POSTGRADUATE PROGRAM IN TRANSPORT

SUBJECT CIV5314: Transport Planning and Policy

Students: It is important that you read this section before proceeding to the educational course material
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Edition 2

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Acknowledgments:

The contributions of Professor Tony Richardson and Ms Rita Seethaler, in terms of making available resource material on transport policy issues, along with electronic access to extracts from the book ‘Survey Methods for Transport Planning’, is gratefully acknowledged.
Geoff Rose is the Head of the Institute of Transport Studies and an Associate Professor of Civil Engineering at Monash University. He joined the staff in the Civil Engineering Department at Monash in 1994 after a four year period as a partner in a consulting practice. Prior to that he lectured in the Civil Engineering Department at the University of Melbourne.

Geoff grew up in Brisbane and completed his Bachelor of Civil Engineering Degree at the Queensland Institute of Technology. He developed his interest in transport in the second year of his bachelors degree. After graduation he went to work in Canberra for the Commonwealth Department of Transport and later the Department of Aviation.

Thanks to a postgraduate scholarship from Rotary International he was able to study at Northwestern University in the USA where he completed his Master of Science in Civil Engineering majoring in Transportation Systems Engineering. Following the Masters he returned to Canberra for a year with the Department of Aviation. Because he found the environment so stimulating, and the people so friendly, he then returned to Northwestern University to do his PhD.

Geoff’s professional interests cover transport modelling, applications of advanced technology, travel behaviour change and non-motorised transport. At Monash, Geoff teaches transport planning, traffic engineering and intelligent transport systems in the undergraduate and postgraduate programs as well as in continuing education workshops and specialist transport industry education programs. He is currently a member of the Australian Institute of Traffic Planning and Management, the Institute of Transportation Engineers and the Institution of Engineers, Australia.
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INTRODUCTION TO THE UNIT

This unit introduces students to contemporary issues in transport planning and policy. The concept of sustainable transport is introduced along with the steps in the transport planning process. Supply and demand oriented approaches to addressing transport challenges are reviewed and travel demand management is placed into context. The characteristics of transport modes and travel demand patterns are used to provide a framework for considering the suitability of a particular transport mode for a particular context. Travel survey methods are considered with an emphasis on the role of survey instrument design and sampling in the collection of quality travel survey data.

UNIT AIMS

Knowledge/Understanding
To develop:
1. understanding of the framework within which transport planning is conducted and the foundations for formulation of transport policy
2. appreciation of the range, and potential impact, of supply and demand oriented solutions which can be used to address transport and associated environmental problems within a sustainability context
3. knowledge of the performance, impacts and costs of various transport modes (covering both passenger and freight) and the factors influencing the level, pattern & trends in travel demand
4. appreciation of the issues relevant to selecting a mode for a particular transport task
5. understanding of the factors to be considered in conducting transport surveys including sample design, questionnaire design, data editing and expansion.

Skills
To develop:
6. the ability to plan, undertake and report results from a travel survey
7. the ability to analyse contemporary transport issues through consideration of different policy options
8. communication skills.

Attitudes
To develop:
9. the confidence to be able to discuss contemporary issues in transport planning and policy.
UNIT STRUCTURE

The unit is structured around a series of topics which cover the 13 weeks of the semester.

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NOTE: This is a demanding unit of postgraduate study. The unit involves an extensive amount of reading material that is not only relevant to the continuous assessment component but is also examinable. You need to ensure that you allocate sufficient time to keep up to date with the material. Students are expected to spend on the order of 150 hours working on the subject over the course of the semester – including the semester break and exam period that averages out to round 10 hours per week. The actual time will depend on your reading speed, familiarity with the material and effort you devote to preparing for the assignments and exams.

Assessment

The assessment comprises two components:

◆ continuous assessment, i.e. assignments, (50 per cent) and

◆ a three hour exam (50 per cent).

The continuous assessment component consists of two assignments (comprising a total of 35 per cent) and contribution to the on-line discussion sessions (15 per cent). Details of the on-line discussion sessions will be forwarded to you early in the semester.

Unless advised to the contrary, the examination is 'closed book' meaning that you are not permitted to bring any written material into the exam.

NOTE: Students must pass both the continuous assessment and examination components to pass the unit. If a student fails either component, the mark for that failed component will be returned as the overall grade in the unit.
REQUIRED TEXT, READINGS AND REFERENCES

There is no required text for this subject. All the required readings are available via the unit WebCt site.

The field of transport planning and policy is well represented in the literature. You will find a number of texts identified in Topic 1 which may be helpful. In many topics, papers or articles which are required reading, are included. You will also find some general suggestions in Topic 1 about journals which would be useful if you wish to pursue issues in greater detail.
HOW TO STUDY BY DISTANCE EDUCATION

Studying by distance education has the obvious advantage of enabling you to study in your own time and when it suits you, while not having to commit to weekly classes on campus. At a glance, distance education comprises receiving Course material and completing and sending set assignments prior to the due dates. In actual fact, distance education is more than that; it requires self-discipline and accessibility to staff. For most students, an essential aspect, and an enjoyable one in a class room environment is the contact with other students and the opportunity to learn from others' experiences and perspectives. Therefore the formation of study groups is strongly encouraged; with at least communication by telephone or email. Students will be provided with a contact list of fellow students who have agreed to allow their details to be distributed. You should use this list to establish your study group or to discuss aspects of the course on an ad hoc basis.

