



Public Transport Policy and Planning

Summer School, 2011

Unit of Study Outline

Coordinator: *Professor Corinne Mulley*

Phone: 02 9351 0103, Email: corinne.mulley@sydney.edu.au

Office: Room 313, Level 2, ITLS, 144 Burren Street, Newtown

Staff:

Dr Rhonda Daniels

Phone: 02 9351 0175, Email: rhonda.daniels@sydney.edu.au

Office: Room 208, Level 1, ITLS, 144 Burren Street, Newtown

Consultation Times: By appointment. E-mail queries and requests for appointments

Classes:

Time(s): 9.00am-5.00pm

Venue: LT1, Level 2 (unless otherwise specified), 144 Burren Street, Newtown

Day	1	2	3	4	5	6	7
Date	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday
Date	11 January	18 January	25 January	1 February	8 February	15 February	22 February

1. Unit of study information

1.1. Faculty Handbook description

Having relevance to all areas of transport, urban planning, public administration and passenger logistics, this unit provides an understanding of the characteristics of public transport systems and creates a framework to analyse public transport performance. It considers topics relevant to an appreciation of public transport operations and the role of public transport in the overall transport offer. The key focus is to instil a broad understanding of the concepts, issues and impacts of public transport for intra- and inter-urban areas and for rural areas. Within the context of an analytical framework, this unit builds an appreciation of the importance, the drivers and the problems of achieving efficient operation of transport systems. Public transport management is heavily influenced by the regulatory and institutional framework and the financial environment in which public transport operates: these key issues are explored to explain why countries/states have different levels and types of public transport.

1.2. Aims and context

This Unit of Study provides an in depth consideration of an important component of Transport Studies and complements and extends the core learning of Transport, Logistics, Planning and Urban and Regional Studies degrees.

2. Learning outcomes, learning and teaching activities & assessment

2.1. Intended learning outcomes

The table below shows how the intended learning outcomes from this Unit of Study link to graduate attributes and learning activities and how these are captured in the 4 pieces of coursework that make up the assessment for the Unit of Study.

Students should consult this table for important information relating to the assessment criteria for each task and for the skills, knowledge and other qualities that are required in each assessment.

Intended Learning Outcomes	University of Sydney Graduate Attributes	Learning Activities	News Diary Assessment Weighting 15%	Critical Literature Review Assessment Weighting 40%	Group Presentation Assessment Weighting 35%	Field trip Report Assessment weighting 10%
This unit aims to assist students to develop proficiencies in relation to the following learning outcomes			Assessment Criteria <i>An individual task that assesses your ability to</i>	Assessment Criteria <i>An individual task that assesses your ability to</i>	Assessment Criteria <i>A group task that assesses your ability to</i>	Assessment Criteria <i>An individual task that assesses your ability to</i>
Have a knowledge base in public transport policy and planning Develop and apply research skills to investigate issues in public transport policy and planning To critically evaluate the ideas of others in the context of public transport policy and planning	Research and Inquiry: Graduates of the Faculty of Economics and Business will be able to create new knowledge and understanding through the process of research and inquiry.	Attending class, reading recommended readings Researching topics through refereed articles and other media (such as internet and books held in the library) Undertake adequate preparation for assessments building these skills	Identify topics of news Analyse and comment in the context of policy and planning to demonstrate knowledge and understanding	Understand the ideas of others in a specific area of public transport policy and planning Evaluate and synthesise a range of research ideas into a cogent argument	Conduct quality research and focus on a selected topic Synthesise a range of research materials from varied sources into a cogent argument	Attend field trip and complete worksheets
To understand the relationship between institutional issues and the provision, financing and operation of public transport activities To understand the impact of modal issues in the development of public transport policy and planning To be able to problem solve in a practical way for issues which have a strategic, tactical or operational perspective in public transport policy and planning and to impart this information in appropriate ways	Information Literacy: Graduates of the Faculty of Economics and Business will be able to use information effectively in a range of contexts.	Monitoring news for topics that are relevant applications of the unit concepts. Review and revise own notes after class sessions Prepare for assessments building these skills Undertake adequate preparation for assessments	Present your work in a professional way, in a form that meets the brief of the assignment	Present clear and coherent written articulation of ideas	Present a consistent support of arguments with rationale and considered opinion	Relate field observations to theory
To be able to communicate the concepts learnt in this unit effectively in verbal, written and group contexts to a professional standard	Communication: Graduates of the Faculty of Economics and Business will recognise and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning.	Learn to prepare written reports to a professional standard Participate in class discussions Undertake role in presentations	Write concise and articulate reports under word limit constraints	Present your work in an academic format using an acceptable methodology and structure	Demonstrate an ability to work within a group, sharing ideas for the benefit of the group Present ideas clearly both visually and verbally Demonstrate an ability to respond to questions from lecturer and peers	Document field observations

