



RTPI

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BECOMING A CHARTERED TOWN PLANNER

A GUIDE FOR LICENTIATES

2012

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Becoming a Chartered Town Planner – a guide for Licentiates

1. *The Licentiate route and the APC*

1.1 Introduction

The Assessment of Professional Competence (APC) is the route to becoming a Chartered Town Planner for all graduates who successfully complete an RTPI accredited degree.

The APC is the third component of your professional education. It complements your spatial and specialist education and builds on the skills, knowledge and understanding that you have acquired during your accredited qualification. It tests your ability to apply these in a practice, teaching or research context.

The APC is a structured programme of work-based learning concluding in a final **competence-based** assessment.

The APC is designed to:

- foster independent learning and career direction;
- raise standards of professional competence;
- empower graduates to drive their own development;
- encourage networking and participation;
- instil a habit of lifelong learning and continuing professional development.

The APC tests the extent to which candidates have built on their initial professional education by developing and demonstrating essential professional planning skills, competencies, understanding and knowledge. There are clearly defined targets for skills and competencies to develop well-rounded practitioners with a bank of transferable skills as well as technical planning knowledge.

1.2 The Licentiate route

New graduates of RTPI accredited courses will undertake an assessment following a period of practical planning experience that should be structured, mentored and monitored. This is called the Licentiate route to the APC.

Graduates seeking Chartered Membership will need to apply to become a Licentiate of the RTPI before commencing their eligible practical experience. Licentiateship is the class of membership that bridges the gap between Student and Chartered Membership.

There are five elements to the Licentiate Route to the APC:

- **A minimum requirement for professional experience** – two years full-time (the equivalent of 440 working days) of relevant spatial planning experience, of which at least one year must be post-graduation from an RTPI accredited course;
- **A log book** – a written record reflecting on work undertaken, skills developed and learning outcomes, kept over the period of eligible practical experience;
- **A Professional Development Plan (PDP)** – PDPs should be composed at the start of the period of Licentiateship and updated regularly, forming the basis of meetings with the mentor. Your most recent PDP will form part of your submission.
- **A mentor** – available to offer support and guidance, the Licentiate will meet with the mentor over the period of practical experience (Note – it is not mandatory to have a mentor although it is highly recommended);
- **A written submission** – a written document reflecting on the Licentiate's experience and skills, submitted to the RTPI for assessment by RTPI nominated Assessors.

1.3. How to become a Licentiate member

You are eligible to become a Licentiate once you have been awarded an RTPI accredited degree. Most APC candidates will be a Licentiate for at least two years while they acquire the minimum two years experience. Candidates who gained eligible experience before they completed their required education may be a Licentiate for less time. You do not have to be in planning employment before you become a Licentiate, but must gain at least 12 months relevant experience while a Licentiate before you can apply for Chartered membership.

You can download an application form for Licentiate membership from the RTPI website www.rtpi.org.uk.

You do not have to provide a copy of your degree with your application as the RTPI will obtain confirmation that you have successfully completed all elements of the accredited course directly from the Planning School although it may speed up your application if you do include a copy.

If the University is unable to confirm that you have successfully graduated or if you must submit further work or re-sit an exam, the start date for calculating the period of eligible practical experience will be deferred until all responsibility for the initial professional education has been discharged successfully.

NOTE: The date from which your period of Licentiate experience is calculated is the date of commencement of your Licentiate membership. It is advisable to become a Licentiate member as soon as you are eligible in order to ensure you have the most flexible options.

1.4 Costs

There is an initial £50 application fee to process your application for Licentiate membership. Once the administrative checks have been completed you will be elected to Licentiate membership of the RTPI.

All members of the RTPI pay an annual subscription. The subscription fee for Licentiates is £50 per annum and you will be invoiced for the period of the calendar year for which you will be a member. Subsequently, you will be invoiced in October of each year for the next year's subscription. If you fail to pay your subscription, you will be struck off as a member. You may reinstate your membership in the future, however you will have to pay any outstanding membership subscription fees and provide evidence that you have met your Continuing Professional Development obligations.

If you let your Licentiate membership lapse, you cannot count the period of experience gained while not a member of the RTPI towards your Licentiate experience. You must reinstate your membership with an application before the experience can be counted.

