

THE ASSESSMENT OF PROFESSIONAL COMPETENCE (APC) A GUIDE FOR APC ASSESSORS



RTPI

mediation of space · making of place

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1. INTRODUCTION

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. The minimum required period of two years (24 months) of structured, monitored eligible experience, of which up to 50% (1 year) may be completed prior to successful completion of an RTPI accredited qualification, culminates in the submission of a written report to be examined by APC Assessors. In this report, candidates for the APC (Licentiates) will seek to demonstrate that they have developed the requisite level of professional competence to warrant election to Corporate Membership.

The report will focus on a single project, or a series of projects, in which the Licentiate's role is identifiable, the scope of his/her responsibility is clear, and in the undertaking of which s/he has clearly developed his/her professional competence past the level s/he might reasonably have been expected to demonstrate immediately following his/her initial professional education. The report is a written reflection on the work that has been undertaken and the skills, competencies, understanding and knowledge developed during this period.

The report will be broken down into three areas:

The practical experience statement (up to 1,000 words) – whether the Licentiate has gained the requisite period of relevant planning experience;

The professional competence statement (no less than 2,500 words) – whether the Licentiate can demonstrate from this experience a sufficient level of professional competence;

The conclusion (up to 1,500 words) – in the form of a personal SWOT analysis, including a professional development plan (PDP) looking ahead to the aims of the Licentiate 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 the ways in which their initial professional education has prepared them for practice. This codicil is not assessed, and will be removed by the Secretariat in advance of the submission reaching the APC Assessors.

Overall, Assessors should look for evidence that Licentiates have been:

- Gaining adequate experience of spatial planning over the minimum qualifying period;
- Practicing spatial planning and deploying their knowledge, understanding and skills in a competent manner;
- Reflecting on their practice, and
- Learning in action by using this reflection to further develop their professional competence.

Straightforward descriptions of what Licentiates have done are not sufficient for success in the APC.



2. 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?*

In consideration of the nature of the experience gained by the Licentiate, Assessors should refer to the core ideas of 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.

Appendix A shows the guidance given to Licentiates on the nature of the work that is eligible towards the APC. This list is not exhaustive. Assessors are asked to make a judgement on whether all work undertaken can be justifiably termed spatial planning, rather than being the preoccupation of any other cognate discipline. Where the Licentiate's role also involves work in cognate areas, s/he must still be able to demonstrate the full two year requirement, even if this means s/he must undertake a longer period of experience in order to meet this requirement.

The practical experience 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: his/her 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 by the Licentiate. Where the experience gained was not solely planning experience, an indication should be given of the proportion of the Licentiate's time that was devoted to spatial planning responsibilities.

This section will cover experience the Licentiate has gained in one or more roles or organisations, either in a paid or voluntary capacity. Each element identified above should be covered for each type of employment. Assessors should be aware that Licentiates are not permitted to 'double-count' their experience, i.e. to include voluntary activities undertaken during evenings on top of the normal working week 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.



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 s/he contributed to the project as a whole. Assessors should be aware of Licentiates describing what 'we' undertook: the submission should be very clear on the Licentiate's specific contribution in the context of the wider project. 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.

2.1 Teaching & Research Experience

Teaching and Research experience are both eligible towards the APC provided they are spatial planning related (see Appendix A). The same assessment criteria will apply to teachers and researchers, who will need to show that they are practice aware and that their work has a practical application to planning.

Research experience may include research and analysis of information leading to the making of planning policy, funded research for clients, research contributing to the formulation of governmental policy, or academic research. This is outlined more fully in Appendix A. The Licentiate will need to demonstrate how his/her research has contributed to informing, shaping or impacting the spatial planning agenda. Licentiates must show how their research is either contributing to the formulation of planning policy, influencing the way spatial planning courses are taught, contributing to the theoretical development of spatial planning or influencing intellectual debates.

For teaching experience, Assessors should look for evidence of how spatial planning practice has been used to inform teaching plans and, where the Licentiate has also been undertaking research, how the research has impacted upon the teaching of the course.

3. 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, and has taken best advantage of his/her practical experience to shape his/her professional development. This section effectively forms the learning outcomes of the work described in the practical experience statement and will explore in detail how the Licentiate meets the competencies outlined in the Assessment Criteria (Section 5).

