

Continuing Professional Development

CONTENTS:

Part 1:	Introduction
Part 2:	The CPD obligation: The requirements of the Code Professional development plans Written records of CPD activity
Part 3:	Advice The professional development plan Implementation of the plan: what counts as CPD? Your CPD record
Part 4:	Monitoring and sanctions
Part 5:	How the CPD obligation affects particular groups
Part 6:	Employers and managers
Annex A:	Examples of professional development plans
Annex B:	CPD record form

PART 1: INTRODUCTION

1.1 The Royal Town Planning Institute's chartered object is 'to advance the science and art of town planning ... for the benefit of the public'. It does this primarily by ensuring the existence of a body of professional planners with appropriate knowledge, training and skills, committed to the maintenance and development of their professional competence throughout their working lives. Its membership includes a wide range of support staff who are embraced by the same professional values.

1.2 It is in the interest of the public that the Institute's members should not only meet its initial entry requirements, but that they should be seen to maintain and develop their professional knowledge and skills throughout their period of membership. This is essential, if members are to maintain their legitimacy as professionals and if membership of the Institute is to offer the attestation of professional competence which the public requires.

1.3 It was for this reason that the Institute introduced an obligatory, monitored CPD scheme in June 1992, following lengthy and widespread consultation with members, branches, planning officers societies and planning schools.

1.4 The Institute's definition of CPD is:

"The systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties throughout the practitioner's working life."

This definition is shared with other professional bodies in the CPD in Construction Group, of which the RTPI is a founding member.

1.5 The Institute's scheme is intended to demonstrate publicly the profession's commitment to CPD, and to offer formal recognition of individual members' commitment to the maintenance of professional competence.

1.6 The scheme also helps members' employers to justify the allocation of time and money for staff development, despite competing claims on limited resources. It keeps planning among the leading professions in terms of professional development. By monitoring members' records, the Institute can be more responsive to the needs of its members.

1.7 Member surveys, consultations and, more recently, returns submitted by members through the sample monitoring of CPD records, indicate a very high level of support for the scheme amongst the Institute's membership.

1.8 Encouraged by this support, the Council undertook a wide-ranging review of the scheme in 1996 and, after further extensive consultations, agreed significant revisions to the scheme. These revisions, which responded to the consensus of members' views and the positive suggestions made in the consultations, are embodied in the revised Code of Professional Conduct issued with effect from 30 June 1997.

1.9 The revised scheme is based on the experience of four years' operation of the scheme introduced in June 1992. It retains the scheme's key element of self-assessment: members are the best judges of their own CPD needs and of the value of the CPD activities they have undertaken. It also retains the scheme's flexibility, giving members considerable freedom in deciding for themselves how best to meet their CPD needs at every stage in their careers.

1.10 In this it continues to respect the extremely wide variety of members' professional development needs and circumstances, whilst focusing more clearly on the relevance and quality of CPD activity, rather than its mere quantity.

1.11 This Professional Conduct Advice Note supersedes Practice Advice Note 10 published in June 1992. Its purpose is:

- (a) to set out clearly members' CPD obligations under the revised Code;
- (b) to provide supporting guidance on these obligations;
- (c) to provide a framework for preparing professional development plans and recording the CPD undertaken;
- (d) to give members advice on ways in which they might best meet these obligations;
- (e) to answer queries regarding the obligation and the conduct of CPD;
- (f) to explain the consequences of non-compliance;
- (g) to assist employers and managers in dealing with CPD.

PART 2: THE CPD OBLIGATION

The requirements of the Code

2.1 Clause 1(a) of the Code of Professional Conduct requires that:

"Members shall take all reasonable steps to maintain their professional competence throughout their working lives and shall comply with the Council's continuing professional development regulations as amended from time to time."

2.2 With effect from 30 June 1997, the Council's CPD regulations, as set out at Clause A1 of the Code, require that:

"Every corporate member, Legal Associate, Technical Member and academically qualified Student shall, subject only to the exercise of the Council's discretion in exceptional cases:

- (a) *at least once a year prepare a professional development plan for the next two years identifying his or her personal professional development needs;*
- (b) *in any two year period undertake a minimum of 50 hours CPD activity related to the undertaking or managing of town planning;*
- (c) *maintain a written record of his or her CPD activity;*
- (d) *submit to the Institute on request and in such form as may be prescribed by the Institute:*

- (i) *a copy of his or her professional development plan or plans covering the previous two years;*
- (ii) *a written record of his or her CPD activity over the same period of two years, with an assessment of the value to him or her of each activity recorded and an explanation of the relationship between the CPD undertaken and the professional development plan or plans covering the period in question, taking into account any revisions to the plan made during the two year period;*
- (iii) *a copy of his or her current professional development plan, if not already submitted under (i) above.*
- (iv) *where appropriate, an explanation of his or her reasons for not having complied with any part of this regulation.*

Notes

- (i) *CPD, or continuing professional development, is defined by the Institute as: 'The systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties*

throughout the practitioner's working life.' Work experience is not in itself CPD, although action-based learning undertaken on a structured basis to fulfil objectives identified in a member's professional development plan would generally be accepted as CPD.