You will be given three years Licentiate membership at the subsidised rate in which to complete your application. If you remain a Licentiate member after 3 years, your annual subscription will increase to £137.

2. Eligibility for the APC

2.1 Academic requirements

There are three main elements of initial planning education that are essential to becoming a Chartered Town Planner:

- Spatial planning education
- Specialist planning education
- The Assessment of Professional Competence

Spatial planning education

Spatial planning education is designed to provide a broad understanding of the main principles relevant to the making of place and the mediation of space, in particular sustainability, and of alternative ways in which such principles can be applied in practice. Emphasis should be placed on the integration of relevant knowledge, skills and values so as to produce rounded appreciation of how spatial planning can significantly enhance people's lives by improving the quality of place and organisation of space.

Specialist planning education

Specialist planning education is designed to explore ideas, perspectives and debates to a considerable degree of depth in one distinct area of planning. The purpose of this is both to ensure that the breadth offered by a spatial planning programme is complemented by a period of in-depth study, and also to provide an opportunity to begin the process of specialisation. For some, this initial opportunity to specialise may be developed to a much higher level through professional experience, further in-depth study or lifelong learning. Some examples of what might qualify as a specialism are regeneration, environmental management, urban design, transport planning and planning research.

Programmes that provide both the spatial and specialist element of planning education are referred to as combined planning programmes.

2.2 Undergraduate Programmes

Students wishing to fulfil the RTPI's requirements for initial planning education must complete both its spatial and specialist elements. A four-year combined planning programme is required at undergraduate level to cover both these elements together. Students may alternatively choose to take an accredited three-year undergraduate programme covering only the spatial element of initial planning education but, in order to become Chartered Town Planners, they must subsequently complete an accredited specialist planning programme at graduate level which can be taken at another planning school.

Students studying the graduate component part-time while working can apply the work experience gained during this period towards the two years experience requirement for the APC however at least one year of work experience must be undertaken after graduation once they are eligible to become a Licentiate member.

At undergraduate level, accredited courses include:

- **Combined planning programmes** of at least four academic years in length (or part-time or mixed-mode equivalent) leading either to a Masters' level degree or equivalent (if not precluded by any relevant national framework for higher education qualifications), or to a Bachelors' degree at Honours level or equivalent. At least one-half of this time shall be devoted to the 'spatial planning' element, with at least one-quarter allowed for the 'specialist' element. This normally includes a significant element of individual investigative work, leading to the submission of a dissertation, major project or equivalent.

- **Spatial planning programmes** of at least **three academic years** in length (or part-time or mixed-mode equivalent) leading to a Bachelors' degree at Honours level or equivalent.

2.3 Graduate Programmes

Graduate wishing to fulfil the RTPI's requirements for initial planning education must complete both its spatial and specialist elements. A combined planning programme of at least one calendar year is required at graduate level to cover both these elements together. Alternatively, students may choose to complete each element separately in programmes that last at least one academic year each.

In addition, students who have previously graduated from a three-year undergraduate spatial planning programme may wish to take a specialist planning programme of at least one academic year at graduate level to complete their initial planning education.

Accordingly, at graduate level, accredited courses include:

- **Combined planning programmes** of at least **one calendar year** in length (or part-time or mixed-mode equivalent) leading to a Masters' level degree or equivalent. At least one-half of this time shall be devoted to the 'spatial planning' element, with at least one-quarter allowed for the 'specialist' element. This normally involves a significant element of individual investigative work, leading to the submission of a dissertation, major project or equivalent. For the avoidance of doubt, one calendar year shall be interpreted as the minimum equivalence of twelve months full-time intensive study, during which period students shall be engaged in supervised learning for no less than 45 weeks.
- **Spatial planning programmes** of at least **one academic year** in length (or part-time or mixed-mode equivalent) leading to a Masters' level degree or equivalent.
- **Specialist planning programmes** of at least **one academic year** in length (or part-time or mixed-mode equivalent) leading to a Masters' level degree or equivalent. Such programmes shall normally involve a significant element of individual investigative work, leading to the submission of a dissertation, major project or equivalent.

The most current details of all RTPI accredited degrees are available on the website at under the Education section.

