



Transport Planning Society

The TPS Professional Development Scheme for Transport Planners

Version 4.0 – June 2021

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The TPS Professional Development Scheme – Version 4.0 May 2021

The following main changes have been made to the TPS PDS:

Overall

Guidance in all Units has been amended to reflect the April 2021 revisions to the TPP. These focus on the need to combine a multi-disciplinary and an open minded approach with the strongest possible evidence base. This in turn requires transport planners, as professionals, to put forward an independent and rigorous view and this is embodied in the concept of constructive challenge. A further theme is how to deal with uncertainty, and how to be transparent about it to a wider public as well as ourselves as transport planners. Again these elements are now explicit in the TPP guidance.

The opportunity has also been taken to incorporate some of the content from Advice Notes, remove duplication, increase clarity, and improve consistency.

Specific Changes: Technical Units and Objective Record Sheets (ORS)

PR1 - Policies: PR1.8 Monitoring has been absorbed into TT3.

TT1 - Data: TT1.2 Data has been redrafted to include both its intended application and key methods of collection; other elements are covered in TT2.2. The old TT1.2 has been deleted.

TT2 - Transport modelling and analysis has been renamed to include **forecasting** explicitly and there has been some reorganisation of the ORSs to avoid ambiguity and duplication. Thus TT2.2 focusses on A and K for forecasting and has been renamed accordingly. TT2.4 on modelling Experience has been changed to reflect the TPP guidance and TT2.7 on analytical software is now covered elsewhere and has been removed. The importance of uncertainty has been made explicit in the ORSs.

TT3 - Transport assessment: has been renamed **Transport appraisal and evaluation** in line with the previous PDS Advice Note and the TPP. The ORSs have been amended to reflect the importance of uncertainty and transparency throughout, but the ORS structure has been retained. The term 'monitoring' has been mostly replaced with 'evaluation', in line with TPP and professional practise.

TT4 - Public engagement: There has been some clarification of the different types of engagement in the ORSs and in the Definition section 14 below. The principles of empathy and transparency are given greater emphasis, in line with the TPP guidance, the TPS Code of Conduct, and the latest guidance including the Gunning Principles.

PD1 - Strategic and master plans for transport and PD2 – Transport scheme design: There is no change to the basic structure of these Units, but the guidance has been refreshed and clarified.

O1 – Travel planning - has been renamed '**Changing Travel Behaviour**' in line with the TPP to reflect the full range of work in this area. The 3 ORSs are retained but rewritten to include the understanding of factors underlying travel demand.

O2 - Commercial and operational management has been updated but the basic structure retained.

Specific Changes: Management and CCE Units

There was some overlap between the M and CCE Units.

CCE2 - Commitment has been renamed **Commitment and ethics** and the old content has been distributed between the new CCE2, M1.2 and M1.4. There is now greater alignment between TPP and PDS.

M2 - Leading and managing teams was an area more appropriate for transport planners later in their careers and duplicated some of the content of M1 Personal and Interpersonal management. It has been removed with some content reallocated.

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Section 1
**Understanding the TPS Professional
Development Scheme**

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1 Introduction

- 1.1 The Transport Planning Society (TPS) was formed in 1997 to meet a clear need for an organisation that would provide a focus for all those engaged in transport planning. It is supported by four professional bodies many of whose members are involved in transport planning –
- the Chartered Institute of Logistics and Transport (CILT);
 - the Institution of Civil Engineers (ICE);
 - the Chartered Institution of Highways and Transportation (CIHT);
 - the Royal Town Planning Institute (RTPI).
- 1.2 One of the Society's key objectives was to strengthen the recognition of transport planning as a profession, working with other bodies to define the required skills for professional transport planners. These would then form the basis of a professional qualification for transport planners together with a professional development scheme to provide a direct route towards the qualification.
- 1.3 TPS worked closely with GoSkills (the Sector Skills Council then responsible for transport planning), employers, and the professional institutes to define the broad range of knowledge and skill capabilities of a professional transport planner in the preparation of the National Occupational Standards (NOS) for Transport Planning. The NOS, together with a complementary set of Standards for Technical Support Staff, were approved by the regulatory authorities in 2007.
- 1.4 The NOS for Transport Planning form the basis of both the TPS Professional Development Scheme for Transport Planners (TPS PDS) and the Transport Planning Professional (TPP) qualification awarded by the Society together with CIHT.

2 Overview of the TPS Professional Development Scheme (PDS)

- 2.1 The TPS PDS has been designed to provide a structured individual development plan for those seeking a career in transport planning, whether a recent graduate, a career changer or someone seeking to extend the breadth and depth of their skill.
- 2.2 On completion of the TPS PDS, a participant will be awarded a Certificate of Completion by the Society and be entitled to use the post nominal Incorporated Transport Planner, IncTP. In achieving that, they will have completed the Knowledge requirements and thus the first stage in applying for the TPP qualification. They will also have acquired some of the experience required. Further information on the TPP qualification is in Part 12 of this Section. They will also be able satisfy the requirements for Chartered membership of the Chartered Institute of Logistics and Transport.
- 2.3 Although the earlier versions of the PDS fully replicated the NOS, Versions from 3 onwards interpret the NOS in a simplified and more accessible form, better suited to the PDS and TPP.
- 2.4 The PDS is available under licence, without additional charge, to all organisations that are Stakeholder members of the Society. Special arrangements are available for groups of local authorities as well as to any Local Authority that is a Stakeholder member.
- 2.5 Since 2014 a system of reviews has been introduced: first reviews at an early stage (around 9-12 months) to give support to trainees and mentors and help them

complete their records; and a final review for completion sign-off, providing a consistent standard for all completers and significant ground work for a move to further qualification.

3 The Core Transport Planning Skill Set

- 3.1 For the PDS, the key purpose of transport planning has been defined as:
to plan, design, deliver, manage and review transport policies, plans, projects, systems and services, balancing the needs of society, the economy and the environment.

To fulfil their key roles, a professional transport planner needs to be able to:

- understand what it means to be a professional in terms of ethical behaviour, respect for others and commitment
- apply or create transport policies, strategies and plans that contribute to satisfying social, economic and environmental needs, not just locally but within the constraints of sustainable development
- design appropriate projects, systems and services to implement those policies and plans
- understand the legal, regulatory, policy and resource framework within which they work
- understand the commercial aspects of operating transport systems and services.

To achieve this, they need to:

- know about and be able to apply the relevant tools and techniques
- be numerate
- be analytical
- be competent in all aspects of management, particularly in oral and written communications, personal skills and project management
- keep their knowledge and experience up to date, identify gaps and seek to fill them.

4 The Structure of the TPS Professional Development Scheme (PDS)

4.1 The PDS Areas

- 4.1.1 The PDS is based on six Areas covering the competences a professional transport planner is expected to have in:

- Policies and Regulations – **PR**
- Tools and Techniques – **TT**
- Planning and Design – **PD**
- Operations – **O**
- Management – **M**
- Communication, Commitment and Ethics – **CCE**.

Each Area is divided into Units with each Unit further divided into Objectives. Each has its own Objective Record Sheet (ORS). A full set of record sheets is provided in Sections 3 to 9 of this document.

4.2 Levels of Competence

- 4.2.1 The standard required for each **Objective** is defined by the competence level. There are four levels of competence:

- **Awareness** Requiring a general understanding of the Objective, broad enough to provide the context for a transport planner’s daily work.
- **Knowledge** Requiring more detailed knowledge and understanding of the principles underlying an Objective, and how they relate to practical applications, to be able to undertake tasks competently.
- **Experience** Requiring a consistent ability to carry out standard work within the Objective competently when under supervision.
- **Proficiency** Requiring a consistent ability to carry out work within the Objective competently without supervision and to supervise others (only required for the Data Unit).

4.2.2 For those Objectives requiring Knowledge, the word ‘understanding’ has been used to emphasise the need to fully appreciate the application of the knowledge required for completion of the Unit.

4.3 Mandatory and Optional Units

4.3.1 Some Units are Mandatory and others are Optional as shown in Table 4.1. This reflects the wide range of skills covered by transport planning, some of which are considered essential and others provide an element of choice for completion of the PDS.

| Mandatory Units | Optional Units |
|---|---------------------------------|
| Policies and Regulations – PR | Planning and Design – PD |
| Tools and Techniques – TT | Operations – O |
| Professional Skills and Management – M | |
| Communication, Commitment and Ethics – CCE | |

Table 4.1 Mandatory and Optional Units

4.3.2 The required level of competence for completion of the Mandatory and Optional Units varies by Unit and Objective and is summarised in Table 4.2 below. It should be noted that the competency level given in Table 4.2 reflects the highest level required in one or more of the Objectives comprising that Unit. For example, Data is shown at Proficiency, but only 3 of the 7 Objectives require this level.

4.3.3 The individual competency level required for each Objective is set out on the record sheet and summarised in Appendices 1 and 2 to this document.

| Area | Unit | Unit title | Mandatory Level Required Competence Level | Optional Units Highest Competence Level Possible |
|---|-------------|---|---|---|
| Policies and Regulations | PR1 | Policies | Knowledge | Experience |
| | PR2 | Regulations | Knowledge | Experience |
| Tools and Techniques | TT1 | Data | Proficiency | - |
| | TT2 | Transport Modelling and Forecasting | Knowledge | Experience |
| | TT3 | Transport Appraisal and Evaluation | Knowledge | Experience |
| | TT4 | Public and Stakeholder Engagement | Knowledge | Experience |
| Professional Skills and Management | M1 | Personal and Inter-Personal Management | Experience | - |
| | M2 | Planning and Managing Projects | Experience | - |
| | M3 | Project Procurement <i>Alternative to M4</i> | Knowledge | - |
| | M4 | Project Proposals <i>Alternative to M3</i> | Knowledge | - |
| Communication, Commitment and Ethics | CCE1 | Communication | Experience | - |
| | CCE2 | Commitment and Ethics | Experience | - |
| Planning and Design | PD1 | Strategic and Master Plans for Transport | * | Experience |
| | PD2 | Transport Scheme Design | * | Experience |
| Operations | O1 | Changing Travel Behaviour | * | Experience |
| | O2 | Commercial and Operational Management | * | Experience |

Table 4.2 Summary of the Mandatory and Optional Requirements

* Attainment of 2 Units at Knowledge level is required if not chosen as an Experience option.

4.4 Requirements for Scheme Completion

4.4.1 Completion of the PDS requires satisfaction of **all the Mandatory Units:**

- at **Proficiency** level for
 - Tools and Techniques Unit TT1 – Data
- at **Experience** level for
 - Professional Skills and Management (M) Units M1 and M2
 - Communication, Commitment and Ethics (CCE) Units - CCE1 and CCE2.
- at **Knowledge** level for
 - Policies and Regulations (PR) Units – PR1 and PR2
 - Tools and Techniques (TT) Units - TT2, TT3 and TT4
 Professional Skills and Management (M) Unit M3 or M4, depending on an individual’s work opportunities.

4.4.2 **In addition**, Experience needs to be demonstrated in **five** Units chosen from any of the the **nine** Units across:

- Policies and Regulations (PR)
- Tools and Techniques (TT), but excluding TT1, Data
- Planning and Design (PD)
- Operations (O).

These are shown in the ‘Optional Units’ column of Table 4.2.

The selection of Units to meet the Experience requirement should take account of the following criteria:-

- Only two Units can be selected from the PD and O Units.
- Selecting two PD or O Units as Experience Units and three from the PR and TT Units will fully satisfy the requirements.
- If only one PD or O Unit is selected as an Experience Unit then one other Unit from the PD or O Units must be completed at Knowledge level.
- If no PD or O Units are selected as an Experience Unit then two Units from the PD or O Units must be completed at Knowledge level.

The possible completion options are set out in Table 4.3 below.

| | Completion Possibility 1 | Completion Possibility 2 | Completion Possibility 3 |
|------------------------------|--------------------------|--------------------------|--------------------------|
| From the PR and TT Units (5) | 5 Es | 4 Es | 3 Es |
| From the PD and O Units (4) | 2 Ks | 1 E 1 K | 2 Es |

Table 4.3 Summary of Completion Options

- 4.4.3 A full listing of the Units and Objectives together with their associated competence levels is given in Appendix 1 and Appendix 2.

5 Performance Guidance

- 5.1 For each Objective, guidance on the competences required to complete the Objective are provided on the Objective Record Sheet (ORS) alongside the trainee's record.
- 5.2 For many Objectives, the Guidance includes a range of topics that might be addressed by the trainee when progressing through the PDS, and by their mentor in assessing their competence. However, these lists are not exhaustive - they are indicative, as it is not reasonable to expect a professional transport planner to achieve the specified competence level in them all at an early stage of their career. Competence in areas of a similar nature to those listed can also be acceptable.
- 5.3 Some Objectives require work across a 'range' for example of model types. This means that the trainee should demonstrate knowledge or experience across a variety of the relevant subject matter, in order to demonstrate a breadth of competence. Thus, to demonstrate experience in a range of model types, it would not be sufficient to, for example, to only have experience in local traffic models. Experience is required in models for different modes as well as for different applications, such as local and regional. Thus, in transport modelling, range means different modes and different scales. In transport appraisal, it means appraisal against different criteria such as environmental, safety and sustainability, **as well as** economic.
- 5.4 The Knowledge, Experience and Proficiency requirements relate to the country in which the PDS trainee normally works. While it is expected that many trainees will be based in the UK and acquire their knowledge and experience working on UK projects, some will be based outside the UK and many may be working on non-UK projects. All of these options are acceptable but will still need to conform to the guidance and level of competence of the PDS.

6 Evidence

- 6.1 The type of evidence that those following the PDS can be expected to provide to demonstrate that they have satisfied the required standard is described in Table 6.1. This guidance is indicative and alternative forms of evidence that achieve similar standards of proof of competence can also be considered.
- 6.2 A trainee's PDS record can recognise their work prior to commencing the PDS, if they can provide adequate evidence that satisfies their mentor and will meet the requirements of the PDS reviewers. For example, it is possible that their university course covered some of the Awareness and Knowledge Objectives. In such cases they should provide their mentor with a copy of the syllabus for the relevant module or course together with evidence that they completed that module or course satisfactorily. It is also possible that they gained experience working for another organisation. In this case they can either refer to it in the normal way in the Objective record, or provide a "baseline" report and refer to it in the same way they would refer to a Quarterly report. Further details are given later in this section.

| Competency level | Sources of evidence |
|-------------------------|--|
| Awareness and Knowledge | <p>Learning for both can be derived from:</p> <ul style="list-style-type: none"> • documents* prepared with input from the trainee • carrying out a task or project • attending relevant courses, events, discussion groups and webinars • reading and consideration of policy, regulatory and technical papers • completing relevant modules from degree courses • interaction and discussion with working colleagues both in the trainee's team and the wider organisation |
| Experience | <p>Experience can be gained from:</p> <ul style="list-style-type: none"> • activities undertaken as part of transport planning project work • documents* prepared with the direct involvement of the trainee • contributing content to events and other activities within a professional body or similar organisation • helping to plan and/or organise relevant events and other activities |
| Proficiency | <p>Proficiency can be gained from the same instances as Experience, but working independently and taking responsibility for the piece of work. It can include the supervision of others, and taking the initiative, for example in coping with unexpected problems and challenges.</p> |

Table 6.1 Sources of Evidence to Demonstrate Standards Achieved

*Note: 'Documents' can include project documentation, analysis of data in reports, charts and tables, written work as part of a relevant course, seminar, webinar and conference presentations, letters and articles to journals and contributions to relevant web content.

