

Transport Planning Technician Apprenticeship – Skills Portfolio

Assessment delivery specification

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Edexcel, BTEC and LCCI qualifications

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1 Introducing the New Apprenticeships in England

Background

The government has produced an implementation plan¹ for the future of Apprenticeships in England, following the Richard Review (2012)². The changes, which are in the implementation plan, move the design of Apprenticeships into the hands of employers to make them more rigorous and responsive to employers' needs. Employers will now undertake the design of an Apprenticeship for each occupation that they identify as requiring apprentices.

It is intended that from 2017/2018, all Apprenticeships in England will use the new Apprenticeship Standards and Assessment Plans designed by employers and approved by the Department for Business, Energy and Industrial Strategy (BEIS).

All new employer-designed Apprenticeships will:

- be based on the required level of skills, knowledge and competency to undertake a specific occupation well and operate confidently in a sector. This forms the standard for the Apprenticeship. The assessment of an apprentice will be against this standard. Apprentices will be awarded a certificate of completion only when they have demonstrated their ability in all areas of the standard
- use a single approach to assessment against the standard. This should include a range of assessment methods that cover the theoretical and practical elements of the Apprenticeship
- have a synoptic end-point assessment that requires the apprentice to use their skills, knowledge and behaviours effectively in an integrated way. Apprentices will be assessed largely at the end of an Apprenticeship programme – with an expectation that, in most cases, at least two thirds of the assessment must take place at the end of the Apprenticeship
- have grading applied to the full Apprenticeship Standard, with apprentices who successfully complete, awarded a Pass, Merit or Distinction. This will include a 'mastery mechanism' – apprentices will need to pass every aspect of their assessment in order to be successful but not every aspect will necessarily be graded
- be of a minimum 12-month duration to ensure that the Apprenticeship provides sustained and substantial training
- include a minimum of 20 per cent off-the-job training, away from the day-to-day job
- have a stronger focus on English and mathematics. All apprentices working towards the new Apprenticeships must achieve Level 1 Mathematics and English qualifications as a part of their Apprenticeship, if they have not achieved them already. Apprentices are also required to work towards Level 2 Mathematics and English qualifications, if they have not achieved them already. For Apprenticeships at Level 3 and above, apprentices are required to achieve Level 2 Mathematics and English qualifications.

¹ The government's plans for implementing these reforms are set out in *The Future of Apprenticeships in England: Implementation Plan*, published in October 2013.

² *The Richard Review of Apprenticeships*, November 2012.

2 The Transport Planning Technician Apprenticeship

Overview

The assessment detailed in this document is a mandatory component of the Transport Planning Technician Apprenticeship.

Transport planning technicians provide technical support to professional transport planners in the preparation, assessment and implementation of policies, plans and projects to manage and improve local, regional, national and international transport systems, services and their connections with land use planning to support economic growth, protect the environment and support social cohesion. All transport planning technicians will have a broad skills base, however it is likely that some technicians may specialise in a particular element. This breadth of skills reflects that of professional transport planners, who come from a wide variety of backgrounds including mathematics, engineering and the social sciences. Transport planning technicians work for both public sector authorities and private sector companies.

A transport planning technician's work could involve contributing to:

- the planning and design of transport and traffic policies, plans, schemes and systems
- collecting, preparing and presenting data, written information and analyses to inform the development of policies, plans and projects
- modelling transport and traffic systems
- assessing the impacts of possible transport measures
- the development and implementation of travel planning (Smart Travel) schemes
- the successful delivery of projects working as a member of a team.

The Apprenticeship is recognised by the Chartered Institution of Highways and Transportation (CIHT). On successful completion of the Apprenticeship programme, learners will have satisfied the requirements for registration as an Engineering Technician, enabling them to apply for membership of the CIHT.

To achieve the full Apprenticeship, learners are required to complete the following.

- An assessment of knowledge evidenced by the achievement of the BTEC Level 3 Diploma in Transport Planning.
- An assessment of competence, evidenced through a Portfolio of Evidence demonstrating achievement of the Apprenticeship skills standards, detailed in this document.
- A two-stage Synoptic End Point Assessment, conducted by the CIHT following completion of both the BTEC Level 3 Diploma in Transport Planning and the Skills Portfolio. It will include:
 - a project undertaken in the final three months of the Apprenticeship, demonstrating the apprentice's ability to integrate the high-level knowledge, skills and behaviours set out in the Apprenticeship Standard

- a face-to-face interview consisting of a short presentation and discussion of the project, as well as a structured interview supported by a written report demonstrating the apprentice's ability to integrate the knowledge, skills and behaviours acquired during the Apprenticeship and submitted prior to the interview.

