

# RTPI Learning Partners

## Guidance for completing the application form

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### Section 1: Contact Details

You should provide full contact and address details for the organisation.

Each application should include a nominated individual who will take on the role of the RTPI's main contact. It is expected that this individual would pass information sent to them by the RTPI through to all relevant sections and individuals within your organisation.

### Section 2: Organisation Details

You should include:

- The type of organisation it is. If it is not listed please specify organisation type
- A list of locations (full contact details not required) of other offices in the UK and, where appropriate, worldwide.
- A short description of the organisation outlining the background of the organisation, what activities you engage in etc
- 4 bullet points about your training and development. For example you might want to mention graduate training schemes, payment of RTPI subscriptions, in-company training courses etc
- The number of Chartered and Licentiate members and the total number of RTPI members (including associate, legal associates and fellows)

### Section 3: List of Evidence Provided

In order to gain Learning Partner status you need to provide evidence for each of the areas listed. Examples can be found in appendix 1. This list is not exhaustive and you are not expected to include every type of evidence listed.

#### Key indicators and evidence

In order to gain RTPI Learning Partner status, employers will need to provide evidence of four key commitments. The employer commits to:

- I. Promoting Professional Development Activity
- II. Identifying, Monitoring and Reviewing Professional Development Activity
- III. Supporting Professional Development Activity
- IV. Embracing Diversity and Equal Opportunities



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## I. Promoting Professional Development Activity

### i. *The employer values MRTPI and other membership classes as meaningful qualifications*

Employers should be able to evidence that they value all relevant classes of RTPI membership, 'Destination classes' (Chartered, Fellow, Legal Associate, Associate membership) show the level of attainment of the member; 'Pathway classes' (Student, Licentiate, and in some cases Associate membership) show a level of attainment as well as an individual commitment to upskilling and the development of competence towards a professional qualification. All RTPI members are required to operate within the [Code of Professional Conduct](#).

Employers should be able to give evidence of how they are actively encouraging their employees to pursue the appropriate membership category. This might be linked to career pathways, career grades, or the promotional structure of the organisation. Evidence of an employer's value for RTPI membership might include job adverts which state membership of the RTPI as a requirement, or an indication that the employee, once in post, would be supported through to the relevant membership class. The percentage of planning staff who hold Chartered status or other membership classes might be a good indicator, but alternatively the employer might be able to show that they are actively supporting their employees towards gaining their professional qualification, and that they have ensured during the recruitment process that their employees have at least the basic entry requirements towards this goal. Employers may also wish to give evidence of where they are supporting their employees through an accredited qualification with the intention of gaining Chartered status in the future.

Support for employees in gaining the appropriate membership class could also include the payment of appropriate subscription and application fees.

### ii. *Employees are aware of the organisation's policies on supporting professional development*

The ways in which an employer is supporting training & development will be indicated in Section III. This indicator (I.ii) asks employers to provide evidence of how these are communicated to staff.

Evidence could include internal memos, employee handbook, relevant pages on the organisation's intranet, employee induction and/or job advertisements. Employers may also be able to demonstrate that they are aware of the RTPI's services in support of professional development, and that these are communicated to their employees. Services include [RTPI Training](#), CPD events, [RTPI Learn](#) and through RTPI Nations and English Regions.

### iii. *Employees are aware of their responsibility for professional development*

Individual members of the RTPI have a responsibility to undertake a minimum of 50 hours of continuing professional development (CPD) activity over each two year period. The RTPI's CPD policy is set out in [Practice Advice Note – CPD](#).

Employers are asked to demonstrate their support for this by ensuring that this responsibility is communicated to all their members of staff.

Evidence could include internal memos, employee handbook, relevant pages on the organisation's intranet, inclusion in job descriptions/contracts, employee induction, and/or appraisal documentation.