Intended Learning Outcomes	University of Sydney Graduate Attributes	Learning Activities	News Diary Assessment Weighting 15%	Critical Literature Review Assessment Weighting 40%	Group Presentation Assessment Weighting 35%	Field trip Report Assessment weighting 10%
To be able to apply an understanding of public transport policy and planning to topics beyond this unit, in diverse and unpredictable environments by applying the concepts learnt in the unit	Personal and Intellectual Autonomy: Graduates of the Faculty of Economics and Business will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.	Identify the fundamental concepts of the unit and learn to apply these to new contexts	Consider the wider implications of the news items e.g., in the context of different environments		Use time allocated for the group presentation appropriately	Apply concepts to understand public transport in western Sydney

2.2. Learning and teaching activities

Lectures are used to set the scene and show how each topic fits into the overall unit of study aims. At the beginning of each lecture any administrative announcements are made (and these are duplicated online as well). Up to 5 minutes will be allocated for Q&A on any aspect of the unit at the beginning/end of the lecture. Students are encouraged to participate in the lecture, asking questions and seeking clarification where appropriate. Access to and use of transport activities pervade modern life and the quality of public transport has a significant impact on individual's day to day living experience. Each session will begin with a discussion of recent news about public transport and will focus on a diary which students will prepare as part of their assessment. Opportunities to apply concepts will be provided a number of times during each lecture. You are strongly advised to actively participate. Lectures involve the dissemination of important ideas about public transport policy and planning and provide a framework for learning which is essential to incorporate in the assessments.

Occasional guest lecturers will be invited to provide insights into industry practices. These are integral to the module programme. These have been popular with students in the past so make sure you are there.

Blackboard (<http://blackboard.econ.usyd.edu.au>) provides the main online learning support. It is essential that you log in at least twice per week to keep abreast of unit-wide announcements and use the resources to supplement your learning. The PowerPoint presentations will be uploaded to Blackboard and provided for you to annotate during the lectures. **Results** on each assessment are posted into the grade book online when all marks have been finalised. The average for each assessment and a brief summary of common errors and suggested improvement options will be posted online at the same time.

The **field trip** provides a practical opportunity to illustrate many of the concepts in the unit of study. The aims of the field trip are to:

- Experience travel on public transport in Sydney including on new infrastructure
- Learn about travel behaviour change programs to increase public transport use
- Observe transport and land use interactions and their impact on public transport use.

Readings

The potential for reading around this subject is considerable. The following is a list of the main texts that will need to be referred to. These are expensive texts and the important chapters are available electronically, via Blackboard and the texts themselves have been placed in the Fisher reserve collection. It is not suggested that these be purchased, unless you see your future as having a public transport focus but this does not remove the requirement to read! The first lecture will go through the contribution of each of these texts and you should **NOT** purchase in advance of this.

Ceder, A (2007) *Public Transit Planning and Operation: Theory, Modelling and Practice*, London; Burlington, MA: Elsevier. This has quite a mathematical approach.

HiTrans (2005) *HiTrans Best Practice Guides*, HiTrans, Stavanger, Norway.

Five volumes

1. Public transport and land use planning
2. Public transport: planning the networks
3. Public transport and urban
4. Public transport: mode options and technical solutions
5. Public transport: citizens' requirements

Vuchic, VR (2005) *Urban Transit Systems and Technology*, John Wiley and Sons.

