



Revisions introduced following the TPP 10-Year review

Introduction

The TPP qualification was launched in 2008 and conferred Chartered status in 2019. Given the length of time which has passed and the changes in the transportation industry including new trends in travel behaviour, innovation in transport technologies and potentially significant changes in future mobility, a comprehensive 10-year review¹ has been undertaken. The review, led by Professor Glenn Lyons, began with a series of workshops with TPP stakeholders in which the competencies expected of transport planners by the TPP were critically examined. A review report was produced which summarised the insights gained from the workshops and made recommendations regarding how the second stage of this 10-year review of the TPP might proceed and the types of revision to the TPP competencies, processes and paperwork that should be considered.

The recommendations in the review report have been utilised by the TPP Professional Standards Committee to consider and assess the TPP competencies and where appropriate update the competencies to be relevant for the current time (and to try to build in a degree of “future proofing”) and the expectations for a transport planning professional as well as making the qualification more accessible to transport planners based outside the UK.

Key Findings

The outputs from the TPP 10-Year review highlighted areas where overarching inclusion of key concepts were required to be incorporated within the TPP competencies. These include:

- Evidence of Constructive Challenge not only as an allowance but to the level where it is actively encouraged, and candidates are expected to follow the principles of constructive challenge; and
- An understanding of Uncertainty and its implications across all units.

In addition, the review identified the desirability to ensure the qualification was applicable to candidates working outside the UK. To that end, the reference to specific UK procedures or guidance should be avoided.

It also suggested that the Management or B skill units may be seen as less important than the Technical or A skill units, as a result of their position and suffix of “B”.

Importantly, the review accepted the requirement to obtain both breadth and depth of experience, and the principles underlying the 13 skill units and the four levels of competency (Aware, Knowledge, Experience and Proficiency).

Response to the review

The review has led to a thorough re-examination of the current documentation to ensure these findings have been incorporated in the documentation.

The following provides a summary of the changes made to each TPP unit. They are listed in their new order, but with individual references to the previous unit to facilitate cross reference. The complete competency wording, both the original and revised versions, can be found in the Appendix 1.

¹ Link to 10 Year review <https://www.ciht.org.uk/news/tpp-qualification-10-year-review/>

These changes are not fundamental to the structure or coverage of the TPP qualification outlined in the Overview guidance document and are intended to align the qualification with current and emerging transport planning trends and requirements.

The immediately obvious change is the order and names of the unit groups, with the “management” units now named as “Professional” (P1 to P3) and preceding the “Technical” units (T1 to T10).

Professional Units (previously the Management Units)

Less time was devoted in the workshops to considering the management skill units; and they were discussed as a set. This should not imply that in the second part of this 10-year review closer examination of, and potential revision to, the wording is not called for.

Professional skill - The overall title for the management skill units section was considered inappropriate with the suggestion that it should refer to ‘professional’ skill units. Management and leadership are two professional skills. It should be borne in mind that not all professionals become line managers or project managers. There is importance to being able to manage oneself and to taking responsibility for one’s work and the management of it (something of significance to transport planners who may be working as independents). It is assumed that the overarching expectation of these units should be to be able to demonstrate being a competent professional.

The home(s) for constructive challenge – Merit was seen in being able to address constructive challenge within these units (B1 or B2 in particular) – but not exclusively. It is felt that constructive challenge should be seen as a cross cutting issue and hence should be more embedded in the technical units themselves (noting that Masters course approval does *not* (currently) address management skills units). A way forward is to treat constructive challenge as something expected across the technical units such that a candidate’s evidence spanning these units may then also be drawn upon to address constructive challenge as a generic competency within the management skill units (though noting that proficiency is called for in the management skills units). It was suggested that early career professionals could find such expectation appealing rather than threatening because it legitimises going beyond ‘handle turning’.

Leading by example – If constructive challenge is a competency that is to be expected and encouraged in transport planners then this should become embedded in professional culture. This requires that professional leadership (unit B1) involves supporting more junior staff in terms of their training and development as regards constructive challenge. In short, there is a need for a TPP-holder to be able to constructively challenge *and* to be able to help others to do so as well (something that could be fulfilled as part of a mentoring role).

Deserved attention - These units risk being ‘devalued’ given the ‘B’ labelling after the ‘A’ labelling of the technical skill units and being placed at the end in the TPP documentation. More attention is needed in terms of ensuring management (professional) skill units are treated with the level of attention they merit. It was noted that at TPP Professional Reviews, the ‘B’ units are often left until the end and there is then limited time to cover them sufficiently.

Commitment to professional standards – Unit B3 is considered important and yet, by comparison to other units, lacks detail as well as scope of coverage. There is no mention of: the importance of continuing professional development (CPD); remaining abreast of current affairs; networking with others; and engaging in knowledge exchange. There is also no mention of a need for commitment to values such as equality, diversity, inclusion or health and safety. One specific stakeholder suggestion was for an additional bullet point for this unit, “providing a professional view on transport planning matters within the wider context of social, environmental and economic goals”. It emphasises compliance without considering the place for constructive challenge. Some concern was expressed that this unit is both last in the documentation and may be receiving least attention in TPP Professional Reviews and, indeed, by candidates themselves.

