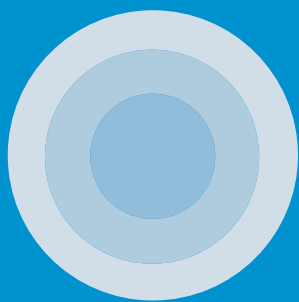


GUIDE TO THE ASSESSMENT OF PROFESSIONAL COMPETENCE (APC)



RTPI

mediation of space · making of place

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Testimonials

"PlanningMatters has proved to be an invaluable & cost effective means of enabling our staff to undertake continuing professional development." Paul White, Director, Planning Landscape and Heritage, Atkins

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1. INTRODUCTION

1.1 The Assessment of Professional Competence (APC): completing the initial educational package

In January 2003 the RTPI Education Commission completed a fundamental review of planning education provision. The Commission identified three parts to planning education:

- An understanding of what spatial planning is, and the skills which underpin it;
- An in-depth understanding of an area of specialism within spatial planning;
- An assessment of professional competence, i.e. 'fitness to practice'.

The Assessment of Professional Competence is therefore an integral part of professional planning education. 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. It is designed to raise the standards of practice across the profession by shifting the focus from work inputs to learning outcomes. By setting clearly defined targets for skills and competencies the APC will develop well-rounded practitioners with a bank of transferable skills as well as technical planning knowledge. This can be achieved with an increased level of support from the RTPI from the earliest stage in a practitioner, teacher or researcher's career.

The Assessment of Professional Competence will ultimately replace the existing procedures for application to membership. Success in the APC will result in election to Corporate Membership of the RTPI.

1.2 The Licentiate route to the APC

All applicants for Corporate Membership will be subject to the same test of competence, but there are a variety of different routes through which candidates may pass to reach assessment stage. For new graduates of RTPI accredited courses, the assessment will be taken following a period of practical planning experience (see Section 3.3 for definitions of eligible practical experience, including teaching and research experience) that will be structured, mentored and monitored, and is referred to in this document as the Licentiate route to the APC. Graduates seeking Corporate Membership will need to apply to become a Licentiate of the RTPI in advance of commencing their eligible practical experience (see Section 2). Licentiateship is a new class of membership introduced to support the APC and to bridge the gap between Student and Corporate Membership.

The Licentiate route to the APC supports graduates in developing their reflective skills, encouraging recent graduates to drive their own careers and instilling from the outset a habit of lifelong learning and professional development.

It will also be possible to come to the APC as an existing practitioner or, following the development of this new class of membership, as an Associate Member of the RTPI. These routes are not yet available. Guidance will be issued at a later date for candidates wishing to approach the APC through these routes.

1.3 Who is eligible for the APC?

The first cohort to undertake the Licentiate route to the APC will be graduates of RTPI accredited one-year combined Masters degrees in 2005. This will roll out to include graduates of all accredited courses in 2006.

Planners who graduated in or prior to 2005 (with the exception of graduates of 1-year Masters degrees) will continue to apply for Corporate Membership under the current arrangements until 01 January 2009. After this date, all applications to Corporate Membership will be through one of the routes to the APC.

For the time being, the existing Special Entry arrangements will still apply to those who wish to apply for membership but have not successfully completed an RTPI accredited course. Application forms and guidance on Special Entry route (SM1/1A/1B) can be found at www.rtpi.org.uk or by applying directly to the Education & Membership Officer at the RTPI. Special Entry arrangements will ultimately be subject to change following the RTPI's review of membership classes, with the introduction of Associate Membership.

If a student is in any doubt as to whether their course of study is accredited by the RTPI they should refer to the website indicated above or contact the Education & Membership Officer directly (see contacts, Section 1.6).

1.4 Outline of the Licentiate route to the APC

The Licentiate Route to the APC comprises five key components:

- **A minimum requirement for professional experience** – two years in relevant spatial planning employment, 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)** – this will continue the practice begun during initial professional education. PDPs will be composed at the start of the period of Licentiate and updated regularly, forming the basis of meetings with the mentor.
- **A mentor** – available to offer support and guidance, the Licentiate will meet with the mentor over the course of the period of practical experience;
- **A written submission** – a written document reflecting on the Licentiate's experience and skills, submitted to the RTPI for assessment by RTPI nominated Assessors.

1.5 Membership benefits

Licentiates have access to all the membership benefits of Corporate Membership, although Licentiates have not yet gained Chartered status and are not eligible to use the designation MRTPI. Licentiates remain bound at all times by the RTPI Code of Professional Conduct, an awareness of which must be demonstrated in the written submission for the APC (see Section 7.5). Membership benefits which may be of particular assistance to Licentiates at the start of their professional career include:

- **Branch/Regional Activity:** Branches, which from 01 January 2006 will be known as Regions, are run by members, for members, within 13 regions of England, Wales and Ireland, and separately through the RTPI in Scotland. Branches offer an excellent opportunity for Licentiates to influence planning theory and practice at a local and national level, to extend their planning knowledge and to engage in professional networking.

- **RTPI Networks:** created by the RTPI as an innovative way of enabling its membership to develop knowledge and share experience more effectively. For Licentiates, Networks are an excellent opportunity to develop professional knowledge and competence, to network, and possibly even to identify a mentor. Licentiates may particularly benefit from membership of the Young Planners Network which provides a national voice and focus for Student, Licentiate and younger Corporate Members. This network helps its members to exchange ideas and information, provide a forum for expressing views and ideas and co-ordinate opinion to help influence the governance of the RTPI. Apply online at <http://youngplanners.rtpi.org.uk>, using your personal membership number.
- **Planning Theory & Practice:** Recognised as one of the leading journals in planning, featuring articles by both academics and practitioners, this is an excellent way for Licentiates to stay up-to-date with current thought. Discounted subscriptions are available to all membership classes.
- **Planning Magazine:** the weekly magazine of the RTPI, incorporating RTPI News. This magazine is free to Licentiates and all other membership classes.

For up-to-date information on these and all other benefits of membership, please see www.rtpi.org.uk.

**EXCLUSIVE TO LICENTIATES –
free online learning modules on
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Matters
.co.uk**

PlanningMatters is an online skills portal developed by the RTPI and its partner Echelon Learning. This resource consists of more than 200 bite-sized action lists, diagnostics, knowledge builders, interviews with business giants and self-development modules, as well as over eighty modules dealing with Planning issues covering all aspects of your profession, written and reviewed by experts in the field. The site is available to individual users and by corporate licence, with modules available for £2, £5 and £10.

The RTPI is offering Licentiates a free account to the value of £100, which also includes access to a personal online learning log. This can be used to record the modules you have taken on the site, as well as other lifelong learning and professional development activities. This offer is available to all Licentiates in their first year of Licentiateship only and is designed to assist with the development of planning knowledge and generic skills in the early years of your professional career. You will receive an email notification that your account has been set up once you have successfully registered as a Licentiate.

1.6 General contacts

For all enquiries relating to the APC please contact either of the officers below:

APC Development Officer
The Royal Town Planning Institute
41 Botolph Lane
London
EC3R 8DL
Tel: 0207 929 9494
Email: apc@rtpi.org.uk

Education & Membership Officer
The Royal Town Planning Institute
41 Botolph Lane
London
EC3R 8DL
Tel: 0207 929 9484
Email: membership@rtpi.org.uk

All documents and forms referred to in this guidance are available at www.rtpi.org.uk/apc.

2. APPLICATION FOR LICENTIATESHIP

2.1 Applying for Licentiate

Graduates should apply for Licentiate as soon as they have secured relevant professional planning employment and only after they have successfully completed an RTPI accredited course in initial professional education.

Students currently gaining experience part-time alongside their initial professional education, or during the placement year of a sandwich course, are not required to undertake this experience as Licentiates of the RTPI. These students should apply for Licentiate only once they have graduated and secured relevant planning experience. **From September 2005, all students who are working alongside their initial professional education and wish this experience to be eligible for the APC should keep a reflective log of this work using the APC guidance and template log book (see Section 4).**

Application forms are available to download at www.rtpi.org.uk/apc and can be completed online. They should be printed and returned with original signatures. Please refer to the Membership Education & Lifelong Learning Department if you experience any problems with the application.

Completed application forms should be printed and returned, with original signatures, to:

Education & Membership Officer
The Royal Town Planning Institute
41 Botolph Lane
London
EC3R 8DL

2.2 The application process

Graduates must fulfil two criteria before they are eligible to apply for Licentiate:

- All responsibility for the initial professional education has been discharged successfully, and
- Eligible professional experience has been secured.

The application form includes a declaration that both these criteria have been fulfilled, which must be signed by the Licentiate **and the employer**. The form should be sent to the RTPI, who will issue all guidance, including a start date for Licentiate from which the eligible practical experience should be calculated.

Licentiate will be conferred conditional on Licentiates having discharged successfully all responsibility for their initial professional education, including final submission of the dissertation. Confirmation of the Licentiate's successful completion of all elements of the accredited course will be obtained by the RTPI directly from the Planning School.

If the University is unable to confirm that the student has successfully graduated, or if further submission of work or re-sitting of exams is required, the start date for calculating the period of eligible practical experience is deferred until all responsibility for the initial professional education is discharged successfully.

