The Chartered Institute of Logistics and Transport

CILT(UK) Awarding Organisation

CILT(UK) Bus Service Commissioning and Operations (BSCO) Learning Programme

Designed for practitioners and professionals working in local authorities or for bus operators, enabling recognition and further advancement through qualified learning.



Engage with CILT(UK) to create, refresh and manage your career journey!

Table of Contents

Overview Of The Programme 2
Value And Benefits Of The Programme 2
Who Should Take The Programme? 3
Programme Structure And Core Topics 3
Current Accredited Learning Partners 3
The CILT(UK) Practitioner Certificate In Bus Service Commissioning And Operations - Specification 4
Entry Requirements 4
Language 4
Reasonable Adjustments 4
Special Consideration 4
Malpractice 4
Total Qualification Time 5
Study Options 5
Assessment 6
Overall Grade 6
Certification 6
Learning Outcomes, Assessment Criteria & Indicative Content 7
Unit 1 – The Role of The Bus 7
Module 1 - Public Transport Market Structure 7
Module 2 - Modal Choice 8
Module 3 - Technology and Innovations 8
Module 4 - External Factors
Unit 2 – Regulatory Framework 9
Module 1 - Transport Policies and Strategies 9
Module 2 - Transport Legislation and Regulations 10
Module 3 - Roles and Responsibilities of Agencies, Operators, and User Groups 10
Module 4 - Partnerships Between Operators and Local Authorities
Module 5 - Cost Structure and Allocation
Unit 3 – Funding and Delivery 12
Module 1 - Funding Process and Sources 11
Module 2 - Delivery Options 11
Module 3 - Tendering Process and Sources 12
Continuing Professional Development & Next Steps 14

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.

Learners are able to access individual programme modules as standalone learning solutions as courses on specific topics such as the:

- Role of the Bus
- Regulatory Frameworks
- Funding and Delivery
- Planning and Design
- Delivery
- Modelling and Appraisal
- Performance Management
- Project Management and Reporting

The programme begins with the Practitioner Certificate in Bus Service Commissioning and Operations (BSCO), which introduces fundamental topics and concepts around the role of the bus, regulatory frameworks and funding and delivery. This qualification is delivered by accredited course providers.

Learners wishing to gain further insight and knowledge can do so by following the progression route to and Advanced Practitioners Certificate and then 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

Continued Professional Development (CPD)

When take as modular standalone courses without assessment, CPD hours can be awarded for successful completion of the courses. This means that those wishing to up-skill in a various areas, for instance someone with experience in a planning role with identified gaps in knowledge, can take the specific relevant module or modules without committing to the full qualification.

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 a Practitioners Certificate in Bus Service Commissioning and Operations

The assessment leading to the qualification are based on real life case studies and 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.

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.

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 + Better.

Who Should Take the Programme?

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

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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

If you are interested in becoming an accredited learning partner to deliver this CILT(UK) AO Accredited qualification, please contact the CILT(UK) Awarding Organisation by email using ao@ciltuk.org.uk

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

Entry Requirements

Although there are no specific entry requirements for this qualification, 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: 133 hours, including 44 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).

The qualification may be eligible for part funding, please contact an accredited Learning Partner for further details.

Assessment

There is one assessment for this qualification.

The format of the assessment is a Knowledge Application in the Workplace – Case Study Assessment.

All questions related to the case studies are aligned to learning outcomes, however, the questions will demand cognitive processing from Learners, for example, explaining, describing and evaluating. Questions will not rely on pure knowledge reproduction.

There are three case study questions each primarily focusing on specific units and relating to the featured case study and additional scenario content. Details of the content of the modules can be found in the Assessment Criteria and Indicative Content section of this document.

Each question is split into several elements that feature four terms each with a description of knowledge and competency expectation. These four terms define the level to which those elements are assessed.

The four terms are outlined below:

Identify – To give reference to an item, which could be its name or title. NB: normally a word or phrase will be sufficient, provided the reference is clear.

Outline – to indicate the principal features or different parts of. NB: an exhaustive description is not required. What is sought is a brief summary of the major aspects of whatever is stated in the question.

