**Authorisation & Document Control Document**

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| **Authorised By** |  | | |

**Version History**

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| **Version** | **Author** | **Issued** | **Summary of Changes** |
| 1.1 | AF/KB | 01/01/2024 |  |
| 1.2 | KB | 01/01/2025 | N/A |
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**Transport Planning Technician Apprenticeship**

**End-point Assessment Gateway Application Form**

**SECTION 1 - TO BE COMPLETED BY THE EMPLOYER**

|  |  |
| --- | --- |
| Apprentice’s name: |  |
| Your name: |  |
| Employer name: |  |
| Position held: |  |
| Email: |  |
| Telephone number: |  |
| I can confirm that in consultation with the training provider the above-named apprentice has demonstrated satisfactory completion of all aspects of the knowledge, skills and behaviours for the Transport Planning Technician Apprenticeship (listed at the end of this form) and is ready to undertake their End-point assessment. | |
| Signature: Date: | |

**At gateway, TPS will issue the project brief for the technical project and presentation from a subject area such as those listed below. TPS will discuss a suitable project with the employer and agree a topic. TPS will then issue the apprentice with a technical project brief.**

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| --- | --- |
| **Technical Project Outline Examples** |  |
| What Transport Planning can do to address the climate emergency |  |
| Integrating cycle lanes or walking routes within existing or new road systems |  |
| Post Covid what are the long term impacts and how Transport Planners can help to plan for the new normal |  |
| Designing, assessing and evaluating ‘active travel’ improvements |  |
| Improving, and assuring compliance with, road safety interventions |  |
| Buses – how can they play a stronger integrated role in transport provision? |  |
| Developing and researching future transportation and travel plan needs |  |
| Changing travel behaviour through ‘smarter choices’ |  |
| Predicting and evaluating the impact of future transport interventions |  |
| Integration with and between different modes of transport |  |
| Integrating sustainable transport into the environment or with land use planning |  |
| What progress has been made in making the transport accessible for everyone and what else needs to be done |  |

**SECTION 2 - TO BE COMPLETED BY THE APPRENTICE**

|  |  |
| --- | --- |
| Title: |  |
| Full Name: |  |
| Date of Birth: |  |
| Unique Learner Number\*: |  |
| Professional Body m’ship number |  |
| Home address (including postcode): |  |
| Email: |  |
| Mobile/telephone number: |  |
| Job Title: |  |
| Business address: |  |
| Employment start date: |  |
| Your Training provider: |  |
| Training provider contact name: |  |
| Training provider contact email: |  |
| Training provider contact no.: |  |

*\*please ask your training provider if you do not know your ULR*

**APPRENTICESHIP CERTIFICATE**

Please tick the box to confirm that if successful with your EPA, you give permission for TPS to apply for your certificate directly from the Government’s Apprenticeship Assessment Service:

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**SUPPORTING INFORMATION**

You will need to supply a copy of the certificate for your Pearson BTEC Level 3 Diploma in Transport Planning. If you do not have the certificate, you must provide a letter from your training provider confirming the title and level of your award and its start and completion date. You must also supply evidence of achievement of Level 2 Maths and English.

**INDIVIDUAL REQUIREMENTS AND REASONABLE ADJUSTMENTS**

TPS is committed to equality of opportunity, fairness, safety, and to promoting diversity in all its practices. Individual requirements may include disabilities, specific learning difficulties (such as dyslexia) or temporary conditions. If you require a reasonable adjustment for the EPA, please notify TPS of your requirements with this application. If you have a disability or medical condition then we would normally expect written evidence, together with an explanation of any specific requirement. All requests will be considered on a case by case basis. For further details please see the TPS Fair Access Policy.

If there is any reason why you are unable to sit your EPA on a specific date or time, please provide details and TPS will do its utmost to accommodate this request.

