

# Scoping study on motorcycle training

# Road Safety Research Report No. 36

## Scoping study on motorcycle training

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# Contents

<b>Executive Summary</b>	<b>5</b>
<b>Introduction</b>	<b>11</b>
<b>Part I: Literature review</b>	
1. Introduction	12
2. Motorcycle Training and Testing in Great Britain	12
3. Motorcycle Training Overseas	13
4. Developments in Motorcycle Training and Testing in GB	15
5. Publicising Motorcycle Training Schemes	16
6. Older riders and those returning to motorcycling after a break	17
7. Motorcycle Training – an overview	18
8. Motorcycle Training – unpublished research	19
<b>Part II: Research report</b>	
1. Background	21
2. Objectives	22
3. Methodology	22
4. Results	25
5. Conclusions	60
6. Recommendations for further research	61
<b>References</b>	<b>63</b>
<b>Appendices</b>	
1. Letter of request to providers of motorcycle training for information on unpublished research	65
2. Motorcycle training questionnaire (English version)	67
3. Motorcycle training questionnaire (Welsh version)	71
4. Letter accompanying questionnaire (English version)	75
5. Letter accompanying questionnaire (Welsh version)	77
6. BITER Website page – Motorcycle Training Scoping Study	79
7. Face-to-face and telephone interview schedule	80



# Executive Summary

The scoping study arises from casualty reduction targets outlined in the policy document *Tomorrow's roads: safer for everyone. The Government's road safety strategy and casualty reduction targets for 2010*. It has been undertaken to provide a clear and accurate view of the current state of motorcycle training in Great Britain (GB) in order that gaps in knowledge are recognised and areas identified where further research is required.

## Literature Review

The literature review undertaken considered motorcycle training research in GB (published and unpublished) and research from abroad published in English. There is relatively little evidence of research undertakings in GB, but a search of the internet revealed more extensive research activities overseas.

## Research

### OBJECTIVES

To undertake an extensive review of the content and practice of existing rider training courses.

To identify remaining gaps in knowledge and areas where further research would be needed.

### METHODOLOGY

A programme of work was undertaken to obtain information on the current motorcycle training provision in GB:

- identification of training organisations;
- postal survey questionnaire to all training organisations identified;
- analysis of questionnaires;
- follow-up face-to-face and telephone interviews;
- conclusions; and
- recommendations for further research.

## RESULTS

### Questionnaire analysis.

The principal findings were:

- The majority of organisations (90 per cent plus) offered Compulsory Basic Training (CBT), post CBT, Pre Test and Direct Access (DAS) training.
- Structured programmes were followed in over 50 per cent of all training courses. 99 per cent of organisations offering CBT and 95 per cent DAS followed structured programmes (*CBT and DAS course structures are specified in Regulations*).
- Written systems for recording trainee progress were used in under 50 per cent of courses except for Instructor Training (56 per cent), CBT (51 per cent) and DAS (51 per cent).
- With the exception of Theory Training and Instructor Training, 80–90 per cent of training was practical. Approximately the same amount of theory training was undertaken inside and outside the classroom.
- 24 per cent of the current instructor force are full time (average 35 or more hours a week). 76 per cent are either part time (average 15–34 hours a week) or ‘occasional’ (average under 15 hours a week). 16 per cent of organisations have only full-time instructors, all others rely on various combinations of full-time, part-time and ‘occasional’ instructors.
- Approx 70 per cent of instructors are aged between 31 and 50, with 30 per cent aged 30 and under or 51 and over. 92 per cent are male and 8 per cent female.
- Various qualifications are held by instructors. 92 per cent have held a full motorcycle licence for more than five years. 52 per cent hold the Cardington DAS qualification, 47 per cent CBT and 44 per cent are down trained. Other qualifications held by substantial numbers of instructors are Institute of Advanced Motorists (IAM) (26 per cent), Royal Society for the Prevention of Accidents (RoSPA) (13 per cent) and Police Class 1 (9 per cent). 10 per cent have some kind of instructional skills qualification.
- Normal Instructor: Trainee ratios vary, but in most training activity 1:1 or 1:2 is the norm. 93 per cent of practical on-road training has ratios of 1:1 or 1:2.
- Equipment provided for instructors varies. Radios are supplied by most organisations for practical training (79–100 per cent depending on the course) and protective clothing and conspicuity aids (73–94 per cent). (*A radio link is required by Regulations for CBT and DAS.*)
- All organisations cater for a number of categories of rider, with commuters best catered for at all levels on the road.

- Training courses are publicised in a number of ways, with recommendation (word of mouth) being the most used (96 per cent of organisations), resulting in 48 per cent of trainees.
- Road safety issues (Drink/Drugs Riding, Speeding, Conspicuity, Defensive Riding and Hazard Perception) are covered by 96 per cent of organisations offering CBT courses. 80 per cent+ organisations offering other on-road courses covered all issues except for Drink/Drugs Riding which is dealt with by 70 per cent or fewer.
- Emergency Aid qualifications are held by trainers in 37 per cent of training establishments.
- 79 per cent of training organisations are either sole traders or small commercial schools with up to five instructors.
- CBT courses have the highest annual throughput with 57 per cent of organisations having an annual throughput of 150 plus trainees. 35 per cent of organisations have a similar throughput on DAS courses.

