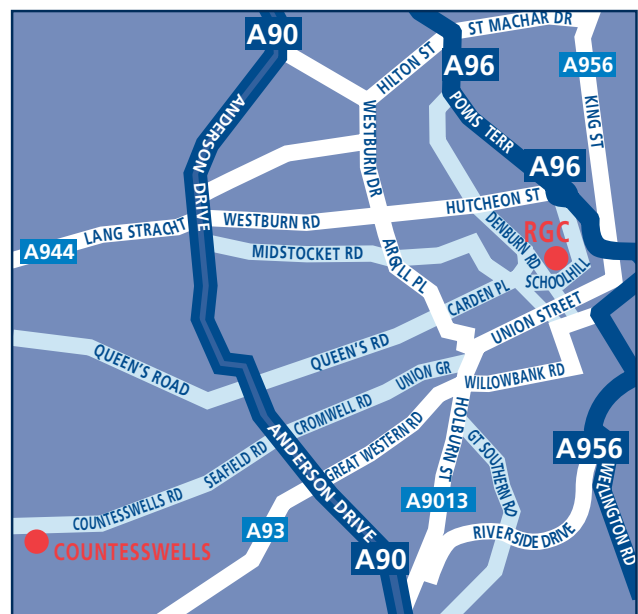# ROBERT GORDON'S COLLEGE

Travel Plan

Introduction

1.1 General

1.1.1 This Travel Plan has been prepared by the Travel Plan Group at Robert Gordon's College in relation to the travel to and from the College's sites at Schoolhill and Countesswells. The plan has been prepared in response to the Travel Survey Report in Sept 2017, prepared by Fairhurst on behalf of Robert Gordon's College, as part of the College's continued commitment to developing more sustainable forms of travel to and from the College.

1.1.2 A Travel Plan is a dynamic document and it must regularly be revisited so that it responds to the travel needs of staff and pupils, ensuring that the package of measures in place achieves the aims and objectives of the plan.

1.2 Site Location and Description

1.2.1 Robert Gordon's College is located in the centre of Aberdeen at Schoolhill, AB10 1FE which is connected to Union Street (the main street through the heart of Aberdeen city) via Belmont Street. The campus is a short 8 min walk (0.4 mile) from Aberdeen Bus and Train Station with public car parks located nearby. The College playing fields and outdoor sports facilities are located at Countesswells a 13 min drive (3.4 miles) from the Schoolhill Campus. The 39 acre facilities support rugby, hockey, outdoor netball, cricket, athletics, football, tennis and gym activity.

1.2.2 The location of Robert Gordon's College Schoolhill campus and Countesswells playing fields, within their surrounding context, are illustrated by Figure 1-1 below.

Figures 1-1: Site Location Maps

Figure 1-2: Site Map
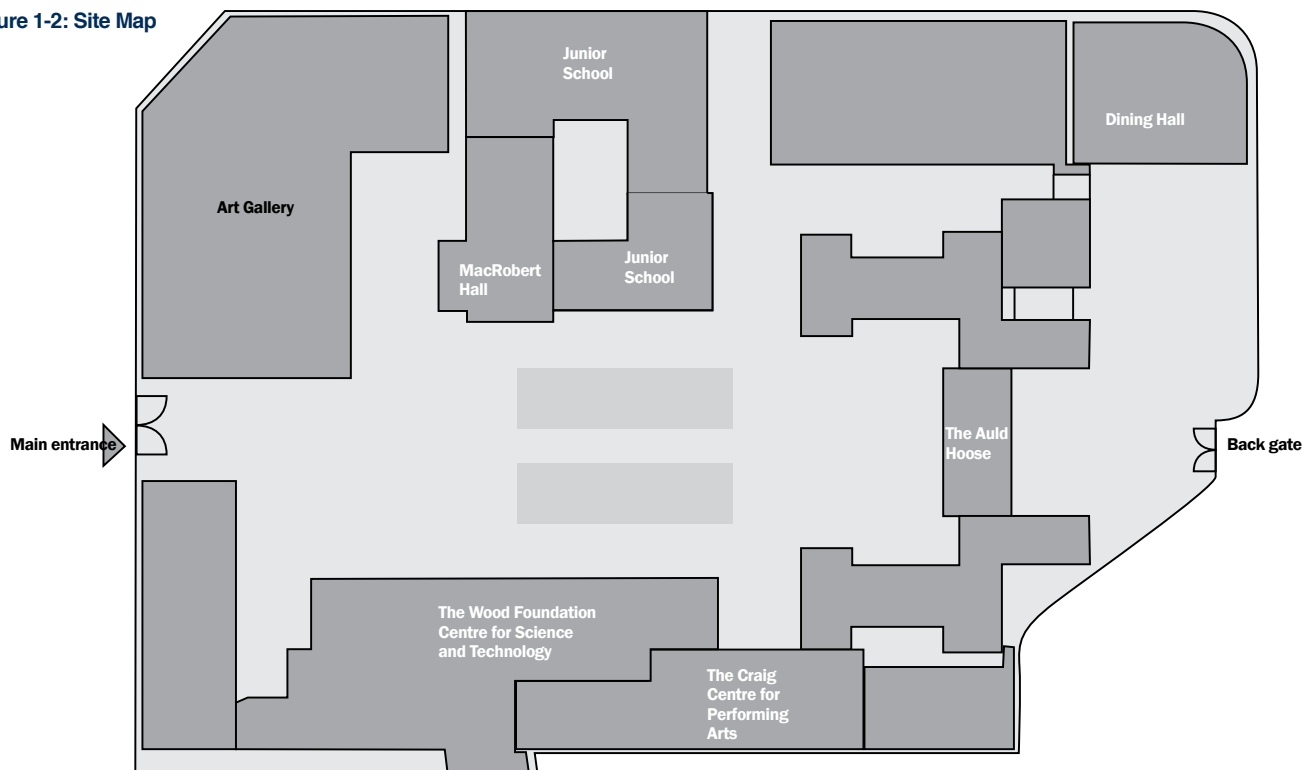
1.2.3 The Robert Gordon's College Schoolhill campus layout plan are illustrated by Figure 1-2 above.

1.2.4 Access to the College for pedestrians and vehicles is from the front gate on Schoolhill. Pedestrian access is also limited access from the rear entrance of the College at the junction of Blackfriars Street, Charlotte Street and St Andrews Street between 7:45 - 8:45 / 14:45 - 15:45.

1.3 School Overview

1.3.1 Robert Gordon's College is an independent co-educational nursery and day school for children aged 3 to 18 years. The school educates over 1,600 girls and boys who benefit from opportunity and choice via curriculum breadth and a range of extracurricular sports, clubs and societies. We are a community with parent, teacher and pupil relationships at our core where pupils are supported to develop their individual strengths. Classes are small and our tradition of academic strength is underlined by year on year examination success. The 2016 visit from Her Majesty's Inspectors of Education commented that "Overall the school provides high quality learning and teaching for children." Since 2009, £25 million has been invested in facilities. Pupils benefit from Junior School 360 - degree classrooms, The Craig Centre for Performing Arts, The Wood Foundation Centre for Science and Technology, onsite swimming pool, and 39-acre Countesswells Sports Fields. Remaining true to the philanthropic ethos of our founder, Robert Gordon, the College is proud to offer a bursary programme where allocated funds far exceed national averages in the independent school sector. In 2016/17 £1.5 million overall was available for the Senior School bursary programme.

1.4 National and Local Policies and Guidance

1.4.1 The 'Scottish Government Travel Plan' defines a Travel Plan as a 'general term for a package of measures tailored to the needs of individual sites and aimed at promoting travel choices and reducing reliance of cars' (paragraph 1.1)

1.4.2 Regarding local and national planning and transport strategy and policies, the College will look to align where appropriate, seeking guidance from NESTRANS and Aberdeen City Council as required.

1.4.3 This Travel Plan has been written with regard with both National and Local Policies and Guidance. It outlines measures that are being implemented to limit the College's traffic impact and also promote more sustainable and healthier forms of transport, thereby achieving the aims of those Policies. In addition, this document suggests other measures that can potentially be implemented in future to respond to specific demands.

1.5 Travel Plan Benefits

A Travel Plan can bring a number of benefits to the organisation responsible for its implementation, and also to other organisations, the local community and the environment as a whole. The benefits can be summarised as follows:

- Staff - benefit from improved health, potential cost and time saving, reduced stress related to travelling and a general improvement in quality of life;
- The College - benefits from increased production and attainment generated by a healthier, more motivated workforce and pupil population, potential cost savings, reduced congestion, reduced demand for car parking and improved access;
- Improved access - to site for staff, pupils, emergency vehicles, parents, visitors and contractors;

- Local community - benefit from reduced congestion, lower journey times and free flow of traffic, reduced likelihood of accidents, improved public transport services, reduced overspill parking, whilst also addressing issues of nuisance and noise;
- The environment - a general benefit from improved air quality, less noise, dirt and fumes, and reduced impact on other national and global environmental problems such as global warming, due to lower carbon-based emissions; and
- Health promotion - by encouraging physical exercise such as walking and cycling.

1.6 Why Change How You Travel to the College?

1.6.1 By choosing a more sustainable form of travel to the College, including walking, cycling, bus or train, it will help reduce the impact of carbon emissions on the environment and reduce congestion on the road network.

1.6.2 It is well known that walking or cycling daily can improve your health and significantly reduce the chance of disease and illnesin the future. Also, many studies have proven that pupils who walk or cycle to school are more alert and generally do better in their studies in comparison to those who arrive by car.

2 Site Accessibility

2.1 Introduction

2.1.1 Use of private motor vehicles is not a sustainable long-term option for transport in the UK. In general, the public road networks will not cope with continued traffic growth levels. For some time now, Government aims have been targeted at reducing car usage and promoting sustainable forms of transport. Such transport planning is important to sustainability in the UK. As directed by SPP all sites, either new development or traditional are required to promote travel by walking, cycling and public transport modes.

2.1.2 Consideration of the transport infrastructure in the area enables the identification of options for travel to and from the College by means other than the private car. A review of these options considers firstly the most sustainable option of walking, then cycling, public transport and finally car.

2.2 Cycling Facilities

2.2.1 The College currently includes covered long stay bicycle parking facilities which is capable in accommodating 20 bikes.

2.3 Potential to Encourage Further Walking and Cycling

2.3.1 There is a Crossing Patroller at the back gate (at the junction of Blackfriars Street, Charlotte Street and St Andrews Street)- 7:45 - 8:45 / 14:45 - 15:45 provided by Aberdeen City Council and funded by RGC. The College is also a member of the Bike to Work Scheme. The College has a link with the Edinburgh Bicycle Store in George Street.

2.4 Local Public Transport Facilities

2.4.1 Aberdeen Bus and Rail Station is situated within an 8 minute walk. Public buses travel through the City Centre with stops within a few minutes walking distance to the school. For more information and bus times visit First Group or Stagecoach. Aberdeen Rail Station has frequent services from various areas through North East Scotland and the rest of the UK. For more information and train times visit Scotrail, LNER East Coast or National Rail. Public car parking is located within a short walking distance.
- Harriet Street (Satnav postcode AB10 1JX) owned and operated by Bon Accord Centre
- Loch Street (Satnav postcode AB25 1HZ) owned and operated by Bon Accord Centre
- Denburn (Satnav postcode AB25 1UP) owned and operated by ACC

2.4.2 The car parking locations located within walking distance from Robert Gordon's College Schoolhill campus, are illustrated by Figure 2-1 shown left.

Figure 2.1: Car Parking Locations

2.5 College Transport Facilities

2.5.1 The school contracts with First Group and runs three 'yellow buses' in the mornings, from Peterculter, Westhill and Ellon, to bring Junior and Senior pupils to the school. Pupils are dropped off on Blackfriars Street at the side gate at approximately 0815. Each bus is supervised by an adult in addition to the driver and pupils are supervised on arrival at the school until they are safely in the playground.

At the end of the day the school/First Group runs a bus to the sports field at Countesswells for Primary 1-2 pupils. There are also buses to the West End and Peterculter with various stops for Primary 3-7 pupils and younger Junior School siblings. A temporary RGC Bus Service from Inverurie to and from the school was provided by First Group during the Scotrail Aberdeen - Inverness main line upgrade in May/June 2018 and will likely be provided in term time during the second and final phase of works planned for May - August 2019.

Places on the school morning and afternoon buses can be reserved on a termly basis using the online forms in the parents login area.

The school/First Group run buses to take pupils to and from the school sports field at Countesswells (Satnav postcode AB15 8AR) during the morning for Junior School Games. Senior pupils are transported to Countesswells at 1345 on their games day and make their own way home. In addition buses are provided for teams travelling to Countesswells after school for training.

2.5.2 As the College continues to explore ways to reduce traffic congestion at Schoolhill, Crooked Lane and Blackfriars Street. The College has agreed with Bon Accord Centre management preferential parking rates for parents within the Loch Street and Harriet Street Car Parks. The priority of the College is the safety of our pupils as they come to school in the morning and go home at the end of the day. As such we encourage as many parents as possible to use the car parks as part of their routine for dropping off and collecting their children. Parents are encouraged to purchase a top-up card at a cost of £10 from the Information Desk on the Upper Mall of the Bon Accord Centre. Preferential parking tariffs are:

20mins	Free	£2.50 Discount
30mins	£0.50	£2.00 Discount
1 hour	£1.50	£1.00 Discount
2 hours	£2.50	£1.00 Discount
3 hours	£3.00	£1.00 Discount

2.6 Vehicular Access

2.6.1 Schoolhill parking capacity comprises 65 staff spaces (both permanent and temporary allocations), 3 disabled spaces. 5 Visitor parking spaces and 1 visitor disabled space.

2.6.2 Countesswells parking capacity comprises 108 car parking spaces, 4 disabled spaces, 4 coach parking spaces. Currently Countesswells does not have any covered long stay bicycle parking facilities.

3 Travel plan aims and delivery strategy

3.1 Travel Plan Aims

The aims of the Travel Plan are to:
- Identify and eliminate unnecessary travel and reduce the impact of transport generated by the College on the rest of the community, the local and wider environment;
- Widen the choice of means by which staff, pupils, parents and visitors may travel to and from the College in a safe, comfortable and sustainable way, simultaneously improving the working environment for staff and pupils;
- Identify, support and promote alternatives to single occupancy car travel to and from the College for staff, pupils, parents and visitors;
- Improve the active travel routes to and around the College premises for users of sustainable modes of travel;
- Positively influence the health, fitness and wellbeing of staff and pupils by encouraging more walking and cycling as a means of travel; and
- Develop and implement strategies that support future applications for planning permission.

The aim of the Travel Plan is primarily based on identifying the existence of 'win-win' scenarios and the ability of well informed groups of employees to detect the advantages of making a modal shift towards more sustainable travel modes. A shift away from a single occupancy vehicle is frequently the core objective of a Travel Plan.

