

Darwin Group

**Proposed Secondary School
Land at Connell Co-op College,
Alan Turing Way, Manchester
Travel Plan**

December 2020

Armstrong House,
The Flemingate Centre,
Beverley,
HU17 0NW

📞 01482 679 911

✉️ info@ltp.co.uk

🌐 www.local-transport-projects.co.uk

Registered No. 5295328

Darwin Group

Proposed Secondary School Land at Connell Co-op College, Alan Turing Way, Manchester

Travel Plan

December 2020

Client Commission

Client:	Darwin Group	Date Commissioned:	November 2020
---------	--------------	--------------------	---------------

LTP Quality Control

Job No:	LTP/20/4396	File Ref:	Proposed Secondary School TP Final Issue 1B
---------	-------------	-----------	---

Issue	Revision	Description	Author	Checked	Date
1	B	Updated for client comments	SW	-	17/12/2020
1	A	Revised site plan	SW	-	16/12/2020
1	-	Final issue	AC	SW	16/12/2020
Authorised for Issue:				SW	

LTP PROJECT TEAM

As part of our commitment to quality the following team of transport professionals was assembled specifically for the delivery of this project. Relevant qualifications are shown and CVs are available upon request to demonstrate our experience and credentials.

Team Member	LTP Designation	Qualifications
Steven Windass	Head of Transport Planning	BSc(Hons) MSc(Eng) CEng FIHE MCIHT
Annabel Carrick	Transport Planner	BSc(Hons) AMIHE

The contents of this document must not be copied or reproduced, in whole or in part, without the written consent of Local Transport Projects Ltd.

PROPOSED SECONDARY SCHOOL LAND AT CONNELL CO-OP COLLEGE, ALAN TURING WAY, MANCHESTER TRAVEL PLAN

CONTENTS

1.	INTRODUCTION	4
1.1	Background	4
1.2	Scope	4
1.3	Site Location	5
1.4	Connell Co-op College	6
1.5	Secondary School Development Proposals & Access Arrangements	7
1.6	Planning History	8
2.	TRAVEL PLANNING BACKGROUND	9
2.1	What is a Travel Plan?	9
2.2	Policy Context	9
2.3	Why Prepare a Travel Plan? - Potential Benefits	11
3.	SITE ACCESSIBILITY	12
3.1	Pedestrian Provision	12
3.2	Cycling	15
3.3	Greater Manchester Accessibility Level (GMAL)	17
3.4	Public Transport Provision – Bus	18
3.5	Public Transport Provision – Metrolink	19
3.6	Public Transport Provision – Rail	20
3.7	Sustainable Access Summary	20
3.8	Public Transport Accessibility Index	20
3.9	Car Sharing	21
4.	AIM & OBJECTIVES	22
4.1	Overall Aim	22
4.2	Objectives	22
5.	BASELINE TRAVEL SCENARIO & TARGETS	23
5.1	Baseline Travel Scenario	23
5.2	Targets	23
6.	ROLES & RESPONSIBILITIES	25
6.1	Ownership & Funding	25
6.2	Travel Plan Coordinator (TPC)	25
6.3	Key Stakeholders	26
7.	ACTION PLAN	27
7.1	Introduction	27
7.2	Funding Streams	28
7.3	Measures to Promote Walking	28
7.4	Measures to Promote Cycling	29
7.5	Measures to Promote Public Transport	30
7.6	Measures to Promote Car Sharing	30
7.7	Information & Marketing Strategy	31
7.8	Car Parking Restrictions	31
7.9	Welcome Travel Pack	32
8.	MONITORING & EVALUATION STRATEGY	34
8.1	Introduction	34
8.2	Monitoring & Evaluation Strategy	35
8.3	Stage 0 – School Opening	36
8.4	Stage 1 – Monitoring Questionnaire	36

8.5	Stage 2 – Travel Plan Annual Report.....	37
8.6	Stage 3 – Stakeholder Review.....	37
8.7	Stage 4 – Intervention Strategy	37
8.8	Subsequent Years	38
9.	REFERENCES	39

APPENDICES

Appendix 1 – Proposed Site Layout Plan

Appendix 2 – Public Transport Accessibility Index

TABLES

Table 1: Walking Routes and Distances to Local Amenities.....	13
Table 2: Local Bus Services	18
Table 3: Velopark Metrolink Services.....	19
Table 4: Pupil Modal Split.....	23
Table 5: Measures to Encourage Walking.....	28
Table 6: Measures to Encourage Cycling	29
Table 7: Measures to Encourage Public Transport Use	30
Table 8: Measures to Encourage Car Sharing	30
Table 9: Information & Marketing Measures.....	31

FIGURES

Figure 1: Site Location	6
Figure 2: Potential Benefits of a Successful Travel Plan.....	11
Figure 3: 30-Minute Walking Isochrone.....	12
Figure 4: 25-Minute Cycling Isochrone	15
Figure 5: Extract of Manchester Cycle Map	16
Figure 6: Benefits of Car Sharing	21
Figure 7: Travel Plan Objectives	22
Figure 8: SMART Travel Plan Components.....	24
Figure 9: TPC Objectives & Roles	25
Figure 10: Funding Streams for Measures	28
Figure 11: Proposed Welcome Travel Pack Contents	33
Figure 12: Monitoring & Evaluation Process.....	34
Figure 13: Monitoring & Evaluation Strategy.....	35

PHOTOS

Photo 1: Footway on Alan Turing Way..... 14

Photo 2: Staggered Toucan Crossing on Alan Turing Way 14

Photo 3: Cycle Lane on Alan Turing Way 16

Photo 4: Advanced Stop Line (ASL) at the Alan Turing Way/Ashton New Road Junction 17

Photo 5: Northbound Bus Stop on Alan Turing Way..... 18

Photo 6: Velopark Metrolink Station 19

Photo 7: Ashburys Rail Station 20

I. INTRODUCTION

I.1 Background

- 1.1.1 Local Transport Projects Ltd (LTP) has been commissioned to produce a Travel Plan (TP) in support of a planning application for the provision of a new secondary school on land at Connell Co-op College, located to the east of Alan Turing Way in Manchester. This TP aims to encourage travel by sustainable modes at the secondary school and has been produced in order to achieve credit TRA 01 of the BREEAM accreditation, as detailed in 'UK New Construction Non-Domestic Buildings Technical Manual' (BRE, 2018). A plan of the proposed site layout is attached as Appendix 1.
- 1.1.2 This TP has also been produced so that it can be applied to both the secondary school and existing Connell Co-op College, with the proposed strategy and measures relating to pupils and staff of both educational establishments at the site.
- 1.1.3 The local planning and highway authority for the site is Manchester City Council (MCC). Alan Turing Way to the west of the site forms part of the Transport for Greater Manchester's (TfGM) Key Road Network (KRN).
- 1.1.4 A Transport Assessment (TA) (LTP, 2020) that provides a detailed appraisal of the transport impact associated with the proposed secondary school has been produced in conjunction with this TP.

I.2 Scope

- 1.2.1 This report is written in accordance with the Government's 'National Planning Policy Framework' (MHCLG, 2019) and 'Planning Practice Guidance' (DCLG, 2014), with the scope outlined below:

- **Background:**
 - Introduction to the Travel Plan, the proposals and the relevant planning history;
 - Outline of the Travel Plan scope;
 - Determine the benefits that a successful Travel Plan can achieve, relative to staff, pupils, parents and the local community and the school/college;
 - Outline the relevant travel planning policy context, including the latest local and national travel planning guidance.
- Definition of the **overall aim and objectives** of the Travel Plan.
- Establish the expected **baseline travel situation**.
- Set appropriate **targets** to minimise car journeys to/from the site, based on the expected baseline situation.
- Assess **accessibility** of the site by sustainable modes, including:
 - Walking;
 - Cycling;
 - Public Transport;
 - Car Sharing.

- Establish **roles and responsibilities** for implementing the Travel Plan, including the role of the Travel Plan Coordinator (TPC) and the overall responsibility for funding.
- Outline the **Travel Plan Strategy and Action Plan**, which would include a range of measures for achieving the objectives, under the following headings:
 - Walking;
 - Cycling;
 - Public transport;
 - Car share initiatives;
 - Information and Marketing;
 - Car parking restrictions; and
 - Welcome Travel Pack.
- The Action Plan would also contain details on the **funding and timescales** for each of the proposed schemes.
- Outline the **monitoring and evaluation strategy** of the Travel Plan, to include annual surveying and other indicators.
- Establish **intervention measures** to be implemented if the review process identifies that the Travel Plan targets are not being achieved.

1.3 Site Location

- 1.3.1 The site is located on land associated with Connell Co-op College, located to the east of Alan Turing Way in Manchester. The site is located within the Beswick Community Hub, an area of regeneration in recent years. It is bound by the English Institute of Sport to the north, the Manchester City FC Team Centre & Training Ground to the east, the Manchester Institute of Health & Performance to the south and Alan Turing Way to the west. The Connell Co-op College site is shown in Figure 1 below.

Figure 1: Site Location



Source Imagery: Copyright Google Earth Pro (License Key-JCPMR5M58LXF2GE)

1.4 Connell Co-op College

- 1.4.1 Connell Co-op College is a Sixth Form for 16-19 year olds operated by the Co-operatives Academies Trust.
- 1.4.2 Information relating to the operation and access arrangements of Connell Co-op College is outlined below:
- **Pupil numbers** – Connell Co-op College currently accommodates a total of 540 college students, although the college has the capacity to accommodate 600 students.
 - **School catchment** – It is understood that Connell Co-op College does not have a defined catchment area.
 - **Staff numbers** – There are currently 58 Full Time Equivalent (FTE) staff at the site, although 60 FTE staff are expected to be required if the college operates at full student capacity.
 - **Vehicular access arrangements** – There is currently one vehicular access point provided at the site, located on Wilson Street to the south. The access, which also provides access to the Manchester Institute of Health & Performance, connects with the Connell Co-op College car park.

- **Pedestrian access arrangements** – There are two existing pedestrian access points to the college, with the main pedestrian access from Alan Turing Way, located to the west of the site. A footway also flanks the eastern side of the vehicular access on Wilson Street, providing pedestrian access through the car park.
- **Parking arrangements** – A total of 58 standard car parking spaces, 3 disabled bays and 1 drop-off bay are provided within the existing college car park. It is understood that 74 cycle parking spaces are provided at the college.

1.5 Secondary School Development Proposals & Access Arrangements

1.5.1 The proposals involve the provision of a new secondary school, to be accommodated within a new school building to the east of the existing Connell Co-op College building. As part of the provision of the new secondary school, two additional car parking areas adjoined to the existing college car park are proposed. The proposed site layout plan is attached as Appendix 1.

