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A Review of the APC and CPD Requirements of Five Built Environment Professional Bodies

Abstract: Built environment higher education is significantly concerned with education for the professions. This is reflected in the substantial number of professionally-accredited built environment degree courses and by the fact that degree course study underpins a significant route to membership of many professional institutions.

This working paper reviews the entry requirements – the assessment of professional competence (APC) - and the continuous professional development (CPD) requirements of five built environment professional institutions. The five professional institutions included within this review are:

- Association of Building Engineers (ABE);
- Chartered Institute of Building (CIOB);
- Royal Institute of British Architects (RIBA);
- Royal Institution of Chartered Surveyors (RICS); and
- Royal Town Planners Institute (RTPI).

These Professional Institutions accredit a significant number of Built Environment courses and are all members of the Construction Industry Council (CIC).

The review provides a consolidated source of reference for tutors, higher education applicants, students and graduates of accredited built environment courses, novice professionals working towards professional membership and current professional body members undertaking CPD activities.

Keywords: Assessment of Professional Competence, Continuous Professional Development (CPD), Professional Accreditation

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Aim and Methodology

The aim of this paper is to provide a consolidated review of the requirements of built environment professional institutions with regard to:

- a) entry to membership class; and
- b) the undertaking of appropriate continuing professional development.

The methodology employed in fulfilling this aim has been that of a desktop literature review of relevant material published online and in hard copy by built environment professional institutions.

Consultative discussions have also been held with colleagues regarding the suitability of the presentation format for this review.

Introduction

Built environment higher education is significantly concerned with education for the professions. This is reflected in the substantial number of professionally-accredited built environment degree courses and by the fact that degree course study underpins a significant route to membership of many professional institutions.

Membership of a built environment professional institution brings both personal and professional benefits to an individual and serves as a marker of competence and professionalism within a specific tradition. In Section A this paper presents a review of the requirements of entry to membership class and in so doing outlines the Assessment of Professional Competence (APC) requirements for entry to membership of five different built environment professional institutions. Section B of the paper outlines and compares the Continuing Professional Development (CPD) requirements of the professional institutions.

The five professional institutions considered within this review of member APC and CPD requirements are:

- The Association of Building Engineers (ABE);
- Chartered Institute of Building (CIOB);
- Royal Institute of British Architects (RIBA);
- Royal Institution of Chartered Surveyors (RICS); and
- The Royal Town Planning Institute (RTPI) .

All are members of the Construction Industry Council (CIC) and together the five institutions represent:

- significant diversity across the built environment professions;
- a significant size of membership; and
- a significant number of degree course accreditations.

Section A

Membership Entry Requirements of Professional Institutions in the Built Environment – Approaches to the Assessment of Professional Competence

A range of membership classes are offered by the five Professional Institutions considered within this review. *Table 1 The Membership Classes of Five Professional Institutions* – indicates the nature and diversity of the classes of membership available for each Professional Institution. From the table it can be seen that three classes of membership are common to all the Institutions. These membership classes are those of ‘Fellow’, ‘Member’ and ‘Student’.

The Membership classes of Five Professional Institutions

Table 1: The Membership Classes of Five Professional Institutions

	Membership Class						
ABE	Fellow FBEng	Member MBEng	Graduate GradBEng		Associate ABEng	Technician	Student
CIOB	Fellow FCIOB	Member MCIOB	Incorporated ICIOB		Associate ACIOB		Student
RIBA	Fellow FRIBA	Chartered Member RIBA Chartered Architect	Chartered International Member (RIBA if registered with ARB)		Graduate	Affiliate	Student
RICS	Fellow FRICS	Member MRICS	Technical Member TechRICS				Student
RTPI	Fellow FRTPI	Member MRTPI	Technical Member	Licentiate	Legal Associate	International Associate	Student

Routes to Member class and associated applicant and assessment requirements

With specific regard to the class of Member, the following five tables provide a concise summary of each of the five Professional Institutions’:

- available routes for entry to Member class; and

- applicant and assessment requirements of each entry route.

Each Professional Institution is presented on a separate table and the tables are organised in ascending alphabetical order of the Institutions. The information contained in these tables has been sourced from documentation published on the websites of the Professional Institutions.

Common to all five of the Professional Institutions is the manner in which accredited built environment higher education qualifications underpin the principal route to Member class entry.