## Interviews

The principal findings were:

- Explanations for recent increases in motorcycling fatalities include the increase in older riders, higher motorcycle/moped sales, overall growth in vehicle traffic, poor standards of training and testing.
- Substandard ‘cowboy’ training activities are identified as unacceptably short training programmes, an underlying commitment to profit rather than high quality training, unacceptable instructor:trainee ratios, the provision of advice to trainees that encourages them to ride in a manner that is in breach of the law and establishments discriminating against clients who might require additional training time.
- 75 per cent support a system of compulsory qualification and registration at post-test level. 36 per cent considered the Driving Standards Agency (DSA) should be responsible for training, registration and monitoring post-test qualifications.
- 66 per cent support ‘graduated licensing’ for motorcycle instructors.
- The importance of treating trainees as individuals is considered important by most instructors. They aim to provide the best training, taking account of individual differences and needs.
- 65 per cent keep some type of written record of trainee progress (*compare with questionnaire results*). Wide disparities exist in the methods of recording trainee progress, with larger establishments tending to have an efficient record-keeping system.



- Older riders and those returning to motorcycling after a break are seen as a problem by most instructors and their suggestions to reduce casualties among this group vary between enforcement and persuasion, usually focusing on some form of ‘top-up’ training.
- Other road users and accidents involving motorcyclists generated a divided response from instructors, half suggest drivers are largely responsible, the other half state that riders must accept the major responsibility.
- 65 per cent view advanced training as assisting in accident reduction. The problem is getting riders to take up courses. Observation, hazard awareness and anticipation are the three components most likely to be included in an advanced course.
- A ‘hard core’ of riders who persistently flout the law and take undue risks when riding is identified, with those most likely to offend being younger riders, up to 25, and older riders.

## Conclusions

The motorcycle training industry is very fragmented, with many one-man or small businesses, a wide range of qualifications held by instructors, many agencies providing training and a wide variation in courses offered. It is suggested attention might be given to formulating a system where various qualifications are combined into one standardised scheme.

Most instructors are dedicated professionals, prepared to give time and support to their clients, according to clients’ individual needs. However, one area which might benefit from a more professional approach is an effective standardised system to record trainee progress.

CBT instructors are required to be certified by DSA before they are allowed to operate. Most pre-test training is of an acceptable standard, but a minority of instructors highlighted shortcomings relating to quality and quantity of training provided, the current monitoring system and specifically the advanced notification of inspection visits given by DSA staff.

Qualification and registration are not presently required for post-test instructors, including those training motorcycle instructors. This situation should be looked at.

Government action regarding post-test training and assessment programmes requires attention be paid to the wide range of needs of motorcycle riders, of personality and mindset and other factors applying within the motorcycle culture.

There is a distinction between motorcycle training and assessment schemes. The present study has investigated in detail the situation regarding motorcycle training. Similar detailed information regarding assessment schemes would be beneficial when contemplating future plans for reducing motorcycle casualties.

## Recommendations for further research

1. An investigation of current qualifications and training opportunities available to motorcycle instructors, with a view to developing a coherent nationally available system of Continuing Professional Development for all motorcycle instructors.
2. A review of existing good practice in record keeping of trainee progress by individual motorcycle instructors or training establishments, with a view to developing a system of good practice to be adopted throughout the industry.
3. To investigate the desirability and feasibility of a system of training and registration for instructors operating at post-test levels.
4. A systematic enquiry into the reasons why motorcyclists fail to take up opportunities for post-test rider training or improvement opportunities through assessment rides.
5. An in-depth investigation into the recruitment, content and delivery of a sample of post-test motorcycle training and assessment schemes in order to identify examples of good practice in post-test training.
6. An investigation of the scope and extent of the use of moped and motorcycles as an essential requirement in employment, and an evaluation of the training and testing requirements and riding standards that might be defined for these groups.
7. An investigation of the advantages to be gained from a 'stepped' system of motorcycle licensing in casualty reduction. This will involve limitations in the size and capacity of machines ridden during the early years of riding, and/or after a prolonged absence from motorcycling.



# Introduction

In 2000 the Department of the Environment, Transport and the Regions published its road safety targets for 2010 in which it stated its aims and policies for motorcycle casualty reduction. It was revealed that 1 per cent of road user traffic contributes to 14 per cent of its casualties as powered two-wheeler users.

The present scoping study arises from casualty reduction targets outlined in the policy document *Tomorrow's roads: safer for everyone. The Government's road safety strategy and casualty reduction targets for 2010*.<sup>1</sup> In this document objectives relating to motorcyclists were identified as:

- improving training and testing for all learner riders;
- publishing advice for people returning to motorcycling after a break, and people riding as part of their work;
- ensuring quality of instruction;
- through training and testing, helping drivers to become more aware of how vulnerable motorcyclists are;
- promoting improvements in engineering and technical standards which could protect motorcyclists better; and
- working with representatives of interested organisations, in an advisory group, to look at issues of concern.

