APPENDIX 1 – COMPETENCE REQUIREMENTS		APPENDIX 2 – KNOWLEDGE REQUIREMENTS	
Original	*Revised*	*Revised*	*Original*
A1 The Policy Context			
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: • 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.	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. The Reviewers might seek to assess your competence and ability to work creatively and follow the principles of constructive challenge in: • 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.	You need to demonstrate that you have obtained **Knowledge** of the relevant 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. Your assessors will be looking for evidence that you have clearly understood the key aspects of: • the principal relevant national, regional and local policies, their key objectives and the way they influence how we plan for our communities • the structure and responsibility of the different levels of government relating to the development and/or delivery of policies, plans and schemes, the management of transport systems and the delivery of transport services • the development and/or assessment of transport policy at different spatial scales, and how transport supports the development and/or delivery of wider policy • the use of policy and objectives in developing options and cases for investment, scheme appraisal, prioritisation, financing and programming, and in monitoring and reviewing the performance of transport policies and programmes • 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 • debate in the profession and the wider public about the key strengths and weaknesses of current policies and how they might be improved • the impact of different approaches to finance, and the different funding sources in private and public sectors, and how to work within them.	You need to demonstrate that you have obtained **Knowledge** of the policy and administrative framework within which transport schemes are developed, assessed, financed, monitored and reviewed. Your assessors will be looking for evidence that demonstrates your learning covers the key aspects of: • the principal national, regional and local documents defining, and the main objectives of, national, regional and local policies relating to transport and the built environment, as well as proposed changes • the structure of central, devolved or regional, and local government relating to transport policy and plans, the management of transport systems and the delivery of transport services, as well as the principal responsibilities of each of the different elements of the structure • key trends in Government, regional and local policy development, and issues of growing public concern, relating to transport and the built environment • procedures for the approval of transport policies, plans and projects. • how to monitor and review the performance of transport policies, plans and services • how other related disciplines have an impact on transport planning • the need for professional and ethical conduct in transport planning, and ways of achieving • safety in transport systems

APPENDIX 1 – COMPETENCE REQUIREMENTS		APPENDIX 2 – KNOWLEDGE REQUIREMENTS	
Original	*Revised*	*Revised*	*Original*
A2 Laws and Regulations			
This unit covers the framework of laws, regulations and guidance within which transport planners work. The Reviewers might seek to assess your competence in: • 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.	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: • identifying, interpreting and applying laws, regulations, 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	You need to demonstrate that you have obtained **Knowledge** of the frameworks of laws, regulations and guidance within which transport planners work. Your assessors will be looking for evidence that you have clearly understood the key aspects of: • current statutory and regulatory requirements, guidance and good practice in all sectors relating to the development and delivery of transport policies, plans, schemes and services • how transport projects and services are funded, the key factors pertaining to funding eligibility and differences in emphasis and approach required for different funding streams • the framework of laws, regulations and guidance required for transport planning, including: • protection against discrimination • public health and safety • environmental impact, sustainable development and climate change • development planning • delivery and operation of land transport, and/or of transport by air or water	You need to demonstrate that you have obtained **Knowledge** of the framework of laws, regulations and guidance within which transport planners work. Your assessors will be looking for evidence that demonstrates your learning covers the key aspects of: • current statutory and regulatory requirements and guidance and best practice relating to the preparation of transport policies, plans and schemes • how transport projects and services are funded, and the key factors pertaining to the availability of funds • the framework of laws, regulations and guidance governing: • health and safety • equality and disability discrimination • environmental impact • development planning • provision and operation of land transport, and of transport by air and water to the extent that you are involved directly in these. In so far as your learning and experience to date have required you to work with these laws, regulations and guidance.