Review of routes to Member class and associated applicant and Assessment requirements

Association of Building Engineers

Table 2: Member Class Entry Requirements of the Association of Building Engineers

Professional Institution	Routes to Membership	Applicant Criteria	Assessment Submission Requirements
ABE	Principal Entry Route (Graduate Portfolio)	Recognised qualification (HNC/HND, NVQ, degree) and not less than two years' experience	Graduate Portfolio AND Interview
	Mature Entry Route	35 years of age or over with substantial experience of Building Engineering	Detailed CV AND Interview
	Direct Entry	Hold an equivalent class of membership with a recognised professional body	Application Form

Chartered Institute of Building

Table 3: Member Class Entry Requirements of the Chartered Institute of Building

Professional Institution	Routes to Membership	Applicant Criteria	Assessment Submission Requirements
CIOB	Professional Review	23 years of age or over. Hold a current class of membership AND have passed or been exempted from all the academic requirements of the CIOB AND have a minimum of 3 years of practical experience of a satisfactory nature	Application Form AND Professional Review Report AND CV AND CPD record for the past 3 years plus one year forward development plan AND Interview
	Direct Membership Examination	5 years' of professional experience OR 3 years' professional experience and a CIOB accredited S/NVQ Level 4 award	Experience Assessment (to ensure acceptability of level and length of experience) – success in this assessment leads to membership of the Associate class (ACIOB) AND Written Examinations (4 papers – Contract Administration, 2 x Building Technology & Practice and one of the following – Construction Management/Financial Analysis/Contract Administration) OR Instead of written examinations – submission of 15,000 word thesis AND The Professional Review (assessment of 'occupational competence') - Professional Review Report; CV; CPD record for the past 3 years plus one year forward development plan; AND an interview
	Professional Development Programme	Graduate from an accredited degree course	Portfolio evidence of PDP competence and personal and professional development AND Submit for the Professional Review
	Experienced Non-cognate	Non-cognate honours degree and three years professional level experience in construction industry	Application; AND Report; AND CV; AND Current job description; AND CPD record for the past 3 years + one year forward development plan

Royal Institute of British Architects

Table 4: Member Class Entry Requirements of the Royal Institute of British Architects

Professional Institution	Routes to Membership	Applicant Criteria	Assessment Submission Requirements
RIBA	UK Membership	<p>Have passed all RIBA validated exams for Parts 1, 2 and 3.</p> <p>OR</p> <p>Have a qualification that is recognised under the European Directive 85/384/EC plus over 5 years professional practice</p>	<p>To pass Parts 1, 2 and 3 a candidate must successfully complete – an accredited first degree (Part 1), an accredited second advance degree/diploma (Part 2), an examination in professional practice (Part 3) Members must also be registered with the Architects Registration Board (ARB) if practicing in the UK</p>
	Chartered International Membership	<p>Be living outside of the UK</p> <p>Posses an Architectural qualification for 5 years (listed in European Directive 85/384/EC) and over 5 years' post qualification professional experience</p> <p>OR</p> <p>Be living outside of the UK</p> <p>Passed RIBA Parts 1, 2 & 3</p> <p>OR</p> <p>Be living outside of the UK</p> <p>Posses qualifications recognised by one of the states prescribed by RIBA's Council and be a full, architect member of that state's Professional Institution and registration body</p>	<p>If working in the UK then members must also register with the Architects Registration Board (ARB)</p>

Royal Institution of Chartered Surveyors

Table 5: Member Class Entry Requirements of the Royal Institution of Chartered Surveyors

Professional Institution	Routes to Membership	Applicant Criteria	Assessment Submission Requirements
RICS	Graduate Route	Successfully complete an RICS approved academic surveying qualification	Complete an RICS accredited degree course AND Assessment of Professional Competence (APC) (the RICS' work based professional training scheme) AND Interview
	Experience Route	1) 10 years surveying experience with any degree; OR 2) 2-10 years postgraduate experience, corporate membership of an RICS approved professional body and a degree now accredited by RICS OR 3) RICS approved degree and 5 years' surveying experience	For 1) – complete part of final year of an accredited degree, 12 months of training experience and APC and undertake Final Assessment (detailed reports & final assessment interview) For 2) – Final Assessment (detailed reports and final assessment interview) For 3) – 12 months of training experience and APC and undertake Final Assessment (detailed reports & final assessment interview)