3. ELIGIBILITY OF PROFESSIONAL EXPERIENCE FOR THE APC

3.1 How much experience will I need?

The assessment criteria for the APC focus on learning outcomes rather than simply being a time-serving requirement. Licentiates are required to demonstrate not only that they have relevant planning experience, but that they have successfully utilised this experience to develop their professional competence. Licentiates are invited to demonstrate these skills following a minimum of two years (24 months) in eligible planning employment, of which at least one year must be post-graduation (see Section 3.2). Depending on the type of experience gained during this time, a Licentiate may wish to extend the period of experiential learning in order to ensure he or she has attained the relevant skills and competencies for success in the APC. There is no upper limit as to the number of years of experiential learning that may be undertaken before presenting the written submission for assessment.

The minimum practical experience requirement of two years is based on a Licentiate being in full-time employment for the duration of this period, and allows for paid holiday as part of the Licentiate's contract of employment, which is estimated at 4-5 weeks (20-25 days) per year, and for occasional sickness. Licentiates should only submit their written report for assessment following a total of 24 months of eligible practical experience, which may or may not be consecutive. Licentiates should be aware of the detrimental effect repeated breaks in experience may have on the development of professional competence. Extended breaks in experience associated with sickness, change of employer etc. must be reflected in the Licentiate's log book (Section 4) and Professional Development Plan (Section 5) and are clearly not eligible towards the APC.

3.2 Experience gained prior to becoming a Licentiate

Many Licentiates will hold spatial planning experience prior to graduating from an RTP1 accredited planning qualification. This may have been gained before commencing the qualification, during a sandwich year or vacation placement, or part-time alongside the taught course. This experience is eligible to count for up to 50% of the total practical experience requirement of the APC. This in effect means that all Licentiates must undertake at least one year of the total two-year practical experience requirement after graduating from an accredited course in initial planning education. Experience gained alongside a full-time course is unlikely to be eligible, unless it can be demonstrated that it was gained at a suitable professional level equivalent to the type of work a graduate might reasonably undertake. Experience gained alongside one-year 180-credit accelerated Masters courses is not eligible towards the APC, as this period has been designated for intensive study.

In order to be eligible, prior experience must fulfil the same practical experience criteria as applies to Licentiates, outlined in Section 3.3. Students must be able to demonstrate in the same way as Licentiates that this experience has contributed to the development of professional competence.

From September 2005, students embarking on sandwich year or vacation placements, or working part-time alongside a taught course, will be required to keep a log of their work in the same way as a Licentiate (see Section 4).

3.3 Nature and Form of Experience

i. The Vision for Planning

In 2001, the Institute's Trustees agreed that a Vision for Planning was required which seeks to build the capacity within society and its institutions to take effective and relevant decisions. They agreed that this Vision should see planning as being about people and places, the natural and the built environment, immediate requirements and long-term stewardship.

The Vision for Planning is built around the core ideas of a planning that is:

- Spatial – dealing with the unique needs and characteristics of places;
- Sustainable – looking at the short, medium and long term issues;
- Integrative – in terms of the knowledge, objectives and actions involved;
- Inclusive – recognising the wide range of people involved in planning.

In all these matters planning is:

- Value-driven – concerned with identifying, understanding and mediating conflicting sets of values;
- Action-oriented – driven by the twin activities of mediating space and making of place.

This provides the context within which RTPI Assessors will consider submissions for the APC.

ii. Nature of the experience eligible towards the APC

Any direct spatial planning experience, paid or voluntary, that has been accumulated over 24 months is eligible towards the APC, regardless of whether or not it is undertaken in a mainstream planning practice. The APC embraces spatial planning experience, wherever it is carried out, and is not restricted to experience gained within the UK planning system. Licentiates who are working in multi-disciplinary practice may need to carefully consider whether all of their experience can justifiably be defined as planning related. If this is not the case, Licentiates will need to determine what percentage of their work time is spent in planning, and ensure that a total of 24 months of spatial planning work is undertaken.

If Licentiates are engaged in voluntary work in addition to their full-time employment, they are not permitted to 'double-count' this experience, i.e. to use this experience as a means of reducing the time taken to reach assessment. However, this experience can, of course, be used to develop professional competence in areas and ways that may not be covered by the Licentiate's other areas of work, and is to be encouraged as such.

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

a) **The preparation of plans, policies and related documents:** this will include research and analysis of information for policy formulation, and the preparation of contributory material, as well as the actual formulation and monitoring of policy, guidelines and advice. Spatial development strategies and statutory development plans as well as master, town, 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.

b) **Plan implementation:** statutory development control 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.

c) **Monitoring and Research:** 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 planners is also included, as is research appraisal. Relevant research undertaken towards a PhD qualification is eligible, 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). 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 etc.

d) **Teaching:** teaching experience should be linked with the types of activity described in paragraphs (a) and (b) above and should take place on courses related to spatial planning or to interest/community groups in the context of community engagement.

This list is intended as an indication of the type of experience that is eligible towards the APC, and is not intended to be exhaustive. If a Licentiate is in any doubt about the eligibility of their experience, they should contact the Education & Membership Officer at the RTPI.

VOLUNTEERING FOR PLANNING AID – an excellent way to gain varied experience and develop professional competence



Planning Aid

Engaging Communities in Planning



Planning Aid provides free, independent and professional advice and support on planning issues to people and communities who cannot afford to hire a planning consultant. Planning Aid complements the work of local authorities but is wholly independent of them. In most UK regions Planning Aid is run by the Royal Town Planning Institute.

Volunteering for Planning Aid gives Licentiates the opportunity to develop planning related skills that they may not have the opportunity to develop within their main employment. These might include:

- Insight into less familiar areas of the planning system;
- Experience of community consultation and capacity building;
- A user's view of the planning system, which in turn could feed into your day-to-day employment.

Corporate Members of the RTPI are able to provide advice on behalf of Planning Aid. While Licentiates are not able to undertake this type of casework, there are still a number of non-advisory roles that can be usefully undertaken by Licentiates. Licentiates, along with Students, Retired Members and other interested volunteers, may be able to volunteer at community planning events and support Corporate Members.

Planning Aid volunteers have access to free and low cost relevant training, relating to the facilitation and community engagement skills that will be developed through Planning Aid, and to planning more generally. Volunteering for Planning Aid can also give Licentiates access to wider networks of professional contacts.

If you would like to find out more about volunteering for Planning Aid then visit the Planning Aid website at www.planningaid.rtpi.org.uk/volunteers/thinking/. Alternatively, contact the Volunteer Development Officer on 0121 766 5298 or email volunteers@planningaid.rtpi.org.uk.

4. THE APC LOG BOOK

A template log book is available in Appendix A.

The log book will form an accurate record of the experience gained by the Licentiate over the period of practical experience. It is designed to ensure that the Licentiate is gaining full benefit from this experience by continually reflecting on the work that has been undertaken, and on the way in which this has contributed to the development of professional competence.

From September 2005, all students who are working alongside their initial professional education and wish this experience to be eligible for the APC should keep a reflective log of this work using the APC guidance and template log book.

The log book should be completed on a monthly basis, and contains five key elements:

- **Description of the nature of professional work/task undertaken:** factual note of the spatial planning or spatial planning-related work undertaken.
- **Competency/skill development:** reflection on the type of skills utilised or obtained in order to undertake a particular task.
- **Knowledge/understanding gained:** reflection on the knowledge/understanding acquired or developed as a result of the activity.
- **Future development of skills/knowledge:** identification of potential training and development needs as a result of undertaking this particular task.
- **Authorising signature:** confirmation by the employer that the work has been undertaken.

The log book's value lies in the critical reflection it demands from the Licentiate. It is essential that it is not used simply as a work record or time log, though it may inform these documents if they are already a requirement of the employer (see Section 4.1). The completed log book will be an invaluable tool to assist the Licentiate in writing the final submission for the APC. It should also directly inform the Licentiate's Professional Development Plan (PDP) (see Section 5).

The following list is provided to assist Licentiates in reflecting upon the ways in which their experience is contributing towards the development of skills and competencies within a spatial planning context. The list is not exhaustive. The skills outlined have been drawn from RTPI educational policy documents, and from the government document *Skills for Sustainable Communities*¹, which was contributed to by the RTPI.

¹ Egan, Prof J, (2004) *The Egan Review: Skills for Sustainable Communities* (Annex D), London: Crown Copyright, www.odpm.gov.uk/eganreview.

Licentiatees' practical experience should contribute to the development of skills in:

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 mis-information.
- 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.



The RTPI's *Policy Statement on Initial Professional Education* (Appendix E) details the nineteen learning outcomes against which all RTPI accredited courses in initial professional education are assessed. This may be of additional assistance to Licentiates in considering their skills development, the acquisition of spatial planning knowledge and the development of understanding.

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 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 (see Section 7).

