

# Travel Planning for Sustainability

---

Guidance for  
Higher Education  
Institutions



Prepared by:

**Heloise Buckland**

**Fiona Brookes**

**Dr Andy Johnston**

**Elizabeth White**

Higher Education Partnership for Sustainability  
Forum for the Future

**Steer Davies Gleave**

Forum for the Future  
227a City Road  
London  
EC1V 1JT

T 020 7477 7706

F 020 7251 6268

E [heps@forumforthefuture.org.uk](mailto:heps@forumforthefuture.org.uk)

[www.heps.org.uk](http://www.heps.org.uk)

[www.forumforthefuture.org.uk](http://www.forumforthefuture.org.uk)

Registered Charity No. 1040519

ISO 14001 EMS 59526

This guide was printed by Severnprint on Evolution Satin which is manufactured from 75% recycled fibre - 55% is post-consumer and 20% post industrial. The print process is powered entirely by Ecotricity - electricity from renewable sources.

# Contents

---

Foreword <b>by the Vice Chancellor of the University of Salford</b>	<b>2</b>
Summary <b>Travel Plans and the bigger picture</b>	<b>3</b>
Section 1 <b>Getting started</b>	<b>7</b>
Section 2 <b>Securing support and resources</b>	<b>19</b>
Section 3 <b>Consultation, partnerships and marketing</b>	<b>29</b>
Section 4 <b>Assessing travel needs and setting objectives and targets</b>	<b>35</b>
Section 5 <b>Developing and implementing measures</b>	<b>41</b>
Section 6 <b>Maintaining the momentum</b>	<b>51</b>
Appendices <b>Relevant transport policy</b> <b>Acknowledgements</b>	<b>55</b> <b>59</b>

## Foreword



There are more and more reasons for developing a travel plan to deal with the specific access needs of an institution. Although the reasons behind developing a plan and its features will differ for each institution, we can identify some common drivers. Firstly, the Government has now recognised that new development can only take place when due consideration has been given to its implications for local travel patterns. So for institutions that are merging or expanding, making travel plans an absolute necessity.

Education policy is also demanding that Higher Education institutions give all parts of the community access to the learning and teaching they provide, and so a strategy for getting the learning to the learner, wherever they may be, is essential. This could mean looking at delivering a course online or working with local transport operators to ensure isolated neighbourhoods are well serviced.

Local communities should also have access to all the benefits of a university such as training, research and even employment opportunities. By working with local authorities, businesses and residents on the way an HEI estate is managed, and how teaching is delivered, this access can be guaranteed in a way that is not detrimental to the local environment and which encourages positive relationships with the local community.

Travel Plans have been used in the corporate sector for the past 15 years to manage the travel needs of organisations and are now a recognised mechanism encouraged by Government in both advice and legislation. My own university has already appointed a Travel Plan Co-ordinator and is working with partners both from the private and public sector across the city in formulating its plan.

This is the first time guidance on travel plans has been published specifically for universities and colleges and I wholeheartedly recommend this document as a clear outline of the basic processes involved. I hope that you find it a useful guide to providing access to services in a safe and affordable way that does not damage the local or global environment, as well as enhancing the learning experience of those passing through your institution!

A handwritten signature in dark ink, appearing to read 'Michael Harloe'.

Michael Harloe  
Vice Chancellor of the University of Salford  
May 2003

## Summary: Travel Plans and the bigger picture

This guidance is one of the outcomes of the Higher Education Partnership for Sustainability (HEPS). The HEPS is a three year initiative established by Forum for the Future in 2000 and funded by the Higher Education Funding Councils of England, Scotland, Wales and Northern Ireland.

*The aim of the HEPS is to establish a pioneering group of Higher Education Institutions (HEIs) that are seen to be achieving their strategic objectives through positive engagement with the sustainable development agenda and to generate the tools, guidance and inspiration that will encourage the rest of the sector to do likewise.*

Sustainable development has been put on the agenda due to the mounting evidence that a degrading environment impacts on other policy areas, such as human health (for instance childhood asthma), the economy (dealing with extreme climatic events and pollution clean up) and even international security. To avoid these trade offs in the future it is now recognised that we need to think about environmental, social and economic goals at the same time, particularly when dealing with complex issues such as providing access to education and learning.

The challenge of providing access to learning and the other services provided by a Higher Education Institution may be about transport, but as highlighted in the Social Exclusion's report on accessibility it is 'also about locating and delivering key activities in ways that help people reach them'. The need for an integrated approach to achieve this has been recognised; local education authorities are now required to form partnerships with colleges, Learning and Skills Councils and transport authorities to work on accessibility planning and the transport needs of adult learners will also inform the 2003 Skills Strategy. So if transport is the problem providing access to services is the solution and a travel plan is a useful process to achieve this.

This guidance has been developed to assist a university or college provide access to key services through the development and delivery of a travel plan. In recognition of the fact that the issues are different for universities and colleges this guidance considers their distinct roles as institutions which form and inform tomorrow's leaders and decision-makers through teaching and research, as major businesses and as important actors in the local community and regional development.

This guidance should be targeted in the first instance to those who have a strategic overview of the institution as accessibility is key to delivering a universities' mission. Next it should be passed on to those responsible for developing the travel plan, which will vary across institutions as a travel plan is a process of tailoring solutions to the specific circumstances of the organisation. Key to success is that the leaders of the process have the capacity to secure senior management commitment, communicate across departments, involve staff and students and liaise with the wider community.

The guidance outlines the main steps in developing a travel plan and each section includes guidance on the process, fully referenced examples from other universities and details of where to find out more information. This guidance has been developed specifically for universities and colleges and can be used as a stand alone document, however commitment for the travel plan has been established it may be useful to consult Action Energy's Travel Plan Resource Pack for Employers for further details of each stage of the process. We make reference to the relevant sections in the Resource Pack throughout the text.

## Summary of the contents of each section of the guidance

Section	The aim of this section is:	Read this is:	Contents include:
<b>1. Getting started</b>	To put travel plans in the context of sustainability and show the key stages of the process	<p>You want to convince yourself or others of the benefits of a Travel Plan to your institution and the wider community</p> <p>You want to be able to explain the different stages of the travel plan process</p>	<ul style="list-style-type: none"> <li>• Sustainability grid</li> <li>• Travel plan process</li> <li>• Sustainable development: From Concept to Practice</li> <li>• Case studies of the different stages of a travel plan</li> <li>• Where to find out more</li> </ul>
<b>2. Securing support and resources</b>	To enable you to identify the financial, technical and human resources that you will need to develop your travel plan	<p>You need to make a business case for developing a travel plan</p> <p>You'd like advice on where to look for financial and technical resources</p> <p>You want to appoint a travel plan co-ordinator or set up a Steering Group</p>	<ul style="list-style-type: none"> <li>• Resources required to develop a travel plan</li> <li>• Case studies on university policies, implementing plans and travel plan co-ordinator job descriptions.</li> <li>• Where to find out more</li> </ul>
<b>3. Consultation, partnerships and marketing</b>	To show the internal and external partnerships needed for your travel plan	You would like to involve others and want to know who to approach and how to approach them	<ul style="list-style-type: none"> <li>• Travel plan partners checklist</li> <li>• Case studies on consultation exercises, getting feedback and partnership working</li> <li>• Where to find out more</li> </ul>

Section	The aim of this section is:	Read this is:	Contents include:
<b>4. Assessing travel needs and setting objectives and targets</b>	To enable you to assess current travel patterns and set appropriate objectives	<p>You want to conduct a site assessment, travel audit and staff or student surveys</p> <p>You are setting objectives and targets and designing ways to assess progress</p>	<ul style="list-style-type: none"> <li>• A sample travel survey</li> <li>• Case studies on target and objective setting</li> <li>• Where to find out more</li> </ul>
<b>5. Developing and implementing measures</b>	To demonstrate ways of reducing the need to travel, encouraging non-car travel, managing car travel and facilitating learning throughout the process	You would like to develop a range of measures to address the specific challenges in your institution highlighted by the information gathered	<ul style="list-style-type: none"> <li>• Travel plan measures</li> <li>• Case studies on reducing the need to travel, encouraging non car modes and managing car travel.</li> <li>• Where to find out more</li> </ul>
<b>6. Maintaining the momentum</b>	To enable you to monitor the success of your travel plan	You want to know how to measure progress and keep people involved	<ul style="list-style-type: none"> <li>• Case study on monitoring a travel plan.</li> <li>• Where to find out more</li> </ul>



## Section Getting started

# 1

### 1.1 Introduction

There are a total of 171 universities and colleges of Higher Education (HE) in the UK with 1.8 million full and part-time students. Providing all of these students with access to the services provided by HE is no small task and doing so in a way that does not perpetuate social inequality and cause environmental degradation is part of that challenge. The good news is that sustainable development provides a framework for addressing this challenge.

### 1.2 Sustainable development

Sustainable development is not just an idea or a concept, it is a stated objective of governments around the world, and it is increasingly becoming a strategic framework for businesses and organisations in the public and private sector. The HE sector is also beginning to address the challenge of sustainable development, from policy developments to the way individual institutions are run. The HE strategy paper released in early 2003 emphasises that Higher Education has to connect with wider social agendas through widening participation, regional development and regeneration. The Standing Conference of Principles and Universities UK have formed a sustainable development strategy group and many universities now have sustainability policies and working groups. Finally courses related to sustainable development are becoming more and more common.

#### Box 1.1

#### UK Government's sustainable development objectives

The UK government defines sustainable development as meeting four objectives **at the same time**, in the UK and the world as a whole:

- social progress which recognises the needs of everyone
- effective protection of the environment
- prudent use of natural resources
- maintenance of high and stable levels of economic growth

[www.sustainable-development.gov.uk](http://www.sustainable-development.gov.uk)

To achieve sustainable development (the process) and get to sustainability (the goal) people need to have the right knowledge and skills to do things differently, which is where learning and research fit in. The Higher Education sector is well placed to make a significant contribution to sustainable development through the provision of learning and research.

This document has been written to help universities and colleges continue to provide access to learning and research into the future and therefore move society one step closer towards sustainability.

### Box 1.2

#### UK Commission on Sustainable Development

“Sustainable Development is a process, not a scientifically definable capacity; it describes the journey we must undertake to arrive at the destination, which is of course sustainability itself”

Jonathon Porritt, Chairperson of the UK Commission on Sustainable Development

[www.sd-commission.gov.uk](http://www.sd-commission.gov.uk)

### 1.3 Travel plans

Travel plans represent a proven effective process for managing the travel needs of an organisation and consist of a package of measures, which are tailored to the needs of individual sites. The term ‘travel plan’ is deceptive however, as plans may not involve any travel at all and instead be about different ways of delivering teaching, for example, an online course, thus reducing the need to travel at all. As well as being able to continue to provide access to learning and research for the student population, the other possible benefits of a travel plan are:

- improved travel choice and safety for staff, students and visitors
- reduced local congestion, thus improved community relations
- secured planning permission for new developments
- better working conditions for staff
- more attractive campus and improved access for all students
- improved research opportunities

The travel needs of an HEIs present a different challenge to businesses, hospitals or schools due to their distinct roles as:

- **places of learning and research;** forming and informing the leaders and decision-makers of the future and leading the way for innovative practice
- **major businesses;** where effective resource use not only saves money but safeguards reputations
- **key community players;** as employer, purchaser and amenity provider with a major impact on the wider world of influential ideas and technological development

It is useful to bear in mind all of these roles when developing a travel plan as they all impact on each other.

### Box 1.3

#### Student vision of the University of the Future

“A University's purpose is to educate for the future. Sustainable development ensures there will be a viable future to participate in.

In the University, in all teaching and research sustainability is a given, not an add on. The values and current best practice of sustainable development are integrated into all systems, policies and practices. Through this integration, the University promotes acceptance of new habits in the students who then take these habits into the world”

Loughborough University students vision of the University of the Future, May 2002

## 1.4 Travel planning for sustainability

For a travel plan to be effective it should not only embrace the three roles of an HEI, but also consider the social, economic and environmental implications of the plan. The sustainability grid below is a framework which allows you to consider all of these different dimensions at the same time. This sustainability grid is used by Forum for the Future to help all kinds of organisations put the concepts of sustainable development into practice. For a deeper analysis and variations on how this can be put into practice, please see, sheet 1A From Concept to Practice, included at the end of this section.

This grid can help to understand the complexity of the issues, identify possible connections between the different factors and therefore, by covering all of these bases, develop solutions that are far more likely to last and far less likely to involve a trade off of one element against another.

Once the grid has highlighted an issue, (let's use the example of student recruitment), we can consider a number of questions that the travel plan needs to address such as:

- where are the students coming from and do they have transport links to the HEI?
- will good accessibility make the HEI more attractive to potential students?
- is there accurate travel information in the prospectus and other material?

There may not be an immediate solution to all of the issues raised by the grid but it can help to think about the bigger picture and work towards a more integrated approach.