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	<p>Academic Route</p>	<p>1) Teaching and conducting research on an RICS accredited course over a minimum period of 5 years</p> <p>OR</p> <p>2) Not teaching on an RICS accredited course but have an RICS accredited qualification and involved in research activities that are relevant to, or support the surveying profession</p>	<p>Submit 4 peer-group refereed research outputs that have been published, or accepted for publication within 5 years of consideration, for which you are the sole or main author</p> <p>AND</p> <p>Demonstrate understanding of core competence requirements of your area of specialisation and the profession's ethical standards and rules of conduct</p> <p>AND</p> <p>Final Assessment – a 3000 word statement on relevance of research and outlining training, experience and life long learning</p> <p>AND</p> <p>Interview</p>
	<p>Expert Route</p>	<p>1) Minimum 10 years' relevant experience and a relevant first degree or professional qualification and nomination by National Association or Faculty</p> <p>OR</p> <p>2) Minimum age 40 and minimum 10 years' relevant experience and any first degree and relevant postgraduate academic or professional qualification</p> <p>OR</p> <p>3) Minimum five years' relevant experience and relevant first degree and relevant higher degree or PhD in a surveying-related subject and nominated by Faculty</p>	<p>Email Resume</p> <p>Application Form</p> <p>Written evidence of expertise containing:</p> <ul style="list-style-type: none"> - three 500 word case studies - details of continuing professional development (CPD) - a 200 word resume <p>Interview</p>

Royal Town Planning Institute

Table 6: Member Class Entry Requirements of the Royal Town Planning Institute

Professional Institution	Routes to Membership	Applicant Criteria	Assessment Submission Requirements
<p>RTPI</p>	<p>Licentiate Route</p> <p>(from 09/2005 for RTPI-accredited Masters degrees)</p> <p>Graduates of all accredited course from 2006</p>	<p>Successfully complete an academic course that is accredited for the purpose of meeting RTPI's academic requirements, and have secured a position providing eligible professional experience</p>	<p>Complete RTPI-accredited professional education</p> <p>AND</p> <p>Secure relevant employment</p> <p>AND (then)</p> <p>Apply to Licentiate class of membership</p> <p>AND</p> <p>Complete 2 years of relevant spatial planning employment (one year of which must be post-graduation). During this period an RTPI mentor is available to offer support and guidance</p> <p>AND</p> <p>Maintain a log book during the 2 year period of practical experience (signed off by line manager)</p> <p>AND</p> <p>Maintain and update regularly a Professional Development Plan (PDP)</p> <p>AND</p> <p>Submission to the RTPI of a written document reflecting the Licentiate's experience and skills</p>

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	<p>Special Entry to Membership</p>	<p>Demonstrate an academic qualification(s) with acceptable planning content at graduate or graduate equivalent level and satisfy the practical experience requirements through demonstration of significant (equivalent of 10 years' full time), good quality, relevant town planning experience. 5 of the 10 years of experience must have been gained post-qualification</p> <p>(This route is for people who have already made a significant contribution to the town and country planning process)</p>	<p>To apply the completion and submission of Form SM1 is required. Submissions are considered by the Membership Panel appointed by the RTPI's Council</p>
	<p>Membership by Special Arrangements</p>	<p>1) For members of the Canadian Institute of Planning, New Zealand Planning Institute and the Planning Institute of Australia</p> <p>OR</p> <p>2) Suitably qualified planners from other EU member states can apply to be considered for corporate membership. Candidates may have to undergo an adaptation procedure.</p>	<p>1) Successful completion of a distance learning course in UK planning law and practice</p> <p>2) Candidates may be required to undergo an adaptation procedure</p>

Section B

The Continuing Professional Development (CPD) Requirements of the Professional Institutions

As the built environment is itself constantly changing, developing and reshaping, so too are its associated practices, products, procurement methods, technologies, legislation and preferences. Change is indeed commonplace within the built environment. In response to such change and development, and in order to sustain a currency of competence and professionalism, built environment professionals are required to undertake regular and sustained continuous professional development (CPD).

This section of the paper outlines the CPD requirements of the Professional Institutions. Firstly, each Institution's definition of CPD is presented in *Table 7*. The minimum CPD requirement of each Institution's membership class is then outlined in *Table 8*. Further to this, each Professional Institution is considered in turn with regard to what is considered to be CPD and how CPD activity is monitored.