The typical duration for this Apprenticeship is 36 months but this will depend on the learner's previous experience and access to opportunities to gain the full range of competence.

The full Apprenticeship is certificated by the Federation for Industry Sector Skills and Standards (FISSS).

Pearson offers and certifies the BTEC Level 3 Diploma in Transport Planning and provides external quality assurance for the Skills Portfolio.

The requirements for delivering the Skills Portfolio are detailed in this document. Centres should familiarise themselves with the requirements for all components of the Apprenticeship programme and communicate them to learners clearly.

The published Transport Planning Technician Apprenticeship Standard can be found at www.gov.uk/government/collections/apprenticeship-standards

3 Overview of the Skills Portfolio

Purpose

The Skills Portfolio is used to evidence the formative assessment of competence in the Apprenticeship. Its primary purpose is to provide evidence that learners have acquired all the skills elements of the Apprenticeship Standards as detailed in Assessment Standards and Requirements in *Section 4 Delivering the Skills Portfolio*.

The assessment of the Skills Portfolio is to be carried out in the workplace. *Section 4* details the specific requirements for delivering this assessment.

A mentoring approach is required in the development of the portfolio to ensure that learners' progress through the standard is captured effectively. It also ensures that the required evidence is collected to achieve the standard and to put learners in the best place to gain professional recognition by professional bodies. Assessors are expected to work directly with learners' mentors to identify any competency development issues.

4 Delivering the Skills Portfolio

Centre recognition and approval

Centres delivering the Skills Portfolio assessment must have a contract with employers to do so.

New centres need to apply for and be granted centre recognition and approval to offer Pearson qualifications and assessments.

Existing Pearson centres seeking approval to deliver New Apprenticeship Standards qualifications and assessments, will be required to submit supplementary evidence for approval, aligned to the associated New Apprenticeship Standards and Assessment Plans.

For guidance on seeking approval to deliver Pearson qualifications and assessments, please contact our Approvals Team at ukvqapprovals@pearson.com

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the assessment delivery specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies.

If centres do not comply with the agreement, it could result in the suspension of certification or withdrawal of centre or qualification/assessment approval.

Centre resource requirements

As part of the approval process, centres must make sure that the following resource requirements are in place before delivering the assessment.

- Centres must have the appropriate physical resources to support the delivery of the assessment, for example a workplace in line with industry standards, equipment, IT, and learning materials.
- Centres must have robust assessment and internal verification procedures in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. To help ensure a robust process, centres must have a team of at least three assessment and internal verification personnel, who meet the following requirements:
 - at least one assessor with current, relevant occupational expertise and knowledge, at the relevant level of the occupational area(s) they are assessing, which has been gained through 'hands on' experience in the industry. Ideally, this would include people holding or working towards a relevant qualification
 - unqualified assessors must achieve their qualification within 18 months of starting their role
 - a qualified assessor, who is occupationally competent, must countersign assessments carried out by an unqualified assessor
 - one of the assessors may also be an Internal Verifier
 - there must be two Internal Verifiers, one who should be a qualified Internal Verifier and one who may be working towards the qualification, with an identified target date for completion
 - the Internal Verifiers should have an understanding of the process and standards requirements of the Transport Planning Technician skills standards and underpinning requirements.
- There must be systems in place to ensure continuing professional development and standardisation activities for staff involved in assessment and internal verification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the assessment.
- Centres must deliver the assessment in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 5 Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

For further information on the requirements for implementing assessment processes in centres, please see the Work-based Learning and BTEC Apprenticeships quality assurance handbooks section on our website.

Language of assessment

The assessment should be conducted in English.

Learners may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Method of assessment

The achievement of the Skills Portfolio is demonstrated through the process of internal and external quality assurance of evidence gathered during the course of learners' work in the workplace.

To pass the Skills Portfolio, learners must meet the skills standards and satisfy all the underpinning standards requirements detailed on *pages 9–28*, by providing sufficient and valid evidence for each one, and proving that the evidence is their own.

Learners must have an assessment record that identifies how the skills standards and underpinning standards requirements have been met. The assessment record should be cross-referenced to the evidence provided and should include details of the types of evidence collected and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the standards and underpinning requirements is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To achieve the Skills Portfolio, learners must gather evidence that shows that they have met all the skills standards and underpinning requirements specified on *pages 9–28*, and the other assessment and quality assurance requirements detailed in this document. Evidence to demonstrate achievement of the standards can take a variety of forms as indicated below.