(ii) The Institute's Professional Conduct Advice Note 1 gives further information and advice on how to comply with the CPD regulations, including the prescribed form for the submission of professional development plans and written records of CPD activity.

(iii) 'Academically qualified' means having successfully completed a course of initial professional education accredited by the Institute.

(iv) 'Student' means someone registered as being a Student of the Royal Town Planning Institute. It is not synonymous with a 'student' on an academic course.

(v) Corporate members who have retired from practice but who have not transferred to Retired Membership, and who are therefore still corporate members, remain subject to the CPD requirements of the Code."

2.3 There is no CPD obligation on Retired Members, Honorary Members, International Associates or RTPI Students who are not academically qualified (although Retired Members who seek transfer back to corporate membership on or after 1 January 1998 are required to submit professional development plans and CPD records with their applications).

2.4 If you are a corporate member, Legal Associate, Technical Member or academically qualified RTPI Student this Professional Conduct Advice Note is addressed to you. It offers advice on compliance with the CPD obligation, explains how to prepare a professional development plan and sets out the information which you are required to provide as part of your CPD record.

Professional development plans

2.5 There is no prescribed form for your professional development plan, although it must meet certain criteria. The essential requirement is that it should form the primary focus for defining and recording your personal professional development needs. As the central element in your approach to CPD, it needs to do this in a form which allows you readily to relate your needs to your actual CPD activity, and to consider changes which you may need to make in response to changing circumstances.

2.6 These needs may or may not be the same as those identified in any work-based staff development scheme which you may have. If they are the same, you can use your work-based plan for the Institute's purposes. If not, you will need to prepare a separate plan.

2.7 To comply with the Code, you must review your PDP at least once a year, rolling it forward to cover the next two years and amending it as necessary.

2.8 Section C gives further advice on the preparation and review of your professional development plan.

Written records of CPD activity

2.9 To comply with the Institute's requirements, you must be able to show that your CPD is of real value to your personal professional development. It must also be related to the theory or practice of town planning, or to some supporting discipline (management, finance, IT etc) which, because of the nature of your present or anticipated responsibilities, you need, or are likely to need, in order to carry out your planning work. Paragraph 3.24 provides a broad definition of planning.

2.10 The CPD record which you submit to the Institute (see part 4 on monitoring) must be in a form which allows simple recording, monitoring and assessing of progress of your CPD programme by yourself and, when required, by the Institute. The Institute has provided a record form, a copy of which is appended to this advice note, to assist you with this. This does not mean that you have to use this actual form (or a copy of it): if you find it more convenient you can reproduce the form on your own computer or word processor.

2.11 Whichever way you do it, you must:

- make sure your CPD record is legible and well presented (typescript is best, though not essential);
- record only those activities which have actually helped you to increase your competence or effectiveness in planning work.
- explain briefly what benefit you derived from each activity in terms of maintaining or developing your professional competence and helping you to meet your CPD needs;
- record and assess each activity or learning experience separately, rather than lumping together several separate activities or experiences into one consolidated entry;

- show clearly the date(s) or period(s) in which the various CPD activities were undertaken;
- arrange the items on a logical basis: e.g. chronologically, by type of activity or by topic;
- show clearly the nature of the activity undertaken (e.g. distance learning, systematic home-based reading, preparation of teaching materials, technical authorship, supervised research, background reading for special project or short-term secondment, course, conference, seminar, workshop, etc.), as well as details of the activity itself;

- show clearly the number of hours (not days or 'points') attributable to each activity;
- explain the relationship between your CPD record and your plan or plans for the period covered. This does not have to be a long and detailed explanation, but it does need to explain whether you consider that you have kept to your plan and fulfilled your objectives, and to explain any divergence between what you hoped to do and what you have in fact done.

2.12 Part 3 gives further advice on the maintenance and submission of your written CPD record.

PART 3: ADVICE

THE PROFESSIONAL DEVELOPMENT PLAN

3.1 The Institute believes that one of the most valuable single pieces of CPD you can do is carefully to prepare a professional development plan (PDP), having reflected on your current and anticipated needs. You will need to identify clear objectives in order to identify relevant CPD activities and to monitor the extent to which they meet your needs.

What's the plan for?

3.2 A PDP is first and foremost an analysis of your current CPD needs, having regard to your present circumstances, to any anticipated changes to your circumstances in the foreseeable future, and to your longer term aspirations.