Please tick this box if you wish to be considered for special consideration and give details on a separate sheet:

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**GENERAL DATA PROTECTION REGULATION (GDPR)**

TPS maintains data for all EPA applications. This will be used confidentially for normal purposes including assessments, quality assurance checks, the payment of fees and the issuing of certificates to successful candidates.

To fill its obligations, TPS will, from time to time, have to share relevant data with other organisations involved in the delivery of registered apprenticeship standards including your employer, training provider, the relevant External Quality Assurance Organisation, the Institute for Apprenticeships and Technical Education and any other body identified under Education and Skills Funding Agency rules as requiring access to EPA data.

For more information on how and why we collect and use personal data and your rights as an individual please review the TPS Privacy Notice.

**APPRENTICE’S SIGNATURE**

**I have read the above guidance and understand that I am applying for my EPA with TPS.**

|  |  |
| --- | --- |
| Signature: | Date: |

**PLEASE SCAN PAGES 1-3 AND SEND TO YOUR TRAINING PROVIDER WHO WILL SUBMIT YOUR APPLICATION TOGETHER WITH YOUR PORTFOLIO, MATHS AND ENGLISH LEVEL 2 CERTIFICATES AND YOUR BTEC CERTIFICATE.**

If you have any questions on your application, please email [epamanager@tps.org.uk](mailto:epamanager@tps.org.uk)

**END-POINT ASSESSMENT PORTFOLIO SUBMISSION**

Your portfolio of evidence should be submitted with this form. It will not be assessed but it will form the basis of your professional discussion with the independent assessors and may be used by you to support your responses in the professional discussion. The portfolio should include 10 to 12 pieces of evidence of work or training that you have undertaken during the apprenticeship period and should demonstrate how each piece of work-based evidence or training activity helps to achieve the knowledge, skills and behaviours (KSBs) set out in the apprenticeship standard assigned to this assessment method. For full guidance see the [Guidance for Apprentices](https://docs.google.com/document/d/1_lhFTcyNxQzUt4XkJPqTFXui-okh4OZEfyy3p5OtiT4/edit?usp=sharing) .

Your portfolio can include examples of work, work based training, development activities and performance reviews that you have undertaken during your apprenticeship period. You should give details of the work, tasks or projects undertaken, including a high-level overview of the work undertaken, key objectives and deliverables, dates and time periods for the work with a detailed description of your activities undertaken in order to achieve deliverables.

The evidence should cover the following areas:

* Transport planning modelling
* Influencing travel behaviours
* Stakeholder or community engagement
* Utilisation of quality assurance systems within your work
* Personal and professional practice and development

Your portfolio should demonstrate how each piece of work-based evidence or work-based- training activity helped you to achieve the knowledge, skills and behaviours (KSBs) set out below.

**KNOWLEDGE, SKILLS AND BEHAVIOURS (KSBs)**

**In order to enter gateway, the apprentice must have demonstrated satisfactory completion of all aspects of the knowledge, skills and behaviours mapped to the Transport Planning Technician Apprenticeship as listed below.**

