



The Transport Planning Skills Initiative: progress and achievements April 2002- November 2003

1. Background and Objectives

The Ten Year Plan for Transport was published in July 2000 (*DETR, 2000*). Less than a year later there was growing evidence that the transport planning profession was facing a serious skills shortage, and that that shortage risked becoming an important barrier to the implementation of the government's Ten Year Plan. The problem was part of a wider one facing professionals involved in many aspects of the built environment, which was already being addressed by a working party led by ICE (*Institution of Civil Engineers (2000): Team Effort: Skills for the Built Environment; London: ICE*). A report commissioned by the Rees Jeffreys Road Fund (*Billington, B and Wenban-Smith, H (2000): Transport Skills for the New Millenium; London: Landor Publishing*) had already indicated the potential problems in transport planning. Based on its findings, the Transport Planning Society approached the then Minister for Transport, Keith Hill, who encouraged the preparation of an Action Plan to focus specifically on the needs of the transport planning profession. The Transport Planning Society established the Transport Planning Skills Initiative, and a Management Group, whose initial task was to prepare the Action Plan, under the leadership of Professor Tony May. Membership of the Group is listed in Appendix C.

The Management Group agreed that the Transport Planning Skills Initiative, and its Action Plan, should focus on **the professional and technical skills needed to develop and commission surface transport policies and programmes over the next ten years**. This specification included both professionals (equivalent to NVQ4 and 5) and technicians (NVQ3), on the understanding that there were shortages at both levels, and that shortages at each level aggravated the problems for the other. The focus was tightly drawn to ensure that progress could be made, and to avoid duplicating the efforts of others. It included airports, ports and other terminals, but not the specific and detailed training needs of public transport, freight and airline operation or of infrastructure construction and maintenance. However, the Management Group fully accepted that Transport Planners need to be aware of the requirements of these professions, and of the implications of them for transport planning.

Within this context, the Management Group specified the objectives of the Initiative as being:

- **to increase the size of the skills pool;**
- **to increase the range and level of skills; and**

- **to raise awareness of the profession among the public at large, and among opinion formers.**

These three objectives can be summarised as the key requirements of **quantity, quality and image.**

The Management Group approved an initial Action Plan in October 2001 which identified a list of 33 tasks, and assessed their priorities. For completeness the initial Plan considered separately the needs among those at school, at undergraduate level, at postgraduate level and in work. It was agreed that, while the needs of each of these groups were in many ways different, a common approach could be adopted to tackling those needs. In discussion it was also accepted that there was a need to address technician training, and that their needs and those of professionals represented a spectrum which should be considered together. As a result, the final Action Plan focused on ten key tasks, for each of which a task force was established to specify objectives; target groups; participating organisations; proposed actions and timetable; resources required; and financial support needed. The ten tasks were:

1. Diagnosis and review
2. Quantification of needs
3. Publicity and communication
4. Careers advice for new entrants
5. New training needs
6. Work experience
7. Financial support for students
8. Career development and training
9. Qualifications
10. Action Plan management.

Broadly Tasks 1 and 2 set the scene and provided the justification for the Action Plan and an assessment of the scale of action required in the remaining tasks, although Task 1 was later expanded to include links with parallel initiatives. Tasks 3 to 9 were relevant to a range of stages in the development of the transport planning professional and technician, as shown in Figure 1. Task 10 ensured the continued coordination and dissemination of the Action Plan.

Figure 1: Relevance of tasks to stages of career development

	School leavers	Under Graduates/ Technicians (NVQ3, 4)	Post Graduates (NVQ5)	In career training
Publicity and communication	**	**	*	
Careers advice	***	***	**	
New training needs	*	***	***	**
Work experience	**	***	*	
Financial support	*	**	***	
Career development			*	***
Qualifications		*	**	***
Key:	***	major potential impact		
	**	moderate potential impact		
	*	minor potential impact		

On the basis of the task forces' proposals, a budget for the Initiative was established, and sources of support identified. It had always been accepted that much of the support would come from contributions in kind, and the final budget of £350k was designed to attract around half of the total from sponsors and half in *pro bono* contributions.

One set of tasks identified in the initial Action Plan, concerning aspects of transport planning practice, was not in the final Action Plan. The most significant issue identified under this heading was the need for clients' procurement processes to reflect the need for increases in both quality and quantity by requiring evidence of training and skills development, and by accepting the need to pay higher rates. Others included the potential for simplifying the transport planning process to make more effective use of scarce staff, and the need to demonstrate continuity in transport planning, and hence the availability of long term careers. While the Management Group saw all of these as of high priority, it accepted that they were primarily a responsibility of government, and that they were a key action in the ICE initiative. However, the Group expressed its willingness to work with government to assist in the achievement of these aims.

2. Task Objectives and Outputs

A brief description of each task is given below together with a summary of the main outputs and achievements. Full reports are available on each Task

Additional tasks or outputs not envisaged in the original Action Plan are indicated in italics.

Task 1 Diagnosis and review

Objectives

- To establish the primary tasks being addressed as part of the various skills initiatives relating to the transport industry.
- To identify any areas of overlap between the various initiatives and to establish cooperation with them where appropriate
- To provide a mechanism by which duplication can be avoided, and resources used efficiently in support of the transport planning skills initiative.
- *To monitor developments with the establishment of Sector Skills Councils and to discuss opportunities for transport planning being included in appropriate bids.*

Beneficiaries

- All those working on subsequent Tasks.

Participating Organisations

- Transport Planning Society.

Summary of Progress

- Prepared a summary of the results of the launch conference (Task 3). The launch conference provided a review of the skills and activities being undertaken in the sector which then provided a baseline position for the Task.
- *Investigated the opportunities for inclusion in various bids for Sector Skills Councils, including a dialogue with the ICE Built Environment Skills Initiative and with Transfed for a passenger transport SSC. The former did not materialise leaving the Transfed bid as the front runner.*
- *Supported the successful bid by Transfed for a pan-Transport Sector Skills Council called Go-Skills which has been approved by the Sector Skills Development Agency.*
- *Provided comment and input to various Go-Skills market research studies*
- *Provided representation of TPS on the Go-Skills Shadow Board of Directors.*
- *Established links with other Skills Initiatives covering urban design, sustainable development and rural transport.*
- *Provided high level research findings to the Egan Review on Sustainable Development*

Task 2 Quantification of needs

Objectives

- To provide an estimate of the current shortage of qualified professional and technician transport planners.
- To provide indications of the numbers of new professional and technician transport planners required each year over the next ten years.
- To identify the types of skill which are, or are likely to be, in limited supply over the period.

Beneficiaries

- Government: DfES, DFT, SED, etc.
- NTOs/SSCs.
- Universities, colleges and other training organisations.
- EPSRC, ESRC and other funding agencies.
- Employers.

Participating organisations

- NMTP universities.
- NMTP Employers' Forum.
- ICE, TPS

Summary of Progress

- Undertook an Initial survey of consultants.
- Contributed to Institution of Civil Engineers' annual local authority transport survey.
- Prepared report Quantifying the Need for Transport Planners.
- Commissioned survey of Transport Planning Members survey undertaken by Steer Davies Gleave (SDG), as a contribution in kind to the Initiative, and worked closely with SDG in design and analysis.
- Commissioned Focus Groups with employers.
- Prepared specification for surveys of employers, obtained and assessed proposals, commissioned Bostock Marketing Group (BMG) to undertake a quantitative, questionnaire based survey with most employers and qualitative, in-depth, research with particular groups of employers and worked closely with BMG in design and analysis.
- Undertook 2002 and 2003 censuses of transport Masters students at appropriate universities.
- Undertook survey of first degrees and Transport Masters students at appropriate UK universities.
- Provided data for other Tasks.
- Prepared report Researching the Profession, covering all surveys, widely reported in the technical press.
- Prepared TPSI contribution to the Egan Review (ODPM).
- Made presentations on research findings to a variety of meetings.