Contemporary wording – These units would benefit from careful review in terms of the wording detail. The wording itself needs to be contemporary to resonate with its audiences. For example, it was suggested that reference to ‘subordinates’ should be removed, with alternative terminology used.

P1 Professional Leadership (previously unit B1)

Summary of changes:

Introductory text: basically unchanged.

Changes to assessment example text: Refined in places and expanded. The example relating to safety was transferred to unit P3. An example relating to challenging the approach of others and conclusions reached was added.

P2 Interpersonal Skills (previously unit B2)

Summary of changes:

Introductory text: unchanged.

Changes to assessment example text: refined and simplified, with those more relevant to leadership relocated there.

P3 Personal Commitment to Professional Standards (previously unit B3)

Summary of changes:

Introductory text: unchanged

Changes to assessment example text: extensively expanded. In particular there is now specific and detailed reference to CPD, both personal and others, involvement with professional activities and ethical conduct.

Technical Units

T1 The Policy Context (previously unit A1)

The changes to this unit address the following key outcomes of the 10-year review:

- Recognition of the current policy context appropriate to the setting in which candidates practice transport planning
- The requirement for the policy context to also cover social, environmental, and economics context; and
- Incorporating the importance of context beyond transport itself.

Summary of changes:

Introductory text: highlights the wider scope which should be covered including not only the development of transport policy but how transport has the ability to support or influence the development or application of wider policy. There is more emphasis on the importance of context beyond transport itself (noting not least that travel is a derived demand).

Changes to assessment example text:

The rationale for the changes includes:

- Highlighting the importance of working within transport and wider policy at both different spatial scales and within different sectors.
- Highlighting not only the national, regional and local context but supporting development/delivery of wider policy and the impact of non-transport (e.g.: land use, economic, social, environmental policy) on transport policy.

- Highlighting the use of policy and objectives when assessing options development and the wider impact of policy on the strategic case of appraisal and impacts on policy as a high-level indicator.
- Highlighting that the policy context is not only an influencer, but can be influenced by emerging trends, concepts, and advancements in technology.

T2 Laws and Regulations (previously unit A2)

The changes to this unit address the following key outcomes of the 10-year review:

- This unit should be about the capacity to grasp the relevance and significance of laws and regulations ('the regulatory framework') rather than being able to demonstrate knowledge of their specifics.
- This is a unit with which candidates struggle, partly because it is rather ambiguous.
- The wording needs careful review to ensure it is up to date and lends itself to an international audience.

Summary of changes:

Introductory text: little changes

Changes to assessment example text: this has been expanded and reworded, to avoid the adoption of a short list of regulations which may or may not change over time. The intention is to show areas where a competent transport planner would take into consideration in undertaking activities. A specific example refers to the application of constructive challenge in this area.

T3 Data (previously unit A3)

The changes to this unit address the following key outcomes of the 10-year review:

- The ability to weigh up and question data sources in terms of their appropriateness and limitations.
- As currently worded, there is a strong implication that a principal focus is upon quantitative data which then downplays the significance of qualitative data.
- It should also be clearer that data which informs transport planning analysis is not confined to traffic and transport data but encompasses economic, social and community-based data, reflective of factors influencing, and influenced by, the transport system and its use.
- This unit requires evidence of proficiency but proficiency itself is unclear here in relation to breadth and depth across different sources of data and their use.
- Greater attention in the unit should be given to clarifying expectations concerning assessment of data quality and concerning statistical techniques associated with analysis of quantitative data.

Summary of changes:

Introductory text: this has been expanded to cover the need to demonstrate proficiency in this unit, and the definition of proficiency is repeated at the end of the example text. It also states that data is not restricted to traffic and transport data nor to quantitative data.

Changes to assessment example text: These have been expanded to better demonstrate the breadth of data and its analysis that is envisaged, together with the role of constructive challenge.

T4 Transport Models and Forecasting (previously unit A4)

The changes to this unit address the following key outcomes of the 10-year review:

- The extent of ‘hands on’ experience of modelling required is brought into question. It was suggested that a candidate should be expected to demonstrate sufficient knowledge and experience to be able to ensure the most appropriate techniques are being used. They should be able to critically manage work being carried out by a specialist team or separate contractor and be able to critically interpret and explain the outputs. Some modelling experience (whatever the type of modelling) seems a precursor to being able to fulfil these expectations.
- Current wording could be argued to provide a framework that can accommodate change and constructive challenge. However, it is ambiguous and leads to particular connotations, for instance in terms of: (i) the types of modelling expected to be covered or considered important; and (ii) forecasting taken to imply projections / trend extrapolation.
- There is no direct reference to uncertainty or to alternative forms of forecasting such as scenario planning and this should be addressed. Indeed, forecasting itself is mentioned in the title of the unit but nowhere else.
- There can be a tendency for this to be a unit where attention focuses upon vehicle movement (and cars in particular) rather than people movement – this could be addressed through an additional bullet point or some rewording. The unit is (perhaps understandably) also very focused upon highways. Could/should a candidate satisfy the expectations of this unit if they instead have experience of other areas of focus, e.g. land use, air quality or economic modelling?
- The unit is principally focused upon the ‘how’ of modelling rather than the ‘why’. It is suggested that there is a need for the unit to give some attention to the purpose and application of modelling and forecasting within the wider process of transport planning and policymaking.