1.5.2 A summary of the secondary school proposals is provided below:

- **Building size** – The new secondary school building is expected to have a Gross Floor Area (GFA) of approximately 838m².
- **Pupil numbers** – The secondary school is expected to accommodate 240 students within academic years 7 to 11 (aged between 11 and 16 years).
- **School catchment** – The proposed secondary school is not expected to have a defined catchment area, as is the case for other schools in Manchester, although it is expected that students will generally live locally due to the high demand for local places.
- **Staff numbers** – The proposed secondary school is expected to accommodate 16 FTE staff members.
- **Access arrangements** – The existing access arrangements, as described in Section 2.2, are to provide access to the secondary school as well as the college. However, the proposed changes to the internal site layout also include a new turning circle.
- **Parking arrangements** – Parking standards are outlined within Manchester's Local Development Framework, Core Strategy Development Plan Document (MCC, 2012), however, the document does not provide specific parking standards for school developments. It is proposed to provide a total of 70 standard car parking spaces, 3 disabled bays and 1 drop-off bay. This represents an uplift of 12 standard car parking spaces at the wider site, incorporating 5 new bays adjacent to the access road on the eastern side, 7 new bays in a parking area to the east of the proposed building, 11 new bays in a parking area to the west of the proposed building, and the loss of 11 existing bays in different locations to facilitate the layout changes. It is understood that cycle parking will be accommodated within the existing 74 cycle parking spaces at Connell Co-op College, with no new provision proposed.

- **Turning area** – As part of the development, a turning circle will be provided to the east of the existing college car park to enhance circulation within the site by providing a facility for pupil drop-off/pick-up.
- 1.5.3 It is understood that the use of the proposed building by the secondary school is intended to be temporary, and then longer-term the space would be utilised by Connell Co-op College.

1.6 Planning History

- 1.6.1 It is understood that Connell Co-op College took on its first classes in 2013 using a dedicated area in The East Manchester Academy, prior to relocation to its current site, the planning history of which is outlined below.
- 1.6.2 A planning application (ref: 097342/OO/2011/N2) was submitted in September 2011 and subsequently approved in December 2011 for the *'outline application for development comprising football training facilities, a 7,000-capacity Arena and ancillary Offices and Media Centre, 12 full-size and 2 half-size football training pitches, detached building forming accommodation for Youth Development and First Teams and incorporating two full size football pitches, a grounds maintenance building, Energy centre, pedestrian bridge across Ashton New Road linking to the Etihad Stadium, associated parking, landscaping, boundary treatments and other infrastructure works with all matters to be considered: and, Outline application for an Institute for Sports Medicine (a medical assessment, diagnosis and treatment centre, and research and product development facility in the fields of physiotherapy and sports science) and new Sixth Form College in the South West corner of the site with all matters reserved; following the demolition of all existing on site structures'*. A Transport Assessment and Travel Plan (AECOM Transportation, 2011) were produced as part of this application. Connell Co-op College was not progressed as per the details outlined within this application.
- 1.6.3 A planning application (ref: 101426/OO/2013/N2) was submitted in January 2013 and subsequently approved in April 2013 for the *'outline application for development comprising new Sixth Form College, Rugby Pitch and Leisure Centre, associated parking, landscaping, boundary treatments and other infrastructure works including new link road from Alan Turing Way with all matters to be considered: and, outline application for a detached building to form Sports Research Institute, and a detached building to form retail floorspace (700sqm) with all matters reserved; following the demolition of all existing on site structures'*. A Transport Assessment and Framework Travel Plan (AECOM Transportation 2013) were produced as part of this application. A number of applications to discharge various conditions were subsequently submitted and approved. It is understood that the new purpose-built facility for Connell Co-op College was built and then occupied in 2014.

2. TRAVEL PLANNING BACKGROUND

2.1 What is a Travel Plan?

- 2.1.1 A key element of a Travel Plan is a strategy for promoting and encouraging sustainable travel choices. Raising awareness and educational activities, including curriculum-based projects, are crucial to the effective promotion of sustainable transport choices at schools and colleges.

2.2 Policy Context

- 2.2.1 Planning Practice Guidance (PPG) entitled *'Travel Plans, Transport Assessments and Statements in Decision-taking'* defines Travel Plans as *"long-term management strategies for integrating proposals for sustainable travel into the planning process. They are based on evidence of the anticipated transport impacts of development and set measures to promote and encourage sustainable travel (such as promoting walking and cycling)"* (DCLG, 2014).
- 2.2.2 Best practice has been identified within the appropriate national guidance and has informed the development of this Travel Plan. *'The Essential Guide to Travel Planning'* (DfT, 2008) offers an informative overview of what is required to prepare a Travel Plan for schools/colleges through a series of case studies. The guide also offers advice on setting and monitoring Travel Plan targets.
- 2.2.3 Within the *'National Planning Policy Framework'* (NPPF) (MHCLG, 2019) Travel Plans are identified as a key tool to promote sustainable modes of travel, stating that *"all developments that will generate significant amounts of movement should be required to provide a Travel Plan."* The NPPF identifies that Travel Plans should exist as a long-term strategy and should be regularly reviewed.
- 2.2.4 This Travel Plan is situated within the context of the following local and national policy and guidance documents:
- National Planning Policy Framework (MHCLG, 2019);
 - TfGM Travel Plan Toolkit (TfGM, 2019);
 - Greater Manchester Transport Strategy 2040 (TfGM, 2017);
 - Planning Practice Guidance (DCLG, 2014);
 - Manchester's Local Development Framework, Core Strategy Development Plan Document (MCC, 2012);
 - The Essential Guide to Travel Planning (DfT, 2008);
 - Guidance on Transport Assessment (DfT, 2007);
 - A Guide on Travel Plans for Developers (DfT, 2005a);
 - Making Smarter Choices Work (DfT, 2005b); and
 - Using the Planning Process to Secure Travel Plans: Best Practice Guide (DfT, 2002a).

2.2.5 The Building Research Establishment Environmental Assessment Method (BREEAM) is the leading and most widely used environmental assessment method for buildings in the UK. The site will be assessed against the *'UK New Construction Non-Domestic Buildings Technical Manual'* (BRE, 2018), which contains 2 transport criteria, with 12 BREEAM credits available:

- TRA 01: Transport Assessment and Travel Plan (2 credits); and
- TRA 02: Sustainable Transport measures (10 credits).

2.2.6 This Travel Plan has been specifically produced to comply with TRA 01 (in order to achieve 2 BREEAM credits) and also assist in achieving TRA 02 through the implementation of contributory measures. The requirements for obtaining the two credits available under TRA 01 are reproduced below, all of which are covered within this report:

- *"1. During the feasibility and design stages, develop a travel plan based on a site-specific travel assessment or statement.*
- *2. The site-specific travel assessment or statement covers as a minimum:*
 - *a. Existing travel patterns and opinions of existing building or site users towards cycling and walking, identifying constraints and opportunities, if relevant.*
 - *b. Travel patterns and transport impact of future building users.*
 - *c. Current local environment for walkers and cyclists (accounting for visitors who may be accompanied by young children).*
 - *d. Reporting of the number and type of existing accessible amenities.*
 - *e. Disabled access (accounting for varying levels of disability and visual impairment).*
 - *F. Calculation of the existing public transport Accessibility Index (AI).*
 - *g. Current facilities for cyclists.*
- *3. The travel plan includes proposals to increase or improve sustainable modes of transport and movement of people and goods during the building's operation and use, see Methodology on the next page.*
- *4. If the occupier is known, involve them in the development of the travel plan.*
- *5. Demonstrate that the travel plan will be implemented post construction and be supported by the building's management in operation". (BRE, 2018).*

2.3 Why Prepare a Travel Plan? - Potential Benefits

2.3.1 A successful Travel Plan can be expected to realise a number of environmental, economic, health and social benefits. These benefits can be experienced by individuals (students/guardians and staff), the school/college, and the wider community. Figure 2 highlights a number of benefits that a successful Travel Plan can bring.

Figure 2: Potential Benefits of a Successful Travel Plan

Benefits to Staff/Students

- Improved travel choices which can provide travel options that are ***cheaper, quicker and more convenient***.
- There are various health benefits associated with walking and cycling, including improved physical fitness and reduced stress.
- A more attractive and cleaner environment at the site as a result of reduced congestion and lower demand for parking.

Benefits to the local community

- Improved travel links in the area for local people.
- Reducing the number of car journeys on the local roads can help make the streets less congested.
- A reduction in pollutants will improve air quality and help contribute towards wider local, national and global environmental targets.

Benefits to the School/College

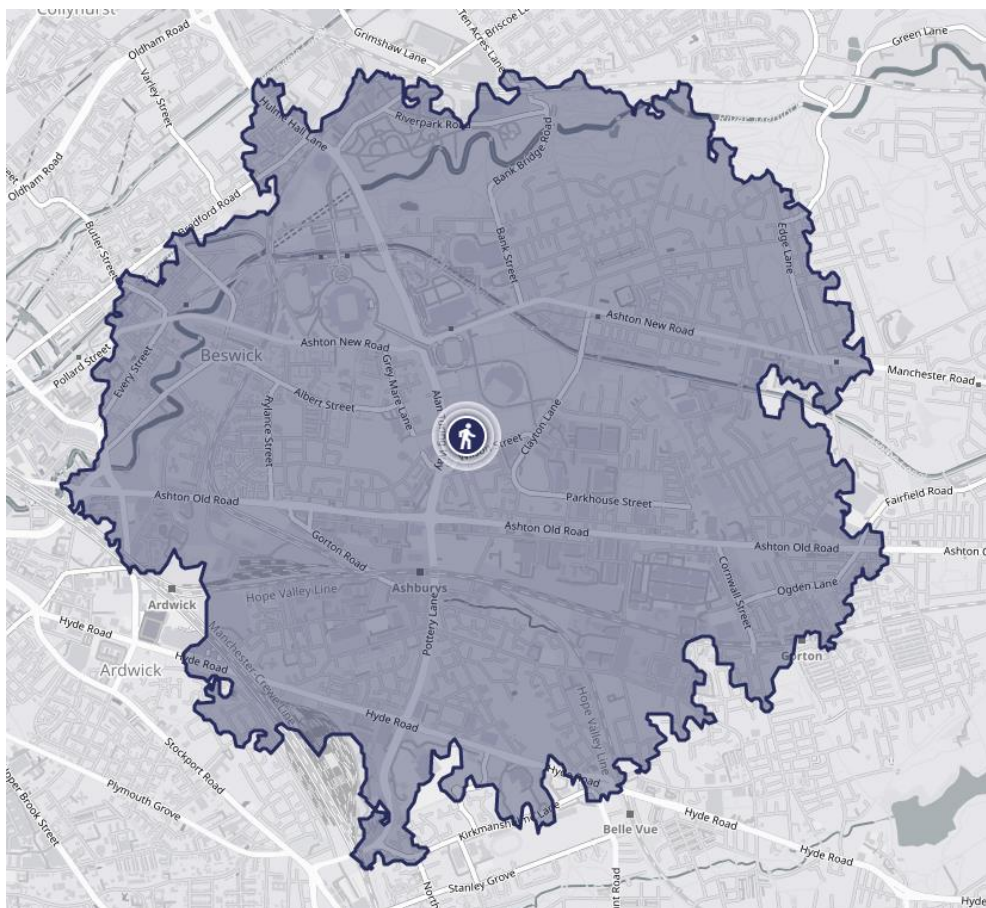
- Enhances site accessibility.
- Provides evidence of sustainable credentials against criteria such as BREEAM.
- Producing a Travel Plan could offer positive image enhancement benefits to the development, which could help attract students and aid the recruitment and retention of staff.
- Creates good relations with the local community.
- Improve marketability with an added value product.
- Potentially reduce the need for expenditure on new highway infrastructure.
- Staff & parents/students are provided with a better experience from the reduced congestion and demand for parking.