APPENDIX 1 – COMPETENCE REQUIREMENTS		APPENDIX 2 – KNOWLEDGE REQUIREMENTS	
Original	*Revised*	*Revised*	*Original*
A3 Data			
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: • 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.	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. The Reviewers might seek to assess your competence and ability to work creatively and follow the principles of constructive challenge in: • 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 Since this the only mandatory Proficiency, its definition in relation to data is set out here. 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.	You need to demonstrate that you have obtained **Knowledge** of the collection, retrieval, analysis and interpretation of data for use in the development and assessment of transport policies, plans, schemes and services. Your assessors will be looking for evidence that you have clearly understood the key aspects of: • the principal sources of transport statistics and data, and their key characteristics including any limitations • the methods of data collection used for transport planning, and their relative strengths and weaknesses, including quality of the resulting data • the principles and practise of transport data processing and analysis and their relative strengths and weaknesses • emerging sources of data, particularly as a result of new technologies • how to deal with uncertainty and socio-economic bias in the different types of data collection and analysis	You need to demonstrate that you have obtained **Knowledge** of the collection, retrieval, analysis and interpretation of data for use in the development and assessment of transport policies, plans, projects and services. Your assessors will be looking for evidence that demonstrates your learning covers the key aspects of: • the principal sources of transport statistics and data, and their key characteristics • the methods of data collection used for transport planning, and their relative strengths and weaknesses • the principles of transport survey data processing and analysis.

APPENDIX 1 – COMPETENCE REQUIREMENTS		APPENDIX 2 – KNOWLEDGE REQUIREMENTS	
Original	*Revised*	*Revised*	*Original*
A4 Transport Models and Forecasting			
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: • 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.	This unit covers the use of the different methods of transport forecasting and modelling and related analysis 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: • choice of an appropriate method of forecasting and sensitivity testing, in particular through a 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 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.	You need to demonstrate that you have obtained **Knowledge** of transport and traffic models and related analysis techniques used in the development, design and assessment of transport policies, plans and schemes. Your assessors will be looking for evidence that you clearly understand the key aspects of: • The different approaches to forecasting, including scenario planning, causal modelling and continuing current trends, their strengths and weaknesses and how they deal with uncertainty • The ways in which transport interventions influence demand and thus the forecasts, and methods for comparing how different strategies will produce different futures • the principles, key characteristics and use of the main types of single-mode and multi-modal transport models, including spreadsheet modelling, GIS, spatial analysis, accessibility models, behavioural models, cross-sectional and longitudinal models, and aggregate and disaggregate models • why models are being used and which models are most appropriate in different contexts and for different purposes • how choice of model influences future forecasts and how model outputs appropriate to the modelling task in hand should be specified, interpreted and communicated • the principles of transport model system design, specification, calibration/estimation and validation, and forecasting, including the role of data in all stages of modelling • the role and importance of transport forecasting and modelling, including considering any limitations and making them transparent, identifying and addressing uncertainty,	You need to demonstrate that you have obtained **Knowledge** of transport and traffic models and related analysis techniques used in the development, design and assessment of transport policies, plans and schemes. Your assessors will be looking for evidence that demonstrates your learning covers the key aspects of: • the principles, key characteristics and appropriate use of the main types of transport and traffic model • the principles of transport model system design, specification, calibration/estimation and validation, and application, including the role of data in all stages of modelling • the potential limitations of transport models and how model outputs should be interpreted and applied • the principles and key characteristics of the main analysis techniques used in transport planning, including qualitative and quantitative research, cross-sectional and longitudinal analyses, GIS and spatial analyses and accessibility.