7 Mentors

7.1 Central to the PDS is the mentor, someone who guides and encourages a PDS trainee, and also assesses their competence relative to the Scheme requirements. As they need a thorough understanding of the PDS, TPS expects all PDS mentors to keep up to date, as well as to refresh their knowledge of the PDS requirements by attending the PDS mentor training sessions provided by the Society every two years.

7.2 Not all mentors are likely to have the full range of knowledge and experience necessary to guide a trainee through every aspect of the Scheme, and the trainee might be seconded to work within another team or organisation to obtain particular experience. In such circumstances, their main mentor (the Lead mentor) can delegate specific, well defined, elements of their responsibilities to a Topic mentor. However, when such arrangements are put in place, the Lead mentor must keep in touch with both the trainee and the Topic mentor, and they are ultimately responsible for approving completion of the relevant Objectives.

8 Recording Progress

8.1 Using Sections 3 to 9

8.1.1 The PDS requires trainees to record their progress through the Mandatory Units and their selected Optional Units, Objective by Objective, guided and assessed by their mentor. PDS is intended and best used as a cumulative record of learning and experience, it is not intended as a proforma to be completed once the all the necessary evidence has been assembled. It is a working document and the mentor's notes are an important part of the recording process and the review system.

8.1.2 Sections 3 to 8 of this document cover the six PDS Areas, providing:

- an overview of the Area and Units
- a record sheet for each Objective.

Each Objective Record Sheet (ORS) includes:

- a statement on whether the Objective is Mandatory or Optional
- a statement on the required level of competence, Awareness and/or, Knowledge, Experience or Proficiency
- guidance on what the Objective covers
- a table to record progress through to the level of competence required. (columns not relevant to the particular Objective are shaded out)
- space for both the trainee and their mentor to make notes.

If this proves insufficient, an ORS Template is included in Section 9 to provide a continuation sheet for any Objective.

8.1.3 All the Objectives are listed in Section 2, against which an overview of progress can be maintained.

8.2 The Trainee

8.2.1 The trainee should discuss the PDS with their Line Manager initially to see that it is the correct path for them to follow. Then they should ensure they have a mentor, appointed by the PDS Manager for their organisation and arrange a briefing to run through the details of the Scheme. It is particularly important that the trainee starts straightway to record their learning and experience, even if they do not have a full understanding of the Units and requirements of the Scheme.

8.2.2 Progress to completion of the PDS depends on good record keeping throughout, with records updated regularly while what has been learned or done is fresh in the mind. Ideally, trainees should record their learning and experience on a weekly basis however brief, and update the Objective Record Sheet at least once a month.

For those in organisations that require the completion of Quarterly Reports, a cross-reference to the relevant Quarterly Report on the Objective record sheet can suffice, provided that adequate detail is included in the Quarterly Report and the Reports are readily available to their mentor, and to anyone needing to assess their progress, such as the organisation's PDS Manager or a Transport Planning Society Reviewer. The format of the cross reference in the ORS should follow the example below:-

- **Project name (and client):**
 - QR number/date and Para number;
 - 1 or 2 sentences to describe what you did or learned;
 - Level worked at e.g. 'E' or 'P' or 'A' or 'K'.
- **An Example Project (Named client)**
 - **QR 1 April – June 2021 para 2.2.2** . *I extracted and analysed mobile phone data from....and used this to (E)*

The format of the Quarterly report can derive from the reporting template for the trainee's organisation provided it includes paragraph numbers and enables the relevant Objective number to be shown in a column to the right of the descriptive text.

8.2.3 For others writing directly into the ORS, a short summary of what they learned or did, including the learning or project context, is required. While the summary need not be very detailed, it should be informative and include the project title, the trainee's role and responsibility, what they actually did as well as problems and issues that occurred and how they were resolved; it could also include some reflective comments. Crucially, it is about what they learned or did as an individual, not what the team learned or did. Examples are provided on the manager and mentor section of the TPS website.

8.2.4 The time required for completion of the PDS will vary between individuals, depending on their knowledge base at entry and the opportunities they have had to gain the necessary breadth and depth of knowledge and experience. With the changes to the completion requirements in September 2017 it is expected that the Scheme could be completed in around three years.

8.3 The Mentor

8.3.1 The mentor is appointed by the PDS Manager and must be up to date with their PDS mentor training.

8.3.2 The mentor should meet with each of their trainees at least once every three months, going through their achievements over the previous period, and satisfying themselves on the adequacy of the trainee's record. When the trainee first starts on the PDS, the mentor or PDS Manager should provide a clear briefing for the trainee on the key aspects of the Scheme and the mentor should engage with the trainee weekly and later, monthly, to ensure they understand how to record their evidence.

8.3.3 They should use the 'Mentor's Notes' area of the ORS to record actions they or the trainee needs to take to complete that Objective, or to record any comment they consider material. They also need to complete the set of boxes across the top of the Objective Record sheet when they are satisfied that the trainee has achieved the stated level of competence.

9 Review Process and PDS Completion

9.1 The Society operates a review process, where a Reviewer meets with each trainee, their mentor and the PDS Manager normally twice over the course of their involvement in the Scheme. The first review takes place around 12 months into their PDS based training, and is designed to support trainees and mentors. Feedback is provided on examples of trainees' record sheets and reviewers give hints and tips on making progress through the scheme. A Hints and Tips document is available on the Licensee area of the TPS website and is updated in accord with user requests and information gained from the review process.

- 9.2 The second review takes place to sign off Scheme completion and is structured in a similar way to other professional reviews, including the TPP. Thus it is more of an assessment process.
- 9.3 As well as support and professional review, the process is designed to help ensure consistency both within and between licensed users of the PDS.
- 9.4 When the TPS Reviewer is satisfied that a trainee has achieved all the PDS requirements, the Society will present them with a Certificate of Scheme Completion and, as long as they are a member of a suitable professional body and remain registered with TPS, the trainee will be entitled to use the post nominal Incorporated Transport Planner **IncTP**.

10 Transition from Version 3.1 to Version 4

- 10.1 A key feature of the PDS revisions is that the underlying structure has not changed, nor have the completion requirements in terms of the number of Experience options. In line with the TPP, the overall level of competence has not changed and still gives exemption from the Portfolio of Technical Knowledge when applying for TPP.
- 10.2 For this reason, after the introduction of Version 4 in May 2021, those already participating in the PDS have two options:
- 1) continue with Version 3.1 and complete the ORS using the existing guidance provided; or if they prefer
 - 2) use Version 3.1 ORS for those Units they are close to completing and Version 4 for other Units.

The second hybrid approach is more complex but we want to ensure that no-one is disadvantaged in the transition. This option avoids the need to transfer information to new sheets and is fully acceptable for the final review process. We anticipate that many trainees will continue with Version 3.1 taking into account any ORS removed from Version 4.

- 10.2 We are aware that some trainees may exceed the new requirements for some objectives; however any additional evidence for Experience or Proficiency will contribute towards their TPP application in the future.
- 10.3 All those just about to start the PDS should commence with Version 4.

11 Continuing Professional Development (CPD)

- 11.1 Transport planning is an evolving profession, with ongoing changes in policy, legislation and guidance as well as in the needs of society, the economy and the environment. Technology is playing a huge part in transforming how we think about travel and how it might be undertaken. The advances in videoconferencing and in vehicle automation are examples. Data are increasingly available from new sources, for example from CCTV and from the huge amount of geolocation information collected by mobile phones. Earlier methods such as roadside surveys are far less used. It is therefore essential to keep up to date through a well designed programme of CPD. Trainees are expected to maintain a record of their CPD, which should be available for inspection by the TPS Reviewer.
- 11.2 Trainees planning to progress to apply for the TPP qualification need to be aware that the awarding body requires evidence of at least 25 hours of CPD in each of the two years prior to application, and thereafter those awarded the TPP are required to

complete at least 25 hours every year. Maintaining CPD is also a requirement of most professional bodies, including the Society and its four supporting institutions.

11.3 TPS provides guidance on CPD, and this is included in Appendix 3 of this Section.

12 The PDS and the TPP Qualification

12.1 Although very closely related, there is a clear distinction between the TPS PDS and the TPP qualification. The PDS is a structured training scheme which participants follow to ensure that they acquire the knowledge and a range of experience in many of the skills needed to become a competent transport planner. Successful completion of the scheme also means that trainees are qualified to the level required for Incorporated Transport Planner: IncTP. The TPP does not have a training component and is a professional qualification awarded to someone who can demonstrate through a Portfolio of Technical Knowledge, plus a Portfolio of Experience and a Professional Review interview, that they have the ability to work and be recognised as a professional transport planner.

12.2 Completion of the PDS provides a clear path to the TPP qualification as it:

- is approved by the TPP governing body as giving a direct route to the Portfolio of Experience and Professional Review, avoiding the need to complete a Portfolio of Technical Knowledge (PTK)
- ensures transport planners have much of the experience they need to satisfy the TPP Professional Review requirements
- provides a valuable source of information for the drafting of a Portfolio of Evidence for Professional Review
- includes a Final Review which is identically structured, providing good experience for the TPP Professional Review.

12.3 There are, however, some differences in the requirements for the PDS compared with the TPP qualification. In terms of the content;

- the titles of some technical Units differ slightly, as well as in the definition of the requirements. A complete set of the Unit titles for the PDS and the TPP qualification is given in Table 12.1.
- the PDS Professional Skills and Management and Communication, Commitment and Ethics Units are structured slightly differently from the three TPP “Professional” (P) Units but the content of the two is closely aligned.

12.4 As well as providing exemption from the TPP requirement for a PTK, completion of the PDS provides exemption for those without Honours degrees to submit a Technical Report. For example technician (Level 3) apprentices can move directly on to the PDS and thence to the TPP. Further information on the TPP requirements can be obtained from skills@tps.org.uk.

| TPS Professional Development Scheme | | TPP Qualification | |
|-------------------------------------|--|-------------------|--|
| PR1 | Policies | A1 | The Policy Context |
| PR2 | Regulations | A2 | Laws and Regulations |
| TT1 | Data | A3 | Data |
| TT2 | Transport Modelling and Forecasting | A4 | Transport Models and Forecasting |
| TT3 | Transport Appraisal and Evaluation | A5 | Appraisal and Evaluation |
| TT4 | Public and Stakeholder Engagement | A6 | Stakeholder Engagement |
| PD1 | Strategic and Master Plans for Transport | A7 | Developing Strategic and Master Plans for Transport |
| PD2 | Transport Scheme Design | A8 | Applying the Principles of Transport Systems Design |
| O1 | Changing Travel Behaviour | A9 | Changing Travel Behaviour |
| O2 | Commercial and Operational Management | A10 | Commercial and Operational Management of Transport Systems |
| M1 | Personal and Inter-personal Management | P2 | Communication and Collaboration Skills |
| CCE1 | Communication | | |
| M2 | Planning and Managing Projects | P1 | Leadership |
| | | P2 | Communication and Collaboration Skills |
| CCE2 | Commitment and Ethics | P3 | Personal Commitment to Professional Standards and the Profession |
| M3 | Project Procurement OR | P1/P2 | |
| M4 | Project Proposals | | |

Table 12.1 Comparable Unit Titles for the TPS Professional Development Scheme and TPP Qualification

13 Further Support and Continuous Improvement

13.1 Advice Notes

The Society maintains close contact with the PDS managers and licensees including regular meetings and feedback sessions. As a result, the Society produces Advice Notes which address issues raised or respond to technological change quickly and without necessitating a revised version of all of the PDS documentation. These are published on the protected Manager and Mentor section of the TPS website.

13.2 Hints and Tips

Less formally, hints and tips are regularly published and a working document containing them is also available for trainees and mentors to use. Again this is available through the TPS website.

14 Definitions

The performance Guidance includes the following terms with specific meanings.

Colleagues include all those with whom an individual transport planner works, in both their own and other organisations for whom or with whom they undertake work.

Community engagement is about working with defined, organised groups from the community likely to be affected by a possible policy or scheme, such as Parish Councils, local amenity societies and other local groups, as well as liaising with the media.

The **country in which a transport planner works** means that country in which most of the work of an individual transport planner is carried out. Since many aspects of transport are a devolved responsibility, England, Northern Ireland, Scotland and Wales are considered as separate countries.

Learning is about obtaining and extending skills, knowledge and understanding through appropriate means, including formal education, formal training, self-training and 'hands-on' experience.

Principles of engagement

All three types of engagement need to:

- commence at an early stage so the results can influence decision making
- show understanding and acknowledgement of the input from public and stakeholder engagement
- identify, minimise and manage potential bias
- demonstrate empathy and recognition of different points of view, and
- make the process and results of the engagement transparent and available.

A **project** is a piece of transport planning work that has:

- a well defined deliverable, which can form part of a larger project
- a programme for completion within a defined timescale and resources, and to defined quality standards
- a number of both sequential and parallel activities as well as a number of different players, all of whose work requires scheduling and coordination.

It can be transport planning work undertaken as a contractor for a third party client, internally (within a transport planner's own organisation) or for their own organisation in collaboration with others.

The **project sponsor** is the organisation, or individual, for whom a transport planning project is being undertaken; the 'client'.

Public engagement and consultation covers the statutory requirements for public consultation but also the wider public engagement with people impacted by any transport plan, programme or scheme.

Stakeholders are those individuals or organisations that have a material, legal or political interest in, or who may be affected by, the activities and performance of a transport planner's own organisation, or of other organisations for which they work. They can include clients and customers, both internal and external.

The **team** includes all those individuals who have been designated as members of a project, task or professional group.

A **team leader** has direct line management responsibility for a group of individuals who have been designated as members of a team undertaking a project or a task within a project, or of a professional group.

A **transport policy** is a document setting out policy relating to the provision, management or operation of transport systems or services. It need not be statutory; it could describe an authority's strategy relating to transport.

