



Trainees on the Transport Planning Society's Professional Development Scheme (PDS) will be visited by TPS Reviewers at least twice during their progress through the PDS. However, their first review is likely to be several months after they have started collecting evidence and preparing Objective Record Sheets. Based on the advice most frequently given by Reviewers at these meetings, we have put together some key points trainees should follow when recording their PDS evidence. We hope they will prepare them for a productive first review and a successful completion.

Trainees will find it helpful to:

- Read carefully the “*Guidance*” field to fully understand the Objective requirements, before filling in the “*Your Record*” section of the Objective Record Sheet.
- Think back to your studies and all your work activities, prior to joining the PDS and ask yourself whether they can be a source of evidence for meeting any Objectives. If you can, compile a Base Report to collate this evidence for use in your PDS.
- Record evidence as soon as possible, this avoids the problems of catching up becoming an onerous piece of work, or just forgetting what you learned, or did, earlier.
- Ensure evidence concentrates on **your** individual role and responsibilities in a project and use wording that states “*What I have learned*” or “*What I did*” in a project, depending on the Objective.
- Remember that your involvement with a project, depending on its size and timescale, could provide evidence for meeting several Objectives. In particular remember that a piece of project work could contribute to learning Objectives as well as Experience Objectives
- Be aware of Objectives such as PR2.5 and TT1.2, where there are separate A and K competency requirements covering different scopes of learning.
- Note that to satisfy the Experience level Objectives, evidence of consistent application is required, so you will usually need to provide at least three examples. If you have had long term involvement in a project and wish to use it for more than one example, the evidence should show a broadening and/or deepening of your understanding, role and responsibility for the tasks being carried out.
- Accumulate evidence, for Objective TT2.1 on Transport modelling principles, to show that your knowledge encompasses models covering different spatial contexts, for example strategic and local area modelling, and include at least two different modes, such as road traffic, rail, pedestrians or multi-modal etc.
- Get your Objectives signed-off by your mentor as soon as you think you have sufficient evidence. Do not 'stockpile' reports without your mentor's reviewing them.

- If using quarterly reports, make sure the PDS record is sufficient, in itself, to enable your mentor or a PDS Reviewer to assess your progress. You do not need to rewrite the full evidence in the “*Your Record*” section of Objective Record Sheets. Instead a clear cross – referencing to the evidence recorded in your quarterly reports is sufficient. This should comprise of the project title, a summary sentence of what, where and when the learning or experience was gained and the level of competency represented. For example:

PDS Objective TT2.5 Preparing transport forecasts

Big City P & R Feasibility Study (Ruralshire CC)

QR3 March 17, para 2.10; Working under the guidance of the project’s modelling lead, I carried a number of sensitivity tests on the bus frequency and patronage assumptions and summarised the results for discussion with the client. (E)

- Keep your overall record of progress, on all Objectives, up to date and use it to identify any deficiencies in your on - going training.
- Discuss, with your mentor, opportunities to undertake a sufficiently wide variety of work, possibly including through secondments, for you to use in providing evidence for your progress with the PDS.