



**RTPI**

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# **ADVICE NOTE: ACADEMIC EXPERIENCE**

**Supplementary guidance for RTPI Associate  
and Chartered membership candidates**

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**This document provides targeted guidance on using research and teaching experience in membership applications. It should be read alongside, not in place of, the relevant guidance for the class and routes below:**

- **Associate membership;**
- **Licentiate Assessment of Professional Competence (L-APC);**
- **Associate Assessment of Professional Competence (A-APC);**
- **Experienced Practitioner Assessment of Professional Competence (EP-APC).**

**All guidance documents can be found at:**  
**[www.rtpi.org.uk/membership](http://www.rtpi.org.uk/membership).**

# 1. Introduction

## 1.1 Why become a member?

The Institute welcomes and encourages applications for membership from those working in planning research and teaching. It is vital that such planners achieve membership, as they shape our next generation of planners and make advancements in various fields of critical planning research. Academics make a key contribution to the Institute's charitable purpose of advancing the science and art of planning (including town and country and spatial planning) for the benefit of the public.

Achieving membership shows that you are competent, ethical and committed to your professional development – whether you are at a university, other academic institution, work in research, teaching or are an external examiner. If you teach, becoming a member can also benefit your students; it shows that you lead by example and maintain strong links with planning practice.

## 1.2 Who is this advice note for?

This advice note is for candidates with academic experience applying for Associate or Chartered membership; for example, but not exclusively, PhD students and researchers, post-doctoral academics and university lecturers teaching planning or planning related subjects (e.g. urban design or regeneration) and wishing to have their expertise in planning recognised at a professional level.

If you carry out planning research for a think tank, charity or advocacy group, and wish to draw on this experience as part of your application, you may also find this note useful.

## 1.3 Academic experience for Associate and Chartered

Teaching and academic research experience is eligible for Associate and Chartered membership, as long as it is at the appropriate level set out in [Sections 2.1, 3.1](#) and [3.2](#) in this advice note. If you qualified in another discipline, but have gone on to teach or research planning, you can also use this experience.

There is a membership option for everyone, with two professional membership classes you can apply for, and three routes to Chartered membership. For example:

- If you have a **non-planning degree** but have undertaken research in, or related to, planning over the past **3 years**, you could consider becoming an **Associate** to have your expertise recognised. You could then progress through the **A-APC route** to Chartered membership in the next stage of your career as an academic or in practice.
- If you have a **non-accredited planning degree** and have been teaching on planning course or module for a **minimum of 5 years** e.g. as a senior lecturer or head of programme, you could become **Chartered** directly through the **EP-APC route**.
- For those with a **fully RTPI accredited degree**, currently working in research or teaching, you could become **Chartered** through our **L-APC route** or, if you have at least 5 years planning experience post receipt of degree, through the EP-APC route.

If you are not sure which category you fall into, please visit our website [www.rtpi.org.uk/membership](http://www.rtpi.org.uk/membership) or contact the Membership Team on +44(0)20 7929 9462 [membership@rtpi.org.uk](mailto:membership@rtpi.org.uk) to discuss.

## **1.4 An academic mentor**

You may find it valuable to source a mentor who is themselves, an academic and a Chartered Member (if possible). Such a mentor should be able to guide you through the process and challenge you to think about how your teaching or research experience contributes to the spatial planning agenda.

## 2. Associate class

### 2.1 Is my academic experience eligible?

The level of experience required for Associate membership differs to that of Chartered, in that candidates need only demonstrate **engagement** with the spatial planning agenda. This class may, therefore, be more appropriate for academics who:

- input and contribute ideas or evidence to others' spatial planning research, but are not a primary driver of the research;
- deliver planning content on modules and/or courses which are designed by others e.g. by presenting lectures, responding to student queries, marking coursework.

This class would suit academics who wish to gain recognition for their studies and research output at an early part in their career, and consider options for Chartered membership at a later date.

Your academic experience can be gained anywhere in the world, not just the UK.