3. SITE ACCESSIBILITY

3.1 Pedestrian Provision

- 3.1.1 Guidance from the Chartered Institution of Highways & Transportation (CIHT) suggests a preferred maximum walking distance of 2km for a number of trips, including commuting and school trips (IHT, 2000).
- 3.1.2 The isochrone map within Figure 3 shows the areas that are within an approximately 30 minutes' walk of the site, representing a walking distance of approximately 2.5km based upon an average walking speed of 1.4 metres per second. Whilst it is acknowledged that this represents a distance slightly in excess of that recommended by the IHT guidance, the isochrone map is considered to provide a reasonable indication of the areas within a walkable distance of the site.

Figure 3: 30-Minute Walking Isochrone



Source: TTM, 2020

- 3.1.3 Due to the site being located within the Beswick Community Hub and within a largely built-up area, a number of amenities are accessible within a 500m walk of the site and these are outlined within Table 1, with reference to the relevant amenity types outlined within the 'UK New Construction Non-Domestic Buildings Technical Manual' (BRE, 2018).

Table 1: Walking Routes and Distances to Local Amenities

Amenity
Appropriate food outlet
Mandarin Court Takeaway – 160m walk to the south of the site. One Stop Shop – 400m walk to the north-west of the site. Tony's Stadium Chippy – 500m walk to the north-west of the site. Catering facilities are also available on-site.
Access to cash
One Stop Shop – 400m walk to the north-west of the site.
Access to an outdoor open space
Outdoor space is provided within the site grounds.
Access to recreation or leisure
East Manchester Leisure Centre – 150m walk to the south-west of the site.
Publicly available postal facility
Mill Street – 240m walk to the south of the site. Kirkstead Close – 270m walk to the south-west of the site. Grey Mare Lane – 450m walk to the north-west of the site.
Pharmacy
Rowlands Pharmacy – 210m walk to the south of the site.

*Measured along footways from the closest building entrance

- 3.1.4 Table 1 demonstrates that there are several amenities within a 500m walk of the site, in terms of the BREEAM assessment criteria. These are located on local roads, including Wilson Street, Grey Mare Lane and Alan Turing Way, along with the local roads highlighted with postal facilities.
- 3.1.5 A semi-circular arrangement of footpaths is provided within the vicinity of Connell Co-op College, to the east of Alan Turing Way. This arrangement connects the footway on the eastern side of Alan Turing Way to Connell Co-op College and the Manchester Institute of Health & Performance. The footway on the eastern side of Alan Turing Way varies in width between approximately 3.1m and 5.9m and connects with pedestrian infrastructure on local roads, including Wilson Street, Ashton Old Road and Ashton New Road. A footway which varies in width between approximately 2.8m and 5.7m is provided on the western side of Alan Turing Way and connects with pedestrian infrastructure on Grey Mare Lane, as well as on Ashton Old Road and Ashton New Road.

Photo 1: Footway on Alan Turing Way

- 3.1.6 The local footways are complemented by existing crossing facilities, including a staggered toucan crossing on Alan Turing Way within the vicinity of the site. Signalised pedestrian crossings are also provided on all arms of Alan Turing Way/Ashton New Road junction, on the northern Alan Turing Way and Grey Mare Lane arms of Alan Turing Way/Wilson Street/Grey Mare Lane signalised junction and on all arms of the Alan Turing Way/Ashton Old Road signalised junction.

Photo 2: Staggered Toucan Crossing on Alan Turing Way

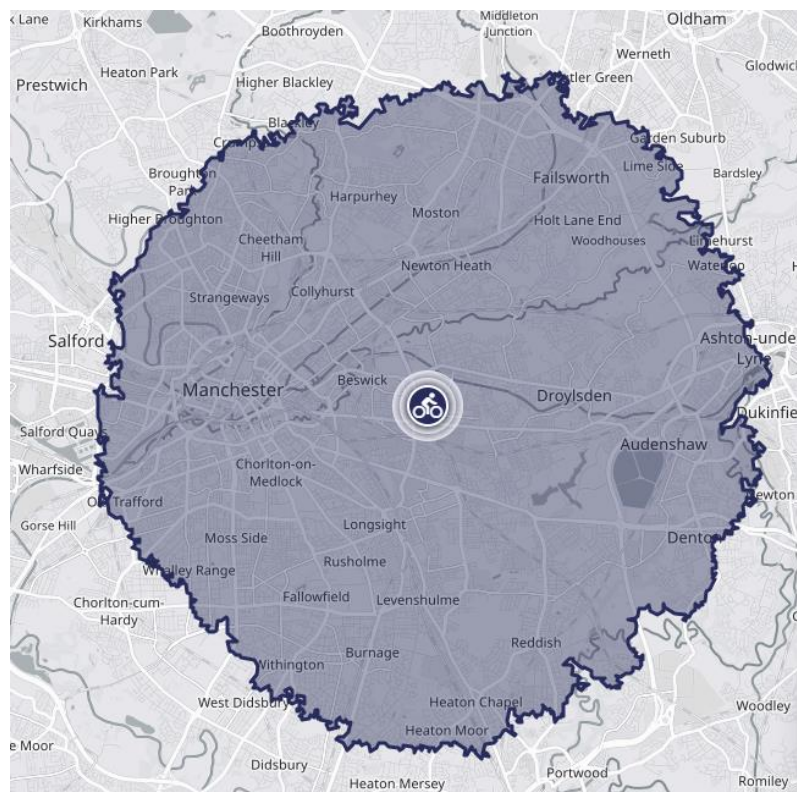
- 3.1.7 Given that most local roads are located within a 20mph/30mph speed limit with pedestrian crossing facilities, the local pedestrian environment is considered to be conducive to encouraging walking trips to/from the proposed site.

- 3.1.8 The pedestrian infrastructure within the vicinity of the site appears to generally be sufficient to facilitate the movements of mobility and visually impaired people, with the provision of dropped kerbs and tactile paving at most local junctions and crossing points within the local area. The footways are generally of sufficient width and surface quality to accommodate the passage of wheelchairs (DfT, 2002).
- 3.1.9 It is expected that the internal pedestrian routes are of adequate width, with step-free access between the site and the local footway network to allow the site to be suitably accessed on foot by all users, including those accompanied by young children and the mobility impaired.
- 3.1.10 Measures to promote and encourage walking trips to the site are outlined within Section 7.3.

3.2 Cycling

- 3.2.1 Cycling is a low cost and healthy alternative to car use, which can substitute for short car trips, or can form part of a longer journey by public transport. The Department for Transport (DfT) state that journeys up to five miles (circa 8km) are “*an achievable distance to cycle for most people*” (DfT, 2020).
- 3.2.2 The site is located within a reasonable cycle ride, up to 8km (approximately 25 minutes at the average cycling speed of 12mph), including the entire built-up area of central Manchester and areas to the north-east, east and south-east of central Manchester, as shown in Figure 4.

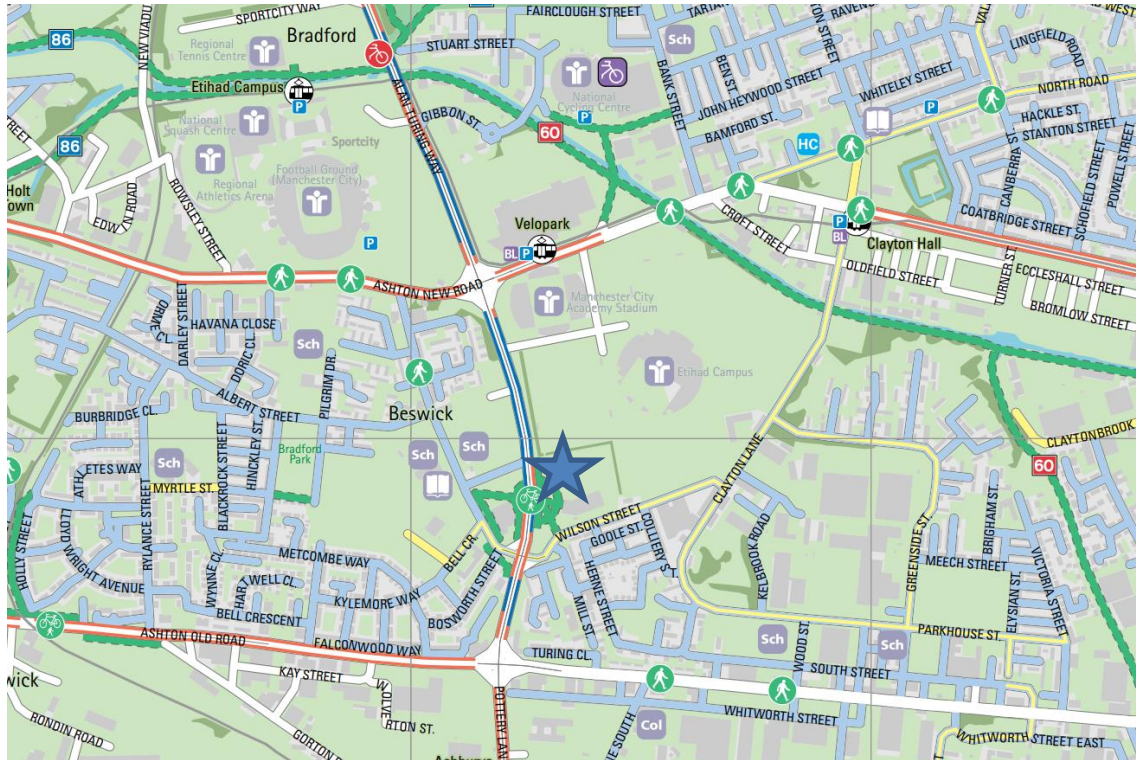
Figure 4: 25-Minute Cycling Isochrone



Source: TTM, 2020

- 3.2.3 An extract of the Manchester Cycle Map (TfGM, 2019) is provided in Figure 5 demonstrates that there are a number of on and off-road cycle facilities within the vicinity of the site, with off-road routes shown in green, on-road routes shown in blue and red, and 20mph zones highlighted in light blue. The site is indicated by the blue star.

Figure 5: Extract of Manchester Cycle Map



Source: TfGM, 2019

- 3.2.4 Figure 5 demonstrates that there is a segregated on-road cycle route along both sides of Alan Turing Way.

Photo 3: Cycle Lane on Alan Turing Way



- 3.2.5 Further on-road cycle facilities are available on a number of local roads, such as Ashton New Road and Ashton Old Road. National Cycle Network (NCN) Route 60 is available adjacent to a beck approximately 1.1km (4-minute cycle ride) to the north. Route 60 is an off-road route within the vicinity of the site which connects north and east Manchester, with its most southerly segment forming part of the Fallowfield Loopline.
- 3.2.6 Advanced Stop Lines (ASLs) for cyclists are also provided on all arms of the Alan Turing Way/Ashton New Road signalised junction, and on all arms of the Alan Turing Way/Ashton Old Road signalised junction.