2.4 Learning outcomes from the initial education

Graduates from RTPI approved **spatial** courses are expected to be able to:

- Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks.
- Generate integrated and well substantiated responses to spatial planning challenges.
- Reflect on the arguments for and against spatial planning and particular theoretical approaches, and assess what can be learnt from experience of spatial planning in different contexts and spatial scales.
- Demonstrate how efficient resource management helps to deliver effective spatial planning.
- Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures.
- Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change.
- Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process.
- Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community.
- Explain the principles of equality and equality of opportunity in relation to spatial planning in order to positively promote the involvement of different communities, and evaluate the importance and effectiveness of community engagement in the planning process.
- Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society.
- Demonstrate effective research, analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions.

- Recognise the role of communication skills in the planning process and the importance of working in an inter-disciplinary context, and be able to demonstrate negotiation, mediation, advocacy and leadership skills.
- Distinguish the characteristics of a professional, including the importance of upholding the highest standards of ethical behaviour and a commitment to lifelong learning and critical reflection so as to maintain and develop professional competence.

Graduates from **specialist** planning programmes should be able to:

- Engage in theoretical, practical and ethical debate at the forefront of the area of the specialism in the context of spatial planning.
- Evaluate the social, economic, environmental and political context for the area of specialism.
- Evaluate the distinctive contribution of the specialism to the making of place and the mediation of space.
- Demonstrate the relationship within a spatial planning context of the particular area of specialism to other specialist areas of expertise.
- Demonstrate the type and quality of skills that would be expected of a graduate from this specialism undertaking the practice experience period of the APC.
- Assess the contribution of the specialism to the mitigation of, and adaptation to, climate change.

2.5 Experience requirements

Before you can apply for the final part of your professional accreditation, the APC, you must gain 24 months (440 days) of relevant spatial planning experience. You can include experience that is:

- Full or part-time or a combination of both (pro rata). The average working week is considered to be 35 hours, so you need to pro-rata your part-time hours against the 35 hour week. For example, 2.3 weeks at 15 hours a week equals one week full-time.
- Paid or voluntary
- Gained in the UK or overseas
- Spread over a period of time longer than two years. The 24 months does not need to be consecutive. Breaks in employment for maternity leave, redundancy or travelling are fine and can just be factored into your time as a Licentiate. Once back in planning employment you can just 'pick up where you left off'.
- Gained either on a full and part-time basis while undertaking a part-time degree. You can only count part-time experience at the pro-rata rate of a full-time post.
- Gained whilst on a sandwich year or vacation placement as long as you held each job for a minimum of 3 months.

At least one year of this experience must be after you were elected as a Licentiate member. Experience gained prior to becoming a Licentiate may be acceptable and can be counted in addition to the year as a Licentiate member. However, you are not allowed to count any experience gained whilst you were registered as a student on an intensive one year masters degree.

2.6 Do you have the right type of experience?

Types of spatial planning work that are eligible towards the APC will include:

The preparation of plans, policies and related documents

Some examples of this type of work are:

- research and analysis of information for policy formulation;
- the preparation of contributory material or actual formulation and monitoring of policy, guidelines and advice;
- spatial development strategies and statutory development plans as well as master, town, village/parish settlement and conservation plans for buildings, urban areas and the countryside;
- development briefs, design guides, environmental and traffic impact assessments;
- sustainability appraisal, transportation and economic assessments and travel plans;
- the associated processes of economic development, community engagement, preparation of materials for Inquiry, advocacy and presentation to clients are regarded as integral to plan preparation;
- landscape/biodiversity assessments or appraisals;
- site selection exercises and retail impact assessments.

Plan implementation

This may include activities such as:

- statutory development management and enforcement are included with the handling of appeals at all stages;
- preparation, submission and following through of planning applications;
- implementation of plans or schemes for conservation, environmental improvement, economic development, urban regeneration, traffic and transportation, tourism, minerals, waste disposal, or derelict land reclamation;
- planning involvement in housing and housing management, community development, environmental education and recreation, and urban design;
- site appraisal, feasibility studies, scoping exercises and all forms of study preparatory to the submission of a planning application – for example coordination or involvement in environmental impact assessments;
- experience gained from involvement in investigation, negotiation and resolution of breaches of planning control, preparation of notices, handling of enforcement appeals and court proceedings.

