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BUMP - Boosting Urban Mobility Plans

BUMP Supporting Package

**Integrated package to support local authorities in the production of
Sustainable Urban Mobility Plans (SUMPs)**

Version 1 - July 2015

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Introduction

The integrated support package for the production of Sustainable Urban Mobility Plans (SUMPs) comprises 4 complementary stages (in-class training, international sharing of approaches and solutions and mutual learning; coaching by selected experts in the drafting of the plans; promotion of best achieving local authorities) and has been jointly developed by the partners of the BUMP – Boosting Urban Mobility Plans project (www.bump-mobility.eu) in the 9 countries directly involved in the implementation (Italy, Spain, United Kingdom, Germany, Czech Republic, Hungary, Poland, Romania, Bulgaria).

The definition of the training program, led and coordinated by the Institute of Spatial Planning of the University of Dortmund (IRPUD), first went through a common standard international model, then adapted to individual national contexts through a common methodology based upon the involvement of stakeholders and multidisciplinary experts which allowed re-elaboration and fine-tuning to better respond to specificities and requirements of individual countries and territories.

This document collects and summarizes approaches, solutions and methodologies developed in the United Kingdom by Severn Wye Energy Agency (www.severnwyenergy.org.uk) with the objectives to accompany beneficiary local authorities in the production of their SUMPs and make them available for self-study for the public officers that within local authorities are called to plan and manage mobility and for any organization interested in replicating BUMP's approach in its territory.

Note: all materials and information available in the BUMP website may be downloaded and freely used provided project, source and authors are cited. All training materials cited in the document are available in the 'Resources' section of the BUMP website (www.bump-mobility.eu).

The concept of SUMP and the role of local authorities in sustainable mobility planning

The concept of SUMP as recently outlined by the European Commission in the *Urban Mobility Package*¹ envisages long-term vision and a planning process based upon clear and well defined objectives, a sound monitoring and evaluation methodology for implemented actions, an integrated and balanced development of all modes and a high degree of integration and vertical and horizontal coordination between governance levels, along with a participatory approach capable of empowering all main actors and stakeholders in the territories of reference.

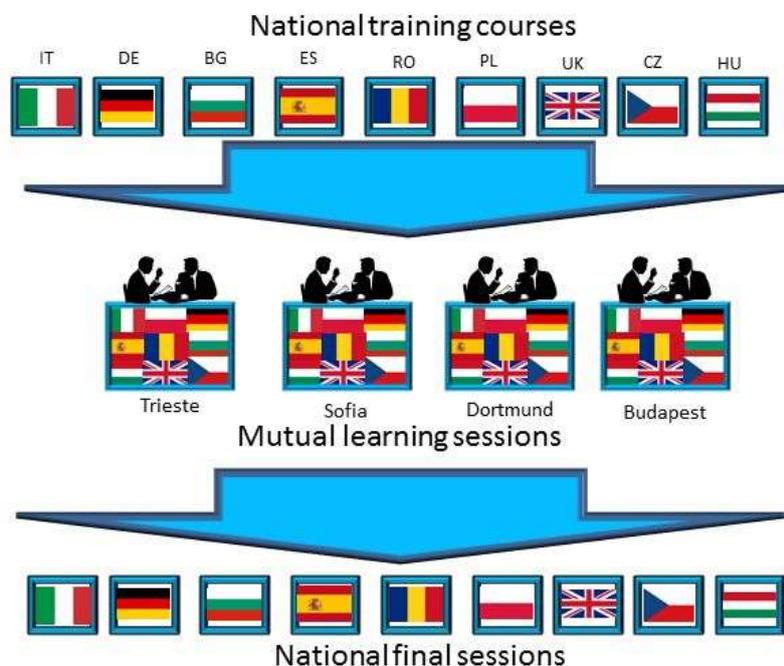
¹ [Urban Mobility Package](#) - COM (2013) 913 final – Annex 1 'A concept for Sustainable Urban Mobility Plans'

This is the ambitious and demanding mission local authorities are called to face. What sort of support can they benefit from for the production of such integrated planning tools, capable of granting a sustainable management of transport and mobility in urban and peri-urban areas?