#### NOTE

Research undertaken at an undergraduate or master's level (or equivalent) **cannot** count as eligible academic experience, as it is not at the right academic level for this class of membership. Experience and research obtained in relation to such qualifications would fall under 'educational background' as set out in the main guidance documents.

### 2.2 Practical Experience Statement (PES) for Associate

In this section, you should list your posts in chronological order and include the following information:

- the **name of the organisation** that you work for and, if relevant, the funder of your research;
- the **nature of the organisation** or funder (e.g. a think tank, university, charity) and their size and scope;
- **where you fit** within the organisational structure and **your role**;
- a brief overview of the **research you conduct**, including the types of activities undertaken and/or methodology e.g. desktop research, drafting research proposals, data analysis, presenting findings at academic conferences (if applicable);
- a brief overview of the **modules and/or courses you teach**, including an overview of content you cover, relevant materials that you prepare for sessions and the assignments or exams you facilitate (if applicable);
- dates and **time periods** covered.

This section should provide the assessors with an **overview** of your eligible experience – detailed information on your area(s) of research or module/course delivery should be included in the Professional Competence Statement (PCS) (see [Sections 2.3](#) and [2.4](#)).

**NOTE**

It is essential that you focus on **your role** within the academic environment, articulating your personal responsibilities rather than that of your department, faculty or institution.

### 2.3 Professional Competence Statement (PCS) for Associate

The competencies to become an Associate are sufficiently flexible that you should be able to demonstrate them in a wide range of professional planning contexts – including an academic context. To meet the competencies, candidates are advised to select **one** to **two case studies** of their work – key projects, activities, or work streams.

You should continue to follow the guidance on meeting the competencies that is available in the Associate Guidance. However, given the specific nature of academic experience, some additional prompts or points of clarification in relation to each competency are included in [Section 2.4](#). These have been split into research experience and teaching experience; however if you are an academic who undertakes research and teaching you may want to combine both elements within one case study.

Essentially, you should approach the competencies in the same way as other candidates, making use of the Associate Membership Guidance on the RTPI website at: [www.rtpi.org.uk/associate](http://www.rtpi.org.uk/associate).

## 2.4 Competencies for Associate – research and teaching experience

ASSOCIATE MEMBERSHIP COMPETENCIES		
A S S O C I A T E  A S S O C I A T E  A S S O C I A T E	Research experience	Teaching experience
	<p><b>C1. Professionalism and the RTPI Code of Conduct (Core)</b> Professionalism is a core competency which should underpin decision-making and actions within a selected area of research or case study. You must make a specific reference to how you have applied the Code of Professional Conduct when undertaking research. This may be in relation to conflict of interest, or the confidentiality or anonymity of expert informants.</p>	<p><b>C1. Professionalism and the RTPI Code of Conduct (Core)</b> Professionalism is a core competency which should underpin all decision-making and actions within a case study. You must make specific reference to how you have applied the Code of Professional Conduct within your teaching, such as promotion of equality of opportunity.</p>
	<p><b>C2. The spatial planning context (Understanding)</b> This may include explaining the spatial planning dimensions of the research (including reflection on different spatial scales) and why it was needed.</p>	<p><b>C2. The spatial planning context (Understanding)</b> This may include showing an understanding of the spatial planning dimensions in teaching and explaining the need for planners to be knowledgeable in this area.</p>
	<p><i>C3-C6. Required for routes to Chartered membership only. Included here for information:</i> C3. Identifying and analysing issues (Application) C4. Gathering appropriate information (Application) C5. Identifying and analysing a course of action (Application) C6. Initiating and implementing a course of action, or, for academic applications, dissemination of knowledge (Application)</p>	<p><i>C3-C6. Required for routes to Chartered membership only. Included here for information:</i> C3. Identifying and analysing issues (Application) C4. Gathering appropriate information (Application) C5. Identifying and analysing a course of action (Application) C6. Initiating and implementing a course of action, or, for academic applications, dissemination of knowledge (Application)</p>
	<p><b>C7. The legal framework (Awareness)</b> This may include showing an awareness of how an Act or statute can relate to planning research or reference to legal cases.</p>	<p><b>C7. The legal framework (Awareness)</b> This may include showing an awareness of an Act or statute covered in your module and/or course content and how it can impact spatial planning decisions.</p>
	<p><b>C8. Ethical challenges (Awareness)</b> This may include showing an awareness of the ethical challenges of the spatial planning research. One example may be acknowledging how pressure from funders can shape the course of research.</p>	<p><b>C8. Ethical challenges (Awareness)</b> This may include showing awareness of the ethical challenges of the spatial planning content of teaching.</p>