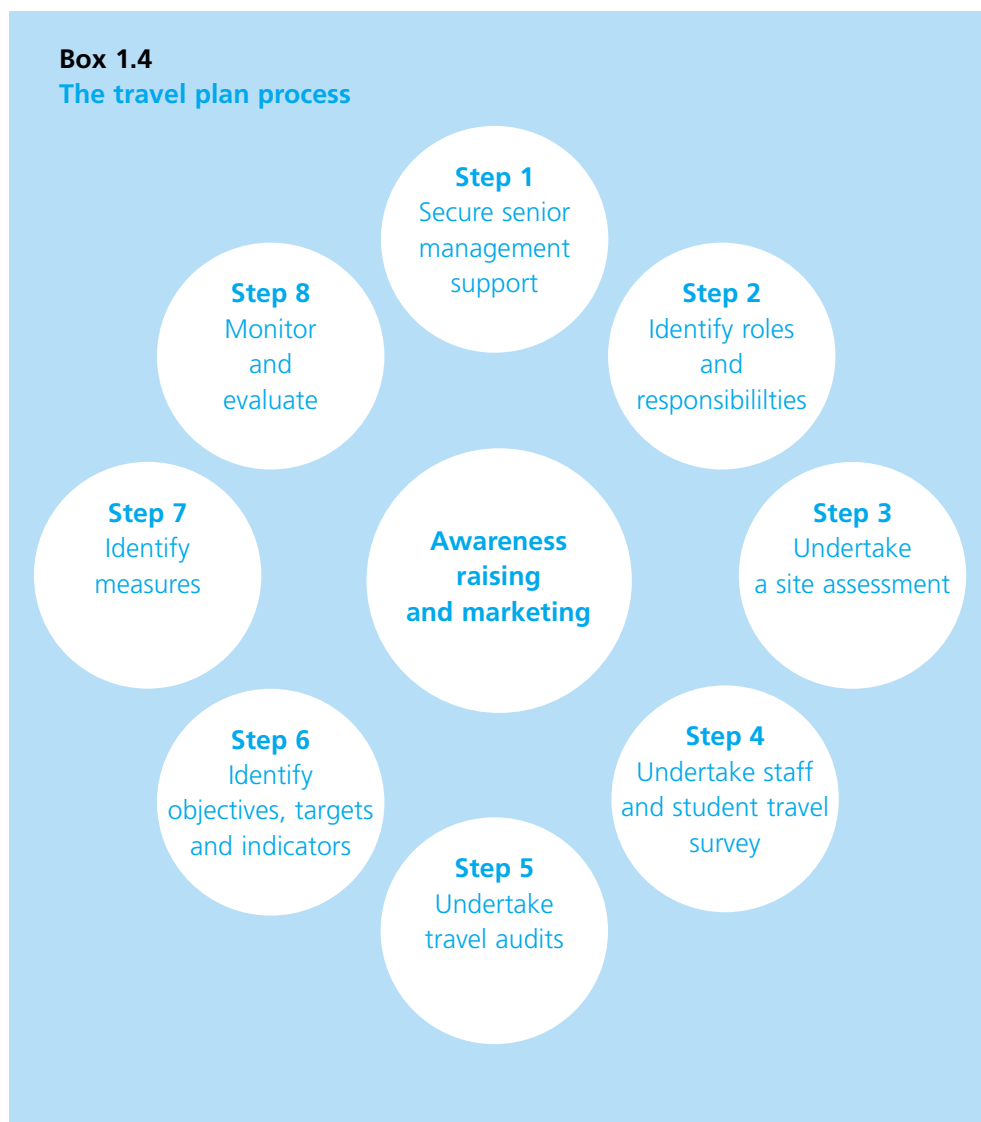
**Table 1.1 What to consider when developing a travel plan for an HEI**

	Three key roles of a University		
Implications	As a business	As a place of learning & research	As a member of the community
<b>Environmental</b>	Cycle & footpaths Green fuels or the fleet Open space on campus	E-learning Research opportunities (eg climate change, alternative fuels, security, behavioural change, infrastructure)	Urban regeneration Local Transport Plans
<b>Social (and human)</b>	'Safe routes to college' Late night student safety Healthy lifestyles	Widening participation Timetabling Skills for sustainable transport	Urban regeneration Local Transport Plans
<b>Financial (and manufactured)</b>	Deliveries and fleet management Car park strategies Estate management	Student recruitment Expansion and mergers Risk management	Local Strategic Partnerships International students' air travel

## 1.5 Key steps in the travel plan process

This section describes the key steps in developing a travel plan.

Box 1.4 illustrates the broad process of a travel plan. Each element is also covered in considerable detail in the TransportEnergy Best Practice, Travel Plan Resource Pack for Employers which is referenced at the end of this section, sheet 1B.



Travel plans are an effective mechanism for all types of employer in all types of location, from hospitals and schools, to local authorities or multinational corporations and of course, universities and colleges. However, for a travel plan to be effective it must be tailored to the unique characteristics of the organisation, as outlined earlier in this section. There is no such thing as a template travel plan.

Development of a travel plan often involves the production of a document to outline the proposed plans. This can be useful for obtaining planning consent and securing resources, although this should not be the main focus of the plan. A travel plan is a dynamic and continuous process that needs to be constantly re-evaluated and re-assessed against its objectives.

The time taken to progress through each stage of the process is not pre-defined. It will vary from institution to institution. The constraint on timing is data collection. Measures must be designed and implemented on the basis of travel data that is up to date and relevant.



Picture 1.1  
*Tailoring travel to the individual needs*

Getting started on a travel plan is normally the hardest part. Resources, both human and financial, will be required. Senior management and the Vice Chancellor or Principal hold the keys to these resources, and their support is crucial to getting other people on board. Advice on presenting a coherent business plan and other methods of generating support are discussed in Section 2.

Gaining and maintaining the support of those who will be affected by the travel plan, and those who can assist in the implementation of measures, is central to the whole process. A feeling of ownership and partnership is essential, even if some measures are not supported by everyone. Joint working with local organisations and institutions can increase the effectiveness of the plan. Different involvement techniques will be suitable for different groups of people at different times in the process, as outlined in Section 3.

## 1.6 Tailoring the process

The measures implemented will be designed to address the specific problems and issues raised by the data collection (See Section 5). It is beneficial to have a balance of 'sticks' (disincentives) and 'carrots' (incentives) and to ensure people have a choice of transport modes. Measures to reduce the need to travel, such as e-learning, might be appropriate. There may also be opportunities to increase awareness of sustainable travel issues through existing learning systems, ranging from formal course delivery to recruitment processes.



Picture 1.2  
*E-learning can reduce the  
need to travel*

Demonstrating the impact of a travel plan has, in the past, been afforded less emphasis than other stages of the process but it is crucial to a transport plan's success. Apart from the likely difficulty to be faced in securing more funding if the impact of a transport plan cannot be demonstrated, it may also be difficult to keep the support of those affected and measures that are not fully effective may go unchanged and consequently be under utilised. There is a growing call now for a system to ensure the development of more effective travel plans and accreditation systems are being developed. Any accreditation scheme that is developed is likely to ask for evidence of outputs, results, and targets met. Throughout this guidance case studies examples are used to illustrate what different measures universities and colleges are undertaking as part of their own individual travel plans.

### Box 1.5

#### The travel plan process in action

**Reading University** has produced a document outlining their Green Transport Plan. It summarises most of the stages in the process:

- **Involvement** of students union, staff, borough council, district council, local transport operators
- **Objectives** set, relating to:
  - increasing accessibility by all modes
  - creating opportunities to use means of transport other than the private car,
  - maintaining new patterns of travel,
  - ring fencing revenue from parking for the green transport plan.
  - Results from a survey of staff and student travel
  - Targets for a reduction in car commuting and an increase in bus use by students and staff.
- **Measures** for public transport, cycling and car parking designed to help achieve the stated targets.
- **Production** of an annual report on the progress of the travel plan, 3 yearly survey of staff and student travel patterns

#### For more details contact:

Martin Westacott, Head of Estates Services  
[m.k.westacott@reading.ac.uk](mailto:m.k.westacott@reading.ac.uk)  
[www.reading.ac.uk](http://www.reading.ac.uk)

### Box 1.6

#### A travel plan timeline

This is the process followed by **Bristol University** in developing their travel plan

<b>August '98</b>	Formation of University Working Group to review travel to work
<b>October '98</b>	Staff travel survey
<b>March '99</b>	Working group produces plan
<b>March – May '99</b>	Consultation on the plan, including public meetings, electronic bulletin board
<b>May – June '99</b>	Revisions to the plan Moved back implementation date, introduced principle of hypothecation, parking charges related to salary and account taken of individual need in awarding permit
<b>July '99</b>	Final Travel Plan agreed by Council
<b>September '99</b>	Travel initiatives start being introduced
<b>February '00</b>	A representative Travel to Work Implementation Group was formed and determined: <ul style="list-style-type: none"><li>• how parking charges will be related to salary</li><li>• the car parking permit application rules</li><li>• how travel plan income should be spent</li></ul>
<b>March – October '00</b>	Mailouts to all staff about progress Further consultation on the plan
<b>January '01</b>	New car parking scheme commenced

#### For more information contact:

Jont Cole, Assistant Director of Facilities  
[jont.cole@bristol.ac.uk](mailto:jont.cole@bristol.ac.uk)  
[www.bristol.ac.uk](http://www.bristol.ac.uk)

### **Forum for the Future: Higher Education Partnership for Sustainability**

This paper describes briefly the provenance of a method developed by the Forum's Directory of Sustainability in Practice that is being used in the Higher Education Partnership for Sustainability (HEPS) to help institutions think through their actions and plans in a way that illuminates their consistency with sustainable development.

The starting point for the method is 12 statements that would be 'true' if we were in a sustainable society – the goal toward which we are presumably striving. The statements intentionally characterise that society, but have a rigorous provenance. In this way, a series of questions may be posed of any initiative to establish its contribution (positive, neutral or negative) to making one or more of those statements become true.

In the Higher Education Partnership for Sustainability initiative, we are using this method to help deepen understanding of sustainability (the goal) and sustainable development (the process of achieving that goal). Also, the 'shape' the method gives to thinking about sustainability in practical terms provides a useful framework in which people can think creatively and positively about solutions that bring maximum benefit to both their own strategic objectives and to sustainable development.

In time, like other methods of thinking things through (cost-benefit analysis, risk assessment), we anticipate our 'sustainability framework' will become second nature; a useful adjunct to strategic planning and decision-making processes in the HE and other sectors. We don't aim to 'cast out' other management tools, but to enhance them to help organisations achieve the all round quality that most see as intrinsic to their success.

### **Sustainability drivers**

Sustainable development is not something to be done sometime in the future. It has started. The concept, coined in the late 1980s by the Brundtland Commission, and enshrined as a common policy objective by over 170 states at the UN 'Earth Summit' in 1992, has spawned a huge number of definitions, strategies and action plans. All over the world, government, business, and organisations and people from all walks of life are trying to make sense of sustainable development. What does it mean practically – and in some cases spiritually – to them?

The drivers for this are not rabid environmental campaigners, though they have played a crucial role in pointing out the problems, but the now incontrovertible evidence that a degrading environment is impinging visibly, often terribly, on other policy areas: most notably human health, the economy, security.

Sustainable development is the prime example of 'evidence-driven' policy. It is not a policy fashion, nor a social craze left over from the 1960s, but an absolutely real challenge, the dimensions of which are only just sinking in. In the UK, the

government has a strategy, and has enshrined responsibilities for delivering a development path for people that is environmentally sustainable in the new devolved governance arrangements. Sector strategies are beginning to follow (eg in local government and the construction industry).

### From triple bottom line to resource management

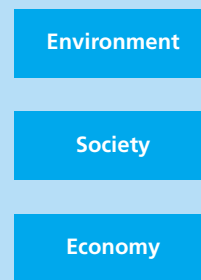
In essence, the Forum's approach 'unpacks' the concept of sustainable development to identify the resources available for human progress. This unpacking makes them more real, and enables us to see how the things we do impact on the environment or on other people. Thinking about the possible consequences of our actions is the first step to doing things in a way that ensures that impact is more positive than negative. It also helps us to think about where we want to progress to – and how. Are our actions consistent with our objectives and to the ethics and values that matter to us?

Most people have already correctly identified that sustainable development is about achieving a balance between environmental constraints, social aspirations, and economic objectives. This is explicit in the Government's 'unpacking' of sustainable development as:

- Social progress which recognises the needs of everyone
- Effective protection of the environment
- Prudent use of natural resources
- Maintenance of high and stable levels of economic growth and employment



**Sustainable development**



**The triple bottom line**

It is also manifest in the way business and others characterise sustainable development as a 'triple bottom line' or a set of three overlapping circles. But this still begs the questions of what is situated in that little triangle in the middle of the circles, and how you get the three bottom lines to add up in business terms?

Forum for the Future takes things a bit further. We try to think about the resources that are available to us – as people and in the world in which we live. Using the language of economists (who were the first to design the model in fact!) we identified five stocks of resources (capitals), which each deliver (or should deliver if the stocks are in good shape) a flow of desirable benefits. These are characterised in the figure on the next page and described in more detail on the following page.