Photo 4: Advanced Stop Line (ASL) at the Alan Turing Way/Ashton New Road Junction



- 3.2.7 Given the availability of local cycling infrastructure, and that most roads within the vicinity of the site are subject to a 20mph/30mph speed limit, it is considered that the local environment within the vicinity of the site is generally conducive to encouraging cycling trips.
- 3.2.8 It is noted that the National Cycling Centre is located a short 1km walk/cycle from the site to the north, and it is expected that there may be partnership working to provide opportunities for students.
- 3.2.9 As well as on-site cycle parking, Connell Co-op College provide access to the 'Cycle to Work' scheme for tax-free bicycle purchase, and there are also changing facilities for cyclists.
- 3.2.10 Measures to promote and encourage cycling trips to the site are outlined within Section 7.4.

3.3 Greater Manchester Accessibility Level (GMAL)

- 3.3.1 The site is located in an area with a Greater Manchester Accessibility Level (GMAL) rating of 6, where a rating of 1 indicates a very low level of accessibility and 8 indicates a very high level of accessibility. The site is therefore considered to have good access to public transport (bus, Metrolink and rail).

3.4 Public Transport Provision – Bus

- 3.4.1 Advice outlined within ‘Guidelines for Public Transport in Development’ (IHT, 1999) states that the maximum walking distance to a bus stop from a development should not exceed 400m, although it is acknowledged that actual walking distances can be notably longer. There are bus stops on both sides of Alan Turing Way that are within an 80m walk of the site, providing travel in both directions. Bus service #53 providing a half-hourly service to Cheetham Hill, Old Trafford and a range of further areas is accessible from these bus stops.

Photo 5: Northbound Bus Stop on Alan Turing Way



- 3.4.2 There are also bus stops within a 400m walk of the site located on both sides of Ashton Old Road to the south of the site. Bus services accessible from these additional stops are outlined within Table 2.

Table 2: Local Bus Services

Service	Main Stopping Points	Mon-Fri Daytime Frequency*
219	Stalybridge Bus Station – Ashton Bus Station – Audenshaw – Ashton Old Road – Manchester Piccadilly Gardens	At least every 10 minutes.
220/221	Dukinfield – Boyd’s Walk – Audenshaw – Higher Openshaw – Ashton Old Road – Manchester Piccadilly Gardens	4 services in each direction per day.

*Refers to the general daytime service between 08:00 and 17:00

- 3.4.3 Table 2 demonstrates that frequent services are available from local stops, including to a number of further bus stations and Manchester Piccadilly Gardens within Manchester city centre.
- 3.4.4 It is understood that a dedicated school bus service(s) will be provided to accommodate students of the proposed secondary school, however details of its/their route(s) and timings are yet to be confirmed.

3.5 Public Transport Provision – Metrolink

- 3.5.1 The nearest stop on the Manchester Metrolink is Velopark, which is located on Ashton New Road within an approximate 600m walk to the north of the site. The stop accommodates services on the East Manchester Line between Eccles/MediaCityUK and Ashton-under-Lyne, as outlined in Table 3:

Table 3: Velopark Metrolink Services

Key Stopping Points	Mon-Sat Daytime Frequency*
Eccles/MediaCityUK – Salford Quays – Exchange Quay – Cornbrook – Deansgate/Castlefield – St Peter’s Square – Piccadilly Gardens – Piccadilly – Etihad Campus – Velopark – Clayton – Droylsden – Audenshaw – Ashton-under-Lyne.	Every 10 minutes

*Refers to the general frequency of services between 08:00 and 19:00

- 3.5.2 Table 3 demonstrates that services operate on the East Manchester Line up to every 10 minutes during the weekday daytime period, providing frequent access to Manchester city centre, Salford and Ashton-under-Lyne.
- 3.5.3 A zonal fare system is operated on the Metrolink, with the Velopark stop located within Zone 2 and the majority of the city centre within Zone 1. Relevant zonal travel passes are available, and train tickets to/from Manchester city centre are also valid for travel on Metrolink services within Zone 1.

Photo 6: Velopark Metrolink Station



- 3.5.4 Measures to promote and encourage trips by public transport are outlined within Section 7.5.

3.6 Public Transport Provision – Rail

- 3.6.1 The nearest rail station to the site is Ashburys Rail Station, located an approximately 700m walk/cycle to the south of the site via Alan Turing Way. Ashburys Rail Station is operated by Northern Rail, and accommodates frequent services to local and regional destinations, including Manchester Piccadilly, Hadfield, Rose Hill Marple and New Mills Central. Amongst the facilities at the station is a car park and part step-free access.

Photo 7: Ashburys Rail Station



3.7 Sustainable Access Summary

- 3.7.1 The pedestrian and cycle infrastructure within the vicinity of the site is well developed, with a number of amenities within a short walk, and a wide area including Manchester city centre located within a 25-minute cycle ride. The site has a GMAL rating of 6, which represents a good level of accessibility by public transport, with bus, Metrolink and rail services all available within the vicinity. The site is therefore considered to have a good level of access by foot, cycle and public transport.

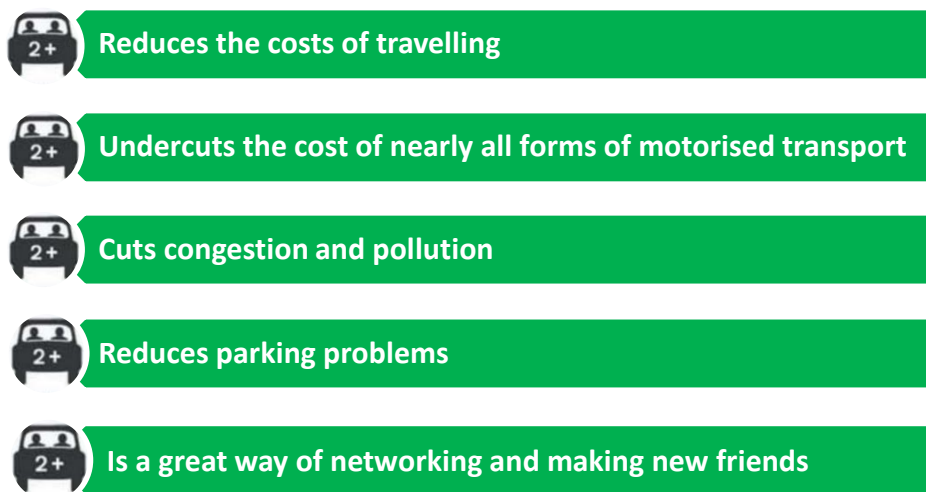
3.8 Public Transport Accessibility Index

- 3.8.1 An assessment of the site has been undertaken using the BREEAM 2018 TRA 01/02 Accessibility index calculator. The accessibility calculator measures the accessibility of public transport services in the vicinity of the site by measuring the average hourly frequency of services available. The acceptable walking distance to a bus stop under the assessment is 650m and to a railway station, tram, cable car or ferry terminal is 1000m from the site's main entrance.
- 3.8.2 The site was found to have an Accessibility Index (AI) rating of 7.93, and the full results are attached as Appendix 2. As part of the assessment, walking distances were measures from the site's main pedestrian entrance on Alan Turing Way.

3.9 Car Sharing

- 3.9.1 Car sharing is a sustainable mode of travel that can reduce the number of single-occupant vehicle trips generated by a site. As well as the environmental benefits, people that car share can save money by reducing fuel and other travel costs. It is considered that car sharing could be encouraged by some users of the site, notably staff and visitors. Any siblings travelling to school/college by car are likely to car share and there is also likely to be an element of car sharing taking place between friends.
- 3.9.2 Car sharing databases, such as www.liftshare.com, enables organised car sharing by connecting people travelling in the same direction so they can arrange to travel together. There are several benefits to car sharing, as outline within Figure 6.

Figure 6: Benefits of Car Sharing



- 3.9.3 Measures to promote and encourage car sharing are outlined within Section 7.6.

4. AIM & OBJECTIVES

4.1 Overall Aim

- 4.1.1 In order to minimise the impact of traffic generated by the site, the overall aim of producing and implementing this Travel Plan is:

To minimise the number of vehicle trips generated by the school/college, particularly single occupant car trips, in favour of more sustainable travel.

- 4.1.2 This Travel Plan is targeted at students and staff, but not deliveries/servicing trips, the travel mode of which cannot be reasonably influenced for practical reasons.

4.2 Objectives

- 4.2.1 To help achieve the overall Travel Plan aim, a number of objectives have been set, as outlined below in Figure 7.

Figure 7: Travel Plan Objectives

1. To encourage parents/guardians, students and staff to evaluate their travel patterns and consider alternative options for more sustainable modes of travel

2. To increase awareness and actively promote travel by sustainable modes of transport, including the health and environmental benefits

3. To promote car sharing as a more sustainable alternative to travelling as a single car occupant

4. To set and agree appropriate targets that are regularly monitored, reviewed and amended if necessary to reflect changing circumstances

5. To monitor the travel patterns and performance against the Travel Plan targets

6. To provide a long-term commitment to meeting the overall aim of this Travel Plan

- 4.2.2 This Travel Plan sets out the strategy for meeting these objectives through a variety of mechanisms and measures. This is a 'live' document that is to be reviewed and updated at key milestones in the development's planning, construction and occupation phases, as discussed in Section 8.

5. BASELINE TRAVEL SCENARIO & TARGETS

5.1 Baseline Travel Scenario

- 5.1.1 As previously outlined, a TA (LTP, 2020) appraising the likely transport impact of the proposals was prepared in conjunction with this Travel Plan. The TA includes projections of the trip generation and modal split for the proposed secondary school.
- 5.1.2 In the TA, the TRICS database was interrogated to find suitable data to assist in projecting the expected baseline travel scenario of the proposed secondary school. The TRICS sites utilised to predict the traffic generation of the proposed development also contained multi-modal information, therefore the modal split of the site has been predicted based on the person trip rates derived from the comparable TRICS sites, as shown in Table 4.