APPENDIX 1 – COMPETENCE REQUIREMENTS		APPENDIX 2 – KNOWLEDGE REQUIREMENTS	
Original	*Revised*	*Revised*	*Original*
A5 Appraisal and evaluation			
This unit covers the use of assessment techniques in the evaluation of transport policies, plans and schemes: • 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. 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.	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: *Appraisal* • 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 *Evaluation* • 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	You need to demonstrate that you have obtained **Knowledge** of assessment techniques in the appraisal and evaluation of transport policies, plans and schemes. Your assessors will be looking for evidence that you clearly understand the key aspects of: • the principles and key characteristics of the full range of assessment techniques used in transport planning, including cost benefit and objectives led appraisal, and their strengths and weaknesses ; and how they relate to to economic, safety, environmental, sustainability, land use and financial impacts • the principles of monitoring the performance and impacts of transport policies, plans and schemes, including important interactions between classes of impact, the distribution of impacts, and the key underlying economic and statistical principles • the practical application of the different techniques including cost benefit analysis, multi-criteria assessment, and option assessment frameworks and their strengths and weaknesses • how uncertainty is handled in the different appraisal techniques	You need to demonstrate that you have obtained **Knowledge** of assessment techniques in the appraisal of transport policies, plans and schemes Your assessors will be looking for evidence that demonstrates your learning covers the key aspects of: • the principles and key characteristics of the standard assessment techniques used in transport planning, including economic assessment, multi-criteria assessment, and the use of assessment frameworks • the principles of monitoring the performance and impacts of transport policies, plans, including important interactions between classes of impact, the distribution of impacts, and the key underlying economic and statistical principles

APPENDIX 1 – COMPETENCE REQUIREMENTS		APPENDIX 2 – KNOWLEDGE REQUIREMENTS	
Original	*Revised*	*Revised*	*Original*
A6 Stakeholder Engagement			
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: • 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.	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: • 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, , understand and acknowledge them and communicate readiness to do this to those involved	This unit covers the engagement of stakeholders in the development of transport policies, plans, schemes and services. Relevant stakeholders include 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. Effective engagement involves communicating ideas, obtaining knowledge, understanding perspectives and building consensus. Your assessors will be looking for evidence that your **Knowledge** covers the key aspects of: • the principles of stakeholder engagement in the development of transport policies, plans, projects and services • how to, understand and acknowledge the impacts of transport plans and projects on individuals as well as society as a whole • how to make transparent the recognition of a wide range of views and demonstrate empathy and recognition of different points of view • when it is appropriate to initiate stakeholder engagement at various stages of a project • what engagement techniques are suitable for different types of stakeholders and circumstances (e.g. stakeholder meetings, workshops, interviews, surveys, focus groups, community and public consultation events and programmes) and their relative strengths and weaknesses • for potential for bias in the engagement process and how this can be managed / mitigated • the role of digital technology and social media in stakeholder engagement	Your assessors will be looking for evidence that demonstrates your **Knowledge** covers the key aspects of: • the principles of community involvement, stakeholder engagement and public consultation in the identification of transport needs and in the development of transport policies, plans, projects and services, including the main alternative approaches and their relative effectiveness • when it is appropriate to initiate community involvement, stakeholder engagement or public consultation programmes in a transport context • the principal functions and responsibilities of those usually involved in community involvement, stakeholder engagement and public consultation in transport planning • how best to engage with those involved and the media.

APPENDIX 1 – COMPETENCE REQUIREMENTS		APPENDIX 2 – KNOWLEDGE REQUIREMENTS	
Original	*Revised*	*Revised*	*Original*
A7 Developing strategic and master plans for transport			
This unit covers the development of transport plans for the medium to longer term. The Reviewers might seek to assess your competence in: • 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.	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: • 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	If this is one of your Chosen Units you need to demonstrate that you have obtained **Knowledge** of the process of developing local, regional or national transport plans covering multiple modes for the medium to longer term and the transport inputs to site or geographic area specific masterplans. Your assessors will be looking for evidence that you clearly understand the key aspects of: • the principal interrelationships between all transport modes, and between transport and economic activity, land use and the environment in the development of such plans • the principles of planning practice in the development of such plans • the key components of such plans and the stages in their development • determining priorities in the delivery or implementation of plans • procedures for obtaining the participation of stakeholders in plan development • the procedures for the formal adoption of transport plans prepared by local, regional or national authorities • the procedures for the formal approval of masterplans for specific sites or areas and their environs • the potential conflict of interests between local and strategic objectives and how to reconcile them	If this is one of your Chosen Units you need to demonstrate that you have obtained **Knowledge** of the process of developing transport plans for the medium to longer term. Your assessors will be looking for evidence that demonstrates your learning covers the key aspects of: • the principles of planning practice in the development of transport plans • the key components of transport plans • the key stages in the development of transport plans • the principal interrelationships between transport, economic activity and land use • determining priorities in the development of action plans • procedures for obtaining the participation of interested parties and stakeholders in plan development • the procedures for the formal adoption of transport plans prepared by regional and local authorities • the procedures for the formal approval of master plans for specific sites and their environs.

