



**Australian Government**

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**Department of the  
Environment and Heritage  
Australian Greenhouse Office**

# BEST-PRACTICE IN ADULT CYCLING PROFICIENCY TRAINING

A Bicycle Federation of Australia Project  
Initiated by the Australian Bicycle Council  
Funded by the Australian Greenhouse Office

**February 2006**

Prepared by the Bicycle Federation of Australia for the Department of the Environment and Heritage, Australian Greenhouse Office and the Australian Bicycle Council



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## **1. BACKGROUND**

This project was developed at the first Australian Bicycle Council (ABC) public workshop in March 2004 in Sydney. The Australian Greenhouse Office (AGO) of the Department of the Environment and Heritage agreed in June 2004 to make funding available for part of Stage 1 of this project. The Bicycle Federation of Australia (BFA) was contracted to undertake this project.

The intent of the current project was to determine best practice in adult cycling proficiency training (CPT) programs and make recommendations for the development of a community-based CPT program for adults (and an associated train-the-trainer program) to enable and encourage adults to ride bicycles for transport, recreation and tourism.

## **2. CONDUCT OF THE PROJECT**

A wide range of people with expertise in the cycling, cycling training and training areas were approached to form a project steering committee. This committee comprised:

- Leon Arundell, AGO (Chair)
- Gayle di Pietro, GDP Consultancy and ACT Road Ready
- Dr Rod Katz, President, BFA
- Lawrie Kupkee, Department of Education, Science and Technology
- Prof. Chris Rissel, Director, Health Promotion Unit, Sydney South West Area Health Service
- Tom Skulander, Cycling Australia (CA)
- Peter Strang, Executive Director, BFA
- Tim Stredwick, Bicycle Tasmania
- Jenny Wardrop, Arts and Recreation Training, ACT Government

The following people also made significant contributions to the committee:

- David Cummins, Department of Health & Ageing
- Anita Kulesa, Department of Transport and Regional Services
- Rob McDougall, Cycling Australia

The steering group held a number of meetings in Canberra during the course of the project, with some members attending via teleconference. The project was discussed at several meetings of the ABC and useful feedback obtained from ABC members.

The day-to-day conduct of the project was carried out by a project team comprising Peter Strang and Dr Rod Katz of the BFA, who regularly consulted with the steering committee chair, Leon Arundell.

The first major task was a survey of adult cycling proficiency training in Australia which was undertaken by the BFA with the assistance of Bruce Ashley of the Environment Works Pty Ltd, who compiled the survey results and prepared a report (Attachment A).

This was followed by a review of international best-practice of cycling proficiency training which was conducted by Bruce Ashley of the Environment Works Pty Ltd (Attachment B).

Interviews were carried out with other sports administrators including Austswim, about their training courses. Information from these interviews is at Attachment C.

The project team carried out an interview with participants undertaking the final session of the Pedal Power ACT New Horizons course for women. The results of these interviews and comments from a course designer are Attachment D, as a case study of a course designed for a specific target group.

The project then produced several alternative models for promoting best practice in cycling proficiency training. These are described in Attachment E. They were considered by the steering committee and the ABC and incorporated in a strategy for implementing a system of cycling training, which is Attachment F. This strategy was discussed with a number of cycling bodies and other industry groups, including training providers, which generally supported this approach.

Part way through the project Dr Katz completed his term as President of the BFA and was engaged as a consultant. He was largely responsible for developing the alternative models and for the proposed strategy.

### **3. SURVEY OF ADULT CYCLING PROFICIENCY TRAINING IN AUSTRALIA**

#### **Background**

The BFA distributed a 39 point questionnaire on cycling proficiency training to providers throughout Australia. They were identified largely by state-based cycling groups and individual trainers. Bruce Ashley of The Environment Works Pty Ltd was commissioned to analyse the data from 22 completed questionnaires, describing 28 courses, and compiled a report which is Attachment A. A summary of the report is below.

#### **Overview**

Additional comments made by respondents point to potential interest in expanding the courses on a national basis.

Given the wide range and quality of materials available to instructors and participants there would be great benefit in having nationally consistent material available.

More information is needed on the likely demand for courses, effort in course promotion versus participant response, and feedback from participants on the main course benefits and what could be improved.

#### **Naming of courses**

Course names mostly stated the intent/type of course being offered, such as 'Learn to Ride'. A few courses, particularly those aimed at attracting women riders had more of an innovative, marketing approach such as: 'Go Girl' (Cycling Queensland), 'Cycology for Women!' (Geelong Council) and 'New Horizons' (Pedal Power ACT).

### **Organisations running courses**

The 22 organisations provided 28 courses. They were:

- NGOs and Councils
- Cycling organisations and/or clubs
- Employers providing training for emergency, security or police work
- Bike shops
- Independent training providers

### **Course aims**

Course aims generally expanded on the course title, and included:

- Courses for new, inexperienced or novice riders where the aims were to teach cycling basics, gain confidence to commence riding and introduce riders to traffic
- Courses for those who could ride but with aimed to increase confidence and bike handling skills and improved confidence in riding in traffic
- Courses with the aim to train-the-trainer for basic skills to enable ride leading, school programs or outdoor programs
- Courses where the aim was to train employees for bike patrol duties for police, emergency services etc.

### **Course competencies**

The course competencies listed generally followed from the course aims, but in more specific detail. The included:

- Basic riding skills
- Confidence in traffic and overall riding confidence
- Bike check and set up/equipment/maintenance
- Competence to perform operational duties
- Road rules and regulations
- Bicycle safety and riding safety

### **Target groups**

The target groups were fairly consistent with course aims and competencies. Specific target groups were:

- Women (generally over 16 y.o.)
- Beginners and novices
- Those within specific professions e.g. police, security

### **Selection criteria**

Specific selection criteria for courses included:

- Able to ride a bike
- Ability re road racing and road bike set up
- Must pass medical fitness and assessment
- Priority to residents of a particular municipality
- Interest in commuting
- Kids 12-17
- Off-road ability

### **Recruitment of participants**

Company-run courses generally relied on internal/in-house systems and contacts with staff, while others used email, flyers, member lists, and media articles. A common feature was the use of internet, intranet and emails.

### **Location of courses**

Ten of the 28 courses were in Sydney/Canberra/NSW Regional Centres, nine in Melbourne/Victorian regional Centres, with others in Brisbane, Adelaide, Hobart, Perth and the Gold Coast.

### **Length of courses**

Most courses were held over two to three sessions of two to three hours each with a total length from six to 14 hours. Some of the employment and security/emergency related courses were over 40 hours.

For the courses comprising only a single lesson, time taken varied from just over one hour (Bike Force Subiaco's *Beginner Training for Women*) to a whole day (Cycling Australia's *Cycle Skills* and Bicycle NSW's *Ride Leaders*).

### **Provision of bikes and bike checks**

For most of the courses participants provided their own bikes. Eight of the courses, mainly those that were work-related or school courses, provided bikes.

Bike checks were required for 19 of the 28 courses and included basic checks, informal checks by the participant, a set checklist, to checks by a trained mechanic.

### **Materials for instructors**

The most comprehensive provision of material was for:

- Wilcare Services courses which provided instructors with lesson plan, video, tools, manual and example resources
- St John Ambulance Bicycle Operating Course Level 1 which provided kit, tools, practical equipment, CD notes
- Cycling Australia Cycle Skills Course with PowerPoint presentation, manual, and competency statements

### **Materials for participants**

The most comprehensive provision of material was for courses mentioned above. The most common material supplied was a course manual, and/or course notes.

### **Ratio of pupils to instructors**

For the theory component the instructor: student ratio ranged from 1 in 8, to 1 in 20. The average was 1:12. For the practical sessions, the instructor: student ratio ranged from 1:4 to 1:20, with an average of 1:9.

### **Proportion of theory and practical sessions**

The range was from 100% theory (Bicycle NSW *Ride Leaders* course) to 100% practical; a typical mix was one third theory to two thirds practice.

### **Practical sessions on road**

The majority of courses contained practical sessions on-road in real traffic; although many progressively introduced riding in traffic, based on the competency of the rider(s) and continuous monitoring and supervision by the instructor.

## **Assessment**

Very few courses had a written assessment. Eleven courses included a practical assessment and tended to be those which had been established for some time, and employment-related courses (security/ police/ emergency).

## **Determining successful completion**

The most common measure was gaining competency at riding skills, and meeting the stated outcomes for the course, either from set tests or from observation by the instructor. Those courses with the clearest measures of success were the bicycle patrol/emergency response courses.

## **Qualification and certificates**

It was more common to have certificates for the occupation-related courses and those that were well established e.g. Victoria and NSW Police, St John Ambulance and Wilcare Services. Several courses provided an informal or simple attendance certificate.

## **Evaluation of courses**

Eleven of the courses provided some form of evaluation, however mostly this was only post course feedback from participants or coach/informal evaluation. Only two courses had been formally evaluated. These were the Victoria Police Bicycle Patrol Course and the Bike SA CycleSafe course, which was evaluated as part of the TravelSmart project evaluation.

## **Course accreditation**

Only eight of the courses were accredited. The two *Police Bicycle Patrol* courses were also in the process of gaining accreditation. The accredited courses included the three Wilcare Services *Bike Ed* courses and the Cycling Australia *Cycle Skills* course. Accreditation frameworks included International Standards, ANTA, AQTF and Cycling Australia.

## **Training/ qualifications of instructors**

Five listed Certificate IV Workplace Trainer qualifications and four (mainly cycling organisations) mentioned Level 2 or Level 3 Coaching qualifications. Five respondents indicated informal competency or previous experience as being required.

Sixteen responses indicated that there was an organisation that trained instructors. Mostly this was in-house (such as Police, St John Ambulance and Wilcare Services), except for the organisations affiliated with Cycling Australia (CA) who indicated CA was the trainer.

## **Participant charges**

A fee was charged for 15 of the courses, which ranged from \$2 for the CARES course to \$395 per session for the Cycle Masters *Safe Cycling Seminar* (up to 15 students). The remainder ranged from \$35 to \$198 per course, with an average of \$104 for the 12 courses. Some courses included extras in the course fee e.g. the Pedal Power *New Horizons* course included group membership plus a ride fee worth \$51. Eleven of the courses did not charge a fee; four of these were in-house courses and four were club courses available free to members.

### **Subsidies for courses**

Responses indicated that five courses were subsidised, however in-house, work-related courses were effectively subsidised through internal budget processes. Sources of direct subsidies mentioned were:

- The Bicycle SA *CycleSafe* course, subsidised through the TravelSmart program
- The Pedal Power *New Horizons* course, subsidised by ACT Sport and Recreation (\$3,000)
- The CARES course, subsidised as part of school education and City of Sydney Council

### **Instructor payments**

Many of the courses were in-house, subsidised or run by volunteers; few responded with actual rates for instructors. In-house courses used salaried instructors on normal wages. For cycling organisations most were instructing as volunteers. Those that did quote an hourly figure (four responses) ranged from \$15 - \$50 per hour.

### **Insurance**

Seventeen responses indicated that insurance was required to run the course. Several respondents indicated that insurance was provided by the organisation. Only one stated that they had no insurance cover.

Where insurance was provided most organisations had both public liability and professional indemnity insurance.

A small number of providers had other insurances. These included:

- Volunteer insurance (Pedal Power *New Horizons*),
- Loss of materials and resources (Wilcare Services *Bike Ed* courses)
- Comprehensive insurance (St John *BOC Level 1*)

### **Risk management**

Sixteen of the course providers had risk management policies in place.

### **Additional comments**

Additional comments included:

- With some basic information, practical experience and encouragement (in a relaxed and supporting environment) women become confident to cycle at a level that suits them
- Over time they exceed their original intentions...extend their cycling experiences
- PP also runs bicycle maintenance courses and introductory skills sessions intermittently (planning an expansion)
- Would be nice to get help to run groups as certainly a need and demand for it
- Training tips from 'A' grade cyclists and pros would be advantageous
- Support from cycling association would be useful in making the course viable by increasing participant numbers
- [There should be] Consistent national arrangement of subsidies and competencies (based on our courses or 'vehicle cycling' principles)
- Need for cycling to examine closely the success of Austswim framework, and develop and promote it as that industry has done

- They have helped boost our junior and female rider base
- People are amazed (they thought they knew everything) when given formal instruction
- Many afraid to cycle because of safety reservations – some formal training provides confidence
- There is significant misinformation about cycling. Wilcare is keen to be involved in making cycling training better and more accessible
- Very limited public access/availability
- No nationally accredited emergency services bike operations
- Have observed a few civilian courses and they appear to lack coordination and defined management structure
- Great idea, encouraging and facilitating safe cycling is key

#### 4. REVIEW OF INTERNATIONAL BEST PRACTICE

##### Background

The BFA commissioned Bruce Ashley of The Environment Works Pty Ltd to undertake a desk-top review of international research and practice related to community-based adult cycling proficiency training, to be done primarily via internet/web research. The research was to provide a current 'snapshot' of best international practice for CPT. The scope of research was to include updates on programs in the United States, United Kingdom and Canada and any emerging trends in best practice. The research results were incorporated in a report, with web site links and relevant material provided in electronic format. The report is Attachment B. The electronic data is Attachment G.

The study scope was limited to research into nation-wide CPT development, funding of programs and business models rather than curriculum and delivery issues

##### Summary of findings

Since 1995 when the *Community-Based Bicycle Proficiency Scheme for NSW* report was prepared, the UK has progressed further than other countries in developing a National Standard for CPT, administered by the national cycling body CTC, and a consistent quality of training being delivered by accredited instructors at a regional level. The UK model is by far the most comprehensive scheme in the world. It is primarily funded via government, compared with Canada and the US where CPT is more often supported by limited grant funding and course fees.

In the UK, funding for scheme development and administration is mainly provided by government grant funding (usually as part of the National Cycling Strategy or the health portfolio), and through limited private company sponsorship, while course delivery by providers is mainly funded through course fees and local council grants. The UK model is described in detail in Attachment B.

A key outcome of CTC's consultation document '*A national framework for the training and education of cyclists, cycle users and providers of cycling activities*' (CTC, 2002) was that the future development of cycle training should be **supported by a national structure**. The National Standards for

cycle training launched in 2004 aimed to promote a uniform national syllabus and guidelines for all cycle training in the UK. CTC contracted Cycle West to research, prepare and set up the project, based on identified best practice. The project was funded by government departments (health and transport) and charitable trusts.

The Department for Transport also provided funding for a 'one stop shop' for internet-based CPT information through CTC, including a national database of trainers as a resource for the public and professionals.

Both Canada and the US have developed country-wide accredited and standardised cycling proficiency training built around John Forester's *Effective Cycling* material. The CAN-BIKE series of courses are administered by the Canadian Cycling Association, while in the US the BikeEd and Effective Cycling courses are administered by the League of American Bicyclists and delivered by independent and accredited instructors.

All three countries have a syllabus which includes instructor (train-the-trainer) courses, child, teenager, adult, commuting and recreational courses, with the schemes supported by on-line databases of local instructors and courses. Cycling proficiency courses have also been developed worldwide for police, security and emergency personnel.

Countries with high levels of cycling (such as the Netherlands) appear not to have developed CPT schemes, however cycling programs are starting to appear for immigrants not exposed to cycling in their former country.

Scheme development, delivery and business models for the UK, US and Canada are discussed in detail in Attachment B as well as the best-practice features of the schemes. The relevance of this material to the Australian situation is also discussed. Key pieces of material located during the research are included in the report as attachments, while documents able to be downloaded are included on a CD-ROM accompanying this report (Attachment G).

### **Applicability of overseas models to the Australian context**

Several issues may limit the applicability of overseas best-practice models to Australia:

- The lack of a 'bike culture' in Australia – there is likely to be higher demand for training in the UK where it is more congested and there is greater empathy for cyclists compared with Australia
- In Australia we are battling against an entrenched car culture
- The UK has a lot of other supportive programs and policies already in place e.g. regional development teams, a national approach
- In Australia states and territories compete against national bodies. This can be compared with the UK which has robust national programs and funding devolving directly to local boroughs
- A potential reluctance for Australians to pay for cycling training (especially as an adult) where there is not a history of paying for training

## 5. INTERVIEWS WITH OTHER SPORTS ADMINISTRATORS

Interviews were carried out with other sports administrators regarding their training courses. Reports of these interviews are Attachment C.

### **Austswim**

Several discussions were held with Gordon Mallett, National Executive Officer of Austswim. The Austswim board is comprised of representative of its state bodies, Swimming Australia, Royal Surf Lifesaving and ASCTA (coaches). It obtains annual Federal government funding, which includes a base grant for water safety.

There are about 300 Accredited Presenters. These are course wholesalers who regulate providers; most are registered training organisations (RTOs). Presenters and their employing agencies e.g. Royal Lifesaving Society must be accredited.

There are 25,000 - 30,000 teachers of swimming and water safety. About 5,000 are full-time and 10,000 are significantly employed. Nine thousand new teachers are trained each year and 6,000 are re-accredited (they must be re-accredited every three years). Swim teachers must have a Certificate III in Recreation or progress towards this qualification. Instructors provide about 450,000 lessons per week.

Austswim is moving to a unitary system, consisting of one main course and four extension courses. These are:

- Infants (six months to four years)
- Adult – never have swum, psychological barrier, can't swim well
- Competitive strokes
- Disabilities

Professional indemnity & public liability (PL) insurances are required for training and assessment. Trainers can get PL insurance from Austswim for \$60 p.a.

### **Australian Canoe Federation**

An interview was conducted with Ian Dewey, Training and Education Manager, Australian Canoe Federation (ACF). ACF is a federation of state bodies and is responsible for both sport and recreation. The market for training courses is mainly teachers and the tourism industry – both have regulations regarding training.

ACF has a national train-the-trainer course. There is a basic unit of competency and several variations/standards to suit different requirements e.g. sea kayaking, white water. Courses and workshops are delivered to suit the local context.

All training is delivered by national training providers (NTPs) who are accredited by ACF. Trainer training is through Vocational Education Training (VET).

There are 42 NTPs, 11 of which are full-time organisations and 31 are part-time. Twenty are commercial organisations, seven are state bodies and 15 are TAFEs. There are about 300 qualified trainers of whom 60 are active.

An NTP must work under an RTO to meet VET requirements. Regency TAFE (SA) is an RTO and works with CA. NTPs pay a licence fee (about \$7k) to CA and each has an instructor/assessor assigned to them by CA.

### **Fitness Australia**

A discussion was held with Ian Grainger, CEO, Fitness Australia (FA). There are 200 course providers in Australia but FA doesn't get involved in the promotion of courses.

There are 12,000 registered fitness instructors; all have to maintain professional training. FA is looking for alternative programs/skills – cycling training may be appropriate. FA accredits programs not individuals.

## **6. PEDAL POWER ACT - NEW HORIZONS COURSE FOR WOMEN: A CASE STUDY**

Pedal Power ACT has designed a cycling training course for women. It has run the course several times; and is running it again in 2006. The course was designed for women who had not ridden before or who wanted to increase their skill and/or confidence to allow them to ride more frequently/ longer distances e.g. to commute or tour. The project team interviewed participants on the last night of a course run in late 2005. One of the 'architects' of the course, Marie Wensing, made some written comments on the initial course; a summary of the interview with participants and an edited version of Marie Wensing's comments are Attachment D.

### **INTERVIEWS WITH COURSE PARTICIPANTS**

Some findings from the interview with course participants were.

#### **Reasons for undertaking the course**

- Some of the reasons participants undertook the course were:
  - Learn to ride/basic skills, increase confidence, polish riding, dismount without falling over, develop grace
  - Increase skills to ride longer distances e.g. commute to work
  - Have a shared experience & social interaction
  - Find out what/where they could ride – widening horizons
- Specific capabilities or knowledge participants wanted to acquire:
  - Riding techniques e.g. use of gears
  - Bike maintenance, changing tyres
  - Road rules
  - Confidence on a bike e.g. riding with panniers on dirt
  - How to set bike up, seat & handlebars

The course generally met or exceeded participants' expectations.

### **Benefits**

Benefits courses can deliver and that could be promoted to others include:

- Improve confidence, encourage people to ride more, ride further
- Improve heart/lung fitness
- Riding in groups, possibly take up racing
- Riding is relaxing – the bike does more of the work than I thought
- Social aspects, (older) age is not a barrier

- 16 y.o. girls could do the course; should keep 16 – 18 y.o. riding
- Having an all-female course encouraged participation
- Comprehensive, enjoyable, something for everybody
- Support from facilitators and the group
- More comfortable riding – set up bike and maintenance aspects covered. Good to have female ride leaders and mechanic
- Use car less

#### **Demand for CPT**

- Demand would be quite large if find a broader way to promote course
- Could have people mix & match i.e. attend different sessions

#### **Most appropriate type of training course**

- Should be 75% practical
- 35 hours is OK but may be too long for some
- Good to have class once per week; over six weeks is good
- Good to practice between classes; need to build up distance of rides
- Mix of evening and weekend good

#### **Maximum payment for a training course**

- An hourly rate would depend on the number of hours, the quality of the instructor, the reason for doing the course and the number in the course. Would pay more for skills training with top people
- \$20 per/hr is the limit for coaching; \$10 is more realistic
- Would pay \$150 to \$250 for a weekend course; depends on numbers
- Would pay \$200 to \$250 for a 30 hour course similar to New Horizons. Could just pay for parts wanted to do

#### **Issues that may discourage people from learning to ride**

- Concern about traffic, having an old clunker
- Thinking course was for beginners; but group was very mixed
- Thinking had to be fit and would get stiff & sore

#### **Views about an accredited national course**

- Accreditation not important but may be some concern re reputation; course has to be 'real' (practical and related to real experiences)
- Accreditation may make course more expensive but may attract some people
- If there was a syllabus, leaders may not be very flexible. Standards could be set rather than accreditation
- Accreditation may work if there were national standards and participants knew that standards were the same in each state
- Not important to have a certificate of achievement etc
- A formal course may lose some of its social benefits e.g. would not tolerate slow people so well

#### **COMMENTS FROM MARIE WENSING, PEDAL POWER ACT**

##### **Peers - women supporting women**

A female should run any future programs. If possible set up some mentors - a PP woman taking a special interest in 2-3 participants.

### **Self-confidence**

- This is built over time - the program focused on delivering rides rather than building skill and endurance
- The learning-through-others' session is important; it helps to have a star. There should be a diverse range of experiences on show
- Encouragement, both during and after the challenges. With an unknown range of abilities there should be a competent leader, one in the middle and two at the end in case one drops off
- There should be a continuing presence - the person the participants identify with. This also builds trust

### **Knowledge**

- Mechanical - assume females know NOTHING about bikes. There has to be a segment dealing with bike sizing and fit including having participants assessed on their bike
- Body - women's bodies are different to men's; the bio-mechanical session was very popular; why sore bits develop, why a seat is uncomfortable, what happens if the handlebars are too big of a stretch etc. This is different from the physio session which deals with adapting and training the body by stretching

### **Time**

Mostly, women's lives revolve around others - kids, partners, work etc

- The program has to run over a long enough period to give sufficient flexibility. Needs also to have rides on different days to account for scheduled activities. Build in talk time - women love this
- Length of program - if done too quickly the rapport building is lost. Timing has to consider school holidays, suitability of early mornings, the notice women need to organise a night's absence from home
- Lead-time-- to commit to such a program women need notice

### **Marketing**

Widespread marketing is essential and other community groups can assist this - YMCA etc, where women gather, but not necessarily for sport. Marketing should be female specific.