4.1 The APC log book in the workplace

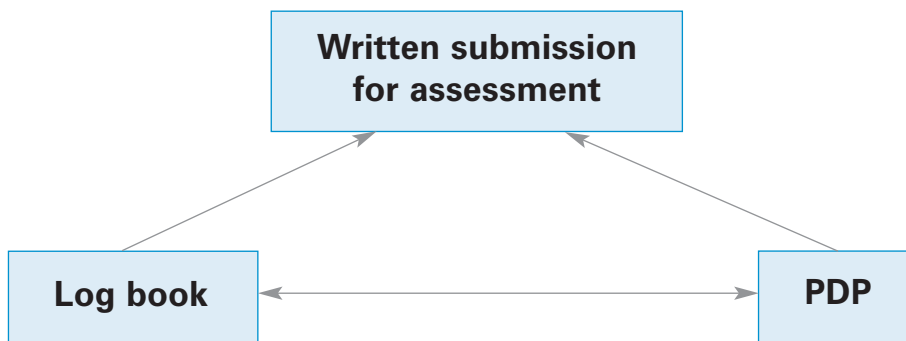
Licentiates may already be keeping a work record or time log as a requirement of their employer. The APC log should not require work to be duplicated; however, the APC log should include critical reflection on the work undertaken, not simply a work record, and Licentiates should ensure that this element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

5. THE PROFESSIONAL DEVELOPMENT PLAN (PDP)

Licentiates should be familiar with the composition of Professional Development Plans (PDPs) from their initial professional education, and should continue this practice by maintaining a current PDP covering the period of Licentiate-ship. The plan imposes a structure on this period of professional development, without being restrictive, as it can be tailored to the changing needs of the individual. The plan will be composed at the start of the period of Licentiate-ship and should be reviewed regularly (at least every three months) to keep pace with career changes and shifting objectives. The PDP will form the basis of the meetings with the mentor (see Section 6), and the mentor will sign it off as meeting the RTPI's requirements

Guidance on producing a PDP is found in APC Advice Note: *Producing a Professional Development Plan*, a copy of which is shown in Appendix B. A template PDP can be found in Appendix C.

A strong integration between the PDP and the log book are paramount for success in the APC. While the log book is a record of what has been achieved, the PDP identifies areas for improvement and development, and sets out the means by which these objectives can be met within a set time frame. Both documents will be essential when composing the written submission for assessment (see Section 7).



The APC log book and PDP are invaluable tools for use in the Licentiate's appraisal process. The log book provides a work record of what has been achieved, and the PDP demonstrates how the Licentiate is looking ahead to their future career.

5.1 Why produce a PDP?

Professional Development Planning has a number of advantages for Licentiates working towards the APC. The PDP:

- Improves the capacity to plan learning according to personal requirements;
- Promotes effective monitoring and recognition of achievement;
- Encourages learning from experience;
- Encourages increased self-knowledge, specifically, recognition of strengths and required improvements;

- Establishes lifelong learning habits, including a commitment to Continuing Professional Development (CPD);
- Prepares new graduates for the PDP and CPD requirements of Corporate Members under the Code of Professional Conduct;
- May be used as a career development tool, for example during appraisals, or when applying for a new job.

5.2 Producing a PDP

Licentiates should be familiar with the process of PDP composition from their initial professional education, and Licentiates may elect to continue with the PDP format that was employed during this time. For Licentiates who are still unsure about how to compose a PDP, guidance on this practice, as well as a template PDP, is contained in APC Advice Note *Producing a Professional Development Plan*, a copy of which can be found in Appendix B.

Licentiates should be continually reviewing and updating their PDP throughout their period of Licentiateship. All previous versions should be retained, and Licentiates should ensure that each version clearly states the period of time to which it refers. Although there is no requirement to submit the PDP history with the written submission for assessment, a current PDP will form a part of this final submission (see Section 7).

6. THE APC MENTOR

Access to a mentor provides an excellent means of additional support to new graduates at the start of their careers. Acting as a mentor is an opportunity for existing Corporate Members to shape, through the new generation of planners, the face of the profession in the future, and to contribute to the way in which standards are maintained in their profession. It is also an excellent way for the mentor to contribute to their Continuing Professional Development.

Each mentor-Licentiate pairing will produce a different relationship. Early professional experiences will differ from one Licentiate to the next, so it is up to the Licentiate to ensure that they make the most of the mentoring arrangements according to their own situation and requirements.

While access to a mentor is extremely desirable, and is to be strongly encouraged to provide the Licentiate with as much support as possible as they work towards the APC, it is not a compulsory element of the Licentiate route to the APC (see Section 6.6).

6.1 The benefits of mentoring

Mentoring schemes have well documented benefits, for the recipient, the mentor, and the organisation as a whole. Under the APC mentoring arrangements, **Licentiates** can benefit from:

- Advice 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;
- Increased confidence, and empowerment to drive one's own career.

The **mentor** can also benefit from:

- Developing a range of skills, including leadership, management and coaching, with demonstrable benefits for your Continuing Professional Development;
- A two-way process; the opportunity to learn directly from the Licentiate and to share experiences;
- Potential for newly stimulated interest in your own career development;
- The opportunity to widen your network to include the new generation of Planners;
- A raised profile within your own organisation and increased recognition from your peers;
- Satisfaction in being able to assist an individual with their own development;
- An opportunity, for mentors paired with Licentiates within the same organisation, to directly increase the professionalism and productivity of your own workplace.

On a wider scale, an **organisation** as a whole can benefit from supporting mentoring arrangements through:

- Investing in the workforce, with the resultant benefits for morale and staff retention;
- Increased attractiveness to future employees due to demonstrable employee investment;
- An increasingly skilled workforce, trained more rapidly;
- Self-perpetuating investment; employees repay investment in their development through assisting with training the future generations of planners;
- Increased networking, both within the organisation and throughout the profession, resulting in exchange of ideas and best practice;
- Happier, more professionally competent employees.

6.2 The role and responsibilities of the mentor

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. Different roles may be required depending on the needs and personal circumstances of the Licentiate. Whilst paired with a Licentiate, every mentor should expect to:

- Make themselves available to provide advice and support to the Licentiate, either face-to-face, by email or over the telephone;
- Attend meetings with the Licentiate at mutually agreed times;
- Review summaries of these meetings produced by the Licentiate and sign to agree that they accurately reflect the content of the meeting;
- 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, and sign off this plan as meeting the RTPI's requirements;
- Offer advice, where appropriate, on the final written assessment.

It is not the mentor's responsibility to instruct or direct the Licentiate's progress, nor will they set objectives on their behalf. However, the mentor can and should provide advice in all these areas.

In addition to these specific responsibilities, the mentor should in general seek to:

- Support, guide and encourage the Licentiate;
- Assist the Licentiate in bridging the gap between the initial educational experience and future professional experience in practice;
- Guide the Licentiate towards becoming more critically reflective of their own practice and progress;
- Provide support and advice on professional and professionally-related matters;
- Support the Licentiate in preparing for election to Corporate Membership through the APC.

Confidentiality is central to the mentoring process, and due regard should be given by the mentor at all times to the potentially sensitive nature of their discussion with the Licentiate.

Free training is available to all APC mentors. Further information is available in a supplementary information sheet for mentors available at www.rtpi.org.uk/apc.

6.3 Who can become a mentor?

All APC Mentors should be Corporate Members of the RTPI. Retired members (MRTPI Ret) are not eligible to become APC mentors. Full Corporate Members who are retired from professional practice but maintain their Chartered status (MRTPI) remain bound by the RTPI Code of Professional Conduct and CPD requirements, and are therefore eligible to become APC mentors.

Mentors may come from the Licentiate's current workplace, or be someone the Licentiate has worked with previously. They may also be someone known personally to the Licentiate, but may not be a family member. The Licentiate should avoid selecting a mentor with whom there may be a conflict of interest, as this may prove detrimental to the process.

Mentoring will be taking place informally in many organisations, or will already be established within internal training schemes, and Licentiates should engage in this process. The mentoring support provided on the route to the APC seeks to complement these organisational schemes, so that all planning graduates have access to the same high level of mentoring service. Where Licentiates are matched with a mentor by their employer, this individual may also act as an APC mentor for that Licentiate, provided they are a Corporate Member of the RTPI, and should be formally proposed through the mentoring agreement form (Appendix D). Licentiates and employers should carefully consider whether the line manager is an appropriate mentor, mindful of the potential conflict of interest.

Corporate Members may, at their own discretion, act as a mentor for up to two Licentiates at any one time.

6.4 Becoming a mentor

Corporate Members will become APC mentors in one of three ways:

- i. by applying directly to the RTPI;
- ii. by being approached directly by a Licentiate;
- iii. through the merger of existing mentoring arrangements, e.g. under the employer organisation, with the APC mentoring arrangements.

Corporate Members who would like to volunteer to become mentors without necessarily having been approached directly by a Licentiate should apply using the Mentor Registration form (see www.rtpi.org.uk). Completed forms should be returned to the Membership, Education & Lifelong Learning Department, from which the mentor will receive detailed guidance and information on the training available. Once the mentor has been paired with a Licentiate, both parties will be asked to sign the mentoring agreement, available at www.rtpi.org.uk and a copy of which is shown in Appendix D. This formalises the relationship between Licentiate and mentor, and differentiates it from the Licentiate's own personal support network. Where mentors have been approached directly by Licentiates the mentoring agreement form should also be completed and submitted to the RTPI for record.