BUMP's formula: the 4 steps

BUMP's main target is local authorities (cities, towns and their territorial aggregations) with populations ranging from 40.000 to 350.000 inhabitants, willing to develop their SUMP. The main goal is providing public officers responsible for urban planning, environment, traffic and mobility the skills necessary to develop a SUMP and so respond to the training needs of those subjects called to provide solutions to the complex and varied people and freight transport demand in urban and peri-urban environments, with plans developed totally or partially by internal staff with support from external experts, whose activities officers need to be able to coordinate, monitor and evaluate.

To achieve its goals, BUMP developed an integrated capacity building package comprising 4 subsequent, connected and synergistic steps: in-class training, mutual learning, coaching by multidisciplinary experts in the development of plans, international promotion of best-performing local authorities (the so-called '*BUMP pioneers*'), so that once the best SUMP are produced with support from the project, these can serve as best practices to promote and replicate.



In-class training, based on a common model program, then adapted to the individual national contexts, sees among the main sources and reference documents the guidelines '[Developing and Implementing a Sustainable Urban Mobility Plan](#)', available in English in the portal '[Eltis - The urban mobility observatory](#)' and translated by BUMP partners in another 8 languages (Bulgarian, Czech, Italian,

Polish, Romanian, Spanish, German and Hungarian). The adaptations of the common program were carried out in each country with consultations involving experts and stakeholders in focus group sessions, which, besides providing feedback on the training program, contributed to fine-tune and validate selection criteria and methods to involve beneficiary local authorities and for the appointment of trainers. More detailed information is available (in English) in the 'Resources' section of the project website in the *'Report on preparation and implementation of training activities'*.

Participants in the in-class training were then offered the opportunity to exchange experiences and know-how, share best practices, approaches and solutions tested in different contexts, by participating in four international mutual learning events organized in four different countries among those directly involved in the project, each focusing on a set of topics carefully chosen in the wide range of issues related to the planning and management of sustainable urban mobility (a detailed *'Report on mutual learning activities'* is available (in English) in the 'Resources' section of the project website.

The third stage, ongoing when this document is written, is the coaching, accompanying local authorities in the writing of their SUMP's providing experts' multidisciplinary assistance to help public officers define problems and outline feasible solutions to be able to proceed to the realization of planning tools for the individual authorities. SUMP's produced by local authorities benefitting from these services will be published in the project website to serve as reference material, whereas the experiences resulting from the daily cooperation with local authorities will be summed up and synthesized in the *'Guidelines for the definition of Sustainable Urban Mobility Plans'*, available in the project website at the end of the project.

Best-performing local authorities (the 'BUMP pioneers') will become destinations for visits by international delegations interested in getting to know and replicate approaches and solutions adopted in beneficiary cities, presenting plans of outstanding quality and scope.

Intervention methodology: specific solutions for UK local authorities

In the UK, focus group sessions were conducted in order to: gain feedback that would enable us to refine the training approach and methodology in order to ensure that it met Local Authority's needs; identify Local Authorities who may potentially be interested in taking part; and identify trainers who may be suitable for delivering the training and coaching.

Due to difficulties with participants being able to spare the time to travel to a central location, focus group meetings were held in different venues across England and Wales over July and August of 2013.

As a result of these, it became clear that Local Authorities would find it difficult to release the same member of staff for all sessions and that it would be difficult to successfully differentiate the course

materials and approach in order to be able to deliver it at a level that would be accessible to all, whilst covering the material in sufficient depth for more experienced participants. As a result, it was decided to deliver modules 2-5 at two different levels; a basic or beginner's level for less experienced staff and a higher level for those with greater levels of experience and expertise.

Feedback from the focus groups also indicated that there was a lack of inter-departmental collaboration within Local Authorities meaning that transport planning was often considered in isolation, leading to a fragmented approach and meaning that the full skills-base of each LA was not being utilized. Therefore, it was suggested that as well as targeting transport planners, the training should also target those working in land-use planning, economic development, health and well-being and sustainability. Therefore, the training was tailored to ensure that it met the needs of a range of participants and showed how these different departments could work together in order to produce holistic SUMP that covered more than transport alone. In addition, we discovered from the focus groups that it was often hard to 'sell' sustainable transport approaches to councilors. As a result, we ensured that participants were supported in this, looking at the key triggers and language to be used when speaking to decision-makers.