Table 7: Professional Institutions Definitions of Continuing Professional Development (CPD)

ABE	<p>“systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for the execution of professional and technical duties throughout the practitioner’s working life”</p> <p>Source: ABE FAQs. Available at: www.abe.org.uk/about/faqs/what-is-cpd</p>
CIOB	<p>“the process of regularly assessing current and future skill and knowledge requirements relevant to your responsibilities, then planning and implementing an ongoing programme of training and development to address these needs”</p> <p>Source: CIOB (2006) <i>CPD</i>. Available at http://www.ciob.org.uk/membership/continuingprofessionaldevelopment</p>
RIBA	<p>“any relevant study or activity that enhances a member’s professional development and ability to practice architecture is valid CPD”</p> <p>Source: RIBA (2005) <i>CPD How to Comply</i>. Available at: www.riba.org/go/RIBA/Member/CPD_4322.html</p>
RICS	<p>“systematic maintenance, improvement and broadening of professional knowledge, understanding and skill and the development of professional and technical duties throughout the practitioner’s working life”</p> <p>Source: Rule 35 the RICS Rules of Conduct, www.rics.org/NR/rdonlyres/9D15406D-81CB-434E-8A2E-861A8148FFEB/0/rules_conduct_2004.pdf</p>
RTPI	<p>“those activities which help[ed] you to gain new, or to strengthen existing, knowledge and skills”</p> <p>Source: Section 3.20 of the RTPI’s Professional Conduct Advice Note No 1, www.rtpi.org.uk/careers-and-membership/cpd/pcan1.pdf</p>

Table 8: The Minimum Continuing Professional Development (CPD) Requirements of the Professional Institutions

	Minimum Requirement
ABE	35 hours per year OR 105 hours over 3 years
CIOB	No set number of hours per year – the amount will ‘depend on your circumstance, and be appropriate for your responsibilities and ongoing development’
RIBA	35 hours per year AND complete 100 points each year (of which 50% should be structured CPD) AND complete an annual Professional Development Plan (PDP) AND keep records of CPD activity
RICS	60 hours in any 3 year period – with at least 10 hours each year
RTPI	50 hours minimum in any 2 year period

Association of Building Engineers

The ABE’s Codes of Professional Conduct require every member to “strive to maintain and improve their professional knowledge and to contribute to the best of their ability to the knowledge and understanding of their profession as a whole”.

Members’ CPD Requirement

ABE members are obliged to record the time spent on CPD and to participate in a minimum of 35 hours CPD per year or 105 hours spread over three years.

The Association publishes CPD Guidance Notes within the “Seminar and Workshop” insert section of their monthly journal *Building Engineer*. This guidance states that members are required:

- to participate in CPD;
- to keep up with developments in their delivery of professional services and the construction industry in general;

- to provide evidence of CPD as an essential element of career advancement and should assist members in enhancing their profile within their organisations and assist in mobility;
- to recognise the increasingly important role in meeting professional liability, consumer protection, and other legal safeguard requirements;
- identify the trends that are to be clearly seen in the way EC Directives affect future working practices;
- to be aware that clients are seeking quality assurance from their professional advisers.

The Association's CPD Guidance Notes further state that CPD activities should relate to:

- Some part of the theory and practice of the member's professional services offered;
- Reinforcement of the knowledge reflecting new technologies and legislation;
- Other aspects related to a member's current or potential employment;
- Future development and diversification of services provided;
- Personal or business skills designed to increase a member's management or business efficiency;
- Other activities which directly or indirectly assist in ensuring the best possible advice.

What counts as CPD?

The ABE suggests the following (non-exhaustive) list of possible CPD activities:

- Events* lectures, seminars, conferences and technical visits.
- Courses* short residential courses, evening courses, degree or diploma course etc.
- Distance Learning* CPD packages, correspondence courses, Open University, open tech. etc.
- Personal Study* Properly directed aims with measurable outcomes, eg learning a technique up to specifiable standard; producing a book or technical article.
- Professional Affairs* Voluntary work for your profession. Participation in special working parties, reports, relevant committee meetings of professional bodies.
- Personal Development* Any activity which is intended to help the member be a more effective person, eg public speaking, 'make the most of yourself' courses; interviewing skills; speed reading; leadership and offices held.

Monitoring of CPD Activity

The Association conducts random audits to ensure that members are fulfilling their CPD obligations.

Chartered Institute of Building

The CIOB define CPD as:

“the process of regularly assessing current and future skill and knowledge requirements relevant to your responsibilities, and then planning and implementing an ongoing programme of training and development to

address those needs". (CIOB (2004) *Continuing Professional Development. Underpinning your commitment to your career*)

Rule 13 of the CIOB Rules of Professional Competence and Conduct places an obligation on every member to "keep themselves informed of current thinking and developments appropriate to the type and level of their responsibility. They should be able to provide evidence that they have undertaken sufficient study and personal development to fulfil their professional obligations in accordance with the current guidelines for Continuing Professional Development (CPD)".

