

Chartered Town Planner Apprenticeship End-point Assessment Plan

Level 7

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Glossary of terms

Professional Discussion – Method 1	This end point assessment method is an interview undertaken by an independent assessor, underpinned by a log book.
Assessment of Professional Competence (APC) written assignment – Method 2	This end point assessment method is a project-based portfolio of evidence reviewed by two independent assessors. The written assignment includes a Practical Experience Statement, Professional Competence Statement (using 1-3 case studies), Professional Development Plan. The written assignment is supported by the log book.
Practical Experience Statement (PES)	The PES is the first element of the APC (method 2). The PES is used to assess whether the apprentice has undertaken sufficient relevant practical experience of planning policy and practice, preparation of plans and/or plan implementation. This is corroborated by the employer and assessed by the independent assessors.
Professional Competence Statement (PCS)	The PCS is the second element of the APC (method 2). The PCS is an analytical and reflective statement which uses 1-3 case studies to assess the apprentice's competence against a set list of knowledge, skills and behaviours. This is corroborated by the employer and assessed by the independent assessors.
Case study	Case studies are used to demonstrate the apprentice's competence and form the basis of the PCS. They must be undertaken post-gateway.
Professional Development Plan (PDP)	The PDP is the third element of the APC (method 2). The PDP is a forward-looking plan demonstrating the apprentice's behaviour as a reflective practitioner.
Log book	The log book is a record of professional work experience completed by the apprentice throughout their apprenticeship (both pre- and post-gateway). It forms a fundamental part of the learning and reflection for the apprentice's competence as a professional planner. The log book is therefore a supporting document used to understand the background and context to statements

	made by the apprentice within the EPA and is not formally assessed. This is corroborated by the employer.
Supplementary statement	In instances where an apprentice is unsuccessful on three or fewer grading criteria assessed under method 2, a supplementary statement would be requested by an independent assessor as part of the re-sit undertaken by the apprentice. A supplementary statement will be between 400-1000 words in accordance with guidance set by the EPAO.
RTPI accredited Planning School	A Higher Education Institution providing town planning qualifications that are accredited by the Royal Town Planning Institute under its Royal Charter objectives to further the education of persons entering the planning profession and devise standards of knowledge and skill for persons seeking to engage professionally in planning.

Introduction and Overview

This document sets out the requirements for end-point assessment (EPA) for the Chartered Town Planner Apprenticeship Standard (the Standard). This EPA Plan is for use by the End Point Assessment Organisation (EPAO). It will be of interest to apprentices, employers and Higher Education Institutions.

The Standard is mapped against the current RTPI competencies. Successful completion of the EPA demonstrates that the apprentice satisfies the occupational and professional requirements for Chartered membership of the RTPI and has the knowledge, skills and behaviours to work competently as a Chartered Town Planner.

Length of apprenticeship

Full time apprentices will typically spend up to 60 months on-programme with a minimum of 20% off-the-job training.

Commencement of the EPA

The EPA period will only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at, or above, the level of occupational competency as set out in the occupational standard and all of the pre-requisite gateway requirements for EPA have been met and evidenced to the EPAO.

Types of assessment

The EPA consists of two distinct assessment methods, supported by a log book undertaken by the apprentice throughout the apprenticeship:

Method 1 – Professional Discussion.

Method 2 – Assessment of Professional Competence (APC) written assignment, consisting of three elements:

- a Practical Experience Statement;
- a Professional Competence Statement; and
- a Professional Development Plan.

Length of end-point assessment method

The EPA should be completed within 12 months of passing through the gateway 12 months is available to facilitate re-sits and re-takes.