A **transport scheme** is a proposed or implemented arrangement for a transport system or services, including changes to existing arrangements. The term includes planning and feasibility studies.

A **work plan** is the document setting out how a project is to be undertaken, and may include task definitions, resource and work allocation, work scheduling and budgeting.

15 Acknowledgements

- 15.1 The development of the NOS was managed by GoSkills and TPS, with funding from the UK Co-ordinating Group (UKCG). Their support is gratefully acknowledged, as is that of the employers whose contribution through participation in the Standards Steering Group, the Universities' Transport Partnership (UTP) Employers' Forum and a sequence of consultations was key to defining a set of truly 'industry led' Standards. Also of great benefit was the participation of the key professional bodies, CILT(UK), ICE, IHE, CIHT and RTPI.
- 15.2 The application of the NOS to the initial development of the TPS Professional Development Scheme and the TPS Professional Standards was funded by the Rees Jeffreys Road Fund, and informed through the participation of a number of employers.
- 15.3 The contributions of many of the PDS users especially the PDS Managers in the preparation of Version 4 of the Scheme are very greatly appreciated.

16 Further Information

- 16.1 Any questions on the TPS Professional Development Scheme should be sent in the first instance to skills@tps.org.uk

Appendix 1 The Mandatory Units and Objectives

Context

The PDS Units overall are split into three main groups:

- mandatory technical units;
- mandatory professional skills and management and CCE units; and
- additional optional units.

To complete the PDS, candidates must reach the specified standard in the core technical, professional skills and management and CCE units and these are set out fully in Table A1.1. These are referred to as the Mandatory Units.

In addition, a number of additional objectives at Knowledge and Experience level are required, but these can be chosen from a number of options. These are referred to as the Additional Units, and the Objectives are set out fully in Appendix 2.

See section 4 on the requirements for scheme completion.

Table A1.1 The Mandatory Units and Objectives

| No | Title | Required Competence Level |
|------------|--|----------------------------------|
| PR1 | Policies | |
| PR1.1 | National, regional and local policies | Knowledge |
| PR1.2 | Transport in the wider world | Knowledge |
| PR1.3 | Transport governance | Knowledge |
| PR1.4 | Planning procedures | Knowledge |
| PR1.5 | Finance for transport | Knowledge |
| PR2 | Regulations | |
| PR2.1 | Equality and disability requirements | Knowledge |
| PR2.2 | Health and safety requirements | Knowledge |
| PR2.3 | Transport requirements | Knowledge |
| PR2.4 | Environmental impact requirements | Knowledge |
| PR2.5 | Development planning requirements | Awareness and Knowledge |
| TT1 | Data | |
| TT1.1 | The principal sources of transport statistics and data | Awareness and Knowledge |
| TT1.2 | Data collection methods | Knowledge |
| TT1.3 | Data processing and analysis principles | Awareness and Knowledge |
| TT1.4 | Using existing sources of data | Experience and Proficiency |
| TT1.5 | Managing data extraction and collection | Experience and Proficiency |
| TT1.6 | Analysing, interpreting and reporting transport data | Experience and Proficiency |

| | | |
|-------------|--|-------------------------|
| TT2 | Transport Modelling and Forecasting | |
| TT2.1 | Transport modelling principles | Knowledge |
| TT2.2 | Transport forecasting principles | Knowledge |
| TT2.3 | Modelling software | Awareness and Knowledge |
| TT2.6 | Principles of analytical techniques | Awareness and Knowledge |
| TT.3 | Transport Appraisal and Evaluation | |
| TT3.1 | Transport appraisal principles | Knowledge |
| TT3.2 | Appraisal techniques in practice | Awareness and Knowledge |
| TT3.4 | Evaluation principles | Awareness and Knowledge |
| TT4 | Public and Stakeholder Engagement | |
| TT4.1 | Principles of community engagement | Knowledge |
| TT4.3 | Principles of stakeholder engagement | Knowledge |
| TT4.5 | Principles of public engagement and consultation | Knowledge |
| M1 | Personal and Inter-Personal Management | |
| M1.1 | Inter-personal relations | Experience |
| M1.2 | Managing time and activities | Experience |
| M1.3 | Meetings | Experience |
| M1.4 | Personal professional development | Experience |

| | | |
|-------------|---|------------|
| M2 | Planning and Managing Projects | |
| M2.1 | Project management principles | Knowledge |
| M2.2 | Developing project work plans | Experience |
| M3 | Project Procurement (M4 is an alternative) | |
| M3.1 | Project procurement principles | Knowledge |
| M4 | Project Proposals (M3 is an alternative) | |
| M4.1 | Project proposal principles | Knowledge |
| CCE1 | Communication | |
| CCE1.1 | Reporting | Experience |
| CCE1.2 | Presentation and discussion | Experience |
| CCE2 | Commitment and Ethics | |
| CCE2.1 | Working in an ethical manner | Experience |
| CCE2.2 | Wider professional values and behaviour | Experience |

Appendix 2 The Additional Units and Objectives

To complete the PDS, five additional Units need to be completed at Experience level and these can be drawn from the following Units.

Note that a maximum of two Experience Units may be selected from the PD and O Units. If one or none are selected at Experience level then Knowledge must be demonstrated in one or two PD and O Units respectively to meet the completion requirements.

For example, if PR1, PR2, TT2, TT3 and TT4 are selected as the five Experience Units then two Knowledge Objectives from the four PD and O Units will also need to be completed.

See section 4 on the requirements for scheme completion.

Table A2.1 The Additional Units and Objectives

| Unit No | Title | Required Competence Level – depending on option choices |
|----------------|---|--|
| PR1 | Policies | |
| PR1.6 | Planning transport projects in line with policies | Experience |
| PR1.7 | Financing transport schemes | Experience |
| PR2 | Regulations | |
| PR2.6 | Applying equality and disability requirements | Experience |
| PR2.7 | Applying health and safety requirements | Experience |
| PR2.8 | Applying transport requirements | Experience |
| PR2.9 | Applying environmental impact requirements | Experience |
| PR2.10 | Applying development planning requirements | Experience |
| TT2 | Transport Modelling and Forecasting | |
| TT2.4 | Developing a transport model | Experience |
| TT2.5 | Preparing transport forecasts | Experience |
| TT2.7 | Using analytical techniques | Experience |

| Unit No | Title | Required Competence Level – depending on option choices |
|----------------|--|--|
| TT.3 | Transport Appraisal and Evaluation | |
| TT3.3 | Using appraisal techniques | Experience |
| TT3.5 | Evaluation and monitoring programmes | Experience |
| TT4 | Public and Stakeholder Engagement | |
| TT4.2 | Undertaking community engagement | Experience |
| TT4.4 | Undertaking stakeholder engagement | Experience |
| TT4.6 | Undertaking public engagement and consultation | Experience |
| PD1 | Strategic and Master Plans for Transport | |
| PD1.1 | Transport plan development principles | Knowledge |
| PD1.2 | Preparation of transport plans | Experience |
| PD2 | Transport Scheme Design | |
| PD2.1 | Transport scheme design principles | Knowledge |
| PD2.2 | Planning and designing transport schemes | Experience |
| PD2.3 | Planning and designing for integrated transport | Experience |
| PD2.4 | Planning and designing for accessible and secure transport | Experience |
| PD2.5 | The delivery of transport schemes | Experience |
| O1 | Changing Travel Behaviour | |
| O1.1 | Travel behaviour principles | Knowledge |
| O1.2 | Travel behaviour programmes | Experience |

| | | |
|------|--|------------|
| O1.3 | Travel marketing and information campaigns | Experience |
|------|--|------------|

| | | |
|-----------|---|------------|
| O2 | Commercial and Operational Management | |
| O2.1 | Commercial and operational management principles | Knowledge |
| O2.2 | Commercial and operational management of schemes and services | Experience |

Appendix 3 Continuing Professional Development (CPD)

What is CPD?

TPS defines CPD as

the systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities, necessary for the proper execution of a transport planner’s professional responsibilities throughout their working life.

It is important that at least some CPD is guided by a Personal Development Plan (PDP) which identifies areas where additional knowledge is required.

Possible CPD activities include:

- attendance on courses
- distance learning packages
- research undertaken in preparation for or as part of a project
- attendance at professional meetings
- structured (not routine) reading on particular themes or topics
- presenting topics that are relevant to your PDP objectives
- secondment to a post which adds relevant knowledge and expertise
- giving presentations to colleagues
- giving careers presentations to educational establishments
- “shadowing” a colleague
- taking an active part in the Society’s affairs.

CPD Records

While the Society provides an example pro-forma CPD Record below; many employers have their own CPD recording systems. Provided it includes a record of all CPD, as defined above, then it is appropriate for a PDS trainee to use it. However, if it only includes formal training, the PDS trainee should maintain their own full record.

| | | | |
|------|-----------------|----------------------|-----------------------|
| Name | Employer | TPS Membership Grade | TPS Membership Number |
| Year | Period Starting | Period Ending | Sheet no |

| Nature of CPD Activity (provider) | How was this training activity identified? E.g. Updating, Personal Development Plan | Date & Location | Hours | Cumulative total for year |
|------------------------------------|---|-----------------|-------|---------------------------|
| | | | | |
| | | | | |
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| | | | | |

Section 2 Progress Overview

The Use of these Tables

These tables, which commence on the next page, are intended to provide trainees and their mentors with an overview of progress.

For the Mandatory Requirements, trainees record progress to achieving the required level of each Objective.

For the Optional Requirement, they record progress for those Units they have selected for their additional Experience Units, as well as any Units for which they need to satisfy the Awareness and Knowledge and Knowledge Objectives.

If they select any of the Mandatory Units as an additional Experience Unit, they will have already satisfied the Awareness and Knowledge and Knowledge Objectives, which are therefore shaded dark.

The Policies and Regulations Units, PR

| Objective | | Required Level | Mandatory Requirement | | Optional Requirement | |
|------------------------|---|----------------|-----------------------|----------------|----------------------|----------------|
| No | Title | | Date Commenced | Date Completed | Date Commenced | Date Completed |
| PR1 Policies | | | | | | |
| PR1.1 | National, regional and local policies | K | | | | |
| PR1.2 | Transport in the wider world | K | | | | |
| PR1.3 | Transport governance | K | | | | |
| PR1.4 | Planning procedures | K | | | | |
| PR1.5 | Finance for transport | K | | | | |
| PR1.6 | Planning transport projects in line with policies | E as an option | | | | |
| PR1.7 | Financing transport schemes | E as an option | | | | |
| PR2 Regulations | | | | | | |
| PR2.1 | Equality and disability requirements | K | | | | |
| PR2.2 | Health and safety requirements | K | | | | |
| PR2.3 | Transport requirements | K | | | | |
| PR2.4 | Environmental impact requirements | K | | | | |
| PR2.5 | Development planning requirements | A and K | | | | |
| PR2.6 | Applying equality and disability requirements | E as an option | | | | |
| PR2.7 | Applying health and safety requirements | E as an option | | | | |
| PR2.8 | Applying transport requirements | E as an option | | | | |
| PR2.9 | Applying environmental impact requirements | E as an option | | | | |
| PR2.10 | Applying development planning requirements | E as an option | | | | |

The Tools and Techniques Units, TT

| Objective | | Required Level | Mandatory Requirement | | Optional Requirement | |
|---|--|----------------|-----------------------|----------------|----------------------|----------------|
| No | Title | | Date Commenced | Date Completed | Date Commenced | Date Completed |
| TT1 Data | | | | | | |
| TT1.1 | The principal sources of transport statistics and data | A and K | | | | |
| TT1.2 | Data collection methods | K | | | | |
| TT1.3 | Data processing and analysis principles | K | | | | |
| TT1.4 | Using existing sources of data | E and P | | | | |
| TT1.5 | Managing data extraction and collection | E and P | | | | |
| TT1.6 | Analysing, interpreting and reporting transport data | E and P | | | | |
| TT2 Transport Modelling and Analysis | | | | | | |
| TT2.1 | Transport modelling principles | K | | | | |
| TT2.2 | Transport forecasting principles | K | | | | |
| TT2.3 | Modelling software | A and K | | | | |
| TT2.4 | Developing a transport model | E as an option | | | | |
| TT2.5 | Preparing transport forecasts | E as an option | | | | |
| TT2.6 | Principles of analytical techniques | A and K | | | | |
| TT2.7 | Using analytical techniques | E as an option | | | | |
| TT3 Transport Appraisal and Evaluation | | | | | | |
| TT3.1 | Transport appraisal principles | K | | | | |
| TT3.2 | Appraisal techniques in practice | A and K | | | | |
| TT3.3 | Using appraisal techniques | E as an option | | | | |
| TT3.4 | Evaluation principles | A and K | | | | |
| TT3.5 | Evaluation and monitoring programmes | E as an option | | | | |

The Tools and Techniques Units, TT, *continued*

| Objective | | Required Level | Mandatory Requirement | | Optional Requirement | |
|--|--|----------------|-----------------------|----------------|----------------------|----------------|
| No | Title | | Date Commenced | Date Completed | Date Commenced | Date Completed |
| TT4 Public and Stakeholder Engagement | | | | | | |
| TT4.1 | Principles of community engagement | K | | | | |
| TT4.2 | Undertaking community engagement | E as an option | | | | |
| TT4.3 | Principles of stakeholder engagement | K | | | | |
| TT4.4 | Undertaking stakeholder engagement | E as an option | | | | |
| TT4.5 | Principles of public engagement and consultation | K | | | | |
| TT4.6 | Undertaking public engagement and consultation | E as an option | | | | |

The Management Units, M

| Objective | | Required Level | Mandatory Requirement | | Optional Requirement | |
|---|-----------------------------------|----------------|-----------------------|----------------|----------------------|----------------|
| No | Title | | Date Commenced | Date Completed | Date Commenced | Date Completed |
| M1 Personal and Inter-Personal Management | | | | | | |
| M1.1 | Inter-personal relations | E | | | | |
| M1.2 | Managing time and activities | E | | | | |
| M1.3 | Meetings | E | | | | |
| M1.4 | Personal professional development | E | | | | |
| M2 Planning and Managing Projects | | | | | | |
| M2.1 | Project management principles | K | | | | |
| M2.2 | Developing project work plans | E | | | | |
| M3 Project Procurement (as an alternative to M4) | | | | | | |
| M3.1 | Project procurement principles | K | | | | |
| M4 Project Proposals (as an alternative to M3) | | | | | | |
| M4.1 | Project proposal principles | K | | | | |