The CIOB outline the advantages of CPD by stating that CPD allows a person to:

- Progress your career
- Maintain your professional status;
- Reflect on personal achievements and invest in future development;
- Learn from others and exchange knowledge and ideas;
- Benchmark your performance;
- Demonstrate to colleagues and clients that you are a self-starter and motivated to learn;
- Develop the skills you need to do your job more effectively;
- Learn in a flexible style, identifying and making the most of available development opportunities.

(CIOB (2004) *Continuing Professional Development. Underpinning your Commitment to Your Career*)

Members' CPD Requirement

Members are not required to complete a set number of hours per annum. The amount of CPD a member does will "depend on your circumstances, and be appropriate for your responsibilities and ongoing development" (CIOB (2004) *Continuing Professional Development. Underpinning your Commitment to Your Career*).

Members are responsible for developing their own annual CPD plan, evaluating CPD activity and keeping a record of activities.

What counts as CPD?

The CIOB suggests that CPD activities might include:

- Open distance learning (video packages, the Internet, slide/tape packages, correspondence course);
- Private study, including systematic study of appropriate literature or research, or even learning a relevant language;
- Technical and professional conferences, lectures, seminars, workshops, study tours, technical visits and short courses;
- Courses leading to professional qualifications or academic awards;
- Writing articles for publications;
- Teaching (for those not in teaching posts);
- Practice (for those in teaching post);
- Preparing papers and contributing to technical meetings and study groups;
- Examining, tutoring and mentoring.

(Source: *Continuing Professional Development. Underpinning your commitment to your career* (2004). In 'CPD Information' at:

<http://www.ciob.org.uk/membership/continuingprofessionaldevelopment>

[Accessed 03 July 2006])

The current CIOB-recommended approach to CPD is illustrated in *Figure 1*, overleaf. Here CPD is considered as a cyclical process.

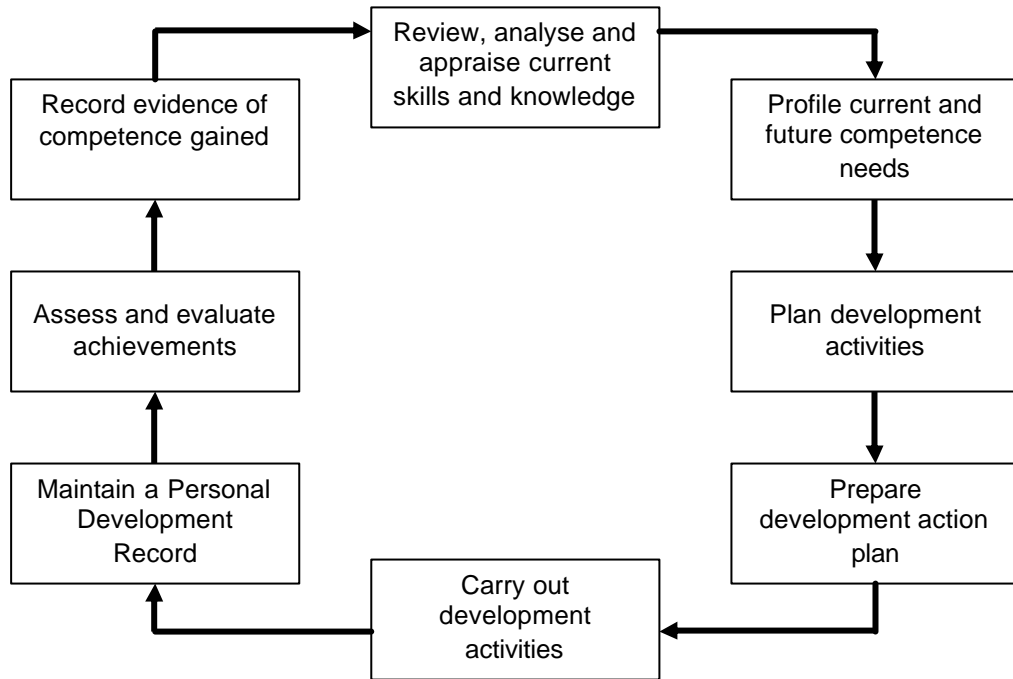


Figure 1: The Cyclical CPD Process recommended by the CIOB

Source: CIOB (2004) *Continuing Professional Development. Underpinning your commitment to your career*. Available in the 'CPD Information' at <http://www.ciob.org.uk/membership/continuingprofessionaldevelopment> [Accessed 03 July 2006.]

