The Chartered Institute of Logistics and Transport

CILT(UK) Awarding Organisation

CILT(UK) Advanced Practitioner Certificate In Bus Service Commissioning & Operations



Qualification Specification | ciltuk.org.uk

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Overview Of The Programme

A modular programme of learning aligned to a syllabus developed in a joint effort by the Chartered Institute of Logistics and Transport UK (CILT(UK)), Confederation of Passenger Transport (CPT), Association of Transport Coordinating Officers (ATCO), and representatives across the profession, local authorities, and operators.

The qualifications which form this programme are accredited by the CILT(UK) and are mapped to the CILT(UK) Competency Framework and professional standards.

The CILT(UK) Advanced Practitioner Bus Service Commissioning and Operations (BSCO) Learning Programme builds upon the Practitioners Certificate by looking at topics and concepts around the planning and designing of infrastructure, modelling and appraisal methods and the delivery of transport operations. This qualification is delivered by accredited course providers.

Learners wishing to gain further insight and knowledge can do so by following the progression route onto the Professional Certificate in Bus Service Commissioning and Operations which offers a more in-depth insight providing specific skills in key areas and form a full offering for the programme.

Value And Benefits Of The Programme

The qualifications in the programme are all mapped into the CILT(UK) professional membership grades and aligned to the CILT(UK) Competency framework.

Assessment to gain an Advanced Practitioners Certificate in Bus Service Commissioning and Operations

The assessment leading to the qualification are based on real life scenarios. These have been written by leading experts who are currently working in the sector. The structure of our modular syllabus allows for flexible teaching as well as weighted focus on key topics.

Assessment is focused on the relevant knowledge and understanding required by a competent practitioner in everyday operations using methodology that focuses on application of learning in the workplace, as well as fundamental core knowledge.

Relevance to the profession

The creation of the programme specification was a result of collaboration via a cross-sector development board, including Local Authority Representatives, Bus Operators and Sector Technical Experts. An advisory group was formed to ensure the maintenance of the specification by periodically reviewing up to date content and assessment.
The programme supports the aims of Bus Back Better.

Who Should Take the Programme?

Those working in local authorities with public transport responsibilities, bus operators and the wider profession to support effective implementation of strategy to get the better services that passengers need.

Topics and themes covered in the learning programmes are relevant to both local authorities and bus operators, they deliver the skills, knowledge and understanding that lead to closer working relationships and successful partnerships.

Programme Structure And Core Topics



Current Accredited Learning Partners

If you are interested in studying this programme, please contact one of our accredited course providers. Currently there is one course provider offering the programme and the modules associated with it.

The CILT(UK) Learning Centre
Registered Office: c/o CILT(UK) Earlstrees Court, Earlstrees Road, Corby, Northants, NN17 4AX
Email: learningcentre@cilt.org.uk
Tel: +44 (0) 1536 740 169

The CILT(UK) Advanced Practitioner Certificate in Bus Service Commissioning and Operations - Specification

Entry Requirements

Learners are expected to have completed the CILT(UK) Practitioner Certificate in Bus Service Commissioning and Operations or have equivalent knowledge and experience.

It is recommended that:

- Learners have English and maths skills equivalent to Level 2 (GCSE) before they begin studying at this qualification level

If Learners are unsure of their suitability to study this qualification, they should discuss this with their Learning Partner.

Language

CILT(UK) qualification specifications and associated materials are offered in English only. All assessment responses must be in English only. If a potential Learner's first language is not English, Learning Partners must ensure that the Learner meets the English Language requirements of either:

- International English Language Testing System (IELTS) minimum score of 5.5 or
- An equivalent English Language standard agreed by CILT(UK) Awarding Organisation (AO)

Reasonable Adjustments

For Learning Partners enrolling learners with specific learning requirements, please see the CILT(UK) AO Reasonable Adjustments Policy available on the CILT(UK) AO website: https://ciltuk.org.uk/Policy

This policy provides guidance regarding the arrangements that can be made to take account of specific learner needs, while ensuring that the integrity of the assessment is maintained.

