



## Institute of Transport and Logistics Studies

144 Burren Street, Newtown, Sydney

Directions and map: <http://sydney.edu.au/business/itls/about/directions>

**Note:** ITLS is not on the main campus

**Please see the ITLS website for other important details about units at ITLS:**

[http://sydney.edu.au/business/itls/courses/transport\\_and\\_logistics](http://sydney.edu.au/business/itls/courses/transport_and_logistics)

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### **ITLS student enquiries office:**

Email: [business.itlsinfo@sydney.edu.au](mailto:business.itlsinfo@sydney.edu.au)

Office: Room 312B, Level 3, ITLS, 144 Burren Street, Newtown

**Assessment collection / viewing:** Monday to Friday 12pm to 1.30pm ONLY

### **Timetable:**

Please note that the timetable provided in this outline is subject to change. You should check your timetable on MyUni for final dates and to see which group you have been assigned to, see: <http://myuni.usyd.edu.au/>



## TPTM6240

### Public Transport Policy and Planning Summer Semester, 2012

#### Unit of study outline

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**Unit Coordinator: Professor Corinne Mulley**

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**Consultation times:** By appointment.

Please use email as your first method of communication.

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**Office:** ITLS Building, Level 2, Room 211

**Consultation times:** By appointment.

Please use email as your first method of communication.

#### Classes

**Class times: 9:00AM to 5:00PM**

**Venue: LT1, Level 3, ITLS Building, 144 Burren Street, Newtown**

Class	1	2	3	4	5	6	7
<b>Day</b>	Monday	Monday	Monday	Monday	Tuesday	Monday	Monday
<b>Date</b>	09 January, 2012	16 January	23 January	30 January	31 January	06 February	13 February

**See Section 7 for more information about each class and other important dates.**

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## 1. Unit of study information

### 1.1. School 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. Pre-requisite units

There are no pre-requisite units of study for this course.

## 1.3. Assumed knowledge and/or skills

There is no assumed knowledge required for this unit but an interest in how public transport is organised and managed is a necessity. The unit requires you to think analytically, to bring together ideas from international experience and to form your own opinions about the merits of different policies and planning in a geographical context.

## 1.4. Workload requirement

It is expected that you will spend approximately 150 hours on this unit (including preparing for and attending classes) and produce approximately 9,000 words or equivalent of work. This time should be made up of reading research, working on exercises and problems and participating in classes. In periods where you need to complete assignments or prepare for examinations, the required workload may be greater.

# 2. Learning aims and outcomes

## 2.1. Aims of the unit

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.

## 2.2. Learning outcomes

This unit is targeted at four primary groups of learning outcomes: (i) research and inquiry, (ii) information literacy, (iii) communication, and (iv) personal and intellectual autonomy.

**Research and Inquiry:** Students in this unit will develop their ability to create new knowledge and understanding through the process of research and inquiry. Research and inquiry skills will be developed through the following objectives:

1. Demonstrate a knowledge base in public transport policy and planning.
2. Develop and apply research skills to investigate issues in public transport policy and planning.
3. Critically evaluate the ideas of others in the context of public transport policy and planning.

**Information Literacy:** Students in this unit will develop their ability to use information effectively in a range of contexts. Information literacy skills will be developed through the following objectives:

4. To understand the relationship between institutional issues and the provision, financing and operation of public transport activities.
5. To understand the impact of modal issues in the development of public transport policy and planning.
6. 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.

**Communication:** Students in this unit will develop their ability to recognise and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning. Communication skills will be developed through the following objectives:

7. To be able to communicate the concepts learnt in this unit effectively in verbal, written and group contexts to a professional standard.

**Personal and Intellectual Autonomy:** Students in this unit will develop their ability to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges. Personal and intellectual autonomy skills will be developed through the following objectives:

8. 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.

These objectives will be met through participating in class discussions and exercises, actively participating in the field trip and completing the assessment for this unit.

### 2.3. Links between learning outcomes and learning and teaching methods

Learning activities designed to help students meet the **Research and Inquiry** outcomes include:

1. Attending class and reading recommended readings.
2. Researching topics through refereed articles and other media (such as internet and books held in the library).
3. Undertaking adequate preparation for assessments building these skills.

Learning activities designed to help students meet the **Information Literacy** outcomes include:

4. Monitoring news for topics that are relevant applications of the unit concepts.
5. Reviewing and revising own notes after class sessions.

Learning activities designed to help students meet the **Communication** outcomes include:

6. Learning to prepare written reports to a professional standard.
7. Participating in class discussions.
8. Undertaking a role in presentations.