Indeed, whilst there is a well-developed approach towards creating Local Transport Plans in the UK, it was felt that we needed to emphasize the difference between Local Transport Plans and SUMP, showing what the SUMP approach could add to these existing processes. In addition, whilst active travel has risen up the agenda in the UK, it was clear from the focus group sessions that many transport planners still come from traditional engineering backgrounds and that this can often lead to an over-emphasis on hard engineering measures to the detriment of soft active travel measures. Therefore, it was important that the training highlighted the benefits that such soft measures can bring whilst also showing how such hard and soft measures can successfully complement each other.

It was also emphasized that the training needed to be developed in line with national legislation in both countries (England and Wales). In the Welsh context it was particularly important that the training was relevant in the context of the Active Travel Bill and the Future Generations Bill. Therefore, we needed to ensure that the trainers we selected had a good working knowledge of this legislation as well as that which applies to England. Trainers were selected in light of this, with all trainers having a good working knowledge of the legislation across these two countries and one working largely within the Welsh context.

The UK approach also differed in that many areas of the UK are multi-modal, requiring a specific approach that focusses on enhancing transport links between settlements and between settlements and their hinterlands rather than relying on a single city-centre approach. Therefore, the training was designed to show a flexibility of approach, demonstrating how SUMP principles can be applied to multi-modal contexts and even specific parts of a city undergoing re-generation.

Participants at the focus group sessions emphasized that the key drivers for Local Authorities in the UK are currently job creation, tourism and economic growth. Therefore we ensured that the training demonstrated how sustainable mobility can act to promote economic growth rather than acting as a barrier to it.

In terms of specific content that they felt would be useful, participants indicated that they would like to see a focus on sourcing EU funding and the use and evaluation of data, both of which were included in the training.

In addition to showing how the Local Authorities would benefit from taking part in the training, it was suggested that gaining 'Continuing Professional Development' (CPD) accreditation would make the training more attractive to individual employees. We submitted an application for this which was successfully granted meaning that the training delivered in the UK was CPD accredited giving participants formal recognition of the knowledge and skills they had developed.

In-class training in the UK

The training was subdivided into 6 modules (with modules 2-5 being delivered over two days with the first day being delivered at a basic level and the second day at a more advanced level) to best respond to the above-mentioned requirements. Here to follow, detailed descriptions of individual modules, contents, methodologies and activities with names of involved trainers are reported. All training materials are published in the 'Resources' sections of the project website.'

Although we originally had internal staff with transport expertise, these members of staff had since moved on and it was clear that we did not have the in-house expertise to be able to deliver the training to the required standard. Therefore, we decided to outsource the training whilst using our own staff to aid and support its delivery. We did not want to employ a single organisation to deliver all of the training (in case it dropped out or did not deliver the content satisfactorily), or one whose staff were too far away. We also felt that a mixture of approaches would provide a more valuable learning experience for the delegates and wanted to see which of the trainers might be a potential candidate for delivering the coaching. We found three trainers who were qualified to deliver different elements of the training, who were based within a reasonable radius of the training venue; Sustrans Wales, PTRC and the University of the West of England.

Separate meetings were held with the trainers (for practical reasons – as they could not make the same dates), where Severn Wye staff developed and adapted the training materials with them. Meetings with trainers were also held between modules to brief them on the preceding module, the progress made with the delegates and how the approach for the following module needed to be adapted (if necessary).

We therefore delivered 6 modules, utilizing the expertise of 3 well-respected training practitioners as follows:

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| Module 1: An introduction to Sustainable Urban Mobility Planning |
| Trainer |
| Jon Harris (PTRC Education and Research Services) |
| Duration |
| 6 hours |
| Main content covered |
| <ul style="list-style-type: none"> • An introduction to the BUMP training course and the SUMP process • How is SUMP different to traditional transport planning? • Consideration of possible areas of focus for the development of SUMPs in each Local Authority area. |
| Session summary: |
| <p>1) Introductions and ice breaker activity.</p> <p>2) Participants provided with an overview of the training course.</p> <p>3) SUMP process explained and comparison made with traditional transport planning approaches in the UK.</p> <p>4) SUMP case studies introduced and analysed in Local Authority groups:</p> <ul style="list-style-type: none"> - Consideration of how the case study approaches overlap/differ from existing transport planning approaches. - Consideration of how SUMP principles could apply to each locality. <p>5) Analysis of current strengths and weaknesses of each Local Authority against the main SUMP cycle elements (using traffic light system).</p> <p>6) Group discussion: How to ‘sell’ the idea of a SUMP to possibly skeptical colleagues and leaders – Key drivers and language to be used.</p> <p>7) Each Local Authority introduced their locality and possible area of focus for their SUMP. These were discussed in some detail to enable each Local Authority to develop a clear plan of action for the development of their SUMP.</p> <p>8) Each Local Authority recorded on a baton, which they took away with them, one action that they felt need to be completed in order to get the SUMP process underway.</p> |

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| Module 2: Assessment and target setting |
| Trainer |
| Professor John Parkin (University of the West of England) |
| Duration |
| 2 x 6 hours |
| Main content covered |
| <ul style="list-style-type: none"> • Development of indicators and operational targets • Approaches to modelling |
| Session 1 summary: Basic level |
| <p>1) Brief recap on Module 1 followed by ‘current situation’ presentations from delegates (in relation to the development of their SUMP).</p> <p>2) Presentation: Development of indicators based on Distillate.</p> <p>3) Group task 1: Each group considered:</p> <p>a) What problems ought to be prioritized for tackling?</p> <p>b) What benefits might be brought by a SUMP?</p> <p>From this they developed a list of three to five clearly defined objectives for their local authority area.</p> <p>4) Group task 2: Using the objectives developed, each LA defined a set of indicators giving consideration to inputs, outputs and outcomes.</p> <p>5) Group task 3: LAs developed ideas for how these indicators could be measured.</p> <p>6) Group presentations: Each LA presented their objectives and indicators, giving a reasoned justification for each.</p> |
| Session 2 summary: Advanced level |
| <p>1) Presentation on approaches to modelling using webtag active travel model as an example.</p> <p>2) Four stage, disaggregate and social psychological models explored in detail.</p> <p>2) 20 mph case study exercise: Each LA developed up to three clearly defined objectives for introducing 20 mph limits. Using these objectives they then defined the indicators they considered to be relevant, thinking about inputs, outputs and outcomes.</p> <p>3) Demonstration of Webtag carbon calculator.</p> <p>4) Practical task: Participants extended an existing carbon calculator to account for diesel as well as petrol cars.</p> |

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| Module 3: Development of measures |
| Trainer |
| Ryland Jones (Sustrans) |
| Duration |
| 2 x 6 hours |
| Main content covered |
| <ul style="list-style-type: none"> • How to develop an integrated package of measures. |
| Session 1 summary: Basic level |
| <p>1) SWOT Analysis of current approaches from delegates</p> <p>2) Analysis of selected measures for new developments in paired groups, using examples from MaxLupo Guidelines and TAN18.</p> <p>3) Investigating MaxExplorer as a tool for selecting measures according to target audience.</p> <p>4) Developing packages of measures workshop: Delegates reviewed existing approaches using examples from Dundee model and European studies.</p> <p>5) Developing measures for target groups: Delegates developed a set of integrated measures using the MaxExplorer Tool and examples of potential interventions for target groups.</p> |
| Session 2 summary: Advanced level |
| <p>1) Analysis and transferability of concepts: Analysis and review of materials from best practice case studies of Freiburg (Germany) and Gent (Belgium).</p> <p>2) Feedback on case studies and options for local transferability: Delegates compared approaches and options and fed back on key points from the case studies, outlining the main considerations for the transferability of concepts to their area.</p> <p>3) Strategy Workshop: Each Authority identified packages of measures for their SUMP's using pre-prepared materials. Other delegates assisted in identifying strengths, weaknesses, targets, stakeholders and suitable actions and measures.</p> |

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| Module 4: Navigating the political, legal, financial and procedural waters |
| Trainer |
| Jon Harris (PTRC Education and Research Services) |