This model is increasingly being used by organisations as diverse as the World Bank, the Department for International Development, Interface (a global carpet manufacturer) and Wessex Water to help them think through their strategies for world development, poverty relief, business excellence. Our economies don't traditionally invest in natural, human or social capital in the same way as they do in manufactured capital, but this is changing. Without a healthy environment and healthy and creative people no economy can thrive.

Bottom Line	Resource (capital)	Stocks	Flows of Benefits
Environment →	NATURAL	land, sea, air ecological systems	energy, food, water, climate, waste disposal
Society	→ HUMAN	health, knowledge motivation, spiritual ease	energy, work, creativity, innovation, love, happiness
	→ SOCIAL	governance systems, families, communities organisations	security, shared goods (eg culture and education), inclusion
Economy	→ MANUFACTURED	existing tools, infrastructure, buildings	living/work/leisure places, access, material resources
	→ FINANCIAL	money, stocks, bonds	means of valuing, owning, exchanging other four capitals

In 1997, the Forum Directory, in partnership with Keele University and with a grant from the Economic and Social Research Council, designed a series of 12 criteria that would define a sustainable society and which would be:

- **Comprehensive** in that they cover the waterfront of ecological, ethical, social and economic dimensions of sustainable development
- **Consistent** with scientific principles and respected methods of conceptualising and understanding sustainability
- **Culturally neutral** so they pertain to any part of the world and to any type of organisation
- **Non-judgemental** so they serve as a widely useful and acceptable framework, and don't drive a pre-determined agenda
- **Straightforward** by being as few in number as possible without losing clarity or causing overlap

The Forum has subsequently tested the robustness of the framework successfully through its directory that now holds over 150 entries of very different types of initiatives.

During the Higher Education Partnership for Sustainability we expect the framework to be developed and refined to reflect the qualities and the needs of the sector. Its basic shape will ensure that work done in the sector fits with developments in government and other sectors. Its flexibility, on the other hand, will ensure that the HE sector, and individual institutions within it can maintain a distinctive approach to sustainable development. We certainly expect (indeed we hope) its role in helping others to broaden and deepen their understanding about sustainability and how they may contribute to it their own realm of influence will be debated by our partners. Sustainable development, in theory as in practice, is nothing if not a dynamic process!

## The five capital model of sustainability

Adapted from Ekins 1992<sup>1</sup>; Seregeldin & Steer 1994<sup>2</sup>; Parkin, October 1999 and others in Forum for the Future.

**Natural Capital** (also referred to as environmental or ecological capital) represents the stock of environmentally provided assets and falls into two categories.

**Resources**, some of which are renewable (trees, vegetation, fish, water), some non-renewable (fossil fuels, minerals). In some places ostensibly renewable resources (like fertile soil) have become non-renewable (desert).

**Services**, such as climate regulation or the powerful waste processing cycles

**Human Capital**, consists of the health, knowledge, skills, motivation and spiritual ease of people. All the things that enable people to feel good about themselves, each other, and to participate in society and contribute productively towards its well being (wealth). Recently recognised as providing a high return on investment, especially in developing societies (where investment in human resources is viewed as possibly the most essential ingredient of development strategies<sup>3</sup>) but also in the highly industrialised world.<sup>4</sup>

**Social Capital** is all the different co-operative systems and organisational frameworks people use to live and work together, such as families, communities, governments, businesses, schools, trade unions, voluntary groups. Although they involve different types of relationships and organisation they are all structures or institutions that add value to human capital, and tend to be successful in doing so if based on mutual trust and shared purpose. Again the importance of social capital is only recently being recognised, unfortunately though the increasingly visible negative effects when it is eroded.<sup>5</sup>

**Manufactured Capital** comprises all human fabricated 'infrastructure' that is already in existence. The tools, machines, roads, buildings in which we live and work, and so on. It does not include the goods and services that are produced. In some cases manufactured capital may be viewed as source of materials (eg. building waste used as aggregate for road building or repair).

**Financial Capital** is in fact different from the other four capitals in that it has, strictly speaking, no intrinsic value; whether in shares, bonds or banknotes, its value is purely representative of natural, human, social or manufactured capital. Financial capital is nevertheless very important, as it reflects the productive power of the other types of capital, and enables them to be owned or traded.

1 Ekins P & Jacobs M, Environmental Sustainability and the Growth of GDP: Conditions of Compatibility, in Bhaskar V & Glyn A (eds) The North, the South and the Environment, 1995, Earthscan, London

2 Seregeldin I & Steer A, Expanding the Capital Stock, in Seregeldin I & Steer A (eds), Making Development Sustainable; From Concepts to Action, ESD Occasional Paper Series No 2, 1994, The World Bank, Washington DC

3 United Nations, UNDP Human Development Report 1999, 1999, Oxford University Press, Oxford

4 Edvinsson L and Malone M S, Intellectual Capital, 1997, Harper Collins, New York

5 Social Exclusion Unit, Brininging Britain Together; a national strategy for neighbourhood renewal, 1999, HMSO

## Twelve Features of a Sustainable Society

Feature	Does the initiative ...
1. Non-renewable resources	...reduce use of non-renewable resources? (eg oil, minerals, aggregates)
2. Artificial substances	...reduce use of artificial substances? (eg chemicals, plastics)
3. Biodiversity/Productivity	...conserve or restore biological environment? (eg use brownfield rather than greenfield sites, species diversity)
4. Health	...promote good health? (eg air quality, food, exercise)
5. Participation/Learning	...promote learning or good social skills? (eg courses, information, self development)
6. Work, creativity & leisure	...create jobs, encourage creativity or recreation (eg paid/unpaid satisfying work, leisure)
7. Governance & justice	...promote trusted governance and justice system? (eg equal opportunities, participatory democracy, transparency at all levels)
8. Values & social cohesion	...promote positive values and social cohesion? (eg community led initiatives, co-operative purchasing, credit unions)
9. Social institutions	...represent positive institutional change? (eg policy, management systems and implementation)
10. Security	...promote safe, supportive and convivial living and working environment? (eg security – on street, at work and internationally. Pleasant social and physical surroundings)
11. Infrastructure	...demonstrate resource productivity (efficiency) and/or human innovation? (eg goods, services produced with less resource input (no link to Feature 1))
12. Value of money	...cause money to better represent value of human, social & manufacturing capital? (eg ethical pensions, eco-taxes)

# 1B

---

**A Travel Plan Resource Pack for Employers**, (GD0041), TransportEnergy Best Practice Programme February 2003 – This guide offers a one-stop practical resource on all aspects of developing, implementing and monitoring a travel plan.

Available from 0845 602 1425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

**Making Travel Plans Work Lessons from UK case studies**, Department for Transport March 2003 This guide points to key success factors for making a Travel Plan work and draws on case studies from different sectors.

Available from 0870 1226 236 or at [www.local-transport.dft.gov.uk](http://www.local-transport.dft.gov.uk)

**Site-Specific Advice** to assist businesses and other organisations (including local authorities) in developing travel plans. Organisations who apply and are accepted are able to receive up to 5 days of an expert travel plan adviser's time free of charge. The advisers will help clients with specific travel plan tasks and to overcome any problems that they face in getting a travel plan up and running.

Available from 0845 602 1425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

The **Powershift** Programme aims to kick-start the market for CFVs (clean fuel vehicles) and provides grants for purchasing of CFVs or the conversion of existing vehicles.

Available at [www.transportenergy.org.uk](http://www.transportenergy.org.uk)

The **CleanUp** Programme aims to improve air quality in the nine worst pollution "hotspots" in the country by encouraging the fitting of emissions reduction equipment to the most polluting vehicles.

Available at [www.transportenergy.org.uk](http://www.transportenergy.org.uk)

## Section 2 Securing support and resources

# 2

### 2.1 Securing support and resources

Resources – human and financial – are all pre-requisites for the development of an effective travel plan. With senior management support, adequate funding and allocated staff time, a travel plan is likely to attract greater support, be easier to implement and more effective.

Table 2.1 is designed for you to fill in, to help you assess what resources you have or don't have, and to point to the relevant section in this guidance and the TransportEnergy Best Practice Travel Plan Resource Pack for Employers for additional information.

Use this table to identify the resources available and those you need to acquire.

Table 2.1 Resources required to develop a travel plan					
Resource		Yes	No	Guidance provided here	Guidance in the Travel Plan Resource Pack for Employers
<b>Human Support of...</b>	<ul style="list-style-type: none"> <li>• Vice Chancellor/Principal</li> <li>• Senior management</li> <li>• Staff/union</li> <li>• Students/union</li> <li>• Local community</li> <li>• Local Authority</li> <li>• Public transport operator</li> <li>• Contractors</li> <li>• Other?</li> </ul>			Section 2 Section 2 Section 3 Section 3 Section 3 Section 3 Section 3 Section 3	Section 2 Section 2  Section 2 Section 2
<b>Assistance from...</b>	<ul style="list-style-type: none"> <li>• Full time travel plan co-ordinator</li> <li>• Part time travel plan co-ordinator</li> <li>• Travel plan steering group</li> <li>• Travel plan working groups</li> <li>• Other?</li> </ul>			Section 2 Section 2 Section 2 Section 2	Section 2 Section 2 Section 2 Section 2
<b>Financial</b>	<ul style="list-style-type: none"> <li>• Funding for travel survey</li> <li>• Funding from marketing/advertising</li> <li>• Agreement to ring fence revenue from travel plan measures</li> <li>• Funding/grant for measures</li> <li>• Other?</li> </ul>			Section 2 Section 2 Section 2  Section 2	Section 8 Section 8 Section 8  Section 8
<b>Information</b>	<ul style="list-style-type: none"> <li>• Staff postcodes</li> <li>• Student postcodes</li> <li>• Bus/train information</li> <li>• Other?</li> </ul>				Section 3  Section 3

## 2.2

### Securing senior management support

This is the key to securing most of the resources necessary for a travel plan. An effective way to begin the process of enlisting support is to prepare a business case which can then be presented to management.

Business cases will have to be tailored to your own institution, but there are certain things it might be useful to include. Consider the list below and extract what is most relevant for your organisation.

#### Background Information

**1** An outline of how access contributes to the strategic objectives of the institution (including requirements/intent for expansion and widening participation)

**2** A summary of how transport and travel issues form an integral part of the institution's function and overall business strategy as well as the environmental or sustainability policy

**3** A summary of the current situation

- Any existing parking issues
- Any congestion/accident problems
- Any demand for new transport/travel
- Other existing costs

**4** Summary of the potential impact of expansion/development on access, mobility and transport systems

#### Drivers for the institution to develop a travel plan

**5** Information about the cost of car parking spaces, and the other transport costs that your organisation incurs

**6** Reference to the institutions involvement in Local Strategic Partnerships and the Local Transport Plan

**7** Reference to Planning Policy Guidance 13 (PPG13) and requirement for a travel plan, if expansion is taking place

#### Examples from other institutions

**8** Quote any results from institutions that have a travel plan (use examples from this pack)

**9** Refer to case study information of similar/local institutions that have a travel plan, highlighting cost savings, measures adopted, staff and student responses.

#### What is available to help you?

**10** Advice and guidance is available, free of charge:

- TransportEnergy Best Practice Programme, A Travel Plan Resource Pack for Employers, a guide to developing, implementing and monitoring a travel management strategy.

- TransportEnergy, Site Specific Advice Programme, offers 5 days consultancy advice free of charge on site to help with the development of a travel plan (0845 602 1425)
- TransportEnergy Helpline, for free help and advice on transport and other issues (0845 602 1425)
- Your local authority travel plan co-ordinator

### 2.3 Preparing the business case for a travel plan

A number of HEIs have already positioned sustainability and transport issues at the heart of their institution's function and obtained senior management support. The following case studies reflect how this has been done elsewhere:

#### Box 2.1

##### Sustainability and travel plans at the heart of University policy

The **University of Edinburgh** has established a Sustainability Policy and is committed to making sustainability a corporate priority. To progress on this objective students and staff will be encouraged to incorporate sustainability perspectives within their work, and the capacities of academic staff to promote the understanding of the principles of sustainability will be developed.

The Staff Transport Survey has an introduction signed by the Principal and Vice Chancellor. The introduction briefly outlines:

- The need to consider and improve transport to and around the University
- The role of the survey in establishing a picture of travel patterns
- The production of an Integrated Transport Policy for the university using the survey results
- An invitation to comment on the Transport Policy
- A request to complete the questionnaire
- How data will be strictly confidential.

#### For more information contact:

David Somervell, Estates and Buildings  
David.Somervell@ed.ac.uk  
[www.edinburgh.ac.uk](http://www.edinburgh.ac.uk)

#### Box 2.2

##### Incentives for travel plans

A major incentive for the development of the transport plan was the realisation that the **University of Bristol** spent £20,000 more per year on car parks than it received in income. Moreover, in some car parks whilst staff were paying £29 per year for a parking space other spaces were being let commercially for £1,400 per year. Overall, the cost of maintaining and operating the car parks was in the region of £90,000.