Monitoring of CPD Activity

The CIOB checks the CPD records of a random selection of members. Such randomly selected members are required to produce their CPD records for the past year.

Members of CIOB boards, committees and panels have their CPD records checked once every three years as proof that their knowledge and understanding is up to date.

Applicants for corporate membership are required to produce CPD records for the past three years as well as a forward development plan for the next year.

Royal Institute of British Architects

All chartered Members of the RIBA are required to carry out CPD, no matter where in the world they live and work, and no matter what work they do. Only fully retired members are exempt from CPD activities.

Members' CPD Requirement

Chartered members of the RIBA are each year required to:

- carry out 35 hours of CPD;
- fulfil 100 points of CPD;
- keep track of CPD activity via the RIBA's CPD record sheet.

Further to this, chartered members are recommended to plan training via the RIBA's professional development plan.

Calculating the RIBA 'point value' of a CPD activity

For every CPD activity undertaken – from reading to MSc study – a rating of between one and four is awarded by the RIBA member. The rating relates to the perceived personal value of the CPD activity and is a reflection of 'what was personally got out of the activity'. RIBA explain the rating as thus: "A '1' rating would mean that you didn't get much out of it; a '4' would mean that the activity will help change the way you work".

To arrive at an overall rating for an activity the points rating assigned by the members is multiplied by the hours spent on the activity.

A member can award an automatic 75 points for a CPD activity that leads to a qualification in a relevant professional discipline or for attending any course of five days or more duration.

What counts as CPD?

The RIBA considers that any relevant study or activity that enhances a member's professional development and ability to practice architecture is valid CPD. The RIBA describes two types of CPD: 'structured' and 'general'.

- Structured CPD is viewed as “any activity done in a classroom or lecture setting, whether with other people in a room or via online learning, with specific stated learning outcomes.
- General CPD is viewed as any other CPD activity.

The RIBA recommends that members should aim for 50% of their CPD to be structured in nature. In support of this the RIBA offers a CPD programme and a free RIBA CPD Providers Network. Further information regarding this is available online at

www.riba.org/go/RIBA/Member/CPD_2123.html

Monitoring of CPD Activity

At the end of every year the RIBA monitors a random sample of chartered members’ CPD record sheets. Randomly sampled members who refuse to comply could, after a series of warnings, be suspended from the RIBA.

Royal Institution of Chartered Surveyors

The RICS view CPD as ‘a life-long learning approach to planning, managing and getting the most from your own development’. Rule 35 of the RICS *Rules of Conduct 2004* defines lifelong learning as ‘systematic maintenance, improvement and broadening of professional knowledge, understanding and skill and the development of professional and technical duties throughout the practitioner’s working life’.

Members’ CPD Requirement

RICS members must have a structured learning plan and complete a minimum 60 hours of CPD or lifelong learning activity in any three-year period, with at least 10 hours conducted each year.

The key features of CPD are described by the RICS as:

- Ownership of CPD by the individual.
- Emphasis on learning from a wide range of activities.
- Integration of learning and work – the concept of work as a learning experience.

- Emphasis on "outcomes" – answering the questions "what did you learn?" and "how do you plan to apply this learning?" – rather than "what learning event did you experience?"
- CPD should not be seen as an additional task to your normal duties.

(Source: *What is CPD?* Available at:

www.rics.org/Careerseducationandtraining/Lifelonglearning/Continuingprofessionaldevelopment/what_is_cpd.htm)

Recording Lifelong Learning Activity (CPD) and Personal Development Planners

RICS members are obliged to undertake lifelong learning and to review and update their development plan at least once a year (Rules of Conduct (2004) Rule 38 (a)). Each member must record qualifying life long learning activities (Rule 38 (b)). Rule 38 (b) of the Code of Conduct states that the record shall include "dates, subject-matters, speakers, total time.... and brief evaluations of the effectiveness that [the member's] participation in such qualifying activity has had".

The important factor is to show that some significant learning has taken place. The RICS requires members to choose one of the following recording formats:

- RICS personal development planner (PDP) (downloadable in either PDF or Microsoft Word formats);
- In-house electronic recording system (must reflect aims of RICS PDP);
- RICS web-based planner known as "My CPD" accessible from the members' homepage.