3.3 Secondly, it is an attempt to identify how those needs might best be met.

3.4 Thirdly, it is an attempt to plan (so far as it is practicable to do so) what CPD activities you will actually undertake during the period of the plan.

3.5 It thus identifies an anticipated course of action, designed to focus and accelerate the learning process.

3.6 It will be unique to you.

3.7 It is not an inflexible blue-print. It does not prevent you from taking advantage of (and recording) valuable but unexpected, and therefore unplanned, CPD opportunities. But it does enable you to evaluate all your CPD activities against carefully identified needs.

What will it look like?

3.8 This will depend on you and your circumstances.

3.9 It can be a short, succinct statement – perhaps no more than half a

page in length – of where you are at, and what you need to do to stay there.

3.10 Alternatively, it can be a detailed analysis of your personal and professional circumstances, aspirations and needs and the steps you have identified to meet those needs.

3.11 Examples of each are given in the appendix to this advice note.

How do I do one?

3.12 You should allow yourself at least an hour to complete your PDP.

3.13 Begin by writing down all the jobs you are currently expected to do, the areas you have to be knowledgeable about, the skills you need to possess, and changes that are likely to occur in the next two years.

3.14 Seriously consider any short or longer-term ambitions you might have for developing or adapting your career. Be realistic, both about your ambitions and about the time needed to achieve them.

3.15 Next, start to develop ideas about what areas of CPD you need, and what priority each has.

3.16 Don't necessarily restrict yourself to thinking about your current professional responsibilities. Think about your career and its development, and consider whether this is a time to strengthen existing skills, develop new skills or broaden your understanding of the planning process.

3.17 Now list your priorities for the next two years.

3.18 The resulting document will be your PDP.

3.19 It will need to be reviewed and updated regularly, responding to changing needs or circumstances.

IMPLEMENTATION OF THE PLAN: WHAT COUNTS AS CPD?

Value

3.20 The fundamental principle in establishing what counts is to refer back to the needs identified in your professional development plan and to include those activities which helped you to gain new, or to strengthen existing, knowledge and skills. Nothing should be automatically accepted as CPD. Even a training course on a mainstream planning topic may not be CPD for you personally (though it may have been for someone else) if you yourself got nothing out of it. But only you can make that judgement.

3.21 To decide whether a particular piece of CPD is likely to be (or actually was) appropriate, ask: "Is it likely to make me (or has it in fact made me) more competent?" As long as you can demonstrate that your CPD is related to the undertaking or managing of town planning, it will be acceptable.

3.22 The different ways of undertaking CPD are listed at paragraph 3.25. Whilst all of these have potential, the extent to which any or all of them become of value to you will be determined partly by the needs and approaches you identify in your PDP, and partly by the opportunities available to you.

Content

3.23 Your PDP will have identified your CPD needs in relation to one or more of the following:

- CPD which you need in order to undertake your current planning work;
- CPD which keeps you in touch with planning issues not directly related to your day-to-day work;
- CPD which develops skills complementary to professional planning activities and which is designed to help career progression or to maintain competence (managerial skills, IT awareness etc).

3.24 The Institute recognises that there are no short or simple definitions of 'town planning' or 'town planner'. Town planning is a broad-based profession, requiring many skills – technical, managerial and personal – as the following extract from the Institute's 'Policy Statement and General Guidance for Academic Institutions Offering Initial Professional Education in Planning' shows:

"The professional planner is an expert in the management of change in the built and natural environment. Within Britain, this must be understood as applying to

the planning of town and country and involving strategic considerations as well as those relating to the implementation of policies and projects. The Institute acknowledges that the process of planning is not solely a scientific and technical one. It involves competence in management and mediation among many interests. It draws on innovative and creative capabilities in developing and managing solutions to problems as well as evaluating them. It requires a sensitive awareness of political and ethical issues because planning is typically practised in complex institutional contexts."

Modes

3.25 Members often think of CPD as being limited to seminars, conferences and courses. But there is a wide variety of ways of doing CPD, including:

- H* home-based learning such as distance learning packages, systematic study or structured reading on particular themes or topics (but not routine reading of the technical press, which the Institute considers should form part of members' everyday professional activities);
- A* action-based learning (there are various definitions of action-based learning. In this context it means a learning process involving a systematic, structured approach to the identification of problems in the work place and the search for solutions, with clear benefit to the individual member in terms of meeting the personal CPD needs identified in his or her PDP);
- M* the preparation of material for courses, technical meetings or publication in the technical press;
- R* supervised and academic research;
- W* background reading, research or preparation required in order to tackle a new area of work, such as teaching, for those in practice; practice, for those in teaching; or secondments and job exchanges (but not the day to day work in these new areas);
- P* RTPI activities of a technical or professional nature, e.g. involvement in specialist working parties or panels, planning aid work, or acting as a consultee on topics of professional interest (membership of a branch executive committee or of the Institute's Council would not normally count in themselves, but preparation of or participation in

discussion of professional issues related to the needs identified in your PDP could do so);

C* conferences, seminars, workshops and other technical and professional events and meetings, including in-house training;

Q* courses leading to a qualification, including for example an N/SVQ.