Special Consideration

In the event that a Learner is present for the assessment but may have been disadvantaged by adverse circumstances which arose at or near the time of assessment, or where a Learner misses part of the assessment due to circumstances outside their control, the Learning Partner may make an application for Special Consideration. For further information, please see the CILT(UK) AO Special Consideration Policy available on the CILT(UK) AO website: https://ciltuk.org.uk/Policy

Malpractice

CILT(UK) AO is committed to maintaining the validity, reliability and integrity of its qualifications and assessments by taking all reasonable steps to prevent the occurrence of and investigate any suspected incidents of malpractice or maladministration in the development, delivery and award of qualifications, while meeting best practice standards and requirements. For further information, please see the CILT(UK) AO Malpractice and Maladministration Policy available on the CILT(UK) AO website: https://ciltuk.org.uk/Policy

Total Qualification Time

Total Qualification Time: 151 hours, including 50 hours Guided Learning.

Total Qualification Time (TQT) is defined as the number of notional hours which represent the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

The number of hours which an Awarding Organisation has assigned to a qualification for Guided Learning;

And an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but not under the immediate guidance or supervision of - a Lecturer, Supervisor, Tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH) are defined as the activity of a Learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a Lecturer, Supervisor, Tutor or other appropriate provider of education or training including eLearning applications.

Immediate Guidance or Supervision is defined as the guidance or supervision provided to a Learner by a Lecturer, Supervisor, Tutor or other appropriate provider of education or training with the simultaneous physical presence of the Learner and that person, or remotely by means of simultaneous electronic communication.

Study Options

This qualification is delivered by Accredited Learning Partners of the CILT(UK) Awarding Organisation.

CILT(UK) AO Accredited Learning Partners develop and deliver courses aligned to our portfolio of qualifications using a range of media to suit various learning needs including face to face, distance and blended learning.

Our accreditation gives learners and their employers assurance and confidence in the courses offered by our Learning Partners ensuring our qualifications remain trusted in the market.

Each Learning Partner has its own unique offering with solutions suitable for those who are new to the profession (foundation level) to those with more extensive learning requirements (practitioner and professional levels).

Assessment

There is one assessment for this qualification.

The format of the assessment is a professional strategic report.

All questions are aligned to learning outcomes. Each question will contain a command verb that indicates to the Learner what skill needs to be demonstrated.

These four command verbs are outlined below:

Describe - To give a detailed written account of the distinctive features of a subject. The account should be factual, without any attempt to explain. When describing a subject (or object) a test of sufficient detail would be that another person would be able to visualise what you are describing.

Explain - To provide an understanding. To make an idea or relationship clear. NB: this command word is testing the Learner's ability to know or understand why or how something happens. It is often associated with the words 'how' or 'why'.

Evaluate - To weigh up the arguments, rationale or options and arrive at a conclusion.

Justify – To use reasoned arguments/evidence to support a case/why something should happen in a certain way.

Learners should attempt all sections of the Professional Strategic Report to demonstrate their competence across a wide range of areas from the specification and maximise their chances of success.

Overall Grade

The overall qualification is graded **Pass / Fail.** Where the enrolment period expires and the Learner wishes to continue, an enrolment extension application will be required.

The pass mark for this assignment is **50 out of 100 marks** (50%).

Certification

Successful Learners will receive a digital certificate confirming their achievement in a format that can be authenticated online by employers and educational institutions, whilst also minimising environmental impact.

Learning Outcomes, Assessment Criteria & Indicative Content

Unit 1 – Planning Considerations

Module 1	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
1.1 **Transport Provision, Planning and Economic Development**	1.1.1 Understand the "social" aspects of transport.	1.1.1.1 Explain that not all services can be financially viable, therefore authorities invest in socially necessary services.	Socially necessary bus service principles.
		1.1.1.2 Explain that LTAs may have a Policy Position on supported bus services.	
		1.1.1.3 Explain alternative solutions to meet local requirements.	
	1.1.2 Understand the relationship between transport and economic development.	1.1.2.1 Explain what is meant by 'derived demand'.	Travel patterns (journey to work, shop, school); Changing patterns throughout the day, week, year (seasonal) and historic changes. Successful town centres with good transport (and vice versa) Out of town shopping centres impacted economies of town/city centres.
		1.1.2.2 Explain the link between good public transport and economic growth.	
	1.1.3 Understand the market served, costing, operations planning, demand forecasting and economic appraisal methods for the development of public transport services.	1.1.3.1 Explain the principles of scheduling, making best use of resources and designing a service attractive to passengers.	Awareness of national best practice, work with operators to gain local knowledge; Service and infrastructure delivery and programmes. Demand forecasting techniques, appraisal requirements at national, regional, or local level.
		1.1.3.2 Describe how services are planned, resources and costs identified.	
	1.1.4 Understand the techniques used in operations planning. including scheduling, route and network planning, strategic planning, economic appraisal and forecasting in public transport.	1.1.4.1 Describe methods which have significant potential for improving the effectiveness of public transport planning.	Techniques used; Data; Customer requirements; Ability to schedule services in their wider context; Scheduling, route and network planning, strategic planning, economic appraisal and forecasting in public transport.
		1.1.4.2 Explain differences between a Local Transport Authority (LTA) and Operator perspective regarding operations planning.	
	1.1.5 Understand traditional operations and service planning, including scheduling procedures, and new approaches.	1.1.5.1 Describe practical methods for day-to-day planning work within public transport.	Service planning; Scheduling; Data systems available; Use of data to deliver efficient schedules.