Monitoring and Research

Monitoring and research could include:

- research and analysis of information leading to the making of planning policy or planning recommendations and decisions;
- funded research for clients from the public/private/voluntary sectors;
- the monitoring of plans and policies leading to reports and plan revision;
- planning submissions on behalf of applicants or developers;
- relevant research undertaken towards a PhD qualification provided that the Licentiate has already completed an accredited qualification (i.e. research undertaken towards an accredited PhD is not eligible, unless the candidate already holds an accredited undergraduate/postgraduate qualification). Be aware that APC Assessors will consider the prime purpose of the research; the stage of the research; the organisational context of the research; and how it relates to the making of spatial planning policy.

Teaching

This includes teaching experience linked with the types of activity described in paragraphs above and takes place on courses related to spatial planning or to interest/community groups in the context of community engagement.

3. The APC Mentor

The use of mentoring is an integral part of the APC process. A mentor can help you get the most out of your experiential learning and will provide you with additional support during the licentiate period.

It is your responsibility to find a mentor as this is part of your professional development. The first place to look is in your own work environment. Many licentiates ask their supervisor to assist them however this can create problems for both you and your manager. The mentoring relationship is a confidential one and there may be things about your development that you do not want to discuss with your manager.

Many people have a stereotypical view of a mentor, assuming they need to approach a very senior person in their organisation. This is not necessarily so. Your mentor could be a colleague at your level who has completed the APC in a recent round. Ask around your organisation. If you are in a large organisation, your human resources team might be able to help you find a mentor. Other avenues for finding someone to mentor you include:

- networking at RTPI branch events;
- joining the Young Planners Network;
- speaking to fellow graduates in other organisations; or
- contacting large planning organisations.

In some cases, such as where a candidate is working overseas, the RTPI will try to help with the search. While access to a mentor is very useful and desirable, it is not a compulsory element of the Licentiate route to the APC.

3.1 The benefits of mentoring

Mentoring schemes have well documented benefits for the recipient, the mentor, and the organisation as a whole. Benefits include:

- Having advice that is tailored specifically to your own needs
- Assistance in progressing towards the APC
- Increased networking opportunities
- The opportunity to develop skills and competencies at a faster rate through increased self-reflection and guidance
- Greater encouragement to take responsibility for one's own personal development, and
- Increased confidence, and empowerment to drive one's own career.

3.2 What you mentor will do

Mentors fulfil a variety of different roles in relation to the individual with whom they are paired. At any one time the mentor might be a coach, a counsellor, a facilitator of networking opportunities, or simply a friend. The relationship will differ between each mentor and Licentiate, however mentors will generally:

- make themselves available to provide advice and support you either face-to-face, by email or over the phone;
- attend meetings with you at mutually agreed times;
- offer advice in setting specific and measurable objectives;
- offer guidance on recording experience in the log book;
- offer guidance on the production of a Professional Development Plan;
- offer advice, where appropriate, on the final written assessment;
- help you bridge the gap between your initial education and future professional experience in practice;
- guide you towards becoming more critically reflective of your own practice and progress;
- give you support and advice on professional and professionally-related matters.

Confidentiality is central to the mentoring process.

4. **The Log Book**

You are required to complete a log book for the period you are a Licentiate. Completing your log book forms a fundamental part of the learning and reflection that will develop your competence as a professional planner.

Your written submission will be easier to prepare if you have done most of the required thinking over the course of your time as a Licentiate rather than trying to draw on experiences and learning outcomes at the end of the period.

Your log book should provide you with an accurate record of the experience you have gained starting from your election to Licentiate up to the submission date. It should chart how you have developed over time. Remember the time covered would generally amount to 24 months full-time experience unless you have eligible experience gained prior to graduation in which case you will have a minimum of 12 months experience covered by your log book.

To get the full benefit from keeping the log book, you should continually reflect on the work that you have undertaken, and on the way in which this has contributed to the development of your professional competence.