If the Licentiate is unable to identify a suitable mentor, the RTPI will endeavour to match them with an appropriate mentor from a centrally held database. Licentiates should apply to the RTPI using the request form (please see www.rtpi.org.uk). The information contained in this form should be sufficient to match the Licentiate with a suitable mentor. Due consideration will be given to the geographical location of both parties to minimise the distance necessary to travel to meetings.

6.5 Change of mentor

Mentors should expect to support the Licentiate with whom they have been paired right up to the point of entry into Corporate Membership. A change in a Licentiate's employer need not, from the RTPI's point of view, necessitate a change of mentor. In this instance, the pairing of mentor and Licentiate should continue if acceptable to both parties, and if it does not represent a conflict of interest.

In exceptional circumstances where a change of mentor becomes desirable or necessary a second mentor may be identified by the Licentiate or the RTPI as previously. **The RTPI should be informed directly if for any reason a change in mentor becomes necessary.** The Licentiate should submit a new agreement to the RTPI signed by both parties. A meeting should be arranged immediately to apprise the new mentor of the Licentiate's progress.

6.6 Access to a mentor

The RTPI seeks to ensure that every Licentiate has access to the advice and support that a mentor can provide. Some Licentiates may find that, due to geographical or other restrictions, they are unable to identify a mentor to whom they have easy access for meetings. In these circumstances, it may be that the mentoring arrangements have to be conducted electronically and/or by telephone. The use of electronic media is to be encouraged for all Licentiates in their relationship with their mentor, but this should afford the sole means of contact only where there is no alternative.

The support of a mentor during the period of Licentiateship is to be strongly encouraged but if, in exceptional circumstances, this proves impossible, the inability to display contact with a mentor will not prohibit success in the final assessment.

6.7 Monitoring the mentoring arrangements

The RTPI will hold records of all mentor-Licentiate pairings. This information will be gained from the mentoring agreement completed by both parties at the start of the mentoring period. It is important that mentors provide the RTPI with an email address in order to access their online training and to receive monitoring checks.

All mentors will be contacted after 6 months of the start of the mentoring arrangements to ensure that the relationship is progressing satisfactorily. At the conclusion of any mentoring arrangement, the Licentiate and mentor will both be provided with a feedback form. This is designed to provide the RTPI with feedback on the mentoring arrangements and on the process in general, not on individual mentors or Licentiates. It is an opportunity for both parties to assist in the development of the mentoring process, and to ensure high standards are maintained.

6.8 Conducting the mentoring relationship: Frequently Asked Questions

This section is designed to offer Licentiates and mentors guidance on conducting the mentoring relationship. Both parties should bear in mind that each mentoring relationship will be different, and should feel free to explore the relationship according to the experience and needs of the individuals involved.



How often should the mentor and Licentiate meet?

The framework for the mentoring relationship is a series of meetings conducted as often as required, but certainly no less than once every six months. Mentors and Licentiates are free to have as much contact as they wish or require.

Can we use other means of communication?

Additional communication by means of telephone or email is to be encouraged. It would be appropriate, either at the first meeting or in advance, to decide the best means of communication, such as agreeing whether to use a work or personal phone number/email.

Where should meetings take place?

Meetings should take place at an agreed location.

Who sets the agenda for the meeting?

The Licentiate should set the agenda for the meeting, which should be sent to the mentor at least one week in advance. Meetings will most likely be structured around the Licentiate's progress towards objectives set out in their Professional Development Plan (PDP), including identifying whether these objectives have been met and setting new ones. However, the agenda is open for the Licentiate to decide, in consultation with their mentor where necessary.

Licentiates should approach every meeting not just with a series of questions, but with thoughts on the answers. The mentor should encourage the Licentiate to explore their thoughts and the options available to them, and to set objectives.

It's our first meeting – where shall we start?

Crucially, by the end of the first meeting, if not before, Licentiates and their mentors should have agreed the most appropriate means of contact (personal/work telephone/email) and a date for the next meeting, as well as any further meetings you wish to arrange in advance.

As with other meetings, the PDP is a great place to start. Drawing comparisons between this first PDP, and the PDP composed when the Licentiate comes to submit for the APC, will be extremely useful in demonstrating how far the Licentiate has developed professional competence.

Who should lead the meeting?

Ideally the Licentiate will lead the meeting to ensure they are directing the discussion in a way that is most beneficial to them. This may not always be possible. In all situations, mentors should avoid taking total command and instructing rather than guiding the Licentiate.

Should a record be kept of the meeting?

The Licentiate is responsible for keeping all records of meetings, and is encouraged to do so, as this will assist them in their final written submission. A record of a meeting might simply be an updated Professional Development Plan, with a brief note on any other issues that were discussed and any action points that were agreed.

Mentors may find it useful to keep their own record of the proceedings so they are able to either agree or amend the Licentiate's record.

7. THE WRITTEN SUBMISSION FOR ASSESSMENT

7.1 Introduction to the APC submission

Licentiates who have completed two years (24 months) of structured experiential learning are eligible to produce a written submission for assessment by RTPI nominated Assessors.

Submission at this time is not compulsory if the Licentiate feels they have not yet obtained sufficient practical experience or gained the requisite level of professional competence to be successful in their application.

The written submission is a reflection on the work that has been undertaken and the skills, competencies, understanding and knowledge developed in this period. It will most likely be structured around one or more single projects or units of work (see Section 7.6 (i)). In the assessment of a Licentiate's experience, Assessors will examine:

The practical experience component – whether the Licentiate has gained the requisite period of relevant planning experience.

The professional competence component – whether the Licentiate can demonstrate from this experience a sufficient level of professional competence.

The conclusion – in the form of a personal SWOT analysis, including a Professional Development Plan (PDP) looking ahead to the aims of the practitioner for the future.

It is the Licentiate's responsibility to demonstrate all three components. Failure to do so will result in a failure in the APC assessment.

Licentiates are also required to complete a codicil reflecting on how their initial professional education has prepared them for professional practice and the requirements of the APC. This element is not assessed. Further details can be found in Section 7.4 (iv).

The submission for assessment takes the form of a written statement covering the equivalent of 2 years (24 months) full-time practical experience. The submission is the sole responsibility of the Licentiate and where applicable they may seek the advice of the mentor, employer or any other party, but the end result is the responsibility of the Licentiate.

7.2 Submission dates

There will be four submission deadlines per year. Please see www.rtpi.org.uk for up-to-date information on these deadlines.

7.3 Length of submission

Submissions must be 5,000 words +/-10% (i.e. 4,500 – 5,500 words).

7.4 Breakdown of the APC submission

The written submission for the APC must comprise the following elements:

- A Practical Experience Statement (up to 1,000 words)
- A Professional Competence Statement (no less than 2,500 words)
- A Conclusion (up to 1,500 words)
- A Codicil (500 words, not included in the total submission word count)

i. Practical Experience Statement

A description of the practice content and planning tasks a candidate has undertaken over the period of practical experience (1,000 words).

Key question for Assessors: *Can the Licentiate's experience be justly counted as spatial planning experience?*

This is designed to assess whether the Licentiate has undertaken sufficient relevant practical experience for eligibility for membership of the RTPI. The statement should include:

- the type of employer, including the nature of the business (mainstream planning, multi-disciplinary practice etc), and the size of the organisation.
- the Licentiate's own job description: the main role and responsibilities, including any line management responsibility. If the Licentiate's job has changed or evolved within a single organisation over the period of practical experience this should be clearly indicated.
- the nature of the work: this should describe the type of spatial planning work that has been undertaken. Licentiates should refer to Section 3.3 for guidance on the type of experience that will be eligible towards the APC. Where the experience gained was not solely planning related experience, an indication should be given of the proportion of the Licentiate's time that was devoted to spatial planning responsibilities.

The Licentiate's experience may cover experience gained in one or more roles or employers, either in a paid or voluntary capacity. Each element above should be covered for each type of employment.

The practical experience statement should specifically identify the Licentiate's own responsibilities. Where the Licentiate was involved in group tasks or projects, the submission should focus on the Licentiate's own responsibilities and how they contributed to the project as a whole. It is not expected that Licentiates will necessarily be managing entire projects, but it is essential that the Licentiate's own role, discretion and areas for personal decision taking are made clear. It is entirely possible that the Licentiate has not been involved in a project in its entirety, or it may not have reached completion at the point at which the Licentiate applies for assessment.

Licentiates must have the Practical Experience Statement signed by one or more **corroborators** to confirm that the work has been undertaken. This will usually be the line manager under whom the experience was gained, but may be another suitable individual who can confidently corroborate the experience. Where Licentiates have had more than one employer or more than one position within the same organisation, at least one suitable corroborator will be needed for each employer or role.

ii. Professional Competence Statement

A critical reflection on the period of practical experience (2,500 words).

Key question for Assessors: *Is the Licentiate able to demonstrate a critical reflection on the period of practical experience?*

This section seeks to confirm that the Licentiate has sufficiently developed the skills of a reflective practitioner, taking best advantage of their practical experience to shape their professional development, and effectively forms the learning outcomes of the work described in the practical experience statement.