Key Findings

As the shortage of transport planners that could well impede the delivery of the transport policies and plans of Government in England, Northern Ireland, Scotland and Wales, and by local authorities throughout the UK, it was decided that the Initiative should be evidence based. An extensive programme of survey research has therefore been undertaken with employers and transport planners, using both quantitative (questionnaire based) surveys and qualitative work (focus groups and in-depth interviews). This programme has provided a detailed understanding of the transport planning profession and market for transport planners.

There are about 10,000 transport planners employed in the UK, and that number is expected to grow by about 5% a year until at least 2005. Given the need to replace those who retire and move to other careers, there is an overall need for about 900 new entrants a year.

Just over half of all transport planners are employed in the private sector, and just under half in the public sector. Two groups of employers dominate, with consultants accounting for 50% and local authorities 41%. Few are now employed by public transport operators, at one time a much larger sector. The vast majority of employers have a presence in London and the South East, where most transport planners are employed, with few reporting a presence in the East Midlands, the North East and Northern Ireland.

Most transport planners have a first degree, and although geographers and civil engineers account for about half the profession, the other half come from a very broad range of disciplines. Members of the Transport Planning Society (TPS) are happy with their career choice, with 85% saying they are either *very satisfied* or *satisfied*, and 30% chose it because they have *a direct or enduring interest* and 25% because they find it *fulfilling*.

The market for transport planners is very tight, with 84% of employers (95% of consultants) having tried to recruit during the last year, and 89% of those having experienced *difficulty*. The main difficulties were in recruiting staff with experience, with 84% of employers reporting it *very difficult* or *difficult* to recruit staff with 3 to 8 years of experience, and 72% to recruit staff with more than 8 years experience. The churn in the market as employers chase experienced staff is shown by the fact that 45% of TPS members report that they have been with their current employer for 5 years or less.

Asked about the actions they have *taken as a result of the difficulties in recruiting transport planners over the last 12 months* the most common responses were to *use consultants for specific contracts* (57%), to *recruit staff with less experience* (52%) and to *recruit staff with a less relevant skill set* (46%). 36% *increased their recruitment activities* and 31% *improved their pay and conditions*, while 5% did nothing. There were marked differences in the responses between local authorities and consultants, with consultants less likely to lower their standards and more likely to try harder, including using careers fairs, retraining and recruiting from outside the UK.

With the change of transport policy focus from new and improved infrastructure to managing the existing infrastructure and how it is used, there has been a change in the skills transport planners need. In particular, key skills are now an ability to communicate, both orally and in writing, and to work with other people, with a keen political awareness. Surveys of TPS members and employers ranked *presentation, writing, inter-personal* and *political awareness* as the most important skills transport planners need.

A knowledge of *transport policy* is, not surprisingly, also seen to be of particular importance, along with *transport & sustainability, land use & transport planning, public consultation, public transport strategies* and *highway & traffic strategies* out of a set of *Transport Policy and Planning* skills. Reflecting the current agenda, both TPS members and employers rated *consumer travel & behaviour* of particular importance from a set of *Understanding and Managing Demand* skills.

Although only two of the skills in the *Analytical Techniques* set, *data/statistical analysis* and *project appraisal*, were ranked important by more than two thirds of TPS members, and only *project appraisal* by two thirds of employers, this is most probably due to many of the skills in this set, such as *transport modelling, choice modelling* and *risk analysis*, being fairly specialist. This is most probably also true of the skills in the *Design and Operations* set, none of which was ranked particularly highly. However, when asked about skills gaps relative to their organisation's needs, a number of *Design and Operations* skills were ranked relatively highly, including *rail design, rail operations, public transport systems and interchange design, intelligent transport systems (ITS), road freight distribution* and *inter-modal freight planning*. Other major skill gaps identified included *marketing, choice modelling*, and *risk analysis*.

No strong emerging needs were identified by the employers, although *project management* and *public consultation and involvement* were ranked reasonably highly by local authorities and *financial and budget management* by consultants.

All employers see real benefits in planned staff training and career development programmes. Yet, when asked about the type of training their transport planners had received over the preceding year, although 58% reported that all their staff had had some training, 16% said that half their staff had received no training. Of the staff that had been trained over the past year, 68% of employers reported that half their staff had received training "on the job", 51% reported that half their staff had received training short in-house courses, 45% short external courses, 6% courses leading to a recognised diploma or certificate, 9% courses leading to a first degree and 8% courses leading to a Masters. The support of staff on part time Masters courses is a particular feature of transport planning, with over 90% of 2002/3 part time Masters students receiving help from their employers.

While training budgets are generally viewed as being adequate, making time for training can be a real problem. Local authorities, which have tended to lose experienced staff to consultants, are finding it increasingly difficult to train staff in-house and on the job. TPS members reported a low level or quality of training in a

number of the skills identified as being of particular important including *writing, inter-personal, time management, team leadership, financial and budget management, political awareness and public consultation/involvement.*

There is real concern about the lack of a strong identity of transport planning as a profession, and of clear career paths. Undergraduates have a particularly poor perception, seeing it as being dominated by *men in suits*, as *nerdy* and likely to be very frustrating because of public sector financial constraints and political influences. The need to raise the image, publicising its challenges and successes, is supported by employers, TPS members and undergraduates.

But transport planning suffers from being a profession divided between at least five professional institutes, ICE, IHIE, IHT, ILT and RTPI, each of which has other, more dominant, interests. It is clear that neither transport planners nor their employers see any one of these as being particularly appropriate. There is a strong call from employers for the establishment of a common transport planning route to chartered membership.

The primary cause of the current shortage of transport planners is the way in which transport has moved up and down the political agenda, over the years, with good and experienced staff being lost in downturns. If governments want to be sure the professional are there to deliver their policies, they need to avoid major cycles in investment and other transport policies. The Initiative's survey research has made it clear that the shortage of experienced transport planners is putting the efficient and timely delivery of national, regional and local transport policies, plans and projects at risk.

Task 3 Publicity and communication

Objectives

- To raise awareness of the transport planning profession, to create a cohesive and positive image, and to promote its needs.
- To establish a more coherent image of the profession, and to demonstrate its attractiveness and challenge for those who might consider entering it.
- To establish a continuing process by which such information can be disseminated beyond the end of the first year's activity and monitor the effectiveness of any measures adopted.

Beneficiaries

- National Press, Television, Trade Press, Conference Organisers, Local Press, Advertisers.
- Universities, Schools, other relevant professional bodies.
- Employers.

Participating Organisations

Landor

PTRC
M&N Associates
TPS Press Panel
PBA
ILT

Summary of Progress

- Held launch conference, organised and promoted by LTT.
- Prepared a brief for a publicity action plan, the message to be conveyed, and how this is best conveyed.
- Launched the tender for a Communications Agency and reviewed proposals.
- Awarded a one-year contract for the establishment of such an agency to M&N Associates.
- Developed recommendations for the continued operation the agency, and establish the mechanism for achieving and financing it.
- Monitored the workplan of the Agency.
- *Liaised with M&N on branding, brochure design and image.*
- *Produced new promotional leaflets.*
- Produced regular press releases and articles about TPSI to the technical and business press.
- *Arranged with M&N the formation of the TPS press panel to offer informed opinion on current issues.*
- *Arranged lunches and other meetings with leading transport journalists.*

Key Findings

Since their appointment in February 2003, M&N Associates have focused on creating and implementing a communications programme, aimed at both raising awareness and building a positive image of the transport planning profession.

Research undertaken on behalf of TPSI clearly showed the negative perception some of those outside the industry have of transport planners. This work also showed that the profession was failing to attract sufficient numbers, due mainly to its inability to sell itself. At a simple level, there was little or no brand consistency in defining what a transport planner actually does and what career benefits were offered.

As a starting point, there was an urgent need to apply some positive branding messages, aimed principally at both school leavers and graduates. In response, M&N created a six- page gatefold brochure which established both visually and through its copy, a distinctive brand image and creative style.

This, in itself, created debate within the profession and specialist media. In addition the same contextual style was applied to all external TPSI marketing material including posters, advertising, folders, information leaflets and a website.

With brand consistency being applied in creative terms, the next phase involved a media relations programme. Initially, media interest was secured through the key issue of the impact a skills shortage has on delivery of the government's 10 year transport plan. Between March and July 2003, press releases were regularly distributed to a full media distribution list and one to one interviews set up wherever possible.