3.1.1 Generally, the overall aim of any Travel Plan is to reduce car usage to the school, particularly single occupancy trips. This will be achieved through the introduction of measures to encourage sustainable travel. The diagram below outlines a typical 'step by step' process of a Travel Plan.

3.1.2 In order to identify a set of objectives the existing issues, barriers or incentives will be established in order to encourage sustainable mode choice. Initially, surveys and 'Hands Up Data' was compiled in order to gain an insight into how pupils and staff currently travel to school.

3.1.3 A questionnaire based survey was given to parents who were asked by what means their children traveled to the College. This initial information has allowed certain measures to be implemented as part of the school works in order to capitalise on the potential and encourage sustainable travel to the College.

3.1.4 A further Travel Survey will be carried out among pupils and staff in term 1 of session 19/20 This collected data will then be used to monitor the success of the Travel Plan and will be used as the baseline against which targets will be set and monitored.
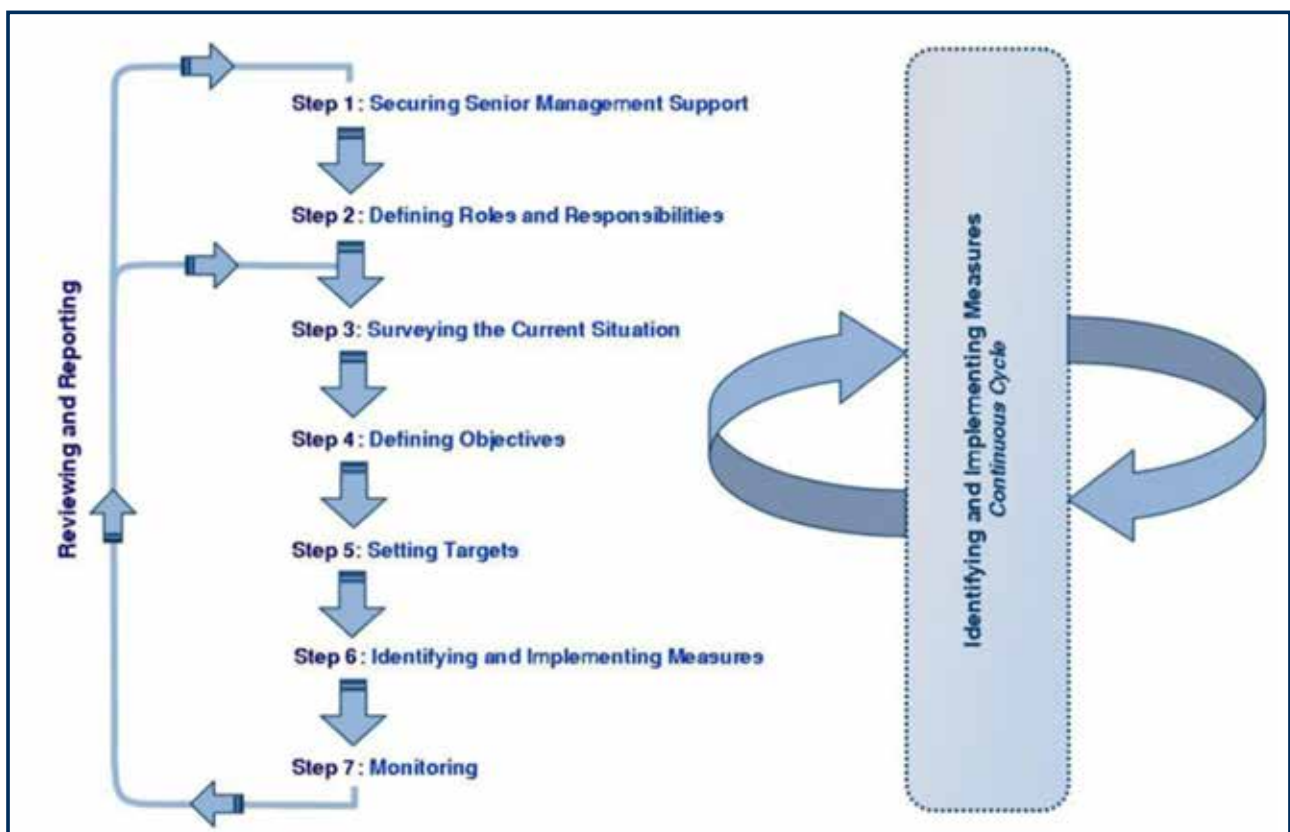
3.2 Objectives

3.2.1 The main objective of a Travel Plan is to reduce car usage. For the College this particularly relates to the number of single occupant staff car journeys to work and pupils being dropped off / collected by car. However, it is important that set objectives should be realistic with regards to existing travel trends and site location.

3.2.2 Initial objectives include the following:
- To increase awareness among pupils, parents and staff of travel choices and their implications;
- To facilitate and promote more active modes of travel;
- To increase the share of pupils and staff travelling to school by public transport, cycling and walking;
- To reduce car use, in particular car journeys by parents as part of the school run and single occupancy trips by commuting staff;
- To introduce a parking system to compliment the delivery of the other travel objectives;
- To ensure the Travel Plan is embedded into existing processes, costed and reviewed on a regular basis;
- To have workshops and activities dedicated to promoting and encouraging sustainable travel among pupils, staff and parents.

3.3 Delivery and Implementation Strategy

3.3.1 Successful delivery and implementation of a Travel Plan can improve accessibility by sustainable modes, positively affect modal choice for journeys to school and reduce congestion on the transport network. The most important measure of a Travel Plan's success is its effect on school travel behaviour through reduced car use and promotion of more sustainable forms of travel.

3.3.2 To assist in the delivery of a successful Travel Plan for the College the following strategy has been pursued:
- Appointment of a Travel Plan Group to oversee the implementation of the Travel Plan;
- Implementation of site-specific measures to promote sustainable travel by pupils and staff;

- Establish current travel patterns through 'Hands Up' data and pupil, staff and parent Travel Survey;
- Establish a baseline travel pattern to the College through the 'Hands Up' data and pupil, staff and parent Travel Survey which is reviewed and updated at regular intervals;
- Set clear modal shift targets with specific dates for their achievement;
- Monitor the progress of the Travel Plan at regular intervals.

3.4 Roles and Responsibilities

3.4.1 The school has appointed a Travel Plan Group who meet regularly and report to the Senior management team and the Head of College.

3.4.2 The Travel Plan Group has overall responsibility for the Travel Plan and will communicate the contents of the Travel Plan to pupils and staff.

3.5 Role of the Travel Plan Group

3.5.1 The key to successful implementation of this Travel Plan will be involvement of pupils, parents and staff at all stages. There is a need for communication between the Travel Plan Group and staff in order to maximise the potential benefits of implementing Travel Plan measures.

3.5.2 The Travel Plan Group will be responsible for:
- Implementation of the Travel Plan, including preparation for initial Travel Surveys to be undertaken and agreement of travel mode share targets;
- Being the point of contact for travel information, including preparation and distribution of travel information packs within and outside the College;
- Liaising with public transport operators, planning / highway authorities and other stakeholders to explore the potential for sustainable travel improvements;
- Promoting and marketing the Travel Plan within the

school, including provision of up to date information on regional and national initiatives / promotional events, e.g. National Bike Week

- Monitoring progress of the Travel Plan through coordinating repeat surveys and using the findings to develop new measures as necessary to encourage sustainable travel;
- Regularly reviewing the aims / objectives of the Travel Plan along with SMT, implementing any new travel measures and setting revised travel targets.
- Annual review of the progress of the Travel Plan with the City Council and other relevant agencies.

3.6 Staff Travel Survey

3.6.1 The Travel Plan Group will ensure that Travel Surveys are carried out to establish the travel patterns and obtain the views of pupils, staff and parents with regards to any existing barriers to sustainable travel. The survey data would be collected via 'Hand Up Surveys' and self-completion questionnaires, and passed to the Travel Plan Group who can compare findings and coordinate any necessary collective measures in response.

The Staff Travel Survey is a detailed survey and will be

3.6.2 repeated every year thereafter. A Snapshot survey may be used to assess the progress of any new travel measures that are introduced.

3.7 Travel Targets

3.7.1 Travel targets will be set, in agreement with Aberdeen City Council, following the completion of the initial travel surveys and a thorough review of the data obtained.

3.8 Site Specific Measures

3.8.1 Specific Travel Plan measures have been implemented to achieve the aims of the Travel Plan and are related modal shift targets. Specific measures that have been implemented are detailed in Section 5. Further measures may be developed following the travel surveys and consultation exercise with stakeholders.

4 Baseline Travel Survey

4.1 Introduction

4.1.1 Robert Gordon's College conducted a parent, pupil and staff survey to gather the current school travel data for the College which gave a percentage breakdown of the travel to school mode share. Figure 4-1 below gives an average of the travel mode share from all the surveys.

4.1.2 Parents, Pupils and Staff selected more than one answer is some cases, as the means of travel may be subject to other influences such as weather. Hence total figures in Figure 4-1 amount to more than 100%, but there is a clear indication that there is potential for a significant increase in the level of travel by walking, cycling, bus, train and park and stride.

4.2 Survey Results, Data Analysis and Discussion

Primary Mode of Travel Robert Gordon's College	Percentage (Mode Share)
Walk	14%
Cycle/Scooter	2%
Bus	22%
Park and Stride	10%
Driven	60%
Train	5%

Figure 4-1

4.2.1 Figure 4-1 confirms that the primary mode of travel for pupils and staff was by car accounting for 60% of the mode share. A high percentage of pupils arriving by car would be expected given that Robert Gordon's College does not have a local catchment area and essentially serves, but is not limited to, the Aberdeen City and Aberdeenshire areas. This further explains why the walking percentage recorded is only 14% as the majority of the pupils attending the College live outwith acceptable walking distance. However, with the inclusion of the Park and Stride travel, the walking mode share is 24% demonstrating a willingness to limit traffic congestion around the College.

4.2.2 Bus travel is the second most popular travel mode for pupils and staff with 22%. With the inclusion of train travel, the public transport mode share is 27% demonstrating the high level of public transport accessibility due to the College's central location within the heart of the City Centre.

4.2.3 The survey indicates that the majority of pupils and staff presently do not use sustainable forms of travel, with pupils within walking range of the school choosing to be driven.

4.2.4 The surveys not only captured how pupils currently travel to school but also what, if any, barriers influence or restrict particular travel options. The survey was answered by the parents, pupils and staff. Figures 4-2 and 4-3 above gives an average to the responses of why pupils currently do not walk or cycle to school.

If you don't walk to school, what stops you?	Percentage (Mode Share)
Too far	76%
Roads are too dangerous	12%
Bad weather	13%
Too much to carry	27%

Figure 4-2

If you don't cycle to school, what stops you?	Percentage (Mode Share)
Too far	55%
Roads are too dangerous	49%
Bad weather	13%
Too much to carry	36%
No / insecure bike storage	13%

Figure 4-3

4.2.5 Parents, Pupils and Staff selected more than one answer is some cases, as the barriers to walking or cycling to school may be subject to a variety of influences. Hence total figures in Figures 4-2 and 4-3 amount to more than 100%, but there is a clear indication that distance travelled has a significant impact.

4.2.6 Figure 4-2 confirms that the main barrier to walking is distance with 76%. This shows that many of the pupils are travelling from outwith the city centre area. This explains why the Car and Public Transport are the highest travel modes as for the majority of RGC pupils walking is not an option due to the distances involved. The results also indicate that another significant barrier to pupils walking to school is the amount of bags and equipment that pupils carry to school (27%).

4.2.7 Figure 4-3 also confirms that the main barrier to cycling is distance with 55%. Again this shows that many of the pupils are travelling from outwith the city centre area. This explains why the Car and Public Transport are the highest travel modes as for the majority of RGC pupils cycling is not an option due to the distances involved. The results also indicate that another significant barrier to pupils cycling to school is the amount of bags and equipment that pupils carry to school (36%). It is also clear that pupils, parents and staff feel that the roads and routes are too dangerous to cycle to school. This may be due to the College's central location within the heart of a busy City Centre.

