

Chief Examiner feedback: May 2016 Chartership exams

We are delighted to welcome 58 new Chartered members of the LI, after the LI held its May Chartership exams. 77 Licentiate members took their Chartership exam, a 17% increase on the November session, with the pass rate remaining at 76%.

The Chartership exams give us an opportunity to reflect on what can help Licentiates as they go forward for the exam:

Development logs

The examiners look at the most recent development packs when preparing questions for each candidate. Candidates are reminded that their quarterly development packs should be written concisely and reflectively, ensuring that entries link back to the syllabus.

Examiners generally focus on the previous two quarters when preparing for the exam. Candidates should be careful of using abbreviations when referring to projects, as this can be confusing for the examiners.

Spell-checking and proof-reading entries prior to submission is strongly advised, as this makes the entries easier to read, and gives the examiners a professional impression.

CVs

The examiners use the CVs to get an overview of each candidate. It is vital that candidates keep these up-to-date, using or based on the LI's [CV template](#). Generic practice CVs do not give the examiners the necessary level of detail about the candidate, and should not be used.

Theoretical v direct knowledge and experience

Examiners do not expect candidates to have direct experience in all areas of the syllabus. Theoretical knowledge is perfectly acceptable in some areas. However, a number of candidates had little knowledge or understanding beyond their immediate experience, and conveyed the message that they felt it unnecessary to investigate the whole syllabus more widely.

The more Licentiates engage in the active learning process, focusing on how their theoretical knowledge could be applied to real-life situations, the more rewarding a process they will find it. Learning does not end with passing the Chartership exam, and members at all levels are expected to keep themselves informed of changes affecting the profession and broader developments relevant to their work. All practitioners are expected to reflect and learn from their practice, and the Pathway to Chartership is the first step in this process.

Mentors and supervisors

The amount of time and effort put in by mentors and supervisors to the progress of Licentiates is enormous, and hugely appreciated. New guidance and advice for mentors and supervisors is being developed, to better support these vital volunteers.

Mentors are reminded that giving their candidates an exaggerated high assessment of their knowledge and understanding can disadvantage them when it comes to preparing for the Chartership exam.

No candidates should be demoralised, and having a realistic understanding of which areas need to be improved is very helpful.

Supervisors should also be wary of predicting what questions will be asked in the exam. This can be unnerving for the candidate when, inevitably, not all those topics are covered, or the questions are phrased in different ways or with a different emphasis.

Areas of general weakness

Many candidates appeared to have the least knowledge and understanding of:

- Techniques for assessing the significance and context of landscapes and sites
- Pre-contract and tendering processes
- Contract administration
- Onsite controls and practical completion

Once again candidates who had actively engaged in study groups and mock exams were often better prepared for the Chartership exam

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