This section will explore in detail how the Licentiate meets the competencies outlined in the **Assessment Criteria** (Section 7.5).

Licentiates are encouraged to think comparatively about the responsibilities they were able to assume at the start of their eligible experience against the responsibilities they now assume. The distinction between 'What was the most important decision I was able to take at the start of my career?' and 'What is the most important decision I am now able to make?' is an important one, which allows the Licentiate to reflect upon the development of professional competence in a linear, but not necessarily rigidly chronological, manner.

Licentiates will find their log book is a helpful tool to assist in completing this section of their submission. They may also have recourse to the guidance on skills and competencies in Section 4.

iii. Conclusion & Professional Development Plan (PDP)

Drawing on the critical reflection including a professional development plan (1,500 words).

Key Question for Assessors: *Has the Licentiate demonstrated a critical conclusion leading to a suitable Professional Development Plan (PDP)?*

Using the information explored in the professional competence statement, the conclusion should take the form of a personal SWOT analysis. This draws out internal strengths and weaknesses and explores the potential influences of external opportunities and threats. This can be produced using the following matrix:

Template SWOT Analysis

| | |
|--|--|
| <p style="text-align: center;">STRENGTHS</p> <p>Positive internal factors within your control on which you could capitalise</p> | <p style="text-align: center;">WEAKNESSES</p> <p>Negative internal factors within your control that should be limited or improved upon</p> |
| <p style="text-align: center;">OPPORTUNITIES</p> <p>Positive external factors outside of your control on which you could capitalise</p> | <p style="text-align: center;">THREATS</p> <p>Negative external factors outside of your control whose effects you should seek to lessen</p> |

Example SWOT Analysis Topics

| | |
|--|---|
| <p style="text-align: center;">STRENGTHS</p> <ul style="list-style-type: none"> • strong planning knowledge and understanding • strong transferable skills and competencies <ul style="list-style-type: none"> • commitment to personal and professional development • good contacts/successful networking | <p style="text-align: center;">WEAKNESSES</p> <ul style="list-style-type: none"> • areas of weakness in planning knowledge and understanding <ul style="list-style-type: none"> • underdeveloped transferable skills and competencies • poor commitment to personal and professional development |
| <p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none"> • Opportunities within the industry • Opportunities within your organisation • Training & professional development offers <ul style="list-style-type: none"> • Support of RTPi (Branches/Regions, Networks etc) | <p style="text-align: center;">THREATS</p> <ul style="list-style-type: none"> • Industry downturns • Negative changes within the organisation e.g. downsizing/restructuring <ul style="list-style-type: none"> • Better qualified competitors • Limited training opportunities |

The information outlined in the SWOT analysis should lead to a current PDP for the forthcoming two year period. Previous PDPs from the period of Licentiatehip are not required to be submitted.

Guidance on composing PDPs is available in APC Advice Note *Producing a Professional Development Plan* (copy in Appendix C), though PDPs may take whatever form Licentiates find most appropriate for their own experience. However, each PDP should contain three mandatory and easily recognisable elements:

- A review of what has been achieved/ 'Where am I now?'
- A forward look at aims and objectives / 'Where am I going?'
- A reflection on how, in practice, these objectives can be reached / 'How will I get there?'

A successful PDP will:

- Contain each of the three required elements;
- Display a mature self-reflection and strong critical analysis;
- Clearly reflect the Licentiate's own personal experience and requirements;
- Be clearly presented and easily understandable;
- Be thorough and comprehensive.

PDPs will not be successful if they:

- Are overly limited or restricted;
- Lack depth;

- Are formulaic: although Licentiates are encouraged to use the template, the plan should relate to their own personal experience and needs, with clear evidence of this;
- Omit any of the three required elements.

Assessors are not required to make an assessment of the objectives themselves, but rather the reflective process that has contributed to the production of the plan.

iv. The Codicil

The RTPI and its partners in education are committed to continually reviewing the educational package available to students and graduates embarking upon a career in spatial planning. Accredited courses in initial professional education are now monitored by partnership arrangements through the establishment of Partnership Boards, with members from academia, practice and the RTPI. These boards meet at least once every year and are tasked with monitoring the standard of delivery of planning education at that particular Planning School.

First-hand information from recent graduates is an important channel of information to assist Partnership Boards in their role. Licentiates are therefore required to complete a statement of no more than 500 words, not included in the submission word count, in which they are asked to reflect critically on how successfully their accredited course has prepared them for professional practice and for the requirements of the APC. The codicil will not be assessed, so should be **completed separately from the written submission**, and will be removed by the Secretariat in advance of the submission reaching APC Assessors. The codicil is designed to provide the RTPI, and ultimately the Planning School, with information on how effectively the professional education package is being delivered.

The codicil should be composed with the same level of professionalism as the written submission, and retain the spirit of confidentiality and ethical consideration. Licentiates should avoid specifically naming individuals, regardless of whether this is in a positive or negative light.

7.5 Assessment criteria for the APC

The key test for entry to the profession and for the status of chartered planner must be that candidates exhibit the credentials of the 'reflective practitioner' in the terms defined by Donald Schön (1983)². This recognises that, although professionals from all walks of life have a 'kit bag' of knowledge and skills, the hallmark of the reflective practitioner is an understanding of context, an ability to define and frame problems in the light of that understanding, competence in gathering appropriate information, in devising solutions and initiating action to implement them, and finally to engage in a process of learning in action. Planners rarely encounter standard problems needing standard solutions and it is thus this ability to learn in a reflective manner through taking action that is the hallmark of the true professional. All planners must also show an awareness of the legal framework and the ethical challenges involved in their work and have an ability to handle the ethical issues they confront.

Licentiates must be able to give evidence of the following learning outcomes enumerated under each competency heading (see also Appendix F, Assessor Feedback Form):

² Schön, D. A. (1983) *The Reflective Practitioner: How professionals think in action*, New York: Basic Books



i. An understanding of context

Licentiates must be able to:

- Reflect on the rationale behind the particular area of work, and its relevance to spatial planning.
- Relate a specific area of work/responsibility to the broader spatial planning context.
- Demonstrate an appreciation of the multi-disciplinary context of the work, and of the work of other professionals and stakeholders.

ii. An ability to identify and analyse issues

Licentiates must be able to:

- Provide evidence of problem setting as well as problem solving.
- Demonstrate an active role in the process of problem definition.
- Frame problems with regard to technical, administrative/procedural, political, legal, ethical and other factors.
- Give evidence of how issues were effectively communicated to other professionals and relevant stakeholders.
- Demonstrate engagement with professional debates.

iii. Competence in gathering appropriate information

Licentiates must be able to:

- Demonstrate the direct application of appropriate research methods.
- Explain the rationale behind particular research method selection.
- Display mature analysis of the quality of information gathered, with evidence of how this quality has been assessed.

iv. Competence in identifying and evaluating strategies

Licentiates must be able to:

- Articulate the thought processes that supported the selection of a particular strategy.
- Confidently reflect on the relative success of a strategy in the immediate and wider spatial planning context.
- Evaluate a course of action in relation to other rejected solutions.

v. Competence in initiating action to implement strategies or Dissemination and application of knowledge (research experience)

Licentiates must be able to:

- Demonstrate how the chosen strategy or strategies was effectively communicated to other professionals and stakeholders.
- Outline in detail their own role in the process and the extent of their responsibility for decision taking.
- Give evidence of consideration taken for external influences on the success of the strategy, including political implications, time limitations and financial management.

Licentiates are not assessed on the success or failure of the project, but on their ability to demonstrate that they have taken an active role in the process, that they have been able to reflect upon and assess the success of the project, and where necessary identify new routes to success.

vi. Engagement in a process of monitoring and review

Licentiates must be able to:

- Demonstrate a mature critical awareness in assessing the success of the strategy.
- Demonstrate engagement in a process of continual review, including re-evaluation of strategies where appropriate.
- Give evidence of how experience with a particular strategy affected the capacity to act in the future, and its impact on subsequent assignments.

This competence also embraces learning in action, which will also be evidenced by:

- The log book, which will demonstrate continuous reflection over the total period of eligible employment (see Section 4).
- The Professional Development Plan (see Section 5).
- Evidence, where appropriate, of how background courses, reading, networking or other continuing professional development activities specifically contributed to personal development and learning in action.

vii. An awareness of the legal framework and ethical challenges of the work

- Demonstrate engagement with the legal, ethical and political angles of the work undertaken.
- Demonstrate a working knowledge of the RTPI Code of Professional Conduct and how it impacts upon the work of spatial planning professionals.

The submission itself should also be composed in the spirit of consideration and confidentiality (See Section 7.6 (vi)).

Licentiates should avoid structuring their report under the headings outlined above, though experience in each area must be clearly evident. Further guidance on structuring the report is found in Section 7.6 (ii).