Order of assessment methods

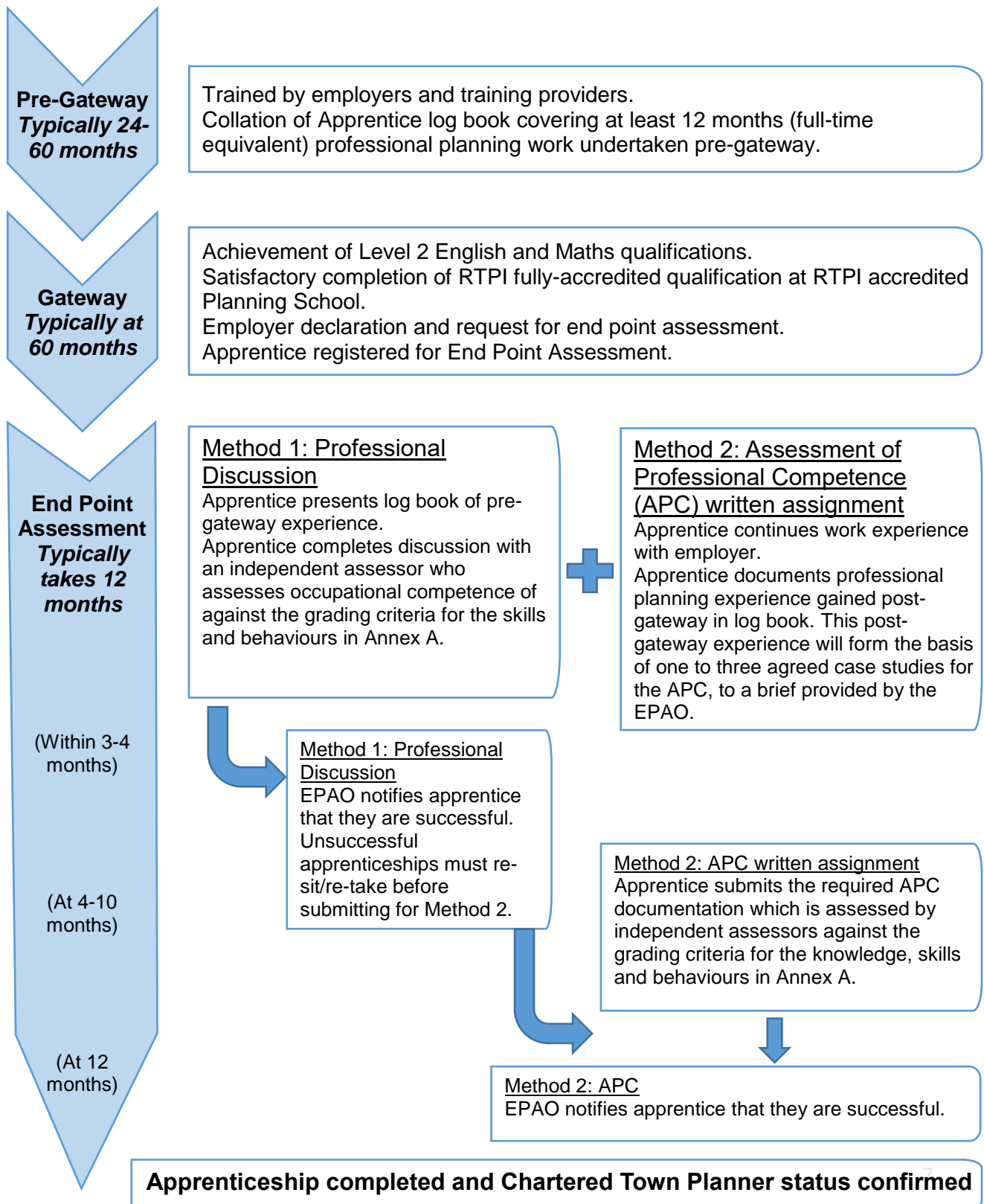
Method 1 must be completed, assessed, moderated and passed before the apprentice can submit method 2.

Independent assessment

One independent assessor will assess the Professional Discussion and two independent assessors will assess the APC written assignment. The independent assessors will be chosen to ensure there is a balance of experience across sectors available for each EPA, fairness and diversity, and for quality assurance and moderation purposes.

Process Summary

Figure 1 - Typical Chartered Town Planner Apprenticeship process



End-point assessment gateway

The EPA will only start once the gateway requirements for EPA have been met and all the Knowledge, Skills and Behaviours in the apprenticeship standard can be evidenced to the End Point Assessment Organisation (EPAO). As a gateway requirement:

- Apprentices must achieve English and Mathematics at Level 2.
- Apprentices must be awarded an RTPI fully-accredited qualification by an RTPI accredited Planning School.
- The apprentice's employer must notify the EPAO in the format required by the EPAO and declare that the apprentice:
 - will be provided with opportunities to undertake work-based projects that cover the knowledge, skills and behaviours of the Standard;
 - has met occupational competence within the knowledge, skills and behaviours of the Standard;
 - has documented at least 12 months (full-time equivalent) of work experience at or above the level required in the Standard, within a log book in a format agreed by the EPAO; and
 - is ready to take the EPA.

Assessment methods

The EPA will deliver valid and accurate judgements of occupational and professional competence to cover the knowledge, skills and behaviours identified in the Standard, and incorporate the RTPI's assessment process for Chartered Town Planners.

The EPA consists of two distinct assessment methods which are supported by an EPA log book of professional work experience completed by the apprentice throughout their apprenticeship (both pre- and post-gateway).

The two assessment methods are:

1. A Professional Discussion, and
2. An Assessment of Professional Competence (APC) written assignment consisting of three elements:
 - a Practical Experience Statement;
 - a Professional Competence Statement; and
 - a Professional Development Plan.

Apprentices must pass Method 1: The Professional Discussion before they can submit their APC written assignment. The requirements for the supporting log book and for each assessment method are detailed below.

The EPA Log Book

This document forms a fundamental part of the learning and reflection for the apprentice's competence as a professional planner. The log book requires apprentices to reflect on their professional planning work and identify when and how they are achieving occupational competence set out in the Standard. The log book allows independent assessors to gain insight about the work the apprentice has done over the period of the apprenticeship.

The End Point Assessment Organisation (EPAO) will provide guidance on the format and content of the log book entries, including:

- a description of the nature of work or task undertaken,
- the competency/skill and behaviours developed,
- any knowledge/understanding gained,
- a reflection on future development.

The log book is therefore a supporting document used to understand the background and context to statements made by the apprentice within the EPA and is not formally assessed. The overall assessment outcome is based on the information provided by the apprentice to the

independent assessors during the Professional Discussion (method 1) and in the APC written assignment (method 2).