The log book should be completed regularly, and should contain four key elements:

- description of the nature of professional work/task undertaken;
- competency/skill development;
- knowledge/understanding gained;
- future development of skills/knowledge;

Some Licentiates prefer to complete the log book fortnightly or monthly, while others prefer to update their log book after completion of a task or project. Updating the log book after a large task can make it more difficult to manage and you may be in danger of missing out important sections of your work that you may want to refer to in your APC submission. Your log book **must** cover any projects and competencies you reference in your submission. The log book may be used by the Assessors of your final submission to gain more information about the case studies you reference.

Your log book can either be process-led where you include an overview of all your workload with some examples in detail. Alternatively it can be project-led where you cover one or two projects in greater detail. Either way, it must cover the full period and recording must be regular.

The log book's value lies in the critical reflection it demands of you. Critical reflection is the process of reviewing and analysing your performance and decisions to evaluate their effectiveness and lead you to a practice of life-long learning. The information you put in your log book will form the basis of your submission. It is much easier to reflect on your learning at the time you are doing it, rather than trying to remember what you learnt from a particular task when you come to prepare your submission one or two years later. Failure to regularly update your log book is likely to result in a poorer submission.

It is essential that you do not simply record work or time, though it may be useful to assist in completing any such requirements by your employer (see below). The completed log book will be an invaluable tool to assist you in writing the final submission for the APC. It should also directly inform your PDP. (See the section of preparing a PDP in preparing your *Assessment of Professional Competence Submission*)

4.1 **The APC log book in the workplace**

You may already be keeping a work record or time log as a requirement of your employer. The APC log book should not require work to be duplicated; however, the APC log should include critical reflection on the work undertaken, not simply a work record, and you should ensure that this element is included. You may wish to discuss with their employer or with their mentor how the two requirements can best complement one another.

You should use your log book to assist you at appraisals and to help build your CV. It is a valuable career development tool.

4.2 Preparing a log book

The RTPI provides a simple template for your log book which you can download and use. It is recommended that you use this as it ensures you cover each of the elements above. Using a work-based template may save you time, but it is unlikely to have a focus on critical reflection which may cause you difficulties when you come to complete your submission.

As stated earlier, there are four components of the log book:

- The nature of the professional conduct;
- Skills development;
- Knowledge and understanding gained;
- Future development.

It is important to improve skills and knowledge together. This leads to professional competence.

Knowledge refers to learning concepts, principles and information. Skill refers to the ability of using that information and applying it in a context. In other words, knowledge refers to theory and skill refers to successfully applying that theory in practice and getting expected results.

Skills + knowledge = competence

When preparing your log book try to select interesting examples that have challenged you in skill or knowledge development, or have produced contentious issues to be resolved. This also demonstrates a good understanding of the issues surrounding each experience.

Some guidance on what is required in each of the components is provided below.

4.3 The nature of the professional conduct

This should be a factual note of the spatial planning or spatial planning-related work undertaken. Do not make the headings too generic. Providing more detail will allow you to explore what you have learned. In many log books, it is possible to see the improvement in reflection as candidates put more detail in the nature of the work.

Example

Consider expanding an activity such as '**Site Visit**' to include: conducting an inspection, recording and identifying relevant data, considering local impacts and evaluating the importance of neighbour representations received.

Expanding the description of the task also helps to avoid repetition. You might be managing a number of development applications, and providing more information about each one you can reflect more clearly on how each new application contributed to your knowledge and skills, how they differed and how you applied what you learned from one set of circumstance to the next situation.

4.4 Skills development

In this area you should consider the type and level of skills utilised or obtained in order to undertake a particular task. Describe skills at a suitably detailed level rather than at a broad generic level.

For example, Licentiates often refer to improving their communication skills. Consider the context in which the skills are being developed. Ask yourself questions such as:

- Was the communication written or oral?
- Was it undertaken in an adversarial climate?
- Were you involved in further negotiation as a result?
- What worked and what didn't?

The more insightful the questions, the more effective the reflection will be.

Example of a good reflection on communication skills in a particular instance

I had to liaise with the case officer to obtain up-to-date information – using telephone and email effectively. I drafted an application response and learnt importance of clear, succinct writing. Also learnt how to raise objections in a positive and helpful way, providing guidance on what needed to be done to advance the application.

What are relevant planning skills?