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| Duration |
| 2 x 6 hours |
| Main content covered |
| <ul style="list-style-type: none"> • Stakeholder engagement • Assessing the 'do-ability' of different approaches and measures and identifying potential risk factors • Sourcing and securing funding |
| Session 1 summary: Basic level |
| <p>1) Ice breaker: Evaluation of each LAs progress with the SUMP process in terms of:</p> <ul style="list-style-type: none"> - Technical considerations - Stakeholder engagement - Funding <p>2) Review of each LAs progress against the SUMP cycle</p> <p>3) Developing Frameworks:</p> <p>Stage 1 – Delegates used a pre-prepared Excel spreadsheet to assess the results of a RAG/filtering process.</p> <p>Stage 2 – Discussion around the implications of 'do ability' in relation to:</p> <ul style="list-style-type: none"> - Funding - Political factors - Track history - Innovation risks <p>4) Introducing Stakeholder Engagement: Participants reflected on how their LA handles consultation and engagement in their local setting. They reported and reflected on one successful case study and one less successful example.</p> <p>5) Effective consultation and engagement: Delegates developed a checklist for consultation and participation based on their local SUMP strategy as well as a list of key organisations / actors that needed to be involved.</p> <p>6) Developing a Stakeholder Engagement Plan: Delegates were supported in developing a Stakeholder Engagement Plan considering:</p> <ul style="list-style-type: none"> - How this could be managed |

- How the consultation could be paid for
- How it links to other activities where funding is available

Session 2 summary: Advanced level

- 1) Ice breaker: Evaluation of current state of play in relation to knowledge and understanding relating to fund-raising and capacity building
- 2) Budgeting Brainstorm: Delegates asked to consider:
 - Where money for existing projects comes from
 - What existing budgets are in place relating to SUMP delivery
 - Who else in their organisation could help with securing funding
- 3) Sources of funding: Delegates asked to produce a list of possible sources of funding and resources at a local level
- 4) Funding – the bigger picture: Trainer outlined other potential wider sources of funding – national, EU, developers and the concept of ‘in kind’ support and expectations of developers
- 5) Funding and Resourcing Brainstorm: Delegates considered:
 - Which funding sources might be most appropriate for them locally
 - What they need to deliver a SUMP in terms of funding but also resources in kind
 - Who they need to convince and potential risk barriers
- 6) Developing a Budget Plan: LA teams developed a funding plan that considered:
 - Internal funding
 - External funding (UK)
 - External funding (EU)
 - External funding (private sector)
 - Capacity building/skills (in kind)
- 7) Each LA was then given the task of ensuring the following documents were completed prior to the next session:
 - Measures tables
 - Stakeholder Engagement Plan

- Finance and Budget Plan

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| Module 5: Project Management |
| Trainer |
| Ryland Jones (Sustrans) |
| Duration |
| 2 x 6 hours |
| Main content covered |
| <ul style="list-style-type: none">• Project management approaches and tools.• Developing a Project Management Plan bringing together key aspects from Modules 1-4 |
| Session 1 summary: Basic level |
| <p>1) Review of progress and sense check of:</p> <ul style="list-style-type: none">- Measures tables- Stakeholder Engagement Plan- Finance and Budget Plan <p>2) Project Management Approaches: Analysis of current project Management processes and tools used by participating authorities; Consideration of similarities and differences relative to local context.</p> <p>3) An introduction to project management tools including:</p> <ul style="list-style-type: none">- Logic Tables- MS project- Stage-gate template and Gateway tracker- Flowcharts / breakdown structure- Risk register / Issue log- Lessons learned log <p>4) Presentation of European case studies looking at successful monitoring.</p> |

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| <p>5) Requirements of a Project Management Plan: Each LA took a selection of measures developed in modules 3 and 4. They analysed potential barriers to implementation and developed strategies to overcome these. Each LA presented a summary of their approaches to Project Management and troubleshooting problems.</p> <p>6) Monitoring implementation: Possible approaches to monitoring explored including:</p> <ul style="list-style-type: none"> - Monitoring by involving stakeholders. - Monitoring approaches developed as part of Module 2 - Other relevant approaches <p>7) Developing Pilot Actions: Each LA further developed their pilot actions for their SUMP and developed a baseline standard for all plans using a spreadsheet template.</p> |
| Session 2 summary: Advanced level |
| <p>1) Introduction: Key project planning elements</p> <p>2) Review of SUMP cycle in comparison to pilot actions: Groups exchanged pilot actions outlines and checked these against the SUMP cycle steps.</p> <p>3) Setting up the implementation framework: Using the project management approaches identified in session 1, each LA drafted an implementation pathway based on actions and measures, integrating the stakeholder concepts, communications plan and key opportunities for funding.</p> <p>4) Development and Presentation of the SUMP Action Plan: Each LA undertook further development of their Action Plan and then presented their implementation framework.</p> |