- **For method 1**, the apprentice submits a log book to the EPAO which must cover a minimum of 12 months' (full-time equivalent) pre-gateway experience when booking their Professional Discussion. The independent assessor receives the log book from the apprentice at least 3 weeks before the Professional Discussion will take place in order to inform relevant questions for the Professional Discussion, as the log book is an accurate record of the experience the apprentice has gained during the apprenticeship on-programme. Submitting the log book for this method allows the independent assessor to sufficiently probe and challenge the apprentice on their responses relating to the skills and behaviours that need to be demonstrated.
- **For method 2**, the apprentice submits their log book containing pre-gateway experience (as above) and additional experience gained post-gateway together with the documents that make up the APC written assignment. The log book entries completed post-gateway should include the case studies for the APC written assignment. The independent assessors can only use the log book to gain further information on the apprentice's experience demonstrated in a particular case study or to gain a more holistic view of the apprentice's professional development.

There is no word limit for the log book however by the time of submission under method 2 it will be at least 4,500 words in length.

Apprentices will need to update their log book regularly and are recommended to do so on a fortnightly or monthly basis.

[Method 1 – Professional Discussion](#)

[Overview of method 1 – Professional Discussion](#)

This end point assessment method will take the form of a Professional Discussion. The apprentice will be required to book and attend an interview with an independent assessor, who is a Chartered Town Planner. The interview will be underpinned by evidence within a log book of experience that has been completed by the apprentice on-programme.

The Professional Discussion will explore the apprentice's work. It will require the apprentice to draw on their experience and give examples which demonstrate the skills and behaviours to be assessed by this method. It must be appropriately structured to cover the occupational skills and behaviours assigned to this assessment method (see Annex A).

The rationale for this assessment method is:

- using log book, the professional discussion enables the apprentice to demonstrate the application of skills and behaviours across their professional planning work experience; and that

- the apprentice is required to communicate clearly verbally as part of their role.

Submission requirements for the EPA log book under method 1

The log book must:

- document at least 12 months (full-time equivalent) of professional planning work undertaken by the apprentice pre-gateway;
- be submitted to the EPAO when booking the Professional Discussion; and
- be in a format agreed by the EPAO.

For further details on the log book see page 9 of this document.

Delivery of method 1

The Professional Discussion will:

- Take place no longer than 3 months after the apprentice has passed through the gateway.
- Be conducted by an independent assessor who will be appointed by the EPAO.
- Be held in the apprentice's workplace, in a designated room free from distractions and influence. It may be undertaken remotely using digital conference facilities. The apprentice must have access to equipment suitable for digital conferencing (including a web cam).
- Assess the understanding of the relevant skills and behaviours (Annex A) through a series of questions.
- Be 50 minutes in length¹ with an additional 10% applied at the discretion of the assessor to allow a point to be completed. Further time may be agreed by the EPAO for apprentices with particular needs, for example where signing services are required.

Apprentices must receive appropriate notice of their Professional Discussion time. There should be a minimum of 3 weeks' notice of the time, date and venue.

The apprentice's identity must be verified before the Professional Discussion commences.

The assessor will pose questions to assess understanding of each of the relevant behaviours and explore the practical application of the relevant skills. Therefore, there will be a question on each of the following skills and behaviours: S3, S5, S6, S7, and B3 (see Annex A). There will not be specific questions on S8, B4 and B5 (Annex A) as the apprentice will be expected to demonstrate these throughout the Professional Discussion.

A structured brief, sample questions and template for the assessor to record the apprentice's performance against the grading criteria will be provided by the EPAO. Assessors may follow

¹ 50 minutes is a common length for an interview in this profession.

up with one probing question per skill or behaviour if the apprentice hasn't fully demonstrated the criteria with their initial answer.

The apprentice will be notified of the outcome of the Professional Discussion no sooner than one week after it takes place to allow time for moderation, and no longer than one month.

Method 2 – Assessment of Professional Competence (APC) written assignment

Overview of method 2 – APC written assignment

Apprentices will submit their Assessment of Professional Competence (APC) written assignment after passing method 1 and no more than 10 months after passing through gateway. The APC is a project based written assignment that provides evidence of the integrated application of the knowledge, skills and behaviours of the Standard. The submission for this method is at least 10,000 words² +/- 10%. This must be assessed by two independent assessors who are selected to ensure there is a balance of experience across sectors available for each EPA, fairness and diversity, and for quality assurance and moderation purposes.

The APC is competency-based and synoptically assesses the apprentice's ability to apply the knowledge, skills and behaviours (as set out in Annex A and assessed against end point grading criteria) that they have acquired during their apprenticeship.

The full written assignment will consist of the following elements:

1. a Practical Experience Statement (PES) (1,000 words +/- 10%);
2. a Professional Competence Statement (PCS) (3,000 words +/- 10%);
3. a Professional Development Plan (PDP) (1,500 words +/-10%);

The written assignment is supported by a log book of pre and post gateway experience of at least 4,500 words. The APC must be in a format agreed by the EPAO and all parts of this method must be submitted, together and at the same time.

The elements of the APC are all interrelated and apprentices should cross reference between the sections as shown by the diagram below.

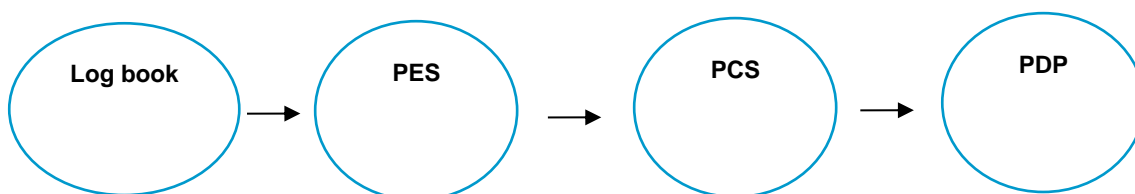
Figure 2- Relationship between the log book, PES, PCS and PDP

The log book provides background context on the pre and post gateway work and professional development and supports the APC written assignment

The PES is used to assess professional experience of the apprentice as required by the occupational Standard

The PCS details the case studies undertaken and is used to assess competence against set KSBS

The PDP enables demonstration of the apprentice's behaviour as a reflective practitioner



² This word limit includes the EPA log book.

