



End-point assessment plan for **Transport planner (integrated degree)** apprenticeship standard

| Apprenticeship standard number | Level of this end point assessment (EPA) | Integrated |
|--------------------------------|--|----------------------------------|
| ST0698 | 6 | Integrated degree apprenticeship |

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the transport planner (integrated degree) apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to transport planner (integrated degree) apprentices, their employers and training providers.

Full time apprentices will typically spend 53 months on-programme working towards the occupational standard, and complete the required amount of off-the-job training in line with the apprenticeship funding rules this will be followed by a maximum period of 7 months for the EPA, taking the apprenticeship overall duration to 60 months. All apprentices will spend a minimum of 12 months on-programme.

To be awarded the apprenticeship certificate and the degree itself, apprentices must successfully complete the mandated BSc (Hons) transport planning qualification, which consists of the two elements:

- on-programme through to gateway: 300 credits of the BSc (Hons) transport planning
- EPA: 60-credit module of the BSc (Hons) transport planning.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary. Achieve English and mathematics qualifications in line with the apprenticeship funding rules.

The EPA must be completed within an EPA period lasting a maximum of 7 months, beginning when the apprentice has passed the EPA gateway. The EPA consists of 2 discrete assessment methods. The individual assessment methods will have the following grades:

Assessment method 1: Work-based project (WP) followed by a report and a presentation with questions and answers

- Fail
- Pass
- Distinction

Assessment method 2: Professional discussion underpinned by portfolio

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard and grade of:

- Fail
- Pass
- Distinction

EPA summary table

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| <p>On-programme (typically 53 months)</p> | <p>Training to develop the occupation standard's knowledge, skills and behaviours.</p> <p>Completing 300 on-programme BSc (Hons) transport planning degree credits</p> <p>Compiling a portfolio of evidence</p> <p>complete training towards English and mathematics qualifications in line with the apprenticeship funding rules.</p> |
| <p>End-point Assessment Gateway (maximum 7 months)</p> | <ul style="list-style-type: none"> • employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • achieve English and mathematics qualifications in line with the apprenticeship funding rules. <p>To be awarded the apprenticeship certificate, apprentices must successfully complete the mandated BSc (Hons) transport planning qualification, which consists of the two elements:</p> <ul style="list-style-type: none"> • on-Programme (typically 53months): 300 credits of the BSc (Hons) transport planning EPA (maximum of 7 months): 60-credit module of the BSc (Hons) transport planning. <p>Apprentices must complete:</p> <ul style="list-style-type: none"> • all 300 on-programme credits of the BSc (Hons) transport planning <p>For assessment method 1 (AM1): Work-based project (WP) followed by a report and a presentation with questions and answers:</p> <ul style="list-style-type: none"> • a project title • a brief summary of what the project will cover in a terms of reference (ToR) • an initial project plan <p>For assessment method 2 (AM2): Professional discussion underpinned by a Portfolio:</p> <ul style="list-style-type: none"> • the format and structure of the portfolio needs to be agreed between the employer, the apprentice and the EPA (for example hard copy or on-line). However, the content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method two (AM2). • there must be at least two pieces of evidence relating to each of the five topics assigned to AM2, these being: <ul style="list-style-type: none"> ○ transport planning modelling |

| | |
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| | <ul style="list-style-type: none"> ○ appraisal and evaluation of transport planning solutions ○ community and stakeholder engagement ○ personal and inter-personal skills ○ professional development ● it is expected that there will be a minimum of 10 pieces (2 per topic) and a maximum of 12 pieces of evidence; one piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement assigned to AM2. ● the portfolio will likely contain: <ul style="list-style-type: none"> ○ record of continuing professional development (CPD) ○ plan for future (next 12 months) professional development ○ range of written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, such as models and forecasting tools, community and stakeholder engagement documents, photographic evidence, work instructions, safety documentation, company policies and procedures as appropriate to the activities ○ progress review documentation, witness testimonies, and feedback from colleagues and or clients ○ portfolio content must be factual and should not include reflective accounts or self-evaluations <p>While the apprentice will receive support and guidance during the on-programme training, the portfolio must be based on the apprentices' evidence not the support and guidance others can provide and must be developed to meet the requirements set out in this EPA.</p> |
| <p>End Point Assessment (which would typically take 7 months)</p> | <p>Assessment method 1 (AM1): Work-based project (WP) followed by a report and a presentation with questions and answers</p> <p>With the following grades:</p> <ul style="list-style-type: none"> ● Fail ● Pass ● Distinction <p>Assessment method 2 (AM2): Professional discussion underpinned by portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> ● Fail ● Pass ● Distinction |
| <p>Professional recognition</p> | <p>Aligns with recognition by:</p> <ul style="list-style-type: none"> ● Transport Planning Society ● Chartered Institution of Highways and Transportation |

Length of end-point assessment period

The EPA must be completed within an EPA period lasting a maximum 7 months, beginning when the apprentice has passed the EPA gateway.

The work-based project report required for assessment method one (AM1) within the EPA should be submitted no later than 18 weeks after the EPAO has confirmed the suitability of the project. The presentation with questioning will take place post report submission, but within a maximum 6 week period, with the EPAO providing at least 2 weeks' notice.

The portfolio required to underpin assessment method two (AM2) will be submitted to the EPAO within one week of the gateway. The EPAO will provide a minimum of 2 weeks' notice of the professional discussion date.

If an EPA assessment method is failed, it should be re-sat or re-taken within the EPA period and in-line with the requirements set out in this assessment plan.