### **Follow-up**

Women will use this experience as a basis for continuing cycling or not, so it has to be as varied, encouraging and long enough to build friendships and opportunities and the base from which to progress. It would be good to engage the women in a PP event soon afterwards

### **Resources**

If time is taken to plan and develop the program, more people can be involved on a one-off basis - volunteers also need notice.

## 7. ALTERNATIVE MODELS FOR PROMOTING BEST PRACTICE IN CYCLING PROFICIENCY TRAINING

A report, based on the research findings from previous stages of this project and which described six different models of provision of cycling training, was prepared by Dr Rod Katz. The report is Attachment E. It described these models and identified some of their advantages and disadvantages.

The purpose of this report was to seek comment from the steering committee and other stakeholders in the preparation of an implementation strategy. The models were discussed at a steering committee teleconference held on 17 November 2005. The views of the Steering Committee were considered in preparing a draft strategic plan to guide the project into its next phase. The models are briefly described in the table below:

Model	Description	Summary analysis
The resource material model	Develop a curriculum setting out competencies and a learning progression for adult cycling training	Necessary but not sufficient for effective dissemination of cycling proficiency training
The government developed Standard and delivery model	A consultative approach to developing core competencies for cycling training with an emphasis on delivery by local government road safety officers	Commitment from government consistently across the country is unlikely and courses established under this model are unlikely to be sufficiently flexible to match up with demand segments
The volunteer support model	Government to establish a system whereby volunteers could apply for support to provide a cycling training service	Again, government support is unlikely to be available for a comprehensive approach to provision of cycling training through a volunteer support model
The sponsorship model	Sponsor to fund the development and / or delivery of a cycling training product, or suite of products	Not likely to be a long-term solution on its own.
The community franchise model	A national coordinating organisation (NCO) would develop and manage a curriculum, accredit and assist in the marketing of <i>cycling schools</i> . Cycling schools would be expected to meet quality requirements as determined by the NCO and promote the national cycling school brand	Offers the most potential for sustainable provision of cycling training that builds and matches demand in communities around Australia but requires a substantial initial commitment

## 8. A STRATEGY FOR IMPLEMENTING A SYSTEM OF CYCLING TRAINING

The alternative models for promoting best-practice in cycling proficiency training described above were discussed by the project steering committee and the Australian Bicycle Council. It was decided that the model most likely to meet the desired objectives was the community-based franchise model. A strategy for implementing a system of cycling training based on this model was developed and is Attachment F. This document provides a vision for a system of cycling training and coaching. It outlines the benefits of achieving this vision and how it can be implemented, including the required partners, human and other resources, and financial and organisational arrangements.

As noted in Attachment A there are a number of deficiencies in the current training programs on offer; the most important being:

- Not available in many locations
- Not flexible enough to meet the needs of niche markets
- Reliant on volunteer efforts to maintain programs
- Unable to attract significant ongoing sponsorship
- Variable objectives
- Variable quality
- Lack of marketing / accreditation / credibility as a 'brand'

The strategy proposed a vision for a cycling training scheme which was:

- A scheme that provides a comprehensive product support package that includes marketing, accreditation, insurance, curriculum development, and train-the-trainer programs provided in a way that all participants – course providers, sponsors, consumers – can be rewarded for their contributions

The 'community franchise' model was identified as having significant potential, especially because it is flexible enough to incorporate many of the positive aspects of the other models. Franchising is a business model that is common in other service sectors, such as food and beverages. Variations of franchising are also used for activities such as snow sports, swimming and other sports coaching.

The crucial advantage of using a franchise model for cycling training is that it allows people with a passion for cycling to make it into a living without having to develop all the marketing and management skills. By reducing the barriers to setting up or participating in a cycling coaching business, it allows more instructors to be available. At the same time it allows a wide proliferation of coaching opportunities for those seeking to improve their cycling abilities.

To create a cycling coaching franchise model it would be necessary to set up a national coordinating organisation (NCO). The NCO would develop and manage a curriculum, accredit and assist in the marketing of *cycling schools* and provide management assistance– it would essentially take on the role of franchisor.

The NCO would identify potential cycling schools – franchisees. The cycling schools would be expected to meet quality requirements as determined by the NCO, help promote the cycling school brand and pay certain fees to the NCO. In return they would receive management and marketing assistance, the use of the brand and referrals from people contacting the NCO for course details/locations.

The schools would be required to source instructors prepared to go through an accreditation process. They could be from the fitness industry, teachers of Bike Ed, Cycling Australia accredited coaches, current trainers, club volunteers, recreational/ touring ride leaders etc.

The benefits of this approach are likely to be significant and will accrue to course providers, sponsors, participants, the community and government. The model is expected to create a commercially viable cycling training sector.

Funding to establish the scheme and implement the strategic plan is estimated to generate financial returns of almost 18 times this amount in the first five years of operation. An ongoing surplus of almost \$2 million per annum can be projected in subsequent years.

In addition to the direct financial returns, increased participation in cycling can be anticipated to produce significant health, environment, social and transport benefits. The model described can be expected to expand the knowledge and practice of learning to cycle.

## **9. FUTURE DEVELOPMENT OF THE SCHEME**

Discussions have been held with other cycling groups, providers etc. who have generally been very supportive of this approach. Some of them are likely to be involved in the scheme as operators of cycling schools.

Cycling Australia and the Bicycle Federation of Australia have agreed to work together to further develop this program. They will set up a new body which will promote the program and act as the National Coordinating Organisation. The endorsement of the scheme by these organisations will enhance the chances of its success.

The next step in the implementation of the scheme will be to obtain financial support for the development phase. Approaches for funding will be made to Commonwealth Government agencies known to be supportive of this approach, charitable foundations and potential corporate sponsors.

## **10. CONCLUSIONS**

The scheme should produce benefits for course providers, sponsors, participants, the community and government. It is expected to create a commercially viable cycling training sector. Initial funding for the scheme is expected to generate significant financial benefits for the cycling sector and the broader community.

In addition to the financial returns, increased participation in cycling can be anticipated to produce health, environment, social and transport benefits and to expand the knowledge and practice of learning to cycle.

Such a system appears to be feasible given sufficient support for the development phase and adequate ongoing sponsorship.



**Australian Government**

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**Department of the  
Environment and Heritage  
Australian Greenhouse Office**

**SURVEY OF  
ADULT CYCLING PROFICIENCY TRAINING  
IN AUSTRALIA**

Prepared by the Bicycle Federation of Australia for the Department of the Environment and Heritage, Australian Greenhouse Office and the Australian Bicycle Council



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## **Background**

The Bicycle Federation of Australia distributed a 39 point questionnaire on cycling proficiency training to providers throughout Australia. These providers were identified largely by state-based cycling groups and individual trainers.

Bruce Ashley of The Environment Works Pty Ltd was commissioned to analyse the data from 22 completed questionnaires, describing 28 courses, and compile this report.

## 1. STUDY BRIEF

### Study Scope & Objectives

The scope of the work was for The Environment Works Pty Ltd to document and analyse, hard copy responses to a 39 point questionnaire distributed by the BFA to cycling proficiency training providers in Australia. A report was to be prepared following the analysis, plus associated XL spreadsheet.

The analysis was also to cover issues of:

- types of courses / market segments
- market segment size estimate
- take up of course - numbers through course
- sponsorship potential
- expansion potential
- value (utility) of materials used for national resource
- suggestions for further data collection i.e. where are the gaps in our information?

## 2. METHODOLOGY & TASKS

### Questionnaire Development and Implementation

The questionnaire was developed by BFA's Cycling Proficiency Training BFA project manager Peter Strang in conjunction with Dr Rod Katz for distribution to CPT providers in Australia.

Two slightly different survey formats were used, where a few questions were placed in slightly different order, and with slightly different wordings. Most of the surveys responses were received on the revised format. The implications of this are discussed under each individual question response at section 3.2.

### Questionnaire Analysis

Questionnaire responses for each course (some providers multiple courses) were entered onto an XL spreadsheet. The resultant spreadsheet is provided to the BFA as a separate file. Where there was no response, the square was highlighted in the spreadsheet with a bold border. All responses were entered to a uniform question numbering, based on the revised survey format. Averages for numerical responses were provided where relevant, otherwise a listing of responses and percentages were provided, along with comment on general trends and any outstanding features/responses.

### 3. RESEARCH RESULTS

#### 3.1 Responses to Questionnaire

In late 2004, some 30 cycling training organisations throughout Australia were sent via email, a detailed adult cycling proficiency training questionnaire. Twenty two organisations returned completed questionnaires.

Organisations that responded to the survey covered a wide spectrum of cycling interests and included:

- local cycling groups and State cycling organisations;
- bike shops and commercial adventure tourism operators;
- police, security and emergency response organisations;
- experienced cycling trainers; and,
- racing clubs and MTB groups.

Most of the questionnaires returned were provided in electronic format, whilst some were hand written. Most respondents had answered most of the questions, however there were only a few responses where all 39 questions were answered. Analysis of the questionnaire was undertaken in June 2005 with data entered into an XL spreadsheet format. The format for the survey was reasonably successful, but there were a few questions which appeared to illicit ambiguous responses or it appeared that the question was misunderstood.

It may have helped the clarity of the overall questionnaire responses to have fewer questions overall, and to avoid questions that appeared to cover similar issues but asked in slightly different ways. Also some specific allowance should have been made to deal with multiple courses from a single provider. For instance the response from Bicycle Tasmania created difficulty as the 4 courses were reported on a single form, with some answers split into four separate responses, but not for all questions.

Responses to individual questions are dealt with in section 3.2.

#### 3.2 Response to Issues

A brief response to issues raised in the study scope are provided below.

- ***types of courses / market segments***

This is covered under responses to Questions 1-3

- ***market segment size estimate***

As no data is available from the survey as to course numbers, participation and estimate from providers as to potential market, the survey itself is unable to provide any direction on this issue.

- ***take up of course - numbers through course***

Again, no data is available from the survey as to course numbers or the number of courses run or advertised.

- ***sponsorship potential***

Most of the sponsorship seems to come through in-house subsidy or LGA/NGO indirect subsidy through staff provision. Refer also to responses to Question 32.

- ***expansion potential***

This aspect was not directly covered in the survey, however the additional comments at Question 39 do point to expressions of potentially expanding the courses on a National basis

- ***value (utility) of materials used for national resource***

Given the wide range and quality of materials are outlined in responses to Questions 14 and 15, there would be great benefit in having Nationally consistent material available.

- ***suggestions for further data collection i.e. where are the gaps in our information?***

Gaps in the data mainly relate to the comments made above: more information is needed on the potential or latent demand for courses, take up and popularity of the courses, effort in course promotion versus participant response, and feedback from the participants as to what they see as the main course benefits and what could be improved.

### **3.2 Analysis of Responses to Individual Questions**

#### ***Q1. What is the name of the training course?***

Only one of the 28 courses presented did not have a specific name (Gold Coast Cycle Club course), whilst the only course with the same name were the Police Bicycle Patrol Courses provided by the Victorian and NSW Police Forces. Mostly the courses simply stated the intent/type of course being offered, such as "Police Bicycle Patrol Course", "Basic Bike Maintenance", "Learn to Ride". A few courses, and particularly those aimed at attracting women riders had more of an innovative, marketing approach such as: "Go Girl" (Cycling Queensland), "Cycology for Women!" (Geelong Council) or "New Horizons" (Pedal Power). Perhaps a few of the names on the response forms may not have been the exact/actual name the course was promoted by, rather what the respondent thought would be the most appropriate name to describe the course.

#### ***Q2. Which organisation runs the course?***

There were 22 different organisations providing 28 courses. They were mostly:

- NGOs and Councils;
- cycling organisations and/or clubs;
- employers providing training to staff as part of emergency, security or police work; and,
- bike shops

Three organisations (Pedal Power, Wilcare Services and Cycling South/Bicycle Tasmania) provide multiple types of courses.

#### ***Q3. Is this course currently being operated?***

Twenty two of the courses were currently operating. Four of the 28 courses were not currently being operated, with two not responding as to current

operation. The four respondents that stated the course was not operating were all cycling organisations/clubs.

***Q4. How many years has the course been running?***

Apart from four courses, they had been in operation for 3 years or less. The most common response was for one year of operation (6 responses) and next 3 years (four responses). The longest operation of courses was for the school bike-ed training provided by Wilcare Services (24, 14 and seven years for *Bike-Ed Instructors*, *Cycle-On*, and *Bicycle Patrol Course* respectively) whilst courses only just started were *CARES* (City of Sydney) operating for 7 months and *CycleSafe* (Bike SA) for 8 months.

***Q5. What are the main aims of the course?***

&

***Q6. What competencies does the course address?***

&

***Q7. Who is the course targeting (type of cycling experience, geographical location, age, special needs, etc.)?***

&

***Q8. Are other selection criteria used to determine who can undertake the course? If yes, what are they?***

Responses to Questions 5-8 were recorded and paraphrased in the responses spreadsheet, and are addressed together in this analysis as there is some degree of overlap of the questions and the responses. In quite a few instances the aims were repeated for the competencies question, or were referred "as above".

**Q5:** The course aims generally expanded on the course title, and fell into four main categories:

- courses for new, inexperienced or novice riders where the aims were to teach cycling basics, gain confidence to commence riding and introduce riders to traffic (seven courses);
- courses for those that could already ride, but with an aim to increase confidence and bike handling skills, and improved confidence in riding in traffic (eight courses);
- courses with the aim to train-the-trainer for basic skills to enable ride leading, school programs or outdoor programs (four courses);
- those courses where the aim was to train employees for bike patrol duties for police, emergency services etc. (six courses); and,
- courses which had the aim of improving competency in bike maintenance (two courses).

**Q6:** The course competencies listed generally followed from the course aims, but in more specific detail. For the bicycle patrol courses, more specific competencies in relation to occupational standards were described.

The most common competencies listed were:

- basic riding skills;
- confidence in traffic and overall riding confidence;
- bike check and set up/equipment/maintenance;
- competence to perform operational duties;

- road rules and regulations; and,
- bicycle safety and riding safety.

**Q7:** The target groups were fairly self explanatory and generally as would be expected given the previous responses regarding course aims and competencies. Where specific target groups were mentioned (as distinct from "everybody", "anyone interested", "general population") this was: women (generally over 16 y.o); beginners and novices; and those within specific professions (such as police, security, emergency response).

**Q8:** This question did not appear to be clearly worded for most of the surveys - responses indicated that respondents were not sure whether the question was referring to whether "any" selection criteria were used, or criteria "other" than those used to attract the target audience (as identified in the previous question) were used. For a few surveys the question was worded "what type of selection process is used....?"

Four course providers did not respond to this question, and ten responded that "no" other selection criteria were used or "not applicable".

Where a response was given, these are collated as follows:

- able to ride a bike (five responses)
- ability re road racing and road bike set up (two courses)
- basic bike fitness (two responses)
- must pass medical fitness and assessment (two responses)
- can change out & repair punctured tube (one response)
- volunteers (one response)
- first in basis (one response)
- priority Adelaide City Council LGA (one response)
- interest in commuting (one response)
- kids 12-17 (one response)
- off-road ability (one response)

***Q9. How are participants recruited? How is the course promoted?  
(Copies of promotional material would be appreciated)***

Respondents seemed to have interpreted the question as primarily being as to how participants were recruited, as few gave any response as to the general promotion of the course.

The method of recruiting participants varied widely, and was generally related to whether it was an agency or NGO/cycling group. The former relied on internal/in-house systems and contacts to staff (i.e. a "captive market"), whilst the NGO and cycling organisations tended to use as many methods as they had access to, including email, flyers, member lists, and media articles. A common feature was the use of internet, intranet or emails for recruiting. The organisation's internet web site was a common tool for the commercial providers.

There were few examples of recruiting material / promotional material provided as a copy attached to the responses. It could have been felt that this

information was superfluous, or may it have been time consuming for the questionnaire respondent to locate and attach as hard copy.

***Q10. Where is the course usually run?***

Only one respondent did not answer as to course location. Ten of the 28 courses were in Sydney/Canberra/NSW Regional Centres, nine in Melbourne/Vic regional Centres, with others in Brisbane, Adelaide, Hobart, Perth and Gold Coast.

***Q11. What is the length of the course (hours)?***

***&***

***Q12. What period is the course run over (days/weeks)?***

Again there was a great variation in both the total time taken for the course and how this was split (single period or multiple periods). For the courses over a single lesson, time taken varied from just over one hour (Bike Force Subiaco's *Beginner training for women*) to a whole day (Cycling Australia's *Cycle Skills* and Bicycle NSW's *Rider Leaders*).

Most commonly the courses were held over two to three sessions of two to three hours each with a total length from six to 14 hours. Some of the employment and security/emergency related courses were considerably longer (up to and over 40 hours). However these courses are likely to include a large element of specialist training related more to the needs of each profession than just cycling skills. Some of the responses seemed to indicate that the providers were unsure as to whether the question referred to the duration of each individual course, or the delivery of their program in general

***Q13. Do the participants have to provide their own bike? How does the instructor ensure the bike is legal and roadworthy?***

**Own Bike:** For twenty (71%) of the 28 courses, participants provide their own bikes, or "usually" provided bikes, or it was optional. For eight of the courses bikes are provided, with these courses mainly those that are employer- or school-related.

**Bike Checks:** Bike Checks were required for 19 (68%) of the 28 courses. This result was spread evenly across responses to the previous question on provision of own bike. The responses indicated a range of checking, including "basic checks", "informal" checks by the participant, a set "checklist", to checks by a trained mechanic. Respondents where fleet bikes were used indicated that the checks were being supervised or undertaken by a professional/mechanic. There were eight responses where no answer was given as to whether there was a bike check or not (and seemingly not related to the previous question as to whether a bike was provided or not)

***Q14. What course materials are provided for instructors? (Examples would be appreciated)***

***&***

***Q15. What course materials are provided for participants? (Examples would be appreciated)***

**Instructor Materials:** There was a great variation of responses to this question, however responses were similar in most cases for those to the following question on participant materials. Five did not answer to this question, and six respondents indicated that “no” or “none” materials were provided.

The most comprehensive provision of material was for:

- Wilcare Services courses which provided instructors with lesson plan, video, tools, manual, and example resources;
- St John Ambulance *Bicycle Operating Course Level 1* which provided kit, tools, practical equipment, CD notes; and,
- Cycling Australia *Cycle Skills Course* with Power Point Presentation, manual, and competency statements.

The Victorian Police provided “all necessary materials to conduct courses” for the *Police Bicycle Patrol Course*.

**Participant Materials:** responses to this question were similar to the previous question. There were ten responses where no materials were provided or there was no response to the question. The most comprehensive provision of material was for the same courses as mentioned above. The most common material supplied was a course manual, and/or course notes. An interesting provision was for a free bike tool for the bike shop bike maintenance courses.

***Q16. Is there a recommended reading list or information provided on further sources of (more advanced) information?***

Sixteen of the 28 providers (or 57%) responded positively to this question, with four of these citing an informal provision or discussion of where further information could be obtained. For the Wilcare Services courses, participants are “advised of additional resources, contacts, further reading, and bicycle organisations”.

***Q17. What is the normal participant to instructor ratio for (a) theory and (b) practical components?***

This was probably the most uniformly answered question of the survey, with only two non-responses. The ratio was reversed in entering the data into the XL spreadsheet to record the instructor to student ratio. Most commonly there was about 2 to 3 times the number of participants per instructor for the theory component compared with the ratio for practical sessions. The theory component ratio ranged from 1 in 8, to 1 in 20. The average was 1 per 11.7 instructor. For the practical sessions, the instructor:student ratio ranged from 1:4 to 1:20, with the average of 1:9.

***Q18. What is the proportion of lecture, practical sessions indoors and practical sessions outdoors?***

There was a mixture of responses to this question: some indicated the percentage in the three categories, some provided a number of hours for theory practical versus practical whilst some gave a broad indication of whether the courses were practical- or theory-based. There were three non-responses.

Between the range 100% theory (Bicycle NSW *Ride Leaders* course) to 100% practical (5 courses), the typical mix was about one third theory to two thirds practical components. The full range of responses is documented in the table below.

Course Name	Percentage of Course Time		
	Theory Sessions	Practical Sessions Indoors	Practical Sessions Outdoors
New Horizons	20	30	50
Cycle Riding Skills	0	0	100
Basic Adult Cycling	40	30	30
Intermediate Adult Cycling	40	30	30
Kids & Women's Coaching	0	0	100
MTB Riding & Touring Training	25	0	75
Bike Ed Instructors Course	40	20	40
Cycle On Instructors Course	40	20	40
Bicycle Patrol Course	30	20	50
Police Bicycle Patrol Course	30	20	50
Ride Leader Training Course	100	0	0
Basic Maintenance Seminar	0	100	0
Learn to Ride	0	0	100
No Name	0	0	100

***Q19. Are practical sessions outdoors on road in real traffic? If so, how are these supervised?***

The majority of courses contained practical sessions on-road in real traffic (16 out of 28 courses or 57%). However many of the responses were conditional, with many indicating a progressive introduction of riding in traffic, dependent on the competency of the rider(s) and being continuously monitored and supervised by the instructor. For five courses (two on private property/campus), on-road riding in traffic was not used, with two of these course being bike maintenance courses where an on-road component would not be expected in any case. There were six non-responses or responses that were ambiguous or not able to be categorised.

***Q20. Is there a written assessment? Is this essay style, multiple choice, open book or other? How much time does it take?***

***&***

***Q21. Is there practical assessment? Is this indoors or on-road? If outdoors how is this carried out?***

There was a clear majority (18 out of 28 or 64%) indicating there was no written assessment, with five non-responses to this question. Five respondents indicated that they had a written assessment: open book, 20minutes; 1 hour multiple choice; 40minute assessment; multiple choice exam; and a written plan.

There were slightly more courses which included a practical assessment compared with theory, with a practical assessment for 11 out of the 28 courses (39%). There were 13 courses where the response was “no” practical test, and there were 4 non-responses. Those courses which had a practical test tended to be those which had been established for some time, and/or where employment-related riding was undertaken (e.g. security/police/emergency).

***Q22. What criteria are used to determine successful completion of the course?***

There was considerable variation in responses, with many indicating the question perhaps related to whether or not the participant completed the course (e.g. “attendance”, “completed safely”) rather than what measure(s) were used to judge the participant’s successful completion of the course and/or gaining of the appropriate competency. The most common measure was the gaining of competency at riding skills, and meeting the stated outcomes for the course (either from set tests or from observation of the instructor. Those course where there was a clear measure of success according to structured course outcomes and competency as assessed against theory and practical testing were the bicycle patrol/emergency response courses (St John and Police Courses). This question was left blank for nine of the respondents, with one (City of Sydney *C.A.R.E.S*) indicating “N/A”.

***Q23. What qualification or certificates do course participants obtain?***

There was a great differences in the question of certification. There did not appear to be any solid relationship between the type of course and whether or not certification was provided, although it was more common to have certification for the occupational-related courses and those that were well established (e.g. Vic and NSW Police, St John Ambulance and Wilcare Services). For six of the courses, an informal or simple attendance certification was provided. There were six non-responses, eight where there was specifically no certification, and two where it was “not applicable”.