(*You are asked to use these codes on your CPD record to help the Institute identify the different modes of CPD which members are undertaking.)

3.26 These different kinds of activity are all acceptable CPD, provided they are related to planning work, relevant to your needs and effective in making you more competent.

3.27 The Institute distinguishes between CPD and work experience. Work undertaken in the normal course of your duties and the repetition of everyday tasks would not normally count as CPD, unless it falls into one of categories listed above. Similarly, voluntary work has no automatic CPD value: it is subject to the same test as paid work.

3.28 The Institute does not consider it appropriate to prescribe a minimum or maximum proportion of your time which should be devoted to any particular means. It does however strongly recommend that you should aim for a mix of modes of doing CPD in order to gain a rich range of experience through the activity. If your CPD record shows a

very high proportion of one particular mode of activity you should explain why.

3.29 The Institute does not “validate” individual events or material for CPD purposes. You will have to assess for yourself, from the published information and from the reputation of the provider, whether the quality, topic and level are appropriate and relevant to your needs. Afterwards, you will need to decide whether or not the CPD undertaken did in fact enhance or update your knowledge or skills. As a rule, most events, distance learning material and other CPD opportunities organised or offered by professional bodies, higher educational establishments and commercial providers are likely to be of “professional” quality.

Your written CPD record

3.30 The reason for recording your CPD is that, as with the preparation of a PDP, it is in itself a valuable CPD activity. The recording of your CPD activities, in the form required by the Institute’s scheme (see paragraph 2.11), provides the opportunity for you to reflect on what you have gained, to assess progress towards the objectives set out in your PDP, and to review the continued applicability of the plan itself.

3.31 The Institute has provided a CPD record form, a copy of which is appended to this advice note. The form is designed to help you record the information which is likely to be of the greatest use to you in monitoring and assessing the progress of your own CPD programme.

PART 4: MONITORING AND SANCTIONS

4.1 The Institute will confidentially monitor both PDPs and CPD records. The monitoring will provide the Institute with valuable information, for use in future refinement and development of the scheme. The information derived from the monitoring of PDPs could be particularly useful in identifying and helping to meet shortfalls in CPD provision, and in revealing any problem areas. Monitoring of both plans and records will continue to be on the basis of an annual sample of members selected randomly from the whole membership.

4.2 With effect from January 1998, if you are included in the random selection for monitoring purposes you will be asked to submit:

- your PDP or PDPs covering the previous two years, including your current PDP (except that, if you are

monitored in 1998 or 1999, you will not have to provide a PDP for any period prior to January 1998);

- your CPD record for the same period of two years.

4.3 Members whose plans and records meet the requirements of the Code will be excluded from random selection for at least the next two years.

4.4 Members whose plans or records do not appear to meet the requirements of the Code will receive a letter explaining why. In some cases this will be due to incomplete information, and by supplying more information the member can show that he or she has in fact met the requirement.

4.5 In others the deficiency may be due to a misunderstanding of the requirement or to genuine difficulties in meeting it. In such cases the Institute will offer what advice or help it can.

4.6 In very exceptional cases the Council may be willing to exercise its discretion to relieve a member of the requirement, in whole or in part. Normally, however, a member whose record does not meet the requirement will be included in the following year's monitoring, to review progress in the light of the advice and help offered.

Are there any sanctions?

4.7 The Institute will continue to provide advice and information on CPD and will build on its provision of CPD opportunities to members, both centrally and through the branches. It will continue to take a caring and supportive approach to the small number of members who may for various reasons have real practical difficulties in meeting the obligation. Experience has shown that advice, guidance and review of progress have been helpful in overcoming the real or perceived difficulties.

4.8 Beyond this, as CPD is a requirement under the Code of Professional Conduct, disciplinary action

is taken against members contravening the CPD obligations in the same way as it is in respect of members contravening other requirements of the Code. Under Byelaw 7, if any member is found to be in breach of the Code the Council has the power to warn the member as to his or her future conduct, to reprimand the member, to suspend the member from membership of the Institute or even to terminate his or her membership.

4.9 Failure to supply a plan or a record, in the absence of acceptable reasons for not doing so, is likely to constitute a breach of the Code of Conduct and to lead to disciplinary action being taken against the member. The Institute has already demonstrated its willingness to discipline members in these circumstances.

4.10 It is extremely unlikely that disciplinary action would be taken against a member whose record, whilst failing to meet in full the requirement of the Code, showed evidence of a real attempt to do so.