Submission requirements for the EPA log book under method 2

The log book must:

- document at least 12 months (full-time equivalent) of professional planning work undertaken by the apprentice pre-gateway;
- document professional planning experience gained post-gateway. The entries completed post-gateway should include the case studies for the APC written assignment;
- be at least 4,500 words in length;
- be submitted to the EPAO with the APC written assignment; and
- be in a format agreed by the EPAO.

For further details on the log book see page 9 of this document.

Requirements for submission of the Practical Experience Statement (PES)

The APC written assignment must include a Practical Experience Statement (PES) of 1,000 words +/- 10% providing an overview of the apprentice's experience. This element is used to assess whether the apprentice has undertaken sufficient practical experience at the relevant occupational level. The PES must focus on the apprentice's own professional responsibilities and describe the type of town planning work that they undertook during the apprenticeship. Assessors will use the PES to assess K1, S1 and S2 as set out in the graded criteria.

The occupational level for this apprenticeship is broadly defined as exercising independent professional judgement to make decisions or influence outcomes. Apprentices must evidence that they are giving advice, making recommendations or decisions and taking action – they must have a direct impact on the planning process.

The apprentice must evidence within the PES that they have gained at least 24 months' professional planning experience (full-time equivalent) working at this occupational level over the period of the apprenticeship.

The EPAO will provide clear guidance on the nature of experience that is eligible for the PES.

Apprentices working in partially relevant planning roles, or working part time, must pro-rata their experience against a 35-hour working week and evidence this calculation within their application. Periods of experience less than 3 months in duration (full-time equivalent) would not be eligible as such roles are too fragmentary in nature.

Requirements for submission of the Professional Competence Statement (PCS)

The APC written assignment must include a Professional Competence Statement (PCS) of 3,000 words +/- 10%. This element must consist of one to three case studies (**undertaken post-gateway**) to provide evidence of the integrated application of the knowledge, skills and

behaviours as set out in Annex A (assessed against the end point grading criteria). This is because all apprentices operating at a professional level must be able to critically assess a problem, research the issues and select an appropriate response after considering a number of options. This work is undertaken in an environment complicated by multiple stakeholders with different expectations, complex legal guidelines and political objectives. The case studies must therefore demonstrate not just what the apprentice did, but also why they did it in a particular way and how they went about it. Assessors will holistically assess the knowledge, skills and behaviours across the case studies selected.

Selection of case studies for the PCS

For each case study the apprentice will carry out real life tasks. If apprentices use more than one case study, they do not need to demonstrate all of the knowledge, skills and behaviours in every case study selected. Apprentices should select those case studies they consider best demonstrate their achievements. Between one to three case studies are allowed because the apprentice may not be able to demonstrate all of the knowledge, skills or behaviours within one case study. However, the overall word count remains the same regardless of the number of case studies chosen by the apprentice to demonstrate all knowledge, skills and behaviours for this method.

The case studies must be undertaken post-gateway and give the apprentice the opportunity to demonstrate all the knowledge, skills and behaviours assigned to this method, to a brief provided by the EPAO that:

- requires the apprentice to demonstrate the integrated application of the knowledge, skills and behaviours being assessed by the APC written assignment (against the end point grading criteria), as shown in Annex A;
- reflects the typical duties and responsibilities of a Chartered Town Planner although some activities may be required to be undertaken under supervision until qualified as a Chartered Town Planner;
- requires the apprentice to exercise independent professional judgement to make decisions or influence outcomes;
- demonstrates the apprentice is a reflective professional;
- demonstrates that the apprentice is aware of the impact of their work on others;
- requires the apprentice to analyse and critically appraise performance;
- can show how the apprentice used effective communication, negotiation and mediation skills;
- involves the apprentice in working with internal colleagues and external clients/stakeholders;
- are 'real' work undertaken by the apprentice;
- are completed as part of and alongside the apprentice's normal work duties/responsibilities
- allows the submission to be written in an analytical style;
- are approved by the apprentice's employer.

Typical structure of the PCS

Apprentices are not assessed on the size or number of case studies, but the practical demonstration of knowledge, skills and behaviours. A typical structure for each case study would be:

- Definition of the key issues or problem and enough background to provide the assessors for this method with the context of the situation,
- The challenges and issues that arose and how these were addressed,
- What the apprentice achieved in relation to the knowledge, skills and behaviours and how this was achieved,
- A critical analysis of the apprentice's performance and the lessons learnt and how it relates to the knowledge, skills and behaviours.

Apprentices should present their case studies to holistically evidence the knowledge, skills and behaviours assigned to the method. They should not use a short example of each knowledge, skills or behaviour in isolation nor use the knowledge, skills or behaviours as sub-headings.

Requirements for submission of the Professional Development Plan (PDP)

The APC written assignment must include a Professional Development Plan (PDP) of 1,500 words +/- 10%. This will assess that the apprentice demonstrates a commitment to lifelong learning and reflective professional practice (see B2, Annex A). The apprentice must demonstrate the ability to reflect on their professional learning needs and develop a forward-looking plan to cover the gaps in their knowledge and skills, because all Chartered Town Planners are required to undertake Continuous Professional Development (CPD).