Summary of changes:

Introductory text: this has been revised and expanded to more fully cover the issues involved, including references to forecasting and constructive challenge.

Changes to assessment example text: these have been expanded and revised to better address the breadth of skill covered. They also cover the role of managing the delivery of a modelling approach undertaken by others, and the checking and interpretation of model outputs. Different forecasting approaches and the treatment of uncertainty are also covered.

In addition, particularly for candidates claiming proficiency, there is now a clearer requirement to demonstrate an appropriate breadth of experience and competence.

T5 Appraisal and Evaluation (previously unit A5)

The changes to this unit address the following key outcomes of the 10-year review:

- Unambiguously conveying the expectations of this unit is particularly important.
- Current wording tends to lean towards ‘compliance’ coverage and, even if able to accommodate it, does not directly encourage constructive challenge. Indeed, the wording focuses upon ‘standard’ techniques rather than ‘appropriate’ techniques. There is a need to understand and have experience of standard techniques while also being able to question them and consider modification or alternatives.
- The importance of *proportionality* is not drawn out in terms of understanding that at different parts in the existing process, different levels of assessment are appropriate at different stages.
- There is confusion in the wording between assessment, appraisal and evaluation; and impact could be given more prominence.
- While TPP reviewers may look for candidates’ ability to recognise the limitations of approaches, this is not readily apparent in the wording. Uncertainty should feature as part of this.

- Greater consideration of social and environmental impact (and distributional impacts) is needed.
- This is a technical unit which faces ongoing debate and challenge within the profession and, therefore, merits particular attention in terms of constructive challenge. The unit should highlight a need for awareness of the reasons for undertaking appraisal and evaluation. It should be clear that this encompasses consideration of both benefits and disbenefits.

Summary of changes:

Introductory text: this has been rewritten to explicitly include assessment, appraisal and evaluation.

Changes to assessment example text: these have been subdivided between appraisal and evaluation and expanded to cover both areas in more detail to ensure they cover a fuller range of appraisal and evaluation issues and techniques, including treatment of both uncertainty and non-monetarised elements.

In addition, the specific requirement to have experience in cost benefit analyses has been removed.

T6 Stakeholder Engagement (previously unit A6)

The changes to this unit address the following key outcomes of the 10-year review:

- There is a need to be clear on what is meant by stakeholder engagement, why it is undertaken and how the results are used and with what consequence (for policies or schemes) – this is not apparent currently in the unit's wording. Engagement is, importantly, a two-way process where transport planners are able to effectively explain and communicate ideas to others and in turn elicit meaningful reactions from them.
- Who are the different types of stakeholders that it may be appropriate to engage with? This should not imply only engagement with the public but also with local politicians or other groups where appropriate. Indeed, distinction can and should be made between community, stakeholder and public engagement.
- In the age of digital connectivity and social media it is important that the breadth of alternative approaches to engagement is appreciated.
- There is little or no (even implied) reference to the biases and shortcomings that can arise from stakeholder engagement or to how to limit the introduction of bias into stakeholder engagement activities and their findings.

Summary of changes:

Introductory text: this has been expanded to ensure it shows that engagement is wider than consultation and involves more than the public.

Changes to assessment example text: these have been redrafted and expanded to give greater detail, including an indicative list of potential stakeholders. In addition, the examples indicate the extent engagement can encompass, and the opportunity to demonstrate empathy to stakeholders.

T7 Developing strategic and master plans for transport (previously unit A7)

The changes to this unit address the following key outcomes of the 10-year review:

- There is a sense of ambiguity associated with what this unit is really expecting of TPP candidates including understanding of what is meant by transport plans and other forms of plans.
- The unit as currently set out conveys a strong emphasis on land use when the unit should (it is assumed) be much more than this. Little if any attention is given explicitly to strategic plans in spite of their inclusion in the unit's title.

- In the face of such ambiguity this unit is potentially 'under achieving' in terms of what, with clearer guidance, it could indicate is expected of a transport planning professional.

Summary of changes:

Introductory text: this has been expanded, partly to describe the two aspects covered - strategic planning and master planning. In particular, strategic planning is indicated to cover national, regional or local transport plans, whilst master planning can cover a specific site or geographic area.

Changes to assessment example text: these have been expanded to give a better indication of potential areas of transport planning activity in either area. The role of liaising with other organisations and seeking to balance strategic and local objectives are included.