PART 5: HOW THE CPD OBLIGATION AFFECTS PARTICULAR GROUPS

5.1 If you are a mainstream planner currently in full-time employment you should have little difficulty identifying your CPD needs in terms consistent with the Institute's CPD scheme, and if in addition you have a supportive employer you should have no real practical difficulty in meeting the minimum requirement set out in the Code of Professional Conduct.

5.2 Sometimes, for a minority of members, it can initially seem difficult to do either or both of these things. This might be because they are no longer engaged wholly, or at all, in town planning; or because they are unemployed; or because work, domestic or other pressures make it difficult to find the time for CPD; or because financial pressures or physical remoteness limit access to the more obvious formal CPD opportunities such as conferences and courses.

5.3 If you are one of these members, you may wonder whether it is reasonable of the Institute to expect you to comply with the requirement of the Code, and whether the scheme has any relevance to you.

5.4 The view taken by the Council is that the CPD obligation falls equally on all members by virtue of their status as members of a professional institute, and irrespective of the kind of work which they are doing or of whether they are

currently employed at all. In the Council's view, all members who wish to retain their status (whether as Chartered Town Planners, legal members, Technical Members or academically qualified Students) have a common duty to maintain their competence to practise as such.

5.5 With these concerns in mind, the Council has deliberately defined CPD sufficiently widely (in terms both of content and of modes) to allow members considerable discretion in selecting the forms of CPD best suited to their circumstances, and has established a requirement in terms of a minimum number of hours which averages half an hour a week and which should be reasonably achievable by all members. The Council therefore does not accept that there are members who cannot reasonably meet the CPD requirement, unless they are prevented from doing so by incapacitating illness or equally exceptional circumstances.

Members under temporary domestic pressures

5.6 If you are working part-time or taking a career break to raise a family, or are coping with the additional responsibilities of caring for a sick relative, the time, resources and energy you have available for CPD are likely to be limited.

5.7 A realistic approach under these circumstances might be to do what you can, when you can, in short bursts. You may need to rely more on television (e.g. Open University programmes), the general planning press, books and documents which you can get through the local library, and evening events from your local branch programme – rather than courses and conferences.

5.8 Careful preparation or revision of your PDP will be required in order to focus these activities on subjects or themes which interest you, which are already a specialism of yours, or which can be anticipated as useful or relevant for a possible return to full- or part-time work.

5.9 Your branch may also offer a carer's allowance which could ease your access to branch CPD events by covering the cost of a sitter. The Institute operates such a scheme for members attending events organised by RTPI Conferences.

5.10 In addition, the Council has agreed that mothers are exempt from the CPD Regulations for six months after childbirth.

Members approaching or in retirement from full-time employment

5.11 If you are approaching retirement you may feel frustrated by the imposition of the CPD obligation.

5.12 But as long as you are practising, however near retirement you may be, you need to maintain your professional competence. Put yourself in the shoes of the recipient of the service you provide and ask whether you would be satisfied with anything less than a fully professional approach.

5.13 Moreover, many members who retire from full-time paid employment go on to use their knowledge and skills on a voluntary or freelance basis. For such members and others who wish to retain their professional status as members of the RTPI, the CPD obligation is wholly unaffected by retirement from paid employment.

5.14 Members retired from full-time employment, and lacking the supporting context which it provides, find that the maintenance of professional competence requires at least as much effort as, if not more than, it did before they retired.

5.15 It is worth remembering that CPD can be obtained through the preparation of lectures, seminars and courses. Teaching is an ideal opportunity for senior members to analyse their professional experience and pass on

their hard-won knowledge and skills to junior members of the profession.

5.16 On approaching retirement it would be advisable to draft your PDP not only to reflect these possibilities but also to take into account the fact that the support services and information flows which can be taken for granted in a full-time working environment are unlikely to be available.

5.17 At this point in your career it is also worth structuring CPD activity to explore topics and skills which you may wish to use in retirement, relating for instance to self-employment, nature conservation, heritage, rambling, local councils, amenity societies etc.

Members no longer employed in planning

5.18 This PCAN has already acknowledged that planning is a broad-based profession requiring many skills (see paragraph 3.24). The Institute does not take a narrowly prescriptive view of the content of members' CPD activity. The content of your own CPD activity will be determined by your personal needs as a professional planner and by the demands of your present or anticipated work as a planner.

5.19 But what if you have moved right away from planning (however broadly defined) into some quite different kind of work (innkeeping, market gardening, holy orders, nuclear physics, or whatever it might be)? In this case, it could be difficult to argue that CPD in ancillary skills and disciplines such as IT or management is supporting your competence as a planner. In order to maintain your competence as a planner, and to help compensate for the lack of contact with planning theory and practice in your working environment, your CPD will almost certainly need to be clearly related directly to the theory or practice of planning.

5.20 At the same time, you may find yourself having to rely on certain modes of CPD activity (e.g. home-based learning and structured reading) to a greater degree than would normally be the case with members working in a planning environment.