A S S O C I A T E  A S S O C I A T E	<p><b>C9. The political framework (Awareness)</b>                  This may include an awareness of the political nature of planning, or a description of the political context within which planning research is undertaken.</p>	<p><b>C9. The political framework (Awareness)</b>                  This may include showing awareness of the political nature of planning, or a description of the political context highlighted in module or course content.</p>
	<p><b>C10. The economic context (Awareness)</b>                  This may include showing an awareness of the economic or financial context of the area of planning you research.</p>	<p><b>C10. The economic context (Awareness)</b>                  This may include showing an awareness of the economic or financial context of planning in relation to taught module or course content.</p>
	<p><b>C11. Reflection and review (Understanding)</b>                  This competency should show that you understand the importance of reflective practice. As such, you may explain how you or a lead researcher learned from previous assumptions. This may also include reflection on how to refine research or methodology in future.</p>	<p><b>C11. Reflection and review (Understanding)</b>                  This competency should show that you understand the importance of reflective practice. You might demonstrate this by explaining the feedback received from students or colleagues regarding course delivery, and implications for future teaching methods.</p>
	<p><b>C12. Sustainability (Understanding)</b>                  This may include showing an understanding of how sustainability needs to be considered within spatial planning research e.g. through research methodology or research outcomes. Research in any aspect of spatial planning can potentially be used to illustrate how it relates to climate change and sustainability issues.</p>	<p><b>C12. Sustainability (Understanding)</b>                  This may include showing an understanding of the sustainability issues which arise in module or course content. You should also reflect on the implications of climate change and the role of planning in mitigation and adaptation which are highlighted through teaching.</p>

## 3. Chartered membership (L-APC, A-APC and EP-APC)

### 3.1 Is my research experience eligible?

Academic and practice-based experience alike is assessed for its relevance to spatial planning and the professional level at which it takes place. In a research context, it can therefore be helpful to consider the following questions in determining the eligibility of your experience:

#### Relevance to spatial planning

- How could my research impact upon spatial planning? What implications may it have for the development of spatial planning policy and practice? How could it impact on the discipline's intellectual base and resources?
- How does my research use and develop my knowledge and understanding of spatial planning? Why must the research be carried out by someone who has working knowledge of, and an in depth understanding of, spatial planning rather than any other researcher?

#### Professional level experience

As with practice-based candidates, assessors will be examining your experience for the scope it provides you to exercise independent professional judgement. Within an academic research context this could include judgements on methodology or methods appropriate to the spatial planning results or outcomes sought, as well as the extent to which you use your knowledge and experience of spatial planning in order to draw conclusions in your research.

Research experience can be gained anywhere in the world, not just the UK.

#### NOTE

Research undertaken at an undergraduate or master's level (or equivalent) **cannot** count as eligible academic experience, as it is not at the right academic level for this class of membership. Experience and research obtained in relation to such qualifications would fall under 'educational background' as set out in the main guidance documents.

### 3.2 Is my teaching experience eligible?

The same tests of relevance and professionalism apply for teaching experience as in [Section 3.1](#) above.