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'.

Learners will be guided by the question text on what they specifically need to do in each instance.

A total of 20 marks are available for each case study question. All information to assist in answering the question will be detailed in the case study and supplementary information, known as scenarios, with the question. The Learner will be expected to use the learning gained through their study to apply the core knowledge to a workplace scenario.

The assessment will last for **2 hours and 15 minutes**

The pass mark for this assessment is **40 out of 60 marks**.

Learners must attempt all case study questions to ensure competence across the required elements of the specification.

Examinations are taken online through a secure platform arranged by their Learning Partner.

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.

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 – The Role of the Bus

Module 1	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
1.1 **Public transport market structure**	1.1.1 Understand the UK public transport market structure and the role of the various public transport planning organisations and operations in providing effective public transport services.	1.1.1.1 Identify the potential challenges faced by the bus sector in dealing with public transport issues.	Regional authorities including combined authorities; Central governments; Local transport & planning authorities; Operator markets.
	1.1.2 Characterise the key elements of current market segmentation and transport debate in the UK.	1.1.2.1 Describe the different needs of bus users and identify current issues face by the industry.	Demand for car use; Walking and cycling (Active Travel); Accessibility for disability; Traffic congestion; Planning decisions.
		1.1.2.2 Explain the various alternative modes and their effect on the bust market.	
	1.1.3 Understand the different types of market for bus services and the challenges faced.	1.1.3.1 Explain the differences between urban and rural services. Including challenges, weakness, strengths, and opportunities of each type of services.	Congestion and boarding times; High cost and low patronage that impact on the solutions local authorities need to consider.
	1.1.4 Understand the importance of the bus to the economy, environment, society, and public policy.	1.1.4.1 Describe current national, regional, and local government policies and strategies.	Devolved governments and their role; Road to Net Zero; Links between public transport and economic development.
	1.1.5 Understand the history around deregulation.	1.1.5.1 Explain how Public Transport is organised.	Deregulated market.

Module 2	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
1.2 **Modal Choice**	1.2.1 Understand how public transport modes fit into the wider travel choices available for the travelling public, providing an integrated and complementary transport network.	1.2.1.1 Outline the range of modal choices, including the implications of each and how they interact and combine.	The range of choices including non-motorised and motorised travel modes; Optimising patterns of movement; Researched and revealed preferences of potential passengers.
		1.2.1.2 Explain why people may have preference for rail based public transport compared to bus provision.	
	1.2.2 Understand trends of bus use and their importance in comparison with other public transport modes and active modes.	1.2.2.1 Explain the trends and reasons for bus use, in different areas, including how and why they have changed over time.	Journey purpose; Key success criteria; Comparison with other modes; Public attitudes to bus compared with other modes; Personas for each mode choice; Registered bus and PHV types.
		1.2.2.2 Describe demand responsive transport.	

Module 3	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
1.3 Technology and innovations	1.3.1 Understand the historic trends in public transport and the role of current technology and innovations in the public transport sector now and in the future.	1.3.1.1 Outline how technology and innovations could enhance the service offer to passengers, freight customers, and the transport industry.	Public transport trends; Types of technology being used now and in the future; Service management technology; Information innovations. DDRT, fare systems, payment methods, real time information, smartphone apps, electronic/hydrogen. Locate statistical and empirical evidence; Resource scheduling, timetable planning, electronic ticketing, automatic vehicle location and real time information, contactless payments, smart ticketing technology.
	1.3.2 Understand how mapping software can assist service developments.	1.3.2.1 Describe how best to utilise mapping and GIS data.	Mapping software and GIS training.