4.2.8 All pupils, staff and parents who took part in the survey were also asked to provide details of their home postcode. This allowed links to be formed between pupils travel behaviour and their home address. The recorded pupil postcodes have been mapped and are represented in Figure 4-4 in order to illustrate the distances that many of the Robert Gordon's College pupils travel from.
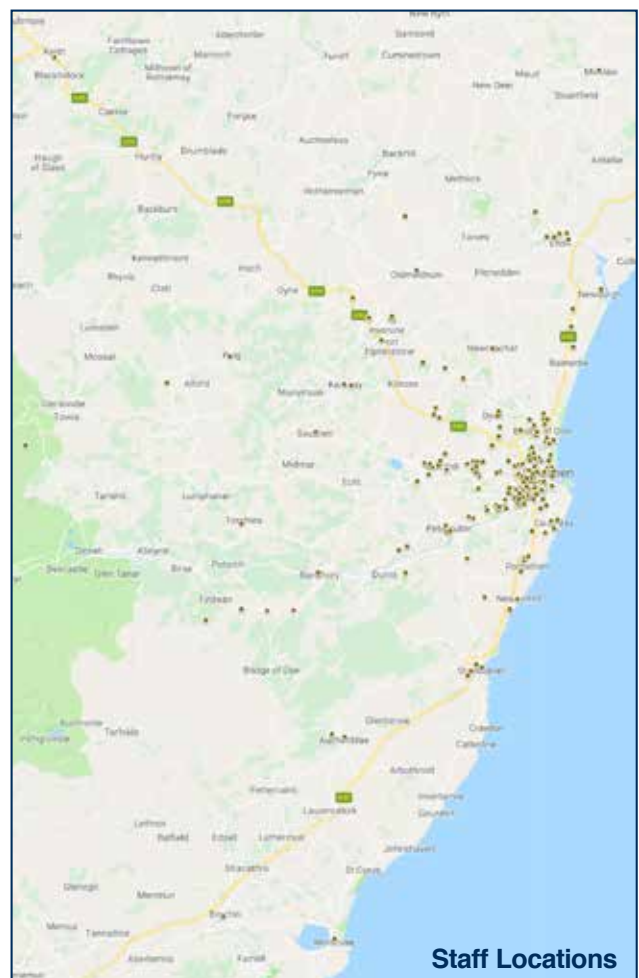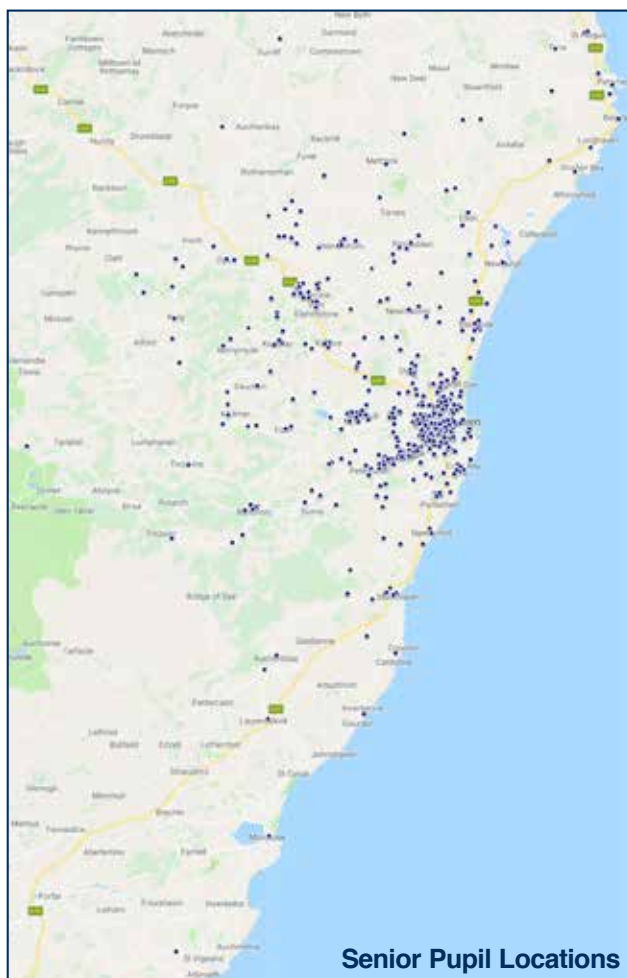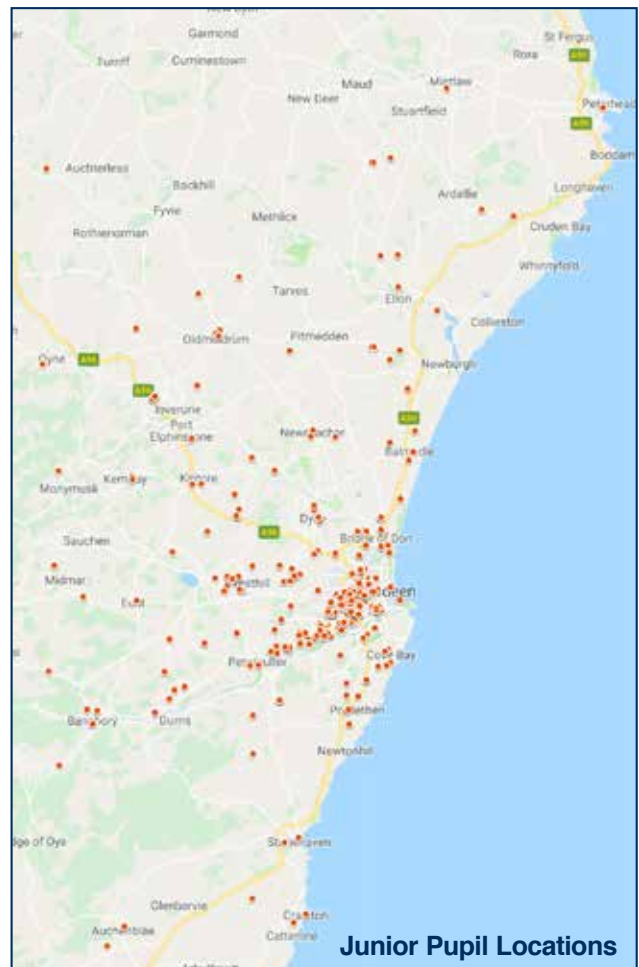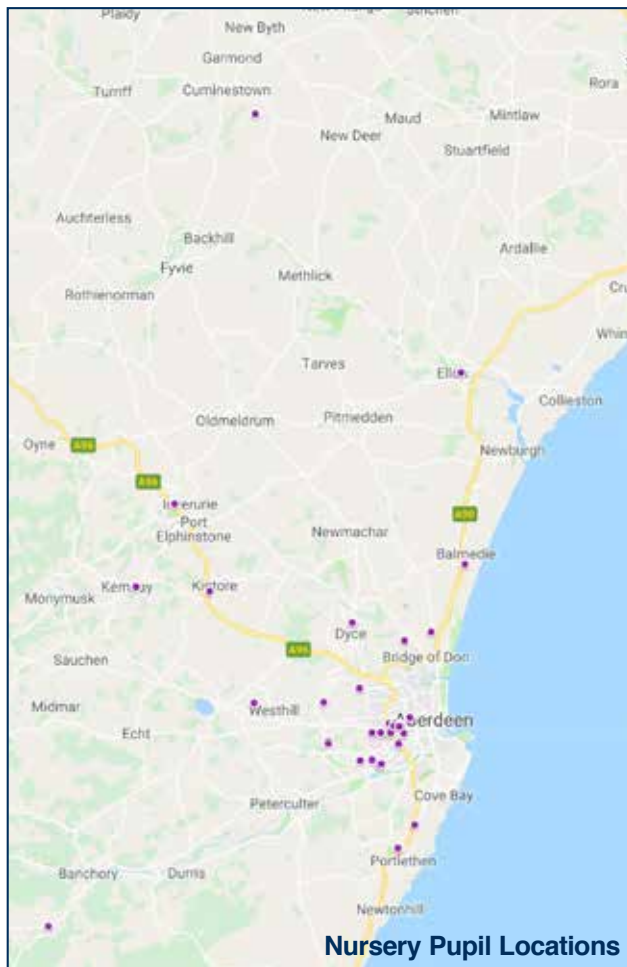Figure 4-5 (right) also shows that almost 64% of the drop-off

Nursery Pupil Locations

Junior Pupil Locations

Senior Pupil Locations

Staff Locations

Figure 4-4

4.2.9 trips are by parents who are also travelling to work.

In September 2018 Robert Gordon's College participated in the Hands Up Survey Scotland. The results gathered from 94% of all pupils to the question: How do you normally travel to school? Showed a reduction on traveling by car but a similar percentage response to the Robert Gordon's College Whole School Travel Survey. This would indicate that the results of the Whole School Travel Survey were accurate but that the inclusion of responses of how staff travel to the College significantly increase the car mode share and reduce the share of more sustainable forms of travel. Figure 4-6 below shows the responses to the Hands Up Survey Scotland 2018.

Below are the links to the results of the individual survey questionnaires returned by pupils, parents and staff

Parent Questionnaire
Nursery to P3 Questionnaire
P4 to P7 Questionnaire
Senior Pupils Questionnaire
Staff Questionnaire
Fairhurst - Robert Gordon's College Pupil Travel Survey Report - Sept 2017

If you travelled to school by car, where do you go after the school run?
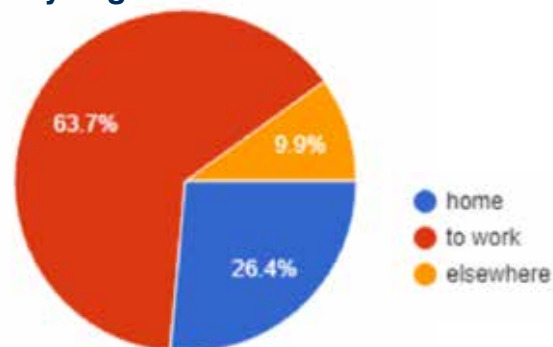
Figure 4-5

How do you normally travel to Robert Gordon's College	Percentage (Mode Share)	Percentage Change from Whole School Travel Survey
Walk	9%	↓5%
Cycle/Scooter	1%	↓1%
Bus	21%	↓1%
Park and Stride	20%	↓10%
Driven	43%	↓17%
Train	7%	↓2%

Figure 4-6

5 Travel Plan Measures & Action Plan

5.1 Overview

5.1.1 This section sets out a range of measures that will assist in achieving the aims and targets of the Travel Plan. Robert Gordon's College will allocate reasonable resources to ensure that the identified measures can be considered and implemented.

5.1.2 A number of measures have been implemented from the outset which will contribute towards the aim of reducing single occupancy car travel to the building and encourage sustainable forms of travel. These measures are:
- Creation of the covered long stay bicycle parking facilities which is capable in accommodating 20 bikes at Schoolhill.
- Cycle to work Scheme.
- The installation of an electric car charging point at Schoolhill.
- The introduction of a Crossing Patroller at the back gate (at the junction of Blackfriars Street, Charlotte Street and St Andrews Street)- 7:45 - 8:45 / 14:45 - 15:45 provided by Aberdeen City Council and funded by RGC.

5.1.3 These measures have been implemented in response to the information obtained, striking a balance between feasibility, desired improvements and encouraging sustainable travel.

5.1.4 At the regular Robert Gordon's College and Aberdeen City Council liaison meetings we have identified a range of public realm and transportation options around the Schoolhill campus under the governance of Aberdeen City Council. These options are being scoped out in order to know the possibilities, and measure their wider implications, and have been identified to help achieve the aims of the travel plan and to create a better balance of place and movement functions on Schoolhill. Schoolhill experiences traffic congestion at peak times in the day and we are taking the strides to making a safer and more attractive environment for everyone.

The physical possibilities and legal implications of the options within the wider college campus area are currently being scoped out and will be tested over the forthcoming months. We will update when we have greater certainty on implementation, however the creation of this travel plan puts Robert Gordon's College at the heart of re-organising how we safely and sustainably get to and from and use our Schoolhill campus. One option we are bringing forward is the creation of a Park & Ride scheme for pupils and staff from Countesswells to Schoolhill which will be another permanent option for sustainable transport choice

5.1.5 These proposals have been discussed at Aberdeen City Council / Robert Gordon's College Liaison Meetings in response to Stage 1 of the Schoolhill Masterplan Project, striking a balance between feasibility, desired improvements and encouraging sustainable travel.

The following tables present additional Travel Plan measures that can be implemented and considered by the school, and they are set out in two categories:

5.1.6 • **IMPLEMENT** – These measures will be implemented within a specified time from or prior to occupation.
• **CONSIDER** – These measures will be considered for implementation if justified by the findings of the Travel Survey and/or an assessment of feasibility/deliverability.

5.1.7 The measures are also given timescales for action:

• **SHORT** – up to 12 months
• **MEDIUM** – 12 months to 24 months
• **LONG** – over 24 months

5.1.8 Proposed measures are set out in the following sections of the Travel Plan.

Objective 1: 'Reduce the Need to Travel'

Status	Action	Comments	Timescale
Implement	Make pupils, parents and staff aware of infrastructure in the area to reduce the need to drive.	Provide information through Travel Information Packs.	Short
Implement	Encourage pupils, parents and staff to consider the travel implications of driving to school	Provide information through Travel Information Packs. Set up activities and workshops within the school to raise awareness. Also, include related topics within newsletters, emails etc.	Short

Objective 2 & 3: 'To increase awareness among pupils, parents and staff of travel choice and their implications' & 'to facilitate and promote more active modes of travel'

Status	Action	Comments	Timescale
Implement	All pupils, parents and staff will be made aware of the contents of the Travel Plan and will be encouraged to travel by sustainable transport.	The Travel Plan will be actively marketed to seek pupils, parents and staff co-operation and encourage 'ownership' of the Travel Plan.	Medium
			Short
Implement	Issue a Travel Information Pack to all pupils, parents and staff as part of the induction process.	Pack to set out current information on sustainable travel options and promote sustainable means of travel that are available in the vicinity.	Short
Implement	Promote cycling and walking as part of healthy living. Promote walking/cycling for special events and make all aware of sustainable travel schemes e.g.cycle to work scheme.	Travel Plan Group to regularly distribute information and hang posters on pupil and staff notice boards, within newsletters and school publications.	Medium
Implement	Promotional events.	Advertise and promote participation in national events e.g. such as national bike week.	

Objective 4: 'To increase the share of pupils and staff travelling to school by bus, cycling and walking' – Travel Information Pack, see Appendix D.

Status	Action	Comments	Timescale
Implement	Shower and changing facilities for staff	Dedicated shower and changing facilities will be available to staff.	Medium
Implement	Display up to date information on local walking and cycling routes.	Information to be displayed where it can be viewed by pupils and staff (notice boards, website, leaflets, newsletter email etc).	Short
Implement	Publicity of public transport routes, timetables and travel information lines for staff.	Current information to be displayed in public area (notice boards, website, leaflets, newsletter email etc), promoting bus travel as well as online journey planning tools.	Short
Consider	Participation in wider cycling measures.	Measures may typically include participation in a local bicycle user group, provision of advice/training on safe cycling, arranging discount with local cycle retailers etc.	Medium

Objective 5: 'To reduce car use, in particular car journeys by parents as part of the school run and single occupancy trips by commuting staff'

Status	Action	Comments	Timescale
Implement	Additional school crossing patrols placed at front gate to ensure pupils can cross the road safely, particularly where traffic may be busy.	Will reassure parents that their children can cross Schoolhill safety.	Short
Implement	Encourage parents to car share during school runs, taking it in turn with friends and near-by neighbours	Send out letters to parents or even set up a forum to encourage such travel.	Short
Consider	Promote car sharing among staff by providing information about Aberdeen City and Aberdeenshire car share schemes.	Advise staff of http://liftshare.com/uk/community/getabout and co-wheels.org.uk website. Consider guaranteed lift home for sharers who are unable to use their planned lift home due to unavoidable circumstances and set up a forum to encourage such travel.	Short

Objective 6: 'To introduce a parking system that supports the delivery of the other travel objectives'

Status	Action	Comments	Timescale
Consider	As part of a car sharing scheme, spaces could be provided in specific areas for staff who car share.	Consider allocating designated spaces to staff who car share.	Short

Objective 7: 'To ensure the Travel Plan is embedded into existing processes, costed and reviewed on a regular basis'

Status	Action	Comments	Timescale
Implement	Travel Surveys will be taken on an annual basis.	The surveys will serve two purposes; a consultation tool to pupils, staff and parents and a mechanism to monitor the development of the Travel Plan.	Short
Implement	The Travel Plan Group will undertake regular onsite reviews of how effective of measures have been.	Setting out schedule for carrying out future questionnaires and surveys.	Short
Implement	The Travel Plan will be revised at least every three years.	This will include a review of targets and objectives, as well as the success or otherwise of the actions.	Short
Implement	The Travel Plan will be flexible to current and future needs, and will be regularly monitored and developed by the Travel Plan Group.	Travel Plan Group to be allowed time to carry out such duties. Make pupils and staff aware of the available travel options to school.	Short Long
Implement	Include the Travel Plan within the induction programme for new pupils and staff.		