- Direct observation of learners' performance by their assessor (O) – in specific circumstances where the assessor may not be able to observe the live performance, it is acceptable for learners' performance to be captured using video or audio recordings or photographs to allow the assessor to reach an independent assessment decision.
- Products of learners' work, for example drawings, reports, presentation (P).
- Personal statements, reflective accounts/reports (RA).
- Professional discussion (PD).
- Authentic statements/witness testimony (WT).
- Expert witness testimony (EWT).

The evidence should be collected and assessed over a period of time to ensure reliability of the assessment outcomes.

Learners should consider confidentiality and commercial sensitivity when collecting evidence for their portfolio.

Learners can use the abbreviations above in their portfolios for cross-referencing purposes. Learners can also use one piece of evidence to prove their achievement of different skills standards. They should be encouraged to reference evidence to the relevant standards. Evidence must be available to the assessor, the Internal Verifier and the Pearson Standards Verifier.

For further information on the requirements for centre quality assurance and internal verification process, please contact the Vocational Assessment Team at btecdelivery@pearson.com

Assessment standards and requirements

To pass the Skills Portfolio assessment, learners need to demonstrate that they can satisfy all the standards and underpinning requirements detailed in the table below.

Skill Standard 1

A Transport Planning Technician, on completion of the Apprenticeship, will be able to **use appropriate transport planning techniques and methods** to contribute to the preparation, assessment and implementation of policies, plans and projects to manage and improve transport systems and services. This includes contributing to the analysis of information, the design and delivery of transport surveys, the use of models to forecast demand, the use of transport, economic, environmental, safety and other assessment techniques in the appraisal of policies, plans or schemes, and the design and delivery of effective stakeholder and public engagement activities.

Skills Standards	Underpinning skills requirements that the learner should be able to demonstrate by the end of the Apprenticeship	Recommended sources of evidence
S1.1 Contribute to the design of transport surveys	<p>Learners are able to produce survey specifications or briefs for transport surveys by evaluating the requirements for transport surveys to:</p> <ul style="list-style-type: none"> • specify the information required to be collected • select an appropriate survey technique or approach that results in a safe survey in compliance with best practice guidance • select the resources required to carry out survey for example people, equipment • identify potential risks to the completion of the survey, e.g. health and safety, third party, security. 	<p>Work products produced by the learner in the production of transport surveys undertaken by the organisation or by a third party (e.g. survey company) such as survey specifications, plans, briefs or method statements, work diaries, risk assessments and calculations. This should be supported by professional discussion in which the learner justifies the planning of a survey.</p> <p>Witness testimony could be used as supporting evidence.</p> <p>Examples of appropriate transport surveys could include junction traffic count, queue length survey, pedestrian movement survey, pedestrian or cycle audit, journey time surveys, origin-destination surveys, environmental surveys, public transport passenger surveys, roadside interview surveys, market research.</p>

Skills Standards	Underpinning skills requirements that the learner should be able to demonstrate by the end of the Apprenticeship	Recommended sources of evidence
<p>S1.2 Contribute to the delivery of transport surveys</p>	<p>Learners are able to organise transport surveys by:</p> <ul style="list-style-type: none"> • identifying and organising the resources required to achieve the survey specification or brief and to ensure safety • conducting transport surveys • recording the required data in the appropriate format and check that data received meets the survey specification or brief • responding to issues during the survey in a timely and appropriate manner • verifying the accuracy of the data gathered. 	<p>Work products relating to the organisation of transport surveys undertaken by the organisation or by a third party (e.g. survey company), such as risk assessments, safety procedures, work diary or survey notes, raw data collected, survey checklists, communications with third parties, minutes of briefing sessions, company or industry standards and guidance. This should be supported by direct observation of the learner conducting transport surveys and professional discussion about their organisation of transport surveys including the issues that arose during the survey, how these were dealt with and lessons learnt.</p> <p>Witness testimony could be used as supporting evidence.</p> <p>Examples of appropriate transport surveys could include junction traffic count, queue length survey, pedestrian movement survey, pedestrian or cycle audit, postal surveys, video surveys, online surveys, journey time surveys, origin-destination surveys, environmental surveys, public transport passenger surveys, roadside interview surveys, market research.</p>

Skills Standards	Underpinning skills requirements that the learner should be able to demonstrate by the end of the Apprenticeship	Recommended sources of evidence
<p>S1.3 Contribute to the analysis of transport surveys</p>	<p>Learners are able to analyse and present data collected from transport surveys by:</p> <ul style="list-style-type: none"> • selecting and using appropriate tools or techniques for analysing the data • selecting a format for the presentation of survey data appropriate to its intended use • producing an output that summarises the data analysis and highlights key findings • explaining the potential impact of the findings on the project. 	<p>Work products relating to the learner’s analysis and presentation of transport surveys undertaken by the organisation or by a third party, such as calculations, report extracts, graphical interpretation of survey results. This should be supported by a personal statement explaining the learner’s analysis.</p> <p>Witness testimony could be used as supporting evidence.</p> <p>Examples of appropriate data analysis tools could include Office-type programmes, GIS or SPSS.</p> <p>Examples of appropriate data presentation formats could include charts, tables, graphs, maps or diagrams.</p> <p>Examples of appropriate transport surveys could include junction traffic count, queue length survey, pedestrian movement survey, pedestrian or cycle audit, postal surveys, video surveys, online surveys, journey time surveys, origin-destination surveys, environmental surveys, public transport passenger surveys, roadside interview surveys, market research.</p>