***Q24. Are other (remedial) training courses available to participants who do not successfully complete this course?***

Of the 20 responses to this question, four responded that there were no remedial training available, five responded that this was “not applicable”, whilst the remaining 11 responses indicated some form of remedial training was provided. Most commonly the responses indicated that the participants could “re-attend” or continue on with the same course until competency was achieved. The Victorian Police *Bicycle Patrol Course* provided participants an opportunity for reassessment.

***Q25. What data are available about participants who have completed the course?***

For the 15 responses where data were available, mostly this was registration/participant contact details. For the occupation-related courses, much more data was available as the participants are known to the course providers. However, this was in-house employer data which possibly would have confidentiality provisions or not be publicly available. For the Cycling Queensland *Go Girl* course, data was also not recorded due to privacy reasons. Three of the respondents indicated data were available from post-course

survey forms. There were five non-responses, and seven where there were no data available, "not applicable" or "unsure".

***Q26. Has the course been evaluated? How? What did the evaluation find?***

Eleven of the 28 courses (39%) provided some form of evaluation, however mostly this was in the nature of post course feedback from participants or by the coach/informal evaluation. Only two courses (Bike SA *CycleSafe* and Victoria Police *Bicycle Patrol Course*) specifically mentioned formal evaluation of the course itself. The *CycleSafe* course was fully evaluated as part of the TravelSmart project evaluation. Findings from the evaluation were not recorded on any of the questionnaire (or attachments), apart from the Cycle Safe course which indicated a degree of success.

***Q27. Is the course accredited?***

A minority (eight out of the 28 courses) were accredited, with two courses (both of the *Police Bicycle Patrol* courses) in the process of gaining accreditation. The accredited courses were: Bindaree Outdoor Services *MTB Riding and Training*; the three Wilcare Services *Bike Ed* courses and the Cycle Australia *Cycle Skills* course. Thirteen of the course specifically did not have accreditation, and three were five non-responses to the question.

***Q28. If the course is accredited, under what framework is it accredited?***

There were only three responses to this question, as few courses were accredited. For those 11 courses which were accredited, mostly the question was left blank. Accreditation frameworks that were mentioned: International Standards and ANTA for the Wilcare Services *Cycle On* course; "AQTF" for the NSW Police Bicycle Patrol Course; and Cycle Australia for the Gold Coast Cycle Club Course.

***Q29. What training or qualifications are instructors required to have?***

Five of the 20 respondents who reported that there were instructor qualifications (five left blank, three "no" or "N/A"), listed Certificate IV Workplace Trainer qualifications, whilst four (mainly cycling organisations) mentioned Level 2 or Level 3 Coaching qualifications. Five respondents indicated informal competency or previous experience as being required.

***Q30. What organisation trains instructors?***

Sixteen responses indicated an organisation that trained the instructors. Mostly this was in-house (such as Police, St John Ambulance and Wilcare Services), except for the organisations affiliated with Cycling Australia who mentioned this organisation as the trainer. Six of the providers did not respond to this question, two indicated no training occurred, and four indicated "not applicable".

***Q31. How much are participants charged for this course?***

There were 11 of the 28 courses (39%) which did not charge a fee, although four of these were for in-house courses, four were for club courses available free to members. A fee was charged for 15 of the courses, which ranged from \$2 (for out of LGA students for the CARES course, subsidised as part of school

education and City of Sydney Council) to \$395 per session (up to 15 students) for the Cycle Masters *Safe Cycling Seminar*. The remainder ranged from \$35 to \$198 per course, with an average of \$104 for the 12 courses. Some courses included extras in the course fee, for instance the *Basic Bike Maintenance* Course run by Renegade Cycles include supper and a bike tool for each participant, whilst the Pedal Power *New Horizons* course includes group membership plus a ride fee worth \$51.

***Q32. Is the course subsidised? If so, by whom? How much is the subsidy?***

Whether there was a course subsidy was largely dependent on the organisation running the course. Five courses were listed as being subsidised (directly or indirectly), with 17 courses not being sponsored, or funding was “not applicable”. Six providers did not make a response to this question.

The in-house work-related courses were effectively subsidised through internal budget processes however this was not directly stated in the responses. The only courses where the source of direct subsidies was mentioned were the Bicycle SA *CycleSafe* and Pedal Power *New Horizons* courses. These were subsidised through the Travel Smart program, and the ACT Sport and Recreation (\$3,000) respectively.

***Q33. How much are instructors paid to present each course? Do they receive any other payment e.g. to undertake training courses?***

Similarly to the previous question, many of the courses are in-house, subsidised or run by volunteers so there were few that responded with actual rates for instructors. Those that were providing courses in house responded that they were salaried instructors as part of normal wages, or “not applicable”. For the cycling organisations most were instructing as volunteers. Those that did quote an hourly figure (four responses) ranged from \$15 per hour to \$50 per hour. There were 15 responses that indicated there was no payment as the instructor was salaried or volunteer, and the question was left blank/no response for eight course providers.

***Q34. Is the training organisation required to have insurance to run the program?***

Mostly the responses indicated that “yes” insurance was required to run the course (17 responses out of 28 or 61%). Some respondents (five responses) seemed to have misunderstood the question, and indicated that insurance was provided by the organisation, without actually responding directly to the question asked. However, a few of the questionnaires had a slightly differently worded Question 34, which asked “what insurance requirements are there?” rather than a yes or no response. Mostly the responses to this question were similar to responses to the following two questions.

***Q35. Does it have Public Liability insurance? (to cover trainers, course participants or the organisation against personal injury or property damage)***

**&**

**Q36. Does it have Professional Indemnity insurance? (to cover trainers and course designers against potential claims for professional negligence)**

Mostly where insurances were provided, the organisation had both Public Liability and Professional Indemnity insurance (43% or 12 out of 28 course providers had both). This was particularly so for the agencies and NGOs providing work-related courses. Three responses indicated insurance was arranged through the organisation/club but did not specify which ones were obtained. Only one respondent specifically stated that they had no insurance cover, five did not respond to either question, and two responded "not applicable".

**Q37. Does the training organisation have any other relevant insurance? If so, what?**

Four of the course providers were not asked this question. Of the 23 that were asked and responded, nine replied "no", four replied "not applicable", and four were "unsure" or did not know. Six responses did have other insurances and these were: volunteer insurance (Pedal Power *New Horizons*), loss of materials and resources (the three Wilcare Services *Bike Ed* courses); comprehensive insurance (St John *BOC Level 1*) and "NK" for the Victoria Police *Bike Patrol* course.

**Q38. Are there any formal risk management policies in place?**

Sixteen of the 28 course providers (57%) replied that they did have Risk Management policies in place, whilst three were not sure. Four providers did not have policies in place. Six providers did not respond to this question, with one (Uni of Wollongong *Bicycle Patrol for Security Officers*) stating it was "not applicable".

**Q39. Would you like to make any other comments about adult cycle training courses?**

Of the 28 course providers, eleven gave additional comments. These are presented in summary form in the table below.

Course Provider	Comment
Maree Burns	<ul style="list-style-type: none"> <li>With some basic information, practical experience and encouragement (in a relaxed and supporting environment) women become confident to cycle at a level that suits them</li> <li>Over time they exceed their original intentions...extend their cycling experiences</li> </ul>
Central Area Health Service	<ul style="list-style-type: none"> <li>Macarthur Community College ran same course for Bargo</li> </ul>
Pedal Power	<ul style="list-style-type: none"> <li>PP also runs bicycle maintenance courses and introductory skills sessions intermittently (planning an expansion)</li> <li>Detailed comment provided by Marie Wensing re the PP <i>New Horizons</i> course and making it more attractive to women riders</li> </ul>
Bike Force Subiaco	<ul style="list-style-type: none"> <li>Would be nice to get help to run groups as certainly a</li> </ul>

	<p>need and demand for it</p> <ul style="list-style-type: none"> <li>• Training tips from A grade cyclists and pros would be advantageous</li> </ul>
CyclingSouth	<ul style="list-style-type: none"> <li>• Support from cycling assoc. would be useful in making the course viable by increasing participant numbers</li> <li>• Consistent national arrangement of subsidies and competencies (based on our courses or “vehicle cycling” principles)</li> <li>• Need for cycling to examine closely the success of Austswim framework, and develop and promote it as that industry has done</li> </ul>
Fat Tyre Flyers MTB	<ul style="list-style-type: none"> <li>• They have helped boost our junior and female rider base</li> </ul>
Wilcare Services	<ul style="list-style-type: none"> <li>• People are amazed (that they thought they knew everything) when given formal instruction</li> <li>• Many afraid to cycle because of safety reservations – some formal training provides confidence</li> <li>• There is a significant misinformation about cycling. Wilcare is keen to be involved in developing means to make cycling training better and more accessible</li> </ul>
St John Ambulance	<ul style="list-style-type: none"> <li>• Very limited public access/availability</li> <li>• No nationally accredited emergency services bike operations</li> <li>• Look forward to feedback from survey</li> </ul>
NSW Police	<ul style="list-style-type: none"> <li>• Have observed a few civilian courses and they appear to lack coordination and defined management structure</li> </ul>
University of Wollongong	<ul style="list-style-type: none"> <li>• Specific bike patrol training for security officers is highly relevant to us</li> </ul>
Bicycle NSW	<ul style="list-style-type: none"> <li>• Great idea, encouraging and facilitating safe cycling is key</li> </ul>



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REVIEW OF  
INTERNATIONAL BEST PRACTICE IN  
ADULT CYCLING PROFICIENCY TRAINING

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## **Background**

The Bicycle Federation of Australia commissioned Bruce Ashley of The Environment Works Pty Ltd to undertake a desk-top review of international research and practice related to community based cycling proficiency training, to be done primarily via internet/web research. The research was to provide a current 'snapshot' view of best international practice for CPT. The scope of research was to include updates on programs in the United States, United Kingdom and Canada and any emerging trends in best practice. The results of the research were written up as this report, with web site links and relevant material provided in electronic format.

The study scope was limited to:

- desktop research primarily via the internet
- review of primarily adult CPT rather than school or child programs
- research into nation-wide CPT development, funding of programs and business models rather than curriculum and delivery issues

## 1. SUMMARY

### Study Brief, Scope and Methodology

The consultant brief was to review best practice for adult cycling proficiency training through web-based research. The study scope was focussed on adult rather than child/teenage cycling or school aged cycling proficiency training conducted through the education sector. The study methodology was to use key words to locate (English language) web sites of interest using Google, with sites viewed and relevant material extracted, with the site being book marked. The web history showed which sites were visited so that repeat visits could be avoided if approaching the site through another key word search. Priority was placed on agency and organisation web sites and those with recent content (within the last two years).

### Findings

Most of the internet sites located were based in the UK and were local Council (boroughs) advertising CPT through their road safety officers. Some 200 pages of useful and related web site material were located and marked for future reference. Key sites included the official web pages for the National cycling body in the UK, CTC, CPT providers, and government agencies. The next most common sites were those promoting and describing the Canadian CAN-BIKE scheme, whilst there was more limited material on the League of American Bicyclist and CPT provider sites from the United States.

Since 1995 when the *Community-Based Bicycle Proficiency Scheme for NSW* report was prepared by Bicycle Consultants, the UK has progressed further than other countries in developing a National Standard for CPT, administered by the National cycling body CTC, and a consistent quality of training being delivered by accredited instructors at a regional level. The UK model is by far and away the most comprehensive scheme roll out, primarily funded via government, compared with Canada and the US where CPT is more often than not supported by limited grant funding and course fees. In the UK funding for scheme development and administration is mainly provided by government grant funding (mainly as part of the National Cycling Strategy but also Health portfolio), and through limited private company sponsorship, whilst course delivery by providers is mainly funded through course fees and local council grants. The UK model is described in detail in the body of the report

A key outcome of CTC's consultation document "*A national framework for the training and education of cyclists, cycle users and providers of cycling activities*" (CTC, 2002) was that the future development of cycle training should be **supported by a national structure**. The National Standards for cycle training launched in 2004 aim to promote a nationally agreed uniform syllabus and guidelines for all cycle training in the UK. CTC contracted Bristol-based Cycle West to research, prepare and set up the project, based on identified best practice. The project was funded by Department for Transport, Department of Health and two of the Sainsbury Family Charitable Trusts. The project included a pilot stage in late 2002, with trial schemes in London, Hereford and Surrey

On 10th March 2005, the Department for Transport announced that it has entered into negotiations with CTC to provide a “one stop shop” for internet-based CPT information including a national database of trainers as a resource for the public and professionals in the field and further support for the National approach with government funding, and Cycle England. Grant funding of £5m has been allocated.

Both Canada and the US have further developed country-wide accredited and standardised cycling proficiency training built around John Forester’s *Effective Cycling* material. The CAN-BIKE series of courses are administered by the Canadian Cycling Association, while in the US the BikeEd and Effective Cycling courses are administered by the League of American Bicyclists and delivered by independent and accredited instructors.

All three countries have a syllabus which includes instructor (train the trainer) courses, child, teenager, adult, commuting and recreational courses, with the schemes supported by online database of local instructors and courses. Cycling proficiency courses have also been developed worldwide for police, security and emergency personnel.

There are many other countries which have some form of bike-ed schemes run on an ad hoc basis (including Australia, Japan and New Zealand). Countries with high levels of cycling (such as the Netherlands) appear not to have developed CPT schemes. However, cycling programs are starting to appear in these countries for the “immigrants” who may not have been exposed to cycling in their former country.

Scheme development, delivery and business models for the UK, US and Canada are discussed in detail in the report as well as the best practice features of the schemes. The relevance of the material researched to the Australian situation is also discussed. Key pieces of material located during the research are included in the report as attachments, whilst documents able to be downloaded are included on a CD-ROM accompanying the report.

## **2. METHODOLOGY & TASKS**

The study research was undertaken solely by reference to information available on the internet.

A number of phrases and key words were used searching Google and the results were viewed page by page up to the first ten pages (first 100 results) for the key phrase “cycling proficiency training”.

Each of the sites was then viewed to determine its relevance to the research objectives, and each section of the web site of interest was followed. Links were followed where relevant. This process was repeated for a number of phrases until the same web sites were being located (through the use of the

“history” function in Internet Explorer indicating that a site had already been visited in the last 14 days.

Relevant information was then saved into a Word file for later viewing and preparation of the results/notes.

### 3. RESEARCH RESULTS

#### 3.1 Internet Site Research

Most of the internet sites located were based in the UK and were local Council (boroughs) advertising CPT through their road safety officers. Some 200 pages of useful and related web site material were located and marked for future reference. Key sites included the official web pages for the National cycling body in the UK, CTC, CPT providers, and government agencies. The next most common sites were those promoting and describing the Canadian CAN-BIKE scheme, whilst there was more limited material on the League of American Bicyclist and CPT provider sites from the United States.

Key words/phrases included:

- "best practice cycling proficiency training"
- "cycling proficiency training + adults"
- "cycling proficiency training + accreditation"
- "bicycle training national standard"

A listing of the web sites located during the internet based research is provided as **Annex 1** ( a CD-ROM accompanying this report).

#### 3.2 Review of Best Practice by Bicycle Consultants

The NSW Bicycle Advisory Council commissioned Bicycle Consultants to research the development of a state-wide community based CPT in NSW. A review by of overseas schemes presented in the project report *Community Based Bicycle Proficiency Scheme for NSW* (Bicycle Consultants, 1995) found that bicycle proficiency schemes of some sort had been established in many countries, mostly involving off-road basic skills education at a primary school level (Bicycle Consultants, 1995). At the time few countries had integrated programs, or programs for adult cyclists. Apart from the Royal Society for the Prevention of Accidents (RoSPA) Cycleways Scheme in the UK, there were no comprehensive nationwide proficiency programs administered by government bodies. Countries which had integrated programs in place such as Canada and the US, were administered by peak cyclist organisations. A summary of information obtained by the consultants on schemes and programs overseas available at the time of the study, and a brief update following this study, is provided as **Annex 2**.

#### 3.3 Historical Context

CPT began in Britain in 1947, although its roots stretch back to the 1930s when cycling organisations were pressing the Government to include cyclist training in the school curriculum. The first Cycling Proficiency Test took place (indoors) at RoSPA's Road Safety Congress in October 1947, when seven children took the Cycling Proficiency Test. Half a century later, between 200,000 and 250,000 children receive some kind of cycle training each year. In 1958, the

Government funded the introduction of RoSPA's National Cycling Proficiency Scheme (NCPS).

In 1974, Local Authorities in the UK assumed statutory responsibility for road safety, including the provision of child cyclist training. By this time, courses increasingly included practice on public roads, although the debate about this continues to this day. During the 1980s and 1990s new courses were developed by RoSPA, by individual local authorities and by the Scottish Road Safety Campaign. In view of the considerable nation wide variability in course, RoSPA conducted a review of cyclist training in 1992 which illustrated the need for guidance on minimum standards. In 1993, RoSPA, with the help of a Working Group, produced a Code of Practice for cyclist training. This was revised and published as *Guidelines for the Management and Operation of Cyclist Training in 2000*" (RoSPA, 2005).

Since the Bicycle Consultants study in 1995, Great Britain has moved further than most other countries in the development of a nationally based CPT scheme, and still has the only nationally based and administered cycle proficiency training (at least amongst the English speaking countries).

### **3.4 Development of National CPT**

#### **CPT Internationally**

It appears that CPT has developed relatively independently in many countries across the globe over the last few decades, with the exception of the Canadian CAN-BIKE and American BikeEd schemes which has been built around John Forester's *Effective Cycling* Program. There are many other countries which have some form of a bike-ed schemes run on an ad hoc basis (including Australia, Japan and New Zealand). Generally the countries with the highest levels of cycling (such as the Netherlands) have the least development of CPT, no doubt due to the lack of need for one: the population is imbued with a cycling culture and growing up cycling with one's family and peers is no doubt practice enough. However even in these countries, cycling programs are starting to appear for the "immigrants" who may not have been exposed to cycling in their former country.

The United Kingdom has led the way over the last five years or so, with development of not only a National Standard for CPT, but also accreditation bodies, national information networks and instructors for a range of courses. The UK scheme has the largest roll-out and is primarily funded via government. In comparison in Canada and the US CPT is more often than not supported by grants and sponsorship. The UK model is described in some detail below, followed by a description of the US and Canadian models.

## **CPT in the United Kingdom**

### ***Lead Up to the Development of the National Standard in the UK***

Up until 2003, RoSPA was responsible for developing and supporting the National Cycling Proficiency Test (NCPT). For the test on-road cycle training was offered to children over the age of ten for free, at schools throughout the local council areas. The aim of the NCPT was to develop observation and manoeuvrability skills, introduce the Highway Code for young road users, teach the importance of cycle maintenance and hazard awareness, and provide information and advice on being conspicuous and wearing protective headgear.

At this time there were between 250,000 and 300,000 children receiving some cycle training (Mayne 2003).

Around 300,000 children complete cycle training schemes each year but at least half of those programs do not even meet existing guidelines. There are also more than 100 small businesses running cycling holidays and between 1,500 and 2,000 local groups organising rides. Every highway authority has, in theory, a statutory obligation to carry out cycle training but at least a third do not.

These quotes illustrate some of the development of cycling training:

- CTC wants all those with an interest in cycle training and leadership to comment on the draft framework by November 1, 2002. The adult and teenage cycle training scheme will be launched next spring. CTC wants all other aspects of accreditation to be available by 2004 and to see the number of children trained to national standards to quadruple by 2006. (CTC, October 2002)
- At present most training in the UK is for children and teenagers rather than adults. For instance the English Regions Cycling Development Team reports that "the authority currently offers training to primary and secondary school children and to adults. Some 39% of primary school children receive mainly on road training and there is a commendable target to increase this to 75%. While secondary school children can currently receive the primary school course on request, the authority is investigating introducing a more advanced course. Few adults take training. All training is carried out by professional instructors who are mainly cyclists." (CTC, October 2002)

During the period 2001 to 2003 the Local Authority Road Safety Officers Association (LARSOA) and CTC (UK's national cyclists' organisation) were running parallel reference groups in the field, with overlapping objectives and common participants. As part of consultations and reviews in 2002-03 a single standards setting group was proposed by CTC and as a result of negotiations with LARSOA, both organisations agreed a Memorandum of Understanding to take this issue forward and begin consulting with partners.

CTC's review of the Cycle Training sector in 2002 found:

- The targets of the National Cycling Strategy (NCS) can be achieved if more users of cycles for leisure used their cycles for transport.
- Training can make a significant contribution to levels of cycle use but at present is highly fragmented and focussed either on road safety or sport rather than cycle promotion.
- Much of the available training is below the recommended standards and is unlikely to contribute to increased cycle use.
- High quality training guidance and providers of training exist and can provide standards for both child and adult cycle training.
- There is considerable investment and development of new cyclist training programs but these do not reach recommended standards.

As a result of this CTC made the following recommendations: "The training and education of young people and potential adult cycle users to a national standard of cycle use is a strategic priority in achieving the goals of the National Cycling Strategy."

To increase cycle journeys to 8% by 2012 the following milestones were proposed by CTC:

- National standards adopted by 2003
- National framework adopted by 2003
- National audit against framework
- Include Cycle Training standards in initiatives by DTLR, Sustrans, British Cycling etc.
- 60% of 11-12 year olds to Cycle Training Certificate by 2006 (From 14%)
- Adult cycle training in 75% of Local authorities by 2006 (From 30%)

A key outcome of CTC's consultation document "*A national framework for the training and education of cyclists, cycle users and providers of cycling activities*" (CTC, 2002) was that the future development of cycle training should be **supported by a national structure** (emphasis added). As widely quoted in 2002, CTC Director Kevin Mayne said:

"There are some very good schemes in many parts of the country but in general, the national organisation of cycling activities and cycle training is a shambles. There are many people who would like to run cycling activities but are unable do so because they cannot meet standards demanded by insurers, schools and parents. CTC's document, a National framework and standards for the training and education of cyclists, cycle users and providers of cycling activities reviews all current training schemes". (Mayne, CTC, October 2002)

The consultation process identified the need to establish a national standards and curriculum group; to provide administration support for trainers; and for co-ordinated marketing support for cyclist training. This was progressed when CTC and LARSOA joined forces with the English Regions Cycling Development Team (ERCDDT) and other cycling bodies to create an expert curriculum and standards body in 2003. **Cycling Digest, Issue 38, Winter 2003, p.1**

In September 2002 at the launch of CTC's training consultation Kevin Mayne (CTC Director) said "There are some very good schemes in many parts of the country but in general, the national organisation of cycling activities and cycle training is a shambles." He later explained in the Summer 2003 edition of Cycle Digest that "earlier guidelines had only been partly implemented. Some schemes integrate road safety, cycle planning, safe routes and independent training organisations – most do not. There may be a variety of reasons for this: volunteering is in decline and jobs cannot easily be filled in the South East; for many RSOs low cycling casualties and cycle use make benefits questionable...training is one of the most important levers to increase cycling that we have, but if it isn't co-ordinated, "shambles" will rightly describe an opportunity lost. Moreover, we are only at the beginning of tapping health funding and the Government is supporting investment in cycling, especially for the school journey. So have I have had to eat my words at the end of the consultation? (Mayne, 2003)

The part that cycling has to play in improving public health received endorsement from the UK Government when support for nationally-recognised training for cyclists was announced as part of the Public Health White Paper. According to CTC's Kevin Mayne, "the Government has committed drive forward action to implement the standard to improve cycle training for children across England by 2005-06 by:

- establishing a formal cycle training and curriculum body - the Cycle Training Reference Group;
- funding instructor training schemes and accrediting existing training schemes and centres;
- providing a help desk and web database of trainers to support local authorities, schools and parents administer the National Standard." (CTC press release, March 2005)

The National Standards for cycle training aim to promote a nationally agreed uniform syllabus and guidelines for all cycle training in the UK. The standards were developed through a consultation process by a group of interested parties and experts including Cycle Training UK, Life Cycle, CTC, LARSOA, ROSPA and more. CTC contracted Bristol-based Cycle West to research, prepare and set up the project, based on identified best practice. The project was funded by Department for Transport, Department of Health and two of the Sainsbury Family Charitable Trusts. The project included a pilot stage in late 2002, with trial schemes in London, Hereford and Surrey (Cycle Training web site, 2005).