APPENDIX 1 – COMPETENCE REQUIREMENTS		APPENDIX 2 – KNOWLEDGE REQUIREMENTS	
Original	*Revised*	*Revised*	*Original*
A8 Applying the principles of transport systems design			
This unit covers the principal characteristics of transport systems and their relationship with integrated transport, accessibility, security, and health and safety, taking account of:	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:	If this is one of your Chosen Units, your assessors will be looking for evidence of **Knowledge** relating to application of systems design for all modes to the development of transport interventions, taking into account:	If this is one of your Chosen Units, your assessors will be looking for evidence of **Knowledge** relating to the principal characteristics of transport systems:

This unit covers the principal characteristics of transport systems and their relationship with integrated transport, accessibility, security, and health and safety, taking account of:

- 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.

The principal types or aspects of transport systems in relation to which the appropriate competence level can be demonstrated include:

• highways	• buses
• streetscape design	• intermediate public transport
• traffic management, calming and control	• voluntary and community transport
• road safety	• light rail
• traffic and parking information systems	• rail
• cycling	• airports
• walking (pedestrians)	• freight traffic and distribution
• parking	• ports
• taxis	

Revised (Competence):

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:

- 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

Revised (Knowledge):

If this is one of your Chosen Units, your assessors will be looking for evidence of **Knowledge** relating to application of systems design for all modes to the development of transport interventions, taking into account:

- the requirements and experience of end users
- the requirements of wider stakeholders, operators and transport authorities
- how transport systems contribute to achieving overall policy goals in particular a sustainable future for the economy, society and the environment
- their relationship within an integrated network including accessibility, security, and health and safety, and how this knowledge can be used to develop and implement innovative solutions to prevailing problems
- the main data sources relating to the principal performance and other key characteristics of transport systems for local, rural and inter-urban transport, including non-motorised travel
- the operating and practical constraints of the main transport modes and systems
- the principal interrelationships between transport, economic activity and land use.
- Emerging trends in technology in relation to vehicles, infrastructure, communication systems which do not directly involve travel, and user interfaces
- current transport statutory and regulatory requirements, guidance and procedures and best practice relating to development, planning, design and implementation of transport systems and to design for accessibility, safety and personal security

Original (Knowledge):

If this is one of your Chosen Units, your assessors will be looking for evidence of **Knowledge** relating to the principal characteristics of transport systems:

- their relationship with integrated transport, accessibility, security, and health and safety, and how this knowledge can be used to develop and implement innovative solutions to prevailing problems
- the main data sources relating to the principal performance and other key characteristics of the main transport modes and systems for local, rural and inter-urban transport
- the operating and practical constraints of the main transport modes and systems
- the needs and wishes of transport users, as can be reasonably determined
- the principal inter-relationships between transport, economic activity and land use.
- current transport statutory and regulatory requirements, guidance and procedures and best practice relating to development, planning, design and implementation of transport schemes and to design for accessibility, safety and personal security.