Skills Standards	Underpinning skills requirements that the learner should be able to demonstrate by the end of the Apprenticeship	Recommended sources of evidence
S1.4 Contribute to the use models to analyse and forecast demand	Learners are able to develop base transport models by: <ul style="list-style-type: none"> • collating input data • building a base model • calibrating and validating the base model • summarising the findings of the validation exercise. 	Work products relating to the development of base transport models such as model inputs with assumptions, calibration/validation reports, model outputs, extracts from reports. This could be supported by a professional discussion and witness testimony to authenticate the validity of work products. Examples of appropriate transport models could include local junction models, spreadsheet models or simulation models.
	Learners are able to adapt the base model to test alternative scenarios in order to forecast demand.	Work products, such as model inputs and model outputs, supported by a professional discussion about the apprentice's application of transport models. This could be supported by witness testimony to authenticate the validity of work products. Examples of transport models could include local junction models, spreadsheet models or simulation models. Examples of alternative scenarios could include changes to input data, changes to physical layout or changes in demand.

	<p>Learners are able to report the result of changes to transport models.</p>	<p>Audio recordings of meetings in which the learner has reported the result of changes to senior engineers and/or managers. This should be supported by relevant work products such as model inputs with assumptions, model outputs extracts from reports.</p> <p>Witness testimony could be used as supporting evidence.</p> <p>Examples of appropriate transport models could include local junction models, spreadsheet models, simulation models.</p>
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Skills Standards	Underpinning skills requirements that the learner should be able to demonstrate by the end of the Apprenticeship	Recommended sources of evidence
<p>S1.5 Contribute to the use of transport, economic, environmental, safety and other assessment techniques in the appraisal of policies, plans or schemes</p>	<p>Learners are able to contribute to the appraisal of policies, plans or schemes by:</p> <ul style="list-style-type: none"> • identifying appropriate data and information needed • sourcing appropriate data and information needed • presenting data and information in an appropriate format. 	<p>Work products, such as reports, cost estimates and spreadsheets, supported by a professional discussion about the apprentice's input into the process of collating, preparing and presenting data for use in the appraisal of policies, plans or schemes. This could be supported by witness testimony to authenticate the validity of work products.</p> <p>Learners' evidence must include their contribution to transport, economic, environmental, and safety as well as other qualitative and quantitative assessment techniques.</p>

Skills Standards	Underpinning skills requirements that the learner should be able to demonstrate by the end of the Apprenticeship	Recommended sources of evidence
S1.6 Contribute to the design and delivery of effective stakeholder and public engagement activities	<p>Learners are able to contribute to the design of effective stakeholder engagement activities by:</p> <ul style="list-style-type: none"> identifying appropriate stakeholders to engage with, based on their interests and experience selecting appropriate methods of engaging with stakeholders planning and preparing appropriate resources and materials required for the activity. 	<p>Work products relating to the design of stakeholder engagement activities such as stakeholder engagement strategy or plan, minutes of engagement strategy meetings, stakeholder identification, consultation documents (e.g. newsletters, drawings, letters, plans, surveys), consultation events (e.g. workshops, forums, public meetings), social media, telephone surveys. This should be supported by a professional discussion in which the learner justifies the design of stakeholder engagement activities.</p> <p>Witness testimony could be used as supporting evidence.</p> <p>Learners must provide evidence of contributing to the design of both stakeholder and public engagement activities.</p>
	<p>Learners are able to contribute to the delivery of effective stakeholder engagement activities by:</p> <ul style="list-style-type: none"> collating responses to stakeholder engagement in an appropriate format presenting results of stakeholder engagement in an appropriate format analysing results of stakeholder engagements activities to identify potential recommendations. 	<p>Work products relating to the delivery of stakeholder engagement activities such as spreadsheets, tables, graphs, reports and correspondence. This should be supported by a professional discussion in which the learner explains their input to the delivery of stakeholder engagement activities.</p> <p>Witness testimony could be used as supporting evidence.</p> <p>Learners must provide evidence of contributing to the design of both stakeholder and public engagement activities.</p>

Skill Standard 2

A Transport Planning Technician, on completion of the Apprenticeship, will be able to **work effectively, using appropriate methods, resources, time and budget for the successful delivery of projects**. This includes contributing to the collection, analysis, interpretation, storage and retrieval of transport data, applying suitable transport models, applying appropriate processes for community involvement, public consultation and stakeholder engagement, the design and implementation of travel plans, following technical procedures and working within best and recommended practice.