Module 4	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
1.4 External factors	1.4.1 Understand the access, equality, diversity, and inclusion agendas as set out in the government's current strategies, policies, legislations, and regulations.	1.4.1.1 Explain the considerations of access, equality, diversity, and inclusion. Considering: • Implications for bus services and infrastructure. • Affects of training and communications, design of infrastructure and vehicles, engagement with community groups.	Inclusive Transport Strategy; Equality Act; Public Sector Equality Duties; Equality impact assessment. Customer care awareness.
		1.4.1.2 Describe the needs of different types of passengers so that services can be fully inclusive.	
	1.4.2 Understand the interface of public transport and interchange, the role of community transport, taxi sector, station travel planning and multimodal access to rail, as well as BRT, DRT and more conventional bus and rail integration.	1.4.2.1 Describe how public transport interchanges with other modes and consider the barriers to interchange.	Multi modal access and interchange; Rail industry organisation; Community Transport market; DRT; Taxi sector that falls outside LTA's remit; Two tier authorities District function; passenger benefits of coordination and integration.
		1.4.2.2 Explain the differences between community transport and DRT.	
		1.4.2.3 Explain the differences between the organisation of bus and rail and how this may affect interchange/integration.	
		1.4.2.4 Outline likely applications in their area, engage with service providers and user groups.	
		1.4.2.5 Explain how bus services can complement train, coach, and other services by co-location, timetabling and ticketing.	

	1.4.3 Understand the role of Active Tavel to stimulate greater use of public transport and the types of interchange and 'last mile' improvements needed.	1.4.3.1 Explain the role of Active Travel and how it complements bus travel and why.	Active Travel; First and Last mile options; Barriers; Opportunities; Make connections between Active Travel and bus services. Consider first mile / last mile infrastructure, wayfinding, and safety aspects, bus stop cycle facilities.
		1.4.3.2 Outline barriers to Active Travel.	
		1.4.3.3 Outline what is meant by last mile and first mile.	
		1.4.3.4 Explain bus stop locations in relation to walking and cycling routes, the facilities at stops and natural surveillance.	
	1.4.4 Understand sustainability, environmental, land use perspectives.	1.4.4.1 Explain the core principles of sustainability and how bus services contribute to environmental goals e.g., air quality.	Bus services in existing and new developments; Transport for new homes report; Buses in urban development document.
		1.4.4.2 Explain how land use planning decisions affect bus service provision and vice versa.	
1.4 External factors	1.4.5 Understand the importance of transport safety and security in the creation of a safe public transport system that is also accessible to all communities and user groups.	1.4.5.1 Explain general safety and security concerns and challenges including actual and perceived.	Transport safety and security strategies – national, regional, and local; Local transport plans; Education and public campaigns.
	1.4.6 Understand security perspectives	1.4.6.1 Explain how information security can be achieved and how payments can be undertaken safely.	Counterterrorism and economic crime-theft and fraud; Unusual behaviours and vehicle inspections; Serious and organised crime.
	1.4.7 Understand the environmental impact of all transport solutions.	1.4.7.1 Explain the benefits of sustainable transport modes.	Sustainable transport modes and their impact on the environment; Importance of the bus at improving air quality.
	1.4.8 Understand land use planning requirements and their effects on transport networks.	1.4.8.1 Explain how land use planning can affect transport networks.	Land use planning requirements; S106 (Town and Country Planning Act), S38 and S278 (Highway Act).
		1.4.8.2 Explain how S106/S278/S38 funding can support transport service development.	
	1.4.9 Understand the improvements that cleaner vehicles can bring.	1.4.9.1 Explain the benefits of electric/hydrogen and Euro6.	Air quality standards; Information about clean vehicle technologies.

Unit 2 – Regulatory Framework

Module 1	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
2.1 **Transport policies and strategies**	2.1.1 Understand transport policies in the wider context of national policy objectives.	2.1.1.1 Outline transport policies and how they fit in with national objectives.	National Policy objectives, wide ranging as transport has a bearing on many policies; Transport Planning; Pros and cons of current transport and environmental policies.
		2.1.1.2 Outline policy including bus use, car ownership and use, walking, cycling and other modes, also rail policy regarding station access.	
	2.1.2 Understand the effects of transport policies on land use, health, economic development, and environment, urban policy issues, national, regional, and local transport.	2.1.2.1 Explain how public transport affects the policies and to what levels.	Highlight the various policies that can affect public transport that need to be considered; Policy formulation and responsibility; Understand how transport policies take place at national (UK) and devolved (Scottish, Welsh and NI administrations) plus mayoral Combined Authorities; other transport and local planning authorities plus other agencies such as Transport of the North.
		2.1.2.2 Describe the composition of local government and where these policies are formulated at local, regional and national level.	
		2.1.2.3 Identify the impacts of land use planning on effective public transport provision.	
		2.1.2.4 Describe how bus services support the location of development; understand user group needs (location of jobs etc) and how cities function.	