#### For more information contact:

Jont Cole, Assistant Director of Facilities  
jont.cole@bristol.ac.uk  
[www.bristol.ac.uk](http://www.bristol.ac.uk)

### Box 2.3

#### Changes in travel patterns

As a result of their travel plan measures which began in 1999, the **University of Surrey** has revealed a number of encouraging trends:

- Bus pass sales have increased from 100 in year 1 to 152 in year 2
- Car park permit sales have reduced – for staff a 12% reduction in year 1 was followed by a 30% reduction in year 2

#### For more information contact:

Dr Malcolm Parry, Director of the Surrey Research Park

[m.parry@surrey.ac.uk](mailto:m.parry@surrey.ac.uk)

[www.surrey-research-park.com](http://www.surrey-research-park.com)

### Box 2.4

#### Targeting action on travel patterns

A survey of staff travel to work at the **University of Cambridge** undertaken in October 2001 showed that 37% of journeys were undertaken by cycling, 32% by driving alone, and 9% by walking. Although these results were quite positive, it was found that a the high number of journeys were made by people driving alone and concerted action to reduce these became the primary target of the travel plan.

#### For more information contact:

Phil Milliner, Planning Officer, Estate Management & Building Service

[pdm31@admin.cam.ac.uk](mailto:pdm31@admin.cam.ac.uk),

[www.admin.cam.ac.uk/offices/environment/](http://www.admin.cam.ac.uk/offices/environment/)

## 2.4 Identifying roles and responsibilities

Although some travel plans have been successful without a dedicated travel plan co-ordinator, those that do have a dedicated person in charge of day-to-day operation, are likely to be more efficient and more effective. Traditionally, such a person has been based in the Estates department, yet it is equally appropriate for this person to be based in any other department. Indeed, the task of developing and implementing a plan could become a student's PhD thesis, as at St Andrews University.

It is important to agree the need for a co-ordinator with senior management and this could be included in the business case. Some institutions have advertised for full time co-ordinators and others have opted to share a travel plan co-ordinator with a neighbouring organisation.

### **Box 2.5**

#### **Finding the right person to manage transport**

##### **Transport Manager**

**£20,267 to £26,229 pa**

Applications are invited for the new post of Transport Manager in the Estates and Facilities Management Division at the **University of Sussex**.

This is a high-profile, newly created post and reflects the University's commitment to developing and promoting wider choice and more sustainable ways of travelling, for staff and students, together with adopting an integrated approach to transport management. From enhancing cycle facilities, promoting car-share schemes and liaising with local transport providers, the University aims to develop a Travel Plan that benefits the local community and campus population.

We are looking for a creative, innovative thinker, probably a graduate with a transport or business – related degree and at least 2 years' relevant experience. The successful candidate will develop and implement the University's Travel Plan and Transport Strategy, together with other transport-related initiatives.

Situated on a 94-hectare site, with more than 2,000 staff and 9,000 students commuting to and from the campus daily, the challenges to find practicable solutions to transport problems are significant. This role provides a unique opportunity to shape future transport strategy as the University embarks upon an ambitious expansion phase.

The appointee will need to have the ability to communicate transport issues to a wide audience, including users of the campus, local transport providers and Local Government. Strong interpersonal and excellent communication skills are therefore a pre-requisite, together with the ability to handle multiple projects at any one time.

### **Box 2.6**

#### **Advertisement for travel co-ordinator**

##### **Campus and Residential Services**

**University of Salford and Salford Royal Hospitals**

**NHS Trust**

##### **Travel Co-Ordinator**

**£16,734 – £22,973 pa**

**(subject to skills and experience)**

**Fixed term until 31 March 2004**

The University and NHS Trust have entered into a partnership agreement to appoint a Travel Co-Ordinator to develop and implement a travel plan for each organisation.

The Co-Ordinator will play a key operational role in both organisations to encourage staff, students and other users to use alternative methods of travel that minimises the environmental impact and reduces the traffic congestion. The post is fixed term until 31 March 2004.

You should have experience of promotional campaigns, publicity and awareness programmes, of collecting and interpreting data for use developing solutions and of monitoring budgets. The ability to demonstrate awareness of current policies on travel and transport planning, sustainable travel issues and be able to make presentation and communicate effectively with people at all levels is essential.

With good IT skills and the ability to analyse and present information you will be highly organised in thinking and capable of multi-tasking.

Central to the job of the Travel Plan Co-Ordinator, is ability to liaise with all sections of the university, all academic departments, the health and safety executive and the staff and student unions. Co-ordination of the plan and consistency of the message will be vital to its success. The Co-ordinator will also need to liaise with the local authority and the local community in developing the plan.

## 2.5 Setting up a steering group

A steering group, with an executive role of developing the travel plan, securing funding, setting objectives and targets, and co-ordinating with other university initiatives, is essential. People it would be useful to have on a steering group at all times include:

- Pro Vice Chancellor
- Director of Estates
- Staff representative from each faculty
- Staff from any transport related courses
- Head of personnel
- Student representative
- Staff union representative
- Travel plan co-ordinator
- Representative from Finance department
- Representative from Marketing/communications
- Representative from strategic planning department
- A local authority representative
- A local community representative

It is important to emphasise that the exact make up of the group will differ for every institution. Senior members of staff at the organisation do need to be included in the group for progress to be made. It is as important though to ensure that there is diversity within the group so that all aspects of the organisation are represented.

Remember that not everyone need attend every steering group meeting. A smaller core group could meet more regularly, with perhaps a full group meeting once a term. It can be important to choose the chair of the group carefully to reflect the high level commitment from the HEI.

Again individual universities and colleges have set up their own structure for managing the travel plan, and examples of those are given below.

### Box 2.7

#### Travel plan structures at the University of Bristol

**Committee of Deans**  
Responsible for determining matters of policy, i.e. parking charge levels



**Travel to Work Implementation Group**  
Cross section of University community, chaired by Dean of Law.  
Responsible for overseeing implementation of the Plan.



**Bursar's Department**  
Responsible for the day-to-day management of the Plan.

#### For more information contact:

Jont Cole, Assistant Director of Facilities  
[jont.cole@bristol.ac.uk](mailto:jont.cole@bristol.ac.uk)  
[www.bristol.ac.uk](http://www.bristol.ac.uk)

### Box 2.8

#### Sustainability Advisory Group

A Sustainability and Environmental Advisory Group has been established at **The University of Edinburgh** to oversee the implementation of the University's Environmental Policy. Its membership is broad, consisting of:

- The Assistant Principal
- Representatives from five faculties
- A councillor from the City of Edinburgh Environmental Partnership
- A student representative
- Deputy Director of Communications and Public Affairs
- Assistant Director of Support Services
- The Energy and Environmental Manager
- The Administrative Secretary for Estates and Buildings.

#### For more information contact:

David Somervell, Estates and Buildings  
[David.Somervell@ed.ac.uk](mailto:David.Somervell@ed.ac.uk)  
[www.edinburgh.ac.uk](http://www.edinburgh.ac.uk)

## 2.6

### Identifying Financial Resources

Financial resources need to be obtained for the initial development of your travel plan. Some organisations find though that once the travel plan is set up and in operation it can be self-funding through the revenue brought in from car parking charges.

In England, universities and colleges can apply for funding for five days of an expert advisor's time to help through the Government's Site Specific Advice Programme. The programme is designed to help you develop and implement an effective travel plan for your organisation.

It is important to look for new and innovative funding sources, rather than just existing budgets. For example students already spend a considerable amount of their weekly budget on transport, including cars and taxis. If good alternatives are provided they could be willing to divert that budget to funding a subsidised bus service that meets their needs.

### **Box 2.9** **Funding Travel Plans**

In 1999 a travel plan was established for the **University of Surrey**. So far a total of c £750,000 has been spent with the breakdown as follows:

Fees and management	£100,000
Subsidy to bus company	£not quoted
Cycle path	£220,000
Bus livery	£9,000
Information to travellers	£10,000
Travel kiosk	£5,000
Changes to campus	£200,000
Car share	£7,000

In addition, c £250,000 in maintenance cost have been incurred for management and fees, monitoring, the annual bus subsidy, additional investment and information provision.

#### **For more information contact:**

Dr Malcolm Parry, Director of the Surrey Research Park

[m.parry@surrey.ac.uk](mailto:m.parry@surrey.ac.uk)

[www.surrey-research-park.com](http://www.surrey-research-park.com)

# 2A

---

**Preparing your organisation for transport in the future:**

**The Benefits of Green Transport Plans**, (99ASC0174A), Department for Transport June 1999 – This guide highlights how businesses, hospitals, local authorities and others can benefit, by preparing travel plans.

Available from 0870 1226 236 or [www.local-transport.dft.gov.uk/travelplans/#guides](http://www.local-transport.dft.gov.uk/travelplans/#guides)

**A Travel Plan Resource Pack for Employers**, (GD0041), TransportEnergy Best Practice Programme February 2003 – This guide offers a one-stop practical resource on all aspects of developing, implementing and monitoring a travel plan.

Available from 0845 602 1425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

**Developing an effective travel plan: Advice for government departments**, (99TSA0739), DfT January 2000 – This is a guide to best practice, which draws on the evaluation of Government Departments travel plans. Aimed at government departments, the guide also provides a useful summary of the travel plan resource pack for employers.

Available from 0870 1226 236 or [www.local-transport.dft.gov.uk/travelplans/#guides](http://www.local-transport.dft.gov.uk/travelplans/#guides)

**Travel Plan – A Guide for Developers** (GIR084), TransportEnergy Best Practice Programme May 2001. This guide describes the role of property developers, site managers, planners, architects and engineers in helping to meet travel plan objectives by locating, designing and building sites that facilitate and encourage alternatives to single-occupancy car travel.

Available from 0845 602 1425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

**Government Transport Statistics.** Available at [www.transtat.dft.gov.uk](http://www.transtat.dft.gov.uk)

**UK Statistics on air quality.** Available at [www.defra.gov.uk/environment/airquality/index.htm](http://www.defra.gov.uk/environment/airquality/index.htm)

**Committee on the Medical Effects of Air Pollutants (COMEAP).** Available at [www.doh.gov.uk/comeap/index.htm](http://www.doh.gov.uk/comeap/index.htm)

**National Society for Clean Air and Environmental Protection** visit [www.nasca.org.uk](http://www.nasca.org.uk)



## Section Consultation, partnerships and marketing

# 3

### 3.1 Consultation, partnerships and marketing

Travel plans built on broad partnership working have a greater likelihood of being successful and producing sustainable mobility, access and transport systems. At one end of the spectrum this includes marketing and advertising to those directly affected by the plan, to encourage people to take a role in ensuring the success of the measures. At the other end it includes enlisting the support and assistance of key players who can assist in the development, implementation and maintenance of travel plan measures.

These are presented in the table below as internal and external partners. Fill in the table to see who you have already got on board, and who else you could approach. Again every university and college will be different and the need to involve some of the partners below will depend upon the scope of the travel plan and particular measures.

Table 3.1 Travel plan partners checklist			
	Yes	No	Why not?
<p><b>Internal Partners</b></p> <ul style="list-style-type: none"> <li>• Staff                             <ul style="list-style-type: none"> <li>• All academic departments</li> <li>• Lecturers from sustainability/transport related courses</li> </ul> </li> <li>• Students and the Student Union</li> <li>• Human Resources Department</li> <li>• Finance Department</li> <li>• Marketing Department</li> <li>• Anyone else?</li> </ul>			
<p><b>External Partners</b></p> <ul style="list-style-type: none"> <li>• Contractors including deliverers and suppliers</li> <li>• Visitors to the HEI</li> <li>• Local Authority</li> <li>• TravelWise officer</li> <li>• Travel to work officer</li> <li>• Planning department</li> <li>• Traffic Management officer</li> <li>• Public Transport Operators</li> <li>• Neighbouring employers</li> <li>• Local businesses</li> <li>• Local schools</li> <li>• Local community groups</li> <li>• Local cycle shops</li> <li>• Media</li> <li>• Anyone else?</li> </ul>			

In some cases involvement will be on a regular basis, and in others it may be a one-off consultation. For example some partners in the table above may sit on your steering group. In another instance, your local authority may run networks for local employers developing travel plans and you may communicate with neighbouring employers on a regular basis in that way.

### **Box 3.1**

#### **Getting working groups working at the University of Bristol**

Following a survey of staff travel patterns the transport working group at Bristol compiled a report with recommendations for travel plan measures, in particular car park management. In order to gauge opinion on the recommendations a major consultation exercise was undertaken.

This took the form of:

- Leaflets: to staff summarising the main proposals and where to find a copy of the full report
- Consultative meetings: for staff to give comments on the proposals and ask questions. 1,000 attended 9 meetings
- Presentations: to Trade Union representatives and members of the Parking Advisory Group
- Feedback: email and internal mail address provided to enable staff to feedback comments
- Travel to work web page: contained an electronic bulletin board where staff were able to submit comments and take part in discussions on different aspects of the proposals

On the basis of the hundreds of responses received the proposals were substantially revised, but with care not to compromise the underlining philosophy of the travel plan – to encourage alternatives to the private car. And following discussion at the Policy, Priorities and Resources Board the revised recommendations were adopted and are now collectively referred to as the University Transport Plan.