7.6 Format of the APC Submission

i. Selecting information for the written submission

The written submission for assessment should be based on one or more significant projects on which the Licentiate has worked and to which they have had a significant input. The scope of the Licentiate's responsibility within each project should be made clear in the report. APC Assessors will not expect Licentiates to be experts in every area of the profession, but Licentiates should be able to demonstrate how they have developed their competence within their own area of specialisation.

ii. Structure

The submission should be broken down in the three key categories outlined in Section 7.4. The submission may be composed chronologically or thematically, and should avoid repetition.



iii. Presentation

The submission should be word processed in Times New Roman 12pt font, double spaced on single-sided A4 paper. If the Licentiate does not have access to a word processor, the submission may be typed, but not hand written. The submission should be in English and composed to a high professional standard. Referencing, where it is required, should be to the Harvard style.

iv. Reference to the log book

Reference may be made to the log book within the written submission to emphasise, clarify or elaborate upon an area of experience. Where the submission makes reference to the log book, the information contained in that section of the log will be judged against the same criteria as the rest of the submission, including standards of presentation and written English.

Many candidates will come to the APC with eligible experience which has not been recorded in the log book. This experience is still eligible. From the roll-out of the APC in 2005, students who are gaining experience alongside their initial education should record and reflect upon this experience in the same way as a Licentiate (see Section 4). All Licentiates must be able to demonstrate at least one year of practical experience (Licentiate-ship) covered by the log book before they are eligible to submit for the APC.

v. Additional Materials

Licentiates are permitted to include illustrations in their written submission, though this is not a requirement. It is unlikely that more than two illustrations would be needed within each submission.

Any additional materials including reports, cuttings, diagrams etc are not permitted to accompany the written submission and, if included, will be removed by the Secretariat in advance of the Assessors' receipt of the report. Assessors are not permitted to base their decision on examples of the Licentiate's professional work other than that described and reflected upon within the written submission, nor may they take into account opinions of a third party (manager appraisals, references, performance reports etc).

vi. Confidentiality and ethical consideration

Licentiates should demonstrate an appreciation of the RTPI Code of Professional Conduct, and the APC submission should be written in the spirit of this Code. Licentiates should be aware of professional confidentiality, and should seek their employer's consent to disclose any material that may be considered to be professionally sensitive. In the event that this consent cannot be obtained, Licentiates should either omit or disguise this information.

Licentiates should avoid specifically naming colleagues or other professionals, regardless of whether this is in a positive or negative light.

vii. Word count

The word limit for APC submissions is 5,000 words +/-10% (i.e. 4,500 – 5,500 words). The submission itself is indicative of the Licentiate's research & analysis and report writing skills.

viii. Professional standard of the APC submission

The APC submission should reflect the professionalism of the Licentiate. It should be composed to the highest standards of written English, clarity of thought and presentation.

7.7 Submission of the report

Licentiatees should fully complete all details required on the submission form (see www.rtpi.org.uk) to accompany their detailed submission. Licentiatees will be required to be sponsored by two Corporate Members of the RTPI who can declare that, to the best of their knowledge, the Licentiate is a suitable candidate for Corporate Membership of the RTPI. The Licentiate should not be sponsored by the mentor as it could be invidious for the mentor to have to decide in what terms to support an application.

The Licentiate should send the APC submission and log book, in triplicate, to the RTPI, together with the current fee for submission, which is published at www.rtpi.org.uk/apc. Licentiatees are advised to keep a copy of their submission, along with a record of postage.

APC submissions will be allocated to two independent Assessors. Assessors will review the documentation and complete a feedback form, a copy of which is contained in Appendix F. The Assessors will then be required to consult on their assessment and, assuming they are able to reach an agreement, feed back the result to the RTPI on a composite form. In the event that two Assessors are unable to reach an agreement on the outcome, a third Assessor will have sight of the submission and the outcome will be determined by majority vote. In some cases Licentiatees may be invited for an interview.

Assessors will make their report to the RTPI and the result of the application is formally determined by the Institute. Licentiatees will be provided with a copy of the composite feedback form completed by the Assessors, regardless of the outcome of the assessment.

7.8 Assessment Outcomes

Licentiatees are referred to the Assessor feedback form in Appendix F. A successful application must demonstrate all competencies outlined in this form and in Section 7.5 (Assessment Criteria).

There are three possible outcomes to an APC submission:

- Pass;
- Fail (candidate to re-submit their application, as well as assessment fee);
- Referral (for minor matters such as clarification of experience).

a. Pass

For success in the APC and election to Corporate Membership, APC Assessors will look for overall competence in each specified area, allowing for a higher level of demonstrable competence in particular areas depending on the nature of the practical experience that has been undertaken.

Exemplary submissions will cover all aspects of the brief, displaying a mature understanding of the designated area of work, clarity of thought, initiative and ownership of the work, and evidence that the Licentiate has continually developed professional competence and can demonstrate reflection. As a minimum, successful submissions will be competent in all aspects, displaying an overall understanding of the area of work and compelling evidence that the Licentiate is competent to practice in their chosen spatial planning field.

Licentiatees who are judged by the Assessors to have been successful in the APC are deemed to be sufficiently competent to practice. Success in the APC is therefore tantamount to election to Corporate Membership of the RTPI, and transfer to Corporate Membership will be automatic. Candidates will receive notification of their successful application, including the Assessors' composite feedback form, their consequent election to membership, and their subscription pack.



b. Fail

APC submissions will not be successful if, even while some aspects are adequate, others or the majority are under-developed, omitted, incorrect, poorly understood, lack reflection or are badly presented.

Candidates who are unsuccessful in the APC submission will receive notification of the reasons for the Assessors' decision. It is the Licentiate's responsibility to work (with the mentor if appropriate) to resolve these issues before the next submission. The candidate will remain in Licentiate class, and not be elected to membership until they have been successful in their resubmission. Candidates who fail their APC submission **will be liable for the full submission fee** when they come to resubmit. For this reason, the RTPi would strongly discourage speculative applications.

c. Referrals

Assessors may elect to refer a candidate where only minor clarifications/revisions are required in respect of experience and/or competence. Candidates must comply with the terms of a referral, within a set period of time indicated by the Assessors, **which will not exceed 3 months**. Referrals will require the submission of such other information as may be required to confirm that the Licentiate is eligible for Corporate Membership. The Director of Membership, Education and Lifelong Learning will have delegated power of authority over referrals.

If the additional information or clarification submitted is unsatisfactory, or the timescale is not met, the application will be deemed unsuccessful and Licentiates will have to follow the terms of an unsuccessful submission (see above).

7.9 Resubmissions

If a candidate is unsuccessful in the APC, he/she may resubmit an application up to three times if necessary. There is no time limit for these resubmissions. The candidate will remain a Licentiate of the RTPi and must continue their structured practical experience, including meetings with the mentor, and work towards resolving the concerns raised by the Assessors in advance of further submissions.

7.10 Appeal Procedures

Licentiates have a right to appeal against the outcome of an assessment if they believe that due process has not been followed. Licentiates have no right of appeal against the judgement of APC Assessors. Appeals against decisions should be made in writing to the Director of Membership Education & Lifelong Learning at the RTPi within 14 days of the notification of the assessment outcome.

8. THE ROLE OF THE EMPLOYER

The Assessment of Professional Competence (APC) is designed to promote a high level of professional competence among planners, and to support new planning graduates towards this aim as they enter the workplace. The APC:

- Fosters independent learning and career direction;
- Raises the standard of professional competence;
- Empowers Licentiates to drive their own development;
- Encourages networking and participation;
- Instils a habit of lifelong learning & continuing professional development.

All of these contribute to the creation of a stable, competent, professional workforce, which is in turn attractive to employees of the future.

Employers have two key roles in the route to the APC:

- Supporting the Licentiate;
- Supporting the mentor.

8.1 Supporting the Licentiate

Licentiates will be employed in a diverse range of fields and practices of varying sizes. Through the APC and its associated work-based learning the Institute seeks to assist employers in ensuring that Licentiates have access to the broadest possible support, thus improving the capacity of the team in which they are employed.

It is essential that employers understand the route to the APC from the Licentiate's point of view, and are able to provide internal support and time allowance to permit Licentiates to progress through to and be successful in the final assessment of professional competence.

The route to the APC should not prove onerous on the Licentiate, and should not detract from the work they will be undertaking over the period of Licentiateship. Rather, it should seek to complement this work, by allowing Licentiates time to reflect on what has been learned, and thus to improve their skills and knowledge. There is no requirement for Licentiates to attend formal training sessions, though of course any additional training that seeks to develop competence is to be encouraged. Rather, the route to the APC reflects the kind of training best practice that in many cases will already be in place to support new graduates, and as such should sit well with existing employee training schemes. Further information on this can be found in Section 8.3.

The greatest possible diversity of experience that a Licentiate can gain at an early stage in their professional career is greatly to be encouraged, as this should broaden their perspective and increase their capacity for reflection and multi-disciplinary working. Where it is only possible to give the Licentiate experience in one area of planning employment, they should be encouraged to think about how their work fits into the wider picture. For example, a Licentiate working in development control and thus working directly with plans should be able to reflect on the relative merits of policies and their use in plan implementation, and should be encouraged to examine the practical application of policy in development control.



a. Meetings with the mentor (see Section 6)

Access to a mentor provides an excellent means of additional support to new graduates at the start of their careers. Employers are asked to make time provisions for Licentiates to meet with their mentor.

b. The APC log book (see Section 4)

Employers are encouraged to make allowances for Licentiates to complete this log book, although the onus will be on the Licentiate to ensure the work is completed. Employers, specifically the Licentiate's line manager, are also required to **sign off this record** as an accurate reflection of the work undertaken. The individual responsible for verifying the Licentiate's work need not be a member of the RTPI.