Learning activities designed to help students meet the **Personal and Intellectual Autonomy** outcomes include:

9. Identifying the fundamental concepts of the unit and learning to apply these to new contexts.

### 2.4. Links between learning outcomes and assessment

Students will be given a range of assessment types to enable the development of skills and knowledge relating to each learning outcome, as well as to offer opportunities for students of different learning styles and interests to have an equitable opportunity to excel in the unit of study.

Assessment activities designed to help students meet the **Research and Inquiry** outcomes include:

1. Identifying, analysing and commenting on relevant topics of news for the News Diary assessment.
2. Conducting quality research focussed on a selected topic and synthesising a range of research material from varied sources into a cogent argument as part of the Critical Literature Review and Group Presentation assessments.
3. Attending the Field Trip and completing the worksheets.

Assessment activities designed to help students meet the **Information Literacy** outcomes include:

4. Presenting clear, coherent and professional written articulation of ideas supported with rationale and considered opinions as part of the News Diary, Group Presentation and Critical Literature Review assessments.
5. Relating field observations to theory as part of the Field Trip Report assessment.

Assessment activities designed to help students meet the **Communication** outcomes include:

6. Writing concise and articulate reports under word limit constraints in an academic format using an acceptable methodology and structure as part of the News Diary and Critical Literature Review assessments.
7. Demonstrating an ability work within a group, sharing ideas for the benefit of the group. Presenting ideas clearly both visually and verbally and demonstrating an ability to respond to questions from the teaching staff and peers as part of the Group Presentation assessment.
8. Documenting field observations as part of the Field Trip Report assessment.

Assessment activities designed to help students meet the **Personal and Intellectual Autonomy** outcomes include:

9. Considering the wider implications of the news items analysed as part of the News Diary assessment.
10. Using time allocated for the Group Presentation appropriately.
11. Applying concepts to understand public transport in Sydney as part of the Field Trip Report assessment.

### 3. Assessment

Assessment items	Relevant unit learning outcome/s	Word length	Weight	Due Date* No later than 5.00pm
1. News Diary	All	1500 words	15%	Wednesday 15 February
2. Critical Literature Review	1 to 3	2000 words t	40%	Wednesday 01 February
3. Group Presentation 3a. Group Presentation 3b. Self evaluation peer assessment	All	5 minutes per person plus 5 minutes per group	35%	3b. 13 February 3b. 20 February
4. Field Trip Report	All	1000 words	10% total	Wednesday 08 February
Academic honesty module **		N/A	0%	Friday 20 January

\* The due date is also the closing date. This means that assessment items will not be accepted after the due date except by prior agreement.

\*\* Students must complete the academic honesty module in Blackboard with a mark above 80% before 20 January 2012, 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.

All assignments must be submitted electronically via Blackboard. Assignments submitted electronically via Turnitin 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 in the Turnitin Student Guide:

[http://blackboard.econ.usyd.edu.au/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id= 20\\_1](http://blackboard.econ.usyd.edu.au/webapps/portal/frameset.jsp?tab_tab_group_id= 20_1) (then click the FAZ and Guides tab at the top of the page)

Should submission problems occur, students should contact Business eLearning Support first on 903 66433 or [business.elearning@sydney.edu.au](mailto:business.elearning@sydney.edu.au) or the Unit Coordinator as soon as possible.

### 3.1. Detailed assessment information

1. A **News Diary** worth 15 percent of the total marks for this unit is due at 5.00pm on Wednesday 15 February.

Public transport policy and planning is constantly evolving. The unit takes account and refers to ongoing issues. 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. One session of the teaching programme is assigned to examine how to comment and analyse news items as an input to this assessment.

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 through Turnitin 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 percent of the marks will be given for presentation and the remainder of the marks to the clarity of the commentary (50 percent) and its analytical content (40 percent).

2. A **Critical Literature Review** worth 40 percent of the total marks for this unit is due at 5.00pm on Wednesday 1 February.

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 sets of three articles listed below 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 20 JANUARY 2012**: 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 of 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://www.docs.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 available from <http://libguides.library.usyd.edu.au/transport>. On this page you will see a tab that says 'Literature Review' which, if you click, will give you additional help on how to write a literature review.

Other sources of information include:

<http://www.staffs.ac.uk/schools/business/ramsay/Reasoning/critreview.doc>

The report should be no longer than 2,000 words (excluding list of references) and should be formatted according to the guide 'How to Write a Paper, Report, Essay, or Thesis' available at [http://sydney.edu.au/business/itls/courses/transport\\_and\\_logistics/student\\_resources](http://sydney.edu.au/business/itls/courses/transport_and_logistics/student_resources).