Order of assessment methods

The assessment methods can be delivered in any order.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- achieved English and mathematics qualifications in line with the apprenticeship funding rules.
- 300 credits of the BSc (Hons) Transport Planning

Apprentices must complete the following approved qualifications as mandated in the standard:

- BSc (Hons) transport planning

For the work-based project (WP) followed by a report and a presentation with questions and answers:

- a Project Title
- a brief summary of what the project will cover in a terms of reference (ToR)
- an initial project plan agreed by the employer

The ToR and initial project plan are not assessed components of the work-based project but the EPAO will be required to review these to ensure project suitability at gateway. The apprentice's manager and or mentor will typically support the apprentice in their choice of work-based project (WP). The apprentice will be expected to carry out initial background research to inform the work-based project (WP) and their plan for delivery. It is expected this should take no more than 8 working days and to be done in advance of gateway. The EPAO should confirm within two weeks acceptability of the work-based project (WP).

For professional discussion, the apprentice will be required to submit a portfolio to the EPAO within a week of passing through the gateway:

- the format and structure of the Portfolio needs to be agreed between the employer, the apprentice and the EPAO (for example hard copy or online). However, the content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method two (AM2)
- there must be at least two pieces of evidence relating to each of the five topics assigned to AM2, these being:
 - transport planning modelling
 - appraisal and evaluation of transport planning solutions
 - community and stakeholder engagement
 - personal and inter-personal skills
 - professional development
- it is expected that there will be a minimum of 10 pieces (2 per topic) and a maximum of 12 pieces of evidence; one piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement assigned to AM2
- the portfolio will likely contain:
 - record of continuing professional development (CPD)
 - plan for future (next 12 months) professional development
 - range of written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, such as fieldwork inspections, community and stakeholder engagement documents, photographic evidence, work instructions, safety documentation, company policies and procedures as appropriate to the activities
 - progress review documentation, witness testimonies, and feedback from colleagues and or clients
 - portfolio content must be factual and should not include reflective accounts or self-evaluations
- the apprentice's manager and or mentor will typically support the development of the portfolio in accordance with company policy and procedures. Portfolios must be developed to meet the requirements set out in this EPA plan. Any additional professional body requirements that sit outside of the EPA cannot be mandated in the EPA plan.

Assessment Methods

Assessment Method 1: Work-based project (WP) followed by a report and a presentation with questions and answers (This Method has 2 components.)

Method 1 Component 1: Work-based project (WP) followed by a report

Overview

The work-based project (WP) should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs for assessment method one to be demonstrated for the EPA.

The work-based project's subject, title and scope will be agreed between the apprentice and their employer, ensuring it has a real business application prior to gateway.

The work-based project (WP) followed by a report and a presentation with questions and answers is carried out and compiled after the apprentice has gone through the gateway process.

The outcomes of the work-based project (WP) will be the delivery of a report followed by a formal presentation with questions and answers.

The rationale for this assessment method is:

This occupation involves the day-to-day practical delivery of transport planning projects from which transport planners will draw on a range of complex knowledge, skills, and behaviours to deliver transport planning solutions for a range of business reasons.

The work-based project will offer flexibility to the apprentice to demonstrate the KSBs (as listed in AM1) that would naturally occur in their organisation, where they will be working on challenging transport planning projects that could, for example, bring forward a transport planning proposal to bid or procurement stage, deliver a bespoke transport planning design for a client, manage and monitor a change in travel behaviours through a planning intervention, or deliver an innovation in the workplace. By challenging project, we mean projects that will require the apprentice to recall advanced knowledge and understanding, to apply advanced transport planning concepts and theories creatively, whilst simultaneously dealing with a sizeable number of interacting factors which will require critical analysis and evaluation.

The work-based project will deliver a report followed by a presentation in a professional manner, which Transport Planners regularly demonstrate in their role, where they present complex information to a range of audiences through various modes.

We believe the work-based project is the best approach to assessment of competence, as it would be difficult to replicate the working environment in a valid way, would take too long to observe, be practicable or cost effective, and employers would doubt the occupational competence of an individual not assessed in this way.

Delivery

The EPAO will provide guidance to the employer and apprentice, prior to gateway, regarding what constitutes a suitable work-based project (WP) for this assessment method. For example, this guidance

will set out that the work-based project (WP) should be based upon a topic that is directly related to the apprentice's role within the business.

The work-based project (WP) followed by a report and a presentation with questions and answers may be based on any of the following:

- a specific problem
- an idea or opportunity
- a recurring issue

However, every work-based project (WP) followed by a report and a presentation with questions and answers must cover:

- the development of a transport planning solution in accordance with appropriate quality assurance, strategy, policy, legal and regulatory requirements
- the collection, analysis and interpretation of appropriate information and data
- assurance that the design, development and operation of the transport solution is safe and sustainable
- identifying, assessing and evaluating issues and challenges, providing appropriate recommendations to influence travel behaviours and improve sustainability; and
- consideration of the resources required to implement the transport solution, including people and financial controls

The evidence provided must be attributable to the apprentice.

The apprentice, with support and approval from their employer, will consider what a suitable work-based project (WP) followed by a report and a presentation with questions and answers will cover against this guidance and criteria, and submit a title, terms of reference (ToR) and initial plan at gateway.

The EPAO will confirm the suitability of the work-based project (WP) followed by a report and a presentation with questions and answers at gateway, through a review of the project title, the terms of reference (ToR) and the initial project plan. The EPAO will ensure the work-based project (WP) followed by a report and a presentation with questions and answers meets the requirements of the EPA (including suitable coverage of the KSBs assigned to AM1) prior to the project commencing.

The work-based project (WP) followed by a report and a presentation with questions and answers will be conducted as set out here.

Apprentices will conduct the work-based project (WP) followed by a report and a presentation with questions and answers after the apprentice has gone through the gateway process.