The PDP therefore sets out the apprentice's development priorities in the two years after they gain to Chartered Town Planner status. The written assignment must be in a format (set template) agreed by the EPAO which requires apprentices to:

- Prepare a SWOT³ analysis outlining their professional development strengths, weaknesses, opportunities and threats. This must link back to the other parts of the APC written assignment and log book.
- Draft Goals, Objectives and an Action Plan, which work together to deliver the apprentice's long-term ambitions and address weaknesses. This section is hierarchical in structure and makes an apprentice consider their development on both a strategic and day-to-day level.
- Ensure actions in the plan meet the SMART⁴ model. As part of this, apprentices need to; research available professional development opportunities, meet with their employer to agree activities (if applicable) and consider ways to consolidate or test the learning gained.

³ established professional technique to identify Strengths, Weaknesses, Opportunities and Threats.

⁴ established professional technique to identify actions as Specific, Measureable, Achievable, Relevant, Time-based.

Corroboration and sponsorship of method 2

The APC written assignment and log book must be corroborated (authenticated) by the apprentice's employer to ensure that the case studies are a true reflection of the apprentice's involvement and that the APC documents are their own work. Apprentices must submit corroborating statements from relevant employers in a format agreed by the EPAO. Corroborators must have been sent and read the relevant parts of the submission.

The corroboration must include:

- The apprentice's name,
- The apprentice's role within the organisation,
- The corroborator's relationship to the apprentice,
- The start and planned end dates of the apprentice's apprenticeship,
- That they have read the apprentice's APC written assignment and log book and confirm that these are an accurate representation of the apprentice's involvement, and
- That they agree with the claims made and the information provided by the apprentice and verify that the work described has been carried out by the apprentice.

Apprentices must also have their APC sponsored (professionally supported) by a Chartered Town Planner. The sponsor must know the apprentice in a professional capacity for a minimum of six months and must have read the written assignment and state in writing that they believe the apprentice's behaviours reflects the RTPI's Code of Professional Conduct. The sponsor cannot be the independent assessor.

Delivery of method 2

The EPAO will publish deadlines for the assessment of the APC and clear guidance on submission and any resubmission requirements.

The APC must be submitted electronically in time for the published deadlines by the EPAO.

The APC written assignment is assessed by two independent assessors, who are current Chartered Town Planners. The assessors consider whether the apprentice has demonstrated all of the listed knowledge, skills and behaviours, assessed against the competency grading criteria, to be elected to the RTPI as a Chartered Town Planner, subject to further moderation as required.

The assessors will initially consider the submission independently of each other and then arrange to confer and agree on a recommendation as to whether the apprentice has met the knowledge, skills and behaviours (assessed against end point grading criteria).

Assessors complete one feedback report, provided by the EPAO, for each apprentice, after they have conferred, detailing the outcome of the assessment and providing comments on the following against the end point grading criteria:

- Practical Experience Statement
- Professional Competence Statement – feedback is provided separately for each of the grading criteria.
- Professional Development Plan – feedback is provided separately for the SWOT, Goals/Objectives and Action Plan.
- General presentation

Assessors will be trained by the EPAO on how to provide constructive quality feedback. They are required to evidence their decision by referencing specific paragraph numbers, events or case studies within the APC written assignment. Assessors will also provide guidance to apprentices for resubmission, if applicable.

Apprentices will be sent their results for each part and an overall result and feedback report by the EPAO published results date.

Grading

Performance in each method of the EPA will be graded separately by independent assessors, in accordance with the requirements detailed in this plan. The apprenticeship will be graded as pass or fail and both elements must be passed to achieve an overall pass. The end point grading criteria are set out on pages 24 to 27.

Apprentices who successfully pass both methods will gain Chartered Town Planner status.

Re-sits and re-takes

Apprentices who fail one or more EPA method will be offered the opportunity to re-sit/retake. A re-sit does not require further learning, whereas a re-take does, for example where further practical work experience is required.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or retake any failed assessment methods only.

Professional Discussion re-sits and re-takes

Apprentices will receive a feedback report with their results for the Professional Discussion. The report will have a summary of their results on the front page, will explain the reasons for the outcome and give direction on what the apprentice needs to do to address the assessor's concerns if they are required to re-sit/re-take the method.

For a resit, the apprentice can book the next available Professional Discussion.

For a retake, the apprentice will be required to complete at least two months further log book, of at least 400 words, before their next Professional Discussion.

The EPAO will publish deadlines for resits/re-takes of the Professional Discussion.

APC written assignment re-sits and re-takes

Apprentices will receive a feedback report with their results for the APC written assignment. The report will have a summary of their results on the front page and addresses each of the three parts of the assignment separately. The feedback report will explain the reasons for the

outcome and give direction on what the apprentice needs to do to address the assessors' concerns with the APC written assignment if they are required to re-sit/re-take the method.

The assessors can request either a full resubmission of the relevant section or a supplementary statement. A resubmission of a section must still maintain the relevant word count. A supplementary statement may be requested, rather than a full resubmission, if the candidate is only unsuccessful on three or fewer grading criteria. This will be between 400-1,000 words depending on the number of grading criteria to be demonstrated in the resubmission.