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 percent), clarity of the commentary (40 percent) and its analytical content as a critical review (40 percent) in the main body of the paper.

The sets of articles are:

### **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.

Van Acker, V Van Wee, B and Witlox, F (2010): When Transport Geography Meets Social Psychology: Toward a Conceptual Model of Travel Behaviour, *Transport Reviews*, 30 (2), 219-240.

### **Set 2: Public transport service quality**

Tyrinopoulos, Y and Antoniou, C (2010) Public transit user satisfaction: variability and policy implications, *Transport Policy*, 15 (4), 260-272

Hensher, D, Mulley, C and Yahya, N (2010) Passenger experience with quality-enhanced bus service: the tyne 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 Policy transfer and diffusion**

Wang, R (2010) Shaping urban transport policies in China. Will copying foreign policies work? *Transport Policy*, 17 (3), 147-152

Bray, D.J, Taylor, M.A.P.. and Scrafton, D. (2011) Transport policy in Australia – evolution, learning and policy transfer, *Transport Policy* 18 (3), 522-532.

Marsden, G., Frick, K., May, A. and Deakin, E. (2011) How do cities approach policy innovation and policy learning? A study of 30 policies in Northern Europe and North America, *Transport Policy* 18 (3), 501-512.

3. A **Group Presentation** worth 35 percent of the total marks for this unit will be held during class on Monday 13 February.

This should be a 20 to 25 minute (maximum) presentation per group (based on 5 minutes per student plus 5 minutes per group) on the assigned topic and members of the group should be prepared to answer questions for up to 10 minutes. The group work is peer assessed (details given below) and submission of the self and peer assessment is required as part of the assessment (more detail below). Various templates are placed on Blackboard to facilitate the running of your Group under '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). For the formative presentation, this evaluation is due on Friday 20<sup>th</sup> January.

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](mailto:corinne.mulley@sydney.edu.au) no later than 3.00pm 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 percent will be allocated for content, 40 percent to presentation skills and 20 percent 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 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 (i.e. self-assessment) as well as an assessment for other members of the group. (Note: missing evaluation sheets have consequences for ALL team members as this process allocates the jointly achieved marks between the members of the team). 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.

4. A **Field Trip Report** worth 10 percent of the total marks for this unit is due at 5.00pm on Monday 06 February.

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.

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

### 3.2. Referencing style and style guide

For this unit the referencing style is the Harvard Referencing Style. Students should download and adhere to the 'How to write a paper at the Institute of Transport and Logistics Studies' report available at [http://sydney.edu.au/business/itls/courses/transport\\_and\\_logistics/student\\_resources](http://sydney.edu.au/business/itls/courses/transport_and_logistics/student_resources).

### 3.3 Feedback on assessment

Timely feedback is intended to help you to improve your learning during the unit. Feedback will be provided on each assessment within 21 days of submitting the assessment. In this unit you will receive the following types of feedback:

Marks will be posted into the Blackboard gradebook when all results for an assessment have been compiled. Marks will not be given by telephone. Errors made in your assessments are written on your reports and/or on 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 is provided on Blackboard where appropriate. If you would like further feedback on the assessment task, you are encouraged to ask during class or consultation hours. This can be done in pairs or groups if you have similar issues to raise.

### 3.4. Academic honesty, plagiarism, legitimate cooperation and groupwork

Commencing students should complete the academic honesty module available via Blackboard before their first assessment submission. Students should refer to Business School and University policies on academic dishonesty and plagiarism

([sydney.edu.au/business/currentstudents/student\\_information/student\\_administration\\_manual](http://sydney.edu.au/business/currentstudents/student_information/student_administration_manual)), copyright ([sydney.edu.au/senate/policies/Intellectual\\_Property\\_Rule.pdf](http://sydney.edu.au/senate/policies/Intellectual_Property_Rule.pdf)) and the 'All your own work website' ([sydney.edu.au/student\\_affairs/plagiarism\\_index.shtml](http://sydney.edu.au/student_affairs/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 Business School may reproduce the assessment, provide a copy to another member of the Business School, 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, all assessment is to be completed individually with the exception of the group presentation.

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 outside 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.

## 4. Texts and other resources

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 (**BUT THESE HAVE BEEN TRANSFERRED TO SCI-TECH FOR SUMMER SCHOOL 2012 AS A RESULT OF CHANGES TO FISHER**). 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. There are five volumes in this series.