Vuchic, VR (2007) *Urban Transit: Operations, Planning and Economics*, John Wiley and Sons.

White, P (2009) *Public Transport: Its Planning, Management and Operation* 5th ed., London; New York: Routledge. This is available as an e-book from the library.

Apart from these, most of the reading suggestions will relate to published articles. These are available from the library through the electronic databases. Information for newly registered students can be obtained at <http://www.library.usyd.edu.au/Home.html> and off-campus access information can be found at <http://www.library.usyd.edu.au/databases/wam.html>

It is also worth noting that the UITP (international association of public transport) has enormous resources via its website which you are encouraged to explore (www.uitp.org). In addition, the Sputnik project has useful reviews on issues relating to institutional reform: please see <http://sputnicproject.eu/> in the 'products' section.

World Transit Research is a clearing house for new research in the field of public transport (<http://www.worldtransitresearch.info>) and you are encouraged to sign up for their newsletters which are delivered electronically.

2.3. Assessment

Assessment task	Weighting	Due date and closing date	Word length
1. News Diary	15%	Monday 14 February, 5 pm	1,500 words
2. Critical literature review	40%	Monday 31 January, 5 pm	2,000 words
3. Group presentation	0%	Peer evaluation: Monday 24 January, 5 pm	Submission of the self evaluation peer assessment document for formative presentation.
	35%	Presentation: Tuesday 22 February	1,000 words
		Peer evaluation Monday 28 February, 5 pm	Submission of the self evaluation peer assessment document for graded presentation
4. Field Trip Report	10%	Monday 7 February, 5 pm	1,000 words
Academic Honesty Module**	0%	Monday 18 January	n/a
Total	100%		5,500 words

** Students must complete the academic honesty module in Blackboard with a mark above 80%, or an Absent Fail (AF) grade will be given for the entire unit. Students can complete the module multiple times until this grade is achieved. Students who completed the module with a score of 80% or above last semester do not need to do it again.

2.4. Assessment details

All assignments must be submitted electronically via Blackboard. Assignments submitted electronically do not require cover sheets. Ensure that your student ID number (SID) is in the top right hand corner of each page for individual assignments and the Group name or number plus SID of all members is in the top right hand corner for group assignments. Full information about how to prepare assignments for electronic submission can be found at

([http://blackboard.econ.usyd.edu.au/modules/ 1454_ 1/Turnitin%20Student%20Guide%20%285.2%29%20280610.pdf](http://blackboard.econ.usyd.edu.au/modules/1454_1/Turnitin%20Student%20Guide%20%285.2%29%20280610.pdf)).

Should submission problems occur, students should contact Faculty eLearning Support first on 903 66433 or business.elearning@sydney.edu.au or the Unit Coordinator as soon as possible.

All assignments MUST follow the structure set out in How to Write a Paper, Report, Essay or Thesis at the Institute of Transport and Logistics Studies. This document may be found on the ITLS website in the box 'related links' on the right-hand side of

www.econ.usyd.edu.au/itls/courses/transport_and_logistics/student_resources

The 'feedback' forms for the various assessments which identify the criteria upon which the assessment will be marked as guidance for students are available on Blackboard.

There is also an overall mark grid which categorises the various attributes associated with marks. Both these elements will be discussed in the introductory lecture.

2.5. Workload and minimum requirements

Assignments must be submitted electronically via Blackboard. Should submission problems occur, students should contact the unit coordinator as soon as possible.

Do not use a coversheet. The coversheet is now in electronic form which students fill out as part of the submission process. Please ensure that you include your SID in the top right hand corner (use a header) so your SID appears on each page of the assignment. If it is a group, include the SID of each person in the group in the header.

The 'feedback' forms for the various assessments which identify the criteria upon which the assessment will be marked as guidance for students are available on Blackboard.

There is also an overall mark grid which categorises the various attributes associated with marks. Both these elements will be discussed in the introductory lecture.