#### Relevance to spatial planning

You may be teaching a module and/or course that deals with the broad principles that govern spatial planning operations outlined below (this list is not exhaustive):

- Social science as an analytical framework
- The interplay between land use and transportation
- Design and the realisation of place
- Economic issues relating to development
- Environmental challenges
- Legal and institutional frameworks

If the module and/or course material you are teaching is within a specialist area of planning you will need to ensure you draw out the spatial planning dimensions. For example, if you are teaching a module and/or course in urban design, this should explicitly draw out the role of spatial planning and its interaction with good design, rather than being overtly focused on architecture or building design.

### Professional level experience

You **must** be able to demonstrate experience of module and/or course **design** (or redesign) as well as **delivery**; it will be here that you will most easily be able to demonstrate the kind of professional spatial planning judgements used to determine the most appropriate material and mode of delivery for the module and/or course. You also need to demonstrate that you have the spatial planning knowledge and understanding in order to deliver the material (through seminars, project work, study trips, student assessment, PhD supervision etc.).

Whilst it is accepted that a certain amount of course administration or programme management may be involved in a teaching role, the primary purpose should be the design and delivery of planning modules and/or courses.

Teaching experience can be gained anywhere in the world, not just the UK.

#### NOTE

Remember, assessors are not looking to establish the professional competence of *teachers per se*. Assessors are looking to establish the competence of *planning professionals*, whether that is in a practice, research or teaching-based context. You should therefore focus your application on spatial planning elements rather than generic teaching or assessment skills.

### 3.3 Practical Experience Statement (PES) for Chartered

In this section, you should list your posts in chronological order and include the following information:

- the **name of the organisation** that you work for and, if relevant, the funder of your research;
- the **nature of the organisation** or funder (e.g. a think tank, university, charity) and their size and scope;
- **where you fit** within the organisational structure and **your role**;
- a brief overview of the **research you conduct**, including the types of activities undertaken and/or methodology e.g. desktop research, drafting research proposals, data analysis, presenting findings at academic conferences (if applicable);

- a brief overview of the **modules and/or courses you teach** (design and deliver), including an overview of content you cover, relevant materials that you prepare for sessions and the assignments or exams you set (if applicable);
- dates and **time periods** covered.

This section should provide the assessors with an **overview** of your eligible experience – detailed information on your area(s) of research or module/course delivery should be included in the Professional Competence Statement (PCS) (see [Sections 3.4](#) and [3.5](#)).

#### NOTE

It is essential that you focus on **your role** within the academic environment, articulating your personal responsibilities rather than that of your department, faculty or institution.

### 3.4 Professional Competence Statement (PCS) for Chartered

The APC competencies are sufficiently flexible that you should be able to demonstrate them in a wide range of professional planning contexts – including an academic context. To demonstrate that you can meet the competencies, candidates are advised to select **case studies**<sup>1</sup> of their work – key projects, activities, or work streams – and reflect upon how and why they acted in the way that they did at each stage of the activities.

You should find that you have easily identifiable case studies on which to focus the content of the PCS – for instance your research field or a project in which you have played a significant role. Equally, however, you could use a case study relating to teaching if this could, in itself, demonstrate the required spatial planning competencies.

You should continue to follow the guidance on meeting the competencies that is available in the main guidance for your route. However, given the specific nature of academic experience, some additional prompts or points of clarification in relation to each competency are included in [Section 3.5](#). These have been split into research experience and teaching experience, however, if you are an academic who undertakes research and teaching you may want to combine both elements within one case study.

It may be particularly important to use multiple case studies if, for example, you are submitting for Chartered membership mid-way through your research; making it more difficult to demonstrate some of the latter stage competencies.

#### NOTE

It is important to get the scale of your case studies right. If you have been working in a research area for several years, you may want to focus on one or two phases of work which best demonstrate the competencies.

Essentially, you should approach the competencies in the same way as other candidates, making use of the relevant L-APC, A-APC or EP-APC Guidance on the RTPI website at: [www.rtpi.org.uk/apc](http://www.rtpi.org.uk/apc).

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<sup>1</sup> One to three case studies are required for L-APC. Two to four case studies are required for A-APC and EP-APC respectively.