Objective 8: 'To have workshops and activities dedicated to promoting and encouraging sustainable travel among pupils and staff, as well as targeting parents'

Status	Action	Comments	Timescale
Consider	The Travel Plan Group will set up workshops and activities related to promoting sustainable travel to school as well as outside of school hours. Also, make pupils aware of the health risks and subsequent consequences due to a lack of daily exercise.	Making pupils aware of the travel options available to them, the associated health risks and encouraging thought concerning their travel choices from an early age.	Short

6 Monitoring & Review

6.1   Monitoring

6.1.1 The Travel Plan Group will assess the effects of the various initiatives annually, based on the travel survey results. The purpose of this monitoring is to:

- Provide continued awareness of how pupils and staff travel to the College;
- Assess performance against the aims and targets of the Travel Plan;
- Demonstrate continued management support; and
- Guide implementation of revised targets or further travel initiatives if necessary.

6.1.2 The Travel Plan Group will produce an annual monitoring report. The report will include the Staff Travel Survey results, analysis of trends against previous surveys, brief details of marketing and promotional events during the past year and details of any new measures adopted. It will also include details of relevant changes in personnel that are associated with the Travel Plan.

6.2   Review

6.2.1 The Travel Plan is an organic document that will require periodic review of targets and measures, in consultation with the School Management Team and communicated to the City Council.

6.2.2 The first review should take place one year after the initial travel surveys, with further reviews annually thereafter.

6.2.3 Where monitoring has revealed issues with the progress of the Travel Plan, revised targets or measures will be identified, and discussed with the City Council, to address these issues.

ROBERT GORDON'S COLLEGE

Appendix A

Travel Plan Survey Results -

Samples

RGC Travel Plan Questionnaire 2018 - Parents' Responses

Q1. How do your children usually travel to school?
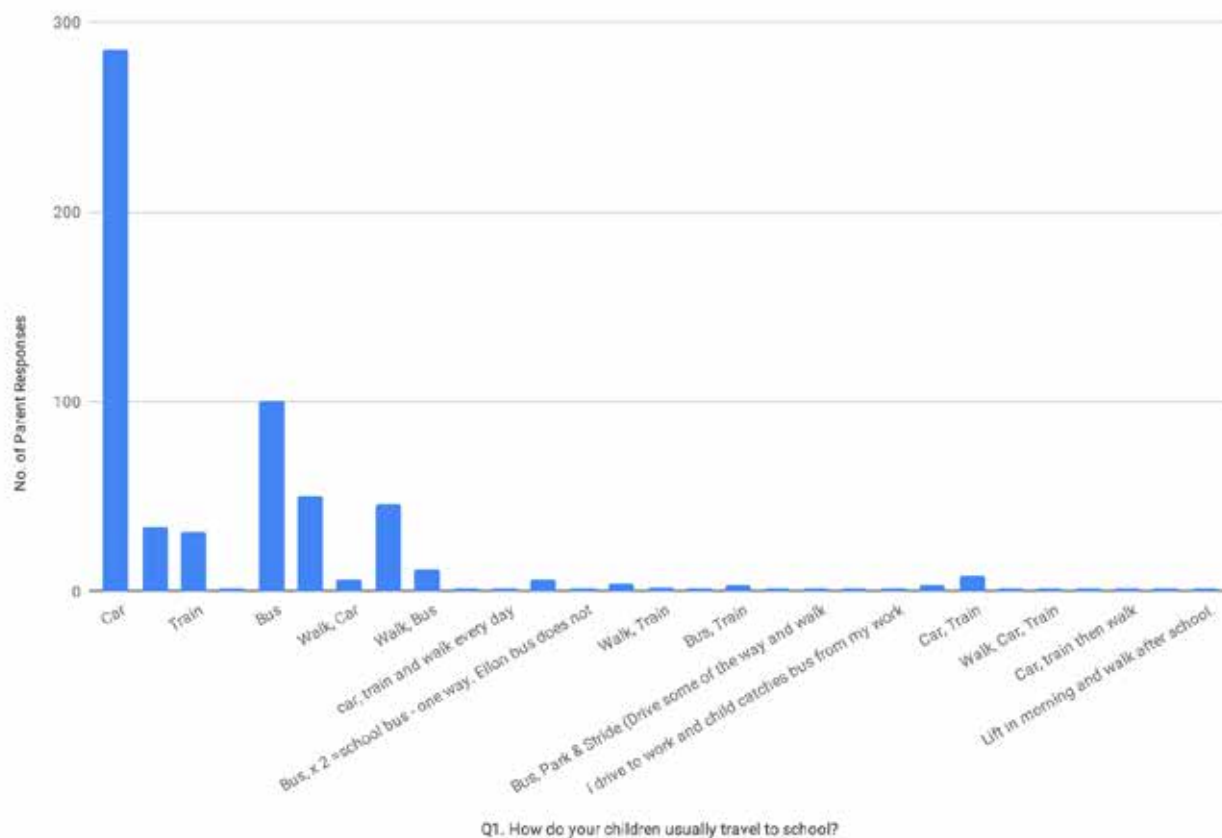
RGC Travel Plan Questionnaire - Nursery to P3 (Responses)

Did you come to School by car?
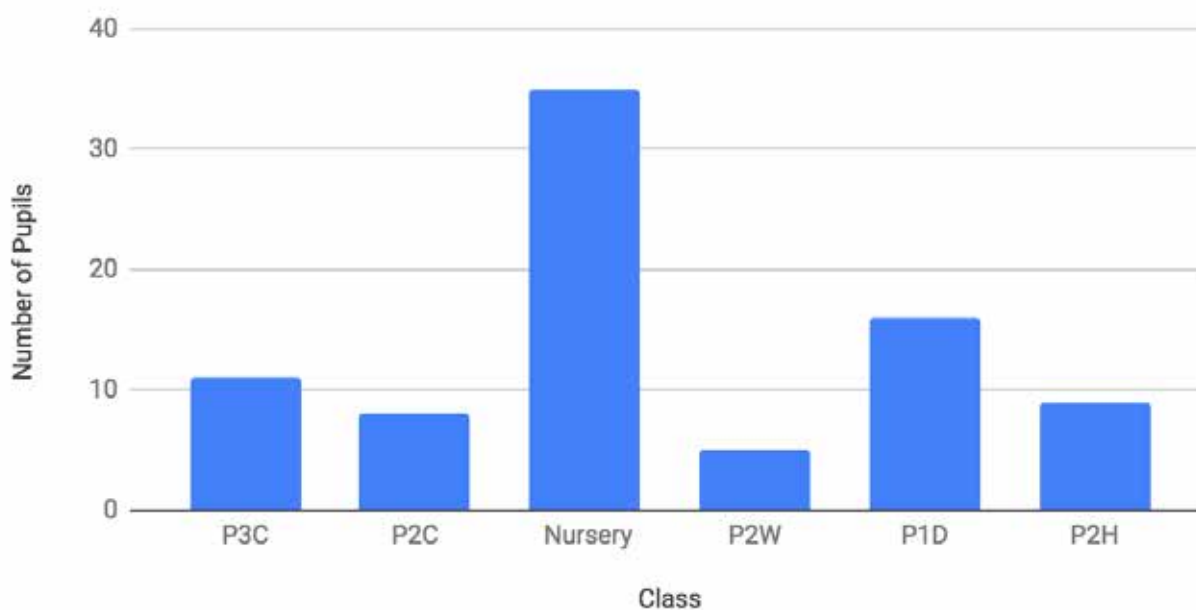
RGC School Travel Plan - P4 to P7 (Responses)

Do you usually come to School by car?

RGC Travel Plan Questionnaire 2018 - Parents' Responses

Q1. How do your children usually travel to school?
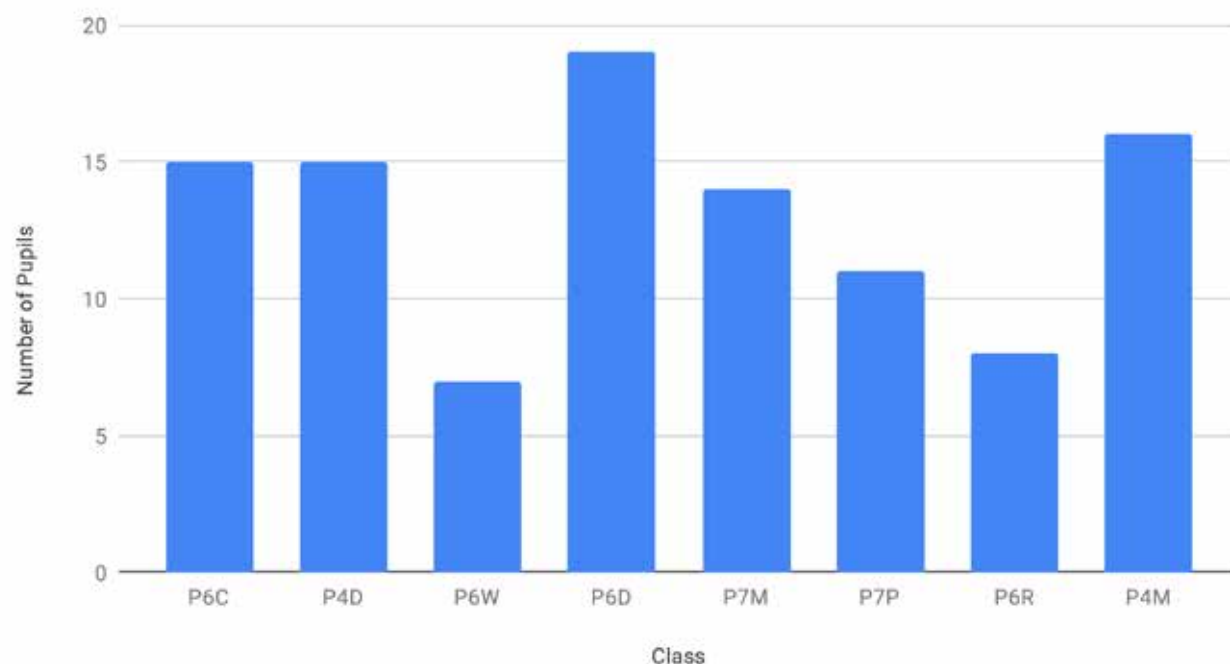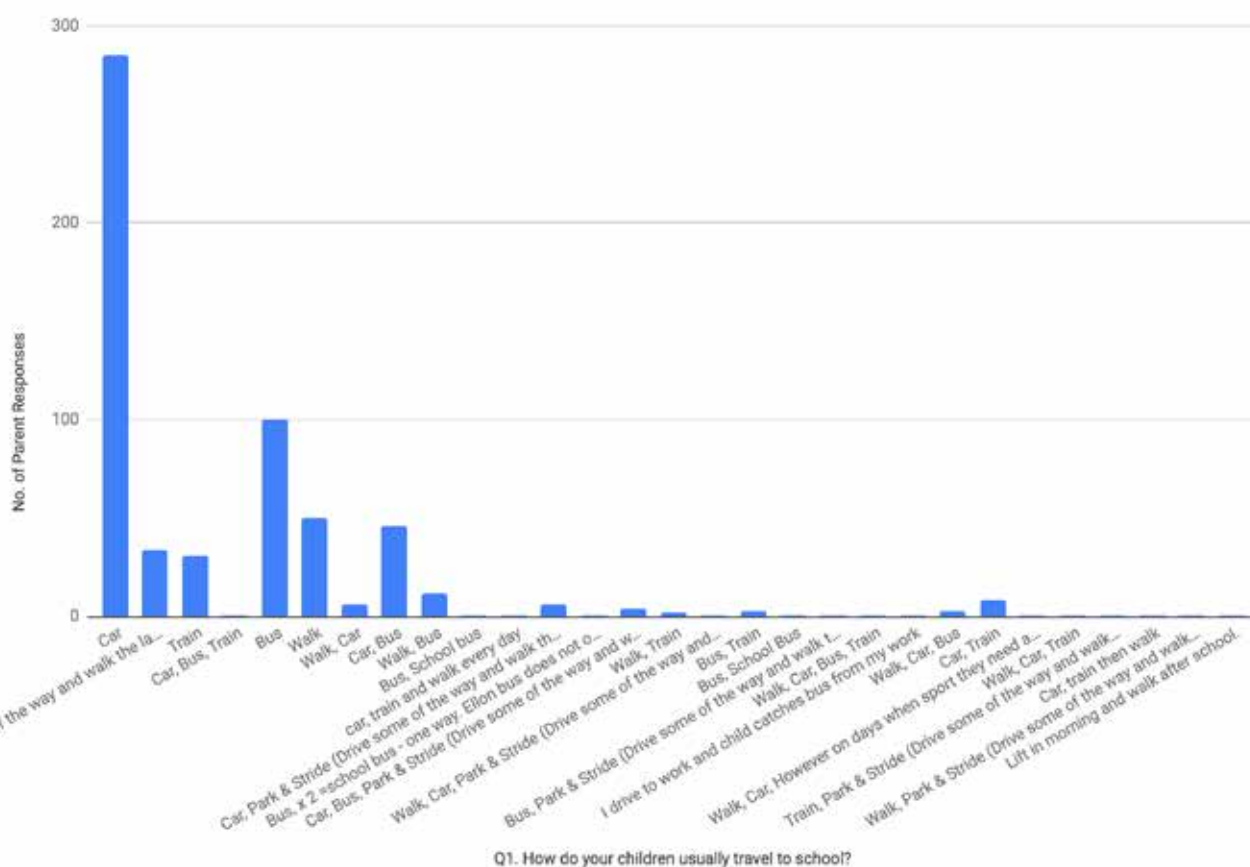
RGC Staff Travel Plan Questionnaire Responses 2018