The apprentice will conduct their work-based project (WP) followed by a report and a presentation with questions and answers over a maximum period of 18 weeks from date when the EPAO confirms the suitability of the project. As a minimum, every work-based project (WP) followed by a report and a presentation with questions and answers must include:

- the application of the knowledge, skills and behaviours to meet the outcomes in the mapped KSBs stated in assessment method one

- the approach to planning and completion of the project, with evidence of the project scope and context, supportive background research, results and analysis, conclusions and recommendations
- evidence of learning and of clear outcomes for the apprentice and their organisation

Whilst completing the project, the apprentice should be subject to the supervision arrangements outlined below:

The Apprentice should have access to:

- a Work-Based Mentor, who will ensure the Apprentice has appropriate access to the resources required to complete the Project and prepare the Report and Presentation within the given timescales, and
- an Academic Supervisor who will ensure appropriate access to University resources required to complete the Project and to provide guidance on the project from an academic awarding perspective.

During this period, the apprentice will typically spend 20 - 30 working days on the project alone, writing the report and preparing their presentation. The employer is responsible for ensuring this time is made available for the apprentice.

Input at this stage from the employer and EPAO should be limited to guidance in terms of the project topic, scope, and recommended reading.

Once the work-based project (WP) is completed, the apprentice will electronically submit to the EPAO a report within the 18-week period designated.

For those learners with a special learning need such as dyslexia the EPAO will ensure that reasonable adjustments are in place where necessary.

The work-based project (WP) report will have a maximum word limit of 11,000, with a tolerance of 10%. Appendices, references, diagrams etc. will not be included in this total, but these must not exceed 2,500 words.

A typical structure for the work-based project (WP) report should include:

- introduction
- background
- aims and objectives
- literature review
- research
- methodology
- results and outcomes
- discussion
- conclusions
- recommendations

The apprentice will be required to document their assumptions and to highlight the consequences of those assumptions, enabling them to demonstrate their transport planning knowledge and understanding, limitations of the project and data analysis, and the application of their thinking and problem-solving skills. The work-based project (WP) followed by a report and a presentation with

questions and answers must map, in a report annex, how it evidences the relevant KSBs for assessment method one (AM1).

When the work-based project (WP) report is submitted, the employer and the apprentice should verify to the EPAO that the submitted work is that of the apprentice.

Following submission, the EPAO will inform the candidate of the date for the formal presentation with questions and answers. The presentation with questioning will take place post report submission, but within a maximum 6 week period, with the EPAO providing at least two weeks' notice.

Marking

The independent assessor will review and mark the project report (holistically with the presentation and questioning) in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Required supporting material

The EPAO will therefore have to produce:

- outline of the assessment method's requirements
- marking materials
- examples of projects

Method 1 Component 2: Presentation with questions and answers

Overview

Apprentices will prepare and deliver a presentation (followed by questions and answers) based on the work-based project (WP), covering a summary of, and an evaluation of, their work-based project (WP). This should include factors such as, key outcomes, any specific recommendations, what went well, and lessons learned for future project activity. It should also show how the apprentice has appropriately covered the KSBs assigned to this method of assessment.

The EPAO will inform the candidate of the date for the formal presentation with questions and answers. The presentation with questioning will take place post report submission, but within a maximum 6 week period, with the EPAO providing at least two weeks' notice.

The apprentice will present to the independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The presentation will be followed by a question and answer session to enable discussion of the work-based project (WP) in greater detail, and to further draw out the apprentices' ability to demonstrate how they have met the KSBs and grading criteria for AM1.

The rationale for this assessment method is:

The occupation involves the day-to-day practical delivery of transport planning presentations based on the projects that transport planners engage with.

This presentation will draw on the project report written and will not be submitted to the independent assessor in advance.

The presentation will allow the apprentice to demonstrate their knowledge and skills relating to communication (as set out in AM1 and its grading criteria), through the report and presentation of key messages and outcomes from their work-based project; This will allow independent assessors to draw out the KSBs (assigned to assessment method one) and to assess performance against the distinction criteria, in the professional environment that they will be working in and provide an economical solution to EPA.

Questions and answers, following the presentation, must seek to assess KSBs (assigned to AM1) not evidenced through the presentation and work-based project and or depth of understanding to assess performance against the distinction criteria.

Delivery

The presentation will be conducted as follows.

A presentation followed by questions and answers will take place between the independent assessor and the apprentice.

The presentation must take 15 minutes and be followed by a period of 45 minutes for questions and answers in order to provide scope for an apprentice to demonstrate their full abilities. The independent assessor has the discretion to increase the time of the presentation and the subsequent questions and answer session by up to 10% to allow the apprentice to complete their last point.

The presentation must cover the following elements of the work-based project (WP): a summary of, and an evaluation of, their work-based project (WP). This should include factors such as, key outcomes, any specific recommendations, what went well, and lessons learned for future project activity.

To deliver the presentation, the apprentice will have access to:

- PowerPoint
- flip chart
- videos
- computer
- notes

Candidates should be free to use whatever medium they wish, such as a poster, slides, or handouts. The interactive dissertation presentation will be given in an interview-like environment, free from distractions (such as just presenting to the assessors). Ordinarily, the assessors will remain silent throughout the presentation to enable the candidate to provide a synopsis of their work.

Following the presentation, the independent assessor should use the remaining 45 minutes allocated to ask a minimum of 10 questions. The independent assessor can generate these questions from their review of the project report as well as the presentation to ask during the question and answer component. The purpose of these questions is to confirm the independent assessor's understanding of the report and presentation and how it demonstrates the relevant knowledge, skills and behaviours; a small number of follow up questions are allowed to seek clarification, and to support the apprentice to constructively demonstrate and discuss their project and their competence in terms of the knowledge, skills and behaviours and grading criteria assigned to AM1.