Module 2	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
1.2 **Transport Pricing and Fare Structures**	1.2.1 Understand the financial costs of public transport operation.	1.2.1.1 Explain what capital and revenue costs are involved and how they relate to service delivery.	Costs; Revenue vs Capital; Cost and revenue estimation; staffing, vehicle maintenance and other costs. Investment and asset replacement options; Maintaining cashflow; Profit, loss, and the ability to invest. Price elasticity; Fares vs 'encouraging/managing' demand; Profit, loss and the ability to invest.
		1.2.1.2 Describe the total costs, fares revenue, other income sources such as advertising and any shortfall to be met by subsidy (and identify sources of subsidy).	
		1.2.1.3 Describe how annual operating (variable, semi-fixed and fixed) costs are determined and how revenue and subsidy (if any) is calculated.	
		1.2.1.4 Explain the importance of cash-flow and how different costs and revenues can affect this.	
		1.2.1.5 Explain the importance of profit to investment and growth.	
		1.2.1.6 Explain how bus scheduling affects efficiency and reliability.	
		1.2.1.7 Explain the principles of supply, demand, and price.	
	1.2.2 Understand the different forms of fare structure.	1.2.2.1 Explain how fares are used to maintain service viability in terms of different user groups and balancing affordability against yield.	Socially necessary services, concessionary fares; Bus Service Operators Grant (BSOG) information provision.

Module 3	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
1.3 **Public Transport Operations and Passenger Services**	1.3.1 Understand the operation management of public transport systems.	1.3.1.1 Explain the operational tasks including vehicle maintenance and cleaning, recruiting and managing staff, training and cash handling.	Operational management techniques; Health and Safety; Information and Marketing; People management/HR/staff rota planning; The role of trade unions; Review ticketing transactions to identify trends and anomalies; Optimising schedules for maximum efficiency; Methodologies for processing claims arising from collisions and personal injury.
		1.3.1.2 Explain considerations for planning staffing schedules and the role of the trade union.	
		1.3.1.3 Explain information and marketing techniques for providing service information and promoting the service.	
		1.3.1.4 Explain arrangements for processing claims and collisions.	
	1.3.2 Understand the importance of transport safety and security in the operational and commercial management of a safe public transport system.	1.3.2.1 Explain how bus network analysis can help to identify crime hotspots.	Surveys on perceptions on users and communities on personal safety when travelling on public transport; Safe travel initiatives between local authorities, operators, police and police community support officers, and town centre management Local transport plans; Education and public campaigns; Activities across bus network to integrate enforcement and community engagement to reduce anti-social behaviour associated with the fear of crime.
		1.3.2.2 Explain how concerns about crime and disorder can act as a barrier to travel.	
		1.3.2.3 Describe initiatives designed to reduce the fear of crime and increase public confidence in the safety of travelling.	
	1.3.3 Understand the various information systems commonly used for providing customer information and service management.	1.3.3.1 Describe users' information needs before and during journeys.	Information systems; Data, Bus Open Data Service (BODS); Customer requirements; Printed publicity - booklets and at stops; Application of information systems. Websites, Smartphone apps, real time displays, traveline.
		1.3.3.2 Describe the information systems in operation.	
		1.3.3.3 Explain how new technologies and better access to data could improve the information systems.	
	1.3.4 Understand the roles and perspectives of the disciplines encompassed by modern public transport planning.	1.3.4.1 Describe a modern public transport system.	Public transport planning; Data available; Use of IT systems and technology; Technology to assist in decision making; Different stages and requirements.
		1.3.4.2 Explain how a modern public transport system is planned.	
	1.3.5 Understand how to market and promote public transport service.	1.3.5.1 Explain the principles of marketing and how they relate to Public Transport services. 1.3.5.2 Explain the value of partnerships between transport authorities and bus operators.	Marketing principles; Assessing how marketing resources can be targeted; Drivers of travel decisions; Designing customer surveys. Division of responsibilities of transport authorities and bus operators.