### 3.5 Competencies for Chartered – research and teaching experience

CHARTERED MEMBERSHIP L- APC, A-APC AND EP-APC COMPETENCIES		
	Research experience	Teaching experience
A P C  A P C  A P C  A P C	<p><b>C1. Professionalism and the RTPI Code of Conduct (Core)</b> Professionalism is a core competency which should underpin decision-making and actions within a selected area of research or case study. You must make a specific reference to how you have applied the Code of Professional Conduct when undertaking research. This may be in relation to conflict of interest, the confidentiality or anonymity of expert informants or asserting your professional judgement when it is challenged.</p>	<p><b>C1. Professionalism and the RTPI Code of Conduct (Core)</b> Professionalism is a core competency which should underpin all decision-making and actions within a selected case study. You must make specific reference to how you have applied the Code of Professional Conduct within your teaching, such as promotion of equality of opportunity.</p>
	<p><b>C2. The spatial planning context (Application)</b> This may include engagement with the spatial planning dimensions of your research (including reflection on different spatial scales), identification of the need for the research, and explaining how you framed research questions with the wider context in mind.</p> <p><b>REMEMBER:</b> Candidates applying through the A-APC or EP-APC route also need to explain how their research links to theory in planning. (Not applicable to L-APC candidates).</p>	<p><b>C2. The spatial planning context (Application)</b> This may include engaging with the spatial planning dimensions of your teaching, explaining the need for planners to be knowledgeable in this area and how you incorporate discussion of the wider context into your module and/or course content.</p> <p><b>REMEMBER:</b> Candidates applying through the A-APC or EP-APC route also need to explain how their teaching links to theory in planning. (Not applicable to L-APC candidates).</p>
	<p><b>C3. Identifying and analysing issues (Application)</b> This may include how you framed your research question, identifying the key areas for exploration, and demonstration of the relationship of your research to key professional debates.</p>	<p><b>C3. Identifying and analysing issues (Application)</b> This may be demonstrated via determination of module and/or course content and demonstration of relevance.</p>
	<p><b>C4. Gathering appropriate information (Application)</b> You may demonstrate this by explaining the data gathering phase of your research, including justification of your methods for data gathering, any limitations or problems with this phase, and how you handled these.</p>	<p><b>C4. Gathering appropriate information (Application)</b> You may demonstrate this through the use of relevant source material and case studies to inform module and/or course content.</p>

<p>A P C A P C</p>	<p><b>C5. Identifying and evaluating a course of action (Application)</b> This might not be one particular course of action, but possibly a series of conclusions and/or recommendations, but it will need to be clear how you reached these conclusions, drawing on your research findings. Alternatively, it could relate to how you dealt with a problem arising from e.g. lack of data.</p>	<p><b>C5. Identifying and evaluating a course of action (Application)</b> You may demonstrate this through your analysis and selection of specific teaching methods, delivery modes and/or assessment strategies relevant to the module and/or course content.</p>
<p>A P C A P C A P C A P C A P C</p>	<p><b>C6. Dissemination of knowledge (Application)</b> This is the only competency that is worded differently in the guidance to specifically apply to an academic, rather than practice, context. It is concerned with making sure that research is utilised and shared. You may demonstrate this by explaining <b>how</b> you have communicated your findings to the academic community, practitioners and/or students. This could be through means such as:</p> <ul style="list-style-type: none"> <li>• publication in academic or professional journal, or newspaper;</li> <li>• contributing to or authoring a published book;</li> <li>• participating in professional or academic networks and events (e.g. sharing your research at conferences/seminars);</li> <li>• conducting public engagement activity (e.g. involving the public in research);</li> <li>• conducting professional engagement activity (e.g. involving other professionals in your research, perhaps via joint working with local authorities or consultancies);</li> <li>• publishing material online (e.g. through blogs, networks).</li> </ul> <p>Whoever the audience, it is important to explain how this disseminated research <b>could be applied</b> in a practice-based context or the <b>implications</b> of your research for practice. You may also consider its relevance to your teaching experience. (You do not need to provide evidence of concepts, conclusions or recommendations having been taken forward.)</p>	<p><b>C6. Dissemination of knowledge (Application)</b> This is the only competency that is worded differently in the guidance to specifically apply to an academic, rather than practice, context. It is concerned with making sure you are delivering credible planning content via an appropriate teaching method. You may demonstrate this by explaining <b>how</b> you have disseminated module or course content to give students a full understanding of a particular planning topic or debate, including the potential relationship of content with practice, or the potential application of content to practice. This could be through means such as:</p> <ul style="list-style-type: none"> <li>• explaining how you engaged with students to deliver a series of planning lectures;</li> <li>• explaining how you provided feedback on student modules or course work;</li> <li>• explaining how course or module content included practice-relevant components (e.g. in case studies);</li> <li>• contributing to a specific teaching publication on planning;</li> <li>• participating in professional or academic networks (e.g. sharing planning best practice at conferences);</li> <li>• undertaking professional engagement activity (e.g. involving other professionals in teaching, perhaps through joint working with schools, working with communities on community or neighbourhood plans, or on student projects).</li> </ul> <p>You should also highlight any <b>teaching outputs</b> you have produced to aide the dissemination e.g. lesson plans, course or module guides, booklet writing, assignment setting, preparing online learning modules,</p>