#### **For more information contact:**

Jont Cole, Assistant Director of Facilities

[jont.cole@bristol.ac.uk](mailto:jont.cole@bristol.ac.uk)

[www.bristol.ac.uk](http://www.bristol.ac.uk)

## **3.2** **Working with** **people inside the** **institution**

There is a huge range of ways in which to involve people in a travel plan, to consult with them, to communicate what is happening, to 'sell' new ideas, and to encourage them to participate. In some cases it may be necessary to have different marketing campaigns for different groups, whereas at other times it may be appropriate to have one type of marketing material, say a newsletter, that is distributed to everyone. More details of effective communication for sustainable development in higher education can be found in the forthcoming HEPS guidance, Communication for Sustainability (visit [www.heps.org.uk](http://www.heps.org.uk) for more details).

It is much better to involve people in the development of the travel plan to avoid any 'rebellion' against any of the proposed measures. If people do not understand why they are being asked to pay for their parking, for example, they are less likely to support the measure. Travel plans that do not involve those affected in the process

are likely to encounter resistance and lack of co-operation. It is important that everyone affected by the travel plan feels that they have had a chance to contribute their views.

Managing expectations is the key to successful involvement. It is often the case that when people hear about the travel plan that they will expect improvements, for instance to public transport, to be more widespread and occur more rapidly than is possible. It is important to be realistic about timing, to be realistic about what can be done, and to be realistic about how difficult it is to change people's travel habits. Certain factors that should be borne in mind when considering how to involve people and putting together a marketing campaign:

- Do not be anti-car; be realistic and recognise there are benefits of car travel
- Don't talk about 'alternative' modes of travel, rather use 'other ways of travelling' or 'non-car travel', not everyone wants to do something 'alternative'
- Stress small changes, whenever suitable
- Promote greater choice of ways of travelling
- Sell the benefits/savings; money, time, health
- Ensure implementation and operation of the travel plan is transparent
- Ask for feedback
- Market continuously; not as a one-off exercise
- Use existing communication networks, for example the intranet, payslips and newsletters.

Communication and marketing can take many forms, and there are particular opportunities that can be exploited in higher education institutions for raising awareness of, and promoting sustainable travel, including:

#### **Students**

- Open Days: provide visitor maps and information about travel options with the invitation
- Admissions policy: first year students not allowed to bring cars to campus or halls of residence
- Freshers' week: a stand with information about sustainability issues, with information on travel options, discounts, facilities
- Halls of residence: provision of information about travel options or services linking directly to areas of interest and university

#### **Staff and visitors**

- Recruitment policy: provide relevant travel information for interviews or consider where new staff live and how they might travel to work
- Staff Induction: ensure new staff are aware of alternative ways of travelling to the site by including information in a staff handbook or at an induction meeting
- Visitor Information: paste information about how to get to the site by different modes of transport on your Internet site or ensure any 'visitor maps' already in circulation show clearly how to travel to the site by all modes, not just the car.

### **Box 3.2** **Reaching new staff**

A key part of the **University of Hertfordshire's** Sustainable Development Policy involves giving each new member of staff a presentation on the environmental strategy during their half-day induction. In addition, the staff induction and Personal Development Manual contain information on the environmental strategy.

For more information contact:  
Nicola Corrigan, Environmental Advisor, Environmental Strategy  
[N.L.1.Corrigan@herts.ac.uk](mailto:N.L.1.Corrigan@herts.ac.uk)  
[www.herts.ac.uk/envstrat](http://www.herts.ac.uk/envstrat)

### **Box 3.3** **Getting feedback – good or bad**

On the web pages advertising the uni-link bus service for the **University of Southampton** there is strong encouragement to comment on the newly re-launched services – whether good or bad. And there is also a system whereby users can hear about possible delays to the system before they embark on their journey.

*“... while we anticipate carrying thousands of passengers every day, you might encounter a problem that we may not have anticipated or cannot resolve at the time. We really do want to hear about this, both for your satisfaction and to do things even better in future if at all possible.*

*So if you think uni-link is doing a good job – tell your friends, if not, tell us. If you find fault in our services, please contact us*

- *We will send you an acknowledgement within 3 working days of receipt.*
- *We will expect to have investigated and sent you a reply within 7 working days.*
- *Where the fault is through a failure to provide a service which is within our control, compensation will be offered.*
- *All complaints will be directed to both the Accord Group Manager and the University's Transport Manager who is responsible for the operation of the adjudication and compensation scheme.*

**For more information contact:**  
John Waugh, Transport Services Manager  
[jew1@soton.ac.uk](mailto:jew1@soton.ac.uk)  
[www.unilink.soton.ac.uk](http://www.unilink.soton.ac.uk)

### 3.3 Joint working with key players in the community

There are obvious advantages of teaming up with public transport operators, the local authority, other businesses in the area and the local community. For instance it may not be financially viable to operate a dedicated bus service for your institution, but by teaming up with other local organisations, the passenger numbers may become sufficient to justify introduction.



Picture 3.2  
*Cycle routes for everyone in the area*

#### **Box 3.4** Shared routes, shared transport

**Loughborough University** has joined together with a large pharmaceutical company to provide, at their joint risk, an efficient new bus service for staff, students, industry and the community. The bus service operates inside and outside the campus and uses the need for improved public service to financially support the aims of the University's transport policy. The University has negotiated a reduced fare charge and in some cases a free fare and are aiming to make the service free on campus, and will introduce a 10 minute service, an upgrade from the current 20 minute service.

#### **For more information contact:**

Mike Quigley, Estate Services  
[m.v.quigley@lboro.ac.uk](mailto:m.v.quigley@lboro.ac.uk)  
[www.lboro.ac.uk](http://www.lboro.ac.uk)

#### **Box 3.5** Other partnerships for travel planning

**University of Hertfordshire** – developing and improving local cycle routes with Hertfordshire Cycling Forum and the Welwyn Hatfield Cycling Working Group. [www.herts.ac.uk/envstrat](http://www.herts.ac.uk/envstrat)

**Aberdeen University** – A travel plan for the Foresterhill Campus has been developed jointly with the NHS Trust which shares the same site.  
[www.abdn.ac.uk](http://www.abdn.ac.uk)

**Cambridge University** – is a member of a Travel for Work scheme in partnership with, amongst others, Cambridgeshire County Council, Cambridge and Huntingdon Health Authority, Cambridge Cycling Campaign, The Government Office for the East of England.  
[www.admin.cam.ac.uk/offices/environment/](http://www.admin.cam.ac.uk/offices/environment/)

# Sheet 3A

## Where to find out more about consultation, partnerships and marketing

---

**A Travel Plan Resource Pack for Employers**, (GD0041), TransportEnergy Best Practice Programme February 2003 – This guide offers a one-stop practical resource on all aspects of developing, implementing and monitoring a travel plan.

Available from 0845 602 1425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

**Developing an effective travel plan: Advice for government departments**, (99TSA0739), Department for Transport January 2000. This is a guide to best practice, which draws on the evaluation of Government Departments travel plans. Aimed at government departments, the guide also provides a useful summary of the travel plan resource pack for employers.

Available from Department for Transport's free literature: 0870 1226 236 or [www.local-transport.dft.gov.uk/travelplans/#guides](http://www.local-transport.dft.gov.uk/travelplans/#guides)

**A Guide On How to Set Up and Run Travel Plan Networks**, (GPG314), TransportEnergy Best Practice Programme October 2001.

Available from 0845 602 1425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

**Travel Plans. New Business Opportunities for Service Providers to Cyclists and Walkers**, (GIR074), TransportEnergy Best Practice Programme February 2000.

Available from 0845 602 1425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

**Travel Plans – The Role of Human Resources, Staff and Trade Union Representatives in Supporting Travel Plans** (GIR081), TransportEnergy Best Practice Programme June 2000.

Available from 0845 602 1425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

**Travel Plans – New Business Opportunities for Public Transport Operators**, (GIR073), TransportEnergy Best Practice Programme February 2000.

Available from TransportEnergy Best Practice Programme Helpline 0845 602 1425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

**Transport Impact Calculator** East Sussex County Council. A calculator has been produced to encourage people to reduce the environmental impact of their travel. It provides an easy to use way of calculating: transport emissions according to how you travel; calories used according to travel by different modes (in terms of beer, chocolate, wine and crisps!); and costs per year of car use. It aims to show how using transport with a relatively low environmental impact can help reduce air pollution, improve health and in some cases save money.

Available from [www.travelcalculator.org](http://www.travelcalculator.org)

# Section 4

## Assessing travel needs and setting objectives and targets

### 4.1 Assessing travel needs

#### Who travels to university?

An accurate picture of how users of the institution are currently travelling will form the basis of the travel plan measures. Many of the travel plans currently being developed at HEIs are concentrating on staff only. At the present time they may well pose the greatest 'problem', presumably because most of the people who drive to the institution are staff. However, there is a strong case for involving students as well:

- Car ownership among students is on the increase. Whilst more staff than students may commute by car, many students may have car and travel predominantly by car for all other trips. They may have a parking space at their halls of residence, free or at very low cost. This will be having an effect on congestion in the locality, thus impacting upon the institution's role as a community player.



Picture 4.1  
*A journey shared?*

- Students are the staff of tomorrow. HEIs should work to encourage understanding of sustainable travel patterns to avoid problems in the future.
- Students may be able to contribute to the development and implementation of the travel plan. Statistics students, for instance, could play a role in analysing travel data; marketing students could help put together an advertising campaign to encourage bus use, and business students could evaluate the economic benefits of the travel plan.
- It is commonplace today for HEIs to be utilised as much during term time as outside term time. For this reason, an understanding of the travel patterns of 'visitors' (not students or staff) would also be useful.

The methods for collecting travel data – a site assessment, a travel survey, and travel audit – are outlined in considerable detail in the TransportEnergy Travel Plan Resource Pack for Employers.

#### Travel surveys

On the following pages is an example of a travel survey done by Southampton University. The University has since reviewed the questionnaire and the following changes are now incorporated:

- respondents are asked to record their home postcode;
- respondents are asked what time they arrive at work as well as the current question asking what time they start their travel to work; and
- narrower time bands are used in questions 7 and 8.

**Figure 4.1 Sample Questionnaire – Southampton University**

**THE QUESTIONNAIRE**

**A. These initial questions relate to how you travel to work:**

**1. How do you mostly travel to work?**

- f* Bus
- f* Bicycle
- f* Car as driver
- f* Car as passenger
- f* On foot
- f* Motorbike
- f* Train
- f* Other (please specify): \_\_\_\_\_

**2. Which of the following do you occasionally use instead of your usual form of transport?**

- f* Bus
- f* Bicycle
- f* Car as driver
- f* Car as passenger
- f* On foot
- f* Motorbike
- f* Train
- f* Other (please specify): \_\_\_\_\_

**3. How did you travel to work on Thursday 25 October?**

- f* Bus
- f* Bicycle
- f* Car as driver
- f* Car as passenger
- f* On foot
- f* Motorbike
- f* Train
- f* Other (please specify): \_\_\_\_\_
- f* Did not travel to work on 25 October

**4. How far do you travel to work?**

- f* Up to 1 mile
- f* Over 1 mile and up to 2 miles
- f* Over 2 miles and up to 4 miles
- f* Over 4 miles and up to 10 miles
- f* Over 10 miles and up to 20 miles
- f* Over 20 miles

**5. How long does it currently take you to get to work?**

- f* 0 – 15 minutes
- f* 16 – 30 minutes
- f* 31 – 60 minutes
- f* 61 – 90 minutes
- f* Longer than 90 minutes

**6. How many days a week do you normally travel to work at the University?**

\_\_\_\_\_ days a week

**7. At what time do you usually start your travel to work?**

- f* Before 0800
- f* Between 0800 and 1000
- f* After 1000
- f* No set time

**8. At what time do you usually start your journey back from the University?**

- f* Before 1600
- f* Between 1600 and 1700
- f* Between 1700 and 1900
- f* After 1900

**B. These questions are about different methods of travel:**

**9. Which of the following changes would encourage you to cycle to work? (if you already cycle to work, which would you most like to see?)**

(please tick no more than 2).