The initial standards for adult and teenage cycle training were launched in May 2003 and are complemented by the Child National Standards, which were launched late 2004. In addition to guidelines for Cycle Training providers, at the core of the National Standards is the National Syllabus (refer section on accreditation). (Cycle Training UK, 2005)

According to a press release from CTC Thursday 18th November 2004: "The cycling proficiency test is dead; long live the National Standard. The new National Standard for cycle training in England has been operational for some months but it got its official, hard-launch in Tuesday's White paper on Public Health".

This project is the extension of CTC's national review of cycle training provision and its Adult Cycle Training Scheme funded by the Department for Transport and Department of Health and launched on May 12th 2003. This is the first national scheme to place the cycle journey at the heart of the training process, directly in line with the objectives of the National Cycling Strategy. It was supported by all the major cycling and road safety organisations in the UK. Two thousand new cyclists are targeted to receive training in the first year and it is expected that trained instructors will go on to bring thousands more people into cycling in future years (CTC, 2004).

On 16th September (2004) the National Cycling Strategy Board (NCSB) unveiled its 'Bike for the Future' proposals setting out organisational and funding arrangements to revitalise the National Cycling Strategy. It proposed a split between a 'Board', whose members would include senior officials from relevant Government departments (transport, health, planning, education, culture and sport) and the Chief Executive of its delivery arm, which will be known as 'Cycling England'. (CTC, 2004).

Cycling England would itself have a regional presence similar to that of the English Regions Cycling Development Team. The NCSB paper also proposed that Cycling England should have a budget of around £80-82m, of which about £70m would be for development projects such as individualised marketing and cycle training. This would be in addition to the £40m currently allocated for cycling through the Local Transport Plan process. CTC was hoping that the Government's response to the NCSB's proposals would be included in the funding announcements accompanying the recent Public Health White Paper but apparently this did not occur. At the time CTC remained "hopeful that a positive announcement is not far away". Also refer *Bike for Future* proposal for Cycle Training at **Annex 10**.

In March 2005, the Department for Transport announced that it has entered into negotiations with CTC to provide a "one stop shop" for internet-based CPT information including a national database of trainers as a resource for the public and professionals in the field and further support for the National approach with government funding, and Cycle England. Grant funding of £5m (refer media releases **Annex 5**)

A timeline covering the period from the UK Cycling Proficiency test being replaced by the National Standard for Cycle Training as described above is summarised in **Table 1**.

**Table 1 – Timeline in the Development of a National Standard for CPT in the UK**

2001-2003	CTC and LARSOA running parallel reference groups in CPT
2002	A CTC-led CPT initiative enters pilot stage, with trial schemes in London, Hereford and Surrey.
2002	CTC's review of the Cycle Training sector. Produces document - <i>A National framework and standards for the training and education of cyclists, cycle users and providers of cycling activities</i>
October 2002	CTC addressed the "Cycle training shambles" (CTC article)
November 2002	Public comment on Framework document closes
May 2003	CTC Adult cycle training scheme launched
May 2003	CTC National Cycle Training conference
May 2003	British Cycling Publishes Child Protection Guide
from May 2003	DFT seeking examples of cycle training included/excluded from local funding streams to take to Audit Office and Treasury
	ERCDDT completes audit of local authority cycling delivery including training.
June 2003.	Cycling Projects Fund supports over 30 training related schemes
June 2003.	Cycling Projects Fund funds CTC to create 100 new cycle instructors and set up instructor scheme
Sept 2003.	CTC/LARSOA sign MOU to agree to set up and support national curriculum body, (The Cycle Training Reference Group)
by Jan 2004	National Cycling Strategy Board creates marketing scheme including proposals for "Skills and Schools" primary school pilot and national marketing support program. Commissions ERCDDT to provide scheme for school children
	DfT/DfES announces £50 million fund to tackle the school run
from Sept 2003	Scottish Cycling funded by Scottish Executive with training as a priority area.
Oct 2003	CTC Insurance scheme for cycle trainers created
Dec 2003 Jan 2004	Single day "bike set up" training courses for instructors created in association with manufacturing/retail training organisations
	NOF Scotland funds CTC's 3 year "Cycling for a healthy heart" scheme based on cycle training
Through 2004	Many other local and regional schemes beginning to appear and the beginnings of a good networking process amongst training providers

June 2004	The 2nd CTC National Cycle Training and Education Conference took place
16 September 2004	NCSB unveiled its 'Bike for the Future' proposals
March 2005	Cycle England launched. (refer <b>Annex 5</b> )

Source: Review of recent [Cycle Training initiatives](#) CTC/LARSOA October 2003, plus current web site research

### ***The UK National Standard for Cycle Training & Accreditation***

The National Standards for cycle training aim to promote a nationally agreed uniform syllabus and guidelines for all cycle training in the UK. The standards were developed through a consultation process by a group of interested parties and experts including Cycle Training UK, Life Cycle, CTC, LARSOA, ROSPA and more. The National Standard is to be implemented for all cycle training in the UK and has the backing of Local and National government, ROSPA, and many cycling organisations. It is due to be phased in to replace cycling proficiency and other types of (often off-road) training over the next few years creating according to Cycle Training UK, "a new generation of confident on-road bike riders throughout the country". (Cycle Training UK, 2005)

The National Standards are monitored and maintained by the LARSOA/CTC Cycle Training Reference Group. According to Kevin Mayne, Director CTC, the National Standards Project will "bring cycling into line with canoeing, mountaineering and motor cycling where there are already well established national training standards. Mayne said: "Compared to other activities, cycling looks like a very poor relation." Mayne, 2003).

The initial standards for adult and teenage cycle training were launched in May 2003 and complemented by the Child National Standards launched late 2004. The National Standard being implemented for all cycle training in the UK has the backing of Local and National government, ROSPA, and of course, many cycling organisations. It is to be phased in to replace cycling proficiency and other types of (often off-road) training over the next few years creating a new generation of confident on-road bike riders throughout the country. (Cycle Training UK, 2005).

The aims of the National Standard:

- consistent, high quality training available across the country
- to "normalise" cycling as a means of transport
- to professionalise the sector
- to reduce casualties and make safer road users
- to increase the number of cyclists and journeys made by bike

In addition to guidelines for Cycle Training providers, at the core of the National Standards is the National Syllabus. (Cycle Training UK, 2005). The National Syllabus consists of three levels that progress a cyclist from:

- **Level 1** - basic control skills;
- **Level 2** - starting, stopping, emergency stopping, gears, looking behind and signalling, through on-road riding using quiet roads; and,
- **Level 3** - riding on busy roads including multi-lane filtering techniques and busy roundabouts.

'Cyclecraft' by John Franklin is the recommended course book for the National Standard. (Bikebiz web site, 2005)

CTC believes that organisers and instructors should be able to demonstrate to clients, funders, local authorities, insurers or health and safety managers that their scheme meets an acceptable best practice. According to CTC, some organisers have reported difficulties with insurers over the standards required for cyclist training schemes, so The National Standard has set out to give greater detail than previous schemes on the areas that are perceived to increase liability of organisers and instructors. (CTC, 2004)

A number of cycle training centres have now developed in the UK with Cycle Training UK (CTUK) being the first and now the largest independent provider of cycle training in the country (seven in total). They have developed a comprehensive Instructor Training Program. Administered by the CTC, CTUK is one of the first accredited centres in the UK. The main source material for our Instructor Training Program is their own Instructors' Manual, which also informed the National Standards. (Cycletraining UK 2005). There are also moves to develop an off-road standard (National Leadership Scheme) for touring, leading, and mountain biking

Following the work CTC (the national cyclists' organisation) has undertaken on the Adult and Teenage Cycle Training Scheme, it has become clear that there are no National Standards for Cycle Leadership. This refers not only mountain biking, but also Holiday Tour Leading, Event Running, or simply taking a group of young people on a ride in the countryside. CTC is leading the way in the area of Cycle Leadership and has gathered a group of the leading players within the sector including all the major cycle organisations. This scheme has been partly funded by the Countryside Agency as well as CTC), and is being encouraged by other Government organisations (CTC web site 2005).

CTC, as the national accreditation body for cycle training in the UK has approved a number of providers as instructor training centres. This means that they are able to train new instructors to deliver the National Standard. As well as creating new instructors, the program has enabled CTC to recognise four CTC Approved Instructor Training Centres. These are Cycle Training UK in London, Lifecycle in Bristol, City of York Council and Bikeright in Manchester.

### ***CPT Instructor Courses***

There are currently five course providers for the regions of York (City of York), Bristol Life Cycle UK), Manchester (Bikeright!) and London (Cycle Training UK Ltd) (CTC web site, 2005). The cost of the Instructors course varies around the UK, in line with local conditions, though it is usually in the region of £350 - £400 per person which includes two assessments, course materials and all accreditation.

Mostly web information on the CPT courses is part of the provider web sites, such as the CTUK site which has the following information:

- Instructor course is four days with two further assessments of the trainee instructor actually working within six months of completion of the course (mentoring program)
- Within ten days of completion of the course participants either receive a provisional pass or fail.
- Participants must be assessed training on two separate occasions or with two separate clients to receive full accreditation
- Practical nature of the course requires at least 50% on-the road learning or practising training techniques & how to deliver them, with the remainder of the course classroom-based.
- No formal entry qualifications for this course.
- Need to ensure that your bike is roadworthy.

However, according to CTUK, "you should be a confident, competent, regular cyclist with recent experience of cycling in a range of traffic conditions including busy urban roads". Participants are also required to read the Child Protection Guidelines, a cycling manual (either *Cyclecraft* by John Franklin or *Cycle Training-Instructors Manual* by CTUK).

The first CTUK CTC Approved Cycling Instructors began their free training in February 2003. The one hundred courses were funded by the UK Government's Cycling Projects Fund. According to CTUK, "the huge demand for places on the courses came from local authorities, health authorities, volunteers, sports coaches and employers." CTUK instructors have all been checked by the criminal records bureau (CRB) and have up-to-date Appointed Person first aid training. They also carry first aid kits. New instructors are mentored by an advanced instructor team. CTUK also offers to CPT "at a place and time of your choosing...we can also train instructors for your organisation" (CTUK web site 2005)

CTC has a range of cycle training materials available to instructors:

- National Standard certificates for trainees
- High visibility National Standard stickers
- High visibility BS standard waistcoats in child and adult sizes
- Slap wraps - reflective ankle/arm bands

CTC have an online order form for instructor materials – refer copy **Annex 6**

### ***CPT Adult Courses***

Adult courses in the past appear to have been delivered at a local level by Road Safety Officers, and there are sites which indicate that this will continue and expand with the new National Standard. Course delivery in terms of sessions and cost appears to be vary depending on what grant funding is provided. For instance the Sheffield cycle campaigning group Pedal Pushers offers adult CPT, with sessions usually lasting 2 hours, located at your home or workplace. For individuals they charge £15.00 for 1 hour or £20.00 for 2 hours, and arrange group packages for employers. Lessons with Cycle Training UK cost £27.50 per hour per person and £6 per extra person. There is a web site link for prospective trainees to find out whether they live in a borough that subsidises training. (CTUK web site 2005). Courses run by the Road Safety Education Dept. at Brighton and Hove Council are based at Hove and Preston Park and include on road training. It costs £15 for four mornings. Children's courses at school or in holidays are also available. Life Cycle UK also run CPT with the first training session lasting about 90 minutes with subsequent sessions one hour. The cost is £25 per session. (Life Cycle web site, 2005)

CTUK, London's largest independent provider of on-road cycle training, recently made a documentary (in conjunction with BBC) that “put cycling in central London to the test”. The program called Inside Out aired on BBC ONE London on Monday 28th February at 7: 30 pm.

In York, CTUK runs courses whose cost is £15 for one hour and £20 for two hours. The two hour sessions are recommended as they cover everything. They also run a 4 day customised course for those that wish to be an accredited cycle trainer. (CTUK web site 2005). CTUK also offer gift vouchers for adult training (Cycling Training UK, December 15, 2004)

Transport for London is also working with the London boroughs and the National Cycling Strategy Board to establish a framework for structured cyclist training. Drawing on lessons from research, experience and modern technology, and including quality-controlled courses and accreditation of instructors, the aim will be to best meet the cycling training needs of Londoners. Cycle training providers: Cycle training UK, London Recumbents, London School of Cycling, London boroughs (28 listed) **(Transport for London, 2005)**

The Transport for London web site also lists the 21 supporters of the Adult Cycle Training Scheme Reference Group, and sources of advice for setting up a cycle training business, employment and volunteers (9 listed).

The primary web site for CPT in the UK is the [Cycling Training UK](#) site. Cycle Training UK is the biggest independent provider of on-road cycle training and cycle maintenance training in London, and also train instructors throughout the UK. According to their internet site they provide “tailor-made” training for

individuals and families, schools, workplaces, local authorities etc. They also devise and run cycle training courses, one to one cycle training schemes and cycle maintenance sessions for organisations of all sizes, with schemes administrated from their central London office for schools, youth providers, local authorities, workplaces, recreation agencies and health providers.

Cycle Training UK provides one to one practical cycle training sessions for adults and children, from beginner to advanced cycling skills. They also offer instructor training courses, consultation, and database services for local authorities, health providers and other organisation who manage their own cycle training schemes and instructor teams. (Cycle Training UK, 2005)

According to the CTUK web site they "have a good spread of instructors across most of the Greater London area...we are also in contact with independent cycling trainers in many locations across the UK and we will be happy to try to put you in touch with someone in your area. Cycle Training UK".

In Surrey (see [surrey](#)) over the past year Road Safety Officers have also provided training for adult groups and Neighbourhood Specialist Police Officers. This autumn in Surrey saw the introduction of the new "My Cycling Diary" to the Cycling Proficiency Course. The diary is bright, colourful and combines helpful illustrations with a wealth of practical information ranging from exercises on the Highway Code, to a DIY bicycle checklist. The Cycling Diary is the first of several new resources currently in development for Cycle Education in Surrey. During the course of the next year the Road Safety Team will be working on new literature, packs and guidelines for several key age groups.

With regard to instructor insurance CTC provides insurance for cycling activities for others such as instruction/training on or off road, leading rides for local clubs, the hiring out bikes as part of a business. Cover is offered by CTC for £60 per year or £50 for members.(CTC web site 2005)

### ***Police, Emergency Service, and Specialist CPT***

Another important discussion was about establishing a national standard for basic police cyclist training. Most police forces have based their training on the IPMBA Police Cyclist course, while others have implemented training as long as eight days and as short as three days. Also, the secretary of the national commission for the police uniform was there to explain the development of a new national uniform for bike patrol. <http://www.ipmba.org/newsletter-0501-netherlands.htm>

There is also the IPMBA Police Cyclist Course and according to the web site "Proper training is essential to an officer's on-the-job performance and safety. It is also critical in reducing liability". The PC course provides bicycle officers with the skills they need to effectively serve their communities. The course is divided into eleven units: Bike Handling & Vehicular Cycling, Bike Fit, Group Riding, Hazard Recognition & Common Crashes, Obstacle Clearing & Riding Techniques, Patrol Procedures, Night time Patrol, Community Policing, Basic

Maintenance, Legal Issues & Traffic Laws, and Fitness & Nutrition. This demanding class involves over 20 hours of on-bike time to develop and improve riding skills. Course Length: minimum 32 hours Required Equipment: [download .pdf](#) Testing Procedure: written & on-bike

### ***UK Scheme Funding Arrangements and Revenues***

The Cycle Training Reference Group created by CTC and the Local Authority Road Safety Officers Association to create a standard qualification for cycle training instructors was funded by the Department for Transport Cycling Projects Fund grant. ([BikeBiz](#) web site 2005). When CTC contracted Bristol-based Cycle West to research, prepare and set up the National Standard, it was funded by DfT, DoH and two of the Sainsbury Family Charitable Trusts. (CTC, cycling digest 2002)

Adult CPT in the UK in the past has been mostly funded through the local government (borough) road safety officers – with participants and participants paying a course fee, unless grant funding has been obtained to provide courses for free. For instance CTUK has offered free training if participants lived or worked in the local boroughs ([CTUK](#) web site 2005). Those living in the Woking area were also provided free courses through the [Cycling for Health](#) campaign which provided free cycle training and escorted cycle rides from the borough leisure centre. Another source of funding for CPT is the Department for Transport (DfT) [Cycling Projects Fund](#) which “supports local projects aiming to deliver an increase in cycling across England”. DfT supported 138 projects in the first round of the fund in September 2002. (DfT web site 2005)

Under the National Standard for CPT, five independent private providers of CPT have been set up in the regions to provide instructor training, with a range of instructors, including Road Safety Officers delivering adult CPT courses.

It appears from the CTC web site that franchises for CPT are available for purchase. For instance Country Lanes, according to CTC “a very successful Cycle Holiday organisation are looking to expand, if you think you have what it takes, and the money to purchase a franchise, go onto their website”. From CTC instructors web site - “Instructor Advice and Updates” - refer ***Annex 7*** for complete updates

### ***Assessment / Success of CPT in the UK***

During 2003 the [English Regions Cycling Development Team](#) (ERCDDT) completed a detailed study of cycling policy and practice of each local authority in England with “highway authority” status. The results are available online as PDF documents for each highway authority. ERCDDT have responsibilities for assessing each Highway Authority’s local cycling strategy as part of its Local Transport Plan (LTP), and subsequent Annual Progress Report (APR). They audit the implementation of the strategy and assess the quality of cycling facilities on a local level, identify problems preventing the growth of cycling in an area and seek solutions to overcome them. They facilitate local networks and partnerships of stakeholders in the growth of cycling, for example, with

local authorities, schools, primary health care trusts, public transport operators, employers and cycling groups. The team also identifies priority actions to enhance the development of cycling in England. The team is employed by AEA Technology and the Transport Initiatives partnership. (National Cycling Strategy web site 2005)

With regards to proficiency training, some examples of assessments are provided as **Annex 3**. Some comments follow:

- Between about 30 and 50 percent of trainees are school aged students
- Trained by a mix of untrained and professional trainers
- The highest level of training was one council with 150 adults trained in one year
- Most school aged courses are free but with adult courses there is often a fee
- Adult training levels were low
- City/metro areas have lower levels of training than regional centres
- Great store is placed on the local authorities learning best practice from other local authorities (note: but who will take the lead?)

The assessments were to be reviewed in Autumn 2004 but no further information was found on the relevant web sites.

Key results from of a survey into the effectiveness of one-to-one cycle training delivered by Cycle Training UK Ltd 1998-2003 were:

- 81% of trainees cycle more or more confidently now than they did before training;
- After training people cycle further and more frequently;
- The number of people cycling journeys of more than 5 miles is up by 54% after training, and journeys of 3-5 miles are up by 79%;
- The number of bike trips people make is up by 144% (from 0.9 to 2.2 trips per week);
- The number of people cycling all year round is up by 40%;
- Adults who have undertaken CPT are predominantly female (79% female, 21% male).

According to the CTUK study, these results have been achieved with only a small amount of training per person - on average up to just 2 hours of training. A [full report](#) is available for downloading from the Cycling UK web site.

The need for research on CPT was the point many raised in response to an FAQ on user training for pool bikes and adult cycle training, (National Cycling Strategy, October 2003), posed on the internet elicited the following comment:

- "I think that cycle training is important but... is there any solid research showing what impact it has? Before we dedicate a vast amount of resources

to adult cycle training (I think the case for child cycle-training is much stronger), can we see examples from the UK or elsewhere as to the kind of results we can expect?"

Other pertinent comments on CPT on the same forum stresses the need to constantly communicate with the market. Comments included:

- I think we should refer to adult cycle training as 'confidence building' rather than 'training' - it is attempting to give adults the confidence to cycle in busy road conditions rather than training adults to cycle, and described in this way I feel it is more likely to attract adults to it.
- "I think that teaching people to cycle assertively in an appropriate road position and make predictable signals and manoeuvres is probably far more effective in preventing accidents than most cycling infrastructure".
- "A well-organised, accessible, employee Bicycle User Group is often the most cost effective way to deliver this kind of help. CycleWest, working in Bristol and the other ex-Avon authorities is a shining example of 'good practice' in this area of cycling encouragement. Training/support is one of the many encouragement 'carrots' that one can offer to potential cyclists".
- I think some people believe that riding a bike will always feel wobbly and dangerous. My reasoning is that so many occasional (i.e. a couple of miles once or twice a year) cyclists tell me that cycling is terribly dangerous, so I think they never spend enough time cycling to get good at it. However, they believe they can ride a bike

## **Adult CPT in Canada**

### ***Course Development***

Adult CPT in Canada is similar to that reported in the Bicycle Consultant report (Bicycle Consultants 1995), but now has a more coordinated national administration program and nationally accredited scheme for the CAN-BIKE courses rather than the province-based schemes a decade ago. The adult CPT courses offered in 1995 were under three streams: Skills (Bicycling I and Bicycling II), Tour Leadership and Maintenance. CAN-BIKE was developed by members of the Canadian Cycling Association using John Forester's book, *"Effective Cycling"* and adding a Canadian perspective to the course. In recent years Toronto City Cycling has taken on the task of continuously improving the program and the development of the CAN-BIKE Instructor Manual ([gonecycling](http://gonecycling.com) web site, 2005) . There are also programs for competitive road and track cycling, and for bicycle couriers.

The Canadian Cycling Association (CCA) is responsible for developing and supporting Canada's CPT "CAN-BIKE" program. The program provides CPT for a range of cyclists, similarly to the UK National Standard. A National Education Steering Committee develops and approves courses and standards of the CAN-

BIKE program, on behalf of the CCA, whilst the standards of the CAN-BIKE program are maintained by the CCA, the College of CAN-BIKE Instructors, the National Education Steering Committee, the National Education Standards Sub-Committee and provincial or territorial cycling associations. ([Canadian Cycling web site 2005](#))

The CCA provides course manuals and other materials, provides certificates for course graduates, keeps records of all national examiners, instructors and graduates of Skills II and higher courses.

CAN-BIKE instructors maintain their certification through the College of CAN-BIKE Instructors. Instructors are also members of their provincial or territorial cycling associations. A National Education Standards Sub-Committee reviews course curricula and standards and recommends new courses in the CAN-BIKE program. Provincial and territorial cycling associations track instructor activity and document graduates of Skills II and higher courses. When there are no local bodies to promote CAN-BIKE, the provincial and territorial associations may assume this role. ([Canadian Cycling web site 2005](#)). There is also a CAN-BIKE hotline for course and instructor information (1-888-CAN-BIKE).