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| --- | --- | --- |
| **KSB code** | **KSB statement** | **Assessment Method** |
| **Knowledge** | | |
| K1 | Principles and processes used for the design, assessment and appraisal of transport planning, underpinned by appropriate analytical, scientific and technical knowledge and understanding. | AM 1 /  Technical Project |
| K2 | National, regional and local policies, transport regulations and planning acts, and how they interface with each other. | AM 1 /  Technical Project |
| K3 | Key principles, techniques and methods of data collection, analysis and evaluation used in the delivery of transport planning solutions. | AM 1 /  Technical Project |
| K4 | Transport models and forecasting techniques, using computer-based software system/packages, and their use in the sector for assessment and appraisal. | AM 2 / Professional Discussion |
| K5 | The various modes of transport and travel, including an awareness of travel behaviours and the demand drivers and factors that affect choice. | AM 2 / Professional Discussion |
| K6 | Techniques for, and interpretation of, stakeholder engagement and public consultation used within transport and travel planning. | AM 2 / Professional Discussion |
| K7 | Statutory health and safety policies, procedures and regulations that must be adhered to in the transport planning environment. | AM 1 /  Technical Project |
| K8 | Project management, quality assurance systems and continuous improvement as applied to transport planning. | AM 2 / Professional Discussion |
| K9 | Principles of sustainable development as applied to transport and travel planning. | AM 1 /  Technical Project |
| K10 | Ethical principles as applied to transport planning. | AM 2 / Professional Discussion |
| K11 | The values and standards by which they record and maintain their professional conduct and technical knowledge and skills through CPD. | AM 2 / Professional Discussion |
| **KSB**  **code** | **KSB statement** | **Assessment Method** |
| **Skills** | | |
| S1 | Apply principles and processes of transport planning including analytical, scientific and technical know-how to transport planning solutions. | AM 1 /  Technical Project |
| S2 | Use national, regional and local policies, transport or planning regulations when contributing to, or appraising, transport planning solutions or improving transport systems and services. | AM 1 /  Technical Project |
| S3 | Apply key principles, techniques and methods of data collection, analysis and evaluation to support the planning, design, implementation or assessment of transport planning solutions. | AM 1 /  Technical Project |
| S4 | Plan and carry out data collection, analysis, evaluation, and report the outputs through appropriate means using relevant conventions and terminology. | AM 1 /  Technical Project |
| S5 | Use models to forecast demand using appropriate software packages for data gathering and analysis. | AM 2 / Professional Discussion |
| S6 | Apply techniques and processes for design, delivery and interpretation of stakeholder or community engagement or public consultation activities. | AM 2 / Professional Discussion |
| S7 | Apply document control processes and procedures using the approved processes, maintaining quality compliance when creating or amending transport planning or design documentation. | AM 2 / Professional Discussion |
| S8 | Support and contribute to the production of transport planning solutions with consideration for economic, security, cultural and societal, well-being, and the environment. | AM 1 /  Technical Project |
| S9 | Plan, carry out and manage own work, recognising the wider implications to others, such as client, customer or end-user needs, and within cost and resource limitations. | AM 2 / Professional Discussion |
| S10 | Apply statutory health and safety policies and procedures in the transport planning environment, using risk assessment processes, procedures and documentation. | AM 2 / Professional Discussion |
| S11 | Communicate using appropriate methods for the audience incorporating relevant and appropriate terms, standards and data. | AM 1 /  Technical Project |
| **KSB**  **code** | **KSB statement** | **Assessment Method** |
| S12 | Apply sustainable and ethical principles to planning for transport and travel.  12a. Apply sustainable principles to planning for transport and travel.  12b. Apply ethical principles to planning for transport and travel. | AM 1 /  Technical Project (a)  AM 2 / Professional Discussion (b) |
| S13 | Plan, undertake, record and review their own professional competence, regularly updating their CPD to improve performance. | AM 2 / Professional Discussion |
| **Behaviours** | | |
| B1 | Complies with statutory and industry regulations and policies. | AM 1 /  Technical Project |
| B2 | Works independently, operating in a systematic, proactive and transparent way, knowing their limitations and when to ask for support or escalate. | AM 2 / Professional Discussion |
| B3 | Applies a structured approach to problem solving with attention to detail, accuracy and diligence. | AM 1 /  Technical Project |
| B4 | Is motivated when collaborating in teams and with other stakeholders, offering sensible challenge, reflects on and provides constructive feedback and contributes to discussions. | AM 2 / Professional Discussion |
| B5 | Acts professionally with a positive and respectful attitude; can reflect on own learning, is receptive to constructive feedback and resilient when facing challenge. | AM 1 /  Technical Project |
| B6 | Maintains professional and ethical working relationships with internal, external and connected stakeholders, recognising the importance of equality, diversity and inclusion. | AM 2 / Professional Discussion |
| B7 | Takes responsibility for their own professional development, seeking opportunities to enhance their knowledge, skills and experience. | AM 2 / Professional Discussion |