- f* Safer, better lit worksite cycle paths
- f* Improved cycle paths on the journey to work
- f* Improved cycle parking at workplace
- f* Improved cycle changing facilities & lockers at work
- f* Arrangements to buy a bicycle at a discount.
- f* Other (please specify): \_\_\_\_\_
- \_\_\_\_\_
- f* None

**10. Which of the following changes would most encourage you to use public transport for your journey to work / (if you already travel to work by public transport, which would you most like to see?) (please tick no more than 2).**

- f* More direct bus routes
- f* More frequent bus services
- f* Better lighting at bus shelters & workplace footpaths
- f* Discount tickets/passes available at work
- f* More convenient bus drop off points
- f* Better connection to work from the station
- f* Better connection from home to the station
- f* Public transport information
- f* Other (please specify): \_\_\_\_\_
- \_\_\_\_\_
- f* None

**11. Routes 1, 2, 20, 7, N1 and N2 are unilink services do you use them:**

- f* Daily
- f* Weekly
- f* Monthly
- f* Never

**12. How much do you spend on work related bus travel per week**

£ \_\_\_\_\_ per week

*Please complete questions 13 – 15 if you usually drive to work, otherwise skip to question 16.*

**13. What is the main reason for using a car to get to work (tick one).**

- f* Car essential to perform my job
- f* Contractually required to have a car at work
- f* Health reasons
- f* Lack of alternative
- f* Convenience
- f* Other: \_\_\_\_\_

**14. Where do you usually park?**

- f* Highfield on site
- f* Highfield on road in the area
- f* Boldrewood on site
- f* Boldrewood on road in the area
- f* Avenue Campus on site
- f* Avenue Campus on road in the area
- f* New College on site
- f* New College on road in the area
- f* Oceanography on road in the area
- f* School of Art on site
- f* General Hospital on site
- f* General Hospital on road in the area
- f* Other university site: \_\_\_\_\_
- f* On road elsewhere

**15. Car sharers: which of the following would most encourage you to car share**

*(please tick no more than 2).*

- f* Help in finding car share partners with similar work patterns
- f* Free ride home if let down by car driver
- f* Reserved parking for car sharers
- f* Reduced car parking charges for car sharers
- f* Other *(please specify)*: \_\_\_\_\_

---

- f* None of these

**C. Now a few details about you, so we can be sure our sample is representing all groups of University employees.**

**16. Gender**

- f* Male
- f* Female

**17. Age**

- f* Under 25
- f* 25 – 34
- f* 35 – 44
- f* 45 – 54
- f* 55 or over

**18. Do you have a disability which affects your travel arrangements?**

- f* Yes
- f* No

**19. We are planning to improve the development of our travel policies through setting up occasional (twice a year) lunchtime discussion groups.**

**Would you be interested in joining such a group?**

- f* Yes
- f* No

If yes, please state your name and contact

*(phone/email/department)* details: \_\_\_\_\_

---

**We value any comments or suggestions that you may like to make about your travel to work, or about travel in the area generally. Feel free to use the space provided on the back of the survey booklet.**

**Finally we welcome all contributions to the survey and if you wish to remain anonymous you need go no further on this form, but please return it in the envelope provided: preferably by internal mail, and if posted, no stamp is required.**

## 4.2

### Setting objectives and targets

Analysis of the survey data provides the basis for setting the objectives of the travel plan. Ideally these should fit into the strategic objectives for the university as a whole. For example, objectives for the University of Bristol were:

1. Creating a 'fairer' method of allocating parking spaces
2. Increasing the number of modes of transport that staff can viably use to travel to work.
3. Encourage staff to use alternatives to the car.

Targets are necessary in order to assess progress towards the objectives, and may also be required as a condition of a planning agreement with the local authority. As the objectives are relatively broad, each objective may have a number of different targets. In other words, only by impacting upon a number of different areas will it be possible to meet the objective.

It may be appropriate to use the targets set by your Local Authority in their Local Transport Plan. However, the results from the travel survey must be taken into account, as these will be the best indicator as to what modal shift might be possible.

Examples of targets include:

#### Box 4.1

##### Setting positive targets

The travel survey showed that 60% of staff and 25% of students commuted by car. Faced with the prospect of increased parking demand over the next five years, and with travel plan objectives of: ensuring sufficient on site car parking for essential car users; maintaining alternative patterns of travel over time in order to further decrease car travel to the university; and increasing accessibility by non car modes.

These targets were set:

To reduce car commuting by 10% over the next three years with a further target of reducing car commuting by an additional 10% over the subsequent five years. To encourage 10% of students and 10% of staff to commute by bus by 2003.

#### For more information contact:

Martin Westacott, Head of Estates Services

[m.k.westacott@reading.ac.uk](mailto:m.k.westacott@reading.ac.uk)

[www.reading.ac.uk](http://www.reading.ac.uk)

## 4.3

### Monitoring

It is important not to set targets too high, particularly because it can be demoralising if they are not reached. It is also important to recognise that targets need to be flexible. If they are not achieved, it should not be deemed a failure. Rather the opportunity should be taken to review why the target was not achieved, and to amend the travel plan accordingly.

From the moment a measure is implemented, monitoring should begin. Without monitoring it will not be possible to assess the impact of the travel plan – on travel patterns or on attitudes. If the plan and the individual measures are to have any demonstrable success at all, monitoring must be designated sufficient resources (financial and time) in the planning stages, and a monitoring programme drawn up and adhered to. This process is discussed in more detail section 6.

# Sheet 4A

## Where to find out more about collecting data, setting objectives and targets

---

**A Travel Plan Resource Pack for Employers**, (GD0041), TransportEnergy Best Practice Programme February 2003 – this guide offers a one-stop practical resource on all aspects of developing, implementing and monitoring a travel plan.

Available from 0845 6021425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

**Office of the Information Commissioner** offers advice and answers queries regarding the Data Protection Act. They provide useful advice when considering undertaking staff and student travel surveys where personal data may need to be collected and analysed.

**For more information contact:** 01625 545 745  
or email [data@dataprotection.gov.uk](mailto:data@dataprotection.gov.uk) or visit [www.dataprotection.gov.uk](http://www.dataprotection.gov.uk)



# 5

## 5.1 Developing and implementing measures

Central to the travel plan is the development and implementation of measures to encourage and facilitate sustainable mobility, access and transport systems. The precise composition of measures will be dependent on the results of data collection and the objectives set thereafter.

The type of measures that could be implemented can be categorised into four general areas as shown in Table 5.1. Have a look to see what you have included already. You may well have different measures and there are spaces in the table where can add those in if you would like to.

<b>Table 5.1 Travel plan measures</b>			
<b>Category</b>	<b>Example measures</b>	<b>Yes</b>	<b>No</b>
Reducing the need to travel	<ul style="list-style-type: none"> <li>• Encouraging homeworking and tele-conferencing</li> <li>• Rearranging timetables (consolidating lectures/teaching)</li> <li>• Siting halls of residence close to institution</li> <li>• Consolidating institution buildings onto one site</li> <li>• Distance learning courses</li> <li>• Others</li> </ul>		
Encouraging non-car modes of travel	<ul style="list-style-type: none"> <li>• Improving public transport services – frequency, cleanliness, attractiveness, timeliness, appropriate routing</li> <li>• Providing dedicated shuttle bus between key sites</li> <li>• Providing subsidised public transport tickets</li> <li>• On campus sales of public transport tickets</li> <li>• Providing better facilities for cyclists</li> <li>• Providing loans and mileage allowances for bicycles</li> <li>• Providing free cycle training</li> <li>• Raising awareness of the benefits of walking and cycling</li> <li>• On campus advice about non car means of travel</li> <li>• Provide information pack to all new staff and students outlining the travel options available</li> <li>• Others</li> </ul>		
Facilitating learning	<ul style="list-style-type: none"> <li>• Funding research positions into sustainable travel</li> <li>• Stimulate interdisciplinary research of travel and other issues (eg health/economic development)</li> <li>• Funding and encouraging uptake of courses covering sustainability issues</li> <li>• Involving students in the development and management plan</li> <li>• Include travel issues in staff induction</li> <li>• Student recruitment</li> </ul>		
Facilitating learning	<ul style="list-style-type: none"> <li>• Intranet advice and information on the travel plan and measures</li> </ul>		

Facilitating behavioural change needs to encompass measures that both 'push' and 'pull' – carrots and sticks. Have another look at the list, and see whether you have a balance of carrots and sticks.

### **Box 5.1**

#### **Reducing the need to travel**

At the **University of Birmingham**, plans are being made to build more accommodation close to the edge of campus and unpopular outlying accommodation have been sold or sub-let. This will have a direct impact on transport sustainability. Not only will students have less distance to travel overall, in most instances they will be within walking or cycling distance of the University.

#### **For information contact:**

Ken Orgill, Head of Support Services

[k.j.orgill@bham.ac.uk](mailto:k.j.orgill@bham.ac.uk)

[www.environment.bham.ac.uk](http://www.environment.bham.ac.uk)

Designing in pedestrianised routes within **Stirling University's** campus has meant that cars do not come onto the campus. Stirling's lush, green and car-free campus is a great asset to the university.

#### **For more information contact :**

Karen Plouviez, Director of Estates and Campus Services

[karen.plouviez@stir.ac.uk](mailto:karen.plouviez@stir.ac.uk)

[www.stirling.ac.uk](http://www.stirling.ac.uk)

### **Box 5.2**

#### **Encouraging non-car modes of travel**

A small initiative presently being developed at Loughborough University is the 'Safe Walk Way' scheme. This is for staff and students enabling them to transverse the Campus, feel safe and enjoy the environment. It consists of simple tasks that do not cost the earth and integrate with the current wild life strategy and walking routes. Typical considerations have been:

- Priority Routes
- Better lighting
- More attention from Security and litter patrols
- Improved seating and landscape furniture
- Crossing with other paths to promote use of the 'Safe Walk Way'
- Improved path surfaces
- Additional drainage

#### **For more information contact:**

Mike Quigley, Property Administration Manager

[m.v.quigley@lboro.ac.uk](mailto:m.v.quigley@lboro.ac.uk)

[www.lboro.ac.uk](http://www.lboro.ac.uk)

### **Cambridge University**

Cambridge has also introduced a Park and Cycle scheme that works on the same lines as Park and Ride. A user can drive to the Park and Cycle facility, park their car, take out their bike from an individual locker and cycle the rest of the way to work. Water-proof clothing and cycle helmets can also be stored in the lockers. The parking facility is also available to staff if they want to travel on foot or by public transport to complete their journey.

#### **For more details contact:**

Phil David Milliner, Estate Management & Building  
[pdm31@admin.cam.ac.uk](mailto:pdm31@admin.cam.ac.uk)  
[www.admin.cam.ac.uk/offices/environment](http://www.admin.cam.ac.uk/offices/environment)

### **Box 5.3**

#### **Making travel information & services accessible**

### **University of Liverpool**

The University of Liverpool has been using Rail Planner since 1994. The journey planning software, produced by Travel Info systems, is available to the 15,000 students and academic staff on the University's PC network. Although it does not currently have an integrated transport plan, the University is committed to giving its staff and students a viable public transport alternative to the private car.

RailPlanner allows staff and students to plan their journeys on the railway network, Eurostar and ferry services using the most up-to-date timetable information. They can locate train stations by postcode or town name as the starting or end point of their journey, choose to travel with a preferred train operator and specify which stations they don't want to stop or change at. The journey planner also includes information on station facilities, useful for travellers with special needs, and details of local taxi firms at each station.

RailPlanner was originally installed on the University's network on a trial basis. According to Dr Chris Wooff, Deputy Director of Computing Services, the amount of positive feedback from both staff and students led to the software being permanently installed. Staff and students have now been using the travel planning software for nearly eight years.

#### **For more details contact:**

Gary Herbert, Travel Info Systems  
[garyherbert@travelinfosystems.com](mailto:garyherbert@travelinfosystems.com)  
[www.travelinfosystems.com](http://www.travelinfosystems.com)

A free shuttle bus was introduced in 1997 linking together the various campus buildings at **Liverpool John Moores University**. Potential users can find out when the next bus is leaving by consulting a web based timetable, which recognises the current time and will give details of the next service. A wheel-chair accessible vehicle is due to be introduced during 2002.

#### **For more details contact:**

Peter Hinton, Infrastructure Planning  
[p.g.hinton@livjm.ac.uk](mailto:p.g.hinton@livjm.ac.uk)  
[www.livjm.ac.uk](http://www.livjm.ac.uk)

At the **Robert Gordon University**, a range of tickets and passes are sold in the Student Union shop. [www.rgu.ac.uk/transport](http://www.rgu.ac.uk/transport).

#### **Nottingham Trent University, Transport and Commuter Plan**

As a benefit to existing cyclists and to try and encourage others to cycle to work, every member of staff who registers with the Bicycle Users Group will be provided with public liability insurance. The Cyclists' Touring Club (CTC) devised the scheme and, in conjunction with Butterworth Insurance Group, a public liability insurance for employers wishing to ensure employees has been negotiated.

[www.ntu.ac.uk](http://www.ntu.ac.uk)

#### **Box 5.4**

##### **Making non-car travel attractive and easy**

At **Southampton University**, the lessons learnt from three years of operating the uni-link bus services with First Southampton have paved the way for the introduction of an improved service, this time with operator Accord Group, to make it more attractive and relevant to the academic and social needs of the University community. This will include:

- 9 new vehicles
- destination screens, route information on the bus, good bus stop signs
- information available by phone, via the web, as well as wap (in planning)
- dedicated, well trained and motivated staff
- simple, flat fare system to take uncertainty and dispute away
- schedules responsive to the needs of the various commuter groups and students
- buses designed by us to give maximum comfort with maximum capacity, with separate exit doors to speed and simplify exit
- guaranteed access for disabled with space for two wheelchairs on every vehicle
- the willingness to carry up to 2 bikes when there is room
- a genuine welcome to feedback, comment and criticism.