In order to take effective action on these points the Department for Transport requires a clear, accurate and detailed view of the current state of affairs. This scoping study on motorcycle training is therefore sufficiently comprehensive to include adequate sampling of current practice in addition to an informed appraisal of the nature, quality and quantity of effective delivery that is presently taking place and is accessible to riders.

Part I of this Report deals with the key findings of the Literature Review and Part II, the Research Report, deals with the research objectives, methods, results, conclusions and recommendations.

## **Part 1: Literature review**

### **Motorcycle training in Great Britain and elsewhere: a short review of the literature**

#### **1 Introduction**

##### *1.1 Motorcycle training in Great Britain.*

A search was made of published and unpublished sources of research into motorcycle training in Great Britain (GB). There is little evidence of research activity during the past decades, but the results achieved by the small number of instances recorded are briefly summarised below.

##### *1.2 Motorcycle training outside Great Britain*

A search of the internet revealed more extensive research activity, published in English, in recent years overseas, and the results of this research are provided below.

#### **2 Motorcycle training and testing in Great Britain: a short review**

##### *2.1 RAC/ACU Scheme*

Historically, the Royal Automobile Club/Autocycle Union (RAC/ACU) scheme, and the 'Star Rider' – National Motorcycle Training Scheme (NTS) were the first major providers of training on a national basis.

During 1981, observations were carried out at 42 RAC/ACU training centres and a report on the observations published.<sup>2</sup> It was noted that pupil/instructor ratios were good, and that few errors escaped the notice of instructors. Less favourably, the scheme's administration, and variations in content and method of delivery of the programme at different centres, were observed. Using the same road route for training and testing was also seen as disadvantageous. The system of record keeping of pupil progress also came in for some criticism.

To some extent, problems identified in the report might be accounted for by the wide range of discretion enjoyed by chief instructors at training centres, together with variations in the training and qualifications of instructors used. However, the role played by the RAC/ACU scheme in the early days of motorcycle training cannot be undervalued.

In 1984 the RAC/ACU scheme was absorbed into the operations of the British Motorcyclists Federation (BMF), which continues to expand and deliver training to all levels throughout GB using volunteer instructors.

## 2.2 *The National Motorcycle Training Scheme, 'Star Rider'*

In 1978 the 'Star Rider' motorcycle training programme evolved from the British Institute of Traffic Education Research 'Two-Wheel Teach-In' scheme. With support from the Japanese motorcycle manufacturing industry and trade, access to motorcycle training on a national basis was launched as NTS in 1978, later becoming better known as the 'Star Rider' programme.<sup>3</sup> The scheme involved a three-stage process of training and certification, beginning with a 'Bronze' award, and progressing to the higher levels of 'Silver' and 'Gold' certification.

In 1987 'Star Rider' instructors delivered a motorcycle training programme involving 203 learner motorcyclists with no or minimal on-road riding experience. Half the riders underwent an eight-hour off-road training course; the remainder did not undergo training. Performance by both groups was measured on a practical skills test, and an attitudes scale and knowledge test were applied to both trained and untrained riders. The tests were repeated two months later.

The untrained group committed significantly more errors on the skills test both immediately, and again two months later. Both groups showed some changes in attitude and knowledge about motorcycling safety, but the differences between trained and untrained groups were slight.<sup>4</sup>

The provision, delivery, effectiveness and take-up of training programmes for motorcycle and moped riders was an area in which there was a need for further investigation.

## 3 Motorcycle training overseas

### 3.1 *Introduction*

A search of a sample of overseas internet sites published in English, and relating to motorcycle training, has revealed that training is an issue of interest to the various road safety organisations and national and local federations and associations in the United States of America (USA), Canada, Australia, New Zealand and Japan.

It is worth noting here that problems arise when attempts are made to compare training and testing regimes on an international basis. It seems that there might be significant cultural differences in motorcycle owner and user attitudes towards ownership, riding behaviour and safety issues according to the nationality of the motorcyclist concerned. Such differences might be reflected in the planning and delivery of motorcycle training and testing regimes, and in accident causation. **Straightforward comparisons between research findings originating from the United Kingdom (UK) and those originating abroad must be treated with caution, unless variables relating to differences within motorcycling culture are taken into account.**

However, in view of the small number of research projects reported within the UK, it is worth outlining a small sample of summaries of research into motorcycle training overseas which have been encountered during an internet search.