Your experience should help you develop skills and competencies relevant to spatial planning. The following list is provided to provide some guidance of the type of skills that your experience could be directed towards developing. It has been drawn from RTPi educational policy documents, and from the government document *Skills for Sustainable Communities* which was contributed to by the RTPi.

Some examples of relevant skills include:

- **Creative vision**
 - Producing creative and innovative strategies and solutions.
 - Making lateral connections.
 - Aesthetic and design awareness and critique.
- **Project management**
 - Defining objectives.
 - Delivering - making it happen given constraints.
 - Resource management, including financial and personnel management and use of information technology.
 - Process management and evaluation.
- **Problem solving**
 - Problem definition.
 - Data-collection, investigation and research.
 - Quantitative and qualitative analysis and appraisal.
 - Weighing evidence and evaluation of alternative solutions.
 - Decision making.
- **Leadership**
 - Inspiring and motivating others at all levels.
 - Leading by example – displaying enthusiasm, tenacity, flexibility and self-motivation.
 - Embracing and leading through change.
 - People and organisational management.
 - Coaching and mentoring.
- **Collaborative and multidisciplinary working**
 - Partnership working - engaging with all professionals employed in the creation of sustainable communities and the built environment.
 - Creating an environment where information is shared.
 - Effective networking.

- **Communication**
 - Written, oral, graphic and multi-media communication.
 - Listening actively.
 - Using appropriate communication methods tailored to the audience.
 - Managing misinformation.
 - Internal communication and information sharing.
 - Community involvement and facilitation.
- **Stakeholder management & conflict resolution**
 - Identifying stakeholders and customers, and awareness of how these groups can change.
 - Relationship building.
 - Negotiation, mediation and advocacy.
 - Understanding the dynamics of conflict and how to achieve mutual agreement.
 - Demonstrating the ethics of good practice, including respect, tolerance, confidentiality and honesty.

4.5 Knowledge and understanding

In this area you should reflect on the knowledge/understanding you acquired or developed as a result of the activity. As outlined above, knowledge differs from skills. It is the conceptual and theoretical aspect. You continually add to your knowledge bank. Some experiences may lead you to readjust the knowledge you have.

4.6 Future development

In this area you are required to identify potential training and development needs as a result of undertaking a particular task. Assessors will expect to see how a record about a future development is referenced in future log entries – how the skills were acquired and developed.

There should be strong linkages between the log book and your PDP.

4.7 Corroboration

Your log book should be corroborated by your employer or supervisor. You are required to provide statements of corroboration that cover the entire period of your experience when you submit your APC to the RTPPI, therefore you should ensure you have your experience corroborated while you are a Licentiate.

You should obtain a statement of corroboration whenever you change jobs or mentors. It is easier to do this at the time you are making the change, rather than having to go back and ask someone to corroborate something that occurred 18 months earlier.

You are no longer required to have each entry in the log book signed by your mentor or manager, however the onus is now on you to ensure your statements of corroboration cover all the experience you have gained and reference in your submission.

The changes allow more flexibility for candidates who change jobs or have mentors based in a different location to them.

4.8 Style

There are no restrictions on the style you use for your log book. Make the style something that you are comfortable with rather than using a format that you think an external reader may prefer. You may prefer bullet points or be happier with a more conversational style as in the example below.

Example of conversational style

I was also reminded once again of the importance of the pre-application advice, this was an instance where the XXXX had given misleading and inconsistent advice, leading to an awkward path for the application and a difficult situation for me.

Please ensure pages are numbered.

4.9 Examples

The example below is a good detailed entry which clearly outlines the Licentiate's role and the rationale behind the work including past problems.

Nature of the work	Skills	Knowledge	Future development
<p>Planning Future Service Provision in (Location) seminar – I organised this event as part of my role is to coordinate responses from internal service providers to borough Local Plan and now LDF consultations. In the past it has been difficult to extract information from these providers and opportunities for DCC services to benefit from development have been missed. At the start of the new era of spatial planning we explained the new system and how and why service providers should get involved right from the start. DCC service providers and DC Planning Policy Officers were invited. Themed group meetings will be set up to deal with the service provider's more detailed aspirations for the County and individual districts for input to LDFs.</p>	<p>Creating an environment where information is shared between County Council and District Councils (two way process), effective networking, partnership working, improving internal communication, identifying customers.</p>	<p>Greater understanding of the views and issues other service providers have, greater knowledge of the way they can input to this new system and how planning can bring service and how planning can bring service providers together to create better services for the public.</p>	<p>Negotiation, mediation and advocacy, ongoing communication with these groups.</p>

In this example, the Licentiate has substantially improved the reflection by putting more detail about the work particulars. They have been able to draw out more of what they have learned in the second example. Under Problem solving skills, they have been able to explain the new skills within the context of the example.