The resultant trade coverage of transport planners' comment and opinion has started to establish the profession's views and influence in the eyes of the media and their readership. The question of image has been publicly debated and this has in turn been widely reported.

Maintaining media interest has been more of a challenge, particularly in terms of creating additional storylines which would attract journalists' attention. To achieve this, M&N proposed forming a TPS Press Panel comprising a selected number of leading transport planning professionals who were prepared to publicly comment on major transport issues.

Once the TPS Press Panel was established, regular meetings have been held to discuss and debate both transport policy and how the panel should respond. Inevitably, there have been some members who have contributed more proactively than others; perhaps those who are keen to demonstrate that the profession does have 'a voice'.

Indirectly the Transport Planning Society (TPS) has also begun to be recognised as a body which is prepared to create debate and offer opinion on transport issues, both within and without its membership boundaries.

M&N has also circulated the full TPS Press Panel list to a number of national journalists. The objective has been, and remains, to allow national transport correspondents the opportunity to seek opinion from members of the panel on a variety of key topics.

By doing so, the media opportunity is being managed to create a broader representation of opinion-forming comment from transport professionals, over and above the more usual comment from a small but powerful minority.

During the autumn, members of the TPS Press Panel have also met with several leading transport journalists including Juliette Jowit (The Observer), Tracey Boles (The Business) and Xian Wolmar (freelance and ex- Independent). Further meetings are planned in early 2004 with Ben Webster (The Times) and Paul Marsden (The Telegraph).

Juliette Jowit and Xian Wolmar also attended a public debate hosted by TPS on the merits (or otherwise) of using PR as a key communications tool and the media's perception of the transport planning profession.

Establishing a dialogue with such eminent national journalists is only the first step. Every effort must be made to proactively deliver opportunities for media comment. This may be best served by creating specialist sub-groups within the press panel, who

have the specialist knowledge to comment, either individually or on behalf of the TPS, on transport topics. As always, the panel would have greater influence its members are able to help a journalist in advance of publication dates on transport policy etc.

‘Shifting Perceptions’ has become the central theme of the TPS communications strategy. This will not be achieved overnight but sufficient PR momentum has now been created to allow some degree of confidence in the future. Maintaining this momentum will be critical to ensure the investment already made can deliver what is expected. A strong, dynamic profession with a growing influence on major transport policy and its delivery.

Task 4 Careers advice for new entrants

Objectives

Promote new entrants into Transport Planning, by:

- Understanding career choice processes;
- Identifying priority action areas;
- Developing (if necessary after piloting) appropriate initiatives;
- Publicising career-choice training opportunities;
- Developing interest in wider transport arena for those at school;
- Monitoring effectiveness.

Beneficiaries

- Employers

Plus

Those making an initial career choice:

- school leavers, college students, undergraduates and postgraduates.

Those facilitating career choice:

- careers associations/staff, professional institutions, teachers/lecturers, etc.

Participating organizations

- ILT
- RJRF
- Atkins
- Arups
- LTT
- PTRC
- LB Wandsworth

Other Contributing Organisations

- RTPI, ICE
- Kingston University Careers Service

- Young Transnet
- Peter Brett Associates
- CENTRO
- Education Services, Connexions Cambs and Peterborough
- M&N Associates

Summary of Progress

- Reviewed careers guidance processes and requirements, focusing on both providers and recipients.
- *Identified priority actions for quick wins and longer term strategy.*
- Specific initiatives:
 - *Held a Workshop on Careers Advice involving a wide range of participants in March 2003.*
 - *With the help of RTPI and the ICE, explored the similarity in the shortages of well qualified young people entering the town planning and civil engineering professions and reviewed the measures being taken by those professions to address these problems.*
 - *Commissioned a play “Another Plan-it” by Valerie Belsey funded by the Rees Jeffreys Road Fund and performed in Devon at several schools and colleges.*
 - Worked with School Travel Plan advisers to promote interest in transport in school children .
 - *Provided support for Young Transnet in their successful bid to develop a 16+ portal for their website.*
 - Liaised with the authors and administrators of the Prospects website to improve the access to, and presentation of, transport planning as a potential career for those with a wide range of first and second degrees.
 - Produced publicity for Masters’ courses for 2002/3 and 2003/4 via the Where are You Headed leaflets funded by Rees Jeffreys Road Fund.
 - Sent the “Where are You Headed” and “Shifting Perceptions” brochures to all University Careers Offices and appropriate University departments.
 - Contributed material for the development of the Shifting Perceptions careers advice brochure.
 - *Produced and circulated 12,000 copies of the “Shifting Perceptions” brochure to inform young people about job opportunities in transport.*
 - Explored the extent to which transport issues and the work of the transport planner are covered in the national curriculum.
 - Arranged stands at general careers fairs during 2002/3, including the organisation of a specific event in the West Midlands in July 2003.
 - *Supported the West Midlands recruitment initiative and development of the transportopportunities.org website.*

Key Findings

An important aspect of this initiative has been to investigate the available sources of careers guidance, to see how transport planning is presented as a potential career and

to recommend ways in which the profession can best contribute to improving the quality and availability of the available guidance.

The exercise considered the influences on career choices over a wide age range, from the initial contacts with young school children, through to school leavers and undergraduates and on to postgraduates and later career 'changers'. It is expected that some of the activities that stem from the careers guidance initiatives will have an impact straight away but it will take several years before the measures that are directed more towards the younger end of the spectrum will have any impact. Careers guidance is therefore regarded as one of the aspects of TPSI which will need to be continued beyond the life of the initiative itself.

The various aspects of the careers guidance task came together in the Workshop which was held in March 2003 at which TPSI managers and stakeholders, and other invited participants from all facets of the transport profession were joined by representatives from education and the universities. A total of 38 people participated. The output from that workshop provided the basis for subsequent discussions; some of the ideas and possible lines of action which emerged from that workshop need further investigation and development; this will form part of the ongoing work.

Another source of ideas, which covered both the school leavers and the undergraduates, was the discussions with representatives of the Institution of Civil Engineers and the Royal Town Planning Institute. Both organisations represent professions in which employers are facing difficulties in meeting their required numbers of new entrants. RTPI experience was particularly useful, given the similarities between the town planning and transport planning professions in terms of size and diversity of new entrants.

At the schools level, a play for younger children was commissioned and was funded by the Rees Jeffreys Road. "Another Plan-it" by Valerie Belsey has already been performed at several schools and colleges in Devon.

There is a substantial amount of web-based material available to teachers, especially at the younger age levels (key stages 1 and 2), but anecdotal evidence suggests that teachers are more likely to become aware of good web-based lesson plans through personal contacts or through local groups rather than by web searches. Understandably, most lessons on the official websites which have any transport-related component at key stages 1 and 2 deal with road safety and, to a lesser extent, environmental aspects; those parts of the curriculum dealing with numeracy issues rely relatively little on transport as a topic around which to build a lesson or series of lessons. However, this aspect is very well covered by the Young Transnet site, which is run under the auspices of the National Children's Bureau. It focuses on the journey to and from school and allows many ways of inputting and using the accumulated national database. Its appeal is greatest for younger children and its use drops off rapidly for classes above the age of around 14.

There is very little teaching support material with a transport planning link for older students but Young Transnet are currently addressing this shortfall with the help of funding from the Rees Jeffreys Road Fund. This involves creation of a 16+ portal

which will be developed with some assistance from TPSI. It is felt that the profession's efforts would be better channelled into this supporting role to Young Transnet rather than in trying to act unilaterally in raising awareness of transport planning careers opportunities at the upper end of the school age range.

Some efforts have also been made to reach those in the teaching profession and in the wider education field. For example, a presentation about transport planning career opportunities was given at the annual conference of geography teachers held at the RGS. Presentations of this nature and articles in the literature which is most widely read by those who can influence careers are likely to be a cost-effective use of scarce resources.

It is therefore recommended that, as a means of reaching the schools population, the profession should focus on two aspects :

- providing support to the Young Transnet management for those initiatives where there are compatible goals;
- aiming to inform and influence those teachers and others who are best able to make use of the opportunities which a wide-ranging subject such as transport can offer, either as a 'case study' in lesson planning or as a potential career path.