Licentiates should be able to frame their submission with reference to their planning knowledge, which may have been acquired during or since initial professional education. The test of professional competence will be the way in which they implement this knowledge, and refer to it in the course of their practical work and decision making.

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 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 also find their log book is a useful tool for this process, and may refer to sections of the log in the course of their submission (see Section 6.2)

4. 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?*

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. Licentiates are offered guidance using the following matrix:

<p>STRENGTHS</p> <p>Positive internal factors within your control on which you could capitalise</p>	<p>WEAKNESSES</p> <p>Negative internal factors within your control that should be limited or improved upon</p>
<p>OPPORTUNITIES</p> <p>Positive external factors outside of your control on which you could capitalise</p>	<p>THREATS</p> <p>Negative external factors outside of your control whose effects you should seek to lessen</p>

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

Licentiates are offered guidance on how to complete a PDP, although they may tailor the actual form of the PDP to their own requirements. However, each PDP must cover three mandatory 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.

5. ASSESSMENT CRITERIA

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)¹. 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.

Each written submission for APC must therefore contain the following:

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.

¹ Schön, D.A. (1983) *The Reflective Practitioner: How professionals think in action*, New York: Basic Books

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 solutions

or Dissemination and application of knowledge (research experience)

Licentiates must be able to:

- Demonstrate how the chosen strategy or strategies were 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 should not be 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.
- The Professional Development Plan.
- 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.

Licentiates are advised not to structure their report under the headings outlined above, though experience in each area must be clearly evident.

6. FORMAT OF THE SUBMISSION

Licentiates' submissions will be checked by the Secretariat before they are passed to the Assessors, to ensure they are of an acceptable length and are clear and legible. Submissions which do not meet the standards set out for these criteria will not reach assessment stage.

6.1 Professional Standard

Assessors should confirm that the submission has been produced to a high professional standard, taking into account report writing skills (including written English), clarity of thought and presentation.

6.2 Reference to the log book

Through the course of their eligible practical experience, Licentiates are required to keep a log book of the work undertaken and the skills, competencies, knowledge and understanding developed as a result of certain tasks and projects. This log is kept on a monthly basis and will be submitted by all Licentiates alongside the written submission.

Licentiates may make reference 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, particularly if this experience has been gained prior to the introduction of the APC. This experience is still eligible (graduates are permitted to demonstrate that they have gained up to 50% of the total 24 month requirement prior to completing initial professional education). All Licentiates must have at least one year of practical experience (Licentiate-ship) covered by the log book before they are eligible to submit for the APC.

6.3 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 receipt of the report by the Assessors. 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.).

6.4 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 are required either to omit or disguise this information.

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

7. COMPLETING THE ASSESSOR FEEDBACK FORM – ASSESSMENT OUTCOMES

A template Assessor feedback form can be found in Appendix B. All Licentiates are provided with a copy of this template.

The form is laid out with subheadings under the three main APC criteria – practical experience statement, professional competence statement, and Professional Development Plan – as well as a General heading for composition of the report.

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 should 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. **Assessors should therefore be able to answer 'Yes' in the first column of the Assessor Feedback Form for each heading.**

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 his/her chosen spatial planning field.

Answering 'Yes' and confirming a Licentiate's competence in this area does not prevent Assessors from including comments, either in particular praise of an area of work, or by indicating where further development may be required in the spirit of lifelong learning (but not sufficient further development that at this stage the Licentiate cannot be deemed competent).

b. Fail

APC submissions will be unsuccessful if, even while some aspects are adequate, others or the majority are under-developed, omitted, incorrect, poorly understood, lack reflection or are badly presented. If this is the case for any area of competence, Assessors must answer 'No' in the first column.

Assessors are asked to specify:

- i) the nature of the deficiency;
- ii) where appropriate, might this be rectified by asking the applicant for more information?

Failure to meet the requirements in any area will result in a failure for the overall assessment. This is true even if other aspects of the submission are deemed to be adequate.



c. Referrals

If the Assessor feels the deficiency might be rectified by asking the applicant for more information, this is classed as a referred application. The Assessor should include a time frame within which the terms of the referral should be complied, which will not usually exceed three months. The nature of the further information required should also be clearly specified. The Director of Membership Education & Lifelong Learning has deferred authority over referrals, so Assessors should make clear in their feedback exactly what information is required.