#### **For information contact:**

John Waugh, University of Southampton

[jew1@soton.ac.uk](mailto:jew1@soton.ac.uk)

[www.soton.ac.uk/~unilink](http://www.soton.ac.uk/~unilink)



Picture 5.1:

*Southampton University's uni-link bus service*

### Box 5.5 Managing car travel and parking

The parking charge system at **Bristol University** has sought a balance between alternative systems. All University vehicles and users, disabled staff and students, and formal car sharers receive an individually allocated space. Staff who have special individual needs, including those who have caring responsibilities, who live a long way from the University or are poorly served by public transport are able to apply for a guaranteed space although not within any single car park. All others have a 'licence to hunt', with unlimited oversell of spaces.

#### For more information contact:

Jont Cole, Assistant Director of Facilities  
[jont.cole@bristol.ac.uk](mailto:jont.cole@bristol.ac.uk)  
[www.bristol.ac.uk](http://www.bristol.ac.uk)

When people at the **University of Birmingham** were asked what level of car parking charge would dissuade them from driving, it was relatively high. Even at between £200 and £250 per year, 57% of car users would still continue to use their car. On the basis of this information, a parking charge of 50p per day was decided upon. Survey data indicated that at this level 34% of staff might not use their car every day.

The charge is a daily charge, so based entirely on usage, and is a flat rate for all staff. It is argued that once people have purchased an annual or monthly parking permit there is an incentive to use it all, and so to drive to work every day. By charging on a daily basis it is hoped that people will decide on a daily basis, according to the weather or their plans for the day, whether to drive or travel by another means, or perhaps not travel at all. The funds raised will be used to pay for improvements to walk and cycle infrastructure, subsidising bus routes, as well as the operation and maintenance of the car park and charging system.

#### For more information contact:

Ken Orgill, Head of Support Services  
[k.j.orgill@bham.ac.uk](mailto:k.j.orgill@bham.ac.uk)  
[www.environment.bham.ac.uk](http://www.environment.bham.ac.uk)

At the **University of Hertfordshire**, parking charges are scaled according to per annum pay, as follows:

Pay/annum	charge
Up to £5,000	£6.00
£5,000 – 11,500	£8.00
£11,501 – 17,500	£11.00
£17,501 – 24,500	£22.00
£24,501 – 32,500	£36.00
£32,501 – 42,500	£68.00
£42,501 – 50,000	£80.00

Their policy for students is that only part-time, third year and research students may park on campus at a charge of 45p per day.

**For more information contact:**

Nicola Corrigan, Environmental Advisor  
[N.L.1.Corrigan@herts.ac.uk](mailto:N.L.1.Corrigan@herts.ac.uk)

**Box 5.6**

**Maximising the learning from travel plans**

**The University of Bristol Transport Plan**

Academics in two departments have developed a highly sophisticated car-sharing computer programme. This system is now sold commercially at [www.234Car.com](http://www.234Car.com)

**Contact :**

Nicky Ferguson, Director, 234Car, Institute for Learning and Research Technology, University of Bristol  
[enquiries@234car.com](mailto:enquiries@234car.com)  
[www.234car.com](http://www.234car.com)

**The University of Reading**

Given the number of academic departments concerned with environmental issues, it is felt that the university should be at the forefront of organisations developing policies for sustainable travel and reducing car dependency.

**For more details contact:**

Martin Westacott, Head of Estates Services  
[m.k.westacott@reading.ac.uk](mailto:m.k.westacott@reading.ac.uk)  
[www.reading.ac.uk](http://www.reading.ac.uk)



Picture 5.2

*Incorporating sustainable transport ideas into learning and teaching*

**A Travel Plan Resource Pack for Employers**, (GD0041), TransportEnergy Best Practice Programme February 2003 – This guide offers a one-stop practical resource on all aspects of developing, implementing and monitoring a travel plan.

Available from 0845 602 1425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

**Travel Plans. New Business Opportunities for Service Providers to Cyclists and Walkers**, (GIR074), TransportEnergy Best Practice Programme February 2000.

Available from 0845 602 1425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

**Travel Plans – New Business Opportunities for Public Transport Operators**, (GIR073), TransportEnergy Best Practice Programme February 2000.

Available from from 0845 602 1425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

**UK Online For Business** (formerly the Information Society Initiative – ISI) A source of information, best practice examples and support for small to medium size businesses/organisations interested in making more effective use of technology. It also highlights the main issues to be considered before changing personal/organisational ways of working (e.g. teleworking) and has 70 regional advisers able to give organisationally specific advice.

**Working anywhere, exploring telework for individuals and organisations**

Available from 0845 715 2000 or [www.ukonlineforbusiness.gov.uk](http://www.ukonlineforbusiness.gov.uk)

**National Insurance Contributions and Green Travel** (IR176 Tax)

This leaflet explains how the tax and National Insurance systems can help employers set up Travel Plans, designed to reduce the environmental impact of employees' travel.

Available from [www.inlandrevenue.gov.uk/leaflets/c5.htm](http://www.inlandrevenue.gov.uk/leaflets/c5.htm)

**Income Tax and Company Cars** (IR172)

This leaflet provides a guide to the tax and National Insurance contributions (NICs) treatment of company cars for employees and employers. It also outlines changes that apply from 6 April 2002.

Available from [www.inlandrevenue.gov.uk/leaflets/c1.htm](http://www.inlandrevenue.gov.uk/leaflets/c1.htm)

**Association for Commuter Transport (ACT)**

An association for employers, and a source of advice and information on travel plans. Meetings are held regularly, to which all members are welcome.

For advice or to join either register through the website or contact:

Tel: 020 7348 1987

Email: [mail@act-uk.com](mailto:mail@act-uk.com)

Website: [www.act-uk.com](http://www.act-uk.com)

### **Transport 2000**

A national environmental transport campaign, that works for sustainable transport policies that reduce traffic, improve bus and rail services, promote walking and cycling and make maximum use of rail and water for freight transport.

Useful publications by Transport 2000 include *“Changing Journeys to Work – an employers guide to green commuter plans”* (1997), *“Healthy Hospital Toolkit”* (1998), *“A Safer Journey to School”* (1999) and *“Tourism without Traffic”* (2001).

Tel: 020 7613 0743

Email: [sales@transport2000.org.uk](mailto:sales@transport2000.org.uk)

Website: [www.transport2000.org.uk](http://www.transport2000.org.uk)

### **National TravelWise Association**

This membership organisation has a website with up-to-date news on the latest travel awareness campaigns in the UK and Europe, advice for schools and organisations, free downloadable materials and access to a network of professional organisations working in the field of sustainable transport. There are also case studies of travel plans including Fife Council, Pfizer, Nottingham Commuter Planners Club and the West Yorks Transport and Health Report.

Website: [www.travelwise.org.uk](http://www.travelwise.org.uk)

**Pedestrians Association** campaigns to improve safety and conditions for pedestrians and aims to encourage more people to walk during their daily lives.

Tel: 020 78201010

Email: [info@livingstreets.org.uk](mailto:info@livingstreets.org.uk)

Website: [www.pedestrians.org.uk](http://www.pedestrians.org.uk)

**The Walking Plan for London** – The Walking Plan aims to make London walking friendly by 2015.

Further information from:

[www.londontransport.co.uk/streets/walking/walking\\_plan/index.shtml](http://www.londontransport.co.uk/streets/walking/walking_plan/index.shtml)

**Cyclists’ Touring Club (CTC)** The Cyclists Touring Club provides advice and information for cyclists from cycle routes to insurance, legal and technical issues. They also actively campaign for cyclists’ rights through lobbying and played a key part in the development the National Cycling Strategy.

Tel: 0870 873 0060

Email: [cycling@ctc.org.uk](mailto:cycling@ctc.org.uk)

Website: [www.ctc.org.uk](http://www.ctc.org.uk)

### **London Cycling Campaign**

A voluntary organisation promoting cycling and the interests of cycling in Greater London.

228 Great Guildford Business Square, 30 Great Guildford Street, London, SE1 0HS.

Tel: 020 7928 7220

Email: [lccoffice@lcc.ndirect.co.uk](mailto:lccoffice@lcc.ndirect.co.uk)

Website: [www.lcc.ndirect.co.uk/lcc/](http://www.lcc.ndirect.co.uk/lcc/)

### **Cycle Training**

This organisation gives lessons in safe, confident road cycling for adults, children and families. They will provide complete beginners with a bike if necessary.

Tel: 020 7582 3535

Email: [info@cycletraining.co.uk](mailto:info@cycletraining.co.uk)

Website: [www.cycletraining.co.uk](http://www.cycletraining.co.uk)

### **The Telework Association (TCA)**

An organisation dedicated to promoting telework. Gives advice to individuals and business and also publishes *The Teleworking Handbook*.

Tel: 0800 616008

Email: [teleworker@tca.org.uk](mailto:teleworker@tca.org.uk)

Website: [www.tca.org.uk](http://www.tca.org.uk)

### **The Home Office Partnership (HOP)**

The Home Office Partnership website provides case studies of organisations that have introduced teleworking and highlights flexible work issues. The Home Office Partnership has also produced *The Complete Guide to Flexible Working* which is available for download on the website for free.

Website: [www.flexibility.co.uk](http://www.flexibility.co.uk)

## **Route planning and ticket information:**

### **UK Public Transport Information**

This website covers all travel by rail, air, coach, bus, ferry, metro and tram within the UK (including the Channel Islands, Isle of Man and Northern Ireland), and between the UK, Ireland and mainland Europe. It is a comprehensive guide on where to find information on timetables, fares, ticket-types, passenger facilities etc.

Website: [www.pti.org.uk](http://www.pti.org.uk)

### **National rail enquiries**

Provide advice on all aspects of your rail journey, including times and fare prices.

Tel: 08457 484950

### **Network Rail Timetables Online**

Provides timetables and ticket and fare information.

[www.rail.co.uk/ukrail/planner/planner.htm](http://www.rail.co.uk/ukrail/planner/planner.htm)

### **The Trainline**

Online route planning and ticket buying for mainland UK train journeys.

[www.thetrainline.com](http://www.thetrainline.com)

### **Qjump**

Offers an online ticket-buying system that allows you to plan and book rail travel, check train times, and book business and group travel for main land UK journeys.

[www.qjump.co.uk](http://www.qjump.co.uk)

### **London Transport Travel Information Service**

An information service for public transport in London.

Windsor House, 42 – 50 Victoria Street, London, SW1H 0TL.

24 hour travel info: 020 7222 1234

Recorded Travelcheck: 020 7222 1200

E-mail: [travinfo@tfl.gov.uk](mailto:travinfo@tfl.gov.uk)

Website: [www.tfl.gov.uk/tfl/](http://www.tfl.gov.uk/tfl/)

### **TransportEnergy**

TransportEnergy is funded by the Energy Saving Trust (EST – [www.est.org.uk](http://www.est.org.uk)) and is the umbrella brand for the EST's three environmental transport programmes:

The **Best Practice** Programme offers access to free, impartial information and advice on all aspects of travel planning including advice on commuter planning, freight planning, fleet management, freight distribution and logistics.

Free publications available from through the Helpline or [www.transportenergy.org.uk/action\\_pubs.cfm](http://www.transportenergy.org.uk/action_pubs.cfm)

A Site-Specific Advice Programme to assist businesses and other organisations (including local authorities) in developing travel plans. Organisations who apply and are accepted are able to receive up to five days of an expert travel plan adviser's time free of charge. The advisers will help clients with specific travel plan tasks and to overcome any problems that they face in getting a travel plan up and running.

The **PowerShift** Programme aims to kick-start the market for CFVs (clean fuel vehicles) and provides grants for purchasing of CFVs or the conversion of existing vehicles.

The **CleanUp** Programme aims to improve air quality in the nine worst pollution "hotspots" in the country by encouraging the fitting of emissions reduction equipment to the most polluting vehicles.

Tel: 0845 602 1425

Website: [www.transportenergy.org.uk](http://www.transportenergy.org.uk)

### **Community Car Share Network**

Carplus is the UK's network for car clubs which works with communities, local authorities and partner associations to promote and support the development of car clubs.

Tel: 0113 234 9299

Email: [info@carclubs.org.uk](mailto:info@carclubs.org.uk)

Website: [www.carshareclubs.org.uk](http://www.carshareclubs.org.uk)

# 6

## 6.1 Maintaining the momentum

It is critical to the success of any travel plan that the early planning stages incorporate the development of a monitoring strategy. In recent years the rate of travel plan take-up across many types of organisations has been rapid, but as yet there is not a corresponding rate of modal change being reported. Travel must be monitored and measured against the targets set at the outset of the plan development. If a monitoring strategy is not put in place at the very beginning, then it is all too easy to undertake a first survey, implement some measures, and then never find out how successful those measures have been.

## 6.2 Monitoring the plan: a snapshot survey

The most common way to monitor success is to do a repeat travel survey. However the time and resource taken to design, implement and analyse a survey can often make this an impossible task for some organisations to do on a regular basis. Indeed it is not necessary. Instead, a 'snapshot survey' can provide a much quicker and easier medium for measuring current travel against the targets set. A snapshot survey simply asks staff and students (and anyone else you want to include) how they travelled to the site on any one day. Ideally the snapshot survey will be taken at a similar time to the main travel survey, for example on a weekday in November, to ensure the results are comparable.