The Communication, Commitment and Ethics Units, CCE

| Objective | | Required Level | Mandatory Requirement | | Optional Requirement | |
|-----------------------------------|---|----------------|-----------------------|----------------|----------------------|----------------|
| No | Title | | Date Commenced | Date Completed | Date Commenced | Date Completed |
| CCE1 Communication | | | | | | |
| CCE1.1 | Reporting | E | | | | |
| CCE1.2 | Presentation and discussion | E | | | | |
| CCE2 Commitment and Ethics | | | | | | |
| CCE2.1 | Working in an ethical manner | E | | | | |
| CCE2.2 | Wider professional values and behaviour | E | | | | |

The Planning and Design Units, PD

| Objective | | Required Level | Mandatory Requirement | | Optional Requirement | |
|---|--|----------------|-----------------------|----------------|----------------------|----------------|
| No | Title | | Date Commenced | Date Completed | Date Commenced | Date Completed |
| PD1 Strategic and Master Plans for Transport | | | | | | |
| PD1.1 | Transport plan development principles | K | | | | |
| PD1.2 | Preparation of transport plans | E as an option | | | | |
| PD2 Transport Scheme Design | | | | | | |
| PD2.1 | Transport scheme design principles | K | | | | |
| PD2.2 | Planning and designing transport schemes | E as an option | | | | |
| PD2.3 | Planning and designing for integrated transport | E as an option | | | | |
| PD2.4 | Planning and designing for accessible and secure transport | E as an option | | | | |
| PD2.5 | The delivery of transport schemes | E as an option | | | | |

The Operations Units, O

| Objective | | Required Level | Mandatory Requirement | | Optional Requirement | |
|---|---|----------------|-----------------------|----------------|----------------------|----------------|
| No | Title | | Date Commenced | Date Completed | Date Commenced | Date Completed |
| O1 Changing Travel Behaviour | | | | | | |
| O1.1 | Travel behaviour principles | K | | | | |
| O1.2 | Travel behaviour programmes | E as an option | | | | |
| O1.3 | Travel marketing and information campaigns | E as an option | | | | |
| O2 Commercial and Operational Management | | | | | | |
| O2.1 | Commercial and operational management principles | K | | | | |
| O2.2 | Commercial and operational management of schemes and services | E as an option | | | | |

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Section 3

Policies and Regulations - PR

| TPS Professional Standards for Transport Planning | | | | | |
|---|--|----------------|--------------|---|-------------------------------|
| Area Policies and Regulations | | | | | Area Code PR |
| Status | The Awareness and Knowledge Objectives for the Units in this Area are Mandatory. The Experience Objectives are Optional. | | | | |
| <p>Description and Rationale The Policies and Regulations Area is about the policy and regulatory frameworks that relate to transport planning for the country in which you mainly work, which you need to understand and with which you need to comply.</p> <p>Unit PR1 covers working in conformity with the relevant policy frameworks in the context of national, regional and local policies, developing or assessing transport policies, and funding transport schemes.</p> <p>The focus of Unit PR2 is on those laws, regulations and guidance which are directly relevant to transport planning.</p> | | | | | |
| Objective No | Title | Required Level | Objective No | Title | Required Level |
| PR1 Policies | | | | | |
| PR1.1 | National, regional and local policies | Knowledge | PR1.5 | Finance for transport | Knowledge |
| PR1.2 | Transport in the wider world | Knowledge | PR1.6 | Planning transport projects in line with policies | Experience (as an Option) |
| PR1.3 | Transport governance | Knowledge | PR1.7 | Financing transport schemes | Experience (as an Option) |
| PR1.4 | Planning procedures | Knowledge | | | |
| PR2 Regulations | | | | | |
| PR2.1 | Equality and disability requirements | Knowledge | PR2.6 | Applying equality and disability requirements | Experience (as an Option) |
| PR2.2 | Health and safety requirements | Knowledge | PR2.7 | Applying health and safety requirements | Experience (as an Option) |

| | | | | | | |
|-------|-----------------------------------|-------------------------------|--|--------|--|------------------------------|
| PR2.3 | Transport requirements | Knowledge | | PR2.8 | Applying transport requirements | Experience (as an Option) |
| PR2.4 | Environmental impact requirements | Knowledge | | PR2.9 | Applying environmental impact requirements | Experience (as an Option) |
| PR2.5 | Development planning requirements | Awareness and Knowledge | | PR2.10 | Applying development planning requirements | Experience (as an Option) |

Unit PR1 - Policies

| | | | |
|---|-------------------------|---|----------------------------------|
| Area Policies and Regulations | Unit Policies | Objective National, regional and local policies | Objective Number PR1.1 |
|---|-------------------------|---|----------------------------------|

| | |
|---|-------------------------|
| Requirement Knowledge | Status Mandatory |
| <p>Guidance</p> <p>This Objective covers the main elements of the principal national, regional and local policies of relevance to transport.</p> <p>As a professional transport planner, you should be aware of the key documents defining national, regional and local policies relating to transport and the built environment, together with the rationale on which they are based.</p> <p>You should also have a thorough understanding of the transport policies of relevance to those areas of transport planning you work in. This includes the use of policy and objectives in developing options and cases for investment. Transport policies may relate to transport in general or to specific areas including: integrated transport; walking; cycling; highways and traffic; public transport; emerging modes resulting from new technology; freight; airports; ports.</p> <p>In addition, you should be aware of other policies of immediate relevance, such as climate change, land use, the economy, the environment, social inclusion and health.</p> | |

| | Awareness | Knowledge | Experience | Proficiency |
|--|-----------|-----------|------------|-------------|
| Date achieved | | | | |
| Mentor | | | | |
| Approved by Mentor <i>(date & signature)</i> | | | | |
| Your Record, noting the level reached | | | | |
| Mentor's Notes | | | | |

| | | | |
|---|-------------------------|--|----------------------------------|
| Area Policies and Regulations | Unit Policies | Objective Transport in the wider world | Objective Number PR1.2 |
|---|-------------------------|--|----------------------------------|

| Requirement | Knowledge | Status | Mandatory |
|--|-----------|--------|-----------|
| <p>Guidance</p> <p>This Objective covers the role of transport in the wider world, including the principal interrelationships between transport, economic activity and land use, and the role of transport in economic, environmental and social sustainability. It also covers emerging political and public issues of immediate relevance to transport.</p> <p>As a professional transport planner, you should be able to demonstrate a clear understanding of the interdependence between transport and other policies such as land use or travel behaviour change which influences the demand for transport.</p> <p>You should also know about:</p> <ul style="list-style-type: none"> • how transport relates to climate change, the environment and the community, as well as how it affects economic, environmental and social sustainability • emerging issues that are likely to be of direct relevance, both now and in the future, to transport policies, as well as of the key trends in Government, regional and local policy development relating to transport • how changes in policy may influence the development and use of transport, and how policy itself influences and can be influenced by key trends and/or emerging concepts, uncertainties, technologies and behaviours • debate in the profession and the wider public about the key strengths and weaknesses of current policies and how they might be improved. | | | |

| | Awareness | Knowledge | Experience | Proficiency |
|--|-----------|-----------|------------|-------------|
| Date achieved | | | | |
| Mentor | | | | |
| Approved by Mentor <i>(date & signature)</i> | | | | |
| Your Record, noting the level reached | | | | |
| | | | | |
| Mentor's Notes | | | | |
| | | | | |

| | | | |
|---|-------------------------|--|----------------------------------|
| Area Policies and Regulations | Unit Policies | Objective Transport governance | Objective Number PR1.3 |
|---|-------------------------|--|----------------------------------|

| Requirement | Knowledge | Status | Mandatory |
|--|-----------|--------|-----------|
| Guidance | | | |
| <p>This Objective covers the structure of government - central, devolved and local – and the roles and responsibilities of each tier, in the context of transport.</p> <p>As a professional transport planner, you should understand the structure of central, devolved and local government as it relates to:</p> <ul style="list-style-type: none"> • the development and implementation of transport policies, plans, schemes and services • the management of transport systems • the delivery of transport services, including the provision and support of transport services. <p>You should also understand the main responsibilities of the key players of relevance to governance in transport planning in both the public and private sectors, including the development and approval of transport policies, plans, schemes and services.</p> <p>While an understanding of governance structures and responsibilities in ground transport is essential, if you are working with another mode, such as aviation or maritime, you should also understand the governance structures and responsibilities that relate to that mode.</p> | | | |

| | Awareness | Knowledge | Experience | Proficiency |
|--|-----------|-----------|------------|-------------|
| Date achieved | | | | |
| Mentor | | | | |
| Approved by Mentor <i>(date & signature)</i> | | | | |
| Your Record, noting the level reached | | | | |
| | | | | |
| Mentor's Notes | | | | |
| | | | | |

| | | | |
|---|-------------------------|---|----------------------------------|
| Area Policies and Regulations | Unit Policies | Objective Planning procedures | Objective Number PR1.4 |
|---|-------------------------|---|----------------------------------|

| Requirement Knowledge | Status Mandatory |
|---|------------------|
| <p>Guidance</p> <p>This Objective covers procedures relating to the preparation of transport policies, plans and schemes, as well as their examination and approval. It also covers obtaining planning consent for new developments, and the possible transport related requirements.</p> <p>As a professional transport planner, you should understand the current statutory and regulatory requirements, guidance, procedures and best practice relating to the preparation and approval of transport policies, plans, schemes and services, together with formal guidance and best practice advice.</p> <p>You should also understand the procedures that cover:</p> <ul style="list-style-type: none"> the approval of plans and policies, including public inquiries, hearings in public and similar formal arrangements for hearing and considering the views of interested parties the legal and policy requirements and procedures for achieving planning consent for developments, and the possible transport related requirements. | |

| | Awareness | Knowledge | Experience | Proficiency |
|--|-----------|-----------|------------|-------------|
| Date achieved | | | | |
| Mentor | | | | |
| Approved by Mentor <i>(date & signature)</i> | | | | |
| Your Record, noting the level reached | | | | |
| Mentor's Notes | | | | |

| | | | |
|---|-------------------------|---|----------------------------------|
| Area Policies and Regulations | Unit Policies | Objective Finance for transport | Objective Number PR1.5 |
|---|-------------------------|---|----------------------------------|

| | |
|--|-------------------------|
| Requirement Knowledge | Status Mandatory |
| <p>Guidance This Objective covers the financing of transport schemes, whether public or private.</p> <p>As a professional transport planner, you should understand the key elements of financing for transport, in particular:</p> <ul style="list-style-type: none"> • the principal public sources of capital and operating (revenue) finance for transport schemes, together with the key factors affecting their availability • the principal sources of private finance including developer contributions • the impact of different approaches to finance including funding packages derived from multiple sources from the private and public sectors. <p>You should also understand the financing of those schemes with which you have been directly involved.</p> <p>Transport schemes include proposed or implemented arrangements for transport infrastructure and services, including changes to existing arrangements.</p> | |

| | Awareness | Knowledge | Experience | Proficiency |
|--|-----------|-----------|------------|-------------|
| Date achieved | | | | |
| Mentor | | | | |
| Approved by Mentor <i>(date & signature)</i> | | | | |
| Your Record, noting the level reached | | | | |
| | | | | |
| Mentor's Notes | | | | |
| | | | | |

| | | | |
|---|-------------------------|---|----------------------------------|
| Area Policies and Regulations | Unit Policies | Objective Planning transport projects in line with policies | Objective Number PR1.6 |
|---|-------------------------|---|----------------------------------|

| Requirement | Experience (as an Option) | Status | Optional |
|--|------------------------------|--------|----------|
| <p>Guidance</p> <p>This Objective covers preparing transport policies, plans, schemes or services within relevant national (including devolved government), regional and local policy contexts, including assessing the principal impacts of such policies on particular projects.</p> <p>As a professional transport planner, you should have experience in:</p> <ul style="list-style-type: none"> identifying the national regional and local policies that are relevant to your project work using the relevant policies to develop, make the case for and implement plans, schemes or services you have worked on assessing the principal impacts of national, regional and local policies on the proposed transport measure and/or assessing the impact of relevant non-transport policies. <p>Policies covered by this objective include not only those specific to transport but also those of immediate relevance, such as climate change, land use, the economy, the environment, social inclusion and health.</p> | | | |

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| Area Policies and Regulations | Unit Policies | Objective Financing transport schemes | Objective Number PR1.7 |
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| Requirement | Experience (as an Option) | Status | Optional |
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| <p>Guidance This Objective covers the financing of transport schemes.</p> <p>As a professional transport planner, you should have experience in the preparation of financing arrangements for a transport scheme, taking account of the interests of stakeholders.</p> | | | |

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Unit PR2 – Regulations

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| Area Policies and Regulations | Unit Regulations | Objective Equality and disability requirements | Objective Number PR2.1 |
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| Requirement | Knowledge | Status | Mandatory |
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| Guidance | | | |
| This Objective covers current relevant statutory and regulatory equality and disability discrimination requirements, and guidance and best practice relating to transport. | | | |
| As a professional transport planner, you should understand the current statutory and regulatory requirements, guidance, procedures and best practice relating to equality and disability requirements for transport. | | | |

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| Area Policies and Regulations | Unit Regulations | Objective Health and safety requirements | Objective Number PR2.2 |
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| Requirement | Knowledge | Status | Mandatory |
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| Guidance | | | |
| This Objective covers current relevant health and safety statutory and regulatory requirements, and guidance and best practice, in the context of transport. | | | |
| As a professional transport planner, you should understand the current statutory and regulatory requirements, guidance, procedures and best practice relating to health and safety requirements for transport. | | | |

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| Area Policies and Regulations | Unit Regulations | Objective Transport requirements | Objective Number PR2.3 |
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| Requirement | Knowledge | Status | Mandatory |
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| <p>Guidance</p> <p>This Objective covers current statutory and regulatory requirements, guidance and procedures and best practice relating to the development, planning and design of transport policies, plans and schemes.</p> <p>As a professional transport planner, you should understand the formal planning and design requirements for two transport systems, which can include any of integrated transport; highways and traffic; buses; intermediate modes; rail; light rail; freight; airports or ports.</p> | | | |

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| Area Policies and Regulations | Unit Regulations | Objective Environmental impact requirements | Objective Number PR2.4 |
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| Requirement | Knowledge | Status | Mandatory |
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| <p>Guidance</p> <p>This Objective covers procedures relating to the environmental impacts of transport policies, projects and schemes.</p> <p>As a professional transport planner, you should understand the current statutory and regulatory requirements, guidance, procedures and best practice relating to the environmental impacts of transport policies, projects and schemes.</p> <p>You should also understand the procedures for obtaining formal consent relating to the environmental impact of transport policies, projects and schemes.</p> | | | |