5.21 But these are not absolute rules. You will need to judge how best to comply with the obligation to maintain your professional competence as a member of the RTPI, and to justify this in your PDP and CPD record, having regard to your own circumstances.'

Members living in remote areas

5.22 Members who live in remote areas may have difficulty in getting to CPD events. But there are many other ways of undertaking CPD (see paragraph 3.25). It may be necessary for members in such a situation to fulfil their CPD obligation by concentrating on some of these alternatives, such as the distance learning packages commissioned by the Institute, or the setting up of local inter-professional networks, or using reasonably readily accessible material such as the extensive reports of Town and Country Planning Summer School proceedings published with the Institute's journal each year. Branches will do their best to help, and if you run out of ideas, talk to your colleagues and to your local branch contact.

Members of other professional bodies

5.23 If you are a member of more than one professional body you may have to satisfy each professional body's CPD requirement. It may well be however that some of the CPD undertaken may be equally appropriate for more than one professional area, and if so there is no reason why it should not be included on your RTPI CPD record as well as on the CPD record from your other professional body. The test of relevance should be provided by your PDP.

Members working part-time or job-sharing

5.24 If you are working part-time or job-sharing, you will need to be no less competent than those in full-time work, and will be expected to undertake the full 50 hours CPD over any two year period. This may be difficult and the Institute recognises that there may be circumstances which militate against a member fulfilling their CPD obligation at certain times. But this does not mean that you would not be expected to do your best to fulfil your CPD obligation.

5.25 Some members have argued that because they work only part-time, or because only part of their work is planning work, they should be required to meet only part of the minimum CPD requirement. The Council does not accept this argument. 50 hours over two years is not an unduly arduous requirement, and any member offering professional services on any basis should be expected to meet it.

Members working in the voluntary sector

5.26 If you work for a voluntary organisation which does not have the resources (should they be needed) to support your personal CPD activities, you may feel that you are facing particular difficulties in fulfilling your CPD obligation. The Institute is sympathetic to these problems, and is keen to encourage positive practice by all employers, but at the end of the day the CPD obligation is on you, the individual member, and not on the employer. Refer back to paragraph 3.25 and consider the numerous low or no-cost approaches available to you.

Members working overseas

5.27 If you are working overseas you may also have difficulties. The Institute hopes that, through the provision of distance learning materials commissioned by the Institute and others, and through action such as the development of local networks set up to help provide CPD opportunities, sending for conference papers and use of information technology (the Internet etc.), overseas members will find it possible to fulfil their professional responsibility with regard to CPD.

Academic members

5.28 The Council is reluctant to accept the actual performance of your job as CPD, and makes a distinction between doing your job and the steps you take to ensure that you can do that job competently.

5.29 All academics should find it possible to meet the Institute's requirements since the need to maintain and develop competence is as important for academics as for practitioners. The ways by which such skills are developed may, however, differ.

5.30 The modes of CPD listed in paragraph 3.25 are such that their validity, for CPD purposes, has nothing to do with whether or not they are undertaken as part of your paid employment. For instance, the preparation of teaching materials and the undertaking of research is potentially valuable CPD whether you are an academic or a practitioner.

5.31 The work of many academics involves learning new skills, in-depth study of areas of expertise, and developing new areas of knowledge, all of which is CPD. For such members there should be no problem in fulfilling the CPD obligation. Others may find that job exchanges, planning aid work, involvement in RTPI consultations through the branches, or developing

interests in the practice of planning provide CPD opportunities which meet the needs identified in their PDPs.

5.32 The question of what is appropriate CPD for you will be more easily answered after the self-assessment exercise and preparation of a PDP described in detail in the appendix. It is important to take a balanced approach, as explained in paragraph 3.28.

Unemployed members

5.33 CPD may seem an onerous requirement if you are unemployed, but it is in your interest to keep your knowledge and skills up to date, and evidence of CPD undertaken whilst unemployed should stand you in good stead when seeking appointment to a new post.

Members temporarily not practising

5.34 You may have ceased practising as a town planner on a temporary basis, but with the intention of returning at some time in the future. If so you may be facing particular difficulties arising from lack of contact with the profession, shortage of money etc. The Institute is keenly aware of these difficulties, and will do everything it can to help, particularly at branch level. You are therefore strongly encouraged to contact your local branch to see what assistance can be offered in preparing for your successful return to the profession. It is worth bearing in mind that members (other than Students) who have resigned and later seek reinstatement have to provide evidence of CPD before being reinstated.