During this time, apprentices may refer to their work-based project, evidence contained within the Project Report, annexes or appendices, presentation or presentation aides when answering the questions.

The assessor should also use their judgement to probe the candidate on any aspect that was not clear from the report or presentation or to assess KSBs not evidenced through the Presentation and work-based project Report and or depth of understanding to assess performance against the distinction criteria.

Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- university's premises
- remotely, or
- other suitable venue selected by the EPAO (for example a training provider)

The venue should be a quiet room, free from distraction and external influence.

Other relevant information

The presentation and questioning elements must take place on a one-to-one basis between an independent assessor and an apprentice. Independent assessors must assess the report, presentation and questioning using the grading criteria in AM1. Independent assessors can use questions to assess KSBs (assigned to AM1) not evidenced through the presentation and work-based project report and or depth of understanding to assess performance against the distinction criteria.

Support material

EPAOs will produce the following material to support this assessment method:

- outline of the assessment method's requirements
- marking materials
- example questions and guidance documents to facilitate independent assessors to prepare for and carry out their questions.

EPAOs must ensure any reasonable presentation requirements are in place for example PowerPoint facilities.

It is recommended that EPAOs develop assessment tools in consultation with representative employers; where they do this, they must put measures in place to ensure question security.

Assessment Method 2: Professional discussion underpinned by portfolio (This Method has 1 component.)

Method 2 Component 1: Professional discussion underpinned by portfolio Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to

this assessment method. It will involve the questions that will focus on coverage of prior learning or activity, problem solving.

The professional discussion underpinned by Portfolio will have a minimum of 10 open questions, two questions per topic (detailed below), generated by the independent assessors themselves. The independent assessors may ask follow-up questions to probe further or seek clarification.

The rationale for this assessment method is:

A professional discussion underpinned by a portfolio will allow some KSBs (assigned to assessment method two) which may not naturally occur in every workplace or within a project to be assessed.

The Independent Assessor will be provided with a portfolio to review in advance of the professional discussion; This will allow the independent assessors to generate open questions to support the professional discussion and draw out the grading criteria more readily, thereby providing a two-way professional discussion to bring out the level of detail required within the KSBs (assigned to assessment method two), and for the apprentice to defend their own work, and to draw out the best of the apprentice's competence and excellence.

Delivery

The independent assessors will conduct and assess the professional discussion underpinned by portfolio.

The professional discussion must last for 45 minutes. The independent assessors have the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, for example where signing services are required.

The professional discussion underpinned by portfolio will be conducted as set out here.

The professional discussion is a discussion between the apprentice and the independent assessor, covering the KSBs stated in assessment method two, and be appropriately structured to draw out the best of the apprentice's competence and excellence.

The independent assessor must ask a minimum of 10 open questions (based upon the evidence presented in the Portfolio submitted at gateway) generated by themselves, but must cover the following topics (two questions per topic):

- transport planning modelling
- appraisal and evaluation of transport planning solutions
- community and stakeholder engagement
- personal and inter-personal skills
- professional development

Questions must be open, holistic and competency based in design. The independent assessors may ask a small number of follow-up questions to probe further or seek clarification. Questions and responses must be recorded by the independent assessor.

The pre-submitted portfolio supports the professional discussion and will not be assessed or graded during the end-point assessment.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion underpinned by portfolio.

The independent assessor will make all grading decisions.

Venue

The professional discussion must be conducted in a 'controlled environment' such as a quiet room, free from distraction and influence, away from the apprentice's workstation for example onsite office or offsite location, and free from external influence.

The professional discussion can take place in any of the following:

- employer's premises
- university's premises
- remotely, or other suitable venue selected by the EPAO (for example a training provider)

Other relevant information

The independent assessor must review the portfolio in advance of the professional discussion and prepare questions of their own to assess the KSBs (assigned to AM2). The independent Assessor, during the professional discussion, can ask further questions to determine the depth of understanding and to assess performance against the distinction criteria.

The independent assessor will make their own independent decision when testing the knowledge, skill and behaviours (KSBs) and the associated grading criteria.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion underpinned by portfolio and reaching consistent judgement.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion underpinned by portfolio.

EPAOs will produce the following material to support this assessment method:

- outline of the assessment method's requirements
- marking materials
- a template to record the Professional Discussion must be developed by EPAOs.
- guidance for Independent Assessors on what a typical set of self-generated questions, of sufficient size and subject, might contain to mitigate predictability and review them annually to ensure they, and the questions they contain, are fit for purpose.

EPAOs must ensure that apprentices have a different set of Independent Assessor self-generated questions in the case of re-sits or re-takes.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading

Assessment method 1: Work-based project (WP) followed by a report and a presentation with questions and answers

| THEMED AREAS (KSBs) | Fail | Pass | Distinction (in addition to the pass criteria) |
|---|---------------------------------|---|---|
| 1. Creation through to delivery of transport plans (K1, K3, S1) | Does not meet the pass criteria | <ul style="list-style-type: none"> explains and applies advanced practical and theoretical knowledge and skills of, and the methods used within, transport planning determines, assesses and evaluates how key transport planning concepts interact with one another within the bounds of their work-based project, and how these have affected the project outcome demonstrates that appropriate relevant transport planning practice and policies have been complied with and how these have impacted their work-based project | <ul style="list-style-type: none"> further demonstrates an ability to draw and reflect upon wider related policies and practices, in order to refine the approach taken in their work-based project to either make significant changes to or to improve impact of theory work-based project |
| 2. Providing information in line with requirements (K5, S3, S4, S17) | Does not meet the pass criteria | <ul style="list-style-type: none"> demonstrates that appropriate relevant transport planning policies and regulations have been understood, appropriately applied and complied with, and how these have impacted their work-based project outlines an awareness of relevant legal requirements governing transport planning activities including personnel, health and | <ul style="list-style-type: none"> further demonstrates an ability to draw and reflect upon wider related policies and practices, in order to refine the approach taken in their work-based project to either make significant changes to or to improve impact of theory work-based project further demonstrates an awareness of risk issues, including health and safety, environmental and commercial risk further considers and evaluates the management techniques |