Much of the TPSI effort has been directed towards the undergraduate population. The key element of this has been the development of the new "Changing Perspectives" brochure. Around 12,000 copies have been distributed, including to all university careers offices and appropriate university departments. One of the primary objectives achieved by the new brochure is in providing the facts about the wide range of university degrees from which new entrants are now eligible to join the profession.

This would be reinforced by an improved account of the entry routes to transport planning and the general description of the scope of transport planning work appearing in the various websites used by undergraduate job seekers. The most commonly used are Prospects, Hobsons and Doctorjob. The Prospects site provides an excellent account of the profession's work, entry routes and job opportunities, with a link to the Transport Planning Society. The routing within the site has now been improved so that transport planning now appears as an option for those undergraduates from appropriate degree courses who are searching for suitable career opportunities. For a variety of reasons, achieving changes in other careers websites is likely to be more difficult and it is therefore recommended that wherever there is an opportunity within TPS or similar material to refer to the careers websites then that reference should be to the Prospects website alone.

The development of the "Shifting Perceptions" brochure has been accompanied by the updating and re-branding of the "Where Are You Headed?" brochure which sets out the opportunities for further academic advancement via the transport-related Masters degrees offered by the six National Masters Training Programme courses and by ten other universities. This was also distributed to all university careers offices and appropriate university departments.

During the period of TPSI's existence, stands have been erected at various general careers fairs. In addition, a two-day transport planning careers fair was held in the West Midlands, staffed by representatives of West Midlands-based consultants, local authorities, transport operators and the Highways Agency. The aim was to attract people into the profession generally, with the distribution of details about interested visitors being handled centrally after the event. The advertising for the fair specifically targeted so-called "second jobbers" (those who may have spent a year or two in a career which turned out to be insufficiently challenging or attractive to them). On the basis of the numbers of visitors and the feedback from the participating organisations, this initiative was very successful. It was clear, however, that the success relies on an individual 'driving force' not only to provide the organisational management but also to ensure that the profession's aim of increasing numbers of new entrants is not overshadowed by the recruitment objectives of the individual contributors.

It is considered that the profession's limited resources are better spent in mounting these targeted careers fairs than in participation in the more general fairs. It is therefore recommended that, provided a "driving force" is available, the West Midlands model should be adopted for other regions. In pursuing this targeted approach, the possibility of a combined effort alongside the town planning profession should be borne in mind.

In conjunction with the West Midlands recruitment initiative, a number of other advances have been made including the development of a West Midlands website and the setting up of a series of evening classes to help new entrants to find their feet as quickly as possible.

Task 5 New training needs

Objectives

- To encourage the development of additional capacity for technician, professional and in-career training.
- To encourage the development of modules and courses to cover new material identified as required in Task 2.
- To review and, if appropriate, recommend changes in methods of course delivery.

Beneficiaries

- Universities, colleges and other training organisations.
- Employers.
- Students.

Participating organisations

- Universities, colleges and other training organisations.
- Employers.
- NMTP Employers Forum.

Summary of Progress

- Researched and established a database of all Masters courses in transport.
- Researched and established a databases of contacts for all undergraduate courses where transport is taught.
- Collated, in conjunction with Task 8, a comprehensive record of the modules and courses available for undergraduates, postgraduates and in-career training; to identify the principal skills covered in each; and to assess their capacity.
- Compared the results with the needs identified in Task 2 to assess the need for increases in quantity and content of provision (not completed).
- Encouraged and assisted in increased provision among providers (not completed)
- *Supported the development of a new part time evening course in the West Midlands and explored the potential for similar initiatives elsewhere.*

Key Findings

The objective of this task was to stimulate improvements in the content and methods of delivery of education and training in transport planning, at all levels from sub-degree, to postgraduate and including CPD. The means of doing this was by compiling an inventory of existing training provision and to compare the characteristics of this training with the needs of employers as identified in the survey work undertaken in Task 2.

Data on the provision of training in transport planning were compiled from a wide range of further education and higher education data sources. A standard set of information was sought for each relevant Masters, undergraduate and sub-degree level course, with information initially being extracted from printed and/or web sources and then corroborated with the relevant course organisers. This was a lengthy process, not least because of the high rate of turnover of courses in some HE and FE institutions. We believe we have achieved good coverage of the relevant postgraduate and undergraduate course level provision, but our success in identifying the relevant course content of specific undergraduate modules has been patchy (since it depends to a much greater degree on cooperation from individual module tutors). Likewise because of the large number of public and private sector FE institutions (over 600 in the UK) our coverage of sub-degree level training is also incomplete, but our general findings are probably representative of the global picture. The principal results of these surveys are summarised below:

- Currently, 12 institutions offer 23 specialist postgraduate Masters and/or Postgraduate Diploma courses in transport planning and closely related fields. The number of courses and the number of institutions offering courses has grown in recent years.
- An overlapping but wider set of 14 institutions offer 20 post graduate courses with significant transport planning content, but with a specific freight or modal (e.g maritime) emphasis.
- A further 14 postgraduate courses are offered that contain some transport planning content but with a principal emphasis on land use planning or development, rather than transport.

- Most courses offer both full time and part time trajectories and many have evolved flexible modular delivery methods. A small but increasing number offer distance learning options.
- Most of the Masters courses currently recruit students from a wide spectrum of academic backgrounds, including the social and behavioural sciences as well as the physical sciences, and engineering. The bulk of students are drawn from civil engineering and geography.
- Most courses have a “core plus elective plus dissertation” structure and there is considerable overlap in core content among many courses. Courses vary considerably however in terms of their elective content and the range of choice available to students. The result is that, at the national level, training provision is highly diversified.
- The content of many Masters courses shows evidence of rapid evolution in recent years, reflecting changed national and international policy issues and improved liaison with employers. Policy related and soft skills are of increasing prominence.
- An increasing number of universities are offering postgraduate course content in a form appropriate for Continuing Professional Development.

Undergraduate Level Courses and Modules

- Currently, 15 HE institutions (out of a total of over 70) offer 23 undergraduate courses with major or joint honours in transport planning or a closely related discipline. The most common joint honours pairings are with planning, geography and civil engineering, although there is a considerable range available. The number of joint honours degrees offered has increased rapidly in recent years.
- A further 32 undergraduate courses are offered with some form of specialist transport planning content, usually in the form of a modal or functional emphasis.
- A significant number of undergraduate courses in the fields of planning, geography, economics and civil engineering feature *some* transport planning related modules, mostly, but not always, as electives. The nature and relevance of the content of these modules varies widely. It is notable however, that it is these disciplines that provide the principal source of recruits to Masters level courses.

Sub-degree Level Courses

- A substantial number of transport courses are offered by Further Education Colleges and related institutions.
- The overwhelming majority of these courses are in the areas of freight and passenger transport operations (e.g., CPC). There appears to be very little provision in the areas of transport planning (or engineering) *per se*.
- Most of the courses offered are delivered on a part time and/or evening study basis.
- There is little evidence to date of a significant adoption of the transport planning related NVQ qualifications.

It is clear from the results of the inventory analysis that the volume, nature and delivery of transport planning education at postgraduate and, to a lesser extent, undergraduate level has undergone significant change and development in recent years. The TPSI employer survey indicates that employers are broadly satisfied with the training and education that is available at this level. There is however continuing pressure from employers to increase the flexibility with which this training and education is provided and an overarching need to retain both excellence and relevance as the field develops further over time.

The principal gaps in current provision that emerged from this work were:

- A lack of education and training provision at undergraduate or Masters level in specific areas and regions (e.g., West Midlands, the South West). Initiatives are currently underway to address these shortcomings.
- A serious lack of relevant education and training for those entering and/or operating in the profession at technician level and for whom Masters level study may be infeasible or unnecessary.
- A lack of consistent exposure of undergraduates in relevant disciplines to technical transport planning content and associated with this to relevant career opportunities in transport planning.

Task 6 Work experience

Objectives

- To review best practice approaches to work experience provision across the profession.
- To offer positive work experience programmes amongst employers.