Example 1 – Poor detail			
<p>Preparation and submission of representations objecting to a draft SPD relating to developer contributions at the borough council.</p>	<p><i>Problem solving skills</i> – via the research and collection of data in relation to the draft SPD.</p> <p><i>Communication skills</i> – via the preparation of written representations in the form of a letter to the Local Authority.</p>	<p>Knowledge of the written form required for the submission of written representations.</p>	<p>Further practice of submitting representations to improve my competency and efficiency.</p>
Example 2 – Improved detail			
<p>Planning history search and letter of advice to a client in relation to forthcoming proposals for an extended foodstore in city centre. The proposals have the potential to have a damaging effect on our client's consented proposal for a retail development nearby.</p>	<p><i>Problem solving skills</i> – by identifying the relevant planning applications within the planning history and projecting what the forthcoming planning application may comprise, and researching the planning policy position.</p> <p><i>Communication skills</i> by preparing the letter of advice and giving oral advice to the client.</p>	<p>An understanding of the planning history attached to the foodstore identified and knowledge gained on how any forthcoming proposals may have a detrimental impact on competing retail developments nearby.</p>	<p>Need to give both written advice to clients to improve by competency and confidence.</p>

Example of poor log book entries

The following example reflects many of the poor practices in putting together a log book. Happily, this is not a genuine example of a log book, but has been put together to include many areas of bad practice that Licentiates should seek to avoid

Nature of professional work – the headings are too general, and don't give the Licentiate an opportunity to explore the different skills, knowledge etc that might be related to each case. Greater detail on the specifics of each application/type of application might be more useful, as this would give greater opportunity to explore what they have learned.

For example, 'Site Visits' might include conducting the inspection, recording & identifying relevant data, considering local impacts and evaluating the importance of neighbour representations received. Relevant knowledge development might cover applicable PPS's, areas of planning law etc, but it is the **specifics** that will be most helpful.

Skills/competencies – Licentiates should avoid simply listing headings from the APC guidance, but rather use these as a guide to what might skills might have been developed. Key themes e.g. communication seem to occur repetitively, but a more careful reflection on the exact nature of the skill involved will alleviate this. Did the communication take place in writing or orally? How was written communication produced? Was there any antagonism when communicated orally? This might then lead to another key theme of negotiation; but there are very different negotiating skills required when, for example, relaying the outcome

	Nature of Professional Work/Task Undertaken	What skills/competencies has this work developed?	What knowledge/understanding has been gained/developed as a result of this work?	What skills/knowledge do you feel you need to develop?	E V
r	Processing planning applications	Research, delivering – making it happen, communication	Planning Law	Further knowledge of planning law	
r	Site visits	Data-collection, investigation & research; quantitative & qualitative analysis & appraisal	That it is useful to have first hand knowledge of a site involved in an application	None – successfully achieved all elements of visit	
r	Answering telephone calls from the public	Negotiation, mediation & advocacy; relationship building; ethics of good practice	Knowledge of the relevant areas of planning law	Telephone skills	
r	Contacted consultant with regard to listed building regulations	Research – finding a consultant. Communication skills	The limits of my own responsibility for specialist applications	More knowledge of listed building regulations	
r	Regional CPD event – Development control	Effective networking	Knowledge of development control policies	To apply information from CPD event to my daily employment	

4.10 Submitting your log book

The log book is a stand-alone document, and should not include extraneous materials such as cuttings, plans etc. It should note clearly where extended breaks in experience have occurred that are not associated with standard annual leave or occasional sickness.

The log book should be sent to the RTPi as a PDF file along with the submission and will be used by the RTPi to support an assessment of whether the work experience conforms to the RTPi's practical experience requirements. The written submission may refer to the log book for detailed examples of particular types of work undertaken.