## II. Identifying, Monitoring & Reviewing Professional Development Activity

### i. Employees understand their roles and responsibilities

In order to be reviewed fairly against performance, employees must have a clear understanding of what is expected of them in their particular role.

Evidence might include clear and clearly communicated job descriptions; agreed performance criteria; organisational charts and details of roles and competencies required of different grades or competency frameworks.

ii. Employees have regular opportunities to set targets & objectives and to identify professional development activity

Employees should have opportunities to set targets and objectives relevant to their own needs, role and responsibilities, and to discuss these with a senior or line manager. These should be development objectives rather than a list of tasks. This will most likely take the form of a professional development plan, reviewed as part of an appraisal process or some other form of documented review. As part of their CPD requirements, RTPI members are required to hold an up-to-date professional development plan and review this in line with changing circumstances and shifting objectives. Applications for Chartered, associate and legal associate require submissions of a PDP. A PDP should include a review of current circumstances, 1-3 overarching goals and clear objectives supported by SMART actions. See [www.rtpi.org.uk/pdpreseources](http://www.rtpi.org.uk/pdpreseources).

iii. Employees have regular opportunities to review progress towards targets and objectives

This criterion leads directly from II.ii, as part of a process of continual appraisal or review. Employees should have opportunities to review and assess their progress towards previously agreed targets, to monitor their successes, and change or adapt these targets according to their role and circumstances.

Where applicable, progress should also be reviewed with a view to the attainment of the target membership class.

iv. Professional development activities are assessed by the individual for learning outcomes

When undertaking CPD, employees should also be reflective of the relevance of the course or material and the skills, competencies, knowledge and understanding that they have learnt from the activity. A reflection on the relevance and usefulness of CPD activity undertaken should be included during appraisal or in post-course evaluations. There may be evidence of the process to facilitate transfer of learning from the learning activity to the workplace.

### III. Supporting Professional Development Activity

i. Members and potential members are supported in undertaking CPD All members of the Institute are bound by continuing professional development (CPD) regulations. The RTPI's CPD policy is set out in the Practice Advice Note – CPD.

Support for CPD activity could include: provision of internal courses; support for courses/conferences delivered by external providers; use of internal resources e.g. online learning accounts; online learning, secondments, structured on the job training and evidence of a training and development budget allocated and utilised.

ii. Employees are supported in their route to Chartered Membership through the APC

NB This indicator will only need to be demonstrated where the organisation employs planners who are eligible for the Assessment of Professional Competence (APC) route to Chartered Membership.

The [APC](#) is a structured, monitored, supported route through to Chartered Membership. Where applicable, employers should be able to demonstrate their commitment to this process, and provide evidence of the ways in which it complements their training & development processes for eligible employees. This might include: integration of the log book into graduate training schemes; integration of the PDP into appraisal processes; offering a mentor (though candidates are entitled to identify their own APC mentor if they wish); encouraging Chartered Member employees to volunteer to become mentors

and/or assessors; opportunities for the employees to experience different planning roles and functions; provision of other training & development activity.

APC candidates have responsibility for their own APC process, However, RTPI Learning Partners should be able to provide evidence that they have systems in place to support eligible employees on this route.

#### **IV. Embracing Diversity and Equal Opportunities**

i. Training & development programmes are in place for staff in all role types and at all stages of their careers

Employers are able to give evidence that training and development opportunities are not just provided for one group of employees, but rather that there are support mechanisms in place to ensure that all employees at all levels and stages in their careers are supported in their training & development. Schemes and policies may differ from one group to another, for example, from senior management to new employees, from professional through technical and support staff, but all employees should be able to take advantage of appraisal and training & development opportunities.

Evidence of this might include copies of the organisational structure and career pathways; examples and evidence of different forms of training scheme; or appraisal documents and an indication of how they are relevant to all members of planning staff.

ii. Diversity policies are in place and acted upon

Employers applying for RTPI Learning Partner status must be able to demonstrate that they have an equality and diversity policy in place. Employers should also be able to provide information on how the policy is acted upon, the level of supporting infrastructure and operating mechanisms in place. Diversity policies will cover race, disability, gender, sexual orientation and age. It might also include, for example, recruitment procedures, evidence of how flexible working hours are accommodated, and where support is available for career breaks and return to work.