Completion of the log should not be a simple recording exercise, but a means by which the Licentiate can reflect upon what has been achieved, identify areas for improvement, and ultimately drive his or her own progress. As a guide, Licentiates may be expected to spend around 2 hours per month in completing the log; naturally, this will fluctuate dependent upon the nature and level of the work that is being carried out at that time. Ultimately, the log book will prove an invaluable tool when the Licentiate comes to compose the written submission for the assessment of their professional competence.

c. The Professional Development Plan (PDP) (see Section 5)

The PDP, along with the log book, should link comfortably with employers' internal appraisal processes, and employers are encouraged to allow Licentiates to use these documents as evidence of their development during performance reviews.

d. The written submission for assessment (see Section 7)

The submission is the sole responsibility of the Licentiate, but they may seek advice of the mentor, employer, or any other party.

The practical experience statement will need to be corroborated by the Licentiate's employer/manager for each position held over the period of practical experience. These corroborators need not be existing members of the RTPI. The Licentiate's mentor is eligible to corroborate the practical experience component if he or she is also the Licentiate's manager/employer.

The Licentiate will need to be sponsored by two Corporate Members of the RTPI who will confirm that, to the best of their knowledge, the Licentiate is eligible for Corporate Membership. The Licentiate's mentor may not act as their sponsor.

e. Financial support

Licentiates are required to pay a fee on submission of their written report for the APC (see www.rtpi.org.uk/apc for current fee). Employers are encouraged, where they are able to offer part or full payment of the assessment fee to their employees, or offer any form of loan, to actively promote this both to existing and potential employees, as an active and practical demonstration of their support for training and development under the APC.

8.2 Supporting the Mentor

The role and responsibilities of the mentor, and the mentoring framework supporting the APC, are discussed in Section 6. The mentoring arrangements need not, and should not, be onerous, although the RTPI would expect the Licentiate and mentor to meet at least once every six months.

In preparing for meetings with the Licentiate, mentors may need to undertake some background reading, or at least prepare for the meeting on the basis of the agenda submitted to them in advance by the Licentiate. The RTPI would encourage employers to make allowances for the mentor in fulfilling his or her mentoring responsibilities supporting the Licentiate on the route to the APC, mindful of the benefits that can be reaped from the arrangements by all parties.

8.3 The APC and existing employer training schemes

The RTPI recognises that many employers will have well developed training frameworks already in place. The Licentiate route to the APC does not seek to replace these schemes, but to complement them, and to provide a universal framework through which all graduates may work towards Corporate Membership with the support of their Institute. The more opportunities that the employer is able to afford the Licentiate to develop, the more straightforward their period of Licentiateship and election to Corporate Membership will be.

If your organisation is in any doubt as to how the Licentiate route to the APC can work with your existing arrangements, please contact:

APC Development Officer
The Royal Town Planning Institute
41 Botolph Lane
London
EC3R 8DL
Tel: 020 7929 9481
Email: apc@rtpi.org.uk

The RTPI does not accredit employers or their graduate training schemes for the purposes of the APC. However, the mutual aim of both the employer and the RTPI must be a high level of professional competence for all planners entering and continuing in the profession. As such, the RTPI actively seeks to work with employers to limit the barriers that Licentiates may encounter on the route to Corporate Membership.

Where Licentiates are employed in multi-disciplinary practices, the organisation may be operating an internal scheme which covers the requirements for a number of different professional bodies. The requirements for the RTPI APC outlined in this guidance are minimum requirements for Corporate Membership. However, lifelong learning does not end at the point of entry to Corporate Membership, and Licentiates should be encouraged to continue to receive development support from their employer even following election to Corporate Membership of the RTPI.

9. THE ROLE OF THE PLANNING SCHOOL

Students will be able to have recourse to their Planning School, as well as to the RTPI, for information on the APC. Planning Schools will:

- Display promotional information on the APC;
- Hold copies of the *Guide to the APC* and be available to advise on its content;
- Disseminate information provided by the RTPI to students. All new students should have access to APC information with their induction pack.

It is important that Planning Schools are clear, as the APC rolls out, which students will take the APC as their route to Corporate Membership, and which will apply under the existing procedures.

In addition to the launch role, Planning Schools will:

- Support students in recording and reflecting upon their experience gained alongside initial professional education;
- Where sandwich year or industry placements are built into the course, support students in recording and reflecting upon this experience, and provide the equivalent of mentoring support to their students.

Students do not need to apply for Licentiate status of the RTPI whilst gaining eligible experience for the APC during their initial professional education. All students wishing to undertake the APC and thus work towards becoming Corporate Members will apply for Licentiate status following graduation. It is advisable for all students, at any stage in their initial professional education, to become Student Members of the RTPI in order that they can improve their industry knowledge and professional networking.

In addition to promoting the APC to students, Planning Schools should encourage academic staff to engage with the RTPI and to seek Corporate Membership.

9.1 Sandwich year/industry placements

Responsibility for the student's support and development during the sandwich year will lie with the Planning School. As such, the Planning School should seek to ensure that students are able to find placement work at a suitable level, particularly given that in many cases sandwich year placements are now undertaken at an earlier stage in the student's education.

For the duration of the sandwich year, students will not be formally paired with a mentor by the RTPI. However, they should receive some form of mentoring support, most likely through the Sandwich Year tutor or another Planning School representative, who will meet with the student at least twice during any full year placement, or at least once for any placement up to six months. This responsibility may be transferred to an eligible Corporate Member within the student's workplace.

Any arrangements that can be made by the Planning School or by students for this period that could support the later APC submission are to be encouraged. With this in mind, students should complete a reflective log book in the same way as Licentiates (see Section 4, and Template Log Book in Appendix A).

9.2 Work alongside initial planning education

Students who are working alongside their initial professional education should record and reflect upon their experience using the APC log book, in the same way as a Licentiate. Guidance on completing this log can be found in Section 4, with a template page in Appendix A. Students may also wish to refer to Section 7 for guidance on the assessment criteria for the APC, and the types of skills and competencies to be developed, as well as the indicative learning outcomes for initial professional education outlined in Appendix E.

9.3 Future development of the APC

The RTPI will continue to review the format of the APC to ensure it is best placed to support new graduates at the early stages of their professional career. The Institute would seek the support of its Partners in Education to ensure that the APC provision continues to be of a high standard. Planning Schools may have an ability or interest in assisting with the development and/or operation of:

- Mentoring for Licentiates;
- Mentor training;
- Training for APC Assessors;
- Networking for Licentiates and/or mentors.

For further information or to propose means of supporting the APC, please contact apc@rtpi.org.uk.

APPENDIX A - APC TEMPLATE LOG BOOK

The log book is to be completed on a monthly basis by all Licentiates working towards the APC, and should be signed for verification purposes by the employer. When completing this reflective log, Licentiates should refer to Section 4 of the *Guide to the APC*. Please photocopy for use, or see www.rtpi.org.uk.

Period of review (month/year).....

| Date | 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? | Employer Verification |
|------|---|---|--|--|-----------------------|
| | | | | | |



APPENDIX B - APC ADVICE NOTE:

Producing a Professional Development Plan (PDP)

Every Licentiate should hold a current Professional Development Plan (PDP) covering a period of two years or part time equivalent. The plan should be composed at the start of the period of Licentiate'ship and should be reviewed regularly, at least bi-annually, to keep pace with career changes and shifting objectives. This should be done in consultation with the mentor, and the mentor will sign it off as meeting the RTPI's requirements. The PDP will also form the basis of meetings with the mentor.

Professional development planning is a personal process, and different people will use different methods to think about their goals. This Advice Note is designed to offer guidance on how to go about composing a PDP, but by no means offers the only method. Licentiates should be aware of the mandatory requirements for the Professional Development Plan that is submitted as part of the final written submission for the APC (see Guide to the APC Section 7.4 (iii)).

How do I produce a PDP?

There are essentially three questions to be asked when composing a PDP:

- Where am I now?
- Where would I like to be?
- How will I get there?

- **Where am I now?**

Consider current strengths and weaknesses. To do this, write down all the jobs you are expected to do in your current work. Think about the knowledge required, the skills you need and the changes that are likely to occur in the next 2 years that might require you to develop in certain ways.

If you are updating a current PDP, it may be helpful at this point to review your progress with your previous objectives. Success in previous objectives can be a great incentive to setting new ones!

- **Where would I like to be?**

Consider your short and longer term ambitions. Often short term goals feed into a larger ambition. An example of a longer term goal might be to achieve a promotion; your short term goals, such as to improve your leadership skills or your assertiveness, will contribute to your achievement of the wider ambition.

Many people find the SMART model useful at this stage, by confirming that your objectives are:

Specific: precise about what you want to achieve.

Measurable: how will you know if you have achieved the objective?

Achievable: objectives should stretch you, but should be capable of being reached.

Relevant: objectives should pertain to your personal or professional development.