Part 6: Employers and Managers

6.1 The responsibility for meeting the obligation rests with the individual member. However, the attitude of employers and the level of support which they offer is a major concern to the Institute. Many employers are very helpful in this respect. Others – even including some who require their staff to be Chartered Town Planners – are less dependable. Any members who feel that they are receiving inadequate support from their employer could consider lobbying their employer for better support, using the Institute's requirements to assist in this. As a rough guide, it is suggested that employers should spend at least 1% of their total salary costs on staff development. Some EU countries have even adopted this by statute. Where this responds to the objectives and needs identified in PDPs this activity is also CPD.

6.2 The CPD obligation applies as much to members who are employers or managers as to their employees and staff. Employers' and managers' personal CPD needs may include a greater emphasis on management and other non-planning skills, but if as an employer or manager you are responsible for the provision of planning services such skills will be a legitimate and important part of your CPD needs.

6.3 As an employer or manager you also have a responsibility for encouraging and facilitating the continuing professional development of your own employees and staff. Clause 1(b) of the Code says:

"Members who, as employers or managers, have responsibility for other members shall take all reasonable steps to encourage and support such other

members in the maintenance of professional competence and in compliance with the Council's continuing professional development regulations."

6.4 You should, as part of good management practice, ensure that your firm or department allocates adequate resources to training, that training opportunities are made available, and that CPD is accepted as an important and integral part of professional life. It is very difficult for an individual to develop professionally without some support and encouragement at work.

6.5 A useful exercise for managers and employers is a variant of the individual PDP, applied to a department or organisation as a whole: in other words, a "training audit". It is often the case that the priorities which have been adopted by an organisation are not reflected in the organisation's training programme. For example, a department might have adopted consumer care as a major priority, while spending the bulk of its training budget on updating individual staff in planning law. As a manager or employer you will clearly need to strike a balance between the individual's CPD needs and the priorities of the employer.

6.6 The Institute hopes that the approach it has adopted to CPD facilitates this balance in the majority of cases. Further advice is available from the Institute including two free publications: 'Training Audits' and 'Staff Development in Planning'.

ANNEX A: EXAMPLES OF PROFESSIONAL DEVELOPMENT PLANS

First Example

Clara Element is 35 years old, and is a Lecturer in the Planning Department of a pre-1992 University in England. Her Professional Development Plan looks like this:

Jobs I am expected to do

- 1 Carry out research, obtain external grants and publish research findings in refereed journals
- 2 Co-ordinator and lecturer for two undergraduate courses and one postgraduate course; lecturer on two further postgraduate courses
- 3 Year tutor for the third year of the undergraduate course
- 4 Admissions tutor for the undergraduate course
- 5 Personal tutor to ten undergraduate students
- 6 Chair, Board of Undergraduates Studies
- 7 Departmental representative on two Faculty Committees

Areas I need to be knowledgeable about

- 1 Strategic planning, including UDPs
- 2 European legislation relating to and impacting upon UK strategic planning
- 3 Methods and techniques in planning, including GIS

Skills I need to possess

- 1 Lecturing and tutoring
- 2 Research capabilities
- 3 Interpersonal skills
- 4 Committee skills, including chairing

Likely changes

- 1 Increase in hours of lecturing likely with expected early retirements in the department, leading to adoption of new methods of delivery of material
- 2 Increase in administrative duties
- 3 Pressure to increase number of overseas students on the postgraduate course
- 4 Increasing importance of EC funding for research

Longer term ambitions

- 1 To gain promotion to Senior Lecturer
- 2 To develop a new MA course on European Planning

CPD requirements

- 1 To come up-to-date on new methods of delivering material to students

- 2 To keep abreast of events in the area of European planning and legislation
- 3 To maintain awareness of EC research funding initiatives and the networking implications of these initiatives
- 4 To develop interpersonal and negotiation skills

Priorities

- 1 To attend training sessions on new technology in lecturing
- 2 To develop new networks with universities in other EU member states for research purposes
- 3 To prepare a proposal for an MA in European Planning, utilising networking skills within and outside the university
- 4 To attend at least one conference on EC research funding

Second Example

Name: A. Planner

Age: 28

Family: Single, no dependants

Job: Senior Planner, Policy, Small semi-rural Unitary Authority. Answerable to Team Leader.

Current job details

Progressing UDP towards Public Local Inquiry. Have been involved with the plan from its instigation, including formulating policy, public consultation, and preparing for the Inquiry. Particularly involved in the Environmental Appraisal of the plan policies.

Current strengths

- Good organisational skills
- Basic computer skills – use of word processing and database packages
- Good at dealing with the public

Current weaknesses

- Bad at speaking at meetings/in public – potential problem giving evidence at Inquiry
- Not assertive enough
- Time management sometimes a problem

Next career move

Ideally Principal Planner/Team Leader post in Policy section within larger rural Local Authority.

What do I need to do to get there?