Q1. How do you usually travel to school?
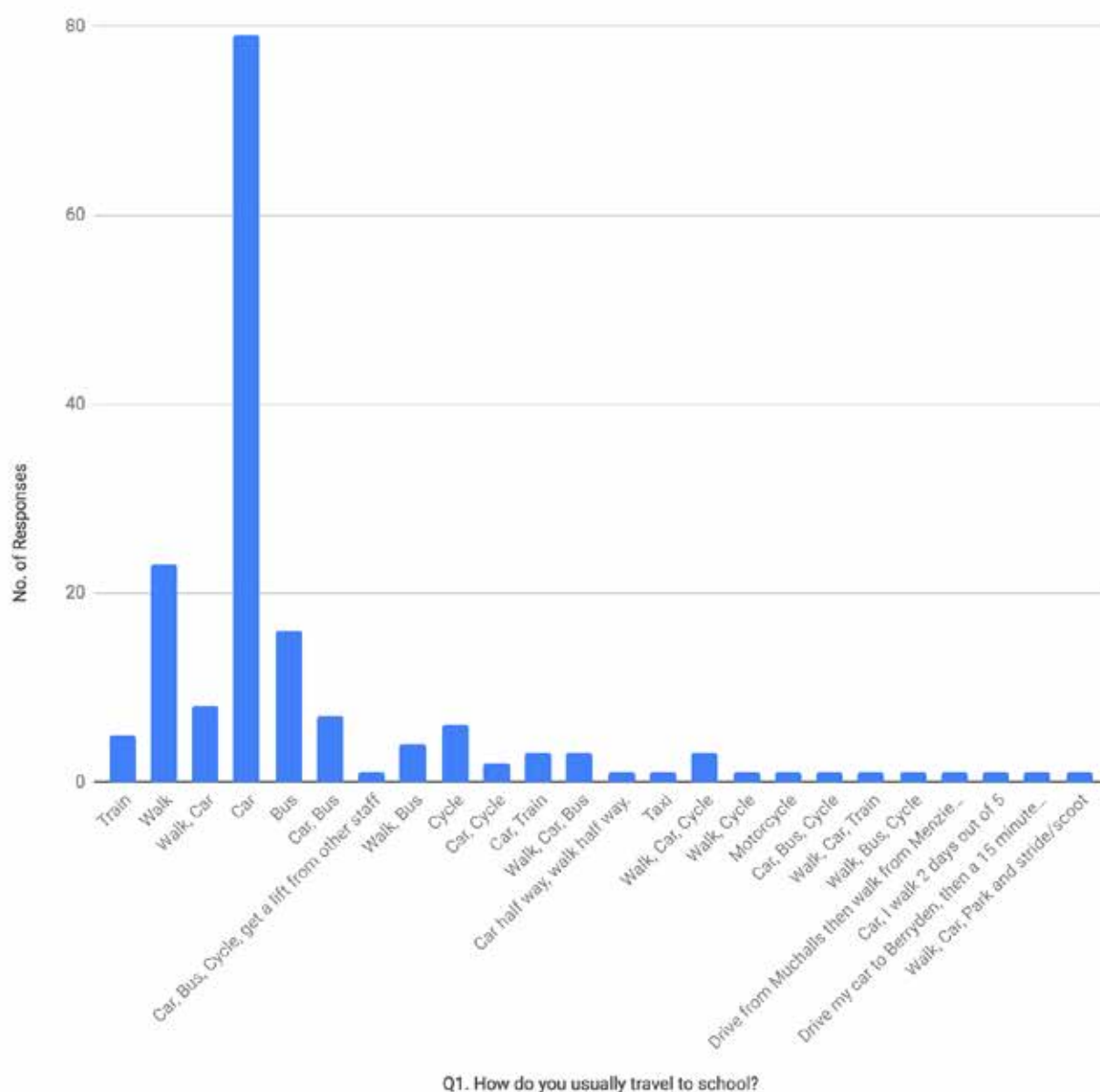
ROBERT GORDON'S COLLEGE

Appendix B

Fairhurst: RGC Pupil Travel Survey Report

September 2017

Robert Gordon College Pupil Travel Survey, Aberdeen

Survey Report

September 2017

FAIRHURST

CONTROL SHEET

CLIENT: **Robert Gordon College**

PROJECT TITLE: **Robert Gordon College Pupil Travel Survey, Aberdeen**

REPORT TITLE: **Survey Report**

PROJECT REFERENCE: **102010 SR01**

Issue and Approval Schedule:

Issue 2	Name	Signature	Date
Prepared by	Lee Whitecross		20/09/17
Checked by	Mark Peters		20/09/17
Approved by	Alastair Scott-Kiddie		20/09/17

Revision Record:

Issue	Date	Status	Description	By	Chk	App
2	27/10/17	Final	Incorporate Client Comments	MP	MP	MP
3						
4						
5						
6						

This report has been prepared in accordance with procedure OP/P02 of Fairhurst's integrated Quality and Environmental Management System (QEMS)

Contents

Appendices

1   Introduction

1.1   General

1.1.1   Robert Gordon College (RGC) carried out a survey to obtain information on its pupils' travel behaviour. The survey covered aspects such as:

- How pupils travelled to and from school;
- Where were they dropped off;
- Where were they collected from;
- Approximately how long their school journey takes, and
- Which gate they use to access and depart the College.

1.1.2   The survey included pupils from all year groups ranging from S1 – S6, however it is noted that only one response was from an S6 pupil. Percentages of the pupils surveyed from each year group are presented within Figure 1-1 while the numbers relating to these percentages presented in Table 1-1.
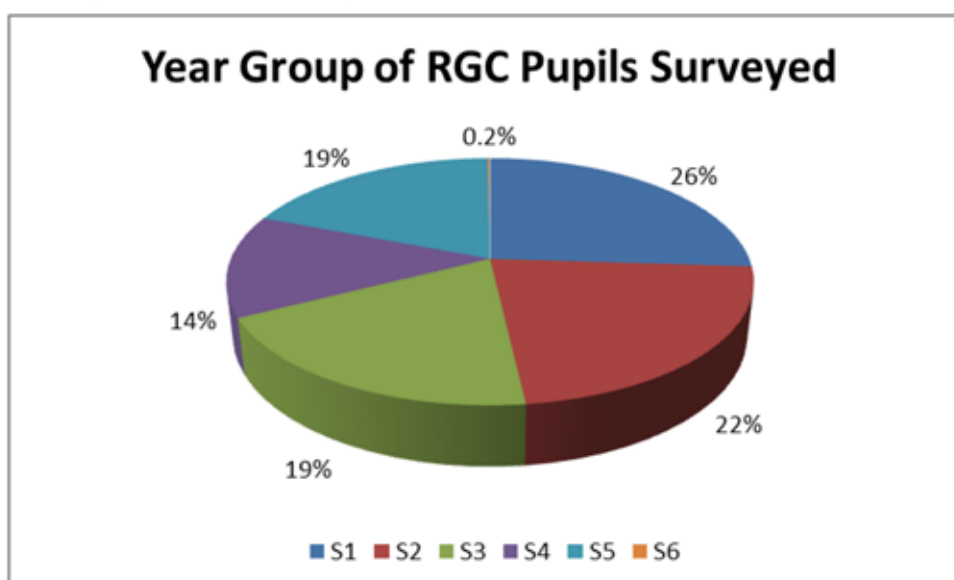
Figure 1-1: Percentage Split of RGC Pupils for Each Year Group

Year Group	Pupils	Percentage
S1	151	26%
S2	129	22%
S3	112	19%
S4	78	13%
S5	110	19%
S6	1	0.2%
TOTAL	**581**	**100%**

Table 1-1: Number of RGC Pupils for Each Year Group

1.1.3   Figure 1.1 and Table 1.1 confirm a total of 581 pupils responded to the survey with the greatest number of respondents being from S1 pupils.

FAIRHURST

2 Travel Modes

2.1 Travel Mode to RGC

2.1.1 Pupils from RGC were asked to provide details upon their travel mode to the College. The results have been displayed in Figure 2-1.

Travel Mode To School

	Car	Train	Walk	Bus	Other
Number of Pupils	315	61	52	152	1
Percentage	54%	10%	9%	26%	0%
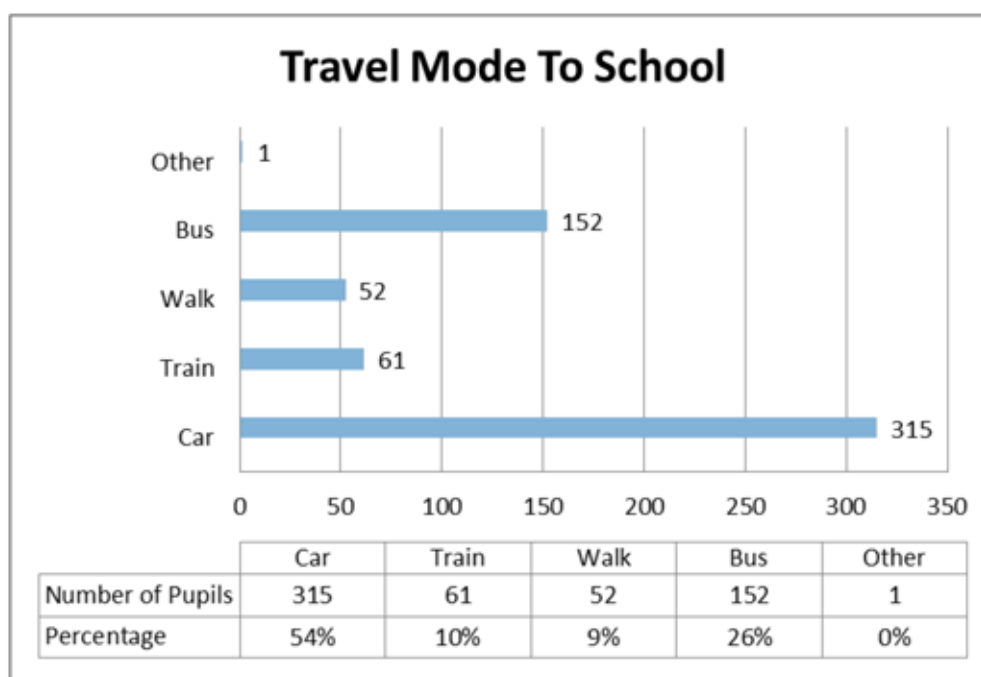
Figure 2-1: Mode of Travel to School

2.1.2 Figure 2-1 confirms that the most popular travel mode for pupils was by car with around 54% of pupils choosing to be dropped off at the College. A high percentage of pupils arriving by car would be expected given that RGC does not have a local catchment area and essentially serves, but is not limited to, the Aberdeen City and Aberdeenshire areas. This further explains why the walking percentage recorded is only 9% as the majority of the pupils attending RGC live outwith acceptable walking distance.

2.1.2 Bus travel is the second most popular travel mode for RGC pupils with 152 pupils making use of public transport. With the inclusion of train travel, the public transport mode share is 36% demonstrating RGC's high level of public transport accessibility due to its central location within the heart of the City Centre.

2.2 Travel Mode from RGC

2.2.1 The travel modes used by pupils from RGC are presented in Figure 2-2 overleaf.

Back to Contents

Travel Modes From School

	Car	Train	Walk	Bus	Other
Number of Pupils	191	71	79	239	1
Percentage	33%	12%	14%	41%	0%
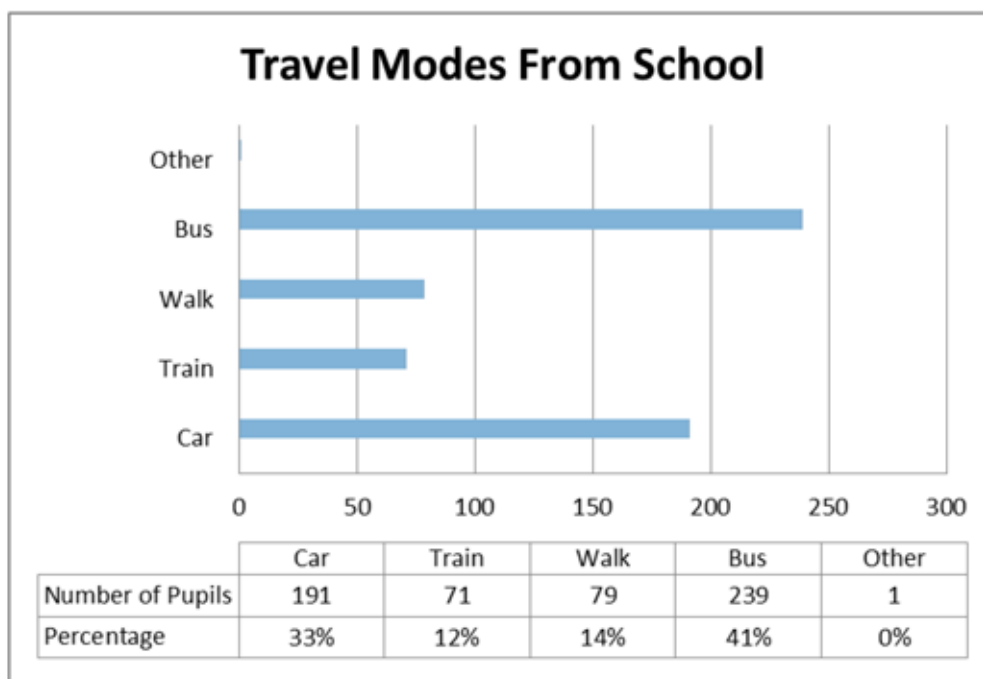
Figure 2-2: Mode of Travel from School

2.2.2   Figure 2.2 shows that bus travel is the most popular travel mode when returning home from RGC. 41% of pupils use the bus to travel home. This is to be expected as many pupils who are dropped off by parents on their way to work in the morning will require to travel home under a different mode due to parents generally working later than the time pupils leave RGC in the afternoon.   Walking and Train modes also increase, with an overall Public Transport mode share of 53%.

2.2.3   Car travel is still a popular mode of transport for pupils departing the College with 33% picked up.

3

3 Drop-off / Collection Points

3.1 Drop-off Point

3.1.1 RGC pupils who travelled by car were asked to confirm the location where they were dropped off. The main drop-off locations are detailed in Figure 3-1 below.