The principal types or aspects of transport systems for which the required knowledge can be demonstrated include:

• highways	• buses
• streetscape design	• intermediate public transport
• traffic management, calming and control	• voluntary and community transport
• road safety	• light rail
• traffic and parking information systems	• rail
• cycling	• airports
• walking (pedestrians)	• freight traffic and distribution
• parking	• ports
• taxis	

APPENDIX 1 – COMPETENCE REQUIREMENTS		APPENDIX 2 – KNOWLEDGE REQUIREMENTS	
Original	*Revised*	*Revised*	*Original*
A9 Changing Travel Behaviour (was Travel Planning)			
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: • 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.	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. The Reviewers might seek to assess your competence and ability to work creatively and follow the principles of constructive challenge in: • 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	If this is one of your Chosen Units, your assessors will be looking for evidence of **Knowledge** relating to the key aspects of changing travel behaviour, and how this can be influenced in order to improve economic, social and environmental sustainability, including: • the most significant socio-economic, health and environmental consequences of travel by different modes • the opportunities for, and barriers to, successfully changing travel behaviour • the wide range of different approaches that can be taken to target a change in travel behaviour (whether, when, how and where people choose to travel), and the appropriateness of these approaches in different settings • ways of identifying the existing travel patterns of those whose behaviour it is intended to try to change • typical approaches that can be implemented to bring about changes in travel behaviour, and the ways in which they can be communicated and promoted • methods of evaluation to determine the effectiveness of intervention, and their respective strengths and weaknesses • the availability and nature of possible capital and revenue funding streams to support changes in travel behaviour, and how they can be used to support and complement large infrastructure schemes and other concurrent interventions • the importance of monitoring trends, and understanding how travel behaviour is changing over time	If this is one of your Chosen Units, your assessors will be looking for evidence of **Knowledge** relating to the key aspects of the identification of sustainable travel options and their promotion to individual transport users to improve economic, social and environmental sustainability, including • the most significant socio-economic, health and environmental consequences of travel by different modes • opportunities for and obstacles to changes in travel behaviour • the stages that individuals and organisations go through when changing behaviour • ways of identifying existing individual and household travel patterns • the toolkit of measures available to encourage travel behaviour change and their relevance to various groups of travellers. • how to evaluate alternative travel behaviour change programmes to determine which are likely to be most effective as part of a broader strategy • obtaining 'buy-in' from individuals and organisations to travel plans, • the availability and nature of possible capital and revenue funding streams to deliver travel plans • the use of targets and indicators in monitoring and evaluating the effects of travel plans on travel behaviour, having regard to difficulties of detection and measurement.

APPENDIX 1 – COMPETENCE REQUIREMENTS		APPENDIX 2 – KNOWLEDGE REQUIREMENTS	
Original	*Revised*	*Revised*	*Original*
A10 Commercial and operational management of transport systems			
This unit covers the operational and commercial management of transport systems and services, including specific elements of system and services: • 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. The principal types of transport application in relation to which the appropriate competence level can be demonstrated include:	This unit covers the operational and commercial management of transport systems and services. The Reviewers may seek to assess your competence and ability to work creatively in: • 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	If this is one of your Chosen Units, your assessors will be looking for evidence of **Knowledge** relating to the key aspects of: • the operational and commercial management of transport systems and services, including specific elements of those systems and services and the differences between public and private provision and how they interface • how technology (e.g. Mobility as a Service) is changing the way in which transport systems are operated and managed • current statutory and regulatory requirements, guidance, best practice and procedures relating to the operational and commercial management of transport systems and services • how to assess the possible impacts of laws, regulations, staff agreements and similar constraints on implementing changes in transport system management • the impact of new and emerging technologies on the operation and management of the transport network • Cycle-sharing and car-sharing • the changing nature of the logistics industry, and how it is driven by retail and technological trends • the nature of commercial risk in transport operations and how to manage it • how to identify possible sources of, and bid for, funding for management schemes for transport You can demonstrate that knowledge in the context of walking, cycling, public and private transport, domestic freight or international transport of goods or people:	If this is one of your Chosen Units, your assessors will be looking for evidence of **Knowledge** relating to the key aspects of : the operational and commercial management of transport systems and services, including specific elements of those systems and services. : • current statutory and regulatory requirements, guidance, best practice and procedures relating to operational and commercial management of transport systems and services, and how to assess the possible impacts of laws, regulations, staff agreements, trade union positions and similar constraints on changes in transport system management • the nature of commercial risk in transport operations and how to manage it • how to identify possible sources of, and bid for, funding for management schemes for transport. You can demonstrate that knowledge in the context of one or more of:

• 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		• 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 • off-street public parking • are-wide employee parking • vehicle sharing systems • on-demand services • shared mobility • bus network and service	• 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		• 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

APPENDIX 1 – COMPETENCE REQUIREMENTS		APPENDIX 2 – KNOWLEDGE REQUIREMENTS	COMMENTS FROM REVIEW REPORT
Original	*Revised*	*Revised*	
		P1 Leadership	
Candidates need to demonstrate **Proficiency** in the following • 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. (In B3) • 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.	Candidates must demonstrate **Proficiency** in the following: • 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.		**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. There is importance to being able to manage oneself and to take 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. **Contemporary wording** – These units would benefit from careful review in terms of the wording detail. The wording itself needs to be contemporary to suitable resonate with its audiences. For example, it was suggested that reference to 'subordinates' should be removed, with alternative terminology used instead. **Deserved attention** - These units may 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. **The home(s) for constructive challenge** - It was considered potentially appropriate for these units (B1 or B2 in particular) to provide a 'home' for constructive challenge. At the same time it was recognised that constructive challenge should be seen as a cross cutting issue and hence be more embedded in the technical units themselves (as well). Indeed a conclusion can be reached that if constructive challenge is important and Masters course approval does *not* (currently) address management skills units, then constructive challenge has to be addressed across the technical 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. Proficiency is called for in the management skills units – could this be demonstrated in relation to constructive challenge? Proficiency relates to doing something independently without supervision – this was considered achievable at TPP for constructive challenge compared to technical units where more depth competency would be needed. 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.

APPENDIX 1 – COMPETENCE REQUIREMENTS		APPENDIX 2 – KNOWLEDGE REQUIREMENTS	COMMENTS FROM REVIEW REPORT
Original	*Revised*	*Revised*	
P2 Communication and Collaboration Skills			
Candidates need to demonstrate **Proficiency** in the following • 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.	Candidates must demonstrate **Proficiency** in the following • 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	•	**The home(s) for constructive challenge** - It was considered potentially appropriate for these units (B1 or B2 in particular) to provide a 'home' for constructive challenge. At the same time it was recognised that constructive challenge should be seen as a cross cutting issue and hence be more embedded in the technical units themselves (as well). Indeed a conclusion can be reached that if constructive challenge is important and Masters course approval does *not* (currently) address management skills units, then constructive challenge has to be addressed across the technical 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. Proficiency is called for in the management skills units – could this be demonstrated in relation to constructive challenge? Proficiency relates to doing something independently without supervision – this was considered achievable at TPP for constructive challenge compared to technical units where more depth competency would be needed. It was suggested that early career professionals could find such expectation appealing rather than threatening because it legitimises going beyond 'handle turning'.

APPENDIX 1 – COMPETENCE REQUIREMENTS		APPENDIX 2 – KNOWLEDGE REQUIREMENTS	COMMENTS FROM REVIEW REPORT
Original	*Revised*	*Revised*	
P3 Personal Commitment to Professional Standards and the Profession			
Candidates need to demonstrate **Proficiency** in the following • Understanding and complying with professional Codes of Conduct. • Working constructively within all relevant legislative and regulatory formworks, including social and employment legislation.	Candidates must demonstrate **Proficiency** in the following • 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 on-going 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 (eg supporting skills, webinars, seminars and conferences, professional institution activity).		**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); or remaining abreast of current affairs, networking with others and engaging in knowledge exchange. 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 was both last in the documentation and may be receiving least attention in TPP reviews.