Assessment 1: News Diary (15% of total grade)

Public transport policy and planning is constantly evolving. Each day of teaching will devote a short period to consider and discuss news items relevant to the module. Students are expected to participate by keeping a watching brief on relevant news in between lectures. This assignment requires you to present a collection of 3 news items with associated commentary (not exceeding 500 words on each item). This assessment should be presented as a report to brief someone who does not have time to consider each piece of news as it arises but who needs to be kept abreast of important developments.

You have absolute choice over the topics you cover and there is no requirement for the items to be 'linked' although you may choose to do this. News items need not be restricted to Australian news but the original language of the news item must be English: if you are an international student this is an opportunity to apply your learning to topics in your own country. All news items MUST be properly referenced as to source and provided as text as part of the submission (this can be as hard copy, or copy and pasted with appropriate referencing).

The assessment should be submitted via Blackboard. Students who have no access to a scanner and who need to scan news items as part of their submission should contact Professor Mulley one week in advance of submission and access to a scanner will be facilitated.

In grading the assignment, 10% will be given for presentation and the remainder of the marks to the clarity of the commentary (50%) and its analytical content (40%).

Assessment 2: Literature Review (40% of total grade)

The objective of this assessment is to familiarise students with academic publications and the process of critical review. In particular this focuses on the skills of synthesising information from different sources and critically evaluating this information.

The standard route is to select **one** of the following sets of three articles and undertake a critical literature review of these (*all articles are available electronically from the library through Science Direct*). In exceptional circumstances, you may choose three academic (refereed) articles of your own choice and have these agreed as appropriate for study by Professor Mulley **NO LATER THAN FRIDAY 21 JANUARY 2011**: this exceptional route is designed for students who have a particular background/focus which would be advantageous to exploit in this unit of study.

A critical review of an article is not simply a descriptive summary of what is contained in the article but requires an assessment of the breadth, depth, relevance, contradictions and inconsistencies, both within each single piece of work and as a result of making comparisons between the work by different authors. The following link gives a succinct description of what a critical literature review entails, and gives a detailed breakdown of the headings that should be covered in the report and is the minimum information that should be consulted as part of the assignment:

<http://wwwdocs.fce.unsw.edu.au/fce/EDU/eduwritingcritreview.pdf> This is the model that should be followed for this assessment.

The librarian has created a list of resources for students on this UoS. At the library site on the web, go to subject guides, then transport and logistics. On this page you will see a tab for TPTM 6240. Clicking this tab will give you additional help on how to write a literature review.

Other sources of information include:

<http://guides.library.ualberta.ca/review>

www.staffs.ac.uk/schools/business/ramsay/Reasoning/critreview.doc

The report should be no longer than 2,000 words (excluding list of references), using 12 pt Times Roman font and a minimum 1.5 line spacing with at least 1.5 cm margins on each side, top and bottom. The report should be delivered electronically through Blackboard via the link within the folder 'Assessment 2: Critical Literature Review' in the Assessment folder.

In grading the assignment, marks will be allocated as follows: Introduction and Conclusions (20%), clarity of the commentary (40%) and its analytical content as a critical review (40%) in the main body of the paper.

Set 1: Transport and the Built Environment

Handy, S, Cao, X and Mokhtarian, P (2005) Correlation or causality between the built environment and travel behaviour? Evidence from Northern California, *Transportation Research Part D* 10, 427-444.

Ewing, R and Cervero, R (2010) Travel and the Built Environment: a meta analysis, *Journal of the American Planning Association*, 76 (3), 265-294.

Cao, X, Mokhtarian, P and Handy, SL (2009) Examining the impacts of residential self-selection on travel behaviour: a focus on empirical findings, *Transport Reviews* 29 (3), 359-395.

Set 2: Public transport service quality

Friman, M and Fellesson, M (2009) Service Supply and Customer Satisfaction in Public Transportation: The Quality Paradox, *Journal of Public Transportation*, 12 (4), 57-69.

Hensher, D, Mulley, C and Yahya, N (2010) Passenger experience with quality-enhanced bus service: the tyre and wear 'superoute' services, *Transportation*, 37, 239-256.

Dell'Olio, L, Ibeas, A and Cecin, P (2010) Modelling user perception of bus transit quality, *Transport Policy*, 17 (6), 388-397.