It is worth briefly reviewing some of the key points in studying by distance education. To learn successfully on your own you will need to:

◆ make time to study regularly,
◆ set study goals,
◆ become an active learner not just a passive reader, and
◆ make time to recall and discuss what you have read with others (this is a very important part of the learning process).

Becoming an active learner is essential. Passive reading, no matter how much time you spend, will not make you learn. You need to seek information in the literature you read - become a detective and have a purpose to your reading.

Scheduling Your Study Program

No matter how keen you are to complete the course, your study will always be competing with other work and family pressures and distractions. Preparing a detailed timetable of all your activities not only helps in identifying free timeslots for study but also provides its own pressures to balance the outside ones. You may find it helpful to keep a diary of your actual time spent for a week or two to help in identifying the best study periods before establishing a regular weekly program.

Study Goals

They are up to you. You must set your own goals or objectives. Goals help in providing motivation by giving you targets to be achieved, and in addition will enable you to study more efficiently by fitting tasks to available timeslots.
Active Learning

Active learning involves **doing** something while you are studying, so that you avoid reading aimlessly without comprehending. The techniques that you can utilise are similar to those you use while reading letters, memos and reports at work - highlighting, making notes of things to be clarified or followed up, and jotting down your initial responses to the issues raised. Summarising material in point form is another tool for making sure you have grasped the ideas, for giving you practice at recalling them.

The other most important part of active learning is to do the activities and discussion questions provided in the Study Guide. You should **write** answers to discussion questions rather than just make a few mental notes.

Resources

The resources you need include not only the material ones such as books and notes but also the ‘people’ resources, i.e. friends to encourage you in times of low motivation, librarians to locate information for you, experts to turn to for advice, and fellow participants to share problems with.

Study Groups and Networks

Study Groups are strongly recommended.

Study groups provide an opportunity for students to articulate their understanding of topic material verbally (over the telephone) or in writing (via email) as they discuss subject material with fellow students. Notwithstanding this, some students prefer to work on their own, and that is fine; these students have the option of keeping their contact details confidential and will not be provided with a student contact list.

Everyone has their own methods of study. Most people know, or should know, how to get the best out of themselves in terms of study. It is good practice to summarise the key points of a topic, verbally, pictorially (mind maps), in writing or to music (seriously, this works if you speak out loud and then repeat it to yourself in your mind). This assists in focussing your learning and jogging your memory.

When you decide to set up a study group, you should consider applying the basic rules of good meeting procedure. The more formal your group, the more you will need to choose individuals to organise meetings and chair the discussion. A brief outline for each meeting is important, no matter how informal the meeting is, as it establishes the purpose of the session, allows participants to prepare, and should provide some structure to help get the discussion going.
CONTACTS

For the administration of the program

Including enrolment in the study program, notification of change of address or other details, and establishment of study groups:

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For general or straightforward academic queries:

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  Website:  civil.eng.monash.edu.au

Notes to remember:

◆ when leaving a message on an answering machine, please spell out your name and give your contact number clearly,
◆ when sending a fax, please type the message or write clearly and in large enough characters for the recipient to read, and
◆ when leaving or sending any messages, include the most appropriate contact number, and the times when it is most appropriate for your call to be returned.
OUTLINE OF EDUCATION PROGRAMS AT ITS (MONASH)

The mission of the Institute of Transport Studies at Monash University is to progress transport knowledge and practice. In addition to a variety of research activities which focus on progressing transport knowledge, the Institute also has a range of educational programs designed to progress transport practice. The postgraduate program in Transport Studies, of which this subject forms part, is an example of these education programs. In addition, a variety of industry courses are offered through the Institute as well as professional development workshops and public lectures.

Transport Management Course in Bus and Coach Operations

This distance education program has been developed in conjunction with the bus industry in Victoria and the Department of Infrastructure. It caters to the needs of individuals who are in-charge of the operations of bus companies engaged in either route or charter services. The course involves four subjects:

- Introduction to Bus and Coach Operations: Legislation, Safety and Maintenance
- Financial Management
- Marketing, Planning and Operations
- Human Resource Management

Education Program in Parking Management

This distance education program is directly relevant to people working in the parking industry and it was developed in conjunction with the Parking Association of Australia. The program involves four subjects:

- Parking Fundamentals
- Management and Marketing of Parking
- Parking Policy and Design
- Parking Technology and Information

Workshops

The Institute also offers a regular series of professional development workshops usually of two days duration. In recent years these workshops have dealt with Traffic Engineering & Management, Unsignalised Intersections and Design of Public Transport Services.

Public Lectures

Each year the Institute arranges a series of public lectures dealing with current issues in transport policy. A special ‘Ogden Transport Lecture’ is also held in recognition of the contributions that Professor Ken Ogden made to transport education and research at Monash for more than 30 years.