The process for carrying out a snapshot survey is described in much more detail in TransportEnergy's Travel Plan Resource Pack for Employers (see sheet 1B). This includes a form that can be copied for surveyors to use on the day. It explains that the survey can either be carried out as people enter the site/building during the day, or alternatively at people's desks. In the university situation it would make more sense to have surveyors stationed at all of the doors to the university buildings, and ask the survey of everyone the first time that day that they walk through the door. It would be useful to also ask the purpose of the visit to the site, for example administrative staff, teaching staff, student, delivery staff and so on.



Picture 6.1  
*How did you travel to university today?*

The snapshot survey will provide a set of mode split percentages for travel to the university on that day. These can then be compared with the modal split percentages derived from the last full travel survey, and considered against the target set for the travel plan.

A snapshot survey is recommended annually in place of a full travel survey. However it will still be useful to undertake a travel survey on a less frequent basis, although how often will be dictated by individual circumstances, such as the rate of growth of your institution, any change in the operation of the original sites (for example, the closure of an existing site or the opening of a new one) and whether your snapshot survey is providing you with enough information to be sure of the effectiveness of your travel plan.

### 6.3

#### Other ways to monitor

Monitoring however does not, and should not, have to wait until the next travel survey or snapshot survey is undertaken. It should start at the moment the first travel plan measure is implemented. There are many ways in which it is possible to assess how a travel plan measure is working, or not working, such as:

- Monitoring usage of existing or new cycle parking facilities, by counting the number of bikes parked there on a regular basis;
- Keeping daily or weekly tabs on public transport tickets sold;
- Monitoring usage of new facilities, such as showers or lockers, by talking to regular users;
- Including a page on the intranet asking for comments and suggestions;
- Liasing with the finance department who may be able to help monitor the number of miles travelled by staff for work purposes during the working day;
- Simply asking friends and colleagues their opinion;
- Sending an email to everyone in the institution asking if they have any comments on the measure;
- Keeping tabs on the number of enquiries that the travel plan co-ordinator received.

Whilst the number of HEIs taking up travel plans is rapidly increasing, few have yet developed and implemented comprehensive monitoring strategy. Lessons can be learnt from other types of organisation, and hospitals in particular have a similarly complex pattern of movement associated with a site.

#### Box 6.1

##### Monitoring travel plans in action: John Radcliffe Hospital, Oxford

Oxford Radcliffe Hospitals NHS Trust has developed a travel plan for its Headington based sites (the John Radcliffe and Churchill Hospitals), primarily as a planning requirement and Section 106 Agreement associated with further development of the hospital. Since 2000, the Trust has undertaken a detailed programme of monitoring, working closely with both the local authority and transport consultants in implementation of the programme.

#### March 2000

Objectives of the monitoring undertaken in March 2000 were principally to provide baseline data for the travel plan, and specifically to:

- understand the mode split of staff, patients and visitors to the hospital;
- identify how many vehicles were coming on to the hospital site;
- identify occupancy levels of vehicles entering the site (to establish levels of car sharing);
- establish the use of bus services serving the hospital.

Personal interviews were undertaken, in conjunction with classified vehicle and pedestrian counts, automatic traffic counts, bus patronage surveys and car occupancy surveys. The personal interviews were conducted at doorway entrances and sought information on:

- the origin of the journey and whether the journey was from home, another hospital or elsewhere;
- the mode of travel used, and car occupancy (if relevant). A distinction was made between car-sharing or whether the passenger was dropped off;

- gender of the respondent;
- whether the respondent was a member of staff, a patient, a visitor or making a delivery. If a staff member, information on the job type and employer was also collected.

Interviews were short, taking less than one minute to administer.

### **March 2001**

Following the March 2000 surveys, a variety of measures were implemented as part of the hospital's Travel Plan, including bus service and cycle facility improvements and a new car park management policy. In order to monitor the effect of these initiatives, the surveys undertaken in March 2000 were repeated at the hospital during the corresponding week in March 2001.

### **March 2002**

From March 2001, it was considered adequate to monitor mode split at the hospital every two years. Therefore the next personal interview surveys will be undertaken in March 2003. However, automatic traffic counts to monitor the change in the total number of vehicles entering the site, and bus patronage surveys were repeated in March 2002, but the main focus of monitoring in 2002 was on parking. Surveys were undertaken to identify:

- the total number of cars parking on-site at hourly intervals through the day;
- who was parking, and where were they parking;
- the degree of 'illegal' parking activity on-site.

These surveys will be repeated in March 2004.

### **For more information contact:**

David Edwards, Transport and Planning Development Manager, Estates Corporate Services, Oxford Radcliffe Hospital, Oxford  
[david.edwards@orh.nhs.uk](mailto:david.edwards@orh.nhs.uk)

# Sheet **6A** Where to find out more about Maintaining the momentum

---

**A Travel Plan Resource Pack for Employers**, (GD0041), TransportEnergy Best Practice Programme February 2003 – This guide offers a one-stop practical resource on all aspects of developing, implementing and monitoring a travel plan. Available from 0845 602 1425 or [www.transportenergy.org.uk/bestpractice](http://www.transportenergy.org.uk/bestpractice)

**Higher Education Partnership for Sustainability Reporting System** – the HEPS reporting system includes ways of measuring progress towards sustainable travel in Universities and Colleges. More details available at 0207 477 7712 or [www.heps.org.uk](http://www.heps.org.uk)

**Higher Education Environmental Performance Improvement** – HEEPI is developing indicators for sustainable travel in Higher Education as well as other areas of environmental impact. More details available from Adam Van Winsum on 01274 235396 [a.vanwinsum@bradford.ac.uk](mailto:a.vanwinsum@bradford.ac.uk) or [www.heepi.org.uk](http://www.heepi.org.uk)

# 1

## England

### **Department for Transport (DfT)**

The DfT is the Government Department responsible for transport. A wide range of information related to local and integrated transport issues can be accessed via this website.

Tel: 0870 1226236

Website: [www.dft.gov.uk](http://www.dft.gov.uk)

### **Department for Transport: Travel Plans**

This site aims to provide you with a background to travel plans for employers – what a travel plan is, why it may be of interest to you and your organisation and how you can go about developing a plan. It also provides useful points of contact and sources of further information.

Website: [www.local-transport.dft.gov.uk/travelplans/index.htm](http://www.local-transport.dft.gov.uk/travelplans/index.htm)

### **Planning Policy Guidance 13: Transport (March 2001)**

Revised Planning Policy Guidance Note (PPG) 13 on Transport was published in March 2001. PPG13 states for the first time that it is appropriate for a local planning authority to require planning applications to be accompanied by a Travel Plan in various circumstances in an attempt to draw together land use and transport planning

Tel: 0870 1226236

Website: [www.planning.odpm.gov.uk/ppg/ppg13/index.htm](http://www.planning.odpm.gov.uk/ppg/ppg13/index.htm)

## Northern Ireland

### **The Northern Ireland Executive**

This website provides a regularly updated gateway to information about the devolved administration in Northern Ireland.

Tel: 028 9037820

Website: [www.northernireland.gov.uk](http://www.northernireland.gov.uk)

### **The Planning Service Agency**

The Agency's aim is to plan and manage development in ways, which will contribute to a quality environment and seek to meet the economic and social aspirations of present and future generations. The site provides information on: Planning Policy; Planning Applications; District Development Plans; Development Control Advice notes; Planning Law and general information leaflets.

Tel: 028 90540540  
Email: [planning.service.hq@nics.gov.uk](mailto:planning.service.hq@nics.gov.uk)  
Website: [www.doeni.gov.uk/planning/index.htm](http://www.doeni.gov.uk/planning/index.htm)

#### **Northern Ireland Roads Service**

Roads Service is the sole road authority in Northern Ireland. The three main functions are to ensure that: the public road network is maintained and improved; the road network is developed to improve road safety and traffic management; and measures are taken to implement the Department's sustainable transportation policy, in the context of the Draft Regional Strategic Framework.

Tel: 028 9054 0540  
Email: [roads@drdni.gov.uk](mailto:roads@drdni.gov.uk)  
Website: [www.drdni.gov.uk/roads/index.htm](http://www.drdni.gov.uk/roads/index.htm)

## **Scotland**

#### **The Scottish Office**

The Scottish Executive is the devolved government for Scotland. It is responsible for most of the issues of day-to-day concern to the people of Scotland, including health, education, justice, rural affairs, and transport, and manages an annual budget of around 20 billion.

Tel: 08457 741741  
Email: [ceu@scotland.gov.uk](mailto:ceu@scotland.gov.uk)  
Website: [www.scotland.gov.uk](http://www.scotland.gov.uk)

#### **National Planning Policy Guideline 17: Transport (April 1999)**

National Planning Policy Guidelines (NPPG17) provides a statement of Government policy on nationally important land use and transport planning matters, supported where appropriate by a locational framework.

Tel: 0131 2447066  
Website: [www.scotland.gov.uk/library/nppg2/npg17-01.htm](http://www.scotland.gov.uk/library/nppg2/npg17-01.htm)

#### **Planning Advice Note 57: Transport and Planning (April 1999)**

This Planning Advice Note accompanies NPPG17 Transport and Planning. It gives good practice advice on measures planning authorities may consider in fulfilling their integrated land use and transport planning responsibilities in a sustainable manner. The Annex also gives more detailed background information. Reference should be made to the NPPG for policy guidance.

Tel: 0131 2447066  
Website: [www.scotland.gov.uk/library/pan/pan57-10.htm](http://www.scotland.gov.uk/library/pan/pan57-10.htm)

**National Assembly for Wales**

This website provides a regularly updated gateway to information about the National Assembly for Wales.

Tel: 029 898200

Website: [www.wales.gov.uk](http://www.wales.gov.uk)

**Integrated Transport Policy**

A series of documents outlining Integrated Transport Policy in Wales.

Website: [www.wales.gov.uk/subitransport/content/policy/pol\\_contents\\_e.htm](http://www.wales.gov.uk/subitransport/content/policy/pol_contents_e.htm)

**Land Use Planning Forum**

This Forum was set up to advise the National Assembly for Wales on land use planning policy. This is a report from the Land Use Planning Forum – Planning Policy Guidance (First Revision), April 1999.

Website:

[www.wales.gov.uk/subiplanning/content/planningpolicy/default\\_e.htm#lupf](http://www.wales.gov.uk/subiplanning/content/planningpolicy/default_e.htm#lupf)

**Draft Technical Advice Note (Wales) – Transport (March 2001)**

The National Assembly for Wales has produced draft revised technical advice on transport. This advice is designed to complement the policy on transport contained in Draft Planning Policy Wales, and is intended to promote the Assembly’s objectives for better integration between planning and transport and between different transport modes. It provides practical advice on how unitary development plans and decisions on new developments can help to achieve these objectives.

Website: [www.wales.gov.uk/subiplanning/content/tans/tans.htm](http://www.wales.gov.uk/subiplanning/content/tans/tans.htm)



# 2

Many people gave their valuable time to contribute to this guidance, through participating in workshops, commenting on drafts and taking part in a series of informal discussions and interviews. Forum for the Future would like to thank representatives from the following organisations for their help:

<p>Adrian Davis Associates                      Association for Commuter Transport                      Brainwaves                      Cardiff University                      Charnwood Borough Council                      City University                      Coventry University                      Cycle Training                      Department for Transport                      Energy Efficiency Best Practice Programme                      Environmental Association of Universities and Colleges                      Fife Council                      Four plc                      Heriot-Watt University                      Imperial College                      Leeds Metropolitan University                      Liverpool John Moores University                      Loughborough University                      Mersey Travel                      Middlesex University                      Newcastle City Council                      Nottingham City Council                      Nottingham Trent University                      Oxford Brookes University                      Queen’s University, Belfast                      Scottish Executive                      Sheffield Hallam University</p>	<p>Southampton University                      Staffordshire County Council                      Sussex University                      Sustrans                      The College of St Mark and St John                      The Funding Councils of England, Northern Ireland, Scotland and Wales                      The Surrey Institute of Art and Design                      Transport for London                      Travel Light                      Travelwise                      University of Aberdeen                      University of Birmingham                      University of Bradford                      University of Bristol                      University of Cambridge                      University of Durham                      University of East Anglia                      University of Edinburgh                      University of Glasgow                      University of Hertfordshire                      University of Newcastle                      University of Northumbria                      University of Salford                      University of Sheffield                      University of St Andrews                      University of Stirling                      University of York</p>
--	---

All photographs courtesy of Ed Bray, except for picture 1.1 by Jennifer Bates, Friends of the Earth, picture 4.2 by Ali Clabburn, Liftshare.com, and picture 5.1 from Uni-Link.

**Disclaimer**

Whilst every effort has been made to ensure that this document is factually correct at the time of going to press, the data, discussions and recommendations are not intended for use without substantiating investigations by the users. Mention of a particular website does not imply endorsement of a company by Forum for the Future or the other authors of this guide.

No responsibility for loss suffered by any person acting or refraining from acting, as a result of this publication will be accepted by Forum for the Future or the other authors of this document.