<p>A P C  A P C  A P C</p>		<p>putting together presentation slides and diagrams.</p> <p>If you have research experience as well as teaching, you may want to demonstrate the interaction and synergy between these two elements i.e. how your research and module or course content and delivery informs one another.</p> <p>Whoever the audience, it is important to explain how the knowledge you disseminated <b>could be applied</b> in a practice-based context or the <b>implications</b> of your teachings for practice.</p>
<p>A P C</p>	<p><b>C7. The legal framework (Understanding)</b> This may include the legal aspects of the spatial planning content of your research, including for instance the statutory basis for the aspect of spatial planning which relates most directly to your area of interest.</p>	<p><b>C7. The legal framework (Understanding)</b> This may include the legal angles of the spatial planning content of your module or course material, including, for instance, aspects of spatial planning statutory context, and/or related statutory contexts such as for pollution control.</p>
<p>A P C  A P C</p>	<p><b>C8. Ethical challenges (Understanding)</b> This may include the ethical angles of the spatial planning content of your research, as well as the ethical implications of your role as researcher. One example may be where there is pressure for research to take account of funders’ agendas and requirements, and/or where the latter may shape which research is sought and applied for.</p>	<p><b>C8. Ethical challenges (Understanding)</b> This may include the ethical angles of the spatial planning content of your teaching, as well as the ethical implications of your role as teacher, e.g. via issues of supervision.</p>
<p>A P C  A P C</p>	<p><b>C9. The political framework (Understanding)</b> This may include the political angles of the spatial planning content of your research, depending on subject (but all may be presumed to exist within a political context).</p>	<p><b>C9. The political framework (Understanding)</b> This may include the political angles highlighted within your module and/or course content as it relates to spatial planning, including e.g. issues of power, public engagement and democratic working.</p>
<p>A P C</p>	<p><b>C10. The economic context (Understanding)</b> This may include the economic or financial implications of the spatial planning content of your research, including e.g. research outcomes. Again, research in any aspect of spatial planning can potentially be used to illustrate the economic context for planning.</p>	<p><b>C10. The economic context (Understanding)</b> This may include the economic or financial aspects of your module or course content as it relates to spatial planning, including issues of the economic value of development etc.</p>