Beneficiaries

- Graduates.
- Employers.

Participating Organisations

- DFES.
- ILT, RTPI.
- Employers.
- NMTP Employers' Forum.
- Hampshire County Council
- Transport for London
- Highways Agency
- CENTRO
- West Yorkshire PTE

Summary of Progress

- Reviewed best practice approaches to work experience programmes
- *Produced and circulated 1500 Work Experience leaflets*

- Prepared Guidance Notes for Employers and Students
- Launched a pilot transport work experience scheme for students during the summer of 2003.
- *Identified 19 employers interested in providing Work Experience during the summer of 2003*
- *Managed the process of applications from 300 + students and the shortlisting of 45 Work Experience candidates*
- Monitored the Work Experience placements and gathered feedback from employers and students
- *Produced a specification for a web based system for the future and procured proposal from contractor for its completion*
- Prepared Final Report and recommendations for the continuation and roll-out of the project

Key Findings

To help address the skills shortages in transport planning, it was decided TPSI should include the development of a structured work experience scheme to encourage more people to choose a career in transport planning.

Having reviewed best practice, and experience in other sectors, the task group gained agreement to pilot the scheme in Summer 2003. The proposal was to assess both student and employer interest, and to develop a cost effective approach to a full, ongoing, scheme, should the pilot indicate adequate demand.

Hampshire County Council drafted promotional materials and guidance for students and employers. M & N, the TPSI public relations company designed the brochure and produced an A4 leaflet/flyer based on the Initiative's *Changing Perceptions* graphics. Copies of the materials were circulated to careers departments within universities and also to about 150 university course directors.

Employers were recruited principally through the NMTP Employers Forum and TPSI contacts in the East Midlands. A total of fifteen employers expressed interest in participating in the Pilot; seven consultants and eight local authorities (including a PTE).

Over 300 initial inquiries were received from students, many requesting further information. The majority of enquiries came from students who had seen a short notice on their university website. The clearing-house process led to nearly 70 firm applications, which were reduced to 48 on an initial sieving.

Of the short listed students, 22 were female and 26 male; and 12 were not UK residents. They came from 25 different universities, with Heriot Watt and Manchester providing the most (6 each). A variety of disciplines were represented, 15 were studying some form of engineering, 7 transport, 7 business management of some form, 5 geography, 3 each came from town planning, environmental studies, and ITC courses and 2 each from economics and maths.

Potential employers were provided with the full list of short listed students, together with brief details. They were required to review the list and then request CVs for any in which they might be interested. It was the employers' responsibility to decide on selection criteria, approach individual students and to make any offers of employment. Of the original 15 only 6 employers took on students. Four students were placed with consultants and three with local authorities.

Task group members undertook interviews with employer representatives and students during their placements and later Martin Richards conducted discussions with them, at the end of the placements, to assess their views on the pilot scheme late in September 2003. The context for this research work was to understand what would be required for the scheme to be taken forward in year 2 such that it could be extended to accommodate more employers and students.

Students' views

Three of the seven students had no prior knowledge of transport planning and one had only a very basic knowledge. Two had attended transport courses at their university and a "career changer" had made an explicit decision to seek a career in transport planning.

The students had learned about the scheme through a variety of routes, including an e-mail from Prospects; their university careers service, and the internet.

All four students interviewed after the placement thought that information on the scheme should be on the TPS web site, even though they advised the scheme organisers not to rely on the internet to inform students of its existence.

All seven of the students reported that their placement had extended their knowledge of transport planning and that their knowledge of the working environment had been enhanced. The interviews also demonstrated that the scheme had a strongly positive effect on the choice of a career in transport planning for four of the five who had not already made a decision on their future.

Employers views

The placements with one exception varied in duration from four to eight weeks and the students enjoyed payment of between £850 and £1600 per month with the majority towards the lower end of this spectrum. Duties undertaken by the students varied considerably, and in most cases they were given a varied work programme. All the employers reported being very pleased with their student, one saying that the experience *exceeded their expectations* and another that the student had *more than met their expectations*.

Overall, the employers considered that the Scheme had been successful, and they would be happy, in principle, to participate in future years complying with a basic Code of Practice. The principle of paying a reasonable salary and a commitment to providing exposure to transport planning were also both seen to be reasonable.

Those that commented were happy with the support received from TPSI during the placement and several useful comments were received as to how to improve the scheme from the employer's point of view, in future years.

There was general interest among both those who participated in the Pilot Scheme and others, in a regular (on-going) scheme for undergraduates managed by the Transport Planning Society (TPS). There was also general recognition that a web-based registration system for interested students, possibly based on that developed by the West Midlands Initiative, could have advantages compared with the arrangements used for the Pilot Scheme.

Conclusions

Both participating employers and students saw the 2003 Pilot Scheme to be very successful. It was thus decided, given this success and the proven potential for such a scheme to encourage undergraduates to choose a career in transport planning, that the scheme should be continued. The working group advised that the scheme should continue in 2004 and be clearly badged as "TPS/TPSI".

The working group agreed the future scheme should have a more structured clearing house procedure and ideally build on and make best use of the web-site developed by the TPSI West Midlands employers for recruitment purposes. Martin Richards and Colin Eastman developed a specification for such a site, and a successful bid for funding was made to the Rees Jeffries Road Fund. The intention is that the proposed web-site will be up and running in good time for the 2004 work experience scheme intake.

Detailed recommendations were made for the successful introduction of the scheme in 2004 and the task group members are to continue their work to see it through its roll-out stage.

Task 7 Financial support for students

Objectives

- To assess the need for continued and enhanced financial support for students.
- Where appropriate to recommend ways in which such support can be provided.

Beneficiaries

- Universities, colleges and other training organisations.
- Employers.
- Students.

Participating organisations

- Universities, colleges and other training organisations.
- EPSRC, ESRC and other sponsors.

- Employers.
- NMTP Employers Forum.

Summary of Progress

- As part of the review of skills, modules and courses, identified the current provision for financial support for students at both undergraduate and postgraduate level.
- Reviewed with students, and would-be students, the need for such financial support.
- Assessed, given the requirements identified in Task 2, the future need for financial support, and the best ways of generating it.
- *Agreed to submit a cross institution bid for Collaborative Training Account funding for transport, with the strong bid support of EPSRC.*
- *Held discussions with EPSRC about the new arrangements*
- Prepared final report
-

Key Findings

The objective of this task was to assess the need for continued and enhanced financial support for students studying transport planning at all levels and, where appropriate, to recommend ways in which such support can be provided or improved.

At all levels of further and higher education, and most particularly in the University sector, the organisation and delivery of financial support for students has increasingly been recognised as a central concern and has generated extensive and often fraught debate. Whilst many of issues raised in this debate are properly matters of national policy and political principle and as such beyond the scope of the TPSI, the transport planning profession has particular features that merit specific consideration.

Transport planning is substantially (though not exclusively) a graduate profession with over 50% of the intake to the profession being qualified to Masters level and with a Masters degree increasingly seen as a prerequisite for progression to senior positions of responsibility. Thus the transport planning profession is more dependent than most on a consistent and sustained progression of able and motivated students from school to a relevant first degree and then to a Masters course. Many students now accumulate substantial debts by the end of their undergraduate studies which makes the prospect of immediate progression to Masters level study financially extremely unattractive. This is very apparent in the data on how current transport Masters students are funded. This reveals that less than 10% of those UK students studying transport planning at Masters level are self funded and that this proportion has been declining in recent years. These conclusions are reinforced by the results of qualitative research undertaken at a number of universities with both potential and existing transport Masters students. This research indicated that the fear of adding further to debts already incurred during undergraduate study was a major disincentive to students progressing to Masters (or PhD) level study and that the availability of modest financial support to cover living costs and fees was a major factor in the decision making of those who did decide to progress to post graduate study.