Resubmissions will not be reassessed on any part of the submission or knowledge, skills and behaviours that have already been considered successful.

Where possible, resubmissions are ideally sent to the same assessors who determined the outcome of the original assessment.

Format and content of resubmission

Apprentices may use one to three new case study/ies for their resubmission as long as they meet the brief provided by the EPAO. New case studies must be corroborated in the same way as the original submission. Apprentices do not need to update and resubmit their log book but would be encouraged to do this if they are using a case study from experience gained since their original submission.

The written resubmission must be in a format agreed by the EPAO.

Delivery of resubmission

The EPAO will publish deadlines on its website for resubmissions of the APC written assignment. Apprentices will have at least three weeks to resubmit any parts of their assessment that have not been considered successful. It is for the apprentice to determine whether the apprentice needs to undertake new case study/ies in order to demonstrate the knowledge, skills or behaviours or if they just need to better articulate how they have met them through their existing case study/ies. If the apprentice or their employer feel they are unable to meet the assessors' recommendations in this period, they can wait for the next resubmission date. If the assessors request that the apprentice gain more experience before resubmitting, they should not resubmit in the current assessment round published by the EPAO.

Apprentices should have a supportive action plan put in place by their employer to prepare for a re-sit/re-take of either method.

Roles and responsibilities, ensuring independence

Professional body recognition

This is embedded in the process as the EPA uses the Royal Town Planning Institute's assessment process. On completion of the apprenticeship successful apprentices will be elected as Chartered Members of the Royal Town Planning Institute and use the title Chartered Town Planner.

End-point Assessment Organisations (EPAO)

EPAOs must be on the Register of End Point Assessment Organisations (RoEPAO).

Internal Quality Assurance staff

Quality assurance staff must be independent of the apprentice, the apprentice's employer and training provider i.e. there must be no conflict of interest.

Independent assessors

The EPAO will appoint:

- independent assessors to assess the Professional Discussion (method 1);
- independent assessors to assess the APC written assignment (method 2);
- quality assurance staff to undertake moderation of the EPA across both methods.

Independent assessors must:

- be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest;
- be a Chartered Member or Fellow of the Royal Town Planning Institute of at least three years standing;
- have experience of assessing learners;
- undertake annual assessor training provided by the EPAO.

Corroborator

It is the responsibility of the apprentice to obtain corroboration from their employer. A corroborator is the apprentice's line manager or employer. They must have first-hand knowledge of the work undertaken by the apprentice and will confirm, in writing, the accuracy of the apprentice's claims for each period of employment. A template for corroboration will be provided by the EPAO. All the work experience used to support the application must be corroborated. Corroboration ensures the integrity of the APC written assignment and also ensures each employer is aware of the claims the apprentice is making. The number of corroborators will vary depending on the apprentice's employment history. Corroborators do not need to be Chartered Town Planners.

Sponsor

It is the responsibility of the apprentice to obtain a sponsor. A sponsor is a current Chartered Town Planner who will sign a form, provided by the EPAO, declaring they consider the apprentice to be a professional who reflects the values of a Chartered Town Planner, and support the APC written assignment. The apprentice must have known the sponsor in a professional capacity for a minimum of six months.

EPAO internal quality assurance

Internal quality assurance refers to the requirements that the EPAO must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. The EPAO will undertake the following:

- appoint independent assessors that meet the requirements as detailed in this plan – see above.
- for the APC written assignment, the EPAO will annually pair assessors who will work together for that year to review submissions. The EPAO will ensure assessor pairings always have a combination of employment experience and balance of relevant occupational knowledge i.e. public and private sector.
- provide annual training and standardisation events for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- have quality assurance systems and procedures that support fair, reliable and consistent assessment across assessors and over time.
- operate moderation of assessment activity and decisions, through examination of documentation and observation of activity. This should be on a risk basis, with a minimum of 20% of assessments moderated. Issues raised through moderation will be addressed appropriately.
- seek feedback from assessors and apprentices and address issues through assessor training.
- monitor the assessment process in order to ensure the consistency of the assessment and feedback provided to apprentices and address any issues found through assessor training.
- have an appeals procedure in place.
- use a panel of industry experts to monitor access and any complaints or feedback, review guidance and support EPAO staff to ensure quality and consistency of assessments, including monitoring the performance of assessors.

Assessment tools and materials

The EPAO will produce assessment tools and supporting materials for the EPA that follow best assessment practice, as follows:

- Documentation for recording assessment evidence and decisions for both the Professional Discussion and the APC written submission
- Guidance for independent assessors on conducting the EPA
- Guidance for apprentices, their employers and training providers on the EPA
- Sample bank of questions for the professional discussion
- Best practice guidance for assessors conducting the EPA.

External Quality Assurance

The organisation providing external quality assurance can be found on the apprenticeship standard's Institute for Apprenticeships and Technical Education webpage.

Affordability

The following factors should ensure the EPA is affordable:

Employers premises and video conferencing will be used for professional discussion where possible.

The case studies are based on real work completed for the apprentice's employer, adding value to the employer.