Drop off Locations RGC

Location	%	Count
Other	5%	20
Union Terrace	1%	5
St Andrew Street / Charlotte Street	16%	58
Schoolhill	40%	151
Rosemount Viaduct	1%	3
Golden Square	1%	3
Denburn	11%	43
Bon-Accord Centre / Harriet Street / Crooked Lane	18%	68
Blackfriars Street	6%	23
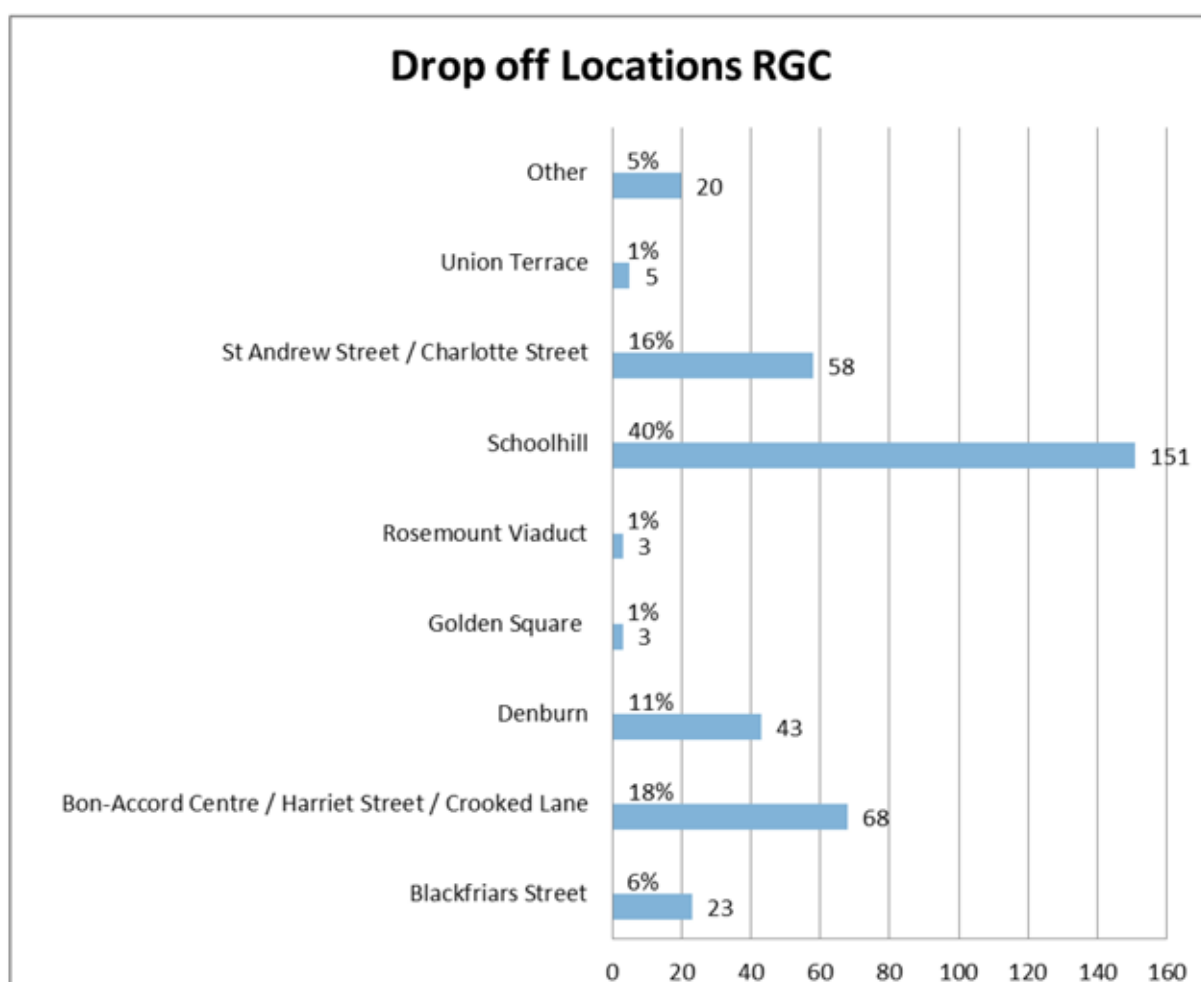
Figure 3-1: Pupil Drop-off Locations

3.1.2 Schoolhill was recorded as the most popular drop off location for pupils receiving lifts to RGC with 40% of all drop-offs. Schoolhill provides the main entrance to RGC and is therefore expected to receive the highest amount of student drop-offs. The other notable drop-off locations with high levels of pupil movements were Bon-Accord Centre / Harriet Street / Crooked Lane (18%), St Andrew Street / Charlotte Street (16%) and the Denburn Car Park area (11%).

3.2 Pick-up Point

3.2.1 The location of where RGC pupils were picked up from is presented within Figure 3- below

.

Pick up Locations RGC

Location	%	Number
Other	7%	19
Union terrace	0%	1
St Andrew Street / Charlotte Street	12%	34
Schoolhill	39%	110
Rosemount Viaduct	1%	3
Golden Square	1%	2
Denburn	19%	54
Bon-Accord Centre / Harriet Street / Crooked Lane	19%	52
Blackfriars Street	1%	4
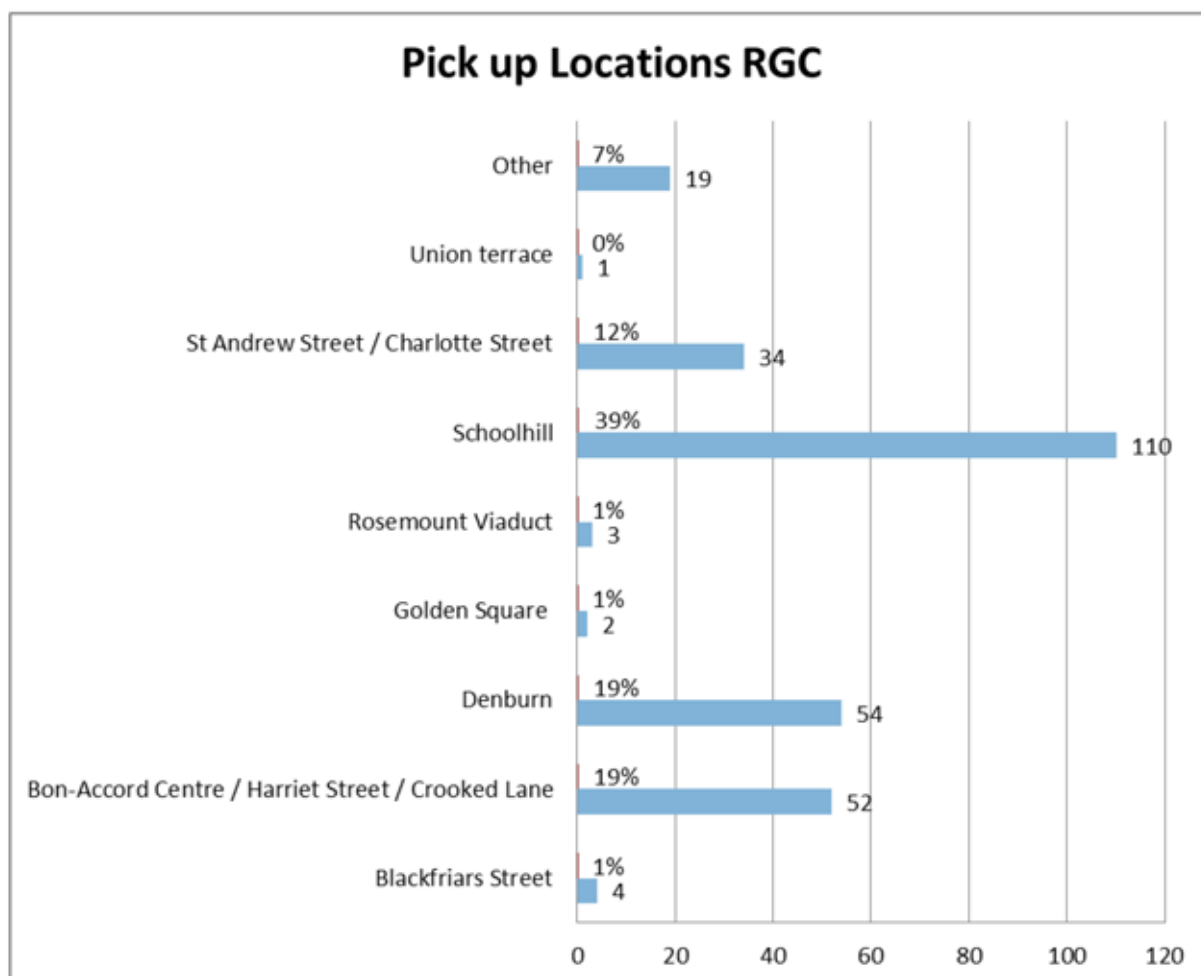
Figure 3-2: Pupil Pick-up Locations

3.2.2 Schoolhill (39%), Bon-Accord Centre / Harriet Street / Crooked Lane (19%) and Denburn (19%) are the most popular pick-up points as per the drop-off points. Schoolhill retains the highest level of pupil movement, although the number of pupils being picked up from Schoolhill as opposed to being dropped off reduced by 41 (151 to 110). The increased level of public transport and walking trips returning from RGC explains the decrease in pupil pick-up numbers.

3.2.4 Figure 3-3 overleaf plots the main drop-off and pick-up locations discussed above.

FAIRHURST
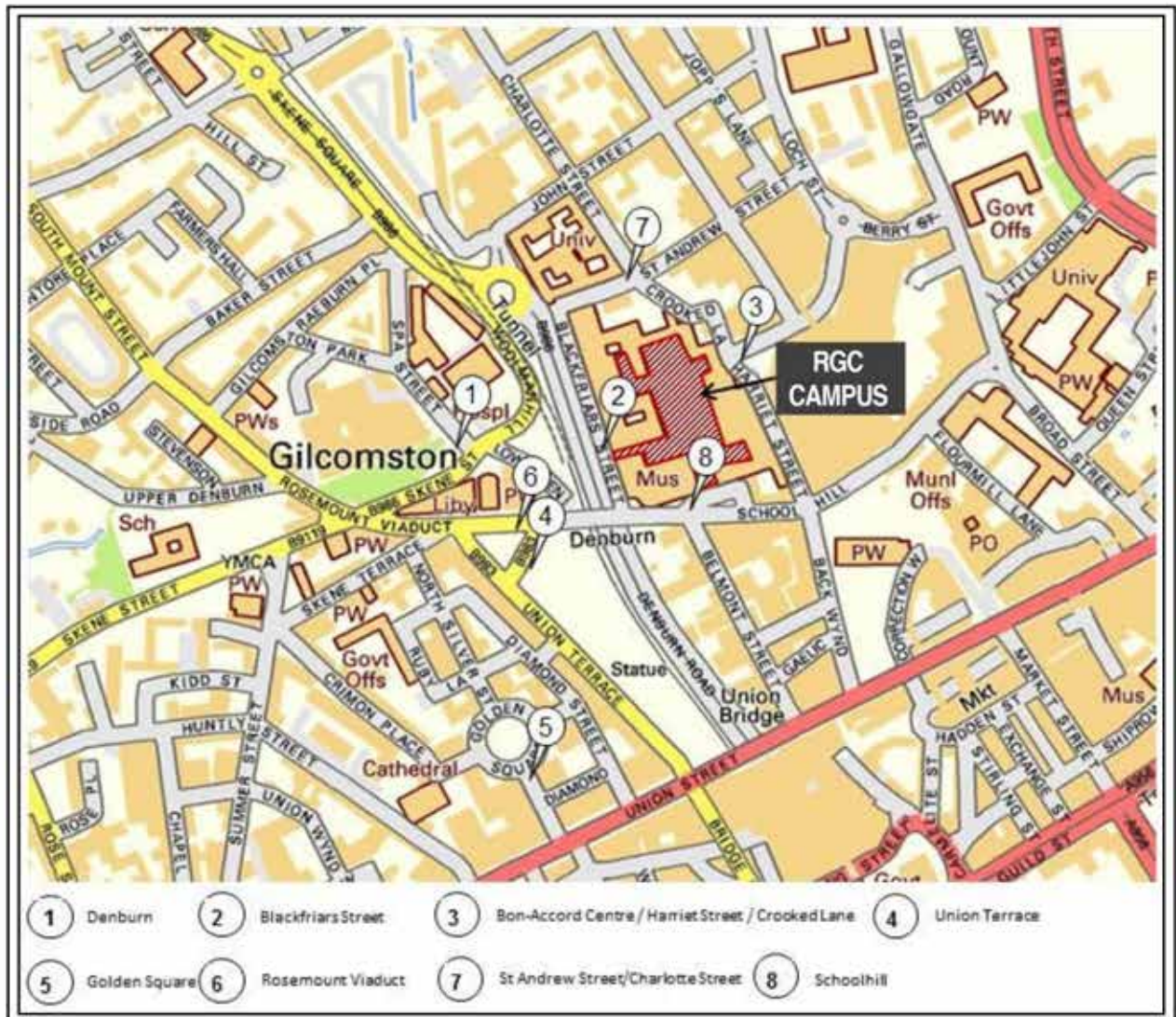
Figure 3-3: Drop-off and Pick-up Locations

4   Pupil Travel Time

4.1   Travel Time to and From RGC

4.1.1   RGC pupils were asked to estimate how long their journey to and from the campus takes. Figure 4-1 and Table 4-1 present the results.

Pupil Travel Time to/from RGC

- ■ 0-20 minutes
- ■ 21-30 minutes
- ■ 31-40 minutes
- ■ 41-50 minutes
- ■ 51-60 minutes
- ■ More than 60 minutes
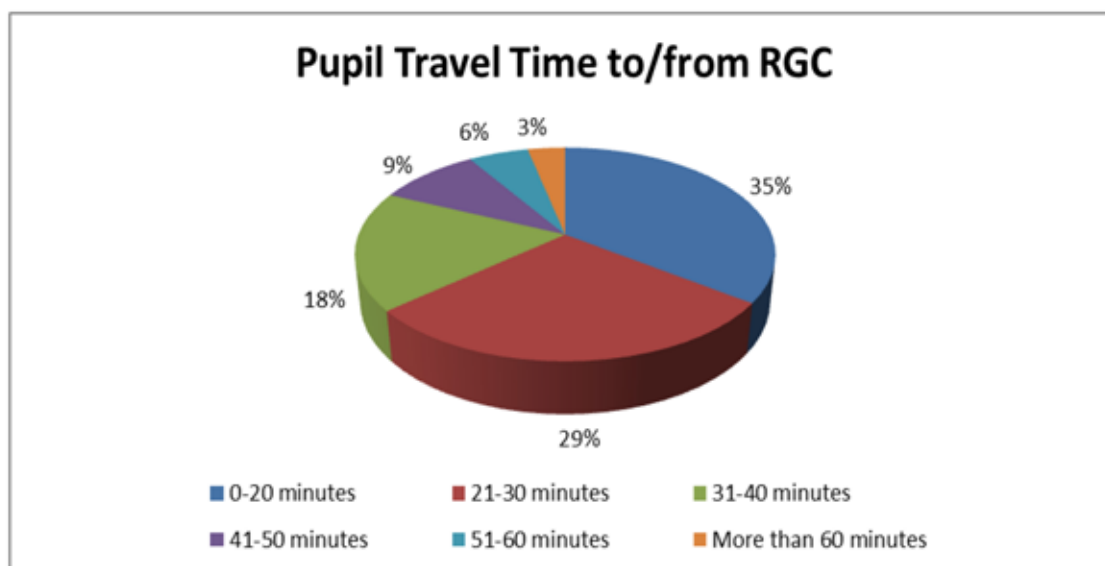
Figure 4-1: Pupil Journey Time

What is the average time it takes you to travel to/from home to RGC?	Number of Pupils	Percentage
0-20 minutes	204	35%
21-30 minutes	166	29%
31-40 minutes	105	18%
41-50 minutes	54	9%
51-60 minutes	32	6%
More than 60 minutes	20	3%
TOTAL	**581**	**100%**

Table 4-1: Pupil Journey Time To / From RGC

4.1.2   64% of pupils travel up to 30 minutes to and from the RGC campus with a further 33% of the pupils surveyed traveling for up to an hour. 3% of pupils travel for over an hour. Relating these findings back to the results collected within section 2 for pupils mode of travel, the majority of the pupils surveyed choose to receive a lift or take public transport as the journey time on foot would be excessive and outwith acceptable walking distances. This also relates back to RGC not having a local catchment zone with pupils travelling from across the North East of Scotland.