### *3.2 Canada*

A 1982 study in Canada, designed to evaluate a Motorcycle Training Programme (MTP), compared information about motorcycle accidents and traffic violations for a sample of 811 MTP graduates and 1,080 informally (that is untrained) motorcyclists. After taking into account corrections to the data for distance travelled, age and sex it was concluded that MTP did not appear to have reduced accidents among its graduates, but did seem to have reduced traffic violations.<sup>5</sup>

A further Canadian study reported in 1989 compared 346 trained riders with a control group of untrained riders who were matched for age and sex over a period of five years from 1979 to 1984. An analysis of results concluded that age was the strongest predictor of motorcycle accident involvement. Another finding was that trained riders had a lower accident rate than untrained riders, and their accidents tended to be less severe.<sup>6</sup>

### *3.3 USA*

An evaluation of a motorcycle training course in the USA in 1984 compared 213 riders who had taken the course with a control group of 303 who had not. When age differences and length of time licensed were taken into account there were no differences in accident or traffic violation rates between trained and untrained riders. It was established, however, that among both groups of riders those aged over 30 years, and those who had been licensed for four years or more, had lower accident rates.<sup>7</sup> A more extensive evaluation of the same course in 1988 resulted in similar findings to those obtained in the 1984 study.<sup>8</sup> Anecdotal evidence in the UK appears to support the proposal that those who seek non-compulsory training are by nature less competent, so that a lack of improvement revealed in the experimental/control group research in the USA might be explained by this factor.

### *3.4 Japan*

In a 1979 report following a visit to Japan to collect information on licensing and training of motorcycle riders, the author found that motorcycle training was strictly controlled, was of a high standard, and used a considerable part of the road safety budget. No evidence was found that training by itself was effective in reducing accidents, but some evidence indicated that training could be an effective road safety measure. The consensus of opinion in Japan was that training is an essential part of a road safety programme.<sup>9</sup>

### *3.5 Australia*

Recent research originating from the State of Victoria, Australia has been encountered on the Monash University website. A report on driver licensing in Victoria reveals that the cost of motorcycle training is subsidised from funds obtained from driver licensing and vehicle

registration charges.<sup>10</sup> Access to motorcycles for training purposes is available to non-owners. The report concludes that motorcycle training supported by public funds might serve to increase accident exposure by encouraging motorcycle operation among those who were not motorcycle owners. The only motorcycling programme to conclusively demonstrate accident reduction was a three-hour skills course that was only offered to those who were able to ride well enough to seek a riding licence.

A literature review of motorcycle crash countermeasures in Victoria,<sup>11</sup> reported that there was little statistical evidence to show that motorcycle training programmes reduce crash risk per kilometre travelled. The authors concluded that previous studies dealing with this issue were found to have suffered from methodological pitfalls. A list of recommendations was generated designed to reduce crash occurrence, and to reduce injury in motorcycle crashes.

A recent evaluation of the rider training curriculum in Victoria,<sup>12</sup> addressed both learner and probationary courses delivered by a range of training providers. The balance between attitudinal and vehicle skill-based components was studied. It was found that vehicle control skills occupied about two to three times as much course time as attitudinal factors in both learner permit and motorcycle licence courses. Providers of training suggested that students, particularly at learner level, possessed insufficient skill, and had experienced inadequate exposure to attitudinal issues to ensure their safety whilst learning to ride using the roads. Possible solutions to these problems are discussed. The Report also identified a need to develop hazard perception programmes and tests to be introduced by training providers.

## **4 Developments in motorcycle training and testing in Great Britain**

### *4.1 Part One test*

The first significant change to the system, as opposed to the content, of motorcycle testing was introduced in 1982 with a requirement for test candidates to take a two-part test in order to qualify for a full licence. Part One was an off-road test which had to be passed in order to qualify for a Part Two test leading to the award of a full riding licence. The duration of the provisional licence awarded after success in Part One was limited to two years, and a rider was banned from riding on the road for one year if the Part Two test had not been successfully completed during the 'life' of the Part One certificate.

### *4.2 Compulsory Basic Training*

In 1990, a training element was introduced into the process of motorcycle testing with the imposition of Compulsory Basic Training (CBT) as a substitute for the Part One test, which was phased out thereafter. A CBT certificate (DL 196) is required if learner riders are to ride on public roads prior to taking their practical riding test.



### **4.3 Theory test**

An additional Theory test for drivers and riders became a further requirement in 1996. This requirement is waived if a candidate already holds a full licence authorising the driving of motor vehicles of another class included in Category A or has passed a moped test since 1 July 1996. A Theory Test Pass Certificate is valid for two years. The practical test must be passed within this period otherwise the Theory test will have to be taken again.

### **4.4 Direct Access and Accelerated Access schemes**

Statutory requirements limit the capacity and power output of machines used when preparing for the practical test, according to the age of the rider and the category of the provisional riding licence held. Special arrangements are available for riders over 21 under the Direct Access (DAS) and Accelerated Access schemes. Under these schemes, riders may practise for the practical test on bikes larger than the learner bike specification provided, they are accompanied at all times by a qualified instructor on another bike and in radio contact, and that they wear fluorescent or reflective clothing and follow all other provisional licence restrictions. Learners may also practice with a sidecar fitted subject to power/weight limitations, but are restricted to this category of machine post-test.<sup>13</sup>

### **4.5 Future developments**

The Government is committed to further developments within CBT involving the possibility of introducing variations in the content of CBT to take account of the different types of motorcycle used in the test.<sup>1</sup>

## **5 Publicising motorcycle training schemes**

### **5.1 Introduction**

Motorcycle training schemes are publicised through a variety of media, the most popular outlets appearing to be word of mouth, Yellow Pages, local dealers, the motorcycling press and the internet, although other publicity and promotional methods have been employed.