Table 4: Pupil Modal Split

Person Trips	Modal Split
Vehicle Drivers	37%
Vehicle Passengers	11.1%
Vehicle Occupants	48.1%
Pedestrians	28.3%
Cyclists	3.5%
Public Transport Users	20.1%
TOTAL	100%

*Totals may not represent the sum of their parts due to rounding

- 5.1.3 It is noted that 'vehicle driver' includes all vehicle trip generating modes, including car drivers, taxi trips and Powered-Two Wheelers (PTW).
- 5.1.4 For the purposes of this Travel Plan, it is assumed that the person trip generation projected above reflects the baseline travel scenario at the proposed secondary school, and Connell Co-op College. Therefore, the baseline travel situation for the site relative to the overall aim of this Travel Plan (see Section 4.1) is expected to be:

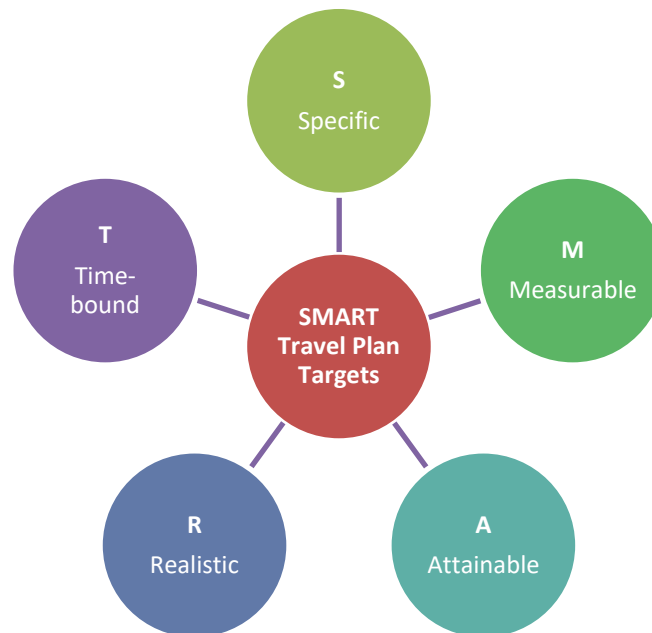
37% of trips are made by car

- 5.1.5 In order to provide a more accurate baseline, travel data will be collected 12 months after first occupation of the secondary school. Details of the baseline travel survey methodology are provided within Section 8.

5.2 Targets

- 5.2.1 The key emphasis of Travel Plans is to minimise the number of vehicle trips generated by the site, particularly those made by single occupant car journeys. This is most commonly done by setting appropriate targets. This Travel Plan is primarily concerned with managing the travel demand of students and staff trips to and from the site and as such all targets relate to these types of trips. In setting TP targets, it is important to highlight that targets need to be responsive as situations change. It is recognised that the targets of this Travel Plan should be SMART:

Figure 8: SMART Travel Plan Components



- 5.2.2 Travel Plan targets have been set for a five-year period and are a means of monitoring progress and aim to be challenging, but achievable. The targets are based on the assumed baseline situation (see Section 5.2) and are to be achieved within the timeframes set out below:

Year 0 (Baseline) – No more than 37% of trips to be made by vehicle drivers

Year 1 – No more than 36% of trips to be made by vehicle drivers

Year 2 – No more than 35% of trips to be made by vehicle drivers

Year 3 – No more than 34% of trips to be made by vehicle drivers

Year 4 – No more than 33% of trips to be made by vehicle drivers

Year 5 – No more than 32% of trips to be made by vehicle drivers

- 5.2.3 The performance against the Travel Plan targets is to be monitored via annual travel surveys as detailed within Section 8. The first survey is to be undertaken within 12 months of occupation of the secondary school and should the results reveal a vastly different modal split from that assumed within Section 5.2, then the above targets and the wider strategy should be revised as appropriate.

6. ROLES & RESPONSIBILITIES

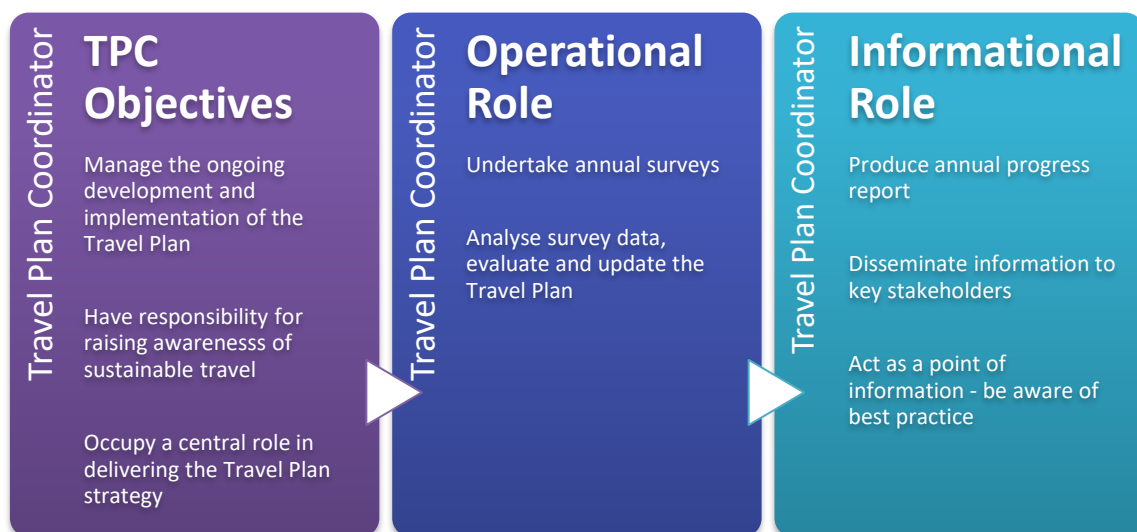
6.1 Ownership & Funding

- 6.1.1 It is recognised that the ownership and management of the site may change across the various planning, construction and operational stages of the development. The responsibility for implementing this Travel Plan lies with the owner of the overall development, therefore the responsibility for this Travel Plan may change hands with the ownership of the site.
- 6.1.2 At this planning stage, the Applicant acts as the owner of the development and is therefore responsible for the implementation of this Travel Plan, until such time as the ownership of the development is passed on.
- 6.1.3 The site owner will be responsible for ensuring the provision of adequate resources to develop and implement the Travel Plan, including the appointment of an appropriately experienced and qualified Travel Plan Coordinator (TPC). It will be the role of the TPC to utilise the funding provided by the site owner to deliver the Travel Plan measures, as detailed in Section 7. The funding stream associated with each of the Travel Plan measures is outlined within Section 7.2.

6.2 Travel Plan Coordinator (TPC)

- 6.2.1 A fundamental part of a successful Travel Plan is the appointment of a TPC and the clear delineation of their roles and responsibilities.
- 6.2.2 The Applicant will appoint a suitably qualified person/organisation to act as a TPC at the site prior to first occupation of the development. The role of the TPC is wide ranging, incorporating key actions which will provide a focus for Travel Plan development over the duration of the appointment. The TPC will also be responsible for the monitoring and evaluation of the Travel Plan. The suggested objectives and roles of the TPC are illustrated within Figure 9:

Figure 9: TPC Objectives & Roles



6.3 Key Stakeholders

- 6.3.1 For this Travel Plan to be successful in achieving its targets, it is essential that partnership working between key stakeholders takes place. As well as students, parents/guardians, staff and the TPC, other key stakeholders include the local planning and highway authority (MCC) and local public transport providers.
- 6.3.2 It is essential that all stakeholders work together to help make sure that the greatest Travel Plan benefits possible are achieved. An example of this is providing TPC support for the production of the 'Welcome Travel Pack' (WTP) which is to be issued to all parents/students and staff members upon occupation of the expanded college (see Section 7.8 for further details on the WTP).
- 6.3.3 The production of walking and cycling maps specifically for the college is something that MCC are likely to be interested in working in partnership with the TPC on, particularly given the importance of the wider health/environmental agendas and Council targets. Similarly, bus operators are likely to see benefits in ensuring that staff and students are aware of the availability of local public transport services.
- 6.3.4 To ensure that key stakeholders buy-in and provide continued support to the Travel Plan, it is recommended that stakeholders provide details of the relevant staff to contact in relation to the Travel Plan. Once all contact details are provided, the Travel Plan (and subsequent WTP information) can be updated accordingly with all points of contact clearly outlined. The provision of contact details will also ensure that all monitoring and evaluation data is sent to the correct MCC Officers in a timely manner.

7. ACTION PLAN

7.1 Introduction

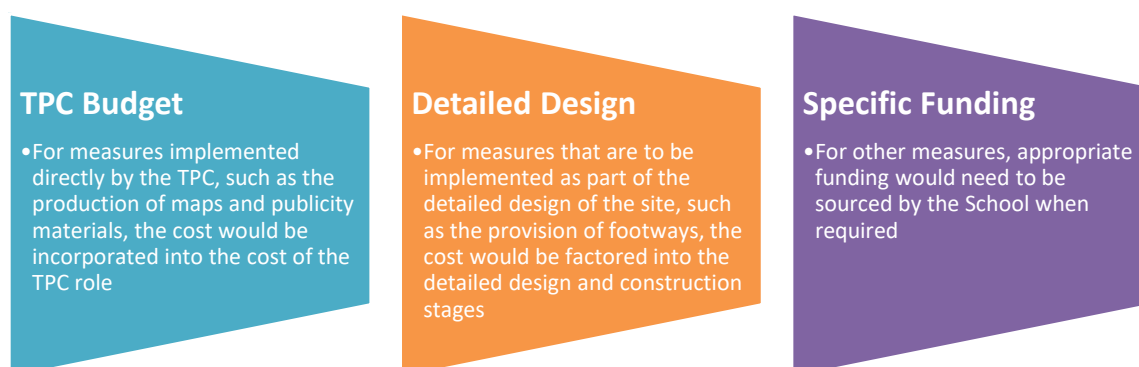
- 7.1.1 This section outlines the measures that have been identified to assist in the delivery of the Travel Plan objectives. This Travel Plan is to be implemented using a strategy that ensures the impact of the measures will be regularly reviewed and updated. An audit of existing transport infrastructure in the vicinity of the site was carried out to help inform the development of sustainable travel initiatives.
- 7.1.2 The key measures as currently identified will be implemented and then following monitoring will be refined and developed to meet the specific needs of the users of the site.
- 7.1.3 The early stages of the Travel Plan development and implementation covers the detailed design process, construction period, initial occupation of the expanded site, and the first monitoring and review periods of the plan. This period is crucial in terms of ensuring that the outlined measures are actively implemented. As a result, the majority of measures detailed herein in this Travel Plan are to be implemented prior to, or within the first year of plan implementation.
- 7.1.4 The following measures, as outlined within the 'UK New Construction Non-Domestic Buildings Technical Manual' (BRE, 2018) have been considered as part of the development of this Travel Plan and have been included within the Action Plan as appropriate:
- *"Negotiation with local bus, train or tram companies on an increase in the local service provision for the development;*
 - *Provision of a public transport information system in a publicly accessible area;*
 - *Provision of electric recharging stations;*
 - *Provision of parking priority spaces for car sharers;*
 - *Consultation with the local authority on the state of the local cycling network and on improvements;*
 - *Provision of dedicated and convenient cycle storage;*
 - *Provision of cyclists' facilities;*
 - *Lighting, landscaping and shelter to create a pleasant pedestrian and public transport waiting areas;*
 - *Restrictions or charging for car parking;*
 - *Pedestrian and cyclist friendly (for all types of user regardless of the level of mobility or visual impairment) with the provision of cycle lanes, safe crossing points, direct routes, appropriate tactile surfaces, good lighting and signposting to other amenities, public transport nodes and adjoining off-site pedestrian and cycle routes;*
 - *Provision of suitable taxi drop-off or waiting areas; and*

- *Ensure rural buildings have appropriate access to transport to serve the local community adequately.”*