Employers applying for RTPI Learning Partner status should not feel bound by a word count but should, within reason, produce submissions of appropriate length in order to clearly communicate their training & development policies and practices.

Where a document or policy is provided in support of more than one commitment, the document need only be included once, but should be clearly signposted from all the relevant commitments on the application form.

Submissions can be presented bound, stapled, in ring binders or folders. Or they can be submitted electronically to [learning.partners@rtpi.org.uk](mailto:learning.partners@rtpi.org.uk). Whether it is electronic or paper-based all cross-referencing must be clear.



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## Appendix 1 – Checklist of Commitments and Evidence

Employers are expected to provide evidence of each commitment, though it is not expected that each item of suggested evidence is provided. The list of evidence is not exhaustive; the RTPI seeks to encourage creative and innovative programmes and schemes to support learning & development, and these may have varied evidence bases. One piece of evidence may, where necessary, serve to illustrate more than one commitment.

Commitment	Suggested Evidence
<b>I. Promoting Professional Development</b>	
i. The employer values MRTPI and other membership classes as meaningful professional qualifications.	<p>MRTPI-level positions explicitly state requirement in advertisements and other documents.</p> <p>Percentage of staff who are members of the RTPI (Chartered planners and all classes)</p> <p>Evidence of sponsorship for initial professional education</p> <p>Evidence of career paths towards membership</p> <p>Evidence of structured training schemes towards membership</p> <p>Employer meets/contributes towards the cost of RTPI subscriptions &amp; applications</p>
ii. Employees are aware of the organisation's policies on supporting professional development.	<p>Internal memos Employee handbook Intranet</p> <p>Employee induction Job advertisements</p>
iii. Employees are aware of their responsibility for professional development.	<p>Internal memos Employee handbook Intranet</p> <p>Employee induction Appraisal</p>
<b>II. Identifying, Monitoring &amp; Reviewing Professional Development Activity</b>	
i. Employees understand their roles and responsibilities.	<p>Job descriptions</p> <p>Agreed performance criteria Organisational charts</p> <p>Roles &amp; competencies required of different grades</p>
ii. Employees have regular opportunity to set targets & objectives and to identify professional development activity.	<p>Appraisal description/documentation</p> <p>Documented review processes</p> <p>Coaching/mentoring</p> <p>Professional Development Planning</p>
iii. Employees have regular opportunity to review progress towards targets & objectives.	<p>Appraisal description/documentation</p> <p>Documented review processes</p> <p>Coaching/mentoring</p> <p>Professional Development Planning</p>



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iv. Professional development activities are assessed by the individual for learning outcomes.	Appraisal processes Documented review processes Coaching/mentoring Professional Development Planning
<b>III. Supporting Professional Development</b>	
i. Members and potential members are supported in undertaking CPD.	Internal training courses Support for external conferences/events e.g. RTPI Training Use of online learning Training materials made available Staff encouraged onto initial professional education/further education where appropriate Support for structured on-the-job training Staff training & development budget is allocated and utilised
ii. Eligible employees are supported in their route to Chartered Membership through the APC (where applicable).	Graduates encouraged to become Licentiates as soon as possible Licentiates have opportunities to gain a range of experience A Mentor is offered Log book/PDP linked to internal requirements Assessment fee met/contributed towards
<b>IV. Embracing Diversity and Equal Opportunities</b>	
i. Training & development programmes are in place for staff in all role types and at all stages of their careers.	Policy documentation Organisational structure/charts Mapping of career pathways for all employees
ii. Diversity policies are in place and acted upon.	Copy of equality & diversity policy Statement on implementation and operation of policy