T8 Applying the principles of transport systems design (previously unit A8)

The changes to this unit address the following key outcomes of the 10-year review:

- A transport planner should not be expected to be a transport engineer but the existence of this unit is legitimate.
- The unit as currently depicted has an extensive list of bullet points. This creates a likelihood that the list will (quickly) appear incomplete or outdated as things change over time. One of the bullet points is a duplicate of that in A7 suggesting scope for tightening up.
- There are mixed views on this approach to bullet points. It may give more detail to convey explanation and expectation of the unit but may also be misconstrued as an exhaustive coverage or conversely a coverage within which all of the points included must be addressed.

Summary of changes:

Introductory text: has been refined to clarify that it covers the use of system design techniques to transport.

Changes to assessment example text: these have been simplified, with the primary list expanded and the secondary list (highways to ports) removed.

T9 Changing Travel Behaviour (previously unit A9)

The changes to this unit address the following key outcomes of the 10-year review:

- It is suggested that this unit may be mistitled and too narrow. With the exception of the UK, and perhaps parts of Europe, the rest of the world deals with Travel Demand Management (TDM) or behaviour change, of which travel planning is only a part. An alternative title for the unit may be 'Demand management', covering a range of approaches. The focus on travel plans may reflect their emergence in the UK at the time that the TPP was launched.
- The bullet points in the text of this unit do not reflect (well enough) current practices. As with comments on unit A8, by providing the sort of detail set out in the bullet points this has the downside of becoming dated.
- No implied account is taken of changing demand associated with the digital age, such as the rise of e-shopping or the propensity for working from home to reduce demand for travel.

Summary of changes:

This unit has been renamed from "Travel Planning" to better fit the area of competency covered.

Introductory text: this has been redrafted and expanded to better cover the scope of the unit

Changes to assessment example text: this have been expanded and includes the requirement to identify and secure funding streams, together with the need to monitor and evaluate the impact of initiatives introduced.

T10 Commercial and operational management of transport systems (previously unit A10)

The changes to this unit address the following key outcomes of the 10-year review:

- It was suggested that this is not a popular unit of choice with TPP candidates. It comes across as more of a business/economics/finance unit and one which is very specialised such that gaining experience may be challenging.
- As a unit it uniquely gives a list of options on how knowledge can be demonstrated, yet this risks limiting candidates to only items on that list or indeed implying they should be addressing more than is necessary.
- A question was raised as to whether or not this should even be included as a unit? A number of stakeholders supported its continued relevance. It was considered important for transport planners to know about operational challenges and constraints in order to manage expectations of what particular modes can or cannot achieve and to inform infrastructure improvements. Understanding how a system works is a precursor to being able to plan more successfully.

Summary of changes:

Introductory text: this has been retained with a minor simplification.

Changes to assessment example text: the primary list has been refined and expanded, the secondary list of transport applications (from pedestrian to maintenance and asset management) has been removed.

Appendix 1

In this Appendix, the original and revised TPP Competencies are listed (P1 to P3, then T1 to T10).

Professional (previously Management) Skill Units

| <i>Original</i> | <i>Revised</i> |
|---|--|
| B1 Leadership | P1 Leadership |
| <p>Candidates need to demonstrate Proficiency in the following:</p> <ul style="list-style-type: none"> - Planning, negotiating, resourcing, and securing agreement to the development of a project, using appropriate contractual arrangements where necessary. - Planning, budgeting, organising, directing, and monitoring tasks and resources that contribute to the delivery of a project. Planning and taking corrective action when the need arises. - Exercising leadership over the contributions of other technical staff. - Organising and leading teams and managing staff resources effectively. - Identifying the training needs of others; helping to develop and review the training plans for subordinates team and individual needs, and planning for their development. - Contributing to the implementation of quality systems and helping to gain the acceptance of subordinates to them promoting quality within teams and across your organisation. - Helping to develop working practices that promote safety and securing the compliance of subordinates. - Understanding how continuous improvement in service delivery can be secured and implementing measures to help bring this about. - Being aware of the implications of the management imperatives and systems of the organisation and being able to apply these in the team environment. - Understanding the ingredients of effective teams, applying, and monitoring some measures in the workplace that improve performance. | <p>Candidates must demonstrate Proficiency in the following:</p> <ul style="list-style-type: none"> - Planning, negotiating, resourcing, and securing agreement to the development of a project, using appropriate contractual arrangements and change control where necessary. - Planning, budgeting, organising, directing, and monitoring tasks and resources that contribute to the delivery of a project. - Organising and leading teams and managing staff resources effectively, working as required with colleagues from disciplines other than transport planning. - Identifying team and individual needs, and planning for the professional development of each individual and the team as a whole. - Motivating yourself and others to improve personal performance. - Contributing to the implementation of quality systems and promoting quality within teams and across teams. - Challenging the approaches adopted, and conclusions reached, by others. Also, encouraging others to similarly challenge their own and other's work. |