Unit 2 – Design Considerations

Module 1	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
2.1 **Transport Infrastructure Design and Construction**	2.1.1 Understand the fundamentals of public transport infrastructure.	2.1.1.1 Describe the types of bus and other public transport infrastructure.	Setting up and picking up; Laying over; Accessing/gaining priority; Interchanges.
		2.1.1.2 Describe aspects of bus facility design.	
		2.1.1.3 Explain the essential components of bus facilities.	
		2.1.1.4 Explain how bus facilities interface with other public transport facilities.	
	2.1.2 Understand how and why design issues occur.	2.1.2.1 Explain potential design issues that could arise, including ways to overcome these.	Design information and guidelines. Mitigation measures.
	2.1.3 Understand the different materials used for bus infrastructure.	2.1.3.1 Describe the materials and implications, including cost, public realm, and local requirements.	Types of material; Landscaping, maintenance implications and ongoing costs; Process for procurement; Consultation; Planning consent.

Module 2	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
2.2 **Bus Infrastructure and Operational Facilities**	2.2.1 Understand the main types of bus infrastructure design.	2.2.1.1 Describe terminology used to describe bus infrastructure.	Types of facility available; Costs associated with each; Bus stop, bus stand, on-street interchanges, small bus station and large interchanges. Locations – Rural stop, Urban bus hub or station.
		2.2.1.2 Describe the main types of infrastructure designs.	
		2.2.1.3 Describe the benefits of different types of infrastructure.	
		2.2.1.4 Explain appropriate interchanges for locations.	
		2.2.1.5 Describe the appropriateness of proposals for infrastructure design based on design guides and local circumstances.	
	2.2.2 Understand how buses move and the space needed for manoeuvres.	2.2.2.1 Explain bus types and the legal requirements mixed with customer needs and desires.	Design guidelines; Use of tracking software to support familiarity with vehicle types.
	2.2.3 Understand the facility requirements for bus drivers and bus operators.	2.2.3.1 Describe the facility requirements and how they may differ for bus drivers and bus operators.	Continuous corridor bus priority measures; Physical infrastructure requirement of different bus types; Waiting room requirements for bus drivers, personal needs breaks; Distinction between speed and consistency of journey time.

Module 3	Learning Outcome. The Learner will:	Assessment Criteria. The learner can:	Indicative Content
2.3 Bus Service Enhancement and Traffic Management	2.3.1 Understand the requirements of waiting environments for passengers.	2.3.1.1 Describe the requirements that are necessary or desirable for waiting environments.	Waiting environment requirement best practice; Audit facilities at stops.
	2.3.2 Understand the various bus priority measures and principles of effective design.	2.3.2.1 Explain the various bus priority options available.	Bus priority; Traffic light priority; Bus gates; Bus corridors; Protected priority/cameras; Working knowledge of infrastructure options.
		2.3.2.2 Explain how bus priority works in different local environments.	
	2.3.3 Understand the Project Management Lifecycle of a Bus Interchange Design.	2.3.3.1 Explain the Project Management concept to delivery.	Process Management Lifecycle for each element.
	2.3.4 Understand the types of traffic management measures and techniques to manage, control and enforce traffic movement.	2.3.4.1 Explain traffic management and enforcement measures.	Different types of management and enforcement measures; Impediments such as collisions and roadworks on the highway network.
		2.3.4.2 Describe how roadworks are advised, undertaken and managed.	
		2.3.4.3 Describe incident management arrangements.	
	2.3.5 Understand temporary traffic management during the maintenance and construction of highways.	2.3.5.1 Describe the Temporary Traffic Regulation Order process and implications.	Temporary traffic management layouts, Roadworks signing, Cones, barriers and safety zones, Lane closures, Temporary speed limits, Traffic control arrangements, Protection of workers and road users Mobile and static works on highways (Design Manual for Roads and Bridges (DMRB) Chapter 8).
		2.3.5.2 Describe advance notice periods, layouts, remedial measures, public communication, and site management.	