Module 2	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
2.2 **Transport legislation and regulation**	2.2.1 Understand the main duties, statutory and discretionary powers and obligations placed on highway and traffic practitioners by UK highway and traffic legislation.	2.2.1.1 Explain how public transport is affected by various legislation on traffic and highways.	Linke between legislation and transport; Relevant legislations and regulations on highway and traffic; Drafting and implementation of Traffic Regulation Orders; Design of bus priority measures and highway design requirements.
		2.2.1.2 Outline why effective use of legislation can support public transport.	
		2.2.1.3 Describe the appropriate requirements for bus priority measures in the context of wider traffic management measures.	
	2.2.2 Understand legislative frameworks for managing highways, traffic and development and other relevant legislation (health & safety, environment, and equality).	2.2.2.1 Describe current highways, traffic and associated legislations and regulations to plan and deliver highways and traffic projects and operations (Highways England, highway authorities – country, unitary and other such as airports), their legal obligations and scope.	Legislation and regulations; Traffic regulation orders; Utilities and street works; Identify highway design requirements and enforcement agencies/requirements.

Module 3	Learning Outcome. The Learner will:	Assessment Criteria. The learner can:	Indicative Content
2.3 Roles and responsibilities of agencies, operators, and user groups	2.3.1 Understand the distinguishing features of the roles, responsibilities and powers of highways, transport and planning authorities, operators, user, and community groups.	2.3.1.1 Explain the roles of each element and how they interact.	Legislations, Interaction between groups; User groups; Community group explanations; Identify the key players in any scenario affecting bus services and their respective roles. Benefits and dis-benefits of user and community groups.
		2.3.1.2 Describe the democratic structures of highway authorities (country and unitary) and how decisions and approvals are processed.	
		2.3.1.3 Describe other stakeholder engagement e.g., parish councils.	
		2.3.1.4 Describe the role of Traffic Commissioners.	
	2.3.2 Understand the powers, duties, legal and administrative basis on which highway networks are maintained, managed and promoted.	2.3.2.1 Describe the necessary legal and administrative understanding to plan and deliver highways and traffic projects and operations and how they may affect public transport services.	Powers and Duties; Differences between various local and regional highways authorities and agencies like Highway England, Transport Scotland, and Welsh Government roles; Identify sources of information.
	2.3.3 Understand the legal responsibilities as outlined by Traffic Commissioners' Directions and how these frame the way a company operate in a safe and legal manner.	2.3.3.1 Describe the role of the Traffic Commissioners and Driver & Vehicle Licensing Agency, and the requirements of operators to work within this framework.	Drivers' Hours; Guide to Road Worthiness; Service registration; Traffic Commissioner's "window".

Module 4	Learning Outcome. The Learner will:	Assessment Criteria. The learner can:	Indicative Content
2.4 Partnerships between operators and local authorities	2.4.1 Understand the options for developing partnerships between LTA's and operators.	2.4.1.1 Describe the requirements for Enhanced Partnerships.	Enhanced Partnership; Bus Service Improvement Plans; Franchising Options; Availability and their implications. Benefit to partnership working. The options available to date (voluntary partnerships, quality contracts, etc.) and the requirements for the National Bus Strategy for England (Enhanced Partnerships) and equivalents in Scotland and Wales.
		2.4.1.2 Describe the benefits of partnership working and look at where this has been implemented.	
		2.4.1.3 Identify how the requirements of a partnership can be identified, agreed, and enacted.	
		2.4.1.4 Outline the comparison of the different types of partnership.	
	2.4.2 Understand the role of Enhanced Partnerships and Franchising as a way of delivering bus services which meet community needs.	2.4.2.1 Explain how to establish partnership (agreeing common goals and targets) and the legislative background to partnerships (including what partnerships can and, in limited cases cannot, deliver).	Legal aspects of Enhanced Partnership and Franchising; Advantages and disadvantages of both or other delivery mechanism being developed.
	2.4.3 Understand the political make up of an area.	2.4.3.1 Describe the local political make up and how to liaise with politicians, at all levels.	Political Awareness training. Parish, Country, Combined Authority, MP's.