### **5.2 1979 Department of Transport Advertising Campaign**

A follow-up study of an advertising campaign for motorcycle training was launched by the Department of Transport in March/April 1979, as a result of which about 1,400 people enquired about motorcycle training facilities in the West Midlands.<sup>14</sup> Enquirers were contacted again in January 1980 to try to assess why the final level of enrolment for training was low, despite the initial interest shown.

Completed questionnaires were returned by 957 people, of whom 185 had enrolled for a course of training. No single reason was given by more than 11 per cent of respondents. The most common reason given was that they did not think the training course would be useful.

10 per cent of respondents said they had not got round to enrolling and 8 per cent were still under age to ride a motorcycle on the road.

One interpretation of the results obtained is that leaflets sent following an enquiry did not always maintain the interest generated by the campaign.

## 6 Older riders and those returning to motorcycling after a break

### 6.1 Introduction

Recent trends in motorcycle casualties reveal that older riders appear to be a particularly vulnerable group. Latest figures for year 2000 show a continuation of the recent upward growth of casualties within this age category, with further increases for the 30–59 age group in 1999 and again in 2000. This increase in the age profile of crash victims, that is older bikers with a higher disposable income, might also be partly explained by the increased purchase price and running costs, specifically insurance, associated with owning a motorcycle.

### 6.2 Older riders and those returning to motorcycling after a break

A Royal Society for the Prevention of Accidents (RoSPA) review of motorcycling safety<sup>15</sup> suggests that a key characteristic of older riders and those returning to motorcycling after a break ('returners') is that they tend to use their motorcycle for leisure riding rather than commuting for work. The review also proposes that these riders will generally ride less than 3,000 miles per year, usually during the day and in good weather, therefore limiting their opportunities for developing the necessary skills and experience to cope with hazardous situations.

DfT has recognised the scale of the problem of the older motorcyclist, and has commissioned research to investigate casualties among the group, characteristics of the group, their reasons for motorcycling, how these factors affect their accident liability, and what can be done to prevent them becoming involved in accidents.<sup>16</sup>

### 6.3 Bikesafe

Action has already been taken to address the problem of older riders and 'returners', mainly by police forces inspired by a North Yorkshire police initiative designated as BikeSafe. This scheme involved voluntary riding assessments by police motorcyclists, mainly in the communities where bikers lived, and especially at bikers' gathering places. The focus of a debriefing following an assessment ride was firmly placed upon improving riding skills. An investigation of the promotion of BikeSafe on the internet reveals that the scheme has been widely adopted by police authorities throughout Great Britain, but particularly in Scotland. The scheme is intentionally not referred to as training, rather it is assessment followed by advice as required.

## 6.4 *The Edge*<sup>1</sup>

In 1999, in response to continuing casualty problems among older riders and ‘returners’, usually identified as aged 30–49, the Motorcycle Industry Association (MCIA) in association with the Rider Development Research Foundation (RDRF) developed a more radical approach to rider development with the launch of The Edge.<sup>17</sup> This is a rider assessment (not training) scheme specifically intended to enhance the lifestyle of riders by improving their riding skills and security awareness whilst enjoying other benefits accompanying participation in The Edge. Turn-off terminology, such as ‘safety’ and ‘training’ are avoided during a three-and-a-half-hour assessment, including an accompanied ride under the supervision of an off-duty police motorcyclist – using their own motorcycles – in a ratio of two riders to one police officer. In order to continue to receive additional benefits, a rider must come forward for assessment every three years.

The Edge does not provide training for candidates. Instead candidates are referred to training establishments capable of training to The Edge standards. A comprehensive set of self test questions help candidates to identify their own training needs before attempting an assessment ride. Training establishments involved make a charge for training services.

The five-point assessment component covers the most common factors in theft and accident circumstances. Benefits accruing from participation in The Edge, additional to improving riding performance, are presently being negotiated, and are likely to include:

- savings on insurance premiums;
- discounts and offers from major motorcycle accessory retailers;
- savings on ferry travel and hotel accommodation; and
- discounted entry to major motorcycle events and events promoted especially for The Edge riders.

The Edge is a non-profit making scheme still in its early days. Initially funded by MCIA, and still at the development stage, its progress has yet to be formally evaluated.

## 7 Motorcycle training – an overview

A recent analysis of motorcycle training, including a literature search, referred to the apparent lack of success of rider training in reducing accident risk or number of violations.<sup>18</sup> It was suggested that current rider training programmes focus mainly on the development of machine control skills. This is not necessarily through choice, but is often brought about through time constraints and the need to prepare a rider for an end-test that is skill-based.

The report goes on to suggest that there is considerable room for the important attitudinal concepts of cognition, perception and reaction to be more effectively delivered.

<sup>1</sup> Since the writing of this report in November 2002, The Edge Rider Development Scheme has been discontinued (December 2002).