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| Area Policies and Regulations | Unit Regulations | Objective Development planning requirements | Objective Number PR2.5 |
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| Requirement | Awareness and Knowledge | Status | Mandatory |
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| Guidance | | | |
| <p>This Objective covers land use planning and development plans and schemes, including procedures for obtaining formal consent for development schemes and their testing.</p> <p>As a professional transport planner, you should have an awareness of the current statutory and regulatory planning requirements and procedures, planning formal guidance as well as best practice relating to land use and development policies and plans.</p> <p>You should also understand the procedures for obtaining formal consent for development schemes, including their testing in public through measures such as public inquiries and public hearings, as well as the principles of planning conditions and obligations.</p> | | | |

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| Area Policies and Regulations | Unit Regulations | Objective Applying equality and disability requirements | Objective Number PR2.6 |
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| Requirement | Experience (as an Option) | Status | Optional |
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| <p>Guidance</p> <p>This Objective covers the application of equality and disability discrimination laws and regulations in transport.</p> <p>As a professional transport planner, you should have experience in applying appropriate equality and disability discrimination laws and regulations taking note of official guidance as well as best practice in planning or designing a transport policy, plan, scheme or service.</p> | | | |

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| Area Policies and Regulations | Unit Regulations | Objective Applying health and safety requirements | Objective Number PR2.7 |
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| Requirement | Experience (as an Option) | Status | Optional |
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| <p>Guidance</p> <p>This Objective covers the application of health and safety laws and regulations in transport planning.</p> <p>As a professional transport planner, you should have experience in applying appropriate health and safety laws and regulations, taking note of formal guidance as well as best practice, in planning or designing a transport plan, project or service or transport services.</p> <p>You should also have experience in complying with the relevant health and safety statutory and regulatory frameworks.</p> | | | |

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| Area Policies and Regulations | Unit Regulations | Objective Applying transport requirements | Objective Number PR2.8 |
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| Requirement | Experience (as an Option) | Status | Optional |
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| <p>Guidance</p> <p>This Objective covers the application of appropriate transport laws and regulations in transport planning.</p> <p>As a professional transport planner, you should have experience in applying appropriate transport laws and regulations, taking note of :</p> <ul style="list-style-type: none"> • formal guidance • best practice, and • any ambiguities and conflicts <p>in planning or designing a transport policy, plan, scheme or service.</p> | | | |

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| Area Policies and Regulations | Unit Regulations | Objective Applying environmental impact requirements | Objective Number PR2.9 |
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| Requirement | Experience (as an Option) | Status | Optional |
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| <p>Guidance</p> <p>This Objective covers working with others in the application of appropriate environmental impact laws and regulations in transport.</p> <p>As a professional transport planner, you should have experience in applying appropriate environmental impact laws and regulations, taking note of :</p> <ul style="list-style-type: none"> • formal guidance • best practice, and • any ambiguities and conflicts <p>in planning or designing a transport policy, plan or project or transport services.</p> | | | |

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| Area Policies and Regulations | Unit Regulations | Objective Applying development planning requirements | Objective Number PR2.10 |
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| Requirement | Experience (as an Option) | Status | Optional |
|---|------------------------------|--------|----------|
| <p>Guidance</p> <p>This objective covers working with others in the application of appropriate planning laws and regulations in transport planning.</p> <p>As a professional transport planner, you should have experience in the application of appropriate development planning laws and regulations, formal guidance and best practice in planning or designing a transport scheme.</p> | | | |

| | Awareness | Knowledge | Experience | Proficiency |
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Section 4

Tools and Techniques - TT

| TPS Professional Standards for Transport Planning | | | | | |
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| Area Tools and Techniques | | | | Area Code TT | |
| Status | The Awareness and Knowledge Objectives for the Units in this Area are Mandatory. All the Objectives in TT1 are Mandatory. The Experience Objectives in TT2, TT3 and TT4 are Optional. | | | | |
| <p>Description and Rationale</p> <p>The Tools and Techniques Area covers the core competences of data, models, assessment and public engagement which lie at the heart of much of transport planning.</p> <p>Almost every aspect of transport planning involves the use of data, whether from existing sources or surveys specifically undertaken for a project. Being able to collect, analyse, interpret and report data is therefore of great importance. Thus, Unit TT1 covers the collection, retrieval, analysis and interpretation of data for use in the development and assessment of transport policies, plans, schemes and services.</p> <p>Many areas of transport planning require the use of forecasts of demand, whether over the short term in response, for example, to changes in traffic management or over the longer term to assess strategic policy and planning options. Even though not all transport planners need to be expert modellers, they do need to understand how models work – their strengths and weaknesses – to help them make sound judgements when interpreting forecasts. There is also a range of analysis tools – such as GIS – that transport planners need to understand and be able to use. Thus, Unit TT2 covers the development and application of models and forecasting, the use of analysis techniques, together with the underlying principles and software packages.</p> <p>The appraisal and evaluation of transport policies and plans, whether based on economic, environmental, social or some other criterion, is also central to much transport planning work, requiring an understanding of not just the principles, but how appraisal is undertaken, including the necessary assumptions. Transport planners also need to be able to use related techniques in monitoring scheme performance. Thus, Unit TT3 covers the principles of appraisal, evaluation and monitoring, including the role of data, appraisal and monitoring software, and the use of appraisal and monitoring techniques.</p> <p>The development of most transport policies and plans also requires consultation with the public and stakeholders. This is covered by the fourth of this series of units. Thus Unit TT4 relates to community engagement, stakeholder engagement and public consultation, covering the principles, planning, undertaking and analysing public engagement programmes.</p> | | | | | |
| Objective No | Title | Required Level | Objective No | Title | Required Level |
| TT1 Data | | | | | |
| TT1.1 | The principal sources of transport statistics and data | Awareness and Knowledge | TT1.4 | Using existing sources of data | Experience and Proficiency |

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| TT1.2 | Data collection methods | Knowledge | | TT1.5 | Managing data extraction and collection | Experience and Proficiency |
| TT1.3 | Data processing and analysis principles | Awareness and Knowledge | | TT1.6 | Analysing, interpreting and reporting transport data | Experience and Proficiency |
| TT2 Transport Modelling and Forecasting | | | | | | |
| TT2.1 | Transport modelling principles | Knowledge | | TT2.5 | Preparing transport forecasts | Experience (as an Option) |
| TT2.2 | Transport forecasting principles | Knowledge | | TT2.6 | Principles of analytical techniques | Awareness and Knowledge |
| TT2.3 | Modelling software | Awareness and Knowledge | | TT2.7 | Using analytical techniques | Experience (as an Option) |
| TT2.4 | Developing a transport model | Experience (as an Option) | | | | |
| TT3 Transport Appraisal and Evaluation | | | | | | |
| TT3.1 | Transport appraisal principles | Knowledge | | TT3.4 | Evaluation principles | Awareness and Knowledge |
| TT3.2 | Appraisal techniques in practice | Awareness and Knowledge | | TT3.5 | Evaluation and monitoring programmes | Experience (as an Option) |
| TT3.3 | Using appraisal techniques | Experience (as an Option) | | | | |

| TT4 Public and Stakeholder Engagement | | | | | | |
|--|--------------------------------------|------------------------------|--|-------|--|------------------------------|
| TT4.1 | Principles of community engagement | Knowledge | | TT4.4 | Undertaking stakeholder engagement | Experience (as an Option) |
| TT4.2 | Undertaking community engagement | Experience (as an Option) | | TT4.5 | Principles of public engagement and consultation | Knowledge |
| TT4.3 | Principles of stakeholder engagement | Knowledge | | TT4.6 | Undertaking public engagement and consultation | Experience (as an Option) |

Unit TT1 - Data

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| Area Tools and Techniques | Unit Data | Objective The principal sources of transport statistics and data | Objective Number TT1.1 |
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| Requirement | Awareness and Knowledge | Status | Mandatory |
| Guidance | | | |
| <p>This objective covers the principal sources of transport statistics and data, their key characteristics, including their relative strengths and weaknesses, and any limitations and advisory requirements relating to their use.</p> <p>As a professional transport planner, you should be aware of and understand the principal sources of data relevant to your work. You should understand the key drivers of demand for travel and know the data required to analyse them. You should appreciate the relative strengths and weaknesses of these data sources, and understand how to deal with bias and uncertainty resulting from the method of collection and analysis.</p> <p>You should also understand the current statutory and regulatory requirements, guidance, procedures and best practice relating to the use of existing data sets and be aware of new and emerging sources of data.</p> <p>The sources of data can relate to any transport mode, including: walking and cycling; highways and traffic; bus and light rail; passenger rail; freight traffic by road and rail; aviation; shipping; evolving alternatives to transport, including telecommuting; e-retailing and e-commerce.</p> <p>Existing data sources include: national transport and related statistics; national transport and related surveys; local and regional transport statistics or surveys; transport networks and services; transport costs; attitudinal and social research; economic; demographic; employment; land use; 'big data' including mobile phone data ; video data.</p> | | | |

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| Area Tools and Techniques | Unit Data | Objective Data collection methods | Objective Number TT1.2 |
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| Requirement | Knowledge | Status | Mandatory |
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| <p>Guidance</p> <p>This Objective covers the methods of data collection used for transport planning, and their relative strengths and weaknesses including the quality of the resulting data.</p> <p>As a professional transport planner, you should understand the main methods of data collection used in the planning, assessment and monitoring of transport policies, plans projects and services for a range of transport modes, together with their relative strengths and weaknesses.</p> <p>You should also understand the current statutory and regulatory requirements, guidance, procedures and best practice relating to the collection of data in the field and elsewhere.</p> <p>Ideally this understanding should cover at least 3 methods of data collection.</p> <p>The main methods of data collection include: pedestrian and cycle counts; manual classified and automatic traffic counts; traffic movement surveys; highway traffic journey times, delays and queue lengths; roadside interviews; parking surveys; loading/unloading surveys; inventories of the physical characteristics of transport systems; public transport passenger counts; public transport passenger interviews; public transport journey times and delays; direct interviews about household travel; self completion household/resident interviews; stated preference surveys; qualitative research, including focus groups; telephone interviews; computer assisted interview as well as the use of datasets that were not specifically collected for transport analysis purposes such as mobile phone data.</p> | | | |

| | Awareness | Knowledge | Experience | Proficiency |
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| Area Tools and Techniques | Unit Data | Objective Data processing and analysis principles | Objective Number TT1.3 |
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| Requirement | Awareness and Knowledge | Status | Mandatory |
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| <p>Guidance</p> <p>This Objective covers the principles and practice of transport data processing and analysis and their relative strengths and weaknesses.</p> <p>As a professional transport planner, you should be aware of the key characteristics of different data analysis systems and techniques, and of the possibilities for the presentation of data to assist its interpretation and assimilation. You should understand the importance of confidentiality, particularly for data storage and the need to comply with legal requirements.</p> <p>This understanding should cover both surveys collected for transport purposes and the use of datasets that were not specifically collected for transport analysis such as mobile phone data, and should include an appreciation of the strengths and weaknesses of using such datasets.</p> <p>You should also understand the principles of survey data processing and statistical analysis, including basic statistical tests and checks to determine the reliability of a data set for a range of survey types, as well as the current statutory and regulatory requirements, and best practice relating to the analysis, storage and access to the data.</p> <p>Ideally this understanding should cover at least 3 methods of data collection.</p> <p>The main data collection methods include: pedestrian and cycle counts; manual classified and automatic traffic counts; traffic movement surveys; highway traffic journey times, delays and queue lengths; roadside interviews; parking surveys; loading/unloading surveys; inventories of the physical characteristics of transport systems; public transport passenger counts; public transport passenger interviews; public transport journey times and delays; direct interviews about household travel; self-completion household/resident interviews; stated preference surveys; qualitative research, including focus groups; telephone interviews; computer assisted interview as well as the use of datasets that were not specifically collected for transport analysis purposes such as mobile phone data.</p> | | | |

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| Area Tools and Techniques | Unit Data | Objective Using existing sources of data | Objective Number TT1.4 |
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| Requirement | Experience and Proficiency | Status | Mandatory |
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| <p>Guidance</p> <p>This Objective covers the use of existing sources of data in transport planning.</p> <p>As a professional transport planner, you should have experience in selecting and using a range of existing data sources for the development and analysis of transport policies, plans, schemes and services. You should also have experience in assessing the suitability and quality of the resulting data.</p> <p>You should have experience across a number of data types and be proficient in at least one.</p> <p>Existing data sources include: national transport and related statistics; national transport and related surveys; local and regional transport statistics; local and regional transport surveys; transport networks and services; transport costs; attitudinal and social research; economic; demographic; employment; and land use as well as datasets that were not specifically collected for transport analysis purposes such as mobile phone data.</p> <p>The data can relate to a variety of transport types, including: walking and cycling; highways and traffic; bus and light rail; passenger rail; freight traffic by road and rail; aviation; shipping; evolving alternatives to transport, including telecommuting; e-retailing and e-commerce.</p> | | | |

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| Area Tools and Techniques | Unit Data | Objective Managing data extraction and collection | Objective Number TT1.5 |
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| Requirement | Experience and Proficiency | Status | Mandatory |
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| <p>Guidance</p> <p>This Objective covers managing the selection, design and application of methods for data extraction and collection.</p> <p>As a professional transport planner, you should be able to choose between different data sources, extract the relevant data and specify new data collection where required for a number of different modes or travel contexts. As part of this process you should be able to show that you have considered potential new sources of data emerging as a result of evolving technology.</p> <p>Ideally you should have experience across a number of data collection methods and data types and be proficient in at least one.</p> <p>The elements of data management covered by this objective include: sample design and selection; survey instrument (questionnaire) design; field staff briefing and training, including health and safety as well as technical matters; fieldwork scheduling and management; data capture; preparing edit specifications and editing, including the treatment of errors and missing data; survey processing, including data validation; briefing and managing survey processing staff; growing up of samples to represent the base population; and preparation of all survey documentation.</p> | | | |

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| Area Tools and Techniques | Unit Data | Objective Analysing, interpreting and reporting transport data | Objective Number TT1.6 |
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| Requirement | Experience and Proficiency | Status | Mandatory |
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| Guidance | | | |
| <p>This Objective covers the processing of data, including the analysis, interpretation and reporting of data for use in the development and assessment of transport policies, plans, projects and services.</p> <p>As a professional transport planner, you should have experience in all elements of data analysis in the context of a range of survey methods and for a number of different modes or travel contexts.</p> <p>The elements of data analysis covered by this objective include the selection of appropriate software; applying suitable analytical techniques; making transparent and addressing uncertainty; the specification of tabulations and data summaries; the assessment of data quality and accuracy relative to its intended application; and the preparation of appropriate summaries, including graphics and mapping.</p> <p>Ideally you should have experience across a number of data types and demonstrate proficiency in at least one.</p> <p>The main transport data collection methods include: pedestrian counts; cycle counts; manual classified and automatic traffic counts; traffic movement surveys; highway traffic journey times, delays and queue lengths; roadside interviews; parking surveys; loading/unloading surveys; inventories of the physical characteristics of transport systems; public transport passenger counts; public transport passenger interviews; public transport journey times and delays; direct interviews about household travel; self completion household/resident interviews; stated preference surveys; qualitative research, including focus groups; telephone interviews; computer assisted interview, as well as the use of datasets that were not specifically collected for transport analysis such as mobile phone data.</p> | | | |