Reasonable Adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this EPA. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

End Point Assessment grading criteria

End point assessment method	Pass criteria	Fail criteria
Professional Discussion	<p>With reference to Annex A, the apprentice has provided evidence of the skills and behaviours required to be demonstrated in the professional discussion.</p> <ul style="list-style-type: none"> • Answers all questions competently using professional interpersonal skills (S8). • Consistently demonstrates, in all of their examples, a desire to improve the built and natural environment (B5). • Consistently demonstrates a focus on outcomes and a positive attitude (B4). • Produces creative and innovative design strategies, policies or solutions to achieve positive design outcomes for stakeholders (S3). • Have used communication, negotiation, advocacy or mediation to build positive relationships and/or resolve conflict to achieve positive outcomes for stakeholders or a work project (S5). • Have successfully led and managed a project from start to finish and evaluated the outcome of the project, identified opportunities for improvement and development, worked independently and as part of a team and managed work and time (S6, S8). • Worked in partnership with other disciplines to share information to achieve positive outcomes for stakeholders, and demonstrated customer and client care (S7, S8). • Acts with integrity and shows a respect for confidentiality on work related or personal matters. This may (but does not have to) include appropriate use of social media and information systems. (B3). 	Does not meet the pass criteria

	<ul style="list-style-type: none"> To pass the apprentice must demonstrate achievement of all these grading criteria. 	
Assessment of Professional Competence (APC)	<p>With reference to Annex A provides evidence of knowledge, skills and behaviours required to be demonstrated in the APC written assignment.</p> <p>Practical planning experience</p> <ul style="list-style-type: none"> Demonstrates professional experience of planning policy and practice, preparation of plans and/or plan implementation (K1, S1 and S2). <p>Professionalism and the RTPI Code of Conduct</p> <ul style="list-style-type: none"> Professionalism and adherence to the RTPI Code of Professional Conduct is evident throughout the APC written assignment. Provides a specific example of how the RTPI Code of Professional Conduct applies to their work. Shows a clear sense of professional responsibility for their own actions and how their performance impacts on others (K8, S8 and B1). <p>The spatial planning context</p> <ul style="list-style-type: none"> Applying an understanding of the spatial planning context and how their spatial planning work relates to the wider environment in which a Chartered Town Planner works including broader spatial planning issues such as environmental, social, economic or design issues and inclusive planning. Demonstrates the relationship between a site or area and the surrounding areas, and how this relates to other local and strategic activities. Identifies the stakeholders and who was affected by the decisions (K1, K4, K5, K6 and S1) 	Does not meet the pass criteria

	<p>Identifying and analysing issues</p> <ul style="list-style-type: none"> • Uses their judgement to identify and analyse relevant issues in relation to the case study/ies. The process for defining the issue is explained and the apprentice's personal contribution is clearly demonstrated. The apprentice explains the critical factors taken into account and why they were relevant (S1, S4 and S6). <p>Gathering appropriate information</p> <ul style="list-style-type: none"> • Uses more than one information gathering strategy to gather information to provide a robust evidence base. Analyses and assesses the information gathered and explains the impact on the case study/ies (S1, S4 and S6). <p>Identifying and evaluating a course of action</p> <ul style="list-style-type: none"> • Identifies and evaluates more than one course of action for the case study/ies to reach an appropriate, evidence-based decision. Evaluates the alternatives considered and explains why they chose a course of action and why the alternatives were rejected (S1, S2, S3, S4, S5, S6 and S7). <p>Initiating and implementing a course of action</p> <ul style="list-style-type: none"> • Initiates and takes responsibility to implement and deliver a course of action relating to planning. Reflects on the evidence base, determines appropriate solutions and ensured achievement of critical paths (S2, S4, S6 and S8). <p>The legal framework</p> <ul style="list-style-type: none"> • Understands the legal framework within which Chartered Town Planners operate and the implications for their work (K1, K2 and S2). 	
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	<p>Ethical challenges</p> <ul style="list-style-type: none"> • Understands the nature of an ethical challenge and how to deal with it appropriately. Provides an example of an ethical challenge and how it was resolved (K8 and B3). <p>The political framework</p> <ul style="list-style-type: none"> • Understands the political framework within which they operate and how this has impacted on their work. Works effectively within this political framework to achieve their case study (K3 and S5). <p>The economic context</p> <ul style="list-style-type: none"> • Understands the economic and financial issues related to planning decisions and how these are balanced against other considerations such as sustainability. Identifies the economic and financial factors and context of the case study and how they were balanced for a successful outcome (K4, K7 and S2). <p>Reflection and review</p> <ul style="list-style-type: none"> • Demonstrates critical reflection on their case study/ies and the benefit of reviewing behaviours, actions and performance (S8, B4 and B5). • Writes a Professional Development Plan with a SWOT and clear goals, objectives and SMART actions (S8 and B2). <p>General presentation</p> <ul style="list-style-type: none"> • Documents are presented to a professional level and the apprentice communicates effectively. Structure is coherent and logical showing progression to the argument. There are few mistakes in presentation or citation 	
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ANNEX A – Knowledge, Skills and Behaviours to be assessed by each assessment method

Assessment method	Key
Method 1: Professional Discussion	Professional Discussion
Method 2: Assessment of Professional Competence written assignment	APC

Number	Knowledge statements	Assessment method
K1	Planning theory, policy and practice	
	<ul style="list-style-type: none"> Spatial planning in different contexts and development scales as well as planning policy at national, regional, local and neighbourhood levels. 	APC
	<ul style="list-style-type: none"> The plan led system and policy frameworks, local plans and neighbourhood plans. National policy statements for major infrastructure and other published Government guidance and initiatives. 	APC
K2	Planning and related law	
	<ul style="list-style-type: none"> The purpose of planning and the nature and operation of the statutory land use planning system in the UK and the administrative legal and regulatory framework within which it operates related to the built and natural environment. 	APC