1. Public transport and land use planning
2. Public transport: planning the networks
3. Public transport and urban design
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.

Walker, J (2011) *Human Transit: How clearer thinking about public transport can enrich our communities and our lives*, Island Press, US

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.

The Library maintains an electronic list of resources for this unit. This can be accessed at <http://opac.library.usyd.edu.au/search/r?SEARCH=tptm6240> or through the Library Catalogue search, choosing unit of study as the option and then TPTM 6240.

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](http://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.

## 5. University and Business School policies and support

### 5.1. Business School policies

Business School policies are contained in the Administration Manual for Students:  
[sydney.edu.au/business/currentstudents/student\\_information/student\\_administration\\_manual](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 Business School'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 Business School's Student Information Office ([sydney.edu.au/business/student\\_information\\_office](http://sydney.edu.au/business/student_information_office)).

### 5.2. University policies

- **University policies:** [sydney.edu.au/policy](http://sydney.edu.au/policy)
- **Assistance** is available from the University's Student Centre:  
[sydney.edu.au/current\\_students/student\\_administration](http://sydney.edu.au/current_students/student_administration)
- **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:  
[sydney.edu.au/ab/policies/Student\\_code\\_conduct.pdf](http://sydney.edu.au/ab/policies/Student_code_conduct.pdf)

### 5.3. Student resources and services

Links to other student services and resources are included on Blackboard and on the learning and teaching section of the Business School website: [sydney.edu.au/business/learning](http://sydney.edu.au/business/learning)

## 6. Continual improvement of the Unit

### 6.1 Past Feedback

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.

### 6.2 Improvements made

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

### 6.3. How feedback will be collected

Your feedback on this unit of study will be collected via an online Unit of Study Evaluation (USE) available during the final weeks of class. Students are also encouraged to provide feedback directly to the teaching staff.



## 7. Topic schedule and timetable

Date	Topic	Topic	Assessment
Mon, 9 January	1	<b>Aims and Outline of the UoS</b> (9.00-10.00) Introduction to the UoS. UoS handout, contents of handout, aims, requirements, assessment, expectations, reference material.	
	2	<b>Context of study: the nature of the public transport problem</b> (10.00-10.30)	
	3	<b>Governance of the transport industry</b> (11-12.30) Dr Geoffrey Clifton	
	4	<b>The economics and comparative performance of different modes</b> (1.30-2.30)	
		<b>Group-work introduction</b> (2.30-3.00) Placing students in teams; introduction to teamwork and team discussion of formative assignment	
	5	<b>Guest Speakers</b> (3.30-5.00): Active travel in the City of Sydney, Mel Fye and Caitlin Brookes	
Mon, 16 January	6	<b>Guest Speaker: Planning with evidence</b> (9.00-10.30). Mr Tim Raimond, Director, BTS, Transport for NSW	
		<b>News Diary Session</b> (1.30-3.00)	
		Formative group-work presentations (3.30-5.00)	
Fri, 20 January			<b>Formative Self Evaluation Due</b>
Fri, 20 January		Obtain Agreement if no-standard route taken for Critical Literature Review (Assessment 2)	<b>Critical Literature Review Approval</b>
Mon, 23 January	7	<b>The regulatory and institutional framework</b> (9.00-10.30, 11.00-12.30)	
	8	<b>Financial environment of public transport</b> (11-12.30, 1.30-3.00) .	
		Group-work planning for main presentation (3.30-5.00)	
Mon 30 January		<b>Network Planning</b> (9-10.30, 11-12.30, 1.30-3.00) and <b>Network Planning exercise</b> (3.30-5.00)	
Tues, 31 January	9	Field Trip.: Details to be announced	
Wed, 1 February			<b>Critical Literature Review Due</b>
Mon, 6 February	10	Measurement of quality in public transport (9.00-9.30)	
	13	<b>Guest Speaker</b> (9.30-10.30, 11.00-12.30): Building service quality measurement into performance and assessment of public transport, Professor David Hensher	
	14	Benchmarking and the role of benchmarking in improving internal efficiency of public transport operations (1.30-3.00)	
	15	Public Transport Fares (3.30-5.00)	
Wed, 8 February			<b>Field Trip Report Due</b>
Mon, 13 February		Transport in low density environments (9-10.30)	
		Final Group-work preparation (11-12.30)	
		Group Presentations (1.30-5.00).	<b>Group-Work Presentations Due</b>
Wed, 15 February			<b>News Diary Due</b>
Wed, 15 February			<b>Final Self Evaluation Due</b>