5 Accessing and Departing the Campus

5.1 Gate Used to Access RGC

5.1.1 Pupils who took part in the RGC survey were asked to provide details on which gate they use to access and depart the campus daily. The results obtained are presented separately for arrivals and departures.

5.1.2 Figure 5-1 and Table 5-1 illustrates whether pupils accessing the College do so using the Schoolhill gate entrance or the St Andrew Street back gate entrance.
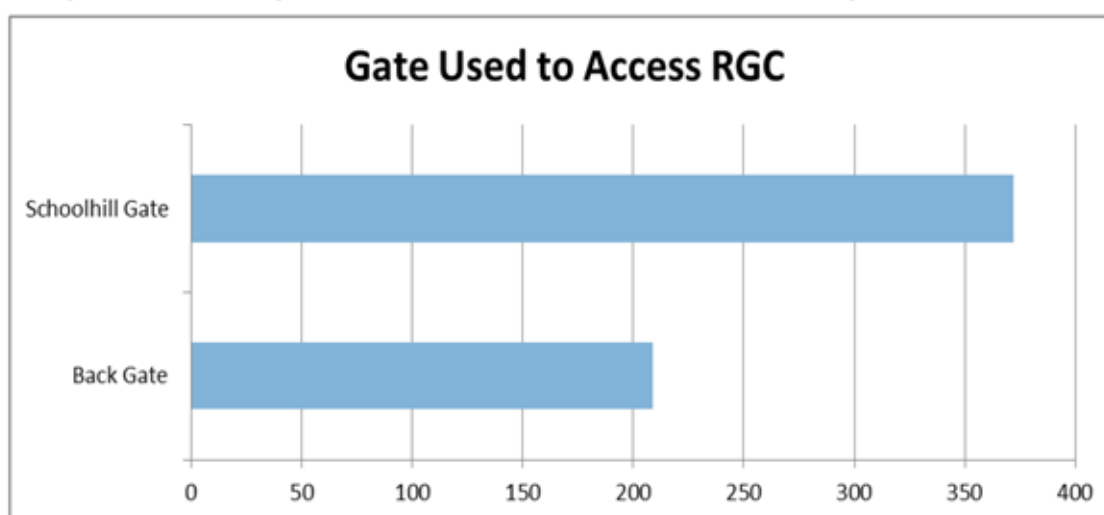
Figure 5-1: Gate Used to Access RGC

What RGC gate do you use to access the RGC campus?	Number of Pupils	Percentage
Schoolhill Gate	372	64%
Back Gate	209	36%
TOTAL	581	100%

Table 5-1: Gate Used to Access RGC

5.1.3 The most popular point of access is via the Schoolhill gate with 64% of pupils choosing to use this access. This correlates with Schoolhill being the most popular drop-off location. Given that Schoolhill is the main entrance into the RGC campus, this would be expected.

5.2 Gate Used to Depart RGC

5.2.1 Figure 5-2 and Table 5-2 illustrates whether pupils leaving the College do so using the Schoolhill gate exit or the St Andrew Street back gate exit.

Gate Used to Depart RGC
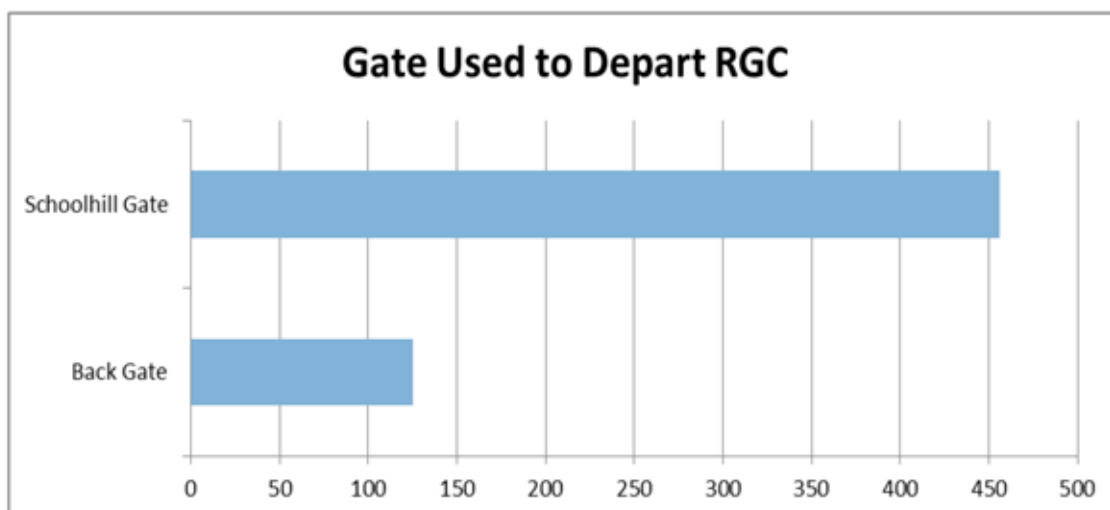
Figure 5-2: Gate Used to Access RGC

What RGC gate do you use to access the RGC campus?	Number of Pupils	Percentage
Schoolhill Gate	456	78%
Back Gate	125	22%
TOTAL	581	100%

Table 5-2: Gate Used to Access RGC

5.2.2   The most popular point of exit is via the Schoolhill gate with 78% of the pupils choosing to use this exit. This correlates with Schoolhill being the most popular pick-up location.

5.2.3   A higher number of pupils leave via the Schoolhill gate than enter which is likely influenced by the increased number of pupils travelling home by bus given that the main bus corridors are accessed via Schoolhill, Union Street, Broad Street and the Bus Station at Union Square. At the Schoolhill gate there is a main bus stop with a shelter and notice board that would promote students to use this gate instead of the back gate where bus service provision is less and only a bus stop flag pole is provided.

6 Pupil Postcodes

6.1 Postcodes of RGC Students Surveyed

6.1.1 Pupils who took part in the survey were also asked to provide details of their home postcode. This allowed links to be formed between pupils travel behaviour and their home address. The recorded pupil postcodes have been mapped and are presented in Figure 6-1 in order to illustrate the distances that many of the pupils travel from.
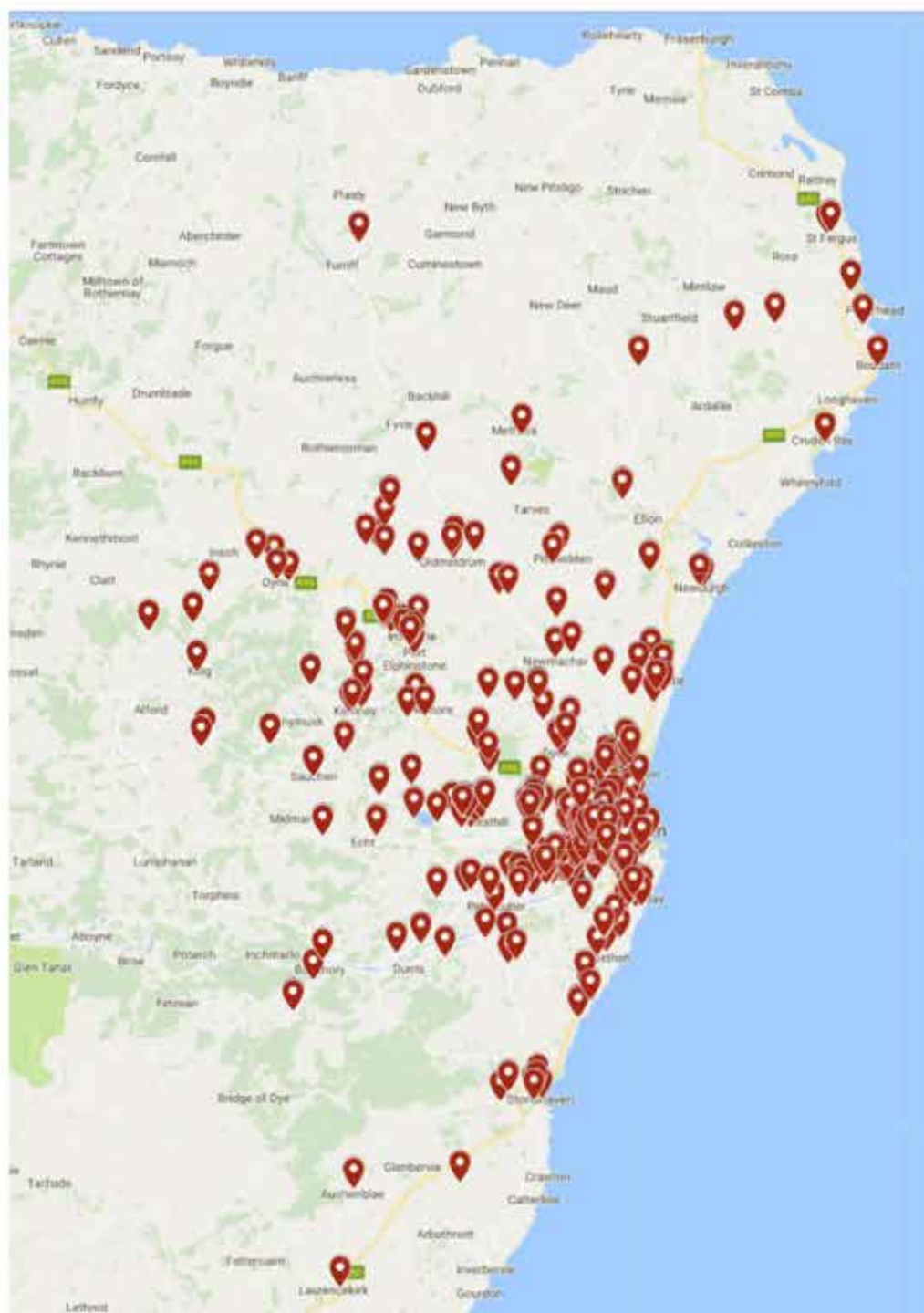
Figure 6-1: RGC Pupil's Home Postcodes

10

6.1.3   Figure 6.1 shows that many of the pupils are travelling from outwith the city centre area from as far as Laurencekirk to the South, Peterhead and Turriff to the North and Insch, Alford and Banchory to the West. This explains why Car and Public Transport are the highest travel modes as for the majority of RGC pupils walking is not an option due to the distances involved.

6.1.4   It is also considered that many of the drop-off trips are by parents who are also travelling to work. The percentage of pick-up trips reduces significantly with a greater increase in public transport trips. This will be as a result of parents still being at work when RGC pupils finish at the end of the school day. However, the number of pupils who walk home increases which would suggest that they are dropped off in the morning by way of convenience rather than necessity due to distance.

7   City Centre Masterplan

7.1   Introduction

7.1.1   As part of Aberdeen City Council's (ACC) City Centre Masterplan (CCM) there are proposals to provide pedestrianised, or bus only areas around the Upperkirkgate / Schoolhill area. This is likely to result in changes to how pick-ups and drop-offs occur around the Schoolhill area.

7.2   Upperkirkgate / Schoolhill

7.2.1   The CCM notes that the proposals at Upperkirkgate / Schoolhill would see removal of all traffic from the central area of Upperkirkgate and a considerable reduction in traffic elsewhere in order to create the opportunity to enhance north / south connectivity and the retail environment.

7.2.2   Enabled by the overall reduction in traffic within the city centre core, the aim is to create a safe cycling environment that is free of traffic as far as is practically possible. This will serve desire lines to and from key nodes, particularly shopping centres, Union Street and the railway and bus stations. Where road space allows, and subject to the necessary traffic management and traffic regulation orders required to remove on street parking and implement a series of one way streets, cyclists will be served by segregated two way cycleways through the heart of the city centre on streets such as Crown Street, Guild Street, Market Street and Schoolhill. This is deemed necessary in order to provide the safest possible environment that is attractive by the most vulnerable users, including families and young children.

7.2.3   Car borne traffic will be removed from Union Street, which will be restricted to bicycles, buses and taxis only. Bus related infrastructure can then be rationalised and the streetscape re-engineered with wider footways, lower kerb lines and enhanced surfacing and street furniture. Key projects related to this intervention area includes Upperkirkgate / Schoolhill where public realm interventions are proposed.

7.2.4   Accessibility improvement options for Upperkirkgate / Schoolhill is based on the assumption that Union Street is pedestrianised between Market Street and Bridge Street. The City Centre Masterplan proposes the adoption of Schoolhill and Upperkirkgate as key bus exclusive corridors within the City Centre, with multiple bus stops planned along its extent to improve sustainable accessibility to retail facilities.

7.2.5   As a result of these proposals, RGC pupil drop-offs and pick-ups at Schoolhill will be greatly affected. This would result in an increase in pupil drop-off's and pick-up's at other locations such as St Andrew Street, Harriot Street (assuming access is still maintained to the Bon Accord Centre car park) Blackfriars Street, Charlotte Street and the Denburn area.

7.2.6   Consideration has been given to a proposed new drop-off / pick-up area is a 9 space parking bay located on Blackfriars Street. This is illustrated by Fairhurst Drawing No. 102010/1001 included within Appendix A. The parking bay would result in a narrowing to Blackfriars Street in order to retain a sufficient width of pedestrian footway. The provision of additional parking bays would assist in the displacement of pick-ups / drop-offs following the implementation of restrictions on Schoolhill.