| <i>Original</i> | <i>Revised</i> |
|---|--|
| B2 Communication and Collaboration Skills | P2 Communications and Collaboration |
| <p>Candidates need to demonstrate Proficiency in the following:</p> <ul style="list-style-type: none"> - Communicating fluently in written and oral expression with a wide range of other people, in English. - Participating in focussed discussions about technical matters. - Preparing and presenting technical reports to senior personnel and to the public. - Presenting, responding to and discussing ideas using a range of communication methods. - Understanding the principles of client and customer care. - Understanding negotiating skills and having experience of their application. - Being able to resolve conflict in the workplace. - Understanding the motivation of others, and the factors that influence your own performance. - Being able to counsel others in a sensitive manner. - Playing an active part in building and maintaining an effective team environment. - Identifying collective goals and responsibilities. - Issuing clear and accurate instructions to subordinates. | <p>Candidates must demonstrate Proficiency in the following:</p> <ul style="list-style-type: none"> - Communicating in English with others at all levels, both verbally and in the written form. - Preparing communications, documents, and reports on complex matters for technical and non-technical audiences. - Presenting, responding to, and discussing ideas using a range of communication methods. - Developing positive working relationships. - Practising good client and customer care - Conducting negotiations and bringing them to a successful conclusion. - The ability to resolve conflict in the workplace. - The ability to counsel others in a sensitive manner. - Being sensitive to the needs of stakeholders from diverse backgrounds. |

| <i>Original</i> | <i>Revised</i> |
|---|--|
| B3 Personal Commitment to Professional Standards and the Profession | P3 Personal Commitment to Professional Standards and the Profession |
| Candidates need to demonstrate Proficiency in the following: <ul style="list-style-type: none"> - Understanding and complying with professional Codes of Conduct. - Working constructively within all relevant legislative and regulatory frameworks, including social and employment legislation. | Candidates must demonstrate Proficiency in the following: <ul style="list-style-type: none"> - Working constructively within all relevant legislative and regulatory frameworks, including social and employment legislation. - Understanding and complying with the Code of Conduct of your professional body. - Exercising initiative and personal responsibility as a team member and/or leader. - Identifying and taking ownership of personal obligations for health, safety, and welfare issues, and for those of colleagues. - Developing own CPD plans and pursuing involvement in activities that demonstrate ongoing development of competence and knowledge exchange with others. - Demonstrating that such CPD plans have been regularly reviewed and assessed to ensure that the activities undertaken have achieved the intended learning outcome. - Demonstrating a commitment to the professional development of others. - Providing a professional view on transport planning matters within the wider context of social, environmental, and economic goals. - Maintaining, at all times, a high level of professional and ethical conduct in transport planning. - Involvement in activities aimed at promoting the profession (e.g. supporting skills, webinars, seminars and conferences, professional institution activity). |

| <i>Original</i> | <i>Revised</i> |
|--|--|
| A1 The Policy Context | T1 The Policy Context |
| <p>This unit covers the policy and administrative framework within which transport schemes are developed, financed, assessed, monitored, and reviewed. The Reviewers might seek to assess your competence in:</p> <ul style="list-style-type: none"> - planning transport projects in line with current national, regional, and local policies, assessing the impact of these policies on transport policies, plans, projects, and services. - contributing to the development of financing arrangements for transport schemes including the identification of appropriate types of finance. - contributing to the development or assessment of transport policy relating to local, regional, or national transport. - monitoring and reviewing the performance of transport projects in the context of national, regional, and local policies, including: - assessing their performance relative to the appropriate policy framework. - identifying possible and emerging policies that might impact on them. | <p>This unit covers the policy context within which transport policies, plans and schemes are developed, financed, assessed, monitored, and reviewed, as well as the interrelationship between transport and wider land-use, economic, social, and environmental policies, whether in their development or application.</p> <p>The Reviewers might seek to assess your competence and ability to work creatively and follow the principles of constructive challenge in:</p> <ul style="list-style-type: none"> - working within a transport and wider policy context at different spatial scales (for example, at a local, regional and/or national level), appropriate to the setting in which you practice transport planning. - contributing to the development and/or assessment of transport policy at the local, regional, or national level. - helping to support the development and/or delivery of wider policy. - planning transport projects in line with current national, regional, and local policies, and/or assessing the impact of non-transport policy on transport policies, plans, schemes, and services. - using policy and objectives in providing a high-level framework for option development, as well as in appraisal, sifting, prioritisation and programming, and in monitoring and reviewing the performance of transport policies and programmes. - using policy and objectives in the development of appropriate financing arrangements for transport schemes. - reflecting in your work how changes in policy may influence the development and use of transport, and how policy itself is influenced and can be influenced by key trends and/or emerging concepts, uncertainties, technologies, and behaviours. |