Referrals are only to be used where the Assessor feels the information that has been provided is insufficient to make a clear judgement, and where further clarification or information could serve to rectify this. Referrals are not to be made where it is clear that the Licentiate has not yet reached the required level of competence, but might be able to do so within the three month referral period. Speculative applications such as this should be classed as a Fail, and the Licentiate must reapply (including payment of the full assessment fee) once they have met the required practical experience and professional competence standards.

Additional comments

Assessors are invited to make any further additional comments at the end of the Assessor feedback form. Where sheets supplementary to the form are required, Assessors must ensure that continuation between the form and the supplementary sheet is clearly indicated.

8. DUE PROCESS

8.1 Processing the submission

Licentiates who apply for membership will be advised of the outcome normally within six weeks. **Assessors will have a two week window to independently assess a submission, to confer, and to submit an outcome to the RTPI.** Deadlines for receipt and return of submissions by Assessors will be published in advance.

APC submissions will take the following route after submission by the Licentiate to the RTPI:

- Three hard copies of the application received by the Secretariat. The Secretariat will remove the Codicil and check the factual details of the application, including confirming the accredited qualification, checking there is evidence of sufficient experience to meet the practical experience requirements (time only), and presentation of the report (legibility & word count).
- One copy will be retained by the Secretariat, and one copy each will be forwarded to the nominated Assessors (nominated as lead and secondary Assessor).
- Initial read-through and completion of feedback form independently by each Assessor.
- Assessors confer to produce composite feedback form, completed by the lead Assessor. The lead Assessor is responsible for directing the discussion, and for completing the composite feedback form. Once completed, the lead Assessor should sign the accompanying declaration (to be seen only by RTPI Secretariat) and forward both documents to the second Assessor for approval and signature. Electronic signatures are acceptable. Once approved, the second Assessor should return the composite feedback form and declaration to the RTPI.
- In the event that agreement cannot be reached, the RTPI Secretariat is notified as such by the lead Assessor. The submission is then presented to a third Assessor for independent assessment. A three-way discussion must then take place between Assessors (which can be undertaken electronically) in order to reach a majority decision. This decision is fed back to the RTPI via the composite feedback form and accompanying declaration. The third Assessor is responsible for compiling the composite feedback form and forwarding it, with the declaration, to the lead assessor for signature. The lead Assessor should then forward to the second Assessor, who will return it to the RTPI. This process should also take no longer than two weeks.
- Composite feedback form is returned to the Licentiate by the Secretariat with notification of the outcome of their application.



8.2 Selecting an Assessor

Upon registration as an APC Assessor, candidates will be asked to state their areas of work activity and/or responsibility. Licentiates' submissions will be directed to Assessors with most closely matched work activity. Submissions will be sent to Assessors anonymously, with only the membership number to distinguish the candidate; similarly, Licentiates will not have access to information on the identity of their APC Assessors.

Care will be taken to ensure that, for example, Assessors are not presented with applications from candidates within the same local authority. However, should an Assessor feel that they are able to identify a Licentiate from his/her submission, s/he must declare an interest and the submission will be reassigned.

8.3 Interviews

Normally 10% of all applicants will be called for interview for quality control purposes, with the aim of ensuring that Assessors are applying consistent standards across the board. Candidates for interview will be selected randomly from successful, unsuccessful and referred candidates.

Assessors should be aware that interviews are not designed to further test borderline cases. Assessors should seek to reach an agreement, and may agree to use their powers of referral (see Section 7). Where an agreement cannot be reached, the third Assessor's assessment will decide the outcome (see Section 8.1).

Further guidance on conducting interview sessions is issued separately, and full training is available for those Assessors who are asked to take on this function.

8.4 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 professional judgement of APC Assessors, and the decisions of the Assessors are taken to be the decisions of the RTPi. Appeals against submission outcomes will be investigated and determined by the Director of Membership Education & Lifelong Learning.

APPENDIX A -

Guidance for Licentiates on the nature of spatial planning work eligible for the APC (extract from Section 3.3 of the Guide to the APC)

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 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, which 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.



The type of spatial planning work that is 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 are 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.

APPENDIX B – 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		



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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 regularly reviewed.