Module 5	Learning Outcome. The Learner will:	Assessment Criteria. The learner can:	Indicative Content
2.5 Cost structure and allocation	2.5.1 Understand the market served, costing, operations planning, demand forecasting and economic appraisal methods for the development of public transport services.	2.5.1.1 Explain how to work out the costing of operations in relation to the market served.	Cost models; Forecasting; Business case development and appraisal; Green Book; Cost benefit analysis; Operation cost and revenue.
		2.5.1.2 Explain how to assess demand.	
		2.5.1.3 Outline the best approaches to business case development.	
		2.5.1.4 Explain how services are designed and marketed to best meet user needs with minimal calls on external funding.	
		2.5.1.5 Describe how services are planned, tested, and introduced together with the processes for assessment and implementation of new infrastructure e.g. busways.	

Unit 3 – Funding and Delivery

Module 1	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
3.1 Funding process and sources	3.1.1 Understand the funding and financing of transport and highway projects.	3.1.1.1 Describe the funding process, funding sources and the process of securing the funds.	Funding process; "Specialist" funds announced by Government, Competitive bidding for funds; Economic appraisal requirements. Find funding opportunities and that not all funding may be focussed on transport but one element of the funding mix.

Module 2	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
3.2 Delivery options	3.2.1 Understand the main types of public transport administrative delivery options.	3.2.1.1 Identify the advantages and disadvantages of the main delivery options/frameworks.	Franchising; Partnerships; Open Access / commercial; Tendering; Concession Agreements; Subsidies and support.
		3.2.1.2 Explain the difference between subsidies and support.	
	3.2.2 Understand the necessary legal and administrative processes needed for each type of option.	3.2.2.1 Explain the processes required to deliver the services for each option.	Services; People; Infrastructure; Vehicles; Legal; Health & Safety.
	3.2.3 Understand the legislative, regulatory, and competitive frameworks for the operation of buses.	3.2.3.1 Explain the differences of each delivery model and appraise their sustainability.	Demand responsive; Stage carriage; Data and monitoring; Community transport; Licensing.

Module 3	Learning Outcome The Learner will:	Assessment Criteria The learner can:	Indicative Content
3.3 Tendering process and sources	3.3.1 Understand how bidding fits into the wider business development activities both from an operator and local transport authority perspective.	3.3.1.1 Explain the purpose of tendering and bidding and how it fits with business development.	Bidding and tendering for business (Operators); Drawing up tenders for service delivery (LTA's); Resource and cost estimation. Identify how tenders best fit in with supplier capacity and abilities.
		3.3.1.2 Explain how to develop local supplier market.	
		3.3.1.3 Describe how to submit a tender for services based on resources and costing.	
	3.3.2 Understand the process of bidding, from first finding the tender, to pulling the bid together including post submission meeting.	3.3.2.1 Describe techniques and tools to manage each stage of the bidding cycle.	Bidding and tendering for business (Operators); Drawing up tenders for service delivery (LTA's); Zero Emission Vehicles; Local development funds; Bus Back Better and BSIPs; Fare support;
		3.3.2.2 Describe how and why LTA's use a tendering process and the process they go through from putting out a tender to analysing submissions to awarding.	
	3.3.3 Understand how to source tendering opportunities and understand how tenders work and how to cost services to meet tender requirements.	3.3.3.1 Describe where tender opportunities arise from.	Tendering models.
		3.3.3.2 Explain the differing models of tendering, procurement processes and requirements.	

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.

CPD is a lifelong commitment; recognising and applying developmental requirements to achieve goals and improve outputs, stretching capabilities and competence your workplace application levels are identified, individuals will consider the breadth and depth to which they need to develop their competencies.

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

CILT(UK) Awarding Organisation

For further information about joining please contact:

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