Online recording is compulsory for

- members admitted on or after 1 January 2004; and
- members who have entered into an undertaking as required by the RICS Professional Conduct Panel.

(Source: *Personal Development Planners*. Available at:

www.rics.org/Careerseducationandtraining/Lifelonglearning/Continuingprofessionaldevelopment/online_recording_pdp.htm)

What counts as Lifelong Learning (CPD)?

RICS recognises that many activities can qualify as lifelong learning and that lifelong learning activity is not limited to formal training courses, seminars and workshops. The RICS also recognises that the individual member is best placed to personally assess and determine relevant lifelong learning activity.

Activities that 'qualify' as lifelong learning are detailed in the Institution's *Rules of Conduct* (2004) Rule 35 (a – d). *The Rules of Conduct* are available on-line at www.rics.org/NR/rdonlyres/9D15406D-81CB-434E-8A2E-861A8148FFEB/0/rules_conduct_2004.pdf

Rule 35 of the Rules of Conduct defines lifelong learning "qualifying activity" as meaning the study of:

- a) Some part of the theory and practice of surveying as defined in the Royal Charter;
- b) Other professional and/or technical surveying topics related to a Member's current or potential occupations;
- c) Topics relating to the acquisition of personal, business management or consultancy skills; and/or
- d) Such other topics considered by the Institution to be within the purview of one or more of its Faculties, or as may be advised or promoted as qualifying by the Institution from time to time, intended to increase a Member's management or business efficiency and effectiveness, by one or more of the following means:
 - i. attendance at conferences, workshops, seminars and courses and technical meetings having some formalised structure including, for example, objectives, an introductory paper or speech, video or audio cassette presentations or computer or other similar facilities and, in the case of technical meetings,

there must be a competent person in charge of the proceedings and the subject must be announced in advance;

- ii. undertaking a programme, which may include participation in distance, multi or flexible learning opportunities, or other supervised study involving a programme of reading or recorded lectures, on completion of which programme a qualification may be awarded;
- iii. attendance at meetings, working groups and panels requiring a significant contribution from Members and based upon a paper, audio, television programmes or other presentations;
- iv. private study and pre-course reading in a structured form on pre-defined themes for up to two thirds of the total hours required under Rule 37 [up to 40 of 60 hours in a three year qualifying period];
- v. job development and experience based learning, including through project secondments and placements, temporary job changes, exchanges and development of subordinates and trainees;
- vi. preparation for publication of technical work, research and the preparation of technical work, research and the preparation and first delivery of presentations to colleagues and other professionals;
- vii. additional activities such as acting as an APC/ATC assessor, an external examiner or similar.

In further support of lifelong learning activity, the RICS provides a comprehensive list of potential activities and events from which members may be able to obtain suitable and worthwhile learning outcomes. The list is entitled "Qualifying Learning Activities" and is available at www.rics.org/Careerseducationandtraining/Lifelonglearning/Continuingprofessionaldevelopment/cpd_explanation.htm

This list serves as a worthwhile reference guide and is structured into four categories:

1. Professional work-based activities
2. Self-directed and informal learning
3. Personal activities outside work
4. Courses, seminars and conferences

1. Work-based activities (on-the-job development)

- business management skills
- coaching/mentoring
- personnel management skills
- planning and running an in-house training event
- internal discussion groups
- adviser/consultancy positions
- arbitrator/expert witness/adjudicator
- professional interviews
- voluntary (professional) work
- special project work
- staff training
- study of a foreign language may be relevant if you work in an international context
- information technology
- secondment – transfer to another department

Professional Meetings, Panels and Working Groups

- faculty and forum work
- course accreditation exercises

- APC/ATC assessor preparation
- NVQ assessor/internal verifier training
- external examiner positions
- regional officer ie organisational skills

Presentations and Publications

- research for publications and papers
- preparation for presentations to colleagues, clients, faculty groupings, national and local associations
- participation in public meetings
- lecturing on careers/the profession

2. Self-directed and informal learning

Private study, structured reading is one of the most efficient and cost effective ways for members to broaden their knowledge in areas of general professional interest and also in more specialised areas. Suggested sources of information are:

- internet sites of professional interest
- books, journals, magazines, newspapers
- technical manuals
- research papers
- CD-ROM disks, videos, audio tapes
- transcript of speeches/conference items, lecture/seminar notes
- reports/guidance notes issued by professional bodies
- CPD study packs

3. Personal activities outside the workplace

Skills acquired from personal activities outside the workplace are just as relevant to the development of personal competence.