Our research revealed the existence of upwards of 15 different financial support

mechanisms to assist those undertaking education and training in transport planning in further and higher education institutions. Some, such as Learner Support and Access Fund and Child Care Support payments, are aimed at supporting those already in study during periods of particular and demonstrated financial distress rather than incentivising further study *per se*. The Educational Maintenance Allowance is currently available through a number of pilot schemes in some areas and will be available nationally from September 2004. In the national scheme, payments will be made directly to the students, and proven commitment to study will be financially rewarded. This may present an added incentive to students wishing some degree of financial independence, as existing support mechanisms (Child Support and Dependents Allowance on Social Security Benefits) are paid direct to the parent. Career Development Loans are commercial bank loans with interest rates much higher than those for Student Loans. The loan is repaid over a fixed period, usually beginning one month after completion of the course, with no adjustments made for income. Clearly, the level of risk taken by the student is higher than that for the undergraduate Student Loan scheme, where repayments are fixed to 9% of income over £10,000. As such, the Career Development Loan scheme is more likely to appeal to those with some guarantee of employment on completion of the course. The majority of these mechanisms are aimed principally or exclusively at those studying at sub-degree and first degree level and thus do not directly address the critical issue of the progression of students from undergraduate to postgraduate study.

The principal mechanisms for funding UK students to undertake Masters level study are, for full time students, support covering fees and living costs provided by the EPSRC through the National Masters Training Package in Transport and from charitable bodies such as the Rees Jeffreys Road Fund and the Brian Large Bursary Fund and for part time students, direct support from their employers. The NMTP is a consortium of seven universities (Imperial College London, University College London, Leeds University, Napier University, University of Newcastle, University of Southampton and Westminster University), formed in 1999 in response to an initiative from the EPSRC to stimulate innovative developments in the content and delivery of Masters level training. The NMTP currently supports approximately 35 full time UK graduates each year and works in close liaison with a broadly based group of employers (the Employers Forum) to ensure the relevance and timeliness of the training offered by its members. EPSRC funding for the current NMTP activity ends in the current academic session (2003/4). The Rees Jeffreys Road Fund and the Brian Large Bursary Fund together currently support in the region of 8 to 10 full time students, both within the NMTP institutions and elsewhere. Only a handful of UK students study transport at Masters level on a full time basis without NMTP or charitable support.

A substantial number of transport masters students study on a part time basis and are directly supported in doing so in whole or part by their employers. The number of students studying on a part time basis has more than doubled in the past four years, with currently over 100 graduating each year, most from the NMTP institutions. The majority of those undertaking training on a part time basis are already established professionals and are seeking to update and improve their skills in transport planning or to change direction within the profession (e.g., shifting a role in construction to one

in planning or operations). Very few new entrants to the profession arrive via the part time route.

Thus, despite the growth in part time study, full time study on a recognised Masters course remains the principal entry route to the profession and thus the availability of funding to support students undertaking such courses is clearly vital to maintaining and expanding the numbers and skill levels of the profession.

The results of the surveys undertaken in Task 2 indicate that there exists a need for a substantial growth in the numbers of transport planners over the next five years. This will require both new efforts to promote the image and awareness of transport planning profession in schools and undergraduate courses and, critically, the expansion of funded full time training opportunities at Masters level. Building on the analysis undertaken in Tasks 2, 5 and 7, the NMTP institutions, working in collaboration with the Employers Forum and the TPSI is currently formulating a proposal to EPSRC to secure the continuity and expansion of EPSRC support for Masters level training in transport beyond the 2003/4 academic session. The success of this venture will be vital to the medium and long term well being of the transport planning profession in the UK.

Task 8 Career development and training

Objectives

- To ensure that professionals are fully aware of the choices open to them to enhance their skills and competence through Continuing Professional Development.
- To enable professionals and their employers to make better choices when selecting courses and other training activities.
- To enable personal development planning.
- By matching skills gaps to provision, to raise the capability of those within the sector more quickly.
- To establish a continuing process whereby these objectives can be realised.

Beneficiaries

- Employers.
- Employees.
- Training providers.

Participating Organisations

- ILT, ICE, IHT.
- PTRC, universities and other training organisations.

Summary of Progress

- Provided the specification and architecture of a definitive website bringing together all training providers within the transport planning sector (e.g. voluntary bodies, professional institutes, commercial conference providers,

NVQ Centres etc). Produced in three clear stages, all of which will be useful to the profession:

1. Collation of contacts and course listings across the sector (hard copy list) that will be posted on TPS/Institutes' websites.
2. Translation into a simple website with a simple search facility concentrating on course, seminars, conference and other training opportunity listings. This will be designed so that organisations can upload the information themselves into a template and can update the information at regular intervals. Split into two stages (a) pilot and (b) basic site fully operational.
3. Review of (2) and specification for the development, beyond the programme, of a comprehensive website with enhanced search facility, personal development planner, resources for HR Managers, on-line advice, etc.

Key Findings

The various survey undertaken as part of Task 2 have highlighted that Continuing Professional Development and training are very important in the enhancement of the skills base of the profession. The research has shown that more and more employers are recruiting young people directly from undergraduate courses or as job changers/career switchers rather than from Masters courses as there is not a sufficient number of Masters graduates available. This now means that new recruits will need training to familiarise themselves with the field and to develop them as transport planners. This training can be – and is being - achieved by organisations running their own in-house training schemes or by sending staff on appropriate courses and seminars organised by a wide range of bodies.

There is also a parallel need for existing staff to be up-to date with the fast changing nature of transport planning policies and techniques. The Task 2 survey has highlighted the priority areas, many of which are very different from the needs of the past. The employers' survey has also highlighted that the provision of training is at a generally low level with large numbers of transport professionals receiving little or no training. a situation which needs to be addressed.

At the moment there is no “one stop shop” for information about the various courses available and both individuals and employers have urged that thus would be a valuable service for TPSI/TPS to provide. There is also a need for some best practice material related to training and HR issues to help organisations to plan these needs more strategically.

One of the first steps in this Task was to compile a database of all the providers of short courses and training related to transport in the UK.

A significant amount of time has been spent investigating the best approach to provide the “one stop” information source that the profession would like to see in existence. Two web based systems have been investigated and in the early part of 2004 a new module will be developed by the same organisation which has designed the recruitment module. This will allow course providers who have paid an annual

subscription and have a password to automatically upload their course information. It will be removed after the course has been held. Users will be able to interrogate the database by key word, type of event, provider, date and location.

The system will also allow for other general information about CPD and HR issues to be displayed. It is anticipated that this will be a valuable resource for the profession and one which will provide a revenue stream to cover its ongoing maintenance costs.

Task 9 Qualifications

Objectives

- To provide a framework which clearly describes potential entry routes into transport planning, routes to achieve recognised qualifications, and their relevance to transport planning.
- To identify acceptable means by which progress towards accredited qualifications, for both technicians and professionals, can be simplified and coordinated between the institutions involved.
- To project a collaborative and inclusive approach to the transport planning profession.

Beneficiaries

- Potential transport planners.
- Existing transport planners seeking to further their careers.

Participating Organisations

- Transport Planning Society.
- All Professional Institutions – ICE, IHE, RTPI, ILT, IHIE
- Universities.
- Employers.

Summary of Progress

- Established a qualifications working group.
- Appointed and briefed a senior transport planning professional – David Bayliss - to facilitate this task.
- Published a paper on current position, available as a report to stakeholders
- Prepared recommendations for a new transport planning qualifications framework.
- Embarked on consultation process with the professional institutions on the future arrangements.

Key Findings

There are five professional bodies involved in offering recognition to transport planners; the Institution of Civil Engineers, the Royal Town Planning Institute, the Institute of Logistics and Transport, the Institution of Highways and Transportation and the Institute of Highway Incorporated Engineers. Collectively these provide routes to recognition at the levels of senior chartered professional level (F/MRTPI,

FCIT & CEng), ordinary professional level (IEng, MCIT) and technician level (Eng Tech & Tech RTPI). Only one body (the ICE) provides recognition at all three levels. The first four of these are institutional sponsors of the Transport Planning Society. The Transport Vocational Group is developing National/Scottish Vocational Qualifications at all three levels. None of these organisations except TVG has a dedicated recognition for transport planners per se.

To varying degrees all require a mixture of educational achievement and practical experience for recognition and all have procedures for assessing candidates' competence.

