed interview structure and make a note of any specific issue or interruptions. Prompt the assessors if they are exceeding their time.

### **Prompt the candidate as the interview progresses between each stage**

This will provide the candidate with the opportunity to focus on each individual stage of the interview. It will also allow you and the assessors to manage the time and structure.

### **Draw the interview to a close**

Tell the candidate that the interview is reaching the end. In the last few minutes, you may allow the assessors to ask further questions, but only on areas that have already been questioned (you must not introduce new areas of questioning at this stage). Allow the candidate to make any closing remarks. This is an opportunity for them to make additional comments or return to any question(s) they did not fully answer.

### **Close the interview**

Thank the candidate and confirm that the video call will now end.



## 3 Audit and quality assurance

We are committed to ensuring a rigorous assessment process is followed so that employers, clients and the public have confidence in holders of the 'Chartered Surveyor' title.

### Use of video and microphone

The candidate must have their video and microphone turned on throughout the video call so you can be assured they do not have access to any support that provides, or could be perceived as providing, an advantage during the interview. You can request the candidate repeats the procedure showing their surroundings or sharing their screens at any time during the interview or before the video call ends.

### Staff facilitator role

An RICS staff member trained to perform the facilitator role may be present. The purpose of their role is to support the panel and candidate with the use of the video call technology. They will not participate in the assessment interview or any pre- or post-interview discussions. Their camera will be turned off and microphone muted for the duration of the call unless there is a technology issue or any other unforeseen issue that requires them to intervene. They are also able to provide any clarification regarding procedural issues.

### Auditor role

An auditor trained by RICS may be present. The purpose of the auditor is to observe the performance of the assessment panel, ensuring the process and policies for the assessment are being followed.

The auditor will not participate in the interview or any pre- or post-interview discussions about the candidate; their role is only to observe.

As the chairperson, it is your role to ensure the auditor is welcomed to the panel, the assessors are introduced and you are all prepared to share your assessment preparation work with them. You must inform the candidate if an auditor is present and explain that the auditor's role is to audit the assessment panel and to ensure the process and policies for the assessment are being followed.

The auditor will introduce themselves before the interview starts; their camera will then be turned off and microphone muted for the rest of the interview unless they are instructed otherwise by you or the staff facilitator.

At the end of the post-interview discussion, the auditor will provide the panel with feedback as well as provide quality assurance of the assessments to the RICS Quality Assurance Team. As a panel, you will also receive an email sharing the outcome of the audit. The auditor report will also be used if the candidate appeals their result.



## 4 Technology issues

We recognise that issues related to the use of video call technology may occur. Your responsibility, as the chairperson, is to manage these issues to ensure the integrity of the interview. If there are technology issues that impact the standard of the interview, you must pause the interview. Allow the participants (candidate or assessor) to resolve the issue or rejoin the video call, as appropriate. Keep a record of any issues that occur and how long the interview was paused.

Any issue that requires the interview to be paused must be recorded as an interruption. You must extend the time of the interview to account for each interruption and to achieve the full 60 minutes as allocated for the interview, ensure you inform the candidate you are doing so.

Issues may occur that do not impact on the standard of the interview and it may not be necessary to pause the interview. You must note these issues, and their duration, but they do not need to be recorded as an interruption. Use your judgement to decide the best course of action. If you are unsure, you can pause the interview and request support from the staff facilitator.

Any intervention by the staff facilitator would be recorded as an approved interruption. The staff facilitator will take over at this point and instruct everyone what to do next. If the total duration of interruptions is over ten minutes, you should consider the option of ending the interview, which will then be rescheduled.

Use your discretion to consider the impact of the interruptions on the performance of the candidate. If you decide ending the interview is the best course of action, pause the interview and prompt the staff facilitator to join the video call. Advise the candidate of your decision and seek confirmation from the candidate that they accept this. If the candidate does not accept, you must continue with the interview to run for the required 60 minutes.

If technology issues persist to the point that the interview is not viable, then note the time and agreement from your panel members to end the interview.

## 5 Agreeing the result

Allow the assessors to reflect on the interview and complete the marksheet.

Take two to five minutes of silent reflection before any discussion. During this period, each panel member will complete their marksheet.