Time Based: there should be a set time frame in which you intend to achieve your objective.

When reviewing your current skills and developing objectives, you may also wish to consider the skills and competencies outlined in Section 4 of the *Guide to the APC*, as well as the assessment criteria in Section 7, as these will need to be demonstrated in a successful application for the APC.



- **How will I get there?**

Considering exactly how you will achieve your goals brings you one step closer to realising them. Perhaps you wish to improve your ability to speak in public, and aim to do so within one month. How will you do this, and how will you know when you have 'improved'? Perhaps you will take a course in public speaking, or make a point of practicing the skill by leading smaller meetings of two or three people before speaking at a larger event?

You should think about the tools you will need to achieve your goal. It is important to note that the route to achieving your goals will not always involve training courses. Important skills can be developed in a number of other ways, including;

- background reading;
- internet research;
- networking and communicating with colleagues;
- practical experience, with feedback on your progress and development.

The library at the RTPi can be a useful source of information. Contact the Librarian at 41 Botolph Lane, London, EC3R 8DL, Tel: 0207 929 9486, library@rtpi.org.uk.

It might also be helpful to consider in advance any obstacles you may encounter, and how these can best be avoided or overcome.

APPENDIX C – APC TEMPLATE PROFESSIONAL DEVELOPMENT PLAN (PDP)

Please photocopy for use, or see www.rtpi.org.uk

Period of plan (two years).....

Date of next review (at least bi-annually)

Name:.....

1. Where am I now?

Current Job Title and Employer details (name of employer, type and size of practice etc.)

Current Job/role (type of work and skills/knowledge required)

Current strengths

-
-
-

Current areas for development

-
-
-



2. Where would I like to be?

Long term goals

-
-
-

Short term goals (independent of, or to work towards, the long term goals)

-
-
-

3. How will I get there?:

Objective 1:
How will I get there?:

Objective 2:
How will I get there?:

Objective 3:
How will I get there?:

Signed (Licentiate).....Signed (Mentor).....

Date.....Date.....

APPENDIX D – MENTORING AGREEMENT FORM

Royal Town Planning Institute
MENTORING AGREEMENT

Please complete this form in order that the RTPI may hold accurate and up-to-date information on the Licentiate-mentor pairings currently in operation under the APC. Please print and return, **with original signatures**, to: APC Development Officer, RTPI, 41 Botolph Lane, London, EC3R 8DL.

Section A: To be completed by the Licentiate

Declaration

I agree that the Corporate Member named below will act as my mentor for the duration of my period of Licentiateship. I will inform the mentor and the RTPI immediately should a change in mentor become desirable or necessary.

Title.....Forename(s).....Surname.....

Membership Number (if known).....

Signature.....Date.....

Section B: To be completed by the mentor

Contact Details *(if not already supplied to the RTPI via the Mentor Registration form)*

Name:.....

Membership Number: (if known).....

Job Title:.....

Preferred Contact Address for correspondence:

.....
.....

Preferred Telephone No:.....

Email Address:.....

It is essential that you provide an up-to-date email address in order to access your online mentor training, and to receive periodic monitoring checks from the RTPI.

Declaration

I agree to act as a mentor to the above named Licentiate for the duration of their period of Licentiateship as they undertake a period of spatial planning experience towards the practical experience and professional competence requirements of the APC. I will inform the Licentiate and the RTPI immediately should a change of mentor become desirable or necessary.

Title.....Forename(s).....Surname.....

Signature.....Date.....

APPENDIX E: INDICATIVE LEARNING OUTCOMES FOR INITIAL PROFESSIONAL EDUCATION

(extract from *RTPI Policy Statement on Initial Planning Education* Section 6.8)

As indicative learning outcomes, typical graduates from spatial planning programmes should be able to:

1. Generate visionary and imaginative responses to spatial planning challenges that are realistic and derive from substantial investigation and analysis of relevant data and other evidence.
2. Articulate such responses through coherent and integrated strategies, plans or programmes that take account of relevant institutional frameworks and combine creative direction for the future with credible means of implementation.
3. Demonstrate the ability to reach decisions or to make recommendations in which the significance of such strategies, plans or programmes is balanced with other relevant factors that ought to be taken into account.
4. Demonstrate effective research and appraisal skills, evident in data sourcing, collection, investigation, quantitative and qualitative analysis, weighing evidence and reaching sound conclusions.
5. Recognise the role in the planning process of such skills as negotiation, mediation, and advocacy and the importance of team-working, often with other professionals, in an inter-disciplinary context.
6. Appreciate the importance of resource issues (especially human and financial resources) and organisational management processes and initiatives in helping to deliver effective spatial planning, together with the need for personal management skills and development, and knowing how and when to seek input from others.
7. Recognise the political nature of decision-making in planning, and understand the need for all planners to develop the ability to work effectively within democratic decision-making structures, including the capacity to explain such 'process' matters clearly to a wide range of stakeholders.
8. Appreciate the importance of time in the planning process, realising how the short-term and longer-term consequences of planning decisions may impact differentially on those affected.
9. Appreciate the importance and process of design in creating high quality places and enhancing the public realm for the benefit of all in society, and evaluate the effectiveness of alternative design approaches in achieving this.
10. Evaluate the case for and against spatial planning and particular forms of spatial planning and assess what can be learnt from past experiences of spatial planning in different socio-economic, cultural and political contexts.
11. Demonstrate understanding of the natural environment, its values to society, and its underpinning of economic development.
12. Debate the relationships between environmental processes and social, economic and political events, and appreciate the potential of planning to exert a positive influence on the changes that arise from these interactions.
13. Understand the relationship between market processes, built form, different development models and patterns of movement, evaluate the economic and financial implications of alternative development strategies and consider how best to generate and capture added value for both particular interests and the wider community.

14. Acknowledge that development decisions have differing impacts on different people, and develop the capacity to identify and explain these impacts so that they can be properly taken into account in planning decision-making.

15. Appreciate and respect diversity of cultures, views and ideologies, and understand how that respect can be applied in planning systems through the pursuit of equal opportunity, social inclusion and non-discrimination (on the grounds of wealth, gender, age, race, disability, religion and culture).

16. Acknowledge the values underlying interpretations of sustainability, and explore what sustainability implies about the role of planning in promoting social and economic development, while conserving environmental, social and cultural heritages for transmission to future generations.

17. Understand the concept of rights, including the balance between individual and collective rights, and the legal and practical implications of representing rights in planning decision frameworks.

18. Recognise the importance of stakeholder involvement and public participation in the planning process and of engaging and communicating with (by appropriate and varied means) a diverse range of interests, including local residents and community groups, business people, commercial developers, politicians and protest groups.

19. Appreciate the meaning of professionalism, including probity and adherence to independent informed judgement; the identification of clients and the duties owed to them; the concept of conflict of interests; and the importance of a commitment to lifelong learning to maintain and expand professional competence.

APPENDIX F – ASSESSOR FEEDBACK FORM

THE ROYAL TOWN PLANNING INSTITUTE

Assessment of Professional Competence (APC)

Assessor Feedback Form

Membership Number.....

Date of Assessment.....

| Practical Experience Statement | Can the Licentiate demonstrate sufficient spatial planning experience? Y/N | In the case of 'No', please specify i) the nature of the deficiency ii) where appropriate, might this be rectified by asking the applicant for more information? |
|---|--|--|
| | | |
| Professional Competence Statement | Can the Licentiate demonstrate competence in the following areas? Y/N | In the case of 'No', please specify i) the nature of the deficiency ii) where appropriate, might this be rectified by asking the applicant for more information? |
| i. An understanding of context | | |
| ii. An ability to identify and analyse issues | | |
| iii. Competence in gathering appropriate information | | |
| iv. Competence in identifying and evaluating strategies | | |
| v. Competence in initiating action to implement solutions | | |
| vi. Engagement in a process of monitoring and review | | |
| vii. An awareness of the legal framework and ethical challenges of the work | | |



| Professional Development Plan (PDP) | Does the plan demonstrate these key elements? Y/N | In the case of 'No', please specify i) the nature of the deficiency ii) where appropriate, might this be rectified by asking the applicant for more information? |
|---|---|--|
| Review of what has been achieved | | |
| Forward look at aims and objectives | | |
| Reflection on how these objectives can be reached | | |

| General | Does the submission fulfil these criteria? Y/N | In the case of 'No', please specify i) the nature of the deficiency ii) where appropriate, might this be rectified by asking the applicant for more information? |
|---|--|--|
| Produced to a sufficiently high professional standard | | |
| Takes into account issues of confidentiality and ethics | | |

Any further comments by the Assessors

Volunteer

for Planning Aid

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- view the planning system from **another perspective**?
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Planning Aid offers stimulating and varied volunteering opportunities that match your skills and interests. In return we provide support, relevant training and pay expenses.

For information on volunteering opportunities in your area, contact the National Planning Aid Unit...

Telephone 0121 766 5298

Email volunteers@planningaid.rtpi.org.uk

www.planningaid.rtpi.org.uk





RTPI

mediation of space · making of place

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All forms and documents referred to in this guidance are available from www.rtpi.org.uk/apc.

Information contained in this document will be reviewed no later than July 2007.



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