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| Module 6: Identifying and overcoming potential barriers to progress |
| Trainer |
| Jon Harris (PTRC Education and Research Services) |
| Duration |
| 6 hours |
| Main content covered |
| <ul style="list-style-type: none"> • How to ‘sense-check’ your plans • Identifying and overcoming barriers to success • Maintaining project momentum • Developing a coaching / mentoring plan |

Session summary

- 1) Ice breaker: Review of each LAs progress in relation to the SUMP cycle
- 2) Sense-checking of progress and outputs: Introduction of the SUMP 'to do list' proforma to be used throughout the day
- 3) Sense-checking – Self Analysis of Inputs: Each LA team considered the inputs to date and their adequacy/robustness as well as identify any final gaps
- 4) Sense-checking – Gap Analysis and Challenge: LAs challenged each other's' plans in order to identify areas for further work or refinement over the next 3 months
- 5) Completion of the SUMP 'To do' list: Each LA team completed a SUMP 'to do' pro forma which included tasks, timescales and risks
- 6) Producing a SUMP summary: Each LA was tasked with producing a 4 page summary on SUMP to show cabinet members etc and further refine their own thinking.
- 7) Keeping the momentum going: Delegates discussed issues around maintaining focus and momentum once the 'formal' training was completed
- 8) Identifying barriers to success: LAs identified potential barriers due to time/resource and skill limitations and added these to their pro forma
- 9) Creative Resourcing: Delegates identified other potential sources of help and support to strengthen their SUMP work, both within and outside the LA
- 10) Coaching and Mentoring: LAs developed a coaching / mentoring plan identifying specific tasks and areas where ongoing coaching and support would provide added value

Conclusions and lessons learnt in the UK

Overall we were pleased with how the training in the UK was received by the Local Authorities and feel that it left them in a strong position to be able to effectively develop their SUMP's utilizing the knowledge, skills and resources that they had gained from taking part.

As always, however, many lessons were learnt along the way. In particular we learnt that due to Local Authorities having very different contexts to work within and very different approaches to their work, a flexibility of approach is essential. A 'one-size fits all' approach would definitely not have worked in the UK as the local contexts were so different.

This also meant that it was important to include a wide range of case studies including those from the home country in order to demonstrate that the SUMP approach can be implemented effectively in that particular legislative and social context.

We also learnt that it is useful to be able to provide LAs with specific pre-prepared tools that can help them to develop their SUMPs but that it is also important to allow them the flexibility to use their own tools and approaches where appropriate. We felt that it is better to allow LAs to use tools that they have developed and are used to using rather than imposing these on them externally.

Having delivered the training we also consider that it is a good idea for LAs to come to the training with a fairly well-developed concept of key areas of focus for their SUMPs and what they aim to achieve. In this way, it is possible for the training to be made directly relevant to their own SUMPs which they can continually refer back to as the training progresses.

In terms of who attends the training, we feel that it is important that those attending are senior enough to be able to make the decisions required and that it is useful where possible to have core members of staff that attend all sessions. This promotes continuity and enables the trainer(s) to really get to know the staff, their strengths and weaknesses and how their LA department functions. It also enables delegates to get to know each other and feel comfortable working together, supporting each other and critiquing each other's plans.

Indeed, one of the main things we learnt was that LAs can learn a great deal from each other as well as from the trainer and that getting LAs to critique and challenge each other's plans is a great way of getting them to consider factors that they may otherwise have failed to consider.

Finally, had we known all three of the trainers well in advance and been aware of their knowledge and skills we would have employed a single trainer to undertake all of the training in order to ensure continuity and build cohesive relationships between the trainer and delegates. However, this was too risky a strategy to take bearing in mind our initial situation.