While the assessors are completing this process, you should also consider the candidate's performance. You can leave your marksheet blank until after discussion with the panel. Your marksheet must be completed to represent the panel's final view.

### **Lead and facilitate a discussion with your panel members on the candidate's submission, final assessment performance and competence**

You should encourage the assessors to contribute equally to the discussion. Your objective will be to combine the views of each assessor and reach a majority decision. If assessors believe there are deficiencies in the candidate's competence, you should review these together against the criteria in the pathway guide. Ask the assessor to state when they identified the deficiency – was it in the submission and/or was it evident through the questions asked.

Each deficiency identified must be evidenced, in readiness for you to create suitable commentary for a referral report. Be prepared to take guidance from the assessors on professional or technical areas not within your expertise.

The discussion should always be facilitated by you and managed in such a way to avoid any conflict among the panel. Panel members can have differing opinions, but always return to the holistic assessment approach. Where there is a difference of opinion you should step in and facilitate/guide the assessors towards a panel consensus.

During the discussion you should make notes on the assessors' comments to help you write the referral report if the decision is to refer the candidate. You can ask your panel members to confirm or share their guidance to support their views in an email afterwards to aid you when compiling the referral report. Discussions must always take place in private and only with the panel members and appropriate RICS staff or an auditor.

### **Making the final decision**

Consensus is best, but if your panel members are unable to reach a decision, you should enable further discussion to aid and assist in making a majority decision.

In a three-person panel, if the two assessors agree on their decisions but you disagree, you are obliged to accept the majority view.

In a two-person panel, if you cannot reach agreement with the assessor, the assessment must be declared void. RICS will notify the candidate and arrange a new assessment.

## **After the assessment**

### **Uploading results and the writing the referral report**

It is your responsibility to upload results onto the Assessment Platform on the day of the interview.

You are responsible for the collation, writing and editing of the referral report, but it must be shared and agreed with the assessors and based on the post-interview discussion.

Referral reports must be uploaded within seven days of the interview.

## 6 Writing referral reports

The referral report should set out any deficiencies in the candidate's experience, written documentation and presentation. It must relate directly to the candidate's declared competencies and experience that they demonstrated as part of the assessment.

The report must contain clear recommendations for the candidate on how each of the deficiencies can be remedied.

Individual elements of the assessment, such as the written documentation and the presentation, are important but if you are commenting on the content, style or presentation of these items, you should ensure your comments relate to the competencies.

For example, a poor quality written submission could be referenced in the context of the mandatory competency Communication and negotiation.

If you are satisfied that a competency has been achieved, you do not need to mention this or record an 'achieved' verdict in the report.

You are encouraged to provide positive reinforcement that is not specific to any competency. You should do this wherever possible; giving candidates positive comments will encourage them to continue and resit. Examples include the candidate's enthusiasm, readiness to discuss views, confidence and professional demeanour.

The referral report is purely for guidance for the candidate and their counsellor to understand why they were referred and areas to focus on before reapplying.

The result and report will not be shared with any future assessment panel as

each assessment must cover all areas of competence and professionalism.

### Using the referral report template

For consistency, you must use the current referral report template from the Assessment Platform. Using the headings on the template, list the candidate's deficient competencies under the appropriate section with examples from the interview.

You must explain how the candidate did not meet the required level and offer the candidate guidance on ways of achieving it. Your role is to advise them of the deficiency and how they can progress; the candidate, together with their counsellor, will use your referral report to decide exactly how to address the deficiency.

Suggested phrasing (for guidance only):

Level 1	'When questioned you were unable to provide a satisfactory response in relation to ...'  'Your response did not provide evidence of a Level 1 knowledge and understanding in this area.'
Level 2	'The panel considers that you were not able to give adequate examples of experience when the panel attempted to discuss ... with you from your experience record.'
Level 3	'The panel discussed with you the advice you gave on ... Unfortunately, your answer was not satisfactory because ...'

You must ensure your comments are personal and relevant to the candidate. Always address them directly as 'you' rather than 'the candidate.'

The quality of the report reflects your professionalism. It should be written with great care and to a high professional standard.

### Examples

The following are examples of deficiencies that commonly occur in the documentation or the interview.