It is generally possible to achieve professional recognition by these bodies with little competence in transport planning and for the ICE, without any assessed competence. All organisations expect or require their members to undertake continuing professional development.

There are many university and some other courses that meet the requirements for educational achievements for professional recognition by these bodies and, although not all types of courses are available in all regions in all learning formats, lack of choice should not present an insurmountable obstacle to achieving the required education. Cost is another matter and where candidates choose a path involving a postgraduate degree the costs can be very high and the availability of grants to meet these is limited.

As practical experience is usually acquired "on the job" there should be little extra cost in obtaining this, however there are (modest) costs associated with this being appraised. After education the main costs are associated with membership fees and continuing professional development. Lifetime costs (mainly annual subscriptions) for professional recognition to the most senior level can reach £8,000. These costs are higher for the RTPI and the ICE where professional certification is of greater importance to career prospects.

Some of the key characteristics of the recognition procedures are listed in the following three tables. In short, whilst there are plenty of routes to a form of professional recognition for transport planners none of the qualifications awarded is a guarantee of professional competence in that specialisation. Moreover the suite of qualifications is not complete in that at the "planning" end of the spectrum, represented by the RTPI, there is no incorporated level, and at the operational end represented by the ILT there is neither a clear incorporated nor technician level.

TABLE A - Full Chartered Membership

Organisation ⇒ Parameter ↓	RTPI	ICE	ILT	IHT
Qualification	M/FRTPI	CEng	MICT	Ceng
Chartering Body	RTPI	Engineering Council	CILT (International)	Engineering Council
Minimum Educational Requirement	Bachelor's degree or degree + diploma (4yr) or 2 yr post graduate degree or diploma	MEng*	Bachelor's degree	Meng*
Requirement for Undergraduate entry	Relevant subjects indicated	Intake standard specified (EC)	No	Intake standard specified (EC)
Range of educational routes	Fairly wide	Limited	Wide	Limited
Internal Examination	No	EC examination	Yes	EC Examination
Transport content essential	No - but expected on accredited courses	No	Yes	Yes
Specific Transport Planning Class	No	No	No	No
"Industrial" experience requirement	Yes – 2 years	Yes – normally 4 years	Yes – varies but normally 5 years	Yes
Formal training scheme	Not required	Preferred	Not required	Not required
Professional review required	Not normally	Yes – report plus interview	Not normally	Yes – report plus interview
CPD	Required	Required	Required	Required
Cost of membership	High	High	Quite high	Moderate
Chartered members	14,451	Approx 42,000 in the UK	6,150 in the UK	

* 4 Year undergraduate degrees

TABLE B - Incorporated Membership

Organisation ⇒ Parameter ↓	ICE	IHT	IHIE
Qualification	IEng	IEng	IEng
Chartering Body	Engineering Council	Engineering Council	Engineering Council
Minimum Educational Requirement	BSc or equivalent	BEng or equivalent	BSc or equivalent
Requirement for Undergraduate entry	Intake standard specified (EC)	Intake standard specified (EC)	Intake standard specified (EC)
Range of educational routes	Wide	Wide	Wide
Internal Examination	No	No	No
Transport content essential	No	No	No
Specific Transport Planning Class	No	No	No
“Industrial” experience requirement	Yes - normally 4 years	Yes - normally 4 years	Yes - normally 3 years
Formal training scheme	Recommended	Recommended	Recommended
Professional review required	Yes	Yes	Yes
CPD	Required	Required	Required – 5 days a year
Cost of Recognition	Quite high	Quite high	Quite high
No. of members	3,000 approx		1,450 approx

TABLE C - Technician Membership

Organisation ⇒ Parameter ↓	RTPI	ICE	IHIE
Qualification	Tech RTPI	EngTech	Eng Tech
Chartering Body	RTPI	Engineering Council	Engineering Council
Minimum Educational Requirement	N/SVQ level 3 or equivalent	NVQ level 3, AVDC, ND/C or equivalent	NC, NVQ level 3 or equivalent
Range of educational routes	Wide range	Wide Range	Wide range
Internal Examination	No	No	No
Transport content essential	No	No	No
Specific Transport Planning Class	No	No	No
“Industrial” experience requirement	Yes – normally 2 years	Yes – normally 3 years	Yes – normally 3 years
Formal training scheme	No	Recommended	Recommended
Professional review required	No	Yes	Yes
CPD	Required	Required	Required
Cost of Recognition	Moderate	Moderate	Moderate
No. of members	115	Approx 700 in the UK	250 approx

Task 10 Action Plan Management

Objectives

- To ensure that the above tasks are pursued efficiently and to time.
- To ensure that the individual tasks are effectively integrated.
- To provide for regular review of progress and implications by the participants and sponsors.
- To ensure that the Initiative is effectively publicised.

- To secure and account for the resources needed, ensuring value for money.

Beneficiaries and participating organisations

- The TPSI Management Group.
- Those commissioned to conduct individual tasks.
- TPSI sponsors.

Summary of Progress

- Appointed Prof Tony May as the Champion for TPSI to oversee the work of the Initiative and present its findings.
- Appointed Andy Costain as the part time project manager for TPSI to work with the Champion to meet the objectives above, liaise with those responsible for individual tasks, and call regular, bi-monthly, meetings of the Management Group.
- Raised funds from sponsors.
- *Disseminated results to all stakeholders.*
- *Consulted TPS on ongoing arrangements.*
- *Set up new stakeholders membership of TPS.*
- *Organised final dissemination seminar.*

3. Budget

The original budget foreseen in the 10 Point Action Plan was £350,000. The addition of extra tasks and outputs took the budget closer to £400,000 of which £214,750 has been raised as cash contributions and the rest based on contributions in kind. TPSI would like to record its appreciation of those who have supported the Initiative in this period.

4. Achievements

Delivering sustainable and integrated transport systems for the future is one of the major challenges facing the world over the next decade and beyond. Making sure that there enough skilled practitioners to take forward this mission is fundamental to achieving this, whilst sustaining a successful economy and the daily needs of a vibrant society.

The Transport Planning Skills Initiative (TPSI) created in April 2002 has provided a clear focus for a programme of action to increase the number of transport planners in the UK, who will need the range and depth of skills essential for the effective delivery of the Government's 10 Year Transport Plan, and implementation through Local Transport Plans, regional and national strategies.

During its 20 months of operation, TPSI has:

- established support from five institutions, central government, and well as regional government in Scotland, Wales and Northern Ireland.
- supported the bid by Transfed for a pan-Transport Sector Skills Council called Go-Skills which has been approved by the Sector Skills Development Agency.

- completed two major surveys researching the scale and nature of the skills issues facing the profession, together with associated focus group work with students and employers. We have also worked closely with the County Surveyor's Society in relation to their research in this field.
- researched the full extent of training and education provision, and established the basis for keeping this up to date and available as a resource for the profession. We are using the survey data to focus provide feedback to education and training providers about the training requirements of transport planners and employers.
- been working with EPSRC to secure the long term future of Masters funding for transport through the excellent National Masters Training Package group of universities, and to extend this approach.
- held a careers guidance workshop for 45 specialists and have developed new literature to explain the transport planning profession, extolling its virtues as a career, and providing guidance as to where to go for further education.
- set up a fully automated job opportunities website <http://www.transportationopportunities.org>
- ensured that transport planning features as a career opportunity in the various career's directories- Hobsons, Prospects, Doctorjob.
- sent all the TPSI brochures to appropriate University departments and University Career offices.
- held a very successful careers fair in the West Midlands on 1-2 July. We will be looking to roll this out elsewhere in the UK.
- completed a work experience pilot project, with seventeen potential employer/providers and 300 applicants for 30 places. This will now be rolled out nationally next year.
- raised the profile of transport and transport planners in numerous press articles.
- mapped out the existing routes to become qualified, summarised in an excellent report. We are now working on ways to provide accreditation for the profession, and a means of providing consistency of qualification across the profession.

A Public Relations firm has been appointed to help us with raising the awareness of the profession, and the image that we project through our publications. This has resulted in the production of the 'Shifting Perceptions' leaflet that projects a fresh and vibrant image of our profession, and good information about what we do, and how to find out more.