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Unit TT2 - Transport Modelling and Forecasting

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| Area Tools and Techniques | Unit Transport Modelling and Forecasting | Objective Transport modelling principles | Objective Number TT2.1 |
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| Requirement Knowledge | Status Mandatory |
| <p>Guidance</p> <p>This Objective covers the principles and key characteristics of transport and traffic models and their use. It includes understanding why and how models are used and which are most appropriate for different projects and their main components, covering model design and specification as well as the interpretation and application of their outputs.</p> <p>As a professional transport planner, you should understand:</p> <ul style="list-style-type: none"> • the principles of model design, calibration/estimation and validation, for a range of transport models used in the development and assessment of transport policies, plans and schemes • the principles and potential limitations of the application of a range of models in developing and assessing policies, plans and schemes, as well as how model outputs should be interpreted and applied • the level of uncertainty inherent in model assumptions and the role of sensitivity testing • the breadth of analysis techniques widely used in transport planning • the importance of the quality, quantity and relevance of the data used. <p>You should also understand the principles of networks, trip ends, distribution (destination choice) and mode choice in models.</p> <p>You should show awareness across a broad range of modelling approaches and more detailed knowledge of at least two.</p> <p>The model types include: strategic transport and land use models; multi-modal transport models; public transport models; accessibility models; highway and traffic models; micro-simulation models; highway junction and traffic control models; parking models; pedestrian flow models; cycle flow models; air travel demand models; freight models; revealed preference models and stated preference models.</p> | |

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| Area Transport Modelling and Analysis | Unit Transport Modelling and Forecasting | Objective Transport forecasting principles | Objective Number TT2.2 |
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| Requirement Knowledge | Status Mandatory |
| Guidance This Objective covers the different approaches to forecasting for the design and assessment of transport policies, plans and projects. As a professional transport planner, you should understand the: | |
| <ul style="list-style-type: none"> principles of demand forecasting, including the difference between business as usual, causal and scenario forecasting potential impacts of behavioural change and how to include them in forecasting level of uncertainty inherent in forecasting assumptions and the role of sensitivity testing strengths and weaknesses of current forecasting methods. | |

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| Area Tools and Techniques | Unit Transport Modelling and Forecasting | Objective Modelling software | Objective Number TT2.3 |
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| Requirement | Awareness and Knowledge | Status | Mandatory |
| Guidance This Objective covers the key characteristics of transport modelling software packages. As a professional transport planner, you should be aware of the key characteristics of the leading proprietary transport and traffic planning software packages widely used and their suitability for different purposes. You should also understand the development and use of spreadsheet based models, as well as the key characteristics of those transport and traffic planning software packages that are used by your organisation or used on its behalf by its partners and/or consultants. | | | |

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| Area Tools and Techniques | Unit Transport Modelling and Forecasting | Objective Developing a transport model | Objective Number TT2.4 |
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| Requirement | Experience (as an Option) | Status | Optional |
| <p>Guidance</p> <p>This Objective covers specifying, using and interpreting transport, traffic or other models.</p> <p>As a professional transport planner, you should have experience in the use of at least two different model types for the development, design and assessment of transport policies, plans or schemes. As well as hands on model operation, experience can include:</p> <ul style="list-style-type: none"> • involvement in the methods to be used • data requirements for model development and forecasting • critical review of outputs. <p>You should also have experience in:</p> <ul style="list-style-type: none"> • identifying the strengths and weaknesses of the models you have been involved in using • interpretation, application and reporting of model outputs • dealing with uncertainty inherent in model assumptions • the role of sensitivity testing. | | | |

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| Area Tools and Techniques | Unit Transport Modelling and Forecasting | Objective Preparing transport forecasts | Objective Number TT2.5 |
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| Requirement | Experience (as an Option) | Status | Optional |
| Guidance | | | |
| <p>This Objective covers the preparation of forecasts for use in the design and assessment of transport policies, plans and projects.</p> <p>As a professional transport planner, you should have experience in the preparation of forecasts for the development, design and assessment of transport policies, plans or projects.</p> <p>This experience should include involvement in:</p> <ul style="list-style-type: none"> the choice of an appropriate method of forecasting and sensitivity testing, and exploring the range of possible futures that different methods produce identifying and addressing uncertainty and making it transparent both in modelling and forecasting. | | | |
| <p>Model types include: strategic transport and land use models; multi-modal transport models; public transport models; accessibility models; highway and traffic models; micro-simulation models; highway junction and traffic control models; parking models; pedestrian flow models; cycle flow models; air travel demand models; freight models; revealed preference models and stated preference models.</p> | | | |

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| Area Tools and Techniques | Unit Transport Modelling and Forecasting | Objective Using analytical techniques | Objective Number TT2.7 |
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| Requirement | Experience (as an Option) | Status | Optional |
| <p>Guidance</p> <p>This Objective covers specifying and applying appropriate analytical techniques for use in the development, design and assessment of transport policies, plans or schemes.</p> <p>As a professional transport planner, you should have experience in the use of a range of analytical techniques and their associated software.</p> <p>Examples of the analytical techniques you might use include: reporting and analysing qualitative consumer and travel behaviour research including stated and revealed preference; cross-sectional and longitudinal analyses; GIS; spatial and network analyses; and accessibility analyses.</p> | | | |

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Unit TT3 - Transport Appraisal and Evaluation

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| Area Tools and Techniques | Unit Transport Appraisal and Evaluation | Objective Transport appraisal principles | Objective Number TT3.1 |
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| Requirement | Knowledge | Status | Mandatory |
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| <p>Guidance</p> <p>This Objective covers the principles and key characteristics of the appraisal and assessment techniques used in transport planning.</p> <p>As a professional transport planner, you should understand the principles and key characteristics of the assessment techniques used in the appraisal of transport policies, plans and schemes, including multi-criteria and framework assessments, as well as cost benefit analysis, and their strengths and weaknesses.</p> <p>Your understanding should include:</p> <ul style="list-style-type: none"> • the key underlying economic and statistical principles, and should cover a range of assessment types including economic (cost-benefit) and objectives led analysis • the importance of the quality, quantity and relevance of data that are widely used in the assessment of transport policies, projects and schemes • the distribution of impacts and important interactions between classes of impact • how uncertainty is handled in the different appraisal techniques. <p>Assessment types include: economic (cost benefit); equity; safety; security; financial; accessibility; severance; environmental; climate change; sustainability; transport and traffic operations and land use.</p> | | | |

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| Area Tools and Techniques | Unit Transport Appraisal and Evaluation | Objective Appraisal techniques in practice | Objective Number TT3.2 |
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| Requirement | Awareness and Knowledge | Status | Mandatory |
| Guidance | | | |
| This Objective covers the practical application of appraisal techniques. | | | |
| As a professional transport planner, you should be aware of the key characteristics of how the different frameworks and proprietary software packages are used in practice. | | | |
| You should know the key characteristics of at least one of the packages or approaches, preferably one of those used by your organisation, or used on its behalf by its partners and/or consultants. | | | |
| In addition to the theoretical strengths and weaknesses you should also know these in a practical context, in particular how uncertainty is handled, and the implications of this for decision makers. | | | |
| You should understand the principles of constructive challenge in selecting appraisal methods and reporting their results to clients and to the public. | | | |

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| Area Tools and Techniques | Unit Transport Appraisal and Evaluation | Objective Using appraisal techniques | Objective Number TT3.3 |
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| Requirement | Experience (as an Option) | Status | Optional |
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| <p>Guidance</p> <p>This Objective covers selecting, specifying and applying appropriate techniques for the appraisal of transport policies, plans or schemes.</p> <p>As a professional transport planner, you should have experience in appraising transport policies, plans or schemes.</p> <p>Your experience should include:</p> <ul style="list-style-type: none"> • selection of the approach to be used such as cost-benefit or objective led • relating any scheme appraisal to overall strategy • dealing with issues around monetisation of costs and benefits • incorporating non-monetised impacts in the appraisal, for example social distribution, climate change, place making and respect for local communities • understanding the key calculations underlying the assessment technique or software you use and undertaking simple sense-checking • making explicit and transparent the levels of uncertainty in appraisal and how these should influence decision making. | | | |

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| Area Tools and Techniques | Unit Transport Appraisal and Evaluation | Objective Evaluation principles | Objective Number TT3.4 |
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| Requirement | Awareness and Knowledge | Status | Mandatory |
| <p>Guidance</p> <p>This Objective covers the principles of monitoring the performance and impacts of transport policies, plans and schemes, with a view to evaluating their effectiveness compared with the predicted impacts in the original appraisal.</p> <p>As a professional transport planner, you should be aware of:</p> <ul style="list-style-type: none"> the principles of monitoring the performance and impacts of transport policies, plans and schemes, including interactions between classes of impact the fundamental economic and statistical principles underlying the monitoring of performance and impacts of transport policies, plans and schemes the different techniques used for monitoring including those relating to economic, environmental and distributional impacts the importance of the quality, quantity and relevance of data (whether from direct surveys, model based forecasts, or other sources) in monitoring, including the design and use of longitudinal data sets to provide appropriate before and after data the key challenges in evaluation including the development of a realistic 'counterfactual' - a scenario without the policy, plan or scheme in place against which its impacts can be assessed <p>The impacts include economic; equity; safety; security; financial; accessibility; severance; environmental; climate change; sustainability; transport and traffic operations and land use.</p> | | | |

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| Area Tools and Techniques | Unit Transport Appraisal and Evaluation | Objective Evaluation and monitoring programmes | Objective Number TT3.5 |
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| Requirement | Experience (as an Option) | Status | Optional |
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| <p>Guidance</p> <p>This Objective covers the design and execution of evaluation and monitoring programmes to assess the performance and impacts of a transport policy, plan or scheme over time.</p> <p>As a professional transport planner, you should have experience in:</p> <ul style="list-style-type: none"> • specifying the targets against which the effectiveness and impacts of a transport policy, plan or scheme can be monitored • specifying the data requirements and timescales for the evaluation and monitoring • monitoring the effectiveness and impacts of a transport policy, plan or scheme both qualitative and quantitative, against targets and overall policies • the development of a realistic 'counterfactual' against which their impacts can be assessed • using findings from evaluation and monitoring to improve your work on appraisal <p>The impacts include economic; equity; safety; security; financial; accessibility; severance; environmental; climate change; sustainability; transport and traffic operations and land use.</p> | | | |

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Unit TT4 - Public and Stakeholder Engagement

Overall Guidance

Throughout this Unit it is important to distinguish clearly between the different types of people and organisations being engaged.

In general, the main distinction is between:

- the general public, including requirements for statutory and less formal consultations
- non-governmental groups active in the local community affected, such as civic societies and other special interest groups
- stakeholder bodies which have a legitimate interest but not necessarily as local residents.

Further more detailed definitions are given in Paragraph 14 of Section 1 of this document.

Common to all PDS Objectives and the TPP are the concepts of:

- understanding and acknowledging the input from public and stakeholder engagement
- identifying, minimising and managing potential bias
- demonstrating empathy and recognition of different points of view, and
- making the process and results of the engagement transparent.

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| Area Tools and Techniques | Unit Public and Stakeholder Engagement | Objective Principles of community engagement | Objective Number TT4.1 |
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| Requirement Knowledge | Status Mandatory |
| <p>Guidance</p> <p>This Objective covers the principles underlying community engagement in transport planning, including the main approaches used, and the assessment of the findings of community engagement programmes.</p> <p>As a professional transport planner, you should understand when and how to plan and manage programmes of community engagement, together with the underlying principles, both to identify transport needs and in developing proposals or options for transport policies, plans, projects and services.</p> <p>Your understanding should include, the most effective approaches to encourage participation and their strengths and weaknesses particularly with 'hard to reach' groups and how best to use new technology and social media. It should also include how to assess the overall validity of the findings of the programme.</p> <p>See notes on introductory page. The definition of 'Community Engagement' is given in Paragraph 14 of Section 1.</p> | |

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| Area Tools and Techniques | Unit Public and Stakeholder Engagement | Objective Undertaking community engagement | Objective Number TT4.2 |
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| Requirement | Experience <small>(as an Option)</small> | Status | Optional |
| <p>Guidance This Objective covers planning, executing and analysing community engagement programmes in a transport planning context.</p> <p>As a professional transport planner, you should have experience in planning, undertaking and analysing programmes of community engagement, both to identify transport needs and to develop proposals or options for transport policies, plans, projects and services. You should demonstrate how you have met the principles of engagement set out at the beginning of this Unit.</p> <p>See notes on introductory page. The definition of 'Community Engagement' is given in Paragraph 14 of Section 1.</p> | | | |

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| Area Tools and Techniques | Unit Public and Stakeholder Engagement | Objective Undertaking stakeholder engagement | Objective Number TT4.4 |
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| Requirement | Experience (as an Option) | Status | Optional |
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| <p>Guidance This Objective covers planning, executing and analysing stakeholder engagement programmes in a transport planning context.</p> <p>As a professional transport planner, you should have experience in planning, undertaking and analysing programmes of stakeholder engagement, both to identify transport needs and in developing proposals or options for transport policies, plans, projects and services. You should demonstrate how you have met the principles of engagement.</p> <p>See notes on introductory page.</p> | | | |

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| Area Tools and Techniques | Unit Public and Stakeholder Engagement | Objective Principles of public engagement and consultation | Objective Number TT4.5 |
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| Requirement Knowledge | Status Mandatory |
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| <p>Guidance</p> <p>This Objective covers the principles underlying public consultation in transport planning, including the main approaches used, and the assessment of the validity of the findings of public consultation programmes.</p> <p>As a professional transport planner, you should understand how to plan and manage programmes of public consultation, together with the underlying principles, both to identify transport needs and in developing proposals or options for transport policies, plans, projects and services. You should demonstrate how you have met the principles of engagement set out at the beginning of this Unit. You should also understand any specific statutory requirements.</p> <p>It is especially important for this Objective that your understanding includes the most effective approaches to encourage participation, and their strengths and weaknesses, particularly with ‘hard to reach’ groups, and how best to use new technology and social media. It should also include how to assess the overall validity of the findings of the programme. You should demonstrate an understanding of how this differs from engagement with community and stakeholder groups who are more formally constituted.</p> <p>See notes on introductory page.</p> | |