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| | | <p>safety, environmental and development and planning</p> <ul style="list-style-type: none"> • conforms with the procedures of their own organisation • demonstrates knowledge and application of management techniques that were used to achieve the efficient delivery of the transport planning work-based project • summarises and communicates clearly, in the report and presentation, the evidence base and results of the analysis performed to solve the work-based project, utilising appropriate technical data and information, calculations, diagrams, and designs • details recommendations of appropriate actions to implement the transport solution posed within the work-based project | <p>used within, and their results and implications on, the work-based project</p> <ul style="list-style-type: none"> • further considers and evaluates the approach and analysis techniques used, their results and implications on the work-based project and recommend improvements |
| <p>3. Quality assurance of project outputs</p> <p>(K4,S11, B4)</p> | <p>Does not meet the pass criteria</p> | <ul style="list-style-type: none"> • displays their knowledge and application of the management techniques and quality assurance used in the delivery of the transport planning work-based project to ensure robustness • demonstrates the ability to plan and carry out a personal programme of work • outlines an awareness of resource and financial management through the various stages of a commercial or operational management scheme in | <ul style="list-style-type: none"> • further demonstrates what quality assurance checks mean, why they matter, and how the apprentice has taken responsibility for carrying these out to ensure any remaining risks which ought to be considered have been minimised • further demonstrates an ability to communicate complicated transport concepts very simply and directly • further communicates how changes in project scope affects the different stages of a project plan including the human and |

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| | | transport, and how this applies to the work-based project | <p>other resources associated with these changes</p> <ul style="list-style-type: none"> • further communicates how they would adapt their work-based project plan to achieve a more successful outcome |
| <p>4. Managing data</p> <p>(K6, K7, S5, S6)</p> | Does not meet the pass criteria | <ul style="list-style-type: none"> • demonstrates knowledge and understanding in the report and presentation of the principle sources and key characteristics of transport data and statistics, complete with the software or digital analysis techniques, which have been used to construct a data set from which statistical analysis has been performed to evaluate the work-based project • displays an advanced knowledge, understanding and application of the different methods of data collection, the rationale used in the assessment of the validity of the data, its strengths and weaknesses, and how the analysis was refined within the work-based project • displays an ability to choose an appropriate analytical approach by drawing on past research and theory • displays an awareness of the potential use of Big Data, behavioural research, GIS and accessibility that may be used in transport planning | <ul style="list-style-type: none"> • further communicates evidence of understanding, managing and evaluating a range of data sets and advanced statistical techniques, and is able to critically appraise and reflect on their choice of the appropriate method of analysis in their work-based project • further demonstrates evidence of having considered how the data has been collected and compiled, and the impact this might have on the analysis and conclusions drawn, considering a variety of external factors that might affect the results • evidences shows that factors of data availability, time pressures, and judgement between analysis methods, to improve findings or the overall approach taken to the project were taken into account • determines and considers the uncertainty and validity of data and statistical results, and the limits of their analysis |
| 5. Designing transport solutions | Does not meet the pass criteria | <ul style="list-style-type: none"> • demonstrates evidence of knowledge and understanding of the practical planning and | <ul style="list-style-type: none"> • further evidences that the apprentice has drawn on advanced theory and practice from different transport systems |

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| (K2, K13, K14, S2, S12) | | <p>design requirements for implementing transport planning projects and is able to cite the main concepts and processes needed to apply them in their work-based project</p> <ul style="list-style-type: none"> • demonstrates the principles, systems and strategies for providing safe and efficient transport solutions within their work-based project • demonstrates the principles of bidding or procuring projects and possible funding streams available to enable the implementation their work-based project | <p>to improve transport planning operations, including outlining the key features and performance criteria to monitor and evaluate these criteria</p> <ul style="list-style-type: none"> • makes further evidence-based recommendations to improve efficiency or safety of integrated transport solutions, and to monitor and manage the evaluation of these • further demonstrate evidence of evaluating the key factors practically used to successfully bid for projects or apply for appropriate funding for their work-based project |
| <p>6. Developing sustainable transport and travel solutions</p> <p>(K12, K15, S13, B1)</p> | Does not meet the pass criteria | <ul style="list-style-type: none"> • demonstrates knowledge and understanding of the relationships between transport and economic activity, land use, climate change and the local environment, as well as how transport systems and services can be integrated with other elements of development plans • demonstrates knowledge and understanding of travel planning and its promotion, and the importance of behavioural change in determining socio-economic, health and environmental consequences as applied to the work-based project | <ul style="list-style-type: none"> • further demonstrates the inter-relationships between appropriate financial and business benefits to justify, develop or commission transport planning solutions, on time, within budget and exceeding predicted performance, and is able to identify and understand how to monitor and evaluate this • further demonstrates the impact on efficiency and effectiveness of innovative solutions for several different modes of transport, and how this can be monitored and evaluated |
| <p>7. Working within policy and regulatory framework</p> | Does not meet the pass criteria | <ul style="list-style-type: none"> • demonstrates that regulatory requirements and policies have been understood and appropriately applied to their work-based project, | N/A |