- Voluntary (non-professional) work. Active involvement with voluntary/charitable organisations can be a rewarding experience. You may be learning about applications for grants and lottery funding or developing skills in organising/running meetings.
- School governor, JP, member of PTA. These activities can broaden knowledge and understanding of many issues and institutions which form part of the broad context of people management.
- Parish council/other local government work
- Youth groups
- Local business community boards eg Chamber of Commerce.

4. Training Courses and Conferences

- Training courses and seminars – in-house or external – on any topic of relevance to your professional and personal development.
- Long-term qualifications and projects (six months or more) eg full/part-time study, open distance learning, contributions to original research

Monitoring of CPD Activity

In accordance with Rule 38 (c) of the Rules of Conduct, when requested for evidence of a development plan and a record of lifelong learning activities a member shall “send to the Institution within 28 days of being required by the Institution so to do a copy of his records”. Records of lifelong learning activities are to be kept by members “for a period of three years after the qualifying activity has been undertaken” (Rule 38(2)).

Royal Town Planning Institute

Paragraph 1 of the RTPI’s Code of Professional Conduct states:

“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.”

Further to this, the supplementary regulations to the *Code of Professional Conduct* define CPD 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.”

Members’ CPD Requirement

Annex A to the Code of Professional Conduct requires that:

“Every Corporate Member, Legal Associate, Technical Member and academically qualified Student shall:

- 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.”

The RTPI provides its members with further detailed guidance regarding CPD in the *Professional Conduct Advice Note No 1 – Continuing Professional Development* (revised October 2003). This document is available online at www.rtpi.org.uk/careers-and-membership/cpd/pcan1.pdf

In summary this documents provides:

- Information about the CPD obligation of RTPI members
- Advice concerning ‘the professional development plan’, implementation of the plan, what counts as CPD and each member’s own CPD record;
- Monitoring CPD and sanctions;
- How CPD obligations affect particular groups of members;
- Employers’ and managers’ CPD responsibilities to others;
- Examples of professional development plans; and
- A CPD record form .

What counts as CPD?

Section 3.20 of the RTPI’s Professional Conduct Advice Note No 1 identifies CPD as “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...if you got nothing out of it”.

The Advice Note continues with the following ‘Is it CDP?’ guidance:

“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.”

The RTPI’s Professional Conduct Advice Note further identifies a significant variety of ways of carrying out CPD. The following are all considered

acceptable CPD “provided they are related to planning work, relevant to your needs and effective in making you more competent”:

- 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);
- 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 workplace 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);
- the preparation of material for courses, technical meetings or publication in the technical press;
- supervised and academic research;
- 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);
- RTPI activities of a technical or professional nature, eg 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);
- conferences, seminars, workshops and other technical and professional events and meetings, including in-house training;
- courses leading to a qualification, including for example an N/SVQ.

Monitoring of CPD Activity

The Institute confidentially monitors CPD records and Professional Development Plans. This is carried out on an annual basis with members being selected randomly. Those members selected are required to submit a CPD record and a PDP for the previous two years.

Conclusion

This working paper has reviewed the entry requirements for, and CPD requirements of, the Membership class of five Built Environment Professional Institutions.

The five professional institutions considered within this review were:

- The Association of Building Engineers (ABE);
- Chartered Institute of Building (CIOB);
- Royal Institute of British Architects (RIBA);
- Royal Institution of Chartered Surveyors (RICS); and
- The Royal Town Planning Institute (RTPI).

Section A of the paper summarised each of the Institution's available routes for entry to Member class, and the applicant and assessment requirements of each entry route. It can be seen that the five Professional Institutions offer a diverse number of routes to, and opportunities for, Membership. Having said this, all five of the Professional Institutions offer a singularly similar pathway to Membership class – one requiring professional experience underpinned by successful completion of an accredited degree course.

Section B of the paper outlined each of the five Professional Institution's Continuing Professional Development (CPD) requirements. Definitions of CPD have been presented along with each Institution's minimum CPD requirement for Membership class. Further to this, the paper has outlined what activities each Institution considers to be CPD and how such activity is monitored.

This review is intended to serve as an informative reference source for tutors, higher education applicants, students and graduates of accredited built environment courses, novice professionals working towards professional membership and current professional body members undertaking CPD activities.

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