| <i>Original</i> | <i>Revised</i> |
|--|---|
| A2 Laws and Regulations | T2 Laws and Regulations |
| <p>This unit covers the framework of laws, regulations and guidance within which transport planners work. The Reviewers might seek to assess your competence in:</p> <ul style="list-style-type: none"> - equality and disability discrimination laws and regulations - health and safety laws and regulations - regulatory transport requirements - environmental impact regulations - planning laws and regulations - in planning and designing transport policies, plans, projects, and services, taking note of best practice. | <p>This unit covers the frameworks of laws, regulations and guidance within which transport planners work. The Reviewers might seek to assess your competence and ability to work creatively in:</p> <ul style="list-style-type: none"> - identifying, interpreting, and applying laws, regulations, and guidance, both those specific to transport and those impinging on transport from other areas of concern, which are relevant to the development of transport policies, plans, schemes, and services, and considering the implications for their delivery. - identifying appropriate guidance to follow, taking into consideration the context, nature, and scale of the intervention in hand and its impacts. - identifying and seeking to address important ambiguities, inadequacies, and conflicts in the current frameworks. - constructively challenging the interpretation and application of guidance to better reflect the strategic objectives underlying transport interventions, identify, make transparent and address uncertainty; and use resources more efficiently. |

| <i>Original</i> | <i>Revised</i> |
|--|--|
| A3 Data | T3 Data |
| <p>This unit covers the collection, retrieval, analysis, and interpretation of data for use in the development and assessment of transport policies, plans, projects, and services. The Reviewers might seek to assess your competence in:</p> <ul style="list-style-type: none"> - using existing sources of data, including the identification, assessment, extraction, analysis, and interpretation of relevant existing data sets. - managing traffic and transport surveys, including designing and undertaking the surveys and initial processing of the data, to provide a clean data set ready for use. - analysing, interpreting, and reporting transport survey data, including selection of appropriate software and the assessment of data quality and accuracy relative to its intended application. | <p>Candidates must demonstrate Proficiency in this unit, which covers the collection, retrieval, analysis, and interpretation of data for use in the development and assessment of transport policies, plans, schemes, and services. Data which informs transport planning analysis is not confined to traffic and transport data but encompasses economic, social, and environmental data (both qualitative and quantitative), reflective of factors influencing, and influenced by, the transport system and its use.</p> <p>The Reviewers might seek to assess your competence and ability to work creatively and follow the principles of constructive challenge in:</p> <ul style="list-style-type: none"> - using existing sources of data, including the identification, assessment, extraction, analysis, and interpretation of relevant existing data sets (qualitative and quantitative) - managing the selection, design, and application of methods for data collection and the processing of the data, to provide a clean data set ready for use and of known quality. - analysing, interpreting, and reporting on data, including selection of appropriate software and the assessment of data quality and accuracy relative to its intended application - specifying and applying analytical techniques suitable to the data available and in turn interpreting and reporting on the analysis - considering the new sources of data (qualitative and quantitative) now emerging, particularly through new technology - identifying, making transparent and addressing uncertainty and limitations of the data sets you have used. <p>Since this is the only mandatory Proficiency in the Technical units, its definition in relation to data is set out here:</p> <p>To demonstrate Proficiency, you should show your experience and capability to weigh up and question new and/or traditional data sources in terms of their appropriateness and limitations. In addition, to demonstrate your breadth of experience, you should give examples of working with data relating to more than one mode of transport and derived from more than one data source.</p> |

| <i>Original</i> | <i>Revised</i> |
|---|---|
| A4 Transport Models and Forecasting | T4 Transport Models and Forecasting |
| <p>This unit covers the use of traffic and transport models and related analysis techniques in the development, design and assessment of transport policies, plans and schemes. The Reviewers might seek to assess your competence in:</p> <ul style="list-style-type: none"> - specifying, calibrating/estimating, validating traffic and transport models (including trip-end, distribution, and modal choice modelling) and using them in the preparation of forecasts. - specifying and applying transport analysis techniques, such as qualitative and quantitative consumer and travel behaviour research (including stated and revealed preference), cross-sectional and longitudinal analyses, GIS and spatial analyses and accessibility analysis. | <p>This unit covers the use of the different methods of transport forecasting and modelling and related analytical techniques in the development, design and assessment of transport policies, plans and schemes. The Reviewers might seek to assess your competence and ability to work creatively and follow the principles of constructive challenge in:</p> <ul style="list-style-type: none"> - choice of an appropriate method of forecasting and sensitivity testing, in particular through a comparison of different forecasting approaches and the range of possible futures they produce. - specifying and managing the delivery of a transport modelling approach, including contributing to the development of appropriate structure, input assumptions, data needs and range of required outputs - Checking, analysing, interpreting, and reviewing outputs from modelling and forecasting, identifying strengths, weaknesses and gaps making them transparent - Identifying and addressing uncertainty and making it transparent both in forecasting and modelling. <p>If you have specialised in modelling a single mode of transport, particularly where Proficiency is declared, an understanding of modelling another mode or another distinct modelling approach is required.</p> |