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| (S16) | | and appropriate risk assessment carried out | |
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Assessment method 2: Professional Discussion underpinned by Portfolio

| THEMED AREAS (KSBs) | Fail | Pass | Distinction (in addition to the pass criteria) |
|---|---------------------------------|---|--|
| 1. Managing models and forecasting (K8, K9, S7, S8) | Does not meet the pass criteria | <ul style="list-style-type: none"> demonstrates, through an example, the principles and key factors affecting travel demand and trip generation for a range of transport modes details how to put into place a method to monitor changes in travel demand and affect scheme evaluation demonstrates, through an example, of how a modelling technique and forecasting tool has been applied for the evaluation of a local and strategic transport solution | <ul style="list-style-type: none"> further demonstrates how changes in travel demand affects scheme assessment, taking into account of economic (cost-benefit) analyses further demonstrates how software and digital techniques used have supported and improved modelling and forecasting outcomes, and discuss the strengths, weaknesses, applications and limitations of these techniques in the evaluation of transport solutions |
| 2. Assessing transport planning solutions (K10, K11, S9, B1) | Does not meet the pass criteria | <ul style="list-style-type: none"> demonstrates, through an example, the principles and key characteristics of the standard assessment techniques used in the evaluation of transport solutions, and their relationship to economic analyses demonstrates, through an example, the principles and techniques for monitoring and evaluating the performance of a transport solution | <ul style="list-style-type: none"> further demonstrates how transport planning solutions have been assessed against a range of criteria including a combination of economic with at least one other from: environmental, accessibility, security or land use further demonstrates how data requirements and targets are set, how these are arrived at, monitored and evaluated in terms of assessing the performance of transport planning solutions, their effectiveness and impact on a transport policy, plan or scheme |

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| <p>3. Community and stakeholder engagement</p> <p>(K16, S10, S14, S15)</p> | <p>Does not meet the pass criteria</p> | <ul style="list-style-type: none"> • demonstrates, through an example, where consultation with different stakeholder groups has contributed to the development of transport solutions • demonstrates the ability to take in account the potential needs of a range of stakeholders, and how these have been evaluated and implemented within a transport solution • provides an example that illustrates clear writing and well-structured content for use within stakeholder or community engagement for a transport plan; Example of presentations and contributions to meetings • expresses technical terminology in layman's terms enabling general understanding for non-expert audiences | <ul style="list-style-type: none"> • further demonstrates and discuss, through examples, the involvement of different stakeholder groups at various stages of a transport planning project, and how the views of respondents have been evaluated to improve the transport solution • further demonstrates a commitment to being alert to likely stakeholder bias, showing evidence of considering methodological failings in stakeholder analysis and what this means for the reliability of the analysis • further demonstrates how the findings are used to identify, refine, moderate, and develop improved transport solutions • further demonstrates an example of improved outcomes to a project or own performance resulting from feedback |
| <p>4. Personal and inter-personal management</p> <p>(K17, S18, B2, B3, B4, B5, B6)</p> | <p>Does not meet the pass criteria</p> | <ul style="list-style-type: none"> • provides evidence of, and can discuss, working well in a team, being a team player appreciating how to work in a collaborative environment and the challenges this can sometimes pose • provides evidence of identifying, and can discuss, the main gaps in own expertise needed to complete a project and building relationships with other competent transport planners • provides evidence of taking personal responsibility for the production and management of own work to comply with health, safety and welfare, | <ul style="list-style-type: none"> • further demonstrates an ability to improve processes so that deadlines are met more effectively • further demonstrates an example of how to motivate the team in order to meet deadlines • further demonstrates an ability to bring together a team to work on a project and seek and evaluate input from a diverse range of people • further demonstrates an ability to identify and appreciate where the team has gaps in expertise, and to proactively build relationships to allow the team to draw on that expertise |

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| | | equality and diversity and ethical standards | |
| 5. Professional development (K18, K19, K20, S19, B7) | Does not meet the pass criteria | <ul style="list-style-type: none"> • provides evidence of, and can discuss their, commitment to professional and ethical conduct • provides evidence of working with the professional bodies responsible for transport planning and can discuss their plans to broaden skills and experience • provides an example to demonstrate pride in their own work and can demonstrate and discuss how they plan to develop their own competence • provides evidence of how they worked with others and provided constructive feedback to others | <ul style="list-style-type: none"> • further demonstrates and discusses an example of when they have had to stand their ground and defend their work in line with professional and ethical standards • further demonstrates evidence of proactively building relationships to draw on expertise from the professional bodies or others • further demonstrates their ability to reflect on their own competence development and improve their approach to CPD, how they worked with others, provided feedback, and improved their support to the development of others |

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

EPAOs must grade the EPA according to the requirements set out in this plan.

Restrictions on grading normally apply where apprentices re-sit or re-take an assessment method.

Independent assessors must individually grade the two assessment methods as fail, pass or distinction.

To achieve a pass grade, the apprentice must achieve a minimum of a pass in each assessment method and meet all the pass criteria in both methods.

To achieve a distinction grade, the apprentice must achieve a distinction in each assessment method. To achieve a distinction grade, four of the six themed areas distinction criteria must be met in the work-based project and three of the five themed areas distinction criteria must be met in the professional discussion.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

| Assessment method 1 | Assessment method 2 | Overall grading |
|---------------------|---------------------|-----------------|
| Fail | Fail | Fail |
| Fail | Pass | Fail |
| Pass | Fail | Fail |
| Pass | Pass | Pass |
| Pass | Distinction | Pass |
| Distinction | Pass | Pass |
| Distinction | Distinction | Distinction |