A further consideration is that increased training provides increased confidence. There is the possibility that the confidence extends further than the new skill acquired, so that training may actually make it more likely that the driver (rider) may be more likely to be involved in a crash, as their increased confidence leads them to drive (ride) beyond their abilities.

In conclusion, the report proposes that the research examining the effectiveness of rider training programmes has generally produced disappointing results, suggesting that training may not lead to a decrease in crash incidence. This might be explained by the focus on vehicle control skills rather than hazard perception. It is also suggested that much of the research is lacking in the control of other variables, or there are questions as to the suitability of the evaluation methods.

The need to take account of the role of new technology in motorcycle training is also highlighted, particularly as these technologies develop and improve, and become more affordable.

The present Scoping Study includes recommendations for further research into motorcycle training in the UK. These might take into account the findings of recent research overseas, where this is appropriate, taking account of cultural differences.

## **8 Motorcycle training – unpublished research**

### *8.1 Introduction*

Major providers of motorcycle training were circulated with a request for information about any unpublished research they might have originated or been involved in. (Appendix 1)

### *8.2 Rural leisure motorcycling accidents (Cheshire)*

A copy of a study of an investigation into rural leisure motorcycle riding accidents in Cheshire was received.<sup>19</sup> This study revealed that leisure riders living outside of Cheshire accounted for 54 per cent of motorcycle casualties in Cheshire. Loss of control while negotiating bends was identified as the cause of 30 per cent of motorcycling injury-related accidents. 55 per cent of casualties fell within the 26–40 age band.

The author of the study concludes that riders are failing to ride their machines within the limits of their personal capabilities, and links accidents with deficiencies in higher order riding skills combined with the use of high performance machines.

These findings prompted the development of a Cheshire-based Motor Cycle Rider Assessment Scheme using off-duty Police Grade 1 riders. Participants who come forward for an assessment ride are provided with a detailed report on their riding, and are directed towards advanced riding training opportunities.

The report notes that other local authorities in the UK are involved in similar schemes, but proposes that high level rider training should be available on a national basis, and should be independently monitored.

### *8.3 Motorcycle casualties in Avon*

A ten-year study of motorcycle casualties in the Avon County Council area (1983–1993) was carried out by the Managing Director of the Bristol Motorcycling Centre.<sup>20</sup> A summary of the study provided by the author reveals that motorcycle/moped casualties within the area of Avon were reduced by 68 per cent during this period. The author suggests that ‘quality training works’ in relation to the achievement of a significant reduction among motorcycle casualties in Avon during the period of the study.

# Part II: Research report

## 1 Background

Only comparatively recently (1990), with the advent of Compulsory Basic Training (CBT), has any training become a legal requirement for motorcyclists. Before that, training was an entirely voluntary activity, even though testing, to obtain a licence to ride on the road, has been a requirement for over 50 years.

### 1.1 *Compulsory training courses*

Motorcycle and moped riders are required to pass a motorcycle theory test and hold a valid CBT certificate before sitting their motorcycle riding test. They must pass a full riding test within the two-year life of a CBT certificate, or re-take CBT should they fail to do so.

Riders aged 21 or over may opt to take a test on a larger motorcycle of at least 35kW after successfully completing CBT and passing the motorcycle theory test. This option is called Direct Access (DAS).

Holders of a full standard Category A licence who reach the age of 21 before the full qualifying period has been completed may take a further test to qualify them to ride more powerful machines. This is called Accelerated Access (AA). Candidates for this are permitted to practice for the test on a machine above 25kW only if accompanied by a motorcycle instructor on another machine, and whilst displaying 'L' plates.

CBT, DAS, and AA training for two-wheel riders is the responsibility of individuals and organisations registered with the Driving Standards Agency (DSA) whose responsibility it is to ensure that standards of training remain consistently high. Facilities for these categories of training are available throughout Great Britain and few riders need to travel more than a comparatively short distance to have access to a facility.

### 1.2 *Non-compulsory training courses*

The current situation is complicated by the proliferation of a wide variety of courses and training bodies. Many training bodies organise and deliver non-compulsory courses not monitored by DSA. Such courses are offered both by training bodies approved by DSA for CBT, DAS and AA, and by non-approved trainers. Courses available include post-CBT training, immediate post-test training, defensive riding, advanced riding and off-road riding.

Training courses are aimed at various groups of riders including commuters, sports bike riders, off-road riders, tourers, users of motorcycle combinations, and individuals such as couriers who ride motorcycles as part of their job. Courses teach a range of skills appropriate to the rider, and may or may not include some type of assessment and/or evaluation.

### *1.3 Motorcycle instructor standards*

Concerns have been noted<sup>15</sup> about the lack of an effective system to ensure that motorcycle instructors at post-test level are trained, tested and monitored to minimum national standards and also about the lack of a statutory register of all motorcycle instructors.