Long term (5 years):

- Management training. Investigate possible courses available, especially ones with a recognised qualification at end

Medium term (2 years):

- Improve time management skills
- Improve assertiveness
- Possible sources of material to be investigated:
- Short Courses
- Distance Learning Packages
- Publications

Short term (1 year):

- Improve public speaking techniques
- Look out for any training relating to Public Inquiries, particularly on giving evidence

On-going:

- Keep abreast of good practice relating to the environmental appraisal of policies
- Find out more about the Council's GIS system and how the Local Plans section could benefit from its use
- Follow the progress of other UDPs in similar Local Authorities
- Find out more about countryside strategy and its relation to the UDP

Third Example

Name: A Planner aged 53

Job: Assistant Director of Planning

Personal:

Senior management responsibility in local authority planning department which is undergoing major re-structuring; possibility that this may lead to early retirement the terms of which could determine the need to continue in paid employment. Family grown-up so can move if needs must but roots in area of current employment.

CPD needs:

- 1 To maintain knowledge and expertise necessary for the wide range of professional and management responsibilities of current post.
- 2 To appraise the post-retirement options for paid planning work and to prepare for pursuing the one which offers the most likely opportunities.

Objectives:

- 1 To maintain a knowledge of the main trends in current planning law and practice with specific reference to the development of the authority's 'green' policy, the evolution of a sustainable transportation system and to the

planning input to a major urban regeneration initiative.

- 2 To contribute to the internal reorganisation of the authority in such a way as to maintain the integrity and viability of the planning service.
- 3 To redirect the staff development and training programme to support the emerging structure of the local authority and to reflect the effect of a reduced budget.
- 4 To examine the options for voluntary planning work to maintain competence should adequate paid work take time to establish or turn out to be part-time.

Activities:

- 1 For the general need to maintain a knowledge of current law and practice, it would be sufficient to continue the short lecture course at the local planning school but the 3 specific responsibilities will require a range of activities: attendance at courses (particularly for transportation); links, possibly through their training programmes, to other professionals in the area e.g. housing, landscaping, engineering (waste disposal); site visits to other urban regeneration initiatives probably in my own time.
- 2 Advice on structures will be obtained as part of a study based on personal contacts and through Planning Officers' organisation.
- 3 Devise a programme of training with an in-house emphasis using the expertise of planning and other staff and, when economical, of external speakers.
- 4 In addition to the use of local knowledge an approach would be made to the local enterprise company and to the Institute's Consultancy Secretary for information and assistance; courses would be sought on skills such as word processing and IT which are currently available from my employer.
- 5 Voluntary work in connection with RTPI and Planning Aid will be investigated by means of direct contacts if time allows given the priority of the foregoing.

Summary:

The extent of job-related CPD will be reduced over the next 2 years in order for me to prepare for the strong possibility of early retirement. In addition to the acquisition of specific skills there will be a need to prepare to replace the stream of planning information which is taken for granted as a planner in a local authority.

Fourth Example

Name: E Howard

Period: 1/1/97 to 31/12/98

Date of next review: December 1997

E Howard is in his early 40s. He has just been promoted to the position of Director of Planning in a firm of Chartered Surveyors.

The original aim of his PDP was to consolidate his position within the organisation. Early into his new job he identified a weakness in presentation skills, highlighted by the sudden increase in the number of public meetings/conferences he was asked to address.

Date Set	Objective	Action	Target Date
Dec 96	Develop managerial skills	Attend managerial seminars at Business School	Mid 97
		Background reading	Easter 97
		Organise and lead team building weekend with senior staff	1997
Dec 96	Develop expertise in Environmental Legislation issues	Attend seminars on current environmental legislation	one in 97 one in 98
Dec 96	Maintain knowledge of current planning issues	Attend seminars	Continuous
		Background reading	Continuous
June 97	Improve presentation skills	Arrange personal training/coaching in public speaking	End 97

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Note No.

1



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ANNEX B: RTPI CPD RECORD SHEET
Part A: The record of activity

Please make spare copies of this form, and refer to paragraph 2.11 of PCAN1, before completing it.

Name Daytime tel: Address:

Mode*	What you did	What you got out of it in terms of CPD	When you did it	Hours value

*It would be helpful if you could show, for each activity listed, what kind of activity it was, by choosing from the following list the description that fits it best: H (home-based learning); A (action-based learning); M (preparation of course material, publications etc); R (supervised and academic research); W (background reading etc for work purposes); P (professional work for the RTPI); C (conferences, seminars etc); Q (courses leading to a qualification); X (other). See PCAN1 paragraph 3.25 for a fuller description of these modes or categories of CPD.

RTPI CPD RECORD SHEET Part B: Relationship between plan and record

Explain the relationship between your CPD record and your professional development plan(s) for the period covered. This does not have to be a long and detailed explanation, but it does need to show whether you consider that you have kept to your plan(s) and fulfilled your objectives, and to explain any divergence between what you hoped to do and what have have in fact done. Refer to PCAN1 for further guidance.

Signed Date