7.2 Funding Streams

7.2.1 The measures outlined in this TP are to be funded by the school/college, with the TPC responsible for implementing the measures. However, not all of the TP measures would require separate funding as the fees associated with implementing a number of the measures would be absorbed into other funded activities. The potential ways in which the TP measures can be funded are outlined in :

Figure 10: Funding Streams for Measures



7.3 Measures to Promote Walking

7.3.1 Practically all journeys, regardless of the main mode used, start and end by walking, which is the most sustainable mode of all. Table 5 outlines the measures to be employed to actively promote travel to/from the site on foot:

Table 5: Measures to Encourage Walking

Measures	Timescale	Funding
Design the development in accordance with a 'pedestrian first' policy with good lighting/landscaping, dropped kerbs and a layout that maintains a low vehicle speed environment.	During detailed site design	Detailed Design
Actively promote local and national initiatives such as 'Eco Schools Week' and 'Walk to School Week'.	Upon site occupation and ongoing	TPC Budget
Distribute a map showing key pedestrian features within the local network. This will form part of the WTP for parents/students and staff, to include a table of walking/cycling distances and travel times.	Upon site occupation and ongoing	TPC Budget
Publicity materials regarding the health and financial benefits of walking to be made available to parents/students and staff as part of the WTP.	Upon site occupation and ongoing	TPC Budget
Appoint Youth Travel Ambassadors who deliver behaviour change campaigns.	12-24 months following site occupation and ongoing	TPC Budget

7.4 Measures to Promote Cycling

7.4.1 Cycling is a sustainable mode of travel and is an excellent way of introducing physical activity into the everyday lives of people. Table 6 outlines the measures that will be implemented to help promote cycling to/from the site:

Table 6: Measures to Encourage Cycling

Measures	Timescale	Funding
Ensure that adequate covered and secured cycle parking is provided at the site.	During detailed site design	Detailed Design
Investigate the potential to provide enhanced facilities for cyclists within the school building, such as showers, changing areas and equipment lockers.	During detailed site design	Detailed Design
Promote the benefits of and provide information on any established 'Cycle to Work' salary sacrifice scheme that staff should be able to access.	Upon site occupation and ongoing	TPC Budget
Publicity materials regarding the health and financial benefits of cycling to be made available to staff and students.	Upon site occupation and ongoing	TPC Budget
Inform students and staff of local MCC and national initiatives aimed at increasing cycling levels such as 'Bike Week' and 'The Big Pedal'.	Upon site occupation and ongoing	TPC Budget
Conduct regular audits of on-site cycle parking storage and provide additional cycle parking (covered and secure) if found to be required.	At suitable intervals following site occupation	Specific Funding
Implement a cycle buddy scheme, matching up students who live close to each other who could cycle together.	12-24 months following site occupation and ongoing	TPC Budget
Investigate organising 'Dr Bike' sessions where students and staff would have their bikes checked over by a local bike mechanic and have any small problems fixed for free.	12-24 months following site occupation and ongoing	TPC Budget
Arrange a visit from a cycling instructor to enable students to reach 'Bikeability' training level 3, which is considered an appropriate standard for travelling to and from site. Adult cycle training may also be beneficial to staff members not confident enough to cycle to work.	12-24 months following site occupation and ongoing	TPC Budget
Take part in the 'Bike It' project which includes cyclists' breakfasts, training and other events to encourage people to cycle safely.	12-24 months following site occupation and ongoing	TPC Budget
Investigate the possibility of offering refurbished cycles to students and staff at affordable prices.	12-24 months following site occupation and ongoing	TPC Budget

7.5 Measures to Promote Public Transport

7.5.1 Measures that will be implemented to encourage increased public transport use are shown in Table 7:

Table 7: Measures to Encourage Public Transport Use

Measures	Timescale	Funding
Disseminate public transport information to all students and staff. To encourage public transport use it is essential that information is readily available. Bus maps, timetable information, taxi firm numbers and wider publicity should be displayed in communal areas and should also be readily available from the TPC. Information on resources such as journey planner sites which can help plan trips using both buses and trains should also be disseminated. This information should be regularly reviewed and updated when required.	Upon site occupation and ongoing	TPC Budget
Meet local bus operators regarding the potential for re-routing or providing additional bus services to better accommodate users of the site and the surrounding area. This could be done in light of responses from the first annual travel survey.	12-24 months following site occupation	TPC Budget

7.6 Measures to Promote Car Sharing

7.6.1 The TPC should encourage site users to consider car sharing as an alternative to travelling as a single car occupant. Information on local and national car sharing schemes should be distributed. The national 'Liftshare' website (www.liftshare.com) estimates that a typical car sharer will save themselves around £1,000 and 1 tonne of CO₂ per year by sharing their daily journey. There is the facility to calculate tailored potential CO₂ and cost savings. Measures that will be implemented to encourage car sharing among staff and students are summarised within Table 8.

Table 8: Measures to Encourage Car Sharing

Measures	Timescale	Funding
Promote to staff and students the use of online car share databases, such as www.liftshare.com and www.blablacar.co.uk , aimed at assisting people in finding car share partners for commuting journeys.	Upon site occupation and ongoing	TPC Budget
Make students/parents/guardians and staff aware of the environmental (and financial) benefits of car sharing.	Upon site occupation and ongoing	TPC Budget
Contact parents and students via newsletters to promote the benefits of car sharing for the school run.	Upon site occupation and ongoing	TPC Budget
Dedicate a section of staff notice boards for informal car-share requests.	6-12 months following site occupation	TPC Budget
Develop 'Emergency Lift Home' procedures for staff based at the site who car share.	12-24 months following site occupation and ongoing	TPC Budget

7.7 Information & Marketing Strategy

- 7.7.1 Having an effective information and marketing strategy helps to improve awareness of the Travel Plan and increase progress towards achieving the objectives and targets, thus contributing to its success. The following promotion and marketing measures are to be implemented at the site:

Table 9: Information & Marketing Measures

Measures	Timescale	Funding
Integrate active and sustainable travel fully into the school/college ethos, highlighting the environmental and health benefits.	Upon site occupation and ongoing	TPC Budget
Encourage curriculum-based projects to raise awareness of transport issues and promote sustainable choices.	Upon site occupation and ongoing	TPC Budget
Distribute a 'Welcome Travel Pack' to all new students and staff, which outlines options for travelling by sustainable modes of travel. This could be produced and issued electronically.	Upon student enrolment/staff members' employment	TPC Budget
Appoint a student 'Travel Plan Champion' in order to encourage sustainable travel amongst students, and also to support the TPC.	0-3 months following site occupation and ongoing	TPC Budget
State commitment to encouraging sustainable travel modes in school/college prospectus, on website, within promotional literature, etc.	0-3 months following site occupation and ongoing	TPC Budget
Hold an assembly/seminar to talk about the health benefits of active travel.	0-3 months following site occupation and ongoing	TPC Budget
Ensure a copy of the Travel Plan, its aim, objectives and targets is available from the TPC and on the school/college website.	0-12 months following site occupation and ongoing	TPC Budget
Include sustainable travel information and any updates to the Travel Plan activities in staff briefings and student/parent newsletters.	0-12 months following site occupation and ongoing	TPC Budget
Investigate setting up a Sustainable Travel Group, including the TPC, staff members, parents, transport providers and other stakeholders such as local ward members and other local residents.	12-24 months following site occupation	TPC Budget

7.8 Car Parking Restrictions

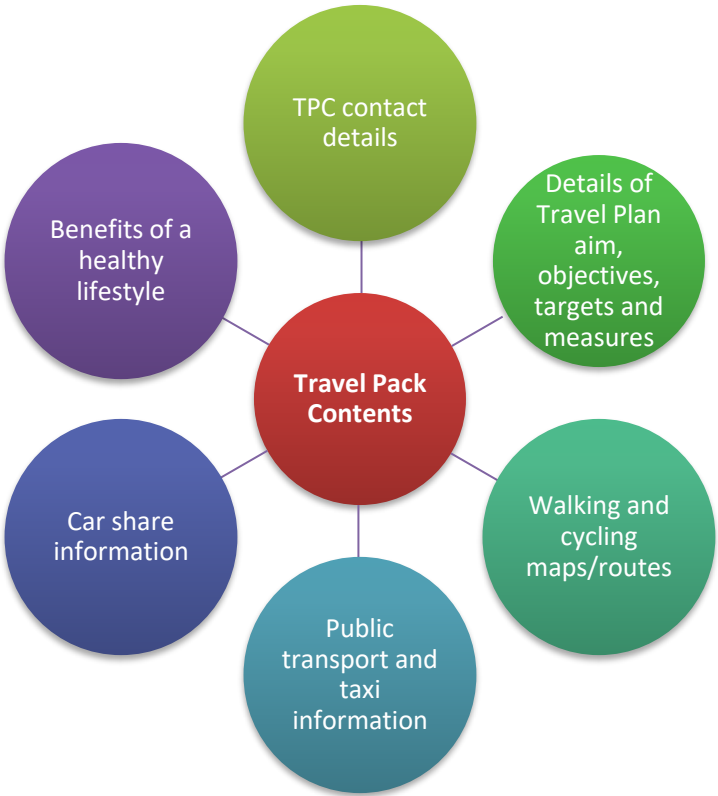
- 7.8.1 It is acknowledged that the potential for measures to restrict car parking at the site, such as the implementation of a charging strategy, are to be investigated as part of the BREEAM requirements (BRE, 2018). However, this would contravene national planning guidance, which states that “[w]hile Travel Plans are intended to promote the most sustainable forms of transport, such as active travel, they should not be used to justify penalising motorists – for instance through higher parking charges, tougher enforcement or reduced parking provision (which can simply lead to more on street parking)” (DCLG, 2014).

- 7.8.2 This Travel Plan has been produced in order to fulfil the requirements of planning and BREEAM, therefore it is not considered to be appropriate to implement car parking restrictions, given current national planning guidance. Instead, all of the above measures within the Action Plan of this strategy, which target the promotion of sustainable travel, are to be implemented in order to reduce car travel, rather than the implementation of car parking restrictions.