Roles and responsibilities

| Role | Responsibility |
|----------------------|---|
| Apprentice | <ul style="list-style-type: none"> • complete the on-programme element of the apprenticeship • prepare for and complete the EPA |
| Employer | <ul style="list-style-type: none"> • identify when the apprentice is ready to pass the gateway and undertake their EPA • engage with the Training Provider throughout the duration of the Apprenticeship • engage with the Training Provider to agree a suitable work-based project • ensure access to resources within the Company to support the end point assessment • ensure Independent Assessor has access to relevant company systems, processes and documents to support the end point assessment |
| EPAO | <p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • appoint administrators, invigilators and markers to administer and invigilate and grade the EPA • provide training to the Independent Assessors they employ to undertake the EPA • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • have processes in place to conduct internal quality assurance and do this on a regular basis • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process • ensure External Quality Assurance body can access documentation relevant to Quality Assurance of the end point assessment |
| Independent assessor | <p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • not be employed by the same organisation as the apprentice or drawn from an organisation on IfATE's directory of professional and employer-led bodies that supports external quality assurance. • hold relevant qualifications and be practicing in the field as a Transport Planner • maintain current occupational competency |

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| | <ul style="list-style-type: none"> • be an active member of a relevant transport planning professional body • have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section) |
| Training provider | <p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • advise and identify the employer and apprentice, on the apprentice's readiness for EPA prior to the gateway • engage with the Employer throughout the duration of the apprenticeship to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • engage with the Employer to agree a suitable work-based project • ensure access to appropriate resources within the HEI to support the end point assessment • ensure Independent Assessor has access to relevant HEI systems, processes and documents to support the end point assessment |

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas: Transport Planning
- appoint independent assessors who are members of relevant professional bodies
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and annual standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time.
- Independent assessors must attend standardisation at least annually once the EPAO is involved in assessment.

Independent Assessors will be required to:

- hold relevant qualifications and be practicing in the field as a Transport Planner
- be an active member of a relevant transport planning professional body
- maintain current occupational competency, and
- have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- EPAOs can use employer or university facilities to conduct the work-based project presentation and questioning components and professional discussion
- the work-based project presentation and questioning components and professional discussion can be conducted remotely saving travel time and costs
- the work-based project should have business benefit for the employer

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as transport planner (integrated degree) with

- Transport Planning Society
- Chartered Institution of Highways and Transportation

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Mapping of knowledge, skills and behaviours (KSBs)

| Assessment Method | Assessment Title | KEY |
|-------------------|---|-----|
| AM1 | Work-based project followed by a report and a presentation with questions and answers | WP |
| AM2 | Professional discussion underpinned by Portfolio | PD |

| KSB code | KSB statement | Methods mapped against |
|------------------|---|------------------------|
| Knowledge | | |
| K1 | K1: principles and processes of transport policy and planning practice for various modes of transport. This includes the key components and stages that should be followed in the development, approval and implementation of transport plans and the procedures for gaining approval for development schemes through the statutory consultation processes involving the public. | WP |
| K2 | K2: formal planning and design requirements for transport systems, which can include highways and traffic, buses, intermediate modes, rail, light rail, freight, airports or ports. | WP |
| K3 | K3: national, regional and local policies relating to transport planning governance and the key factors that affect them. | WP |
| K4 | K4: key principles and techniques of project initiation, management and evaluation, including risk, resource, health and safety, change control, and financial management. | WP |
| K5 | K5: regulations related to transport, health and safety, environmental impact, legal, development and planning and equality and diversity requirements. | WP |
| K6 | K6: principal sources and key characteristics of transport statistics, data, and their assessment techniques. This includes their relative strengths and weaknesses, any regulatory, formal and advisory requirements relating to their use, and best practice relating to the analysis and storage of, and access to data, and the potential use of Big Data, qualitative and quantitative behavioural research, GIS and accessibility that may be used in transport planning. | WP |
| K7 | K7: main methods of data collection and assessment techniques and validity checks used in the planning, assessment, monitoring and evaluation of transport solutions for a range of transport modes. This must include the evaluation of the quality, quantity and relevance of the data available. | WP |
| K8 | K8: principles of traffic and travel generation, as well as the key factors that affect the demand for a range of transport modes, locally, regionally, and nationally. | PD |

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| K9 | K9: principles of transport modelling and forecasting, design, application and interpretation (using widely used software packages). This must include the evaluation of the quality, quantity and relevance and possible impacts in the model output. | PD |
| K10 | K10: principles and key characteristics of the standard assessment techniques widely used in the evaluation of transport solutions, including economic analyses and other assessment types, such as environmental, accessibility, safety, security, or land use. | PD |
| K11 | K11: principles and techniques used for monitoring and evaluation of the performance and impact of transport solutions. | PD |
| K12 | K12: inter-relationship between transport and economic activity, land use, climate change and the local environment as well as how transport systems and services can be integrated with other elements of development plans. | WP |
| K13 | K13: principles and key characteristics of the operation of a transport system or service, including their key features, design, and performance. | WP |
| K14 | K14: principles underlying bidding for or procuring contracts or projects, and their subsequent financing. | WP |
| K15 | K15: principles of travel planning, including those of behavioural change, the socio-economic, health and environmental consequences of travel by different modes. | WP |
| K16 | K16: principles underlying community involvement, stakeholder engagement, and public consultation in transport planning, including the main approaches used, and the assessment of the findings to identify transport needs and develop solutions. | PD |
| K17 | K17: preparation, production and presentation of high-quality accurate information in well-structured technical and non-technical documentation for different interested parties including public and stakeholders, and clear recommendations in accordance with relevant strategy, policy, legal requirements, codes of practice and funding requirements. | PD |
| K18 | K18: importance of professional and ethical conduct relating to their role including the values and standards by which they maintain up to date technical knowledge and skills through CPD and knowledge of all relevant laws and guidance so as not to discriminate or breach the requirements of your organisation. | PD |
| K19 | K19: ways in which they can identify and access support and specialist expertise when required, both internal and external to your organisation and build networks to contribute to the broader profession. | PD |
| K20 | K20: key principles of how to manage and appraise their own personal and professional development, and how to guide and encourage colleagues in their professional development, by providing fair, regular and useful feedback and appropriate support when needed. | PD |