Set 3: Transport and social inclusion

Lucas, K (2006) Providing transport for social inclusion within a framework for environmental justice in the UK, *Transportation Research Part A: Policy and Practice*, 40 (10), 801-809.

Preston, J and Rajé, F (2007) Accessibility, mobility and transport-related social exclusion, *Journal of Transport Geography* 15 (3), 151-160.

Hodgson, FC and Turner, J (2003) Participation not consumption: the need for new participatory practices to address transport and social exclusion, *Transport Policy*, 10 (4), 265-272.

Assessment 3: Group Presentation (35% of total grade)

This should be a 20-25 minute (maximum) presentation per group (based on 5 minutes per student plus 5 minutes) on the assigned topic and members of the group should be prepared to answer questions for up to 10 minutes. All presentations will take place on **Tuesday 22 February 2011**. The group work is peer assessed (details given below). Various templates are placed on Blackboard to facilitate the running of your Group in the 'Assessment 3: Group Work' in the Assessment folder.

There will be a group presentation in advance of this assessment in which peer assessment will also be applied for formative feedback purposes (but will not be allocated any marks towards the final grade). Please see dates for submission of self evaluation and peer assessment in the table in 2.3 above.

The group must prepare a set of PowerPoint slides to define the theme, the important issues and critical appraisal of the issues and conclusions. It is recommended that there should be an absolute maximum of 20 slides. The slides must be delivered electronically to Professor Mulley on corinne.mulley@sydney.edu.au no later than 3pm the day BEFORE the presentation so as to provide a smooth running order of presentations. The group must also submit a full bibliography, properly formatted.

In grading the presentation, 40% will be allocated for content, 40% to presentation skills and 20% to the response to questions on the day.

Peer Review (compulsory submission by all students)

Each student member is responsible for delivery of an individual evaluation document as part of the assessment to Professor Mulley. This is to be submitted electronically, following the instructions at 'Assessment 3: Formative Group Work' in the Assessment folder, as identified in the table in 2.3 above. This document must be completed **individually and without consultation with other members of the group** as it forms the basis of the allocation of marks within the group. Please make sure that you follow the instructions to provide a score for yourself (ie self-assessment) as well as an assessment for other members of the group. (Note: missing evaluation sheets have consequences for ALL team members). An example of a peer review sheet is on Blackboard and will be discussed as part of the introductory session. These peer assessments will remain confidential to the co-ordinator of the unit.

Assessment 4: Field Trip Report (10% of total grade)

The aims of the field trip are to experience travel on public transport in Sydney including awareness of public transport infrastructure, the interactions of transport land use and transport, and the impact of these on public transport planning and use.

The assessment is the completion of a report (maximum 1,000 words) that integrates field observations and commentary on the field trip day activities on specific topics. The topics will be announced and put onto Blackboard at the end of the field trip.

The assignment should be submitted via Blackboard no later than the date identified in Table 2.3.

In grading the assignment, 10% will be given for presentation and the remainder of the marks to the clarity of the commentary (50%) and its analytical content (40%).

2.5. Workload and minimum requirements

The Academic Board student workload for a six credit point units equates to an average of 117-156 hours of student effort for a unit of study. This means that if you are an average student seeking to get an average result for this unit then you should plan to spend at least 117 hours on this unit over the duration of the Semester. This time includes time spent in the classroom for lectures and other activities and out-of-class time which can effectively be spent in creating notes in your own words, visiting lecturers for consultation, discussing your work with peers to learn together, researching in the library or online, reading, participating in group work and practicing presentations, preparing for lectures, completing assessments.

Teaching activity	Approximate number of hours dedicated to it
Face to Face teaching inc field trip	42 hours
Out of lecture preparation and reading	24 hours
Groupwork presentation and assessment	25 hours
Preparation for assessment (news diary, critical review, field trip report)	49 hours
TOTAL	140 hours

2.6. Feedback

Feedback will be provided on each assessment within 21 days of the due date of the assessment. In this unit you will receive the following types of feedback:

- Marks will be posted into the Blackboard grade book when all results for an assessment have been compiled. Marks will not be given over the phone.
- Comments about your assignment are identified typically on the marking sheet. For each assessment task you will get an overall comment as well as an indicator against the level of achievement against each of the assessment criteria. A summary of class-wide errors and appropriate improvement action for each criterion may be provided, as appropriate.