Unit 3 - Modelling and Appraisal

Module 1	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
3.1 Transport Planning, Modelling and Appraisal	3.1.1 Understand how to select the appropriate modelling method for a particular task.	3.1.1.1 Explain which model should be used, based on local requirement and costs.	Modelling method choice.
		3.1.1.2 Explain how to commission models.	
	3.1.2 Understand how to sense-check modelling outputs.	3.1.2.1 Justify the use of a modelling output.	Output assessment. Examining the output from traffic models and how this is used in decision making.
	3.1.3 Understand how contemporary appraisal techniques have emerged from the sustainability agenda.	3.1.3.1 Describe why environmental impacts and socio-economic benefits should be included in appraisals.	Transport Appraisal Guidance (TAG) requirements pertaining to sustainability and environmental drivers; multi-criteria analysis.
	3.1.4 Understand the need for public sector intervention in the transport market, and particularly the justifications for public investment.	3.1.4.1 Explain the types of public sector intervention that are in the transport market.	Types of intervention; Public investment. Framework for bus service funding and bidding process for LTAs.
		3.1.4.2 Evaluate how public funding is awarded and the types of projects to which funding is allocated.	
	3.1.5 Understand the costs and benefits of promoting travel and transport.	3.1.5.1 Explain the economic, social and environmental costs and benefits are of promoting travel and transport.	Types of benefit; Differing views associated with these; How to critically debate. Examination of potential impacts arising from modal shift.
		3.1.5.2 Explain modal shift dynamics with reference to environmental pros and cons.	

Module 2	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
3.2 Transport Investment and Evaluation	3.2.1 Evaluate current approaches for the appraisal and mitigation of transport investment and implementation in the UK.	3.2.1.1 Evaluate the appraisal approaches to investment in the UK.	What are the approaches; What investment is available; Mitigation process. Benefit Cost Ratio. Transport Connectivity Metric
		3.2.1.2 Explain the approaches to mitigate the risks associated with transport investment.	
	3.2.2 Understand the techniques and methods of economic and environmental appraisal.	3.2.2.1 Describe the techniques associated with economic and environmental appraisals.	Economic and environmental appraisal techniques.
	3.2.3 Understand the Transport Appraisal Guidance (TAG) process at practitioner level.	3.2.3.1 Describe the TAG process.	TAG and emerging processes for assessments.
		3.2.3.2 Describe the key elements of TAG.	

Module 3	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
3.3 Traffic Modelling and Data Collection	3.3.1 Understand the different types of modelling packages available, their applicability to different scenarios and the guidance informing model development.	3.3.1.1 Explain the main stages in building (and maintaining) models and the time and cost implications of each of these.	Modelling packages (public transport, highways, pedestrian, active modes, activity based, site specific); Transport planning and operational activity; Emerging techniques.
		3.3.1.2 Explain approach for choosing the right modelling method for a particular task.	
		3.3.1.3 Explain the advantages, disadvantages, and limitations of each type of model.	
	3.3.2 Understand the basic characteristics of traffic flow.	3.3.2.1 Describe the concepts of traffic flows and junctions.	Traffic Management measures and design.
		3.3.2.2 Explain how junction geometry, link characteristics and traffic signals influence capacity and queues.	
	3.3.3 Understand the main stages in building (and maintaining) models and the time and cost implications of the choice of model.	3.3.3.1 Explain the modelling process and the ongoing requirement to keep it up to date and the reasons why.	Modelling methods and cost implications.
	3.3.4 Understand the range of survey techniques and types.	3.3.4.1 Explain different survey techniques.	Benefits, costs, and limitations.
	3.3.5 Understand how to produce a survey brief, assess proposals and evaluate the results of a data collection exercise.	3.3.5.1 Describe how to write a brief and evaluate results.	Survey brief development; Data collection and analysis; Survey development. Roadside interview data compared with mobile phone tracking.
		3.3.5.2 Describe the pros and cons of using different data sources and how they compare.	

Continuing Professional Development & Next Steps

What's your organisation's CPD plan to support future capability?

Continuing Professional Development (CPD) is an integral aspect of any professional's working life. As a leading professional Institute, CILT(UK) encourages all members and all those working in the profession to make a strong commitment to CPD and adopt the philosophy as part of their career path.

Any type of CPD activity is normally recognised by professional institutes to be used as evidence towards the commitment to personal development as required by the conditions of membership recognition.

At an operational level, depth of knowledge and skills is important to be a competent practitioner and to become an experienced lead in a skillet. Utilising a mix of CPD will build an individual's knowledge, skills and understanding as they develop.

Progressing into more strategic operational leadership requires a breadth of understanding to reflect an overall awareness of how operational aspects function together to capably achieve strategic goals.

Grasp the opportunity to learn today! Contact CILT(UK) by emailing pd@ciltuk.org.uk

The Chartered Institute of Logistics and Transport

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For further information about joining please contact:

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