- The case study is not presented as a report, the content does not demonstrate the required competencies or the candidate's own direct involvement.
- The candidate's presentation is based on a project different to the one referred to in the case study.
- The candidate is unable to demonstrate knowledge or experience relating to their declared competencies. This may be in one or a range of competencies. The deficiency may be from Levels 1, 2 or 3. However, panels should consider the assessment holistically and respond proportionately. For example, they should not refer a candidate who is deficient in just one Level 1 competency.
- The candidate makes a fundamental error when answering questions on Ethics, Rules of Conduct and professionalism.

## On completion of the referral report

Upload the final referral report against the candidate assessment record on the Assessment Platform.

You must check you are uploading the correct report to the candidate's record. RICS staff do not review or amend the report before it is released to the candidate, so it is critical for you to ensure you are happy with the contents and standard of the report and that it is uploaded against the correct candidate record.

### Important points to consider

- The aim is to encourage referred candidates to develop and reapply.
- All candidates should be treated equally.
- Ensure any approved reasonable adjustments are applied.
- If a candidate contacts you to request further feedback, please refer to RICS staff.
- Referral reports should be personal and address the candidate as 'you' and 'your' throughout instead of 'the candidate'.
- When using abbreviations, do not assume the candidate will know exactly what you are referring to.
- The report should contain constructive criticism and guidance. You should cover all deficiencies, however minor.
- Your report will be seen by others, such as the supervisor/counsellor. Ensure you do not include any disapproving comments about any individual or organisation.
- By following this guidance, your reports are more likely to be viewed positively and encourage the candidate to develop and reapply.
- RICS staff may liaise with you to adapt your feedback where it does not comply with this guidance.

# Appendix A: Interview timings

## Assessment of Professional Competence (APC)

Stage	Duration (minutes)	Actions
Chairperson's opening and introductions.	-	<p>Welcome the candidate.</p> <p>Introduce yourself and the panel.</p> <p>Check everyone can see and hear each other.</p> <p>Ask the candidate to show you their surroundings.</p> <p>Ask a simple opening question.</p> <p>Ensure the candidate is ready to start.</p> <p>Explain the interview structure.</p> <p>Ask the candidate to start the presentation.</p>
Candidate's presentation on the case study.	10	<p>Observe the presentation and communication skills.</p> <p>Maintain interest and avoid interrupting.</p>
Questions on the presentation.	10	<p>Thank the candidate.</p> <p>Prompt the candidate that questioning will begin on the presentation.</p> <p>Hand over to the first assessor – keep time.</p> <p>Hand over to the second assessor – keep time.</p> <p>Ask any further questions, if necessary.</p>
Discussion on overall experience including CPD, technical competencies, <i>Rules of Conduct</i> and professional practice.	30	<p>Prompt the candidate that questioning will begin on competencies.</p> <p>Hand over to the first assessor – keep time.</p> <p>Hand over to the second assessor – keep time.</p> <p>Ask any further questions, if necessary.</p>
<p>Chairperson's areas of questioning may include professional and technical matters, CPD, <i>Rules of Conduct</i>, mandatory competencies.</p> <p>Close the interview.</p>	10	<p>Prompt the candidate that questioning will begin on Ethics, Rules of Conduct and professionalism. (Note: look for opportunities to discuss ethics throughout the interview.)</p> <p>Invite further questions from assessors (only on areas that have already been questioned).</p> <p>Offer the candidate the opportunity to make any closing comments.</p> <p>Draw the interview to a close and thank the candidate.</p>

## Senior Professional Assessment (SPA)

Stage	Duration (minutes)	Actions
Chairperson's opening and introductions.	-	<p>Welcome the candidate.</p> <p>Introduce yourself and the panel.</p> <p>Check everyone can see and hear each other.</p> <p>Ask the candidate to show you their surroundings.</p> <p>Ask a simple opening question.</p> <p>Ensure the candidate is ready to start.</p> <p>Explain the interview structure.</p> <p>Ask the candidate to start the presentation.</p>
Candidate's presentation on the senior profile.	10	<p>Observe the presentation and communication skills.</p> <p>Maintain interest and avoid interrupting.</p>
<p>Discussion of the three case studies and career, addressing the technical, mandatory and senior professional competencies.</p> <p>Discussion of CPD (if necessary).</p> <p>Discussion of professional ethics.</p> <p>Close the interview.</p>	50	<p>Thank the candidate.</p> <p>Prompt the candidate that questioning will begin.</p> <p>Hand over to the first assessor – keep time.</p> <p>Hand over to the second assessor – keep time.</p> <p>Ask any further questions, if necessary.</p> <p>(Note: look for opportunities to discuss ethics throughout the interview.)</p> <p>Offer the candidate the opportunity to make any closing comments.</p> <p>Draw the interview to a close and thank the candidate.</p>