### *1.4 Rider assessment schemes*

A number of assessment, rather than training, schemes currently operate in Great Britain (GB). These schemes involve voluntary riding assessments, and are usually delivered by highly experienced police motorcyclists. The focus is mainly upon a debriefing following an assessment ride, which may or may not include recommendations for further training. Whilst not strictly conforming as 'training' schemes, these programmes are frequently perceived as training opportunities by many motorcyclists.

## **2 Objectives**

The objectives of this scoping study set out by the Department for Transport are:

- to undertake an extensive review of the content and practice of existing rider training courses; and
- to identify remaining gaps in knowledge and areas where further research would be needed.

The researchers are also required to consider the advertising of courses, course syllabi and the implementation of courses.

Other issues having implications for the training of motorcycle riders will be reviewed. These will include existing courses, instructor/trainee ratios, qualifications of instructors and types of rider/machine.

## **3 Methodology**

### *3.1 Identification of training organisations*

#### *3.1.1 DSA registered instructors*

DSA provided an up-to-date list of CBT approved instructors. DSA confirmed that a number of these instructors also undertake other motorcycle training courses although no records are held by DSA of non-CBT courses.

### 3.1.2 Instructors not listed on the DSA Register

‘Unregistered’ training providers were located by a number of methods:

- web search;
- advertisements in motorcycle magazines;
- advertisements in Yellow Pages; and
- contacting associations of training providers (Appendix 1).

## 3.2 *Postal survey questionnaire*

### 3.2.1 Questionnaire design and development

A questionnaire was developed to investigate the following:

- type of organisation (sole trader, small/large school, franchise, etc);
- annual trainee throughput;
- training syllabi offered;
- assessment (pre-, during and post-training);
- knowledge content of courses;
- type(s) of training offered;
- qualifications of instructors;
- proportion of classroom and on road training;
- instructor:trainee ratio;
- type(s) of rider catered for (for example commuter, sports bike rider, tourer, etc);
- publicising/advertising/promotion of courses;
- equipment available to instructors;
- emergency aid training for instructors; and
- road safety issues included in training programmes.

In order to encourage maximum response rates, the questionnaire consisted primarily of multiple-choice questions or questions requiring one word answers.

The questionnaire was piloted in 12 organisations of various types, for example sole trader, franchisee, small school and large school in a number of locations – urban and rural – in England, Scotland and Wales. Following the pilot the questionnaire was amended as appropriate (Appendix 2).

During the pilot, Welsh-speaking instructors requested a Welsh version of the questionnaire be made available. Following discussion with the Department for Transport Project Manager this task was undertaken (Appendix 3) and training providers in Wales had the option of completing the questionnaire in English or in Welsh.



### 3.2.2 Questionnaire distribution

Questionnaires were despatched with an accompanying letter (Appendix 4 – English version, Appendix 5 – Welsh version), a small leaflet about The British Institute of Traffic Education Research (BITER) and a SAE addressed to BITER for return of the questionnaire. In an effort to encourage a good response rate, the letter emphasised the importance of the survey as a basis for recommendations to Government for future development of the rider training industry. The letter, together with the leaflet, reassured potential respondents that BITER has no involvement in motorcycle training and that replies would be anonymous and in commercial confidence. (Advice from a number of organisations involved in motorcycle training had highlighted the importance of anonymity on the part of potential respondents.)

The BITER website carried information about the motorcycle training scoping study and training providers not in receipt of a mailed questionnaire were invited to apply to BITER for a copy (Appendix 6).

### 3.2.3 Maximising survey response

A three-week response time was allocated for the questionnaire mailing. A response rate of 25 per cent was required for completed questionnaires in order to achieve a sufficiently representative sample on which to base conclusions and recommendations for future research. Should this response rate not be achieved a follow-up mailing to all previously contacted training organisations was scheduled. However, a total of 36 per cent of those approached completed and returned the questionnaire, making a follow-up mailing unnecessary.

## 3.3 *Follow-up face-to-face and telephone interviews*

In order to seek more qualitative in-depth information regarding motorcycle training, questionnaire respondents were asked if they would agree to either telephone and/or face-to-face interviews. Respondents agreeing to interview were asked for a 'phone number and preferred time for contact. In order that individual training providers were not identified, a tear-off slip was provided at the end of the letter accompanying the questionnaire (Appendices 4 and 5). The respondents could either return the tear-off slip with the questionnaire or in a separate envelope if preferred.

### 3.3.1 Selection of Interviewees

By using the BT Phone Companion, training providers' location(s) were identified by the 'phone code given on the slip they completed when agreeing to be interviewed. Where mobile numbers only were provided location could not be established. Where the tear-off slips accompanied the questionnaire the type of provider (sole trader, small/large commercial/local authority school or 'other') could be identified. This enabled researchers to arrange interviews which were broadly representative of the proportion of each type of training provider in all areas of GB.

In some instances where interviews were arranged with large providers, focus group interviews, rather than individual interviews, were offered. All interviews followed a pre-set structure to ensure that information gathered was covered in a systematic way.

In all, 100 individuals provided information through face-to-face or telephone interview. As with the questionnaire respondents had the option for the interview to be conducted in Welsh.