If you would like further feedback on the assessment task, you are encouraged to ask for an appointment with the unit co-ordinator. This can be done in pairs or groups if you have similar issues to raise.

2.7. Academic honesty, plagiarism, legitimate cooperation and group work

Commencing students should complete the academic honesty module available via Blackboard before their first assessment submission. Students should refer to Faculty and University policies on academic dishonesty and plagiarism (http://sydney.edu.au/business/currentstudents/student_information/student_administration_manual), copyright (http://sydney.edu.au/senate/policies/Intellectual_Property_Rule.pdf) and the 'All your own work website' (http://sydney.edu.au/secretariat/students/plagiarism_index.shtml) for information about legitimate cooperation, group work, how to reference correctly and how to avoid plagiarism.

Academic honesty is important to protect students' right to receive due credit for work submitted for assessment. It is clearly unfair for students to submit work for assessment that dishonestly represents the work of others as their own and gain marks and degrees, which are not based on their own efforts and abilities. Deliberate breaches of academic honesty constitute academic misconduct. These breaches include: plagiarism, fabrication of data, recycling previously submitted material, engaging someone else to complete an assessment on one's behalf and misconduct during supervised assessments.

The penalties for academic misconduct may include: a mark of zero on the assessment; a fail grade in the unit of study, additional assessment (including an unseen exam), and reference of the matter to the University Registrar.

All assessments will be checked for plagiarism. Where plagiarism is suspected, the assessment will be fully checked and monitored using manual process, google checks and also electronic plagiarism detectors. In order to do this, the Faculty may reproduce the assessment, provide a copy to another member of faculty, and/or communicate a copy of this assignment to a plagiarism checking service (which may then retain a copy of the assignment on its database for the purpose of future plagiarism checking).

Academic dishonesty involves more than just copying material. Cooperation and helping other students may at times trigger academic dishonesty proceedings if it appears you have worked too closely with another student. In this unit,

1. Assignment 1 is an individual assignment.
2. Assignment 2 is an individual assignment.
3. Assignment 3 is a group assignment.
4. Assignment 4 is an individual assignment.

Individual assignments must be written and prepared alone. You may consult with other students about ideas and possible research sources but the analysis and writing of the assignment must be done alone. Group assignments should be prepared within the group. Students should contribute fully to the group and take part in all group activities, contributing ideas, analysis and writing to the final product. While students within the group should assist each other freely, students should not carry this level of cooperation out side the group. One group may cooperate and help another group about ideas and possible research sources but the analysis and writing of the assignment must be done by the group alone.

3. Student feedback and evaluation

3.1 Feedback received from previous students

The hands-on approach to learning with a strong emphasis on group work and team engagement has been welcomed by students. The diversity of assessment tasks were welcomed in allowing different skills to be demonstrated and rewarded.

3.2 Improvements made

Assessment tasks have been further differentiated to allow more skills to be demonstrated.

3.3 Collection of feedback from current students

Student feedback is valued in this unit. A unit of study evaluation will be conducted at the end of the Semester. Feedback will be used to make changes to improve the unit of study.

4. University policies and services

All students must comply with and follow all Faculty and University policies and procedures.

Faculty policies are contained in the Administration Manual for Students at http://sydney.edu.au/business/currentstudents/student_information/student_administration_manual. It is crucial that you take the time to consult this manual early in your studies in order to familiarise yourself with policies and procedures relating to critical issues such as the Faculty's policy on special consideration (including requirements and timelines. e.g. lodging applications five working days after a missed assessment), appeals (lodge within 15 working days of the decision) and other policies such as enrolment, credit etc. Assistance is available from the Faculty's Student Information Office at http://sydney.edu.au/business/student_information_office

University policies at <http://sydney.edu.au/policy> Assistance is available from the University's Student Centre http://sydney.edu.au/current_students/student_administration/ or the Student Affairs Unit.