## Specialist Assessment

Stage	Duration (minutes)	Actions
Chairperson's opening and introductions.	-	<p>Welcome the candidate.</p> <p>Introduce yourself and the panel.</p> <p>Check everyone can see and hear each other.</p> <p>Ask the candidate to show you their surroundings.</p> <p>Ask a simple opening question.</p> <p>Ensure the candidate is ready to start.</p> <p>Explain the interview structure.</p> <p>Ask the candidate to start the presentation.</p>
Candidate's presentation on specialist profile.	10	<p>Observe the presentation and communication skills.</p> <p>Maintain interest and avoid interrupting.</p>
<p>Discussion of the three case studies and career, addressing the technical and mandatory competencies and the candidate's specialist area of work.</p> <p>Discussion of CPD (if necessary).</p> <p>Discussion of professional ethics.</p> <p>Close the interview.</p>	50	<p>Thank the candidate.</p> <p>Prompt the candidate that questioning will begin</p> <p>Hand over to the first assessor – keep time.</p> <p>Hand over to the second assessor – keep time.</p> <p>Ask any further questions, if necessary.</p> <p>(Note: look for opportunities to discuss ethics throughout the interview.)</p> <p>Offer the candidate the opportunity to make any closing comments.</p> <p>Draw the interview to a close and thank the candidate.</p>



## Academic Assessment

Stage	Duration (minutes)	Actions
Chairperson's opening and introductions.	-	<p>Welcome the candidate.</p> <p>Introduce yourself and the panel.</p> <p>Check everyone can see and hear each other.</p> <p>Ask the candidate to show you their surroundings.</p> <p>Ask a simple opening question.</p> <p>Ensure the candidate is ready to start.</p> <p>Explain the interview structure.</p> <p>Ask the candidate to start the presentation.</p>
Candidate's presentation on the academic profile and one of the four items of evidence.	10	<p>Observe the presentation and communication skills.</p> <p>Maintain interest and avoid interrupting.</p>
Questions on the presentation.	15	<p>Thank the candidate.</p> <p>Prompt the candidate that questioning will begin on the presentation.</p> <p>Hand over to the first assessor – keep time.</p> <p>Hand over to the second assessor – keep time.</p> <p>Ask any further questions, if necessary.</p>
Discussion on overall experience and full submission in relation to applicant's academic role, including CPD, technical competencies, <i>Rules of Conduct</i> and professional practice.	25	<p>Prompt the candidate that questioning will begin on competencies.</p> <p>Hand over to the first assessor – keep time.</p> <p>Hand over to the second assessor – keep time.</p> <p>Ask any further questions, if necessary.</p>
<p>Chairperson's areas of questioning may include professional and technical matters, CPD, <i>Rules of Conduct</i>, mandatory competencies.</p> <p>Close the interview.</p>	10	<p>Prompt the candidate that questioning will begin on Ethics, Rules of Conduct and professionalism. (Note: look for opportunities to discuss ethics throughout the interview.)</p> <p>Invite further questions from assessors (only on areas that have already been questioned).</p> <p>Offer the candidate the opportunity to make any closing comments.</p> <p>Draw the interview to a close and thank the candidate.</p>

## Delivering confidence

We are RICS. As a member-led chartered professional body working in the public interest, we uphold the highest technical and ethical standards.

We inspire professionalism, advance knowledge and support our members across global markets to make an effective contribution for the benefit of society. We independently regulate our members in the management of land, real estate, construction and infrastructure. Our work with others supports their professional practice and pioneers a natural and built environment that is sustainable, resilient and inclusive for all.

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