7.9 Welcome Travel Pack

- 7.9.1 Raising awareness of the existing sustainable transport options available to parent/students, staff and visitors to the site would allow them to make informed travel choices. The provision of information on a variety of transport options for travelling to and from the site will ensure all users of the site are fully aware of the choices available to them.
- 7.9.2 An effective time to change an individual's travel behaviour is at a transition point in their lives, such as when starting at a new job or school/college. Therefore, it is proposed that all staff and parents/guardians of students would receive a Welcome Travel Pack (WTP) upon first starting at the school/college. The Travel Pack should be distributed to all new staff on commencing employment at the school/college, and also placed on display within communal areas.
- 7.9.3 The pack is to be prepared and disseminated by the TPC with assistance from MCC and local public transport operators, in terms of producing walking, cycling maps and public transport information. The proposed contents of the Travel Pack are outlined within Figure 11:

Figure 11: Proposed Welcome Travel Pack Contents



8. MONITORING & EVALUATION STRATEGY

8.1 Introduction

- 8.1.1 It is important to recognise that Travel Plans need to be continuously developed, and in order to measure their success, it is essential that an appropriate monitoring and evaluation strategy is employed. This plan is intended to provide a flexible working strategy that will be regularly reviewed and updated. It is anticipated that as part of an annual evaluation, certain aspects such as the Travel Plan targets will be reviewed and modified if required. The Travel Plan monitoring and evaluation process is shown graphically in Figure 12 below:

Figure 12: Monitoring & Evaluation Process

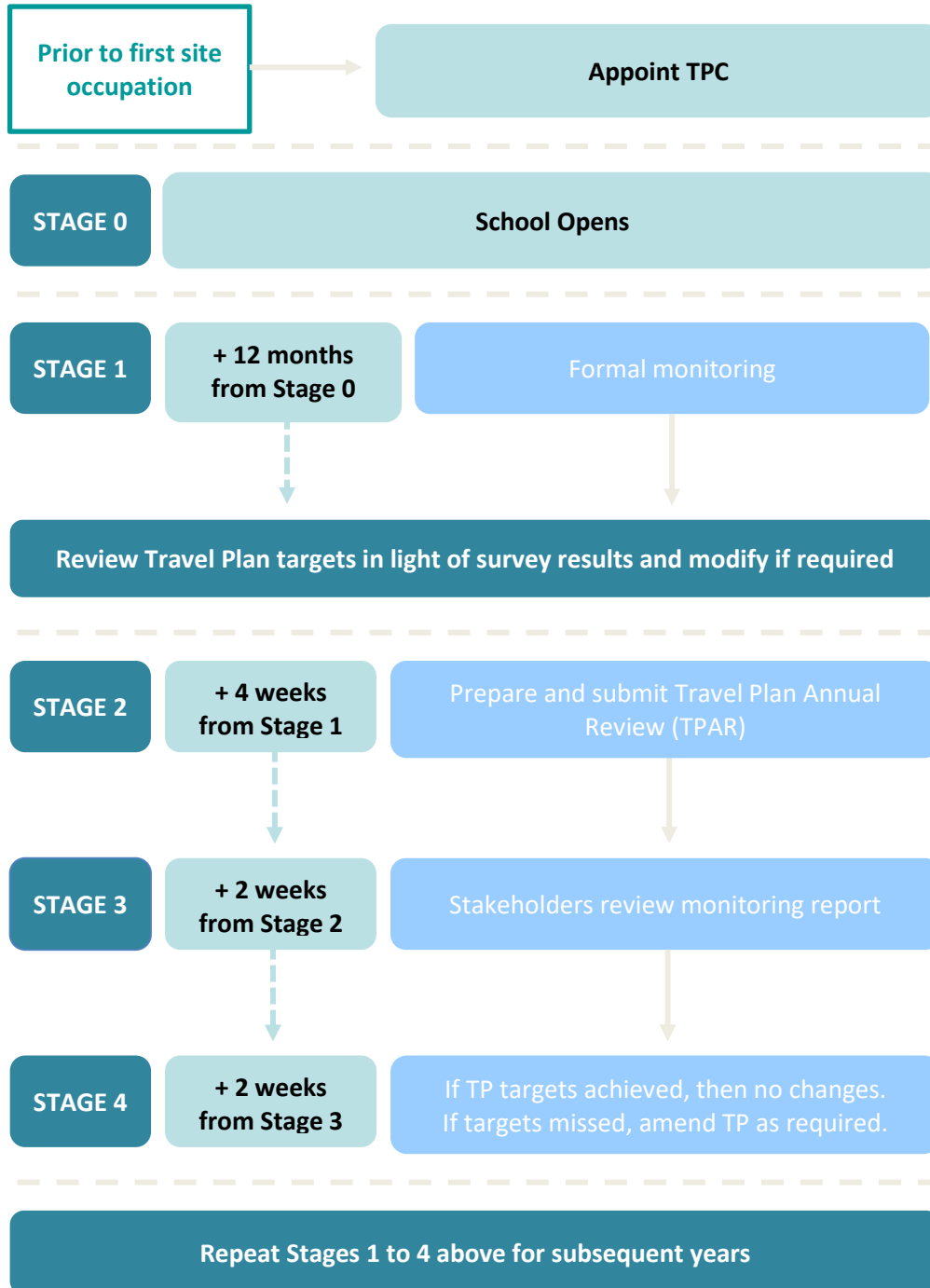


- 8.1.2 The review process of this TP is to remain in place throughout the lifetime of the plan. However, formal monitoring and assessment is to be undertaken annually. The monitoring is to be undertaken by the TPC in consultation with the student Travel Plan Champion, a staff representative, and the school/college, as well as MCC, with agreement over elements such as the proposed surveying methodology, amendments to the Travel Plan targets, and intervention measures.
- 8.1.3 The review process provides the opportunity for the school/college and key stakeholders to consider the performance of the TP and determine whether the targets have been achieved. All stakeholders should come together to consider the outcomes of the review process and decide if any amendments are required to the TP. Any intervention measures should be implemented as appropriate.

8.2 Monitoring & Evaluation Strategy

8.2.1 The proposed monitoring and evaluation strategy is illustrated in Figure 13 followed by the relevant explanatory text.

Figure 13: Monitoring & Evaluation Strategy



8.3 Stage 0 – School Opening

- 8.3.1 A number of the measures and actions of the Travel Plan are to be implemented prior to occupation of the secondary school, however Stage 0 provides a starting point for the formal monitoring and evaluating process.

8.4 Stage 1 – Monitoring Questionnaire

- 8.4.1 In order to review and evaluate the effectiveness of this TP, the travel patterns of both students and staff need to be regularly established and monitored. As part of the strategy and action plan of this TP, this will be achieved by undertaking annual parent/student and staff surveys. The questionnaires can be modified appropriately in light of experience from previous years' surveys. This will ascertain details of site-specific circumstances, behaviours, existing and preferred travel patterns. The surveys can also enhance support for the TP and increase awareness of sustainable travel issues.
- 8.4.2 Site specific travel data will be collected via monitoring surveys following first occupation of the secondary school, with annual surveys thereafter.
- 8.4.3 As a minimum, the travel survey questionnaire should look to establish the mode of transport usually used for travelling to/from the site. As the survey can be used to justify alterations to the Travel Plan targets, it is essential that the reasoning behind mode choice (particularly those travelling by car) is established. This can be done by a series of questions which assess why students and staff are using their chosen mode and may outline likely barriers in achieving modal shift. There are a number of things that the travel surveys can establish, such as:
- Usual mode of travel, with differentiation between those who travel by car and those who travel as a car sharer;
 - Alternative modes of travel;
 - Reasons for current mode choice;
 - Distance travelled;
 - Number of times per week (on average) staff travel to/from the school/college;
 - Receptiveness to a modal switch towards sustainable travel;
 - Receptiveness to Travel Plan measures;
 - Awareness of Travel Plan, initiatives, measures and travel options;
 - General opinions and views on site travel issues; and
 - Any special travel circumstances (e.g. mobility issues).
- 8.4.4 The surveys should ascertain detailed data regarding modes of travel, distance travelled, reasons for travel mode and suggestions for measures that would encourage sustainable travel. A key question to be added to the survey in subsequent years could be a question asking if a person's mode of travel has changed over the last year. This will provide an explicit expression of any modal shift.

- 8.4.5 It is recommended that a short covering letter/email is provided with a travel survey questionnaire to explain the purpose and aim of the survey. To encourage responses an appropriate prize could be offered (e.g. a voucher towards buying cycle equipment).
- 8.4.6 It is recommended that visitor travel choice be monitored by including a 'How Did You Travel Here Today?' tick-box question as part of the signing-in process at reception. Information provided on the website or via correspondence should support journeys to the site by sustainable travel.

8.5 Stage 2 – Travel Plan Annual Report

- 8.5.1 The results of the surveys will culminate in the production of an annual Travel Plan Annual Report (TPAR) that can be used to assess the progress achieved, raise awareness of travel initiatives and identify possible future actions. This report would be produced by the TPC and submitted to key stakeholders, such as MCC. The TPAR is to be provided to key stakeholders within 4 weeks of completion of the annual monitoring surveys.

8.6 Stage 3 – Stakeholder Review

- 8.6.1 As part of the stakeholder review stage, MCC are to provide the TPC with any comments on the submitted monitoring report. Revisions to the Travel Plan may follow once the development is constructed and occupied, the travel patterns are understood from data collected through the formal monitoring stage and the TPAR is undertaken. Any amendments (if required) to the Travel Plan and the targets within it will be discussed at this stage.

8.7 Stage 4 – Intervention Strategy

- 8.7.1 If the review process identifies that the TP targets are being missed by a significant margin, then additional measures/initiatives, and wider changes to this Travel Plan, will be required at the site. Discussions should take place between the TPC, MCC, and any other relevant parties to determine which additional Travel Plan measures need to be implemented. Trigger points for the implementation of any such additional measures would need to reflect the scale by which the target(s) was not achieved.
- 8.7.2 Potential additional measures include:
- Allocate preferential on-site parking for car sharers;
 - Invite Sustrans (a charity that promotes walking and cycling), or another suitable organisation, to undertake sustainable travel workshops with students;
 - Area-wide (potentially local authority-wide) initiatives, working with neighbouring developments and the local authority; and
 - More active marketing of the Travel Plan, incorporating a shift of focus.
- 8.7.3 Any intervention measures would need to be funded either through the TPC role or implemented with specific funding from the school/college. The impact of the intervention measures will be monitored as part of future annual reviews.