Skills Standards	Underpinning skills requirements that the learner should be able to demonstrate by the end of the Apprenticeship	Recommended sources of evidence
S2.1 Work within programme and to budget	<p>Learners are able to complete tasks to agreed timescales and budget by:</p> <ul style="list-style-type: none">• agreeing timescales and budget for a task with their supervisor• identifying and communicating any risks to completion of the tasks• appropriately addressing any issues affecting timescales and budget, which arise whilst undertaking the task• managing their time and resources to complete a task within the timescale and budget agreed.	<p>Work products relating to project programmes and budgets such as project documentation, project management tools (e.g. programme or Gantt chart), calculations of budget, financial management tools (e.g. timesheets, spreadsheets) and minutes of meetings agreeing project milestones. This could be supported by professional discussion in which the learner explains how they have worked within programme.</p> <p>Witness testimony could be used as supporting evidence.</p>

Skills Standards	Underpinning skills requirements that the learner should be able to demonstrate by the end of the Apprenticeship	Recommended sources of evidence
S2.2 Apply suitable transport models	Learners are able to develop base transport models by: <ul style="list-style-type: none"> • collating input data • building a base model • calibrating and validating the base model • summarising the findings of the validation exercise. 	Work products relating to the development of base transport models such as model inputs with assumptions, calibration/validation reports, model outputs, extracts from reports. This could be supported by a professional discussion in which the learner explains how they have developed base transport models. Witness testimony could be used as supporting evidence. Examples of transport models, e.g. local junction models, spreadsheet models, simulation models.
	Learners are able to adapt the base model to test alternative scenarios in order to forecast demand.	Work products, such as model inputs and model outputs, supported by a professional discussion about the apprentice's application of transport models. This should be supported by professional discussion in which the learner explains how they adapted the base model to test the alternative scenarios. Witness testimony could be used as supporting evidence. Examples of transport models, e.g. local junction models, spreadsheet models, simulation models. Examples of alternative scenarios, e.g. changes to input data, changes to physical layout, changes in demand.

Skills Standards	Underpinning skills requirements that the learner should be able to demonstrate by the end of the Apprenticeship	Recommended sources of evidence
	<p>Learners are able to report the result of changes to transport models.</p>	<p>Audio recording of meetings in which the learner has reported the result of changes to senior engineers and/or managers. This should be supported by relevant work products such as model inputs with assumptions, model outputs extracts from reports.</p> <p>Witness testimony could be used as supporting evidence.</p> <p>Examples of transport models, e.g. local junction models, spreadsheet models, simulation models.</p>
<p>S2.3 Contribute to the design and implementation of travel plans</p>	<p>Learners are able to contribute to the design and implementation of travel plans by:</p> <ul style="list-style-type: none"> • selecting appropriate methods for collating the required data • collating and presenting the data required in an appropriate format • analysing the data collated and explaining suggested areas of focus for the travel plan. 	<p>Work products relating to travel plans such as extracts from travel plan reports and other explanatory reports, travel plan questionnaires, mapping outputs. This should be supported by a reflective account and witness testimony about the learner input.</p>

Skills Standards	Underpinning skills requirements that the learner should be able to demonstrate by the end of the Apprenticeship	Recommended sources of evidence
S2.4 Collect, analyse, interpret, store and retrieve transport data	<p>Learners are able to collect existing transport data by:</p> <ul style="list-style-type: none"> • establishing the purpose and use of the data collected • selecting appropriate sources of data to be collected • applying appropriate tools or techniques to collect, retrieve and collate the data • evaluating whether the data is fit for purpose, extracting and presenting the required data in an appropriate format. 	<p>Work products relating to the collection of transport data from existing sources, such as raw data outputs, spreadsheets, mapping outputs, work notes and journals. This should be supported by professional discussion in which the learner explains how they have collected existed transport data.</p> <p>This could be supported by witness testimony.</p> <p>Examples of appropriate existing data sources could include census data, National Travel Survey, GIS, mapping, mobile phone, GPS and Bluetooth® data, Google Traffic, road accident statistics, public transport data, Trip End Model Presentation Program (TEMPro), development trip rates (TRICS), transport statistics.</p>
	<p>Learners are able to analyse and interpret transport data in line with industry and organisational policies and best practice by:</p> <ul style="list-style-type: none"> • selecting a format for the data appropriate to its intended use • selecting and using the appropriate tools or techniques for analysing the data • producing an output that summarises the data analysis and highlights key findings • explaining the potential impact of the findings on the project. 	<p>Work products relating to the analysis and interpretation of transport data, such as spreadsheets, mapping outputs, technical notes and extracts from reports. This should be supported by professional discussion in which the learner explains their analysis and interpretation of existing transport data.</p> <p>This could be supported by witness testimony to authenticate the validity of work products.</p> <p>Examples of appropriate existing data sources could include census data, National Travel Survey, GIS, mapping, mobile phone, GPS and Bluetooth data, Google Traffic, road accident statistics, public transport data, Trip End Model Presentation Program (TEMPro), development trip rates (TRICS), transport statistics.</p>