| <i>Original</i> | <i>Revised</i> |
|---|--|
| A5 Appraisal and evaluation | T5 Appraisal and evaluation |
| <p>This unit covers the use of assessment techniques in the evaluation of transport policies, plans and schemes:</p> <ul style="list-style-type: none"> - selecting, specifying, and applying appropriate assessment techniques, including those relating to economic, safety, environmental, sustainability and financial impacts. - specifying approaches for determining robust targets against which the effectiveness and impacts of policies, plans and schemes can be monitored following implementation, and the implementation and analysis of monitoring programmes. <p>It is essential that candidates can demonstrate experience in cost benefit analyses, including the standard procedures that apply in the country in which they normally work.</p> | <p>This unit covers the use of assessment techniques in the appraisal and evaluation of transport policies, plans and schemes. The Reviewers might seek to assess your competence and ability to work creatively and follow the principles of constructive challenge in:</p> <p><i>Appraisal</i></p> <ul style="list-style-type: none"> - selecting, specifying, and applying assessment techniques, including those relating to economic, safety, environmental, sustainability, land use and financial impacts, and having regard to relationships between the different techniques and their strengths and weaknesses. - making explicit the relationship between individual scheme appraisal and any relevant overall strategy. - reporting appropriate monetised impacts for inclusion in cost benefit analyses if these are used. - ensuring that non or partly monetised impacts are properly and robustly represented in any appraisal, for example social distribution, climate change, placemaking and respect for local communities. - making explicit and transparent the levels of uncertainty in appraisal and how these should influence decision making. <p><i>Evaluation</i></p> <ul style="list-style-type: none"> - specifying approaches for determining robust criteria against which the effectiveness and impacts of policies, plans and schemes can be monitored following implementation. - the implementation and analysis of monitoring and evaluation programmes, both qualitative and quantitative. - using findings from monitoring and evaluation to improve appraisal and decision making. |

| <i>Original</i> | <i>Revised</i> |
|--|--|
| A6 Stakeholder Engagement | T6 Stakeholder Engagement |
| <p>This unit covers the engagement of the community and stakeholders in the development of transport policies, plans, projects and services and includes engaging with those involved and the media. The Reviewers might seek to assess your competence in:</p> <ul style="list-style-type: none"> - selecting suitable techniques for programmes for community involvement in proposals for transport policies, plans, projects, and services. - planning and implementing community involvement programmes. - planning and managing stakeholder engagement programmes to obtain the views of stakeholders on transport needs and wishes, and on proposals for transport policies, plans, projects, and services. - planning and managing carrying out public consultation to obtain the views on transport needs and wishes, and on proposals for transport policies, plans, projects, and services. | <p>This unit covers the engagement of stakeholders in the development of transport policies, plans, schemes, and services. Effective engagement involves communicating ideas, obtaining knowledge, understanding perspectives, and building consensus. The Reviewers will seek to assess your competence and ability to work creatively and follow the principles of constructive challenge in:</p> <ul style="list-style-type: none"> - engaging a wide range of stakeholders, including local authority officers and members, regional and national government bodies, transport operators, statutory consultees, special interest groups, private sector businesses and organisations, the media, third sector organisations, community groups and members of the public. - selecting, implementing and managing suitable engagement techniques at the right time and for different circumstances (e.g. stakeholder meetings, workshops, interviews, surveys, focus groups, community and public consultation events and programmes). - using stakeholder feedback and information to shape and inform your projects. - applying good verbal and written communication skills, including the production of suitable materials to support engagement activities. - minimising bias in the engagement process. - understanding the strengths and weaknesses of different engagement approaches for different stakeholder types and circumstances. - using digital technology and social media to maximise participation and engagement. - demonstrating your ability to be empathetic: not to reject the validity of views which differ from your own but understand and acknowledge them and communicate readiness to do this to those involved. |

| <i>Original</i> | <i>Revised</i> |
|--|--|
| <p>A7 Developing strategic and master plans for transport</p> <p>This unit covers the development of transport plans for the medium to longer term. The Reviewers might seek to assess your competence in:</p> <ul style="list-style-type: none"> - recognising the need to achieve the desired contribution to economic, social, and environmental sustainability, locally and nationally. - determining the resources required for the implementation of plans. - preparing appropriate implementation programmes. - liaising with relevant organizations, taking account of their views and interests. | <p>T7 Developing strategic and master plans for transport</p> <p>This unit covers the development of local, regional or national transport plans covering multiple modes for the medium to longer term and the transport inputs to masterplans for specific sites or geographic areas. The Reviewers might seek to assess your competence and ability to work creatively and follow the principles of constructive challenge in:</p> <ul style="list-style-type: none"> - recognising the principal interrelationships between all transport modes, economic activity, land use and the environment (local, national, and global) in the development of such plans - recognising the need to achieve the desired contribution to economic, social, and environmental sustainability, locally and nationally. - preparing appropriate delivery programmes and considering the resources required to implement them. - liaising with relevant organisations, taking account of their views and interests - balancing local and strategic objectives and generating proposals which seek to reconcile them. |