| Skills | | |
|---------------|--|----|
| S1 | S1: apply and comply with transport policy and planning practice for various modes of transport within relevant national, strategic and local policy contexts, and assess and evaluate the principal impacts of such policies on particular projects. | WP |
| S2 | S2: determine and apply appropriate methods to design transport schemes to feasibility study level, providing for integration between different transport modes and systems, with the intention of providing efficient and secure transport services. | WP |
| S3 | S3: apply and comply with policies and regulations, including those relating to transport, health and safety, environmental, legal, planning and equality and diversity, and with their organisation's formal procedures and practices. | WP |
| S4 | S4: Effectively manage tasks and projects, to agreed time and resource budgets, through the application of appropriate project management tools and techniques. | WP |
| S5 | S5: apply, analyse and evaluate a broad range of appropriate transport statistics and data, utilising appropriate software and digital solutions, to inform and enable decision making within the development of transport solutions. This includes liaising with relevant organisations, such as the police, highway authorities and transport operators, to access a range of data sources and surveys for different modes or travel contexts as well as assessing data suitability, validity, quality, and accuracy relative to its intended application. | WP |
| S6 | S6: determine and manage the collection, analysis, evaluation, and monitoring of data used in the development or delivery of transport solutions. This includes assessing data suitability, validity, quality, and accuracy relative to its intended application. | WP |
| S7 | S7: use advanced techniques for the analysis traffic and travel generation and demand, to enable the evaluation and monitoring of transport solutions, taking account of economic (cost-benefit) analyses. | PD |
| S8 | S8: select, specify, and use a range of transport models and forecasting techniques to support the interpretation of proposed transport solutions. This will include the evaluation of models for local and strategic transport and different modes of transport, using appropriate software packages. | PD |
| S9 | S9: specify the data requirements and targets against which the effectiveness and impacts of a transport policy, plan or scheme can be measured. This includes designing, managing, and monitoring programmes to assess performance over time including the effects on the economy, and other factors such as environmental, accessibility, safety, security, or land use. | PD |
| S10 | S10: determine the needs of stakeholders in developing transport solutions to ensure consideration and integration with development plans. | PD |
| S11 | S11: plan various stages of a commercial or operational management scheme in transport, such as initial project development, feasibility study, detailed design, procurement, funding, implementation or assessing effectiveness. | WP |

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| S12 | S12: identify and recommend appropriate types of finance, or funding, for a transport scheme, and contribute to the bidding or procurement of transport planning contracts or projects. This can include establishing and agreeing specifications, budgets, timescales, identifying and assessing possible risks, and preparing or evaluating technical briefs. | WP |
| S13 | S13: design, promote, implement and evaluate travel planning programmes to increase travel awareness and achieve changes in travel behaviour. This includes setting, monitoring and evaluating targets, identifying and assessing likely benefits, and communicating and liaising informatively and effectively with stakeholders. | WP |
| S14 | S14: plan, refine and analyse programmes of community involvement, stakeholder engagement or public consultations, to identify transport needs and to develop transport solutions. | PD |
| S15 | S15: Communicate effectively orally and in writing in both formal and informal contexts. Prepare written reports and make presentations, participate and manage meetings, contribute to discussions, and listen actively to ensure the views of others are taken into account appropriately. Seek feedback on your own performance so you can look for ways to improve it. | PD |
| S16 | S16: apply appropriate transport, environmental impact and development planning laws, regulations and procedures, taking into account the evaluation of public testing and best practice, in gaining formal consent for transport solutions. | WP |
| S17 | S17: manage the delivery of high quality accurate, well-structured and organisationally compliant documents and recommendations for the work for which they are responsible and are appropriate to those for whom they are intended. This may include written reports, oral presentations, designs, models, calculations, reports and drawings, surveys designs, and calculations. | WP |
| S18 | S18: manage their own work independently within the limits of their authority and responsibility, making use of support and specialist expertise when appropriate. Develop and maintain productive working relationships with stakeholders and colleagues and support, guide, and motivate team members to enable them to achieve the team's objectives as well as their own. Actively seek and provide feedback, support decision making processes, and manage any conflicts of interest that may arise in their work with integrity, fairness and consistency in decision making. | PD |
| S19 | S19: develop their own professional competence reflecting on their CPD records and develop an extended network to support the relevant professional organisations and maintain the required standard of, ethical behaviours and codes of conduct, associated with transport planning. | PD |

| Behaviours | | |
|-------------------|--|----------|
| B1 | B1: demonstrate a commitment to improving the efficiency and effectiveness of transport systems through innovative solutions that support economic growth and a more sustainable society. | WP PD |
| B2 | B2: demonstrate self-awareness of knowledge and skills, and only undertake work which they are competent to do. | PD |
| B3 | B3: demonstrate a strong personal commitment to health, safety, and welfare, equality and diversity, organisational, professional and ethical standards (including data protection, client confidentiality, anti-bribery and corruption) recognising obligations to society and the profession. | PD |
| B4 | B4: work effectively and independently, including time-management, prioritisation, organisation, and delegation whilst being aware of the needs of others. | WP PD |
| B5 | B5: have an open-minded and critical approach to work and achieving outcomes. | PD |
| B6 | B6: have an active and positive attitude to collaborative working, respecting the benefit that diversity can bring. Demonstrating confidence and flexibility in dealing with new and changing situations. | PD |
| B7 | B7: demonstrate personal effectiveness by taking responsibility for personal and professional development, for example, by demonstrating a lifelong commitment to learning and development, identifying appropriate continuing and professional development necessary to maintain and enhance knowledge and competence as a transport planner. | PD |