Appendix A

Fairhurst Drawing No. 102010 / 1001 – Blackfriars Street Parking Bays

EXISTING SECTION THROUGH BLACKFRIARS STREET 1:50

PROPOSED SECTION AT BUILD OUT 1:50

PROPOSED SECTION AT DROP OFF BAY 1:50

LOCATION PLAN 1:750

BLACKFRIARS STREET

DENBURN ROAD

ROBERT GORDON'S COLLEGE
ON SITE OF NORMAN

ST ANDREW STREET

PROPOSED DROP OFF BAY LAYOUT PLAN 1:100

DROP OFF BAY

BLACKFRIARS STREET

DENBURN ROAD

ADJUSTED FOOTWAY

NEW BUILD OUT

CIVIL ENGINEERING · STRUCTURAL ENGINEERING · TRANSPORTATION · ROADS & BRIDGES
PORTS & HARBOURS · GEOTECHNICAL & ENVIRONMENTAL ENGINEERING · PLANNING &
DEVELOPMENT · WATER SERVICES · CDM COORDINATOR SERVICES

FAIRHURST

ROBERT GORDON'S COLLEGE

Appendix C

Sustainable Transport Maps
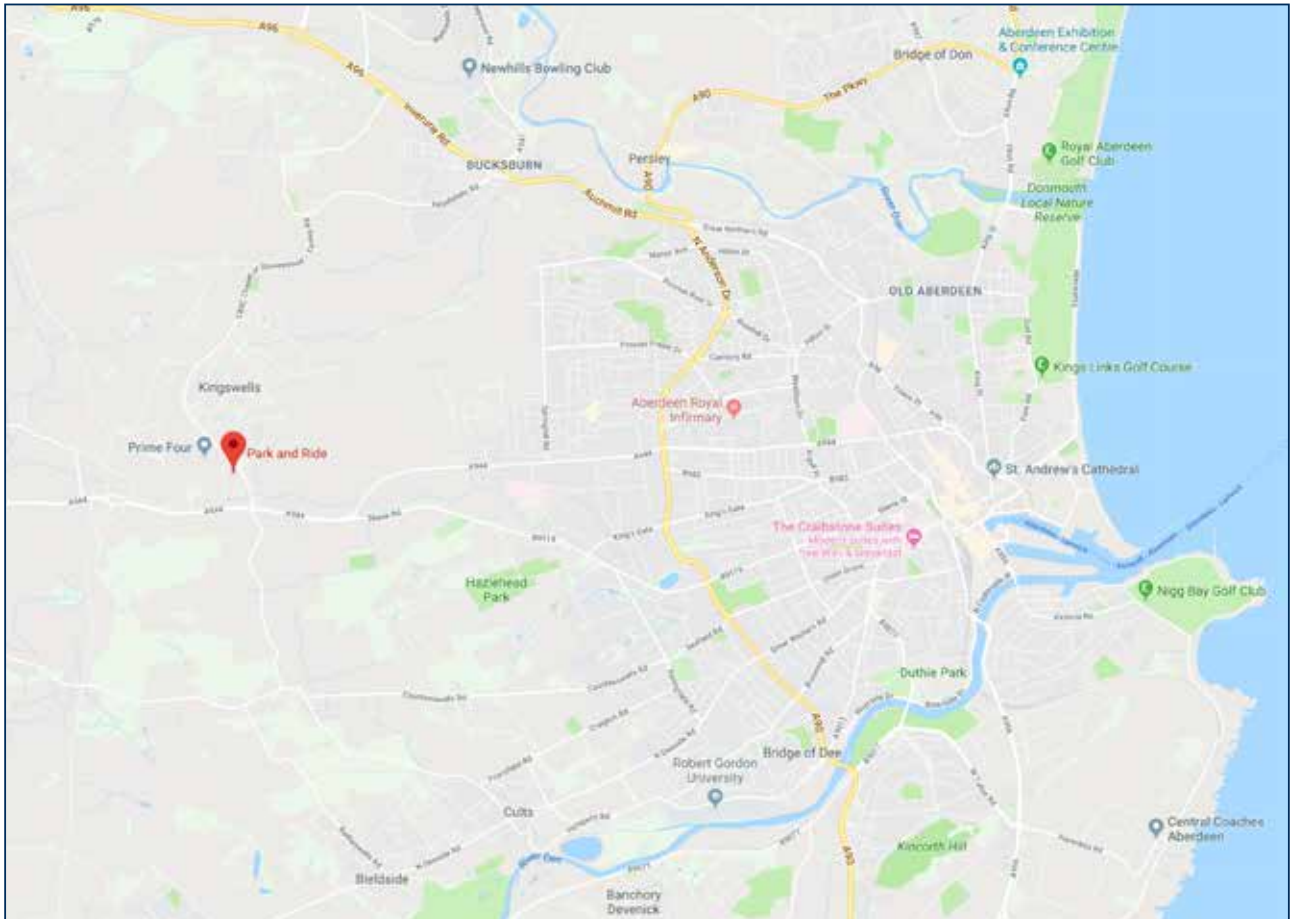
Park and Ride from Kingswells to Aberdeen
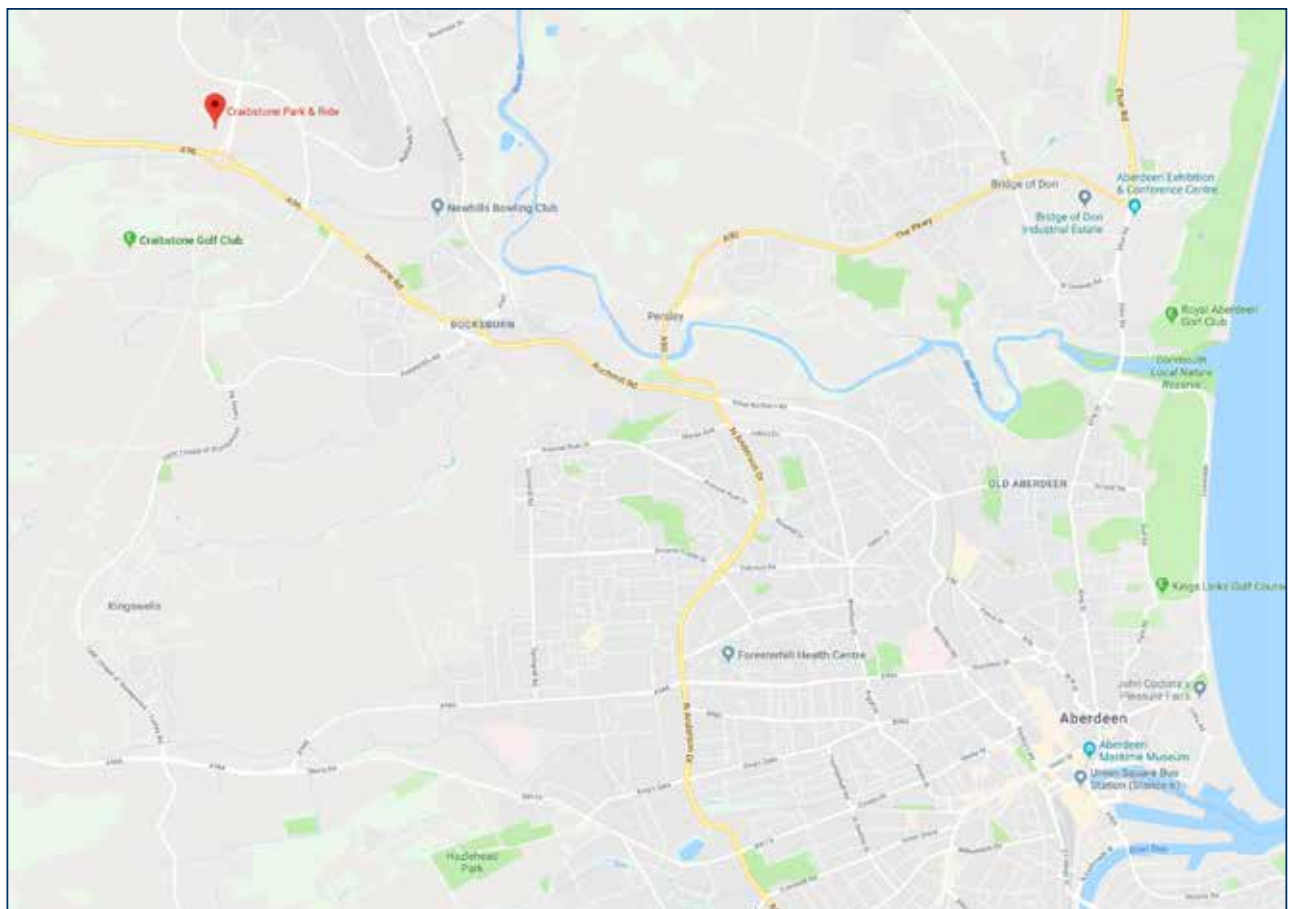
Park and Ride from Craibstone to Aberdeen
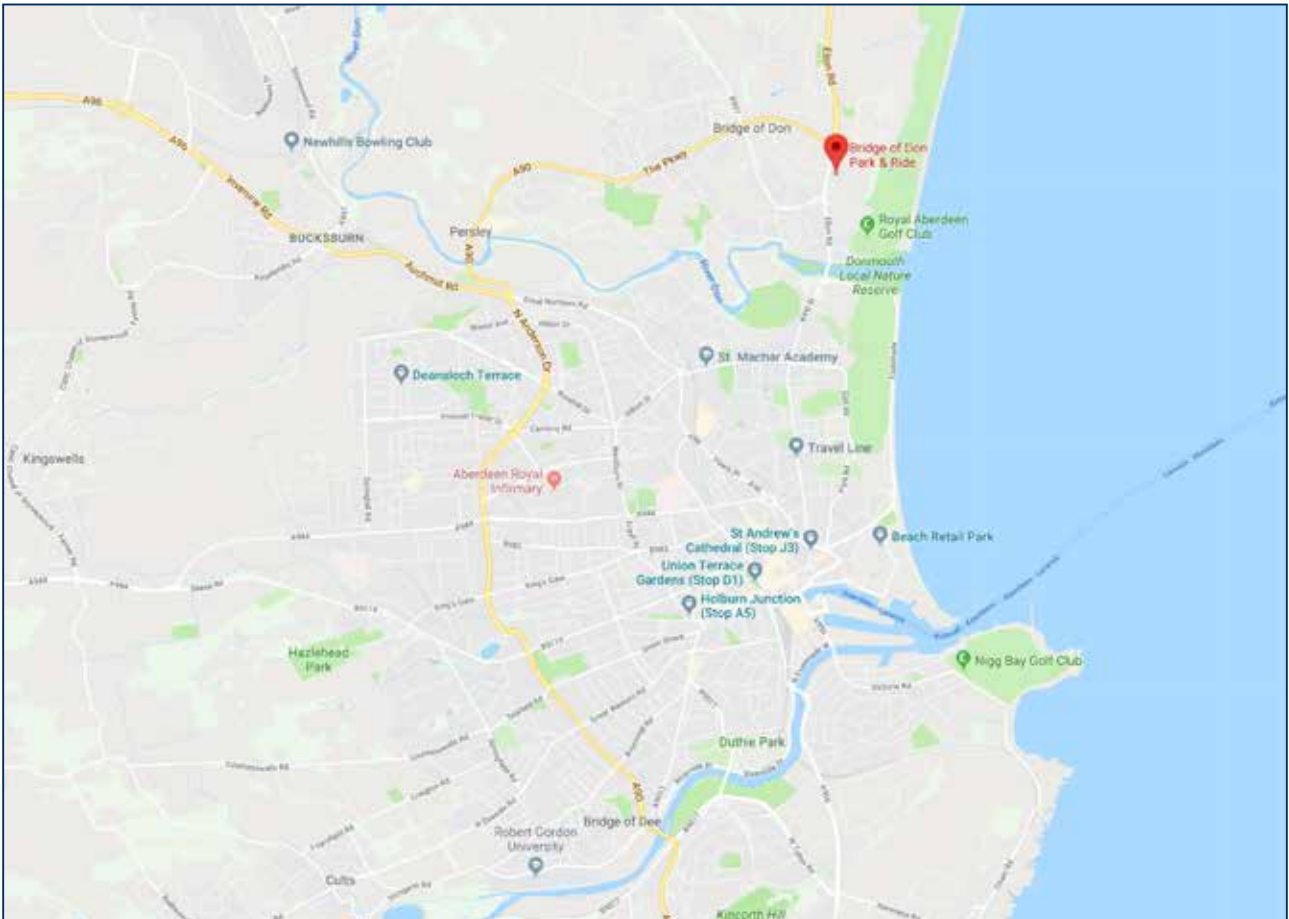
Park and Ride from Bridge of Don to Aberdeen

Rail routes to Aberdeen

Recommended cycle routes around Aberdeen

ROBERT GORDON'S COLLEGE

Appendix D

Pupil, Parent and Staff

Travel Survey Examples

RGC Travel Plan: Parent Questionnaire

[illegible introductory text]

GENERAL QUESTIONS (FOR ALL)

1. How do your children usually travel to school? *

- [ ] Walk
- [ ] Car
- [ ] Bus
- [ ] Cycle
- [ ] Taxi
- [ ] Train
- [ ] Park & Stride (Drive some of the way and walk the rest) *
- [ ] Other

2. How long does the journey take (in minutes)? *

- ( ) Less than 10
- ( ) 10 to 20
- ( ) 20 to 30
- ( ) more than 30

3. How far from the school do you live? *

- ( ) less than 2 miles
- ( ) 2 to 10 miles
- (X) more than 10 miles

4. How do your children usually travel home from school? *

- [ ] Walk
- [ ] Car
- [ ] Bus
- [ ] Cycle
- [ ] Taxi
- [ ] Park & Stride (Walk some of the way and drive from there)
- [ ] Other

RGC School Travel Plan - (Nursery to P3)

Class:

Number of pupils present:

Did you come to School by walking?

Did you come to School by car?

Did you come to School by Park and Stride (car, then walk the last bit)?

Did you come to School by bike/scooter?

Did you come to School by bus?

Did you come to School by Taxi?

Did you come to school by train?

Did you come to School with other children only (no adults)?

Did you come to school with adults only (no other children)?

Did you come to School with adults and other children?

RGC School Travel Plan - (Primary 4 to Primary 7)

[illegible text]

[illegible field]

Class:

[illegible field]

Number of pupils present

Choose — ▾

Do you usually come to school by walking? *

Choose — ▾

Do you usually come to School by car? *

Choose — ▾

Do you usually come to school by Park and Stride (drive some of the way and walk the rest)? *

Choose — ▾

Do you usually come to School by bike/scooter? *

Choose — ▾

Do you usually come to school by bus? *

Choose — ▾

Did you come to School by taxi? *

Choose — ▾

Did you come to School by train? *

Choose — ▾

If you don't walk to school, what stops you? Too far? (You can answer more than once for this section) *

Choose — ▾

If you don't walk to school, what stops you? Roads are too dangerous? (You can answer more than once for this section) *

Choose — ▾

If you don't walk to school, what stops you? Too hilly? (You can

RGC Travel Plan: Senior Pupils' Questionnaire

GENERAL QUESTIONS (FOR ALL)

1. How do you usually travel to school?

- [ ] Walk
- [ ] Car
- [ ] Bus
- [ ] Cycle
- [ ] Taxi
- [ ] Train
- [ ] Other

2. If you don't walk, what discourages you? (more than 1 answer possible)

- [ ] too far
- [ ] roads are too dangerous
- [ ] bad weather
- [ ] too much to carry
- [ ] too hilly
- [ ] not allowed
- [ ] Other

3a. If you don't cycle, what stops you? (more than 1 answer possible)

- [ ] too far
- [ ] roads are too dangerous
- [ ] bad weather
- [ ] too much to carry
- [ ] too hilly
- [ ] not allowed
- [ ] no safe place to leave bike
- [ ] Other

3b. If the school had cycle storage and changing facilities, would...

Full Questionnaires can be found at xxxxxxxxxxx

ROBERT GORDON'S COLLEGE