### ***Course Delivery***

According to one of the provider web sites ([Borealis Outdoor Adventure](#)) CAN-BIKE provides a “nationally standardized set of courses that can be taught anywhere, any time - through any organisation with an interest in education, safety or health...Nationally certified CAN-BIKE instructors, all experienced cyclists, teach all courses. Instructors and instructor training are available in major Canadian centres”

CAN-BIKE courses are provided by accredited instructors generally for a course fee. However, there are some programs where grant funding can subsidise or cover the cost of a course. For instance in Victoria British Columbia, as part of the “Bike to Work” program, the CRD Traffic Safety Commission and the University of Victoria offered free courses (normally at a cost of between CD \$90-140). To ensure course attendance, a \$50 advance deposit is required from participants which is returned in full at class commencement. ([Bike to Work web site 2005](#))

Some of the provider web sites list hourly payments offered to course trainers. For instance the City of Toronto offers trainers \$16.88 - \$18.64 per hour for adult training, whilst 2002 pay rates for Gone Cycling instructors were listed as:

- Kids CAN-BIKE and Adult Learn to Ride: \$10/hour with a \$.50 increase with every course taught, to a maximum of \$13.50/hour.
- CAN-BIKE Traffic Skills, Traffic Skills for Seniors and Cycling Freedom for Women courses: \$13.50/hour
- CAN-BIKE II: \$16.50/hour
- Shadow teaching: \$40 for each Kids CAN-BIKE course; \$60 for all other courses

Length of the courses offered by Gone Cycling ranged from 10 hours for the Kids CAN-BIKE course, 3 hours for the Adult Learn to Ride, 8 hours for the CAN-BIKE Traffic Skills and CAN-BIKE Traffic Skills for Seniors, 12 hours for the Cycling Freedom for Women and 18 hours for the CAN-BIKE II course

CAN-BIKE courses for adults include:

- **Adult Learn to Ride I** - for adults who cannot ride a bike;
- **Adult Learn to Ride 2** - a course for adults who are too unsteady to ride on streets;
- **Introduction to Cycling Skills** - basic one-day, hands-on course for beginning cyclists;
- **CAN-BIKE Skills I** - basic course for cyclists who usually ride on residential streets/bike paths;
- **CAN-BIKE Skills II** - advanced course in defensive cycling for commuters and recreational cyclists who already ride in traffic;
- **Bicycle Touring Skills I and II** - Introductory courses for the bicycle tourist.
- **Designing, Organizing and Leading Bicycle Tours** - for leaders who are planning and conducting tours or "common adventure" tours (no official leader) with friends.

Instructors' courses include the Kids CAN-BIKE Instructor Seminar and Skills II Instructor Workshop. Group rates for the courses are available and a discount is provided for SCA members. Courses range from basic introductory at CD\$85 to CD\$185 for touring leaders.

'Bike to Work Victoria' adult commuting courses have been in place since 2000, and according to Bike Victoria are "now recognized around North America as being an excellent example of how to conduct cycling skills training...adults 18 and over can take part in this 7.5 hour course combining classroom and on-road training." (Bike to Work Victoria web site, 2005)

Some of the providers (such as in Vancouver, BC) have a higher course fee of \$250 which includes \$100 for the CANBIKE instructor manual and about \$60 to become an 'insured' member of Cycling BC and also for about \$25 participants can purchase a copy of John Foresters' '*Effective Cycling*' (Gonecycling web site 2005)

## **Adult CPT in the United States**

### ***Course Development and Administration***

In the United States adult CPT is based on the *Effective Cycling* (or *BikeEd* for children) program which is administered by the League of American Bicyclists

(formerly League of American Wheelmen), with courses delivered by League Cycling Instructors.

There does not appear to be too much difference in what is being shown on the web sites now, compared with the research undertaken in 1995 for the NSW Community based Bicycle Proficient Scheme (Bicycle Consultants 1995). At that time the course was delivered by the League of American Wheelmen (LAW) and based on the *Effective Cycling* program developed by John Forester offering Elementary (12-15 hours for ages nine-11), Intermediate Course (11, three hour periods plus 3km on-road proficiency test) and Instructors Qualifications (five step process: admission, preparation, written examination, Cycling Proficiency examination and practice teaching).

### ***Course Delivery***

Much of the course details and providers is available through the League Cycling Instructor (LCI) Online Database, which shows active LCIs certified to teach the League's BikeEd courses. According to the web site, "some are also available to provide information or assist with bike safety events and programs" ([Bike league](#) web site 2005). Course costs range to \$120 for a three meeting class.

## **4. DISCUSSION**

### **4.1 Internet Research as Tool for Assessing Best Practice**

- Are those countries with the most sites necessarily the best practice? There is far more available on-line about the UK CPT than Canada and the US combined
- It is difficult to get information on behind-the-scenes developments, and contractual information
- Were the key words/phrases used for searching the most appropriate?
- Choice of search engine

### **4.2 Applicability of International Best Practice Models in the Australian Context**

- The lack of a 'bike culture' in Australia and its likely impact on training – there is likely to be higher demand for training in the UK where it is more congested and there is greater empathy for cyclists compared with Australia
- In Australia we are battling against an entrenched car culture
- The UK has a lot of other supportive programs and policies already in place: e.g. regional development teams, a national approach
- In Australia there is an impact of states and territories competing against national bodies. This can be compared with the UK which has robust national programs and funding devolving directly to local boroughs. In Australia there is another layer of government

- Potential reluctance for Australians to pay for cycling training (especially as an adult) where there is not a history of paying for training

### **4.3 Potential Areas for Research and Development**

- Should we be following the formal instruction program of the northern hemisphere countries or the peer-based model which is developing informally in Australia?
- The relationship between cycling training and behaviour of other road users (primarily motorists). There is a problem of adapting other country formats into the Australian context of a strong car culture, aggressive driving, and less regard for vulnerable (slower) road users
- A worldwide comparison of the success of different schemes
- Contact with providers and CPT scheme developers regarding business plans and financial information

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***ANNEX 1 –Internet Sites Located Relating to Adult CPT***

***Refer accompanying CD-ROM***

## ***ANNEX 2 – Research Undertaken by Bicycle Consultants in 1995***

### **PROGRAMS FOR BICYCLE PROFICIENCY**

<b>As at 1995<sup>1</sup></b>
<p><b>Australia</b></p> <ul style="list-style-type: none"> <li>* Limited number of competitive road cycling training offered in some states</li> <li>* Bike Ed and Cycle On courses developed for student s in Victoria – and similar but less developed programs in WA and Qld, and being developed in Tasmania.</li> <li>* CARES centres and programs in NSW delivered by police to primary school aged students</li> </ul>
<p><b>United Kingdom</b></p> <ul style="list-style-type: none"> <li>* ROSPA National Cycling Proficiency Scheme for child cyclists and a school equivalent called <i>Cycleways</i>. ROSPA reaches over 300,000 cyclists in the nine-11 age group each year (50%). Training is on quiet streets or simulated circuits</li> <li>* <i>Cycleways</i> sponsored by the Milk Board replaced the NCPS</li> <li>* Bicycle Owners handbook and Checklist launched in conjunction with retailers</li> </ul>
<p><b>United States</b></p> <ul style="list-style-type: none"> <li>* many programs and vast array of material; most non-government programs target children and parents. 72% of schools teach some form of bicycle education</li> <li>* School programs include <i>Basics of Bicycling</i> and <i>Traffic Ed</i></li> <li>* found that <i>Basics</i> course worked better with only half of the class on bikes at any one time with others watching (7 lesson course; 5 off-road practical sessions; 50 minute video)</li> <li>* post course evaluation showed increased knowledge and safe riding behaviour</li> <li>* Bicycle Rodeos similar to CARES in NSW - single day event</li> <li>* <i>Effective Cycling</i> program - developed by John Forester and delivered by the League of American Wheelmen (LAW) - offers Elementary (12-15 hours for ages nine-11), and Intermediate Course (11 three hour periods plus 3km on-road proficiency test) and Instructors Qualifications (5 step process: admission, preparation, written examination, Cycling Proficiency examination and practice teaching).</li> </ul>

<p><b>New Zealand</b></p> <ul style="list-style-type: none"> <li>* Bike Ed type courses</li> </ul>
<p><b>Japan</b></p> <ul style="list-style-type: none"> <li>* produce a range of practical booklets for varying degrees of proficiency: 4 page <i>Bicycle Handbook</i> for high school students (riding skills, bicycle equipment and traffic rules); a smaller cartoon style booklet is produced for child cyclists/juvenile cyclists as well as a pamphlet for beginner/novice cyclists.</li> </ul>
<p><b>Canada</b></p> <ul style="list-style-type: none"> <li>* each province offers a range of nationally certified CAN-BIKE programs under three streams: Skills, Tour Leadership and Maintenance. Courses developed by the Canadian Cycling Association include: Bicycling I (beginners) and Bicycling II (advanced)</li> <li>* an Instructor and Master Instructor level for each course</li> <li>* children's courses: <i>Smart Cycling</i> (young children) and <i>Cycle Right</i> (primary) and <i>An Introduction to Cycle Skills</i> to enable teachers to present the courses</li> <li>* National Certification Coaching Program for competitive road and track cycling</li> <li>* bicycle courier program in Vancouver: no training but written test by CAN-BIKE II Certified Instructor (effort put into enforcing existing laws, promotion of bicycle education courses and development of a code of ethics)</li> </ul>

1- Table 4.1, p 32, Community Based Bicycle Proficiency Scheme for NSW, Bicycle Consultants (1995)

### ***ANNEX 3 – Assessment of UK Road Authority – Sample of Responses Re CPT***

**Bedfordshire:** “Set a stretching target to increase training provision. Investigate how other authorities have introduced best practice, including advanced training at secondary schools and linking school training to safe routes programs”. “The authority has provided information on a mostly on-road training course to primary school children. Some 20% of children are trained on courses that are structured roughly in line with good practice. The instructors are all professional although it is not known if any are experienced cyclists and none are trained on a structured, instructor training course. There is also a well-distributed road safety video- ‘On Yer Bike’, however this would be most effectively used in conjunction with an expanded training program.

**Cambridgeshire:** “Set targets to increase the level of training for both child and adult cyclists; investigate how other authorities have linked school training to safe routes programs and introduced advanced training at secondary schools. The authority offers a mostly on-road training course to primary school children. 51% of children receive training. The course structure is roughly in line with good practice although the instructor/pupil ratio is very high at 1 to 10. The instructors are all volunteers and most are experienced cyclists. No training is offered at secondary schools. Adult training is offered, although uptake of this, while rising, is low.”

**Bristol City:** “Expand primary school training, learning from other Authorities best practice, making links with Safer Routes to School programs and consider advanced training for secondary schools”

**Worcestershire:** “Having professional instructors who are cyclists would also enable adult training to be introduced. Consider additional promotion of adult training courses”. “30% of instructors are professional although it is not known if any are experienced cyclists and only 50% are trained on a structured training course.”

**Camden:** The authority offers an off road course to children at primary school with on road follow up sessions on Saturday mornings. A mostly on road course for secondary pupils is also being introduced. Some 13% of children receive the primary school course. The professional instructors are all cyclists. Adult training is also offered with a very impressive 150 adults trained in the past year. Camden shows genuine commitment to training and should score more highly as current initiatives develop.

**Tower Hamlets:** “Tower Hamlets should investigate how other London authorities have introduced best practice training with funding provided by Transport for London and seek to copy this, setting targets for implementation.” “The authority offers a mostly off-road course for primary schools with an uptake of only 100 pupils, and an on- road course for secondary schools with only 10 pupils reported as being trained. While the instructors are professional and experienced cyclists, the format of the on-road course does not conform to best practice. No adult training is offered. New cyclists will not be delivered in adequate numbers with this level of training provision.”

**Nottingham City:** "Commence cycle training for school children both on road and off road." "Commence provision of adult cycle training. "Apart from some support of a private initiative to set up adult cyclist training and some off road cycle training for primary school children to teach cycle control skills, Nottingham offers very little training. For a City that has placed great emphasis on the provision of cycling infrastructure the lack of training provision is a startling omission. Giving a reason for not offering on road child cyclist training that "they don't believe training is safe" is evidence of a problem of culture. The authority has a substantial safe routes budget. This could be the basis on which to develop good quality training. They should take real steps to learn how other authorities have implemented best practice and start to copy them. Doing nothing is not an option."

## **Annex 4 - Adult Can Bike Courses**

**Adult Learn to Ride:** *Adult Learn To Ride 1:* A course for adults who cannot ride a bike. You will learn to balance, start, stop and turn. 1 - 2 persons per course. Course fee includes membership in Saskatchewan Cycling Association and Saskatoon Cycling Club for one season. One session, 3 hours. \$87.00 per person, plus GST.

*Adult Learn to Ride 2:* A course for adults who are too unsteady to ride on streets. You will learn to balance, start, turn and use your gears with confidence. 1 - 2 persons per course. Course fee includes membership in Saskatchewan Cycling Association and Saskatoon Cycling Club for one season. One session, three hours. \$87.00 per person, plus GST.

**Introduction to Cycling Skills** - Basic one-day, hands-on course for beginning cyclists. In-class and on-road instruction help you gain the confidence to ride more often. Includes bicycle care and operation, basic traffic and riding skills. Ages 14 and older (10 and older when accompanied by parent). 6 hours. \$65.00 per person, plus GST (\$45.00 plus GST for SCA members or participants registered for MS 150 Bike Tour). Group rates available.

**CAN-BIKE Skills I** - This is a basic course for cyclists who usually ride on residential streets and bike paths. Learn street survival skills and build confidence for riding recreationally or to work in low traffic neighbourhoods. Includes bicycle care, minor repairs, riding techniques, detecting and avoiding hazards, and emergency manoeuvres. Ages 15 and older. 15 hours. \$110.00 per person, plus GST (\$105.00 plus GST for SCA members). Group rates available.

**CAN-BIKE Skills II** - This is an advanced course in defensive cycling for commuters and recreational cyclists who already ride in traffic. Covers riding skills, traffic cycling proficiency, bicycle maintenance, health and fitness, equipment, and bicycle consumerism. Students should have some cycling background and recent experience; if not licensed motorist, student should read and understand provincial driver's manual in advance. You do not have to complete CAN-BIKE Skills I before taking this course. Ages 16 and older. 18 hours (22 hours for instructor candidates). \$150.00 per person, plus GST (\$125.00 plus GST for SCA members). Group rates available.

**Bicycle Touring Skills I and II** - Introductory courses for the bicycle tourist. Touring I and II build on Bicycling Skills I, providing additional skills necessary for planning and conducting a loaded tour. Course covers bicycle basics, traffic and group riding skills, equipment selection and tour planning, and includes a short day tour. Ages 16 and up. Six sessions, comprising four classes and two workshops (including 5-hour tour), totalling 20 hours. \$165.00 per person, plus GST (\$145.00 plus GST for SCA members). Group rates available.

**Designing, Organizing and Leading Bicycle Tours** - course is for leaders who are planning and conducting tours or "common adventure" tours (no official leader) with friends. This is an ideal program for those needing a starting point for supervising youth on a bicycle tour. This is a classroom course with advanced content to help experienced cyclists develop leadership skills. Cyclists should complete a Skills II course before leading any tour. Ages 16 and older. 18 hours. Costs are CD\$185.00 per person, plus GST (CD\$155.00 plus GST for SCA members). Group rates available.

Courses for Instructors include the Kids CAN-BIKE Instructor Seminar: a Four-hour seminar, including festival demonstration. Participants must have completed CAN-BIKE Skills II before enrolling. Ages 18 and up. \$125.00 per person, plus GST (\$105.00 plus GST for SCA members). Group rates available. \$55.00 per person, plus GST if taken at same time as CAN-BIKE Skills II, when Seminar is offered in conjunction with Skills II course. **Skills II Instructor Workshop** - Two-day, 20-hour workshop plus 3-hour take-home essay exam; instructor road exam and handling skills test. Participants must have completed CAN-BIKE Skills II before enrolling. Ages 18 and up.

## ***Annex 5 – CTC Media Release***

**CTC – the UK’s national cyclists’ organisation**

10<sup>th</sup> March 2005



### **CTC wins Government support for cycle training 'one-stop-shop'**

The Department for Transport today announced that its first commitment under the new structure, Cycling England, will be a grant to support CTC in setting up a Cycle Training Helpline to give potential trainers and trainees the information and support they need to implement the national standards for cycle training. CTC’s aim is to set up a single point of contact where users can find any information they need; from where to get trained, to publications and instructors’ insurance.

CTC’s role in the creation of the national standard for adult cycle training, and the only nationally-recognised accreditation scheme for instructors to this standard, has made it ideally qualified to provide this new telephone and online service.

CTC Director Kevin Mayne, who has also been invited to become a Board member of Cycling England, said: “I am delighted that the Government has listened to the advice given by its consultees and made this strong commitment to cycle training. The helpline is part of the action plan put together for cycle training by CTC after our own review in 2002, most of which has now been supported by Government and our many partners. We now have to work together to create an environment where every child in the UK can be taught to make a safe cycle journey on the road.”

Minister for Local Transport, Charlotte Atkins, said: “I have agreed with the newly appointed Chair of Cycling England, Phillip Darnton, that the first priority for Cycling England will be the roll-out of the new National Standard for Cycle Training. It is an important first step in a long-term, incremental effort to extend and improve cycle training in light of the transport, health and environmental benefits cycling can bring.

I am delighted we are funding the CTC Helpline service. It demonstrates our commitment to cycle training and the commitment we made in the *Future of*

*Transport White Paper to work more closely with the voluntary sector to maximise their contribution to increasing cycling levels"*

### Ends

For more information including photography contact:  
Yannick Read  
CTC Media Officer – 0870 873 0063

### Notes to editors

- The new cycle training information service will be developed at the site [www.ctc.org.uk/cycletraining](http://www.ctc.org.uk/cycletraining)
- CTC's third national cycle training conference will be held on 12<sup>th</sup> May at the University of Warwick
- CTC is the national organisation for all cyclists in the UK and Ireland, including children, families, and commuters. CTC has 70,000 members and affiliates and is the oldest and largest cycling body in the UK.
- Officers and members actively promote cyclists' right to use roads and work to improve off-road access throughout the UK and Ireland.
- CTC Cymru and CTC Scotland are well established and influential. CTC is establishing nine CTC regions in England, some of which have already been formed.
- CTC membership includes free third party insurance, legal claims advice, travel and technical guidance, on and off-road route information and a bi-monthly magazine.

For details of all CTC services visit [www.ctc.org.uk](http://www.ctc.org.uk)

## CTC – the UK’s national cyclists’ organisation

10<sup>th</sup> March 2005



## Cycling England welcomed by CTC

Following a number of uncertainties and delays that have affected the National Cycling Strategy, the launch today of a new national body to plan and co-ordinate the development of cycling across the country and a new National Standard for Cycle Training has been welcomed by CTC as a useful step forward.

Cycling England will have a budget of at least £5m a year for next three years to allocate to cycling programs.

CTC Director, Kevin Mayne, said: “Following our criticisms of the National Cycling Strategy’s lack of momentum, we are pleased by the way the departments of health, education and transport have come together to support cycling in this way. And the contribution to cycling by CTC has been recognised by the fact we have a full member on the Cycling England Board and are the first recipient of funding under the new structure.

We look forward to working with Cycling England to deliver the things that we believe will get more of us cycling – for example, good quality training and better conditions.”

### Ends

For more information contact:

Yannick Read

CTC Media Officer – 0870 873 0063

### Notes to editors

- For more information about the National Cycling Strategy and Cycling England, go to <http://www.ctc.org.uk/DesktopDefault.aspx?TabID=3771>
- The Department for Transport today announced that its first commitment under the new structure, Cycling England, will be a grant to support CTC in setting up a Cycle Training Helpline to give potential

trainers and trainees the information and support they need to implement the national standards for cycle training. CTC's aim is to set up a single point of contact where users can find any information they need; from where to get trained, to publications and instructors' insurance.

- CTC is the national organisation for all cyclists in the UK and Ireland, including children, families, and commuters. CTC has 70,000 members and affiliates and is the oldest and largest cycling body in the UK.
- CTC membership includes free third party insurance, legal claims advice, travel and technical guidance, on and off-road route information and a bi-monthly magazine.

For details of all CTC services visit [www.ctc.org.uk](http://www.ctc.org.uk)

## Annex 6 – CTC Training Materials Order Form



### CTC Cycle Training Materials Order Form

<b>National Standard Certificates</b>	Level 1	Level 2	Level 3	Total number	Postage & packing per 20 £1.00	Total cost
Up to 10 <b>£1.00</b> each, 11 or more <b>£00.80</b> each RRP £1.50						£
<b>National Standard high visibility bag or bike Stickers</b>	Level 1	Level 2	Level 3	Total number	Postage & packing per 20 £1.00	Total cost
<b>£00.75</b> each RRP £1.00						£
<b>CTC Slap Wraps</b>				Total number		Total cost
<b>£3.00</b> each 2 for £5.50						£
<b>CTC Approved Instructor - high visibility vest</b>	M	L	XL	XXL	Postage & packing £1.00 each	Total cost
<b>£10.00</b> each						£
<b>Plain high visibility vest (suitable for trainees)</b>	M	L	XL	XXL	Postage & packing £1.00 each	Total cost
<b>£7.00</b> each RRP £10.00						£
All prices are inclusive of VAT					<b>Grand Total</b>	£

Please make cheques payable to the Cyclists' Touring Club and post to: CTC Cycle Training Department Cotterell House 69 Meadow Godalming Surrey,

GU9 3HS or telephone your order to **01483 520758** using your credit card for payment.

## ***Annex 7 – CTC Instructor Advice & Updates***

This is the page for updates to the National Standard, Continuing Professional Development, news, press releases, information on new training contracts and much more

### **March 2005 - Department for Transport's launch letter to Road Safety Officers**

Dear Road Safety Officer

#### **THE NATIONAL STANDARD FOR CYCLE TRAINING**

DfT has been supporting work by a number of cycle training and road safety professionals to put in place a new National Standard for on-road cycle training.

The work has been led by LARSOA, CTC and the English Regions Cycling Development Team. It has been developed from the standard for adult and teenage cycle training already established by the CTC and takes account of the earlier guidelines for the management and operation of Practical Cyclist Training Schemes first published by RoSPA in 1993. The Standard sets down the outcomes expected for training schemes to take trainees from a basic level of skill in handling a bicycle off-road (Level 1), to a level where they would be safe to ride on quiet roads (Level 2) and ultimately to a level where they can undertake more complex journeys on busier roads (Level 3).

The Standard describes the outcome of the training and can be delivered through different schemes. So they can be applied to child or adult cycle training. Where applied to child cycle training, the training ages for the different levels would typically be from 7 years (level 1), from 9/10 years (level 2) and from 11/12 years (level 3).

With the establishment of the new National Standard, the aim will be to encourage all local authorities to bring their existing cycle training programs into line with this best practice approach as part of a long-term program. The standard is supported and endorsed by all the major organisations in cycling, including CTC, British Cycling and Sustrans as well as the DfT, LARSOA and RoSPA. DfT's aim is to improve and extend cycle training and we fully appreciate that it will take time to build on local authorities' extensive existing schemes. However, we are committed to a long-term program involving:

- pump-priming of training for existing cycle trainers nominated by local authorities;
- a mechanism to accredit existing local authority training schemes and training centres;
- a helpline on cycle training to give potential trainers and trainees the straightforward advice they need. We have agreed a grant to CTC to establish this helpline, so it is available when the capacity building effort begins in earnest, early in 2005/06.

Following accreditation of the first instructors to the National Standard last year, the Standard has been piloted at a number of schools in England. It will be published on Thursday 10 March with a DfT press notice and a visit by the Transport Minister Charlotte Atkins to one such school in Bristol. A copy of the National Standard is attached for your information.