Skills Standards	Underpinning skills requirements that the learner should be able to demonstrate by the end of the Apprenticeship	Recommended sources of evidence
	<p>Learners are able to store and retrieve transport data in line with industry and organisational policies and best practice by selecting and using the appropriate tools or techniques for storing and retrieving data.</p>	<p>Work products relating to the storage and retrieval of transport data, such as quality assurance forms, project folder layouts, quality management systems, file sharing systems, Building Information Management (BIM).</p> <p>This should be supported by professional discussion covering how they have stored and retrieved transport data and the issues they have considered, such as data storage and sharing, data protection, data security, industry and company policies and best practice guidance.</p> <p>This could be supported by witness testimony to authenticate the validity of work products.</p> <p>Examples of appropriate existing data sources could include census data, National Travel Survey, GIS, mapping, mobile phone, GPS and Bluetooth data, Google Traffic, road accident statistics, public transport data, Trip End Model Presentation Program (TEMPro), development trip rates (TRICS), transport statistics.</p>

Skills Standards	Underpinning skills requirements that the learner should be able to demonstrate by the end of the Apprenticeship	Recommended sources of evidence
<p>S2.5 Contribute to the planning and implementation of influencing travel behaviour techniques and travel demand management.</p>	<p>Learners are able to contribute to strategic projects influencing travel behaviour techniques and travel demand management by:</p> <ul style="list-style-type: none"> • collating and presenting appropriate data required to establish baseline conditions • analysing the data collated to explain suggested areas of focus • selecting the appropriate measures to meet the policy, strategy or programme objectives. 	<p>Work products related to strategic projects influencing travel behaviour techniques and travel demand management such as explanatory reports, questionnaires, mapping outputs.</p> <p>This should be supported by a reflective account and witness testimony explaining the learners' input into the project.</p> <p>Examples of strategic projects, e.g. development of sustainable transport policy and strategy, sustainable travel marketing and promotion strategies, pricing mechanisms, personal travel planning, smarter choices, parking strategies.</p>

Skill Standard 3

A Transport Planning Technician, on completion of the Apprenticeship, will be able to **manage their work and maintain the quality of their own work**. This includes having a clear understanding of the tasks to be completed and contributing to the preparation, implementation and monitoring of work plans and projects, organising and participating in meetings, scheduling work and managing their time to conform with the overall project plan programme and budget and checking work meets an appropriate level against relevant standards.

Skills Standards	Underpinning skills requirements	Recommended sources of evidence
S3.1 Assess the task to be done, plan/schedule work and manage time	Learners are able to: <ul style="list-style-type: none">• assess the tasks to be done• plan and schedule work to be completed• monitor and co-ordinate time and budgets in line with project plans.	Work products relating to the design and/or implementation of transport planning tasks, such as those gathered as evidence for S1.2 and S2.1. This should be supported by professional discussion about the learners' planning and management of time and budget. Witness testimony could be used to provide supporting evidence.

Skills Standards	Underpinning skills requirements	Recommended sources of evidence
S3.2 Organise, participate in and record meetings	Learners are able to organise meetings by: <ul style="list-style-type: none"> • clarifying the purpose and objectives of the meeting with the relevant people • checking that the agenda and other relevant documentation are produced and forwarded to relevant persons within agreed deadlines. 	Work products relating to the organisation of meetings such as agendas and invitations by letter or email. Witness testimony could be used to provide supporting evidence.
	Learners are able to participating in meetings by making clear, concise and relevant contributions.	Direct observation of the learner’s participation in meetings, which could be evidenced by audio recordings of the learner’s participation in meetings. This could be supported by relevant work products relating to the learner’s participation in meetings, such as meeting minutes prepared by the learner detailing the learner’s contribution to the meeting. Witness testimony could be used to provide supporting evidence.
	Learners are able to record meetings by: <ul style="list-style-type: none"> • making accurate notes during meetings to the necessary level of detail, including agreed action points and agreed deadlines • circulating records of meetings and decisions to relevant people in line with organisational timescales and requirements. 	Work products relating to their participation in meetings such as meeting minutes (prepared by the learner), emails or letters issuing minutes and requesting feedback. Witness testimony could be used to provide supporting evidence.