8.8 Subsequent Years

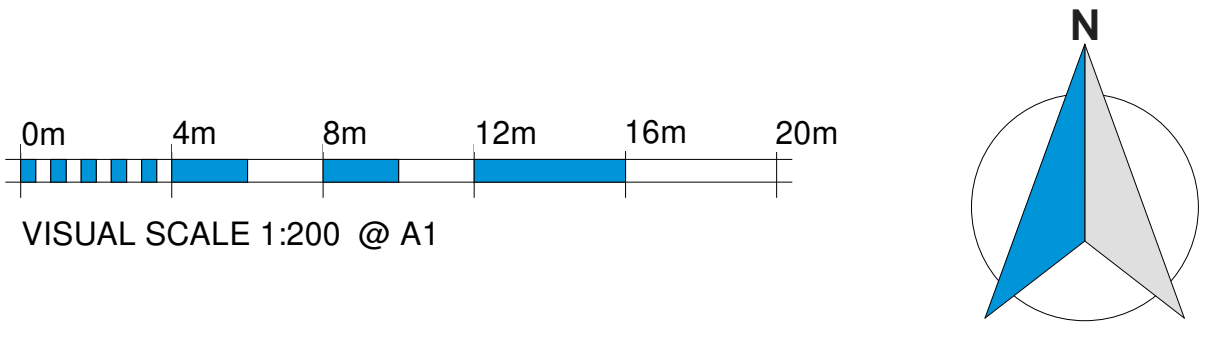
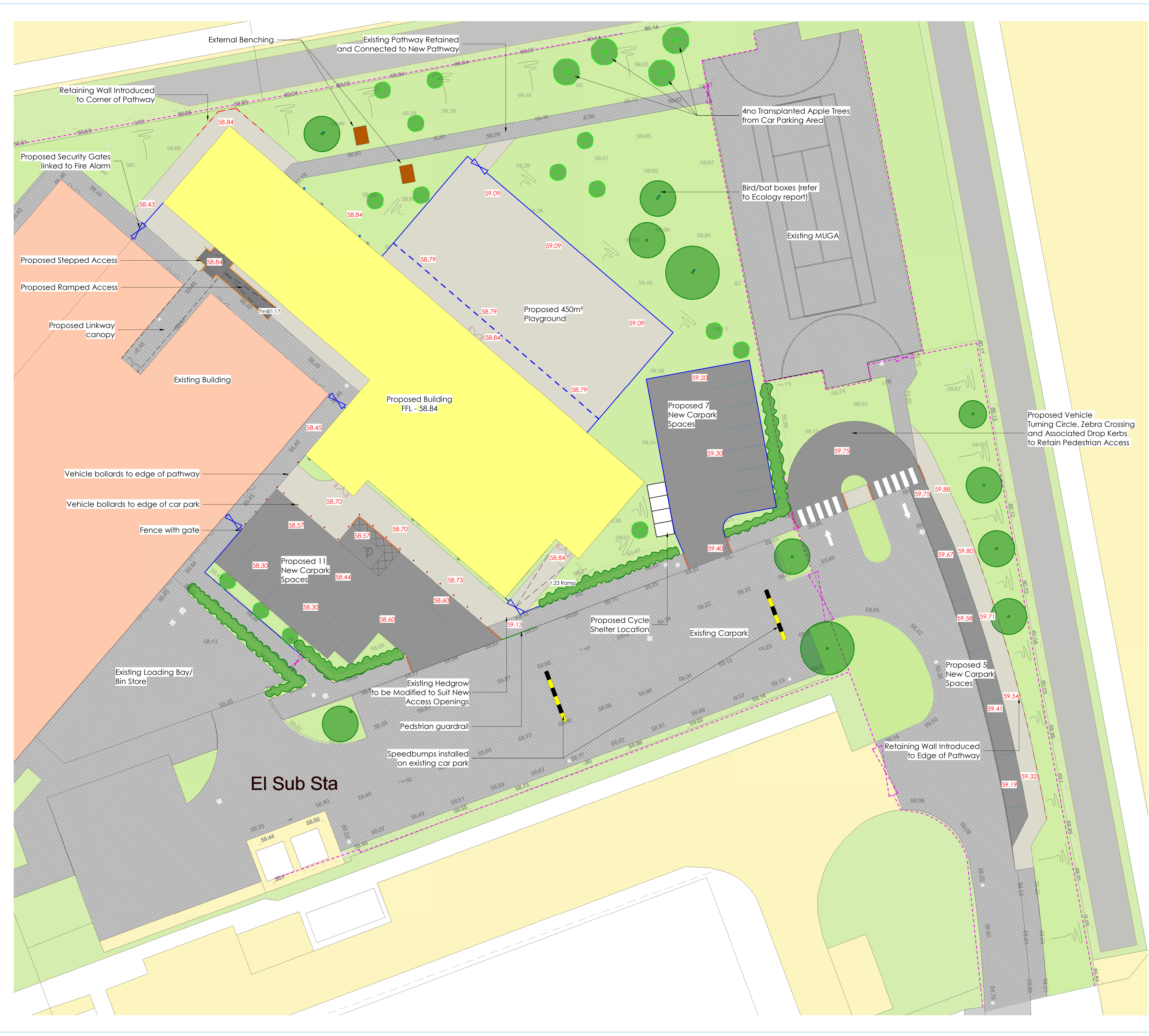
- 8.8.1 Stages 1 to 4 of the above monitoring and evaluation strategy would be repeated for subsequent years. A monitoring and evaluation period of five years at the site should be suitable.
- 8.8.2 It is considered that the monitoring and evaluation strategy outlined above will allow the Travel Plan to be appropriately reviewed and modified to ensure the achievement and maintenance of the Travel Plan targets.

9. REFERENCES

- AECOM Transportation, 2013. Beswick Project – Transport Assessment.
- AECOM Transportation, 2013. Beswick Community Hub Project – Framework Travel Plan.
- AECOM Transportation, 2011. Manchester City Football Academy – Transport Assessment.
- AECOM Transportation, 2011. Manchester City Football Academy – Framework Travel Plan for Proposed South West Corner Development.
- BRE (Building Research Establishment), 2018. UK New Construction Non-Domestic Buildings Technical Manual.
- CIHT (Chartered Institution of Highways and Transportation), 2010. Manual for Streets 2: Wider Application of the Principles.
- DCLG (Department for Communities and Local Government), 2014. Planning Practice Guidance – Travel Plans, Transport Assessments and Statements in Decision-Taking (ID: 42-06/03/2014) [online: <http://planningguidance.planningportal.gov.uk>].
- DfT (Department for Transport), 2020. LTN 1/20 – Cycle Infrastructure Design.
- DfT, 2008. The Essential Guide to Travel Planning.
- DfT, 2007a. Guidance on Transport Assessment.
- DfT, 2007b. Manual for Streets.
- DfT, 2005a. Transport Energy Best Practice: A Guide on Travel Plans for Developers.
- DfT, 2005b. Making Smarter Choices Work.
- DfT, 2002a. Using the Planning Process to Secure Travel Plans Best Practice Guide.
- DfT, 2002b. Inclusive Mobility.
- GMCA (Greater Manchester Combined Authority), 2020. Greater Manchester Accessibility Level Map. [online: https://mappinggm.org.uk/gmodin/#os_maps_light/11/53.5069/-2.3201] (accessed November 2020).
- IHT (Institution of Highways and Transportation), 2000. Guidelines for Providing for Journeys on Foot.
- IHT, 1999. Guidelines for Public Transport in Development.
- LTP (Local Transport Projects Ltd), 2020. Proposed Secondary School, Land at Connell Co-op College, Alan Turing Way, Manchester – Travel Plan.
- MCC (Manchester City Council), 2020. Manchester Controlled Parking Zone Map. [online: https://secure.manchester.gov.uk/info/500346/city_centre_parking/146/on-street_parking/6] (accessed November 2020).
- MCC, 2012. Manchester's Local Development Framework, Core Strategy Development Plan Document.
- MHCLG (Ministry of Housing, Communities and Local Government), 2019. National Planning Policy Framework.
- TCL (TRICS Consortium Limited), 2016. TRICS Good Practice Guide 2016.
- TfGM (Transport for Greater Manchester), 2019. Manchester Cycle Map. [online: <https://tfgm.com/cycling/maps>].
- TfGM, 2019. TfGM Travel Plan Toolkit [online: <https://travelplantookit.tfgm.com/>]
- TfGM, 2017. Greater Manchester Transport Strategy 2040.

TTM (Travel Time Maps), 2020. Travel Time Isochrone Map. [online: <https://app.traveltime.com/>]
(accessed November 2020).

Appendix I – Proposed Site Layout Plan



Key:

- Proposed vehicle bollard
- Proposed benching
- Proposed bird/bat box (refer to Ecology Report)
- Proposed drop kerb
- Proposed Handrail
- Proposed door hoops
- Existing security fence
- Proposed 3m high security fence
- Pedestrian guard rail
- Proposed retaining wall
- Proposed surface water drainage channel
- Proposed building
- Existing building
- Proposed New Pedestrian Grade Tarmac
- Proposed New Vehicle Grade Tarmac
- Existing tarmac (Pavement & Road)
- Proposed Cycle Shelter Location
- Proposed new trees
- Existing trees and hedgerow
- Existing Levels
- Proposed Levels

Prior to execution, the sub-contractor is to assume design responsibility for all elements of their work and satisfy themselves with the details shown on the drawing. Design, compliance with relevant regulations and execution on site is the responsibility of the appointed sub-contractor

Rev	Description	By	Chk	Date
P6	Gate position revised following client comments, handrails to access ramp introduced adjacent to linkway entrance	WH		09/12/20
P7	Revised steps and surrounding landscaping, Pathway and carpark; fencing adjusted, bollards introduced and pedestrian guard rail. Proposed cycle shelter location added.	SF		15/12/20
P8	Repositioned steps adjacent to ramp	SF		15/12/20

ALL DIMENSIONS ARE IN MILLIMETRES UNLESS OTHERWISE NOTED. DO NOT SCALE OFF DRAWINGS. ALL DIMENSIONS ARE NOMINAL AND MUST BE CHECKED ON SITE. ALL DRAWINGS ARE COPYRIGHT OF DARWIN GROUP LTD AND CANNOT BE REPRODUCED WITHOUT WRITTEN CONSENT OF DARWIN GROUP LTD. IF THERE ARE ANY DISCREPANCIES WITH ANY INFORMATION PROVIDED, IT IS THE CONTRACTORS RESPONSIBILITY TO NOTIFY DARWIN GROUP LTD IMMEDIATELY.

DarwinGroup
Construction Has Evolved
Design Engineering Contracting Office
London House, Showbury Business Park, Showbury, Shrewsbury, SY4 4EA
TEL: 01939 252909
www.darwingroup.co.uk

PROJECT TITLE
Connell Co-op College

ADDRESS
301 Alan Turing Way
Manchester
M11 3BS

DRAWING TITLE
Proposed Landscaping Plan

DRAWING TITLE

Proposed Landscaping Plan

DRAWING REFERENCE

180389	DGL	01	XX	DR	A	1400
PROJECT	ORIGINATOR	VOLUME	LEVEL	TYPE	ROLE	NUMBER
INITIAL ISSUE DATE		INITIAL ISSUE BY		INITIAL CHECKED BY		GIFA
12/12/18		WH		ST		896 m²
SUITABILITY				SCALE		SHEET
S0		Work In Progress		1 : 200		A1
STATUS CODE		STATUS DESCRIPTION				

Appendix 2 – Public Transport Accessibility Index

Using the drop down boxes make the relevant selections and press the 'Select' button

Building type Further Education College

No. nodes required 4

Dedicated bus service: No

Select

NODE 1

Public transport type	Bus										
	Distance to node (m)	80									
Average frequency per hour	Service 1	Service 2	Service 3	Service 4	Service 5	Service 6	Service 7	Service 8	Service 9	Service 10	
	2										

NODE 2

Public transport type	Bus										
	Distance to node (m)	400									
Average frequency per hour	Service 1	Service 2	Service 3	Service 4	Service 5	Service 6	Service 7	Service 8	Service 9	Service 10	
	6	0.167									

NODE 3

Public transport type	Rail										
Distance to node (m)	600										
Average frequency per hour	Service 1	Service 2	Service 3	Service 4	Service 5	Service 6	Service 7	Service 8	Service 9	Service 10	
	6										

NODE 4

Public transport type	Rail										
Distance to node (m)	700										
Average frequency per hour	Service 1	Service 2	Service 3	Service 4	Service 5	Service 6	Service 7	Service 8	Service 9	Service 10	
	4	2	1	1							

Accessibility Index

7.93