This important announcement on cycle training will be accompanied by one about the future governance of cycling in England. DfT is setting up an expert body to plan for better co-ordination of Government's investment in cycling for transport, health and environmental reasons. Cycling England, to be headed by Phillip Darnton, the former Chief Executive of Raleigh, will produce an annual plan of action to invest a Government budget of £5m to achieve "more cycling, more safely". This budget will complement the existing spend by local authorities on cycling facilities – forecast to be around £63m in the coming year – and the substantial funding for participation in cycle sport.

Ministers have agreed with Phillip Darnton that a first priority for Cycling England will be the roll-out of the new National Standard for Cycle Training, overseen by the Cycle Training Reference Group established by LARSOA and CTC. We will publicise details of the capacity-building program shortly and very much hope that you will seize the opportunity to be involved.

\*\*\* end of the letter \*\*\*

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## **Nov 04 - Monitoring the results of the 100 New instructors Project**

For those of you who completed the 100 New Instructors Project with us this year (February to April), it is now time to start looking at the results. please download the attachment below, complete the table and return to [greg.woodford@ctc.org.uk](mailto:greg.woodford@ctc.org.uk) . This is a valuable exercise as it allows us to inform Department for Transport how successful cycle training initiatives can be, and also give a fairly detailed picture of the age groups and gender of cyclists receiving National Standard training around the country. This is part of the original conditions of the free training package so please take the time, fill this in and help us to inform and support the sector.

Download the Training Monitoring Form here ([doc - 159kb](#))

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## **July 04 - update to the National Standard Instructors Course**

The National Standard instructors Course has been modified to include the amendments from the National Standard for Child Cyclist Training.

These changes mean in effect that:

- A Child protection Awareness document will be sent out to all trainee instructors prior to the course.
- b)Child Protection Awareness module which tests/elicits the instructor's knowledge.
- Methodology for working with groups of children in addition to adults is taught on the course.
- An instructor will now receive a either a provisional pass or fail assessment on completion of the course.
- Two mentored sessions will be factored into the Instructor training Program.
- A full pass with accreditation can only be issued following assessment of the trainee instructor in the two mentored sessions.

If you completed the earlier course - the National Standard for Adult and Teenage Cyclist Training, you will be able to update your qualification by completing a one day module which includes all the current amendments. Please wait for details on this site shortly. This course is currently being piloted for the Bike It project in four regions of the country and will be officially launched at the International cycle Show 24-26 September at the Business Design Centre, London.

## **Cycle Training Insurance**

Just to remind you that if you are training or leading cyclists you do need to be insured. Our Cycle Activities Insurance scheme is among the cheapest you will find that covers you correctly. It is vital to have the following cover;

- Public Liability up to 5 million pounds.

- Professional Indemnity, this covers you for actually teaching people how to ride a bike, negotiate an obstacle, road positioning etc.

Our policy also provides Product Liability allowing you to lend or hire a bicycle.

For more information go to our [Instructor's Insurance page](#) or contact [Greg Woodford](#) for further details.

## National database of accredited instructors

We are still waiting final decisions from the Department for Transport on the database and cycle trainer's forum. We have completed our plans and have received the quotes for it, we just waiting for the off.

In the meantime, the 100 trainers have now become 200 and we are getting more people through the courses all the time.

## Success story

Congratulations to Sally Haywill and Andy Doyle for setting up STA Bikes, pronounced star. This is a small concern training the children from the Sir Thomas Abney school in Hackney. They have also put a number of parents through the National Standard scheme with Cycle Training UK.

[Our writeup](#)

[London Cycling Campaign's writeup](#)

## Business opportunity?

This from one of the 100 trainers. Country Lanes, a very successful Cycle Holiday organisation are looking to expand, if you think you have what it takes, and the money to purchase a franchise, go onto their website. [www.countrylanes.co.uk](http://www.countrylanes.co.uk).

Feel free to contact us if you have any queries, or have a good news story you would like to share.

## 10th March 04 - 100 Instructors project - Further developments

The package that we are developing for later in the year will also include a CTC professional register of qualified cycling instructors which offers the benefits listed below:

### Affiliation to the Professional Register of Cycle Instructors

This will function as a register of qualified cycle instructors for the UK; the benefits of affiliation will be:

1. active marketing of your services to local authorities, N.G.O.s, health trusts, the cycle trade etc.
2. inclusion in a widely accessible database that is linked to search engines, cycling websites and a range of publications.
3. listing of qualifications e.g. accredited to train level 1, 2 or 3, First Aid certification, Youth worker, Road Safety/cycling Officer, Teacher, Criminal Records Bureau status, Cytech certification.
4. Complaints procedure

## **Continual Professional Development**

This will be tracked via a log book system which records:

1. each course completed
2. the levels trained
3. the number of students trained
4. demographic data for DfT and monitoring purposes
5. Members will receive notification of training updates, amendments to the National Standard and funding opportunities.

## **Training materials**

Training materials such as publications, manuals, high visibility clothing, lettered tabards for instructor and trainees will be available at trade prices.

## **Criminal Records Bureau registration**

We will act as an umbrella body for the CRB and offer this verification service to members.

## **Accident reporting**

We will administer a national accident reporting system to record all reportable incidents that have taken place during cycle training. This will be used to build statistics on cycle training and inform road safety policy.

## **Cycle Training Message Board**

We will administer an online forum that will allow cycle training professionals and others to discuss to exchange information.

## **Certificates for cycling trainees**

We will provide certificates for each instructor/centre with your own logo stating that *A. T. Raynee* has undergone cycle training the to National Standard at level 1, 2 or 3 – available in packs of 10 for each level.

There will also be a range of high visibility stickers (suitable for bikes and bags) in three different colours printed with National Standard level 1, 2 or 3 available in packs of 10 for each level.

## CTC Approved Instructor Training Providers

CTC as the national accreditation body for cycle training in the UK has approved the following providers as instructor training centres. This means that they are able to train new instructors to deliver the National Standard.

If your organisation wishes to become a nationally accredited Instructor Training provider then contact [Greg Woodford](#).

### How does it work?

If you wish to become an instructor or apply on behalf of your staff contact one of the providers listed below for dates and availability of courses.

### How long does the course last?

The course is four days long with two further assessments of the trainee instructor actually working, within six months of completion of the course.

### When will I know if I have passed or not?

Within ten days of completion of the course you will either receive a Provisional Pass or fail. If you receive a provisional pass you are now provisionally qualified to train cyclists. To become fully qualified you must be assessed training on two separate occasions **or** with two separate clients to receive your full accreditation.

### What will I do on the course?

The course is designed to be very practical so you will be spending at least 50% of your time on the road learning or practising training techniques & how to deliver them. The rest of the course is classroom based.

### Do I need to be a good cyclist to go on the course?

There are no formal entry qualifications for this course. However you should be a confident, competent, regular cyclist with recent experience of cycling in a range of traffic conditions including busy urban roads.

### What preparations will I need to make before the course?

You will need to read the Child Protection Guidelines, a cycling manual (either Cyclecraft by John Franklin or Cycle Training-Instructors Manual by CTUK). You will also need to ensure that your bike is roadworthy.

### What does it cost?

The cost of the course varies around the country in line with local conditions, though it is usually in the region of £350 - £400 per person which includes the two assessments, course materials and all accreditation.

**These are the providers for each region:**

### York - City of York

Peter Zanzottera Road Safety Officer -01904 551 331- email [Peter.Zanzottera@york.gov.uk](mailto:Peter.Zanzottera@york.gov.uk)

Mieke Jackson - Cycle training officer -01904 551 331- email [mieke.jackson@york.gov.uk](mailto:mieke.jackson@york.gov.uk)

**Website** [www.york.gov.uk/cycling/index.html](http://www.york.gov.uk/cycling/index.html)

### London - Cycle Training UK Ltd

David Dansky - Office manager -020 7582 3535- email [david@cycletraining.co.uk](mailto:david@cycletraining.co.uk)

Lucy Nandris - Training Coordinator -020 7582 3535- email [lucy@cycletraining.co.uk](mailto:lucy@cycletraining.co.uk)

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

### Manchester - Bikeright!

Liz Clarke - Director -01612 307 007- email [lizclarke@bikeright.co.uk](mailto:lizclarke@bikeright.co.uk)

## **Bristol - Life Cycle UK**

Tamar Thompson - Cycle training team manager -01179 290 440- email

[training@lifecycleuk.org.uk](mailto:training@lifecycleuk.org.uk)

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

## ***Annex 8 - Summary of Conclusions from the CTC Training Review, 2002***

### **Short term priorities (Less than 1 year)**

Protect existing levels of cycle training, leadership, volunteering  
 Provide a framework that enables people to carry on their work without fear of personal liability.  
 Set up a national registration scheme that recognises existing activities and takes in new entrants  
 Give assurance to local authorities, parents, teachers, participants etc.

Create a national framework for quality assured entry level cycle training that includes all participants being taught to make short, on road cycle journeys

### **Medium term priorities (1-3 years)**

Get national registration on to stable financial basis

Set up framework for organising cycling for others  
     Group leading, event organising, training etc.  
     Clear pathway between activities, and recognition of external qualifications

Increase the number of accredited cycle trainers  
 Expand cycle training to socially excluded groups  
 Additional income to support training at the point of delivery  
 Marketing programs linked to training at local and national level

National standards for cycling recognised by relevant accrediting bodies  
     Exercise on referral – accredited exercise professionals  
     Adventure Activities Licensing Authority  
     SPRITO etc.

### **Long term priority (To 2012 National Cycling Strategy Targets)**

Evaluate and adjust the contribution of training and education to achieving NCS targets in line with growth.  
 Provide additional resources as needed to accelerate take-up of cycle training by adults or children as required.  
 Minimum 60% 11 year olds receiving accredited cycle training

Develop new training content and modules to reflect needs of market in wider cycling, i.e. package holidays, professional event organising etc.

### **Suggested goals**

All UK cycling forums adopt the statement

“The training and education of young people and potential adult cycle users to a national standard in cycle use is a strategic priority in achieving the goals of the National Cycling Strategy”

Objectives

To increase cycle journeys to 8% by 2012

National standards adopted by 2003

National framework adopted by 2003

National audit against framework

Include Cycle Training standards in initiatives by DTLR, Sustrans, British Cycling etc.

60% of 11-12 year olds to Cycle Training Certificate by 2006 (From 14%)

Adult cycle training in 75% of Local authorities by 2006 (From 30%)

## ***Annex 9 – Details of CAN-BIKE Courses***

### **CAN-BIKE Beginner Adult Courses**

- Adult Learn To Ride 1
- Adult Learn To Ride 2
- Introduction to Cycling Skills

#### **Adult Learn To Ride 1** — ages 18 and older

A one-session course for adults who cannot ride a bike. You will learn to balance, start, stop and turn.

We have a very high instructor-to-student ratio, with no more than four students per class. Private or small-group lessons are also available.

**Length:** 3 hours

**Cost Per Person:** \$40 \*

#### **Adult Learn to Ride 2** — ages 18 and older

A one-session course for adults who are too unsteady to ride on streets. You will learn to balance, start, turn and use your gears with confidence.

We have a very high instructor-to-student ratio, with no more than four students per class. Private or small-group lessons are also available.

**Length:** 3 hours

**Cost Per Person:** \$40 \*

#### **Introduction to Cycling Skills** — ages 14 and older (10 and older when accompanied by parent)

Basic hands-on skills development course for beginning cyclists. Its goal is to give new cyclists the encouragement, confidence and motivation to increase their bicycle use and to seek out more advanced cycling instruction. Includes bicycle care and operation, basic traffic and riding skills.

**Length:** 6 hours (morning and afternoon; can be presented on separate days)

**Cost Per Person:** \$60 \*

\* Group rates are available for these courses. Contact us for details

### **CAN-BIKE Intermediate Adult Cycling Courses**

- Traffic Skills
- Traffic Skills for Seniors
- Skills I
- Cycling Freedom for Women

#### **Traffic Skills** — ages 14 and up

This is an 8 hour course offered in one day or over two days consisting of practical tips and strategies to keep you and your bike going safely and enjoyably through most traffic and road conditions. Emphasis is placed on

common and serious hazards for cyclists, proper lane positioning and negotiating with other traffic. You will also learn the quickest way to fix a flat, how to make your bike more comfortable to ride as well as locking equipment and techniques.

**Length:** 8 hours (in one day, or over two days)

**Cost Per Person:** \$80 \*

#### **Traffic Skills for Seniors** — ages 55 and up

This course that covers the regular CAN-BIKE Traffic Skills curriculum (as above) with a specific focus on the senior rider.

**Length:** 8 hours (offered in one day, or over two days )

**Cost Per Person:** \$80 \*

#### **Skills I** — ages 15 and up

This 12- to 15-hour course teaches skills to enable cyclists to ride confidently and safely for utilitarian and recreational purposes. Content includes bicycle care, minor repairs, riding techniques, detecting and avoiding hazards, and emergency manoeuvres. Appropriate for new and occasional cyclists, as well as for experienced cyclists (classes are arranged with students of similar experience and abilities).

**Length:** 12 - 15 hours

**Cost Per Person:** \$120 \*

#### **Cycling Freedom for Women** — ages 18 and up

This is a course for women, taught by women. The course content is similar to CAN-BIKE Skills I, but addresses specific concerns such as security at night and riding with children.

**Length:** 12 - 15 hours

**Cost Per Person:** \$120 \*

\* Group rates are available for these courses. Contact us for details

### **CAN-BIKE Skills II**

— ages 16 and up

- This is a [4-session course](#).
- Sundays — March 20th and 27th, April 3rd and 10th.
- 9 a.m. to 4 p.m. each day.

This is an advanced course in defensive cycling for commuters and recreational cyclists who already ride in traffic. This is the premier course in the CAN-BIKE program. It's also the most popular, and it's the prerequisite to becoming an instructor.

A combination of classroom sessions and outdoor riding helps you improve your skill and confidence in challenging traffic situations. Topics taught include riding skills, traffic cycling proficiency, bicycle maintenance, health and fitness, equipment, and bicycle consumerism. You do not have to take CAN-BIKE Skills I before taking this course.

Students should have some cycling background and recent experience; . If not a licensed motorist, a student should read and understand the provincial driver's manual in advance.

**Length:** 18 - 23 hours of training, plus breaks (see 'Course formats' below)

**Cost Per Person:** \$175 (Group rates are available for this course. Contact us for details)

**Course formats:**

In order to accommodate people's busy schedules, there are several possible formats for the CAN-BIKE II course.

- **4-session course:** Each session approximately 7 hours in length including breaks
- **6-session course:** Each session approximately 3.5 hours in length (final day is 5.5 hours)
- **2-session course:** 2 sessions of 9 hours each (daytime) — special course for police, emergency, security services only

## ***Annex 10 – NCSB Strategic Action Plan***

BIKE FOR THE FUTURE - The NCS Board for England's Strategic Action Plan - "More People Cycling, More Safely, More Often"

### ***Cycle training***

4.15 Cycle training has a positive impact on the safety and confidence of cyclists. It is already available to both children and adults in many local authorities, but schemes have in the past focused on reducing accidents rather than promoting the benefits of cycling. The Strategic Action Plan's proposals for school-based cycle training will roll out the national standards program to the existing local authority and schools sector, which covers around half the capacity for child cycle training.

4.16 Funds are already being made available from the DfES for infrastructure - principally cycle parking - for schools, on the basis of £5,000 for primary and £10,000 per secondary school.

Discussions are under way over revitalising cycle training in schools.

4.17 To complement this, the NCS Board recommends a broad national program of cycle training in addition to that provided within the schools system. It will need effective marketing, and to build on the new national training standards being developed by the CTC and the NCS Board.

This will underpin the other programs and will reach young people and adults who were not picked up by the traditional road safety channel. The program of training will involve:

- cycle training for young people through youth clubs, uniform groups (e.g. Scouts), afterschools clubs and sports clubs, with the aim of reaching most young people who own bikes;

- adult cycle training - developing a nationwide network of accredited instructors to support the national marketing strategy and bike to work schemes, which will address the latent demand to cycle from women and ethnic minorities;

- cycling for health and fitness: and bike for life - a new branded national cycling and health program, incorporating health-related publicity and information, and pilot evaluated

cycling referral schemes. This would be delivered in partnership with local and national

NGOs (see cycling and health) and would offer something tangible to which PCTs could sign up.



**Australian Government**

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**Department of the  
Environment and Heritage  
Australian Greenhouse Office**

INFORMATION FROM  
OTHER SPORTS ADMINISTRATORS

Prepared by the Bicycle Federation of Australia for the Department of the Environment and Heritage, Australian Greenhouse Office and the Australian Bicycle Council



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## **AUSTSWIM**

### **Source of information**

These notes are based on several discussions held with Gordon Mallett, National Executive Officer of Austswim.

### **Organisation of Austswim**

Some of the key characteristics of the Austswim organisation are:

- Austswim is currently based on state branches but will be one national organisation
- The national organisation is comprised of state bodies, Swimming Australia, Royal Surf Lifesaving and ASCTA (coaches). Each has representation on the Austswim board
- Turnover is about \$1.2 million p.a.
- The organisation obtains Federal government funding which is coordinated by the Federal Parliamentary Standing Committee on Recreation & Sport. This funding consists of:
  - A base grant for water safety - this funds trainers
  - Performance against corporate plan – for demonstrated benefits
  - Special grants e.g. for technology upgrades

### **Program Delivery**

There are about 300 Accredited Presenters with at least 5 years experience who are:

- Course wholesalers, who regulate providers
- Trained - all hold Certificate IV in Workplace Assessment and Training
- Mostly registered training organisations (RTOs)
- Some centres are accredited

There are currently 25,000 - 30,000 teachers of swimming and water safety

- About 5,000 are full-time and 10,000 are significantly employed
- 9,000 teachers are trained each year and 6,000 are re-accredited - teachers must be re-accredited every three years
- Requirements which must be met to be a qualified swim teacher are:
  - A Certificate III in Recreation or progress towards this qualification
  - At least 17 y.o, pass a swim test, course assessment and an exam
  - Have a current CPR certificate and a Rescue Award
  - Complete 20 hours to be fully qualified

Instructors provide about 450,000 lessons per week at swim schools and other learn to swim programs

### **Types of courses**

Austswim is moving to a unitary system – one main course and four extension courses. These are:

- Infants (six months to four years)
- Adult – never have swum, psychological barrier, can't swim well
- Competitive strokes
- Disabilities

### **Accreditation and professional development**

Presenters and employing agencies e.g. Royal Lifesaving Society must be accredited.

If courses are mapped against national competencies a training organisation needs an RTO to deliver courses or the whole course must be recognised – Austswim is an RTO.

Austswim does not use TAFEs to deliver training – to maintain control of course content and quality assurance.

Regular professional development for accredited presenters and trainers is carried out – usually in Canberra

### **Insurance**

Professional indemnity & public liability insurances are required for training including industry assessment. Trainers can take out public liability insurance for \$60 p.a. through Austswim.

### **Course content and materials**

Course materials are sold for \$30 (they cost \$6) and materials are sold to wholesalers for \$80 including a text, a CD and three years' registration.

10,000 copies of some training material are printed each year. The course content and resources are regularly reviewed.

### **Role of volunteers**

Volunteers have an important role in the Austswim model. Key roles are:

- Review committee – reviews courses and materials
- Councillors

### **Recommendations for BFA**

Possible characteristics of cycling training:

- Need to specify level of proficiency
- Could emphasise safety and efficiency
- Could have extensions e.g. MTB, competitive cycling

The BFA could:

- Issue certificates to students
- Re-certify presenters
- Have insurance for current membership through bulk-buying. Austswim has a good broker which has made insurance easy to arrange
- Link insurance with proficiency
- Have cycle shops refer people for training
- Approach people in radio and TV stations to run community service announcements

## **AUSTRALIAN CANOE FEDERATION**

### **Source of information**

These notes are based on an interview with Ian Dewey, Training and Education Manager, Australian Canoe Federation (ACF).

### **Organisation of ACF**

Some of the key features of the ACF are:

- It is a federation of state bodies
- The board is elected by seven state association members
- It is responsible for both sport and recreation; staff are split between these areas. There are some cultural differences between these areas
- The sport section works with the high performance teams area of the Australian Sports Commission
- Ian Dewey works in the recreation area

### **Market for training courses**

The market for training courses is mainly teachers and the tourism industry – both have regulations regarding training.

### **Characteristics of the ACF training scheme**

Some of the characteristics of the ACF training scheme are:

- There is a national train-the-trainer course
- There is a basic unit of competency and several variations/standards to suit different requirements e.g. sea kayaking, white water
- Courses and workshops are delivered to suit the local context

### **Australian Canoeing Award Scheme**

- All training delivered by national training providers (NTPs)
- Accreditation by ACF
- Trainer training is through Vocational Education Training (VET)
- Different cost for accreditation – NTPs negotiate fees
- ACF moderates instructors

### **National training providers**

- There are 42 NTPs
- 11 of these are active/full-time organisations / 31 are part-time
- 20 are commercial organisations, seven are state bodies and 15 are TAFEs
- There are 120 – 130 individual trainers
- Each NTP has an instructor/assessor assigned to them. There are about 300 qualified trainers of whom 60 are active

### **Trainer training**

Trainer training conducted through VET

- There are 12 principles of vocational education including skills and ethics

- Must have BSZ404 - Train Small Groups (train-the-trainer) to run VET course e.g. canoe/kayak lifeguard
- Assessors can't assess VET until they have three more competency units
  - BSZ401 - Plan Assessment)
  - BSZ402 - Conduct Assessment
  - BSZ403 – Review Assessment
- Everything except basic skills is a VET course
- NTP must work under an RTO to meet VET requirements – licensed by CA to be RTO. Cost is about \$7k
- CA has packages of materials which are VET assessed
- RTO is Regency TAFE – sub-license to NTPs
- When NTP meets VET criteria moderator works with them
- There is a professional development program, although not everyone does this

### **Materials**

- Materials don't change much – the biggest change is educational techniques
- Industry prevention has changed. Equipment is now cheaper – there is more risk of injury

## **FITNESS AUSTRALIA**

### **Source of information**

These notes are based on a discussion with Ian Grainger – CEO, Fitness Australia (FA).

### **The fitness industry**

- There are 12,000 registered fitness instructors – all have to maintain professional training
- Looking for alternative programs/skills – cycling training may be appropriate

### **Courses**

- FA is not involved in promotion of courses
- There are 200 course providers
- States have newsletters – providers can advertise courses and employment opportunities

### **Train-the-trainer courses**

- Most are private programs e.g. for the Heart Foundation
- Accredited programs not individuals e.g. a Certificate IV course including particular skills
- Accredited courses to train trainers
  - \$100 for two years registration
  - \$160 per annum for insurance
  - The program meets the costs for volunteers

### **Potential for accreditation of a cycling training course**

A cycling training program could be accredited (and delivered) by Fitness Australia. This would require:

- An application for accreditation
- A small fee (\$\$ hundreds)
- An assessment of courses; a three day assessment could be carried out in each state for \$990 per assessment. It would need to be renewed every two years

Ian has talked to Jeni Bindon of Sydney South West Area Health about the potential accreditation of her course by FA.