Skills Standards	Underpinning skills requirements	Recommended sources of evidence
S3.3 Apply quality assurance procedures against appropriate standards and specifications	Learners are able to apply, follow and explain the need for quality assurance procedures to ensure work meets industry and organisational standards and specifications.	<p>Work products relating to the application of quality assurance procedures, such as quality assurance pro forma, programmes and plans for projects, method statements, drawing and document issue management and administration, version controlled documentation. This could include work products gathered in support of S2.1 and S3.1 and should be supported by professional discussion in which the learner explains which quality assurance procedures, standards and specifications have been applied, as well as how and why they applied these.</p> <p>Witness testimony could be used to provide supporting evidence.</p> <p>Work products gathered in support of S2.1 and S3.1 will be useful.</p>

Skill Standard 4

A Transport Planning Technician, on completion of the Apprenticeship, will be able to **communicate effectively** in a range of contexts. This includes presenting data, written reports and oral communication using correct terms, standards and formats.

Skills Standards	Underpinning skills requirements	Recommended sources of evidence
S4.1 Present information to technical and non-technical audiences	Learners are able to: <ul style="list-style-type: none">• use IT applications to present technical information to industry and organisational standards• adapt the presentation of information to meet the needs of both technical and non-technical audiences• explain information to both technical and non-technical audiences.	Direct observation of the learner taking part in presentations and meetings in which they present information to a variety of audiences. Work products such as spreadsheets, documents, presentations, letters, emails and reports produced by learners to present information to both technical and non-technical audiences. This could include evidence gathered as part of other skills standards including, for example, S1.6. This should be supported by professional discussion in which the learner explains their rationale for how technical information is presented to different audiences. Witness testimony could be used to provide supporting evidence.
S4.2 Write technical reports to agreed standards and formats	Learners are able to produce parts of technical reports using industry and/or organisation standard templates and layouts.	Technical reports produced by learners in accordance with industry and/or organisation standard templates and layouts. Witness testimony could be used to provide supporting evidence.
S4.3 Produce models and technical specifications to agreed standards and formats	Learners are able to produce models and technical specifications, which are complete, accurate, and comply with the design requirements and standard drawing conventions.	Models and technical specifications produced by learners, these should be assessed against the agreed standards and formats as defined in the underpinning standard requirements in order to assess their fitness for purpose. Witness testimony could be used to provide supporting evidence. This could include evidence gathered as part of other skills standards including, for example, S1.4 and S2.2.

Skills Standards	Underpinning skills requirements	Recommended sources of evidence
S4.4 Clearly communicate their ideas and questions verbally using the correct terms	Learners are able to: <ul style="list-style-type: none"> • use a range of verbal communication skills when communicating with others including active listening, questioning, clarifying and summarising • use appropriate technical terms in verbal communications. 	Direct observation of learners' participation in activities such as team meetings, presentations and professional discussions. This should be supported by relevant work products gathered in support of other standards, such as S1.6 and S3.2. Witness testimony could be used to provide further supporting evidence.

Skill Standard 5

A Transport Planning Technician, on completion of the Apprenticeship, will be able to **keep themselves and others safe by adhering to safe working practices**. This includes the ability to assess risks, follow safe systems of work and adhere to all corporate safety policies.

Skills Standards	Underpinning skills requirements	Recommended sources of evidence
S5.1 Conduct risk assessment to accurately identify hazards, assess risks and identify appropriate methods to minimise or eliminate risk	Learners are able to conduct formal risk assessments and develop method statements for appropriate transport sites in which they: <ul style="list-style-type: none">• accurately identify hazards• assess the potential risks associated with the identified hazards• assess the severity and likelihood of the associated risks occurring• describe appropriate methods to effectively minimise or eliminate the risk.	Direct observation of learners undertaking risk assessments and developing method statements supported. This should be supported by professional discussion and work products such as the completed risk assessment documentation produced by the learner. This could be conducted in simulated scenarios should there not be sufficient opportunities. Examples of appropriate sites to be risk assessed could include public survey sites, construction sites, rail environments. Witness testimony relating to the learner's ability to conduct risk assessments could be used to provide supporting evidence.
S5.2 Follow safe systems of work and adhere to all corporate safety policies	Learners are able to follow safe systems and: <ul style="list-style-type: none">• work in compliance with organisational and statutory safety policies and best practice• conduct regular checks to ensure compliance with the organisational and statutory policies as well as best practice• monitor methods of working to promote health, safety, welfare and environmental protection.	Direct observation of learners safely undertaking work such as site visits and surveys. This should be supported by relevant work products, including those gathered as part of S5.1, such as checklists, task briefings, method statements, work package plans and method statements. Professional discussions relating to following safe systems of work and the checking and monitoring of compliance with organisational and statutory requirements. Witness testimony could be used to provide supporting evidence.