| <i>Original</i> | <i>Revised</i> | | |
|--|---|---|---|
| <p>A8 Applying the principles of transport systems design</p> <p>This unit covers the principal characteristics of transport systems and their relationship with integrated transport, accessibility, security, and health and safety, taking account of:</p> <ul style="list-style-type: none"> - the needs and wishes of the users, and of other interested parties. - their potential and desired contribution to achieving economic, social, and environmental sustainability, locally and nationally. - planning and designing transport systems to feasibility study level. - planning and designing for integrated transport to provide for ready interchange between different modes or systems to provide efficient transport services for people and goods. - planning and designing for accessible and secure transport to ensure that transport systems are readily accessible and are perceived to provide a high level of personal security. - the delivery of transport schemes, from initial concept through to operation. <p>The principal types or aspects of transport systems in relation to which the appropriate competence level can be demonstrated include:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; vertical-align: top;"> highways streetscape design traffic management, calming and control road safety traffic and parking information systems cycling walking (pedestrians) parking taxis </td> <td style="padding: 5px; vertical-align: top;"> buses intermediate public transport voluntary and community transport light rail rail airports freight traffic and distribution ports </td> </tr> </table> | highways streetscape design traffic management, calming and control road safety traffic and parking information systems cycling walking (pedestrians) parking taxis | buses intermediate public transport voluntary and community transport light rail rail airports freight traffic and distribution ports | <p>T8 Applying the principle of transport system design</p> <p>This unit covers the application of system design to the development of transport interventions, in the context of integrated and interrelated networks and the impact of both established and emerging technologies, taking into account:</p> <ul style="list-style-type: none"> - the requirements and experience of end users. - the requirements of wider stakeholders, operators, and transport authorities. - the potential and desired contribution to achieving economic, social, and environmental sustainability, locally and nationally. - the achievement of accessibility, security and health and safety objectives. - the strengths and weaknesses of different systemic approaches including their flexibility in the face of rapid change. - the need to plan and design transport systems to feasibility study level and the data required. - the need for integrated transport to provide ready interchange between different modes or systems to provide efficient transport services for people and goods. - emerging trends in technology for vehicles, infrastructure, systems which substitute for travel, and user interfaces. - how transport system design relates to land use and vice versa. - how to best deliver transport systems, from initial concept through to operation. |
| highways streetscape design traffic management, calming and control road safety traffic and parking information systems cycling walking (pedestrians) parking taxis | buses intermediate public transport voluntary and community transport light rail rail airports freight traffic and distribution ports | | |

| <i>Original</i> | <i>Revised</i> |
|--|---|
| A9 Travel Planning | T9 Changing Travel Behaviour |
| <p>This unit covers the identification and promotion of sustainable travel options and promoting them to individual transport users to improve economic, social, and environmental sustainability. The Reviewers might seek to assess your competence in:</p> <ul style="list-style-type: none"> - planning, designing, and implementing travel awareness, travel planning and behaviour management programmes to increase travel awareness and to achieve change in travel behaviour. - preparing and implementing marketing and travel information for travel planning programmes, including travel marketing and information campaigns that form a part of a travel planning programme. | <p>This unit covers the planning, design and implementation of targeted approaches, often alongside other interventions, to changing travel behaviour as a means of contributing to economic, social and environmental sustainability.</p> <p>The Reviewers might seek to assess your competence and ability to work creatively and follow the principles of constructive challenge in:</p> <ul style="list-style-type: none"> - developing and delivering initiatives which influence whether, when, how and where people choose to travel, identify the opportunities and barriers to doing so, and using information and promotion to help change behaviour. - implementing schemes which are most appropriate and effective in different contexts and settings and showing why that was. - identifying and securing appropriate funding streams to support delivery of such interventions, including how they can be used to support and complement large infrastructure schemes and other concurrent interventions. - monitoring and evaluation of interventions (including their respective strengths and weaknesses) in the context of wider trends, in order to understand how travel behaviour is changing and can be further changed over time. |

| <i>Original</i> | <i>Revised</i> | | |
|---|---|---|---|
| <p style="text-align: center;">A10 Commercial and operational management of transport systems</p> <p>This unit covers the operational and commercial management of transport systems and services, including specific elements of system and services:</p> <ul style="list-style-type: none"> - developing system or service management schemes for transport. - determining the statutory and advisory requirements relating to the system or service management schemes. - determining the resources required for the implementation and the continuing operation of system or service management schemes for transport. - identifying and engaging with interested parties and allow for their views and interests in system or service management schemes for transport. <p>The principal types of transport application in relation to which the appropriate competence level can be demonstrated include:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; vertical-align: top;"> 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 </td> <td style="padding: 5px; vertical-align: top;"> 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 </td> </tr> </table> | 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 style="text-align: center;">T10 Commercial and operational management of transport systems</p> <p>This unit covers the operational and commercial management of transport systems and services.</p> <p>The Reviewers may seek to assess your competence and ability to work creatively in:</p> <ul style="list-style-type: none"> - developing system or service management schemes for transport as they are evolving, in a private or public context. - determining the statutory and advisory requirements relating to system or service management schemes for transport. - determining the resources required for the implementation and continuing operation of system or service management schemes for transport. - integrating the use of new and emerging technologies, to improve the effectiveness and efficiency of operational management and charging transport systems and facilities. - identifying and engaging with interested parties and allowing for their views and interests in system or service management schemes. - identifying possible sources of, and bidding for, funding for management schemes for transport. |
| 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 | | |