### **Insurance**

Insurance for trainers is an issue

- Competitive cyclists would have normal insurance cover
- Special insurance may be required for coaches

### **Payments for instructors**

There is no set payment for instructors

- There are award rates for employees
- Rates for contractors may be \$45 per hour



**Australian Government**

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**Department of the  
Environment and Heritage  
Australian Greenhouse Office**

**PEDAL POWER ACT**

**NEW HORIZONS COURSE  
FOR WOMEN**

**A CASE STUDY**

Prepared by the Bicycle Federation of Australia for the Department of the Environment and Heritage, Australian Greenhouse Office and the Australian Bicycle Council



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## **INTRODUCTION**

Pedal Power ACT has designed a cycling training course for women. It has been run several times and is being run again in 2006. The course was designed for women who had not ridden before or who wanted to increase their skill and/or confidence to allow them to ride more frequently/ longer distances e.g. to commute or tour. The project team interviewed participants on the last night of the course run in late 2005. A summary is provided below. One of the 'architects' of the course, Marie Wensing, a Pedal Power volunteer made some written comments on the course. An edited version of these comments is also below.

## **INTERVIEW WITH COURSE PARTICIPANTS**

The findings from this interview with about 15 course participants are in 'Q & A' format below.

### **Q1. In a broad sense, why did you want to undertake a training course? What benefits did you want to obtain?**

- Increase confidence, not ride on my own, have a shared experience/ social interaction
- Find out what/where could ride – widening horizons
- Fundamental techniques, basic skills, increase skills to ride longer distances e.g. to commute to work
- Learn to ride (very basic), confidence, polish riding, dismount without falling over, develop grace

### **Q2. Who told you about the course? Did it live up to your expectations?**

- Radio, Ride to Work group, Pedal Power email
- Course met or exceeded expectations. One person wanted more MTB training

### **Q3. What sort of cycling do you want to do?**

- Ride to work,
- Increase range of cycling, touring – give it a go. Ride longer distances (> 50 km)

### **Q4. What specific skills, capabilities or knowledge (if any) did you want to acquire through the course?**

- Gears – more efficient/anticipate (but still can't understand theory)
- Bike maintenance, changing tyres
- Didn't know what didn't know.
- Riding techniques - hand signals without wobbling, riding in bunches, riding in traffic, drinking while riding, riding with cleats
- Road rules – how to turn right from left lane
- Confident on a bike e.g. riding with panniers on dirt
- How to set bike up, seat & handlebars – need more practice.

### **Q5. What other topics did you want covered?**

- Nutrition / stretching etc was a bonus

**Q6. What benefits do you think these courses can deliver?**

- Encourage people to ride
- Improve heart/lung fitness, confidence to ride further
- As older people, look forward to possibilities
- Confidence to go on PP rides, possibly take up racing, long rides, will ride more e.g. Hartley Challenge.

**Q7. What are the benefits that should be promoted to others?**

- Riding is relaxing – the bike does more of the work than I thought. Enjoy coffee stops, not stressful, social aspects, age is not a barrier
- Having an all-female course encouraged participation
- Comprehensive, enjoyable, something for everybody (from mechanics to nutrition)
- Support from facilitators and the group, good to have partners on rides
- Would be OK to have 16 y.o. on the course. Need to keep 16 – 18 y.o. girls on their bikes
- More comfortable riding – set up bike and maintenance aspects covered. Good to have female ride leaders and mechanic. Panel with four female riders was very inspiring

**Q8. Do you have any idea of the likely demand for CPT?**

- Demand quite large if find a broader way to promote course
- Need a better venue – parking not good (dark streets). Hard to bring bikes in, in the evening
- Could have people mix & match i.e. attend different sessions

**Q9. What type of training course is the most appropriate?**

- Should be 75% practice. Had notes to read
- 35 hours is OK, although a number of drop outs, so may be too long for some.
- Like to do once per week and spread it out. Can't do 5 or 10 hours per week. Six weeks is good
- Good to practice between classes. Need to build up distance of rides over time. Early morning rides would be good
- Mix of evening and weekend good. Can't come during day.
- Local area or central location? - important to be able to get bike to evening locations

**Q10. How much would you be prepared to pay for a training course?**

- If paying by the hour the rate would depend on the number of hours, the quality of the instructor, the reason for doing the course and the number in the course
- If want skills training with top people would pay more
- \$20 per hour is the limit for coaching; \$10 is more realistic (kayaking is \$15)
- Would pay \$150 or \$250 (max) for a weekend course; depends on numbers
- Would pay \$200 to \$250 for a 30 hour course similar to New Horizons. Could just pay for parts wanted to do

**Q11. What concerns did you have about learning to ride?**

- Used to hate riding in a group. Wasn't trained up, thought would get stiff & sore

**Q12. What practical issues may discourage people from learning to ride?**

- Thinking have to be fit, concerned about traffic, having an old clunker
- Thought course for people who had just started riding but very mixed group

**Q13. What would encourage people to undertake training (apart from direct benefits)?**

- Health & fitness
- Enjoyable environment, social reasons
- Riding in groups
- Keep car at home, some using car less

**Q14. Would you like a properly accredited national course (instructor, syllabus etc.)**

- Accreditation not important but some concern re reputation, course has to be 'real' (practical and related to real experiences)
- Accreditation may make course more expensive. Accreditation may attract some people
- Leaders were very flexible – may not happen if there is a syllabus. Standards could be set rather than accreditation. Good to have instructors work together
- Accreditation may work if there were national standards and know that standards are the same in each state
- Masters Swimming – volunteers can gain accreditation

**Question 15. Is it important to have a certificate of achievement etc?**

- No

**Question 16. Any other comments?**

- If a formal course it may lose some of its social benefits e.g. would not tolerate slow people so well.

**COMMENTS FROM MARIE WENSING, PEDAL POWER COUNCILLOR**

In the interests of continuous improvement I make the following comments. It is important that the course be 'female specific' if it is to be used as a model. In developing the original program ..... I identified the elements that are critical in enabling women to participate with commitment.

**Peers- women supporting women**

It is critical that a female run any future programs - it's the identification aspect. I can see the difference this makes. One great aspect of both the programs so far is the 'sharing experiences' session, both very different, both

very successful - a fun part. If possible set up some mentors - a PP woman taking a special interest in 2-3 participants.

### **Self-confidence**

- This is built over time (physically) and I perceive the 2005 program focused on delivering rides rather than building skill and endurance (and this could have been dictated by the time frame). I think John Armstrong also noticed this gap which is why he attempted to include some additional 'road time'. There needs to be a structured program which builds from 10 km to 100 km. i.e. mechanisms and opportunities to get in the kilometres
- The learning-through-others' experiences aspect was well done - it always helps to have a star, I had Annie, this program had Helosia. An essential feature is a diverse range of experiences on show
- Encouragement, both during and after the challenges. With a virtually unknown range of skills and abilities it is imperative to have a competent leader but also one in the middle and two at the end just in case, there is one who drops off and needs personal attention and to be accompanied.
- Another aspect, and this is not always possible, is a continuing presence - the person the participants identify with. One way to achieve this may be at the beginning of the program to introduce the Program Managers and one other person and introduce them as the hosts'. This also builds trust.

### **Knowledge**

- Mechanical - assume females know NOTHING about bikes. In one of the forums there has to be a segment dealing with bike sizing and fit AND the opportunity for each participant to have themselves assessed on their bike. On the ride I led, too many of the women were battling - stretched cables, cluster falling off, no knowledge of gear theory. Some had no idea of the inappropriateness of the condition of their bike i.e. if you have a half decent machine, cycling is easy
- Body - women's bodies are different to men's and the bio-mechanical session in the first program was the most popular; why sore bits develop, how to prevent this, why a seat is uncomfortable, why you don't pedal on your heels, what happens if the handlebars are too big of a stretch etc. This is different from the physio session (which is also essential) which deals with adapting and training the body by stretching

### **Time**

Mostly, women's lives revolve around others - kids, partners, work etc

- The program has to run over a long enough period to give sufficient flexibility. Needs also to have rides on different days - Saturday is taken up with kids sport, and for some this is Sunday, so need to plan for this. Build in talk time, women love this so don't leave it to chance

- Length of program - if done too quickly the rapport building is lost. Timing has to consider school holidays, suitability of early mornings the notice women need to organise a night's absence from home
- Lead-time-- to commit to such a program women need notice. It would be ideal to have the introductory session well ahead of the physical program - run twice if necessary.

**Marketing**

Wide marketing is essential and other community groups can assist this - YMCA etc, where women gather, but not necessarily for sport. Marketing should be female specific.

**Follow-up**

A critical aspect is that we are getting one bite of the cherry - women will use this experience as a basis for continuing cycling or not, so it has to be as varied, encouraging, long enough to build friendships and opportunities and the base from which to progress. It would be good to engage the women in a PP event soon afterwards

**Resources**

If time is taken to plan and develop the program, more people can be involved on a one-off basis - volunteers need notice also.



**Australian Government**

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**Department of the  
Environment and Heritage  
Australian Greenhouse Office**

Alternative Models for  
Promoting Best Practice in  
Cycling Proficiency Training

Prepared by the Bicycle Federation of Australia for the Department of the Environment and Heritage, Australian Greenhouse Office and the Australian Bicycle Council



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## 1. BACKGROUND

This report provides a classification of different models of provision of cycling training. It describes these different models and identifies some of their advantages and disadvantages. It was based on research findings from previous stages of this project.

The purpose of this classification was to seek comment from the steering committee and other stakeholders in the preparation of an implementation strategy. The models were discussed at a steering committee teleconference held on 17 November 2005. The views of the steering committee were then incorporated into a draft strategic plan to guide the project into its next phase.

## 2. APPROACH TO THE PROJECT

The steering committee endorsed an approach that focused on identifying suitable business models for successful schemes. This approach recognised the need to take into account the needs and attributes of all participants in CPT programs.

The categories of direct participant in CPT programs are **sponsors, instructors and consumers**. Best practice requires satisfying the needs of these direct participants. This requires the involvement of a number of indirect participants including **train-the-trainers, curriculum developers, and accreditation providers**.

Identifying workable models for direct and indirect participants was the focus of the rest of this project.

## 3. RESEARCH ON EXISTING AUSTRALIAN ADULT CYCLING TRAINING

A starting point for developing models of best practice is through a survey of existing programs. An extensive survey of existing Australian cycling proficiency programs has been carried out from August 2004 to February 2005. An internet search for examples of international best practice was also carried out. The full reports on both these pieces of research will be included in the final report coming out of this project.

Some preliminary conclusions from the survey work and feedback from consultation with stakeholders include the following:

- There are a number of courses being run around the country with widely different levels of formality and size, and emphasis;
- There are a number of different organisations and groups with a strong interest in increasing the availability of bicycle schooling for adults. These include
  - o Cycling groups (competitive and non-competitive) responding to their members needs and seeking to attract new members,
  - o Individuals with a commitment to cycling and personal development,
  - o The bicycle industry – wholesale and retail - that sees training as an important adjunct to the sale of bicycles and accessories,
  - o Health and environment authorities who see training as a way to encourage more bicycle use and hence active, non polluting transport,
  - o Safety authorities who want to improve road user behaviour,
  - o Transport authorities who want better disciplined and efficient use of transport infrastructure.

- There are a number of models from other recreational activities that have attractive features.

Some of the problems encountered by the existing courses appear to be:

- Insufficient trainers or sources of funds for training
- Reliance on trainers' individual commitment to promoting cycling without recognition for their effort either in financial or other terms
- Insufficient market research and marketing
- Inflexible delivery of courses – courses are designed around a curriculum rather than being focussed on the individuals coming to the course, they are run at a time convenient to the trainers rather than to the trainees, and they have a content that is set according to the trainers' expectations of the learning requirement rather than the trainees.
- A lack of a clear progression or delineation in courses for different market segments
- Insurance arrangements need constant attention

Some of the opportunities that were noted by respondents include:

- There is a significant degree of untapped sponsorship interest
- There is some (but limited) interest in local government for providing this sort of course
- There are opportunities to work with TravelSmart programs and health promotion programs to identify potential course participants, workplace sponsors and cross-promote activities.
- There is a lot to learn from the instructor models and the consumer focus that exist in other sports such as swimming, canoeing and, particularly, skiing.
- There are some TAFE cycling related courses that could be supported / expanded on.

Skiing instruction was suggested by Rob McDougall of Cycling Australia as a particularly useful model and there are a number of reasons why this could be the case.

- Snow sports are commonly perceived as a thrill seeking activity. However, those who have experience are aware that it is possible to participate in a controlled manner – limiting risk-taking to a minimum while enjoying the activity. This is common to cycling to some degree.
- There is a glamour element associated with snow sports which cycling can share – particularly at the current time when it is being talked about as “the new golf”.
- Schools of snow sport thrive by a combination of sponsorship, attention to detail in marketing and delivery and enforcing a geographic monopoly for a resort supported by the resort owners.
- Instructor training is carefully graded so that instructors can be brought into the school at a relatively low level of training and provide instruction on a supervised basis
- The role of the instructor as a facilitator for social activities, manager of risk, and promoter of the resort is emphasised in the training for most snow sport instructors.

#### 4. IMPLICATIONS OF RESEARCH TO DATE

There appears to be a set of widespread beliefs about the key elements for cycle proficiency training to be successful:

- Course providers want to ensure that their efforts are rewarded in either monetary or other terms and that their potential liabilities are minimised through access to accreditation and assistance with marketing. At the moment it is a struggle to fill places on courses when they are offered and monetary returns are limited.
- Course providers could benefit from a set of resources that they could use to set up specific courses for particular groups – for instance work places, or in conjunction with tourism experiences.
- Course participants want to be reassured that they are receiving qualified instruction that is delivered in a high quality way at times and locations that are convenient for them and that is tailored to their specific needs. It has been recognised that there is a wide disparity of training needs depending on the experience, attitudes and aspirations of individuals.
- Sponsors need to be given good value for money. Potential sponsors need reassurance on value for money through a clear identification of how the schemes meet their objectives and how their contribution will be recognised.

From the research conducted to date it is possible to identify a vision for the ideal cycle training scheme. This is described in the box below and will be used as the yardstick for the models discussed in the following section.

A vision for a cycling training scheme is one that provides a comprehensive product support package that includes marketing, accreditation, insurance, curriculum development, and train-the-trainer programs provided in a way that all participants – course providers, sponsors, consumers – can be rewarded for their contributions.

#### 5. ALTERNATIVE MODELS

As the project has progressed a number of different models for increasing the availability of cycling proficiency training have been suggested. Each of these seek to address one or more of the beliefs mentioned above. These models can broadly be classified as:

- A resource material model
- Government developed Standard and delivery
- A volunteer support model
- A sponsorship model
- A community based franchise model

These models are described in more detail below

##### 5.1. A resource material model

One suggested model or strategy for promoting cycling proficiency training can be described as the Resource Material Model. This approach was suggested early on in the project as a useful way to develop cycling proficiency capabilities and was envisaged by some as an end point for the project at that time.

**Description:** Develop a curriculum setting out competencies and a learning progression for adult cycling training.

**Variations:**

- Alternative emphases on eg touring, commuting, maintenance, cycling for women ...
- Web-based, book or loose leaf format
- Complementary coaches manual
- Short or long courses (A number of courses envisage upwards of 8 contact hours of prepared course activity)

**Advantages**

- Clear deliverable
- Numerous precedents
- Leverage for further investment
- May be able to attract some sponsorship

**Disadvantages**

- No implementation strategy
- Does not engage potential course providers or consumers
- Likely to become stuck on a shelf

**Summary**

The provision of good resource materials is necessary but not sufficient for effective dissemination of cycling proficiency training.

## 5.2. Government developed Standard and delivery

This model is inspired by the approach to cycling proficiency taken in England. The Minister for Local Government there announced in March 2005 a new national body to coordinate cycle projects. At the same time she announced that a new National Standard for Cycle Training would be developed.

This new Standard is being developed in conjunction with more than 20 road safety and cycling organisations including the CTC and the Local Authority Road Safety Officers Association.

**Description:** A consultative approach to developing core competencies for cycle training with an emphasis on delivery by local government road safety officers with some freelance trainers brought in on an ad hoc basis. The focus for the English approach is on children but envisages adults as well.

This model involves a number of stakeholders and whilst this adds to complexity it also increases the potential pool of trainers. Course providers will tend to be government agencies or community groups supported by government.

### Variations:

- An Australian example of this sort of approach is the Bike-Ed Program. Bike Ed was originally produced by VicRoads and introduced into Victorian schools in 1979 and has since been adapted in a number of States and Territories.
- The course run by Central Sydney Area Health Service could be characterised as a pilot of this sort of scheme for adults. Similarly, local government has run courses in Tasmania and South Australia.
- TAFE course

### Advantages

- The focus on a Standard and accreditation makes it attractive to consumers seeking quality assurance.
- Significant strategic contribution by government to cycling proficiency
- Can be linked to road safety budgets, health budgets and sport and recreation budgets
- Commercial sponsorship may be available in addition to government funding

### Disadvantages

- Requires a significant government commitment.
- Has worked best where market is clearly defined and “captive” eg. government commits to providing cycling education for school children.
- Government bodies generally do not have the marketing systems/ flexibility to tap into the range of markets that have an interest in cycle training.
- May “crowd out” non-government suppliers / enthusiasts.

### Summary

Sufficient commitment from government uniformly across the country is unlikely and courses established under this model are unlikely to be sufficiently flexible to match up with demand segments.

### 5.3. A volunteer support model

This model is an alternative to model 2. Instead of the government establishing a scheme where it is directly involved in training through paid employees, it would set up a system of support for volunteers – either individuals or community groups – to provide training.

**Description:** Government to establish a system whereby volunteers could apply for support to provide a cycle training service.

#### Variations:

- Different levels of government, Federal, State or Local, can offer volunteer support.
- The type of support could be either monetary, marketing, curriculum or otherwise – for example local government can offer support to a BUG to run training days in conjunction with a festival through inclusion in festival marketing material.
- Can be tied in with sports cycling programs – the major example of this is the Ride It program delivered by Cycling Australia members with initial support from the Sports Commission. Most Cycling Australia Coaches are volunteers.
- Can apply to delivery of Bike Ed as in South Australia where Bike Ed was delivered by Bicycle South Australia.
- Can be targeted at a particular group such as older cyclists or women cyclists eg the New Horizons Program run in the ACT.

#### Advantages

- Supports community groups and volunteers.
- May appear to be relatively low cost for government and capable of being established through community partnership programs.
- Can be flexible.

#### Disadvantages

- Generally no coherent program.
- Volunteers come and go making continuity a problem.
- Generally will cater to only a limited subset of the market.
- Accreditation, quality and insurance are significant issues for any volunteer run project

#### Summary

Again, government support is unlikely to be available for a comprehensive approach to provision of cycling training through a volunteer support model.

## 5.4. A sponsorship model

This model is the private sector analogy to model 3. It generally involves a corporation (but could be government) sponsoring a cycle training product.

**Description:** Sponsor to fund the development and / or delivery of a cycle training product, or suite of products.

**Variations:**

- Sponsorship can be combined with a number of other models - an example of this is the BP sponsorship of the Bike Ed programme
- Sponsors may be workplaces that provide support for coaches to train their employees and encourage employees to take part in training sessions – possibly during employment hours.

**Advantages**

- Involves corporate sector.
- Source of funds for course providers
- Possibilities for co-marketing of training services with sponsors' products

**Disadvantages**

- Sponsors' interest is unlikely to be indefinite
- Need a strong focus on giving value to the sponsor – may not always be in line with the main objective of cycle training

**Summary**

Not likely to be a long term solution on its own.

## 5.5. A community-based franchise model

This model has not been attempted in cycle training at this point in time. It is put forward as a possibility that combines features of the above models and models from other service sectors, such as food and beverages, as well as snow sports, swimming and other sports. It is focussed on developing a brand for cycle training.

**Description:** A national coordinating organisation (NCO) would develop and manage a curriculum, accredit and assist in the marketing of *cycling schools*. Cycling schools would be expected to meet quality requirements as determined by the NCO and promote the cycling school brand.

Cycling schools would have a status akin to a franchisee. The school would be required to source instructors prepared to go through an accreditation process. These could be from a number of backgrounds: the fitness industry, existing teachers of Bike Ed, Cycling Australia Accredited Coaches, recreational / touring ride leaders.

### Variations:

- Could be done in conjunction with major cycle sport and utility/ recreational cycling groups, TAFEs and other course providers.
- Candidate instructors may be able to get credit for existing qualifications / experience.
- The NCO may broker insurance for the cycling schools.
- This model could be supported by corporate sponsorship or government support at both the coordinating entity level as well as at the individual franchisee level.
- Some franchises could cover a large area with a small market whereas others could cover a small area with a concentrated market.
- Possibly, exclusive franchises to market cycle training for a certain time in a certain area using the name / brand of the coordinating entity could be negotiated.
- As with a McDonalds or other franchise operation, rights to use the name would require franchisees to provide certain core menu items (eg. basic adult skills, basic child skills) however there would be flexibility to provide and market location specific or skill specific training eg cycle tours of a particular location, mountain biking, commuting, BMX etc. as well as different formats eg one hour sessions, group lessons, complete courses etc.

### Advantages

- Flexible course delivery to reach widest market
- Sustainable business model whereby cycling schools have incentives to develop new markets and meet demand within a quality framework.
- Strong potential for sponsorship and collaboration with industry. The potential for sponsor exposure on the uniforms of cycling coaches is much higher than for example swim coaches. This should make sponsors particularly keen to support a national cycling school. The ski instruction industry is an example of the profitable use of uniforms, not only to identify instructors – thereby building the brand – but also to provide exposure for sponsors.
- Risk management approach through involvement of franchise
- Allows for growth in a controlled way

- Allows for economies of scale and scope in marketing and curriculum development
- Could help forge partnerships with different sectors including industry and existing clubs and groups

**Disadvantages**

- Requires entrepreneurial approach and vision and skills to establish
- Substantial initial cost to set up, particularly in negotiating cooperation agreements with stakeholders and agreeing a set of core competencies and system for accrediting franchisees and coaches and subsidising an initial batch of coaches.

**Summary**

Offers the most potential for sustainable provision of cycling training that builds and matches demand in communities around Australia but requires a substantial initial commitment.

## 6. ADOPTING A PREFERRED MODEL

The purpose of this paper is to obtain input from the Steering Committee and other stakeholders regarding which sort of model, if any, to develop as a strategically preferred model. A number of factors need to be taken into account including the advantages and disadvantages of each model. These can be summarised into three categories:

- Complexity and cost
- Likely benefits
- Current opportunities

It is a matter of judgement as to which model will be most effective given these factors but some considerations include:

### **Complexity and Cost**

Complexity and cost are two important factors in weighing up a preferred strategic approach. A strategic approach may have widely different costs depending on the skills brought to the table to implement the strategy.

### **Likely benefits**

Benefits will be influenced by the sustainability of the model, the time to full implementation, the extent of possible roll out.

### **Current opportunities**

There exist currently a number of opportunities that may or may not be relevant in determining a preferred model:

- The Cycling Australia Ride-It program and other community based proficiency programs have already developed a wide range of teaching materials and exercises.
- There is a strong interest from the bicycle industry in providing cycling instruction. This is evidenced in the involvement of a number of retail stores providing some elementary instruction in support of their bike sales. Retailers could be effective marketers for cycle coaches in their community and sponsor the development of Cycling Schools in their area.
- There are other strong marketing opportunities such as through AGO's TravelSmart programs and in conjunction with programs encouraging cycling to work.
- Fitness instructor industry – there are 12000 fitness instructors around Australia. Many of these are cyclists and trained in the basics of training. Not many of these have skills in teaching cycling but could be brought through a conversion course.