The code of conduct is an important policy which outlines the University's expectations about treating all staff employees and students with respect, dignity, impartiality, courtesy and sensitivity and refrain from acts of discrimination, harassment or bullying.

http://sydney.edu.au/ab/policies/Student_code_conduct.pdf

Links to other student services and resources are included on Blackboard and on the Faculty's Learning and Teaching website <http://sydney.edu.au/business/learning>.

5. Topic and assessment schedule

<p>Day 1 Tuesday 11 January</p>	<p>Aims and Outline of the UoS (9.00-10.00) Introduction to the UoS. UoS handout, contents of handout, aims, requirements, assessment, expectations, reference material. Context of study: the nature of the public transport problem (10.00-10.30) Case study: Government structures and processes in transport in NSW (11-12.30) Dr Rhonda Daniels The economics and comparative performance of different modes (1.30-2.30) Mode Evaluation, urban transport mode classification, bus priority, rail based modes and innovative Technology Group-work introduction (2.30-3.00) Placing students in teams; introduction to teamwork and team discussion of formative assignment Guest Speaker (3.30-5.00) High Speed Rail in Australia, Mr Larry McGrath, National Manager, Policy, Infrastructure Partnerships Australia</p>
<p>Day 2 Tuesday 18 January</p>	<p>The regulatory and institutional framework (9.00-10.30, 11.00-12.30) Definitions and rationale, alternative market options and examples in practice Case study (2-3.30) Funding in transport, Dr Rhonda Daniels Formative group-work presentations (3.30-5.00)</p>
<p>Friday 21 January</p>	<p>ASSESSMENT DECISION OBTAIN AGREEMENT IF NON-STANDARD ROUTE TAKEN FOR CRITICAL LITERATURE REVIEW (ASSESSMENT 2)</p>
<p>Day 3 Tuesday 25 January</p>	<p>Guest speaker (9.00-10.30) Planning with evidence. Mr Tim Raimond, Director, Bureau of Transport Statistics, Transport NSW Financial environment of public transport (11-12.30, 1.30-3.00) Review of business principles, what is subsidy and the different forms can it take, examples of different systems in practice, with examples from different countries, industries and modes of transport Group-work planning for main presentation (3.30-5.00)</p>
<p>Monday 31 January, 5 pm</p>	<p>ASSESSMENT DUE: CRITICAL LITERATURE REVIEW (ASSESSMENT 2)</p>
<p>Day 4 Tuesday 1 February</p>	<p>Field Trip Details to be announced</p>
<p>Monday 7 February, 5 pm</p>	<p>ASSESSMENT DUE FIELD TRIP REPORT (ASSESSMENT 4)</p>
<p>Day 5 Tuesday 8 February</p>	<p>Network Planning (9-10.30, 11-12.30, 1.30-3.00) Defining the network planning tasks, understanding the market and the users, determining the network structure, understanding that planning is different in different institutional and organisational settings, network structure design, innovations in low density public transport provision Network Planning exercise (3.30-5.00) Dr Rhonda Daniels</p>
<p>Monday 14 February, 5 pm</p>	<p>ASSESSMENT DUE NEWS DIARY (ASSESSMENT 1)</p>
<p>Day 6 Tuesday 15 February</p>	<p>Measurement of quality in public transport (9.00-9.30) Guest speaker (9.30-10.30, 11.00-12.30) Building service quality measurement into performance and assessment of public transport, Professor David Hensher, Director and Professor of Management, ITLS Benchmarking and the role of benchmarking in improving internal efficiency of public transport operations (1.30-3.00) The Benchmarking Cycle and the possibilities offered by benchmarking, where Benchmarking has been applied in the public transport arena, problems of putting benchmarking into practice within public transport and some examples of Benchmarking in the UK bus sector Public Transport Fares (3.30-5.00) Objectives, fare collection and fare structures</p>
<p>Day 7 Tuesday 22 February</p>	<p>Group Work Preparation (9-10.30) Group Presentations (Assessment 3) (11.00-12.30, 1.30-3.00) All students are expected to attend all group presentations A light hearted look at transport 'mistakes' and discussion (if time) (3.30-4.30)</p>