<p>A P C A P C A P C A P C A P C</p>	<p><b>C11. Reflection and review (Core)</b> This competency should underpin decision-making and actions within a selected case study. As such you may be able to identify key instances where you learned from previous assumptions, or changed a course of action in light of new information. This may also include how you consider you will need to go on to refine your research or methodology in future.</p>	<p><b>C11. Reflection and review (Core)</b> This competency should underpin all decision-making and actions within a selected case study. You might demonstrate this via ongoing critique of the success of your teaching, including module or course content and delivery, and identifying and demonstrating opportunities for revision of either content or delivery; including how and why it was revised.</p>
	<p><b>NOTE: C12. is applicable for A-APC and EP-APC routes ONLY</b></p> <p><b>C12. Sustainability (Application)</b> This may include how you have taken into consideration issues of sustainability within your spatial planning research e.g. adapting your approach to research methodology or incorporating it into research outcomes. Research in any aspect of spatial planning can potentially be used to illustrate how they relate to climate change and sustainability issues.</p>	<p><b>NOTE: C12. is applicable for A-APC and EP-APC routes ONLY</b></p> <p><b>C12. Sustainability (Application)</b> This may include explaining how you incorporate sustainability issues into course design and delivery e.g. through setting module or course work, preparing a lesson plan. You should also focus on how you teach about the implications of climate change and the role of planning in mitigation and adaptation.</p>
	<p><b>NOTE: C13. is applicable for A-APC and EP-APC routes ONLY</b></p> <p><b>C13. Engagement and participation (Understanding)</b> This may include the equality and diversity implications of the spatial planning content of your research, or research into engagement and participation techniques or into the ways different social groups engage in planning decisions. Again, research in any aspect of spatial planning can potentially be used to illustrate engagement and participation.</p>	<p><b>NOTE: C13. is applicable for A-APC and EP-APC routes ONLY</b></p> <p><b>C13. Engagement and participation (Understanding)</b> This may include the equality and diversity implications of the spatial planning content of your teaching, or teaching covering engagement and participation techniques or into the ways different social groups engage in planning decisions.</p>
	<p><b>NOTE: C14. is applicable for A-APC and EP-APC routes ONLY</b></p> <p><b>C14. Specialist knowledge and its relationship to spatial planning (Application)</b> This may include applying your in depth technical knowledge of a specialist area of your planning research. You could evaluate the key debates at the forefront of the specialism, and explain how the</p>	<p><b>NOTE: C14. is applicable for A-APC and EP-APC routes ONLY</b></p> <p><b>C14. Specialist knowledge and its relationship to spatial planning (Application)</b> This may include applying, through teaching, your in depth technical knowledge of a specialist area of planning. You could explain how you have engaged students to debate the key issues arising from the</p>



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<p>A P C</p>	<p>specialist area links with wider spatial planning issues. It is important to explain how this research could link to planning policy and/or practice.</p>	<p>specialism e.g. through particular module or course work or class discussion. You should also explain how your teaching of a specialist area of planning links with wider spatial planning issues. It is important to explain the relevance or applicability of your module or course content to planning policy and/or practice.</p>
<p>A P C</p>	<p><b>NOTE: C15. is an OPTIONAL competency for EP-APC route ONLY</b></p> <p><b>C15. Leadership in spatial planning (Application)</b> This may be demonstrated through publication and application of original research, through leading the discipline and shaping national policy (for example, by giving evidence to government) through research.</p>	<p><b>NOTE: C15. is an OPTIONAL competency for EP-APC route ONLY</b></p> <p><b>C15. Leadership in spatial planning (Application)</b> This may be demonstrated through designing the curriculum for current and future courses in a school, university or other educational institution. As part of this, you would be expected to demonstrate how you have guided students and other academics, inspiring them through your teaching to develop their spatial planning knowledge to its full potential.</p>

## 4. Glossary of terms

For clarity, a glossary of academic terms used in this advice note has been provided below.

**Academic experience:** This refers to research and/or teaching experience conducted within an academic institution.

**Course:** Programme of study required to complete an undergraduate or post-graduate degree.

**Curriculum:** This sets out the anticipated learning experiences of a student at a strategic level. The curriculum influences how an academic will design and deliver module content.

**External examiner:** A person from another institution or organisation who monitors the assessment process of an institution for fairness and academic standards.

**Module:** A class, unit or subject which is undertaken as part of a course.

**School:** A department within a university.

**We hope that you have found this advice note helpful and wish you well with your submission.**

**For more information:**

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