## 7. REQUESTED FEEDBACK

It would be appreciated if you could answer the following questions:

What strategy / model of those described do you believe has the most potential (please rank from 1 – most potential to 5 – least potential)?

<b>Model</b>	<b>Potential</b>
The resource material model	
The government developed Standard and delivery	
The volunteer support model	
The sponsorship model	
The community based franchise model	

Are there other models that you would like to propose that do not fit within the categories described above?

Are there particular features you would like to see in a strategy?

Which organisations do you see playing a major part in the strategy implementation?

Other comments?



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Australian Greenhouse Office**

**Adult Cycling Training  
Strategic Plan**

Prepared by the Bicycle Federation of Australia for the Department of the Environment and Heritage, Australian Greenhouse Office and the Australian Bicycle Council



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**Synopsis**

This report provides a vision for a system of cycling training and coaching. It outlines the benefits of achieving this vision and how it can be implemented, including the required partners, human and other resources, and financial and organisational arrangements.

The model described can be expected to expand the knowledge and practice of learning to cycle, as well as improving the economic stability of the cycling sector.

The model is expected to create a commercially viable cycling training sector. Funding to establish the scheme and implement the strategic plan is estimated to generate financial benefits of almost 18 times this amount in the first five years of operation.

In addition to the direct financial returns, increased participation in cycling can be anticipated to produce significant health, environment, social and transport benefits.

## 1. BACKGROUND

This final working paper coming out of Stage 1 outlines a strategy for implementing a system of cycling training that:

- Incorporates the best aspects of the alternative models identified in the previous research;
- Identifies the key activities to manage in implementing a system
- Presents draft financial assumptions of the model and a draft budget

To develop, carry out and get support for this strategy it is important to have an understanding of:

- The significance and potential of cycling training;
- The deficiencies in current provision; and
- A clearly articulated vision

These are discussed in the following section.

## 2. BENEFITS OF CYCLING TRAINING

Cycling training and coaching has a multitude of benefits to participants. Some motivators for participation in cycling coaching and training include:

- **Health and fitness:** There is a very great interest in getting healthier and fitter and a strong public association between the ability to ride a bike and being fit (and having a fit body image).
- **Personal development:** Cycling training can offer the opportunity to people to become more confident and independent. It can also be an avenue to a fulfilling group activity.
- **Sport:** Australia has one of the most successful elite cycling programs in the world. Offering opportunities for more people to participate in the competitive cycling “family” is likely to attract a number of people to a coaching system.
- **Tourism:** cycle tourism is an extremely attractive tourism option for many people. Bundling the tourism experience with cycle coaching is likely to increase the number of people willing to participate in cycle tourism.
- **Safety:** There is a widespread apprehension that learning to ride, or riding in road environments, is dangerous. There is evidence to support the view that the majority of cyclist crashes are single vehicle accidents, which can be at least partially attributed to poor skill levels. Offering training may reduce learner crash involvement and increase confidence to ride.
- **Transport:** People wanting to use bicycles as a transport option for themselves or those they care for – children, employees etc may value training to facilitate that choice.

From a community stand point there are a number of other benefits:

- **Transport efficiency:** People having the ability to make more trips by bicycle extends their transport choice range. More systematic adherence to road rules and conventions can increase system efficiency.

- **Health:** Increasing participation in healthy activities is a positive health promotion goal with overall societal benefits (lower health costs etc).
- **Environmental:** cycling is a near zero emission activity and to the extent that it replaces other activities / means of transport it can reduce emissions.
- **Safety:** Improved road user law and convention compliance can reduce multi-vehicle accidents involving cyclists. Increasing numbers of cyclists can reduce the rate of cyclist crash involvement (Jacobsen PL. Safety in numbers: more walkers and bicyclists, safer walking and bicycling. Inj Prev 2003; 9: 205-9.).
- **Sport:** Increasing the pool of competent cyclists may increase participation in cycle sport at all levels including elite cycling.

Research on the precise level of these benefits is limited, however key results from a survey into the effectiveness of one-to-one cycling training delivered by Cycling Training UK (CTUK) from 1998-2003 were:

- 81% of trainees cycle more often or more confidently after training;
- After training, people cycle further and more frequently;
- The number of people cycling average journeys of more than 5 miles is up by 54% after training, and average journeys of 3-5 miles are up by 79%;
- The number of bike trips people make is up by 144% (from 0.9 to 2.2 trips per week);
- The number of people cycling all year round is up by 40%;
- Adults who have undertaken CPT are predominantly female (79% female, 21% male).

According to the CTUK study, these results have been achieved with only a small amount of training per person - on average up to just 2 hours of training. A full report is available on the CTUK website – see [http://www.cycletraining.co.uk/about\\_us/index.php](http://www.cycletraining.co.uk/about_us/index.php)

### 3. DEFICIENCIES IN CURRENT CYCLING TRAINING

As noted in Attachment A to the main report, there are a number of deficiencies in the current training programs on offer. The most important being:

- Not available in many locations
- Not flexible enough to meet the needs of niche markets
- Reliant on volunteer efforts to maintain programs
- Unable to attract significant ongoing sponsorship
- Variable objectives
- Variable quality
- Lack of marketing / accreditation / credibility as a 'brand'

### 4. VISION FOR CYCLING TRAINING

The research conducted to date suggests that we should be aiming for a flexible, widely-distributed model of training that attracts people to participate in cycling, enhances their safety and enjoyment, and provides a sustainable system of cycling coaching.

There appears to be a set of widespread beliefs about the key elements for cycle proficiency training to be successful and meet these aims:

- **Course providers** want to ensure that their efforts are rewarded in either monetary or other terms and that their potential liabilities are minimised through access to accreditation, insurance and assistance with marketing. At the moment it is a struggle to fill places on courses when they are offered and monetary returns are limited
- Course providers could benefit from a set of **resources** that they could use to set up specific courses for particular groups – for instance work places, or in conjunction with tourism experiences or for women
- **Course participants** want to be reassured that they are receiving qualified instruction that is delivered in a high quality way at times and locations that are convenient for them and that is tailored to their specific needs and aspirations regarding cycling. It has been recognised that there is a wide disparity of training needs depending on the experience, attitudes and aspirations of individuals
- **Sponsors** need to be given good value for money. Potential sponsors need reassurance on value for money through a clear identification of how the schemes meet their objectives and how their contribution will be recognised

From the research conducted to date it is possible to identify a vision for a 'best-practice' cycling training scheme. This is described in the box below and has been used as the yardstick for assessing the models and developing the strategy.

A vision for a cycling training scheme is one that provides a comprehensive product support package that includes marketing, accreditation, insurance, curriculum development, and train-the-trainer programs provided in a way that all participants – course providers, sponsors, consumers – can be rewarded for their contributions.

A number of models for cycling training provision were identified in the previous working paper for this project (Appendix E to the main report) as set out in the table below:

<b>Model</b>	<b>Description</b>	<b>Summary finding</b>
The resource material model	Develop a curriculum setting out competencies and a learning progression for adult cycling training	Necessary but not sufficient for effective dissemination of cycling proficiency training
The government developed Standard and delivery model	A consultative approach to developing core competencies for cycling training with an emphasis on delivery by local government road safety officers	Commitment from government consistently across the country is unlikely and courses established under this model are unlikely to be sufficiently flexible to match up with demand segments
The volunteer support model	Government to establish a system whereby volunteers could apply for support to provide a cycling training service	Again, government support is unlikely to be available for a comprehensive approach to provision of cycling training through a volunteer support model
The sponsorship model	Sponsor to fund the development and / or delivery of a cycling training product, or suite of products	Not likely to be a long-term solution on its own.
The community franchise model	A national coordinating organisation (NCO) would develop and manage a curriculum, accredit and assist in the marketing of <i>cycling schools</i> . Cycling schools would be expected to meet quality requirements as determined by the NCO and promote the national cycling school brand	Offers the most potential for sustainable provision of cycling training that builds and matches demand in communities around Australia but requires a substantial initial commitment

The steering committee took the view that it was worth further exploring the feasibility of a community based franchise model, while incorporating features of the other models. In particular, further reference should be made to the UK model to understand where that model was working well and what is instrumental to success. Key features of the UK model that are relevant to the strategy proposed here include:

- It commenced with the development of a reference panel bringing together various stakeholders to contribute to a National Standard and a syllabus;
- It provides resources for instructors;
- It envisages franchises and advises on how these can be set up. A number of franchises have been set up in London and other major centres.

## 5. A COMMUNITY FRANCHISE MODEL

As discussed, a Community Franchise model was identified by the steering committee as having significant potential, especially because it is flexible enough to incorporate many of the positive aspects of the other models.

Franchising (see text box below) is a business model that is common in other service sectors, such as food and beverages. Variations of franchising are also used for activities such as snow sports, swimming and other sports coaching.

### What is franchising?

(Excerpt from [www.howstuffworks.com](http://www.howstuffworks.com) prepared by the American Bar Association forum on franchising)

Think of franchising as paying someone for his or her business strategy, marketing strategy, operations strategy, and the use of his or her name. That's pretty much what franchising is -- you are establishing a relationship with a successful business so you can use its systems and capitalize on its existing brand awareness in order to get a quicker return on your own investment. You are using its proven system and name, and running by *its* rules.

The crucial advantage of using a franchise model for cycling training is that it allows people with a passion for cycling to make it into a living without having to develop all the marketing and management skills by themselves.

By reducing the barriers to setting up or participating in a cycling coaching business, it allows more instructors to be available. At the same time it allows a wide proliferation of coaching opportunities for those seeking to improve their cycling abilities.

To create a cycling coaching franchise model it would be necessary to set up a national coordinating organisation (NCO). The NCO would develop and manage a curriculum, accredit and assist in the marketing of *cycling schools* and provide management assistance– it would essentially take on the role of franchisor.

The NCO would identify potential cycling schools – franchisees. The cycling schools would be expected to meet quality requirements as determined by the NCO, help promote the cycling school brand and pay certain fees to the NCO. In return they would receive management and marketing assistance, the use of the brand and some referrals from people contacting the NCO for course details/locations.

The schools would be required to source instructors prepared to go through an accreditation process. These could be from a number of backgrounds: the fitness industry, existing teachers of Bike Ed, Cycling Australia Accredited Coaches, current instructors and trainers, club volunteers, recreational / touring ride leaders etc.

## **6. DEVELOPING A FRANCHISE MODEL**

### ***6.1 The National Coordinating Organisation (NCA)***

It is proposed that the Bicycle Federation of Australia (BFA) will work with the peak competitive cycling organisation Cycling Australia (CA) to form the NCO.

CA is an essential partner in making the concept of cycling coaching a reality. A joint venture arrangement with BFA and CA as the basis of the coordinating body/ franchisor is a sensible way to develop the concept.

The NCO will need to develop a number of elements for its brand to be attractive to potential franchisees and for strong customer and sponsor interest. These elements include:

- Marketing systems
- Sponsorship strategies
- Partnerships e.g. with industry and other cycling organisations
- Management systems including accounting, legal, human resources
- Curricula
- Train-the-trainer and accreditation systems
- Insurance

This is an ambitious project and entrepreneurial flair will be required to make it a success. This will depend greatly on the staff selected to develop and execute the concept (see section 7 – Human Resources).

Having developed these elements, the NCO will need to identify and work with an initial group of franchisees.

### ***6.2 Potential franchisees***

There are a number of current deliverers of cycling training. These would be natural initial franchisees and could be involved in the development of the franchise system. Other initial franchisees include bicycle retailers, cycling clubs and groups, youth and fitness service providers and school Bike-Ed providers.

### ***6.3 Marketing***

The crucial issue for franchisees is whether they will be able to attract enough clients. The size of the market for cycling coaching will depend on

the marketing approaches used by the franchisor and the local niches identified and approached by the franchisees.

We suspect that the high levels of bicycle sales (over 1 million per annum) and bicycle ownership – are not reflected in current usage rates. This suggests that there could be a significant demand for cycling coaching if marketed in a readily accessible way. There is other evidence that courses that are marketed in a general way do not have a high take-up rate.

The franchisor needs to develop marketing templates that the franchisees can use and adapt. These need to highlight the reasons why people want to participate in cycle coaching and what will encourage them to come back for more and bring word of mouth custom.

Some issues for marketing are what the brand will be called and how it will be presented. Some qualitative research on branding options will be required. One factor in choosing the name and describing the course generally is that “training” will almost certainly not be appealing as a marketing concept - having connotations of compulsion unless it can be linked with the more glamorous “personal trainer” industry. “Coaching” is likely to have greater market acceptance and appeal more to participants’ aspirations and values.

Some of the niches that form potential markets and marketing approaches include:

- TravelSmart program participants
- Parents wanting to ride with their children and to help them to learn how to ride
- School holiday programs. This is a very big market and while not targeted at adults is an important opportunity for the system
- Bike-Ed and Safe Routes to School/ Ride to School programs. These are growing markets and also not targeted at adults but have significant potential for the scheme
- Women cyclists through targeted marketing. Pedal Power ACT has run successful courses targeted at women novice cyclists and Females In Training (FIT) has grown strongly mainly by word of mouth
- Purchasers of new bikes at point of sale
- In conjunction with event and tourism marketing
- Through workplaces as part of programs to encourage employees to engage in physical activity
- Through cycling groups, clubs and magazines
- In association with gyms, triathlon clubs and other elements of the fitness industry

Franchisees can be offered assistance in identifying and marketing to these market niches including the use of marketing collateral.

#### **6.4 Sponsorship**

A national franchising system for cycling training would be in a strong position to attract sponsorship. There are a number of categories of potential sponsor at the national level including:

- Bicycle industry

- Government agencies with an interest in health, sport, tourism, environment, safety and transport
- Insurance companies
- Other corporates
- Charitable foundations

The potential for sponsor exposure on the uniforms of cycling coaches is much higher than, for example, swim coaches. This should make sponsors particularly keen to support a national cycling school. The ski instruction industry is an example of the profitable use of uniforms, not only to identify instructors – thereby building the brand – but also to provide exposure for sponsors.

At the franchisee level, there is also the possibility for sponsorship from state and local government organisations and local businesses.

### **6.5 Partnerships**

The key to developing this concept in the most efficient manner is to ensure that it is done in partnership with key industry participants. Possible partners, with whom this plan has been discussed, include industry representatives and some state bicycle groups. Other potential partners include TAFEs, local government as has been done in the UK, and other government entities.

### **6.6 Management systems including accounting, legal, human resources**

Implementing a franchising arrangement requires carefully thought-through systems to assist franchisees in their success as well as ensuring that the NCO can get the necessary information to improve the product and brand.

Franchisees are likely in many cases to be individuals without a great deal of experience in forming a business, developing accounting systems, or hiring and managing staff. To the extent that systems can be developed that make these tasks easier for a franchisee the greater is the likelihood of attracting franchisees with a passion for helping people to ride bikes.

Developing these systems is an important role of the NCO and will represent a significant proportion of its initial costs.

Through participating in the system the franchisees will also have obligations to the NCO. These will need to be carefully designed to ensure that the franchisees enhance the brand of the system through professional delivery of coaching services within their franchise area. These will include conducting training in a professional manner and meeting accreditation requirements.

In addition, contracts would need to provide for franchise fees to cover the costs of audits, curriculum development, train-the-trainer services, marketing and other services.

### **6.7 Curricula**

Developing a curriculum (or series of curricula to meet specific market niche needs) will also be a significant cost in the initial phase. Fortunately there is a great deal of material and expertise already developed including notably the CA Ride-It program. However this may need some reworking to be suitable for specific markets as identified in 6.3.

### **6.8 Train-the-trainer and accreditation**

Again, CA has a good deal of experience in training and managing accreditation of cycling coaches. However to meet the goals envisaged in this strategy, there would need to be a substantial increase in teaching capacity. It is proposed that because of the range of courses likely to be taught the NCO would oversee cycle trainer accreditation rather than have it subject to an external authority e.g. VET. Train-the-trainer instructors may be required to hold a standard training qualification e.g. Certificate IV in Workplace Assessment and Training.

Some of the factors to consider in establishing a train-the-trainer regime are:

- The NCO would need to coordinate and control accreditation of coaches and schools
- Levels of coach accreditation would need to be established – this may entail different certification for different skill sets e.g. commuting, bunch riding, mountain biking, BMX etc
- Location: it is likely that prospective coaches would need to attend 'camp' at a regional / state centre
- Length of training: the UK coach training is for four days with the only admission requirement a police check and being a regular cyclist. There may be other requirements that could be used to prioritise admission to coaching camps – such as previous relevant experience – eg fitness / personal training qualifications, first aid certificates
- On-line component: it may be possible to keep the costs of training down by providing an on-line component or other non-face to face teaching opportunities – CA is considering production of a DVD based on its coaching manual
- Testing: the form of testing and follow up audits need to be established. The UK system requires two evaluations in a teaching situation

### **6.9 Insurance**

One of the primary issues for the NCO and for franchisees and clients is insurance coverage. The NCO would be in a good position to negotiate insurance collectively if it has appropriate risk management practices in place.

## **7. HUMAN RESOURCES**

The human resources at the NCO would be likely to be in the initial stages:

- A General Manager with overall responsibility for curriculum development, franchise development and marketing

- A manager to assist the GM and in particular carrying out audits of the franchisee operations
- An administrative assistant who may have responsibility for maintaining the web-site

The costs of employing three staff would be the greatest ongoing cost of the NCO. As the operations increase in size the staff costs would need to increase.

For the franchisees there would also be a staff cost in addition to payments to coaches. Staff responsibilities would include marketing, organising bookings, and managing and administering the franchise generally.

## 8. FINANCE

Attached to this report as Appendix 1 are spreadsheets setting out some financial models for different levels of the proposed franchising system.

### 8.1 National coordinating organisation

The first spreadsheet shows projected revenue and expenditure for the NCO for a development phase to June 2007 and for five years subsequently i.e. to the end of FY2012. The NCO is likely to have a bottom line close to break-even.

A summary of income and expenses for the first five years of operation of the NCO is shown in this table below. This table only includes figures for the development phase (2006/07), the first year of operation (2007/08) the fifth year of operation, year 5 (2011/12) and the five-year totals. More detailed figures are available in the spreadsheets at Appendix 1.

Assumptions (set out in Appendix 1) were made about the growth rate for income and expense lines. Revenue lines were assumed to increase by 20% per annum, to reflect growth of the program. Expense lines were assumed to grow by factors from 5% p.a. for fixed costs to 20% for costs related to turnover.

	Develop't phase	Year 1 2007/08	Year 5 2011/12	5 yr totals
<b>Income</b>				
Initial funding	\$175,000	\$100,000		<b>\$275,000</b>
Sponsorship		\$300,000	\$290,000	<b>\$1,580,000</b>
Train-the-trainer courses		\$20,000	\$29,282	<b>\$122,102</b>
Other revenue		\$40,800	\$186,318	<b>\$595,624</b>
<b>Total Income</b>	<b>\$175,000</b>	<b>\$460,800</b>	<b>\$505,600</b>	<b>\$2,450,624</b>
<b>Expenses</b>				
Program development	\$150,000	\$10,000	\$10,000	<b>\$200,000</b>
Train-the-trainer courses		\$19,200	\$39,813	<b>\$142,879</b>
Marketing & web development		\$90,000	\$25,000	<b>\$177,000</b>
Office expenses	\$25,000	\$329,000	\$421,029	<b>\$1,892,470</b>
<b>Total Expenses</b>	<b>\$175,000</b>	<b>\$448,200</b>	<b>\$495,842</b>	<b>\$2,412,349</b>
<b>Net surplus / (deficit)</b>	<b>\$0</b>	<b>\$12,600</b>	<b>\$9,758</b>	<b>\$38,275</b>

Major income lines for the NCO are 'initial funding' which is assumed as coming from government, charitable foundations and perhaps some corporate funding; and 'sponsorship' which is assumed to come from the corporate sector and other sources (see Section 6.4).

The sponsorship line is believed to be reasonably conservative given the potential benefits to sponsors from being associated with this project including strong visibility on uniforms and other marketing material and a positive community message.

The major expense for the NCO is 'office expenses', comprised mainly of staff costs. Other significant costs are 'program development', 'marketing & web development' and 'train-the-trainer course' expenses.

The program is designed to run at close to break-even over this period.

As shown below (Section 8.4), there is a very good case to be made to government to provide the financial support envisaged. Over time, franchise fees should replace government support as the system develops a track record and franchisees are able to comfortably contribute back to the NCO.

Franchisees' expenses are principally comprised of staff costs, office overheads, program development and external marketing costs. There are a number of options that could keep some of these costs well below those envisaged in the spreadsheet e.g. staff costs may be reduced as a result of volunteer contributions and there is the possibility that office overheads can be shared with joint venture organisations.

## **8.2 Major schools**

The spreadsheet suggests major schools may generate significant pre-tax surpluses if they are well managed and have effective marketing. At the end of five years of operations a pre-tax surplus of about \$300,000 per annum is feasible.

It is assumed that for the first five full years of operations there will be five major schools in Australia. These are assumed to start with five full time instructors – although it is envisaged that two instructors will need to be trained for each instructor employed. Growth rates of 20% p.a. are envisaged

Each instructor is likely to provide about 20 hours of lessons per week. Total course fees collected per lesson are assumed to average \$60. For individual lessons this may be high but for groups of over four it is conservative. A group lesson student / instructor ratio of up to 12 has been accepted in other courses. It is assumed that instructors will receive \$20-30 per lesson. This is consistent with rates of remuneration in the fitness industry, skiing and swimming.

It is assumed that the major schools will be able to source at least some local sponsorship. This may be from local government or significant local employers.

Major cycling schools will incur some significant establishment costs and have some outlays for office and administrative staff. Initial outlays for some schools e.g. not-for-profit cycling bodies could be minimised due to the involvement of volunteers and the incentive of building a strong community asset. Some of the establishment costs may be reduced through using templates provided by the NCO.

Some revenue from merchandising – eg course completion T-shirts - may be possible but this is not suggested as a focus.

### **8.3 Small schools**

Similar assumptions apply for the smaller schools as for the major schools however it is assumed that there are only 1.5 full time equivalent instructors per school. It is assumed that there would be 10 small schools and they would operate at a slightly lower margin.

It is conceivable that these small schools would be able to grow rapidly in some markets to meet developing niches.

Again, surpluses at the level of the small schools are reasonable for enterprises of this size.

### **8.4 Community benefit assessment**

Based on the assumptions used in this model the community benefit is very significant. The model is expected to create a commercially viable cycling training sector. Funding to establish the scheme and implement the strategic plan is estimated to generate financial benefits of almost 18 times this amount in the first five years of operation.

The combined surpluses for all the cycling schools are projected to be almost \$5 million for the first 5 years of operations. An ongoing surplus of almost \$2 million per annum can be projected beyond that.

In addition to the direct financial returns, increased participation in cycling can be anticipated to produce significant health, environment, social and transport benefits.

## **9. CONCLUSIONS**

There are significant potential benefits in implementing a community franchise system of cycling training. These benefits accrue to course providers, sponsors, participants, the community and government. Such a system appears to be feasible given sufficient support for the development phase. The endorsement of Cycling Australia and the Bicycle Federation of Australia makes this likely.

The next step in the implementation of the scheme is to obtain financial support for the development phase.