	<ul style="list-style-type: none"> The role of planning law in development management and the mechanisms used including planning applications, permissions, permitted development, conditions, planning agreements, enforcement and appeals. The regulatory requirements of plan making to ensure compliance with the necessary processes. 	APC
K3	Political framework	
	<ul style="list-style-type: none"> The political nature of spatial planning and how planners work within democratic decision-making structures including levels of democracy. 	APC
	<ul style="list-style-type: none"> The role of councillors/politicians, consultees, town and community councils, members of the public, developers, voluntary and single interest groups. The various means of how interested parties can be involved in the planning process including submitting representations and the implications of challenging decisions and potential consequences. 	APC
K4	Sustainability and resource management	
	<ul style="list-style-type: none"> Sustainable development and how to balance the needs of communities, government and business, and a range of social, economic and environmental objectives in line with environmental legislation. 	APC
	<ul style="list-style-type: none"> The contribution that planning can make to the built and natural environment and the implications of climate change. How spatial planning supports efficient management of resources and use of land. 	APC
K5	Placemaking and design	
	<ul style="list-style-type: none"> Spatial design and master planning. Principles and processes for creating high quality places and enhancing the public realm for the benefit of all in society. 	APC

	<ul style="list-style-type: none"> The link between placemaking and health and wellbeing. The relationship between development proposals and their physical, cultural and social context, impact on amenity and the wider environment including transport and movement. 	APC
K6	Stakeholder engagement and community involvement	
	<ul style="list-style-type: none"> Types of stakeholders including communities, consultees and statutory bodies. Importance of and reasons for engagement, principles of engagement and how to plan for and achieve effective engagement at each stage of the development process. Role of communication in planning and importance of working in an interdisciplinary context. Equality of opportunity. 	APC
K7	Economic framework	
	<ul style="list-style-type: none"> The economics of land and property markets and of the development process. The rationale of government intervention through planning. The implications for generating added value for the community. 	APC
	<ul style="list-style-type: none"> Development appraisal, viability and evaluation of the impact of planning decisions including planning requirements, agreements and/or conditions. 	APC
K8	Professional ethics and ethical framework	
	<ul style="list-style-type: none"> The characteristics of a professional planner and importance of upholding the highest standards of ethical behaviour and commitment to maintaining and developing professional competence. The required standards of practice and ethics for Chartered Town Planners and the core ethical principles. 	APC

Number	Skills statements	Assessment method
S1	Preparation of plans, policies and related documents	
	<ul style="list-style-type: none"> Undertake research and analysis of information for planning policy formulation and to prepare material for policy, guidelines and advice. 	APC
S2	Plan implementation	
	<ul style="list-style-type: none"> Implement policies and procedures set out in plans, legislation and related documents. 	APC
	<ul style="list-style-type: none"> Site appraisal, feasibility studies and other forms of study preparatory to the submission of a planning application. Planning enforcement, appeals and inquiries 	APC
S3	Creative vision and design	
	<ul style="list-style-type: none"> Produce creative and innovative design strategies, policies and solutions. 	Professional Discussion
S4	Critical analysis and decision making	
	<ul style="list-style-type: none"> Collect data using appropriate systems and software, undertake investigations and research to inform quantitative and qualitative analysis and appraisal. 	APC
	<ul style="list-style-type: none"> Weigh evidence and evaluate alternative planning solutions. Make clear, integrated responses and evidence-based decisions. Demonstrate sound judgement and the ability to balance varying objectives. 	APC
S5	Stakeholder management and leadership	
	<ul style="list-style-type: none"> Engage with and manage stakeholders and customers and build positive, relationships. 	APC

	<ul style="list-style-type: none"> Communicate, negotiate, advocate and mediate effectively and respond appropriately to resolve conflict. 	Professional Discussion
S6	Project management	
	<ul style="list-style-type: none"> Define clear aims and objectives for projects. 	APC
	<ul style="list-style-type: none"> Use appropriate information technology. Lead and manage a process from start to finish, deliver projects to time and to budget and evaluate the outcome identifying actions for improvement and development. 	Professional Discussion
S7	Collaborative and multidisciplinary working	
	<ul style="list-style-type: none"> Work in partnership. 	APC
	<ul style="list-style-type: none"> Network, create and maintain an environment where information is shared. 	Professional Discussion
S8	Interpersonal skills	
	<ul style="list-style-type: none"> Communicate clearly in writing. 	APC
	<ul style="list-style-type: none"> Communicate clearly verbally. Negotiate and mediate. 	Professional Discussion
	<ul style="list-style-type: none"> Work independently and as part of a team and lead others. Manage work and time. Customer and client care. 	Professional Discussion

Number	Behaviour statements	Assessment method
B1	The five core principles of the RTPI's Code of Professional Conduct	APC

	<ul style="list-style-type: none"> • Honesty and integrity • Independent professional judgement • Due care and diligence • Equality and respect • Professional behaviour 	
B2	Commitment to lifelong learning and reflective professional practice	APC
B3	Reliability, integrity and confidentiality on work related and personal matters <ul style="list-style-type: none"> • including appropriate use of social media and information systems 	Professional Discussion
B4	A focus on outcomes and positive attitude	Professional Discussion
B5	Curiosity and a desire to improve the built and natural environment	Professional Discussion