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| Area Tools and Techniques | Unit Public and Stakeholder Engagement | Objective Undertaking public engagement and consultation | Objective Number TT4.6 |
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| Requirement | Experience (as an Option) | Status | Optional |
| <p>Guidance</p> <p>This Objective covers planning, executing and analysing public consultation programmes in a transport planning context.</p> <p>As a professional transport planner, you should have experience in planning, undertaking and analysing programmes of public consultation, to identify transport needs and to develop proposals or options for transport policies, plans, projects and services. You should demonstrate how you have met the principles of engagement set out at the beginning of this Unit.</p> <p>You should be able to demonstrate experience in:</p> <ul style="list-style-type: none"> • understanding and acknowledging the input from public and stakeholder engagement • identifying, minimising and managing potential bias • demonstrating empathy and recognition of different points of view, and • making the results of the engagement transparent. <p>See notes on introductory page.</p> | | | |

| | Awareness | Knowledge | Experience | Proficiency |
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Section 5

Professional Skills and Management - M

| TPS Professional Standards for Transport Planning | | | | | |
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| Area Professional Skills and Management | | | | | Area Code M |
| Status | The Units in this Area are Mandatory; however, there is a choice between M3 (Procuring Projects) and M4 (Project Proposals) | | | | |
| <p>Description and Rationale Professional transport planners should be competent managers of projects as well as of themselves and their relationships with others. They also need to be able to procure or bid for projects, depending on their work context.</p> <p>Unit M1 is about the professional transport planner managing themselves and working with others involved in or affected by their work.</p> <p>Unit M2 is about managing transport planning projects.</p> <p>Unit M3 is about procuring transport planning projects, including contract terms and documentation.</p> <p>Unit M4 is about proposals for transport planning projects in response to an invitation to bid, and participating in negotiating contract terms and documentation.</p> <p>Units M3 and M4 are alternatives, depending on the transport planner’s work context.</p> | | | | | |
| Objective No | Title | Required Level | Objective No | Title | Required Level |
| M1 Personal and Inter-Personal Management | | | | | |
| M1.1 | Inter-personal relations | Experience | M1.3 | Meetings | Experience |
| M1.2 | Managing time and activities | Experience | M1.4 | Personal professional development | Experience |
| M2 Planning and Managing Projects | | | | | |
| M2.1 | Project management principles | Knowledge | M2.2 | Developing project work plans | Experience |

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| M3 Project Procurement | | | | | |
| M3.1 | Project procurement principles | Knowledge | | | |
| M4 Project Proposals | | | | | |
| M4.1 | Project proposal principles | Knowledge | | | |

Unit M1 – Professional Skills and Management

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| Area Professional Skills and Management | Unit Personal and Inter-Personal Management | Objective Inter-personal relations | Objective Number M1.1 |
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| Requirement Experience | Status Mandatory |
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| <p>Guidance</p> <p>This objective covers your relationships with others, including obtaining and retaining their trust and support, and their respect for your professionalism and judgement.</p> <p>As a professional transport planner, you should be able to work well with colleagues, clients, partners and stakeholders and others involved in your work.</p> <p>In particular, you should:</p> <ul style="list-style-type: none"> • develop and maintain productive working relationships, understanding and respecting: <ul style="list-style-type: none"> ○ your role and responsibilities in your working group ○ the decision making processes that relate to your work ○ the values, culture and standards of behaviour of your organisation, and those of other organisations for whom or with whom you work • recognise the roles, responsibilities, interests and concerns of your colleagues as well as stakeholders • help to agree what your colleagues and stakeholders are required to do so that everyone can work effectively • manage any conflicts of interest and disagreements relating to your work • fulfil any agreements you have with colleagues and stakeholders and let them know promptly of any difficulties you have in satisfying those agreements • be an effective communicator, both orally and in writing • seek feedback on your own performance so you are aware of ways you can improve it. | |

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| Area Professional Skills and Management | Unit Personal and Inter-Personal Management | Objective Meetings | Objective Number M1.3 |
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| Requirement | Experience | Status | Mandatory |
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| Guidance | | | |
| This Objective covers participating in and managing meetings effectively. | | | |
| As a professional transport planner, you should have experience in participating in and managing meetings. | | | |
| In particular, you should: | | | |
| <ul style="list-style-type: none"> • know when meetings are the most effective way of satisfying specific needs, and apply the most appropriate style and format • know and comply with your organisation’s procedures • help to agree the purpose of a meeting, set the agenda and decide who should attend • ensure those due to attend are given adequate notice and are provided with the information they need to be able to contribute effectively • contribute to meetings by presenting relevant information clearly and concisely, and help clarify problems and identify possible solutions • when participating in or chairing a meeting contribute to: <ul style="list-style-type: none"> ○ managing discussions so the meeting’s objectives are met within the time allocated ○ ensuring all participants are given opportunity to present their views effectively, while discouraging unhelpful arguments and digressions ○ summarising the discussions and decisions, ensuring that any decisions taken are within the authority of the meeting ○ providing information about the discussions and decisions taken to those who need it ○ ensuring the necessary records are made accurately and promptly, and are distributed to all appropriate people within the required deadline ○ monitoring actions arising from the meeting and report progress to the appropriate people. | | | |

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| Area Professional Skills and Management | Unit Personal and Inter-Personal Management | Objective Personal professional development | Objective Number M1.4 |
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| Requirement | Experience | Status | Mandatory |
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| Guidance | | | |
| <p>This Objective covers planning personal professional development, undertaking the required development, monitoring progress and reviewing goals.</p> <p>As a professional transport planner, you should manage your personal professional development effectively.</p> <p>In particular, you should:</p> <ul style="list-style-type: none"> • understand your organisation’s personal development policies and procedures, as well as the opportunities and resources available to you • identify your personal goals and development objectives, recognising your own strengths and limitations • identify gaps between your objectives and your current knowledge and skills • set your personal development priorities, taking account of opportunities and constraints within your organisation • agree your personal development plan with your manager and seek feedback on your performance • review and update your development objectives regularly • look for development opportunities and take personal responsibility for making things happen. • develop your ability to deal with uncertainty and to adopt an open minded, problem solving approach • maintain and be responsible for your Continuing Professional Development (CPD) record. | | | |

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Unit M2 - Planning and Managing Projects

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| Area Professional Skills and Management | Unit Planning and Managing Projects | Objective Project management principles | Objective Number M2.1 |
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| Requirement Knowledge | Status Mandatory |
| <p>Guidance</p> <p>This Objective covers the principles of managing projects, including work plan preparation, project management, and relationships with all key parties.</p> <p>As a professional transport planner, you should be able to demonstrate that you know and understand the key principles of project management. In particular you should:</p> <ul style="list-style-type: none"> • understand the role and key responsibilities of a project manager • understand the information needed for project planning and management • know how to identify the: <ul style="list-style-type: none"> ○ key objectives, scope and business imperatives of proposed projects ○ key stages in project lifecycles ○ available resources ○ timescales to achieve project milestones ○ roles and responsibilities of project team members • know how to: <ul style="list-style-type: none"> ○ prepare project plans ○ select appropriate project management tools and techniques for plan development ○ obtain approval of the project plan, as well as any subsequent changes ○ identify and manage potential risks, and the importance of contingency planning ○ control and review project progress. | |

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| Area Professional Skills and Management | Unit Planning and Managing Projects | Objective Developing project work plans | Objective Number M2.2 |
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| Requirement | Experience | Status | Mandatory |
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| <p>Guidance This Objective covers developing and agreeing a work plan for a transport planning scheme.</p> <p>As a professional transport planner, you should have experience in the preparation of project plans.</p> <p>In particular, you should have experience in:</p> <ul style="list-style-type: none"> • discussing and agreeing the key objectives, scope and business imperatives of the planned project and the required resources with the project sponsor(s) and any key stakeholders • identifying how the project fits with the vision, objectives and plans of the sponsors and the wider context of the project • developing, in consultation with colleagues, a detailed work plan to complete the project within budget • identifying risks that might occur during project implementation, together with processes for their management, ensuring that the risks are communicated to the project's sponsors and all stakeholders • agreeing the work plan with the project sponsors, and key stakeholders. | | | |

| | Awareness | Knowledge | Experience | Proficiency |
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| <p>Your Record, <i>noting the level reached</i></p> | | | | |
| <p>Mentor's Notes</p> | | | | |

Unit M3- Project Procurement

An alternative to M4

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| Area Professional Skills and Management | Unit Project Procurement | Objective Project procurement principles | Objective Number M3.1 |
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| Requirement Knowledge | Status Mandatory (Unit M3 is an alternative to M4) |
| <p>Guidance</p> <p>This Objective covers the range of activities from the initial project concept to the letting of a project contract.</p> <p>As a professional transport planner, you should be able to demonstrate that you know the principles underlying the procurement of projects.</p> <p>In particular, you should know and understand:</p> <ul style="list-style-type: none"> • your organisation’s policies for procuring transport planning services • when and how to involve others to ensure all the necessary technical and procurement expertise is available • how to provide your own organisation with the information required for effective procurement, including: <ul style="list-style-type: none"> ○ the likely timescale and cost ○ the potential risks ○ the time and resources required from your organisation to manage the contract • how to draft a project brief, including its necessary contents • how to assess organisations seeking to pre-qualify • how to manage short-listed bidders during the bidding phase • how to assess the proposals received relative to the project brief, and determine their comparative strengths and weaknesses • the principles underlying the negotiations leading to contract award. | |

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| Mentor’s Notes | | | | |
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Unit M4 - Project Proposals

An alternative to M3

Section 6

Communication, Commitment and Ethics - CCE

| TPS Professional Standards for Transport Planning | | | | | |
|--|---------------------------------------|----------------|--------------|---|-------------------------|
| Area Communication, Commitment and Ethics | | | | | Area Code CCE |
| Status | The Units in this Area are Mandatory. | | | | |
| <p>Description and Rationale</p> <p>Communication, Commitment and Ethics is about how a professional transport planner works, communicating effectively with others, with a commitment to working efficiently and effectively with others in a manner consistent with appropriate professional ethics.</p> <p>Unit CCE1 is about communication; being able to prepare documents about your work, being able to make presentations which are effective in communicating the key information, and being able to participate usefully in discussions with colleagues and other parties relevant to your work.</p> <p>Unit CCE2 is about the way the transport planner works, showing a commitment to the profession and behaving in an ethical manner.</p> | | | | | |
| Objective No | Title | Required Level | Objective No | Title | Required Level |
| CCE1 Communication | | | | | |
| CCE1.1 | Reporting | Experience | CCE1.2 | Presentation and discussion | Experience |
| CCE2 Commitment and Ethics | | | | | |
| CCE2.1 | Working in an ethical manner | Experience | CCE2.2 | Wider professional values and behaviour | Experience |

Unit CCE1 - Communication

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| Area Communication, Commitment and Ethics | Unit Communication | Objective Reporting | Objective Number CCE1.1 |
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| Requirement | Experience | Status | Mandatory |
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| <p>Guidance</p> <p>This Objective covers the preparation of reports and other documents for work you have undertaken, or are undertaking.</p> <p>As a professional transport planner, you should be able to prepare high quality documents for the work for which you are responsible.</p> <p>The documents should be accurate, well-structured and written in good, clear and concise language as well as being comprehensive and appropriate to those for whom they are intended. They should satisfy the standards of your organisation, including relevant Quality Assurance requirements. They should also satisfy the principles underlying the Units for all forms of engagement and the Transport Planning Society Code of Conduct.</p> | | | |

| | Awareness | Knowledge | Experience | Proficiency |
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Unit CCE2 – Commitment and Ethics

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| Area Communication, Commitment and Ethics | Unit Commitment and Ethics | Objective Working in an ethical manner | Objective Number CCE2.1 |
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| Requirement | Experience | Status | Mandatory |
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| <p>Guidance</p> <p>This Objective covers understanding what it means to be a professional transport planner and to work within the ethics of your own organisation and those of the Transport Planning Society and any other professional institute of which you are a member.</p> <p>As a professional transport planner, you should understand the importance of ethical professional conduct and:</p> <ul style="list-style-type: none"> • use the knowledge that is relevant to your work wisely and faithfully • adopt high standards of professional conduct, openness, fairness and honesty and motivate others to do the same • give due weight to all relevant laws, facts and published guidance, the interests of different parties and the wider public interest • not discriminate on any grounds such as socio-economic background, race, gender or creed • take personal responsibility for health, safety and welfare issues • always listen, understand and acknowledge the views of others and adopt an open minded, problem solving approach • be aware of the issues that the professions associated with transport planning raise for society <p>You should also understand and comply with the ethical requirements of your organisation, as well as the Code of Conduct of the Transport Planning Society and any other professional institute of which you are a member.</p> | | | |

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| Area Communication, Commitment and Ethics | Unit Commitment and Ethics | Objective Wider professional values and behaviour | Objective Number CCE2.2 |
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| Requirement | Experience | Status | Mandatory |
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| <p>Guidance</p> <p>This Objective covers the values, culture and standards of behaviour which are part of being a professional transport planner in the wider world. This objective is also related to the need to plan and undertake CPD, set out in M1.4.</p> <p>As a professional transport planner, you should:</p> <ul style="list-style-type: none"> • understand the contribution of transport planning to the achievement of wider social and environmental goals and reflect this in your work • challenge your own views and those of others, including colleagues and clients, in a constructive and proactive manner • be open about uncertainty associated with transport planning and make it clear to all those affected • provide professional advice honestly, accurately, without bias and independent from external pressures • take part in activities such as webinars, seminars and the work of your professional body, nationally or regionally • help to promote public awareness and understanding of the impact and benefits of achievements in transport planning. <p>You should also respect the values and cultures of other individuals and organisations involved in your work, as well as the standards of behaviour and performance properly expected by those individuals and organisations.</p> | | | |