Skill Standard 6

A Transport Planning Technician, on completion of the Apprenticeship, will be able to **maintain their own skills base and learning to develop increasing competence**. This includes an ability to continuously assess their own competence against training objectives and identify development needs and compliance with the code of conduct set out by their professional body.

Skills Standards	Underpinning skills requirements	Recommended sources of evidence
S6.1 Evaluate own development needs and set out training action plans	Learners are able to: <ul style="list-style-type: none">• evaluate the current and future skills and knowledge requirements of their work role, whilst taking account of organisational objectives• analyse their own development needs• set appropriate targets based on their development needs as part of a development plan• identify and undertake activities to meet current and future skills and knowledge requirements.	Work products such as: <ul style="list-style-type: none">• documentation from training needs analysis or similar organisation specific processes• learners' agreed development plans• development plan for the relevant professional institution• evidence of training they have undertaken (e.g. certificates, attendance, log books) and the evaluation of this training against the development plans• CPD portfolio for the CIHT. This should be supported by professional discussion covering the evaluation and recording of training and development. Witness testimony could be used to provide supporting evidence.
S6.2 Comply with the code of conduct set out by their institution	Learners are able to: <ul style="list-style-type: none">• comply with the code of conduct set out by the CIHT• complete CPD in line with professional body requirements.	Professional discussion regarding the learner's compliance with the CIHT code of conduct and supported by work products gathered as part of S6.1 relating to personal reviews, appraisal and compliance with professional codes of practice and CPD records. Witness testimony could also be provided as supporting evidence.

Making valid assessment decisions

Authenticity of learner work

An assessor must assess only learner work that is authentic, i.e. their own independent work. Learners must authenticate the portfolio evidence that they provide for assessment by signing a declaration stating that it is their own work.

Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for the assessment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given on *page 31* under the section *Dealing with malpractice in assessment*.

Making assessment decisions using the standards

Assessment decisions are based on the Apprenticeship skills and knowledge standards and underpinning requirements stated on *pages 9–28*.

Assessors make judgements using the standards and underpinning requirements and must show how they have reached their decisions in the assessment records. The evidence from learners can be judged against all relevant elements of the standards and underpinning requirements at the same time. The assessor needs to make a judgement against each element of the standards that evidence is present and sufficiently comprehensive to demonstrate achievement.

Administrative arrangements

Records

Centres are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *UK Information Manual*. We may ask to audit centre records, so they must be retained as specified.

Reasonable adjustments to assessments

Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of learners in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on the policy page of our website.

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only. A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website.

Appeals against assessment

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment in the qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The Head of Centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The Head of Centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on the centre's certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our Enquiries and Appeals policy, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

5 Access and recruitment

Our policy on access to our assessment is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the assessments.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the assessment to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to complete the assessment successfully.

All learners undertaking an Apprenticeship Standard must be employed as an apprentice and have an Apprenticeship Agreement at the start of the first day of their Apprenticeship programme.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration on *page 29*.

6 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications and Apprenticeships. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Pearson uses external quality assurance processes to verify that assessment, internal quality assurance and evidence of achievement meet nationally defined standards. Our processes enable us to recognise good practice, effectively manage risk and support centres to safeguard certification and quality standards.

Our Standards Verifiers provide advice and guidance to enable centres to hold accurate assessment records and assess learners appropriately, consistently and fairly. Centres offering qualifications and assessments as part of the New Apprenticeship Standards will typically receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of Standards Verifier visits will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

If a centre is offering more than one component related to a New Apprenticeship Standard, wherever possible we will allocate the same Standards Verifier for all components.

For further information, please see the Work-based Learning and BTEC Apprenticeships quality assurance handbooks section on our website.

7 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson).

All of these publications are available on our website.

8 Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications and assessments. This support is available through a choice of training options offered on our website:

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/competence-based qualifications and assessments. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, assessment associate or training provider, you will find answers to your questions. If you are unable to find the information you need, please send us your query and our qualification or administrative experts will get back to you.

9 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please complete the *Register your interest* form on our website at: qualifications.pearson.com/en/forms/register-your-interest-wbl.html

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