Through the activities listed above TPSI has demonstratively addressed the 3 important objectives identified in the original 10 Point Action plan, namely:

- Quantity – promoting transport planning as a career.
- Quality – identifying skills gaps, promoting training, work experience and qualifications.
- Image – mounting a "shifting perceptions" campaign to increase awareness of the achievements and role of transport planners.

5. The Way Forward

While much has been achieved, many of the TPSI tasks need continuing effort if we are to continue increasing the quantity of transport planners and the quality of the skills which they can offer, while at the same time further enhancing the image of the profession. The following activities will need to be continued for the foreseeable future:

- provision of careers guidance (Task 4)
- the work experience programme (Task 6)
- management of the website (Task 8)
- coordination of qualifications (Task 9).

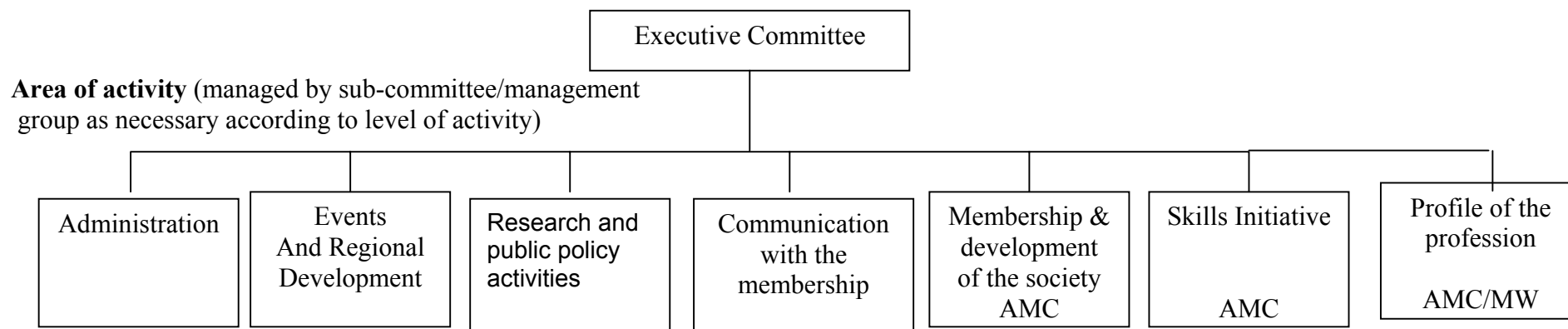
In addition it will be necessary from time to time to repeat the surveys and reviews in Tasks 2 and 5 to monitor progress in meeting TPSI's objectives.

It has been agreed that these activities will be coordinated by a sub-committee of the Transport Planning Society, and many of the members of the Management Group have agreed to join that sub-committee to provide continuity. At the same time, the publicity and awareness activity (Task 3) will be broadened to encompass the needs of TPS and the profession as a whole. A copy of the new organisation chart for the Transport Planning Society is attached showing the integration of the TPSI activities.

The cost of maintaining the work of the TPSI sub-committee is intended to be covered by subscriptions from continuing TPSI stakeholders who will, as in the initial stage of the Initiative, have free access to its outputs. Stakeholders will also automatically have corporate membership of TPS, and hence be able to benefit from its wider provisions for their staff.

We are extremely grateful for the support of existing TPSI stakeholders, and look forward to welcoming others. Anyone interested in becoming a stakeholder is invited to contact Andy Costain on Tel: 0207 348 1975 or by email to acostain@compuserve.com

TPS STRUCTURE FOR MANAGEMENT OF ACTIVITIES incorporating ongoing activities of TPSI



Main activities

Membership	National events	Bursaries	Website	Membership drive	Task Group A Liaison with Skills Councils- previous Task 1 Qualifications & accreditation – previous Task 9	Press panel	
Finances	UK-TPM	Responses to official consultations	LTT column	Marketing materials		Task Group B Careers guidance CPD & training website Job opportunities website – previous Task 4 and 8	Wider communication strategy – previous Task3
Servicing regional ‘branches’	Annual Dinner	Following up ‘Confronting Realities’	Newsletter	Corporate member benefits			Task Group C Work experience scheme – previous Task 6
	Events programme by regions	Regional agenda	Young Members’ Forum	Relationships with sponsor institutions & others			
	<i>Developing new regional ‘branches’</i> London, SE & E NW Yorks & NE W Mids SW & S Wales		Other members’ forums				

Appendix A: Summary of reports available from TPSI

1. Report on the Survey of members of the Transport Planning Society conducted by Steer Davies on skills shortages, training needs, qualifications etc available free of charge and on the TPS website.
2. Executive Summary of the Focus Group Survey of Undergraduates conducted by MVA to delve into the views of undergraduates about transport as a career. Report available to Stakeholders, Executive Summary free of charge and is on the TPS website.
3. Report on Current Routes to Qualifications conducted by the Task 9 TPSI Work Group chaired by David Bayliss and funded by Halcrow, Available to stakeholder free of charge and to others at a cost of £50.
4. Report on the Survey of Employers conducted by BMG LTD and managed by Martin Richards and the Task 2 TPSI Work group.
5. “Researching the profession” – a report written by Martin Richards consolidating all the survey work undertaken by TPSI. Available free of charge to Stakeholders and to all others at a cost of £300.
6. Report on the Work Experience Pilot scheme and options for the future by Don Nutt, available free of charge to Stakeholders and to all others at a cost of £20.

Appendix B: List of TPSI Sponsors

The budget for the implementation of the 10 Point Action Plan was approx £400,000 and the work of the Transport Planning Skills Initiative would not have been possible without the generous support of sponsors and stakeholders who contributed in cash and in kind to help TPSI deliver the tasks. Grateful thanks to all these organisations is recorded:

Department for Transport	Centro
Highways Agency	West Yorkshire PTE
DFES	PTEG
Roads Service N Ireland	National Express Group
Advantage West Midlands	
	Hampshire County Council
Rees Jeffreys Road Fund	LB Merton
	Nottingham City Council
	Nottinghamshire County Council
	Reading BC
	West Midlands Authorities
Arup	
JMP Consultants	
Landor	TPS
MVA	ICE
Peter Brett Associates	IHT
PTRC education and Research Services	IHIE
RPS	RTPI
Steer Davies Gleave	
Atkins	The National Masters Training Package (Leeds, London, Napier, Newcastle, Southampton, and Westminster Universities)
	Imperial College
	ITS Leeds

A further 18 West Midlands Employers also supported the regional activities in the West Midlands

Appendix C : Members of the TPSI Management Group

We would like to put on record our appreciation of the contribution of the many people involved in the TPSI Management Group between April 2002 and December 2004.

Keith Mitchell, Peter Brett Associates
Prof. Tony May, ITS, University of Leeds
William Ainsley, LTT
Anne Broome , DTLR
Margaret Catran, TPI
Dorothea de Carvalho, ILT
Ian Chatfield, PTRC
Catherine Cornwell, DFT
Teresa Coyle, IHT
Kate Davies, ICE
Nigel Dotchin, DfT
Phil Dykins, DTLR
Colin Eastman, CENTRO
Gary George, DFES
Jon Harris, ILT/Foxley Tagg
Peter Huntington, Transfed/Go-Skills
Richard Larcombe, ICE
Prof Glenn Lyons, University of West of England / TPS
Helen Marshall, PTRC
Don Nutt, SDG
Sheena Pickersgill, W Yorkshire PTE
Prof. John Polak, NMTP Universities
Martin Richards, NMTP Employers Forum
Carlton Roberts James, IHT
Mike Schofield, Atkins
Sharon Simpson, ILT
Linda Smith , ODPM
Peter Stonham , Landor Publishing
Chris Taylor, W Yorkshire PTE
Richard Walker, TfL/TPS
Brian Walpole, Atkins
Felicity Warren, PBA/ Bursary Holder
Hugh Wenban-Smith, Representing Rees Jeffreys
Martin Winch, M&N Associates
Peter Wiltshire, Representing ICE

Andy Costain, TPSI Project Manager