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Section 7

Planning and Design - PD

| TPS Professional Standards for Transport Planning | | | | | |
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| Area Planning and Design | | | | | Area Code PD |
| Status | Both Units in this Area are Optional | | | | |
| <p>Description and Rationale The Planning and Design Units are about the preparation of transport plans, and the design and delivery of transport schemes for the country in which you mainly work.</p> <p>Unit PD1 covers the development of transport plans for the medium to long term.</p> <p>Unit PD2 covers the planning, design and delivery of transport schemes.</p> | | | | | |
| Objective No | Title | Required Level | Objective No | Title | Required Level |
| PD1 Strategic and Master Plans for Transport | | | | | |
| PD1.1 | Transport plan development principles | Knowledge | PD1.2 | Preparation of transport plans | Experience |
| PD2 Transport Scheme Design | | | | | |
| Objective No | Title | Required Level | Objective No | Title | Required Level |
| PD2.1 | Transport scheme design principles | Knowledge | PD2.4 | Planning and designing for accessible and secure transport | Experience |
| PD2.2 | Planning and designing transport schemes | Experience | PD2.5 | The delivery of transport schemes | Experience |
| PD2.3 | Planning and designing for integrated transport | Experience | | | |

Unit PD1 - Strategic and Master Plans for Transport

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|------------------------------------|---|---|----------------------------------|
| Area Planning and Design | Unit Strategic and Master Plans for Transport | Objective Transport plan development principles | Objective Number PD1.1 |
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| Requirement Knowledge | Status Optional |
| <p>Guidance</p> <p>This Objective covers the principles underlying the preparation of transport plans, whether national, local or for large developments.</p> <p>As a professional transport planner, you should understand the principles of transport policy and planning practice. These include the key components of plans for transport (or in which transport is a key part), the stages that should be followed in their development, how to programme their implementation, the main delivery mechanisms, how plans are formally adopted, and how master plans prepared by private sector organisations are approved.</p> <p>You should also understand:</p> <ul style="list-style-type: none"> the relationships between all transport modes, and between transport and economic activity, land use, climate change and the local environment as well as how transport systems and services can be integrated with other elements of development plans how to identify and engage with interested parties and take account of their views how policies interact (e.g. national, regional and local) and the potential for conflicts of interest or inconsistencies between policies and how to reconcile them how to assess available resources and plan within resource constraints how to identify challenges, identify and assess the effectiveness of potential mitigations and therefore, determine priorities in the delivery or implementation of plans what sources of information should be used in developing transport plans how to monitor and assess the effectiveness and impacts of transport plans. | |

| | Awareness | Knowledge | Experience | Proficiency |
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| Area Planning and Design | Unit Strategic and Master Plans for Transport | Objective Preparation of transport plans | Objective Number PD1.2 |
|------------------------------------|---|--|----------------------------------|

| Requirement | Experience | Status | Optional |
|---|------------|--------|----------|
| <p>Guidance</p> <p>This Objective covers the preparation of strategic or master plans for transport as well the transport elements of plans wider in their scope.</p> <p>As a professional transport planner, you should have experience in the preparation of strategic or master plans for which transport is a key part, and in assessing the resources required for the implementation of the plan and in the preparation of an implementation programme.</p> <p>Your experience should include:</p> <ul style="list-style-type: none"> • consideration of the plan’s contribution to economic, social and environmental sustainability (local and national) • liaison with relevant organisations and taking account of their views • consideration of local and strategic objectives and generating proposals to reconcile them • assessment of the feasibility, acceptability and effectiveness of potential proposals. | | | |

| | Awareness | Knowledge | Experience | Proficiency |
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Unit PD2 - Transport Scheme Design

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| Area Planning and Design | Unit Transport Scheme Design | Objective Transport scheme design principles | Objective Number PD2.1 |
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| Requirement Knowledge | Status Optional |
|--|-----------------|
| <p>Guidance</p> <p>This Objective covers the key features of transport systems and their design.</p> <p>As a professional transport planner, you should understand how to obtain information on the key performance and other characteristics (including the main operating and practical constraints) of the main local, rural, urban and inter-urban transport systems.</p> <p>You should also understand:</p> <ul style="list-style-type: none"> the current Construction Design and Management (CDM) requirements relating to the development, planning and design of transport schemes the different requirements of end users, stakeholders and operators the key principles of economic, social and environmental sustainability in planning and designing transport schemes and services how to assess how well a proposed scheme satisfies the objectives set for it emerging technology in relation to vehicles, infrastructure and communications the social and environmental impacts specific to the type of scheme and mode being proposed. <p>Transport schemes for which knowledge is required can include: highways; streetscape design; traffic management, traffic calming and control; traffic and parking information systems; road safety; cycling; walking (pedestrians); parking; taxis; buses; intermediate public transport; voluntary and community transport; light rail; rail; airports; freight traffic and distribution: maritime.</p> | |

| | Awareness | Knowledge | Experience | Proficiency |
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| Area Planning and Design | Unit Transport Scheme Design | Objective Planning and designing for integrated transport | Objective Number PD2.3 |
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| Requirement | Experience | Status | Optional |
|---|------------|--------|----------|
| <p>Guidance</p> <p>This Objective covers planning and designing for integration between different transport modes and systems to provide efficient transport services for either people or goods.</p> <p>As a professional transport planner, you should have experience in preparing and planning transport schemes that provide for integration between different transport services, modes and systems, with the intention of providing efficient transport services whether for people or for goods. You should consider how the transport scheme design relates to land use and vice versa.</p> <p>Your experience should include taking due account of both the potential and the desired contribution of the plans to achieve economic, social and environmental sustainability, both locally and nationally, as well as the resources and time required and available for the implementation of the scheme.</p> <p>Transport schemes that can be prepared include: highways; streetscape design; traffic management, traffic calming and control; traffic and parking information systems; road safety; cycling; walking (pedestrians); parking; taxis; buses; intermediate public transport; voluntary and community transport; light rail; rail; airports; freight traffic and distribution; maritime.</p> | | | |

| | Awareness | Knowledge | Experience | Proficiency |
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| Your Mentor's Notes | | | | |

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| Area Planning and Design | Unit Transport Scheme Design | Objective Planning and designing for accessible and secure transport | Objective Number PD2.4 |
|------------------------------------|--|--|----------------------------------|

| Requirement | Experience | Status | Optional |
|--|------------|--------|----------|
| <p>Guidance</p> <p>This Objective covers planning and designing transport schemes, to feasibility study level to achieve accessibility, security and health and safety objectives.</p> <p>As a professional transport planner, you should have experience in evaluating and specifying, at feasibility study level, one or more of the accessibility, security and health and safety objectives required to meet the needs of the users of the transport scheme.</p> <p>Transport schemes that can be prepared include: highways; streetscape design; traffic management, traffic calming and control; traffic and parking information systems; road safety; cycling; walking (pedestrians); parking; taxis; buses; intermediate public transport; voluntary and community transport; light rail; rail; airports; freight traffic and distribution; maritime.</p> | | | |

| | Awareness | Knowledge | Experience | Proficiency |
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| Your Record, noting the level reached | | | | |
| Your Mentor's Notes | | | | |

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| Area Planning and Design | Unit Transport Scheme Design | Objective The delivery of transport schemes | Objective Number PD2.5 |
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| Requirement | Experience | Status | Optional |
|--|------------|--------|----------|
| <p>Guidance</p> <p>This Objective covers the delivery of transport schemes through a sequence of stages from initial project concept through to operation.</p> <p>As a professional transport planner, you should have experience in delivering transport planning schemes through at least three key stages. Your experience can be for different transport schemes for each key stage.</p> <p>The key delivery stages include:</p> <ul style="list-style-type: none"> • initial project concept • feasibility study • detailed design • enabling procedures such as obtaining consent and meeting other regulatory requirements • funding • delivery • operation • monitoring. <p>Transport schemes that can be prepared include: highways; streetscape design; traffic management, traffic calming and control; traffic and parking information systems; road safety; cycling; walking (pedestrians); parking; taxis; buses; intermediate public transport; voluntary and community transport; light rail; rail; airports; freight traffic and distribution; maritime.</p> | | | |

| | Awareness | Knowledge | Experience | Proficiency |
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| Your Record, noting the level reached | | | | |
| Your Mentor's Notes | | | | |

Section 8
Operations – O

| TPS Professional Standards for Transport Planning | | | | | |
|--|--|----------------|--------------|---|-----------------------|
| Area Operations | | | | | Area Code O |
| Status | Both Units in this Area are Optional | | | | |
| <p>Description and Rationale The Operations Area covers the management of travel and transport systems.</p> <p>Unit O1 covers changing travel behaviour.</p> <p>Unit O2 covers the management of those elements of transport operations in which a transport planner could have a role.</p> | | | | | |
| Objective No | Title | Required Level | Objective No | Title | Required Level |
| O1 Changing Travel Behaviour | | | | | |
| O1.1 | Travel behaviour principles | Knowledge | O1.3 | Travel marketing and information campaigns | Experience |
| O1.2 | Travel behaviour programmes | Experience | | | |
| O2 Commercial and Operational Management | | | | | |
| Objective No | Title | Required Level | Objective No | Title | Required Level |
| O2.1 | Commercial and operational management principles | Knowledge | O2.2 | Commercial and operational management of schemes and services | Experience |

Unit 01 – Changing Travel Behaviour

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|---------------------------|--|---|----------------------------------|
| Area Operations | Unit Changing Travel Behaviour | Objective Travel behaviour principles | Objective Number O 1.1 |
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| Requirement Knowledge | Status Optional |
| <p>Guidance</p> <p>This Objective covers the principles of changing travel behaviour and how this can be promoted to transport users to improve economic, social and environmental sustainability.</p> <p>As a professional transport planner, you should understand the economic, social, health and environmental consequences of travel by different modes, as well as the basics of the psychology of travel behaviour.</p> <p>You should also understand :</p> <ul style="list-style-type: none"> • the key factors of travel by different modes • different points of influence for behaviour change, such as workplace or home • how to engage with those affected • how to identify existing travel patterns • different approaches to encourage behavioural change including ‘push’ and ‘pull’ measures • potential opportunities for behaviour change and any obstacles that could present a challenge • suitable marketing, promotion and information strategies • the fiscal, health and safety implications of behavioural change measures • how to monitor and evaluate travel behaviour changes including use of targets or indicators • how to secure funding streams to support changes in travel behaviour. | |

| | Awareness | Knowledge | Experience | Proficiency |
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| Area Operations | Unit Changing Travel Behaviour | Objective Travel behaviour programmes | Objective Number O 1.2 |
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| Requirement | Experience | Status | Optional |
|---|------------|--------|----------|
| <p>Guidance</p> <p>This Objective covers the design, implementation and analysis of programmes to change behaviour as a means of contributing to economic, social and environmental sustainability.</p> <p>As a professional transport planner, you should have experience in planning and designing travel programmes to achieve changes in travel behaviour.</p> <p>Your experience should include:</p> <ul style="list-style-type: none"> identifying key drivers which would influence travel in the affected group developing and delivering initiatives to influence travel patterns establishing targets for change and appropriate indicators for monitoring change preparing a business case, identifying the likely benefits liaising with interested parties on a proposed programme analysing, assessing and monitoring changes in travel behaviour as a result of the programme. | | | |

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| Area Operations | Unit Changing Travel Behaviour | Objective Travel marketing and information campaigns | Objective Number O 1.3 |
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| Requirement Experience | Status Optional |
| <p>Guidance</p> <p>This Objective covers preparing marketing and travel information to support initiatives to change travel behaviour.</p> <p>As a professional transport planner, you should have experience in preparing, implementing and assessing a travel marketing and information campaign as part of a programme to change travel behaviour.</p> <p>Your experience should include:</p> <ul style="list-style-type: none"> • identifying key drivers which would influence travel in the affected group • using information to promote changes in behaviour • using a range of communication methods including social media • establishing targets for change and appropriate indicators for monitoring changes in travel behaviour • liaising with relevant organisations including stakeholders and community groups and the public • analysing and evaluating the effectiveness of the programme. | |

| | Awareness | Knowledge | Experience | Proficiency |
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Unit 02 - Commercial and Operational Management

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| Area Operations | Unit Commercial and Operational Management | Objective Commercial and operational management principles | Objective Number O 2.1 |
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| Requirement | Knowledge | Status | Optional |
|---|-----------|--------|----------|
| <p>Guidance</p> <p>This Objective covers the transport planner's role in operational and commercial management of transport systems and services.</p> <p>As a professional transport planner, you should understand the principles and key characteristics of the operation of a transport system or service and current guidance and best practice. You should also understand how to assess the possible impacts of laws, regulations, staff agreements, trade union positions and similar constraints, on any proposed changes in its management.</p> <p>You should also know how to identify possible sources of funds and how to bid for them and the different approaches to financial transactions including fares and other user charges.</p> <p>You should understand the impact of new and emerging technologies on the operation of the network.</p> <p>You can demonstrate this understanding in any one of a wide range of contexts, including: pedestrian and cycle routes and networks; area-wide traffic and environmental management; traffic control systems; traffic and parking information systems; transport safety; road user charging/user toll systems; area-wide on-street parking; bus network and service design; bus operations; bus location and arrival time systems; public transport fares and ticketing systems; voluntary and community transport; rail operations; transport information systems; aviation operations; road freight distribution systems; inter modal freight systems; logistics systems; enforcement systems; maintenance and asset management systems.</p> | | | |

| | Awareness | Knowledge | Experience | Proficiency |
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| Area Operations | Unit Commercial and Operational Management | Objective Commercial and operational management of schemes and services | Objective Number O 2.2 |
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| Requirement | Experience | Status | Optional |
|---|------------|--------|----------|
| <p>Guidance</p> <p>This Objective covers the transport planning aspects of developing and implementing a proposal for a commercial or operational management scheme in transport.</p> <p>As a professional transport planner, you should have experience in developing the transport planning elements of a commercial or operational management scheme in transport, including assessing its likely effectiveness and preparing an implementation programme, as well as a programme to inform users and other interested parties.</p> <p>In doing this, your experience should include:</p> <ul style="list-style-type: none"> • determining the statutory and advisory requirements relevant to the scheme • determining the resources required for its implementation and continuing operation • identifying new and emerging technologies to improve the efficiency of the system • engaging with interested parties and taking account of their views and interests in preparing the scheme • identifying possible sources of funding and bidding for them. <p>Your experience can relate to a variety of contexts, including: pedestrian and cycle routes and networks; area-wide traffic and environmental management; traffic control systems; traffic and parking information systems; transport safety; road user charging/user toll systems; area-wide on-street parking; bus network and service design; bus operations; bus location and arrival time systems; public transport fares and ticketing systems; voluntary and community transport; rail operations; transport information systems; aviation operations; road freight distribution systems; inter modal freight systems; logistics systems; enforcement systems; maintenance and asset management systems.</p> | | | |

| | Awareness | Knowledge | Experience | Proficiency |
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Section 9

Objective Record Sheet Template

Remember to complete the Objective Name, Requirement Level and Number

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| Objective | Requirement | Objective Number |
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| | Awareness | Knowledge | Experience | Proficiency |
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Your Record, *noting the level reached*

Mentor's Notes