## 4 Results

### 4.1 Identification of training organisations

Training organisations were identified and sent a questionnaire. Most organisations (92 per cent) were CBT approved organisations on the DSA list. Organisations located via the internet and from advertisements in magazines and Yellow Pages were checked against the DSA list and a questionnaire was sent to those not appearing on this list. In addition to these bodies the Royal Society for the Prevention of Accidents (RoSPA) contacted the researchers to explain that there is a list of volunteer RoSPA instructors, which is not issued to the public. It was therefore arranged that BITER would provide RoSPA with 30 copies of the questionnaire, covering letter, BITER leaflet and SAE for return of the questionnaire, in unsealed, unaddressed, stamped envelopes. RoSPA would then add a note explaining that they supported the research and forward the questionnaires and other material to their volunteers.

Two questionnaires were despatched following requests from individuals who had read the information about the scoping study on the BITER website.

Questionnaires were not sent to the 72 assessment schemes identified, as personnel involved in these schemes were adamant that they do not offer training. However, it was decided to request interviews with assessment scheme representatives to seek their views on training-related issues.

### 4.2 Postal questionnaire survey – response rate

616 questionnaires were despatched and 232 were returned – a response rate of 38 per cent.

5 of the returned questionnaires (2 per cent) could not be analysed for the following reasons:

- 3 returned stated that the organisation was no longer training;
- 1 was no longer at the address to which the questionnaire was sent; and
- 1 was returned blank with the comment “too complicated”.

Consequently 227 completed questionnaires were available for analysis.

### 4.3 Analysis of questionnaires

The results of all returns are set out below, presented to the nearest percentage point.

**Question 1** Please indicate the type(s) of training offered:

Table 1.1: Percentage of organisations offering training by course offered	
Training offered	% of organisations offering training
Theory test training	51
CBT	93
Post-CBT, Pre-test (125cc)	91
Special needs training	40
DAS	92
Post-test – intermediate	81
Further (advanced)	73
Track	5
Off-road	11
Motorcycle instructor	63
Other courses (to be specified)	11

‘Other courses’ comprised Back to Biking and Refresher Courses, Bike Maintenance/Mechanics, Police Standard and Advanced Courses, Car, Large Goods Vehicles (LGV) and Passenger Carrying Vehicles (PCV) training, Group Riding, Mini motos/Unicycle, Race Training, Conversion of automatic to geared machines, European traffic, Open College Network (OCN) 3 – Advanced Rider and National Vocational Qualification (NVQ) 3 – Instructor.

50 per cent of ‘Other courses’ were designated as refresher or back to biking courses or were designed for ‘born again’ riders.

There were considerable variations in the combinations of courses offered by various training organisations. 36 separate combinations were identified. Most combinations were offered by only 1–5 per cent of organisations (that is 1 to 11 training bodies in total).

The various combinations of courses offered by 5 per cent plus of organisations are listed in Table 1.2.

<b>Table 1.2: Percentage of organisations offering training, by combination of courses offered</b>	
<b>Combinations of courses offered</b>	<b>% organisations offering training</b>
Theory test training, CBT, Post-CBT, Pre-test, Special needs training, DAS, Post-test – intermediate, Further (advanced), Motorcycle instructor	11
Theory test training, CBT, Post-CBT, Pre-test, DAS, Post-test – intermediate, Further (advanced), Motorcycle instructor	9
CBT, Post-CBT, Pre-test, DAS, Post-test – intermediate, Further (advanced) Motorcycle instructor	7
CBT, Post-CBT, Pre-test, DAS, Post-test – intermediate, Further (advanced)	7

All bodies offering Theory test training also offered CBT. 91 per cent of responding organisations offered CBT, Post-CBT, Pre-test and DAS within their training portfolios.

**Question 2** Do you follow a structured programme for each type of training offered?

<b>Table 2: Percentage following structured programme by course offered</b>	
<b>Training offered</b>	<b>% following structured programme</b>
Theory test training	65
CBT	99
Post-CBT, Pre-test (125cc)	92
Special needs training	54
DAS	95
Post-test – intermediate	68
Further (advanced)	75
Track	73
Off-road	58
Motorcycle instructor	85
Other courses (to be specified)	60

The majority of organisations (over 90 per cent) offering CBT, Post-CBT, Pre-test (125cc) and DAS courses therefore follow structured programmes – usually the structure provided by the DSA or devised by their own organisation (*CBT and DAS course structures are specified in the Motor Vehicles [Driving Licences] Regulations 1999 Statutory Instrument 1999 No 2864 [‘Regulations’]*).

**Question 3** Do you have a written system for recording trainee progress for each type of training offered?

Table 3: Percentage of written recording system for trainee progress, by course offered	
Training offered	% with written progress recording
Theory test training	16
CBT	53
Post-CBT, Pre-test (125cc)	43
Special needs training	26
DAS	51
Post-test – intermediate	31
Further (advanced)	44
Track	27
Off-road	25
Motorcycle instructor	56
Other courses (to be specified)	44

Only three categories of training recorded over 50 per cent of trainers utilising a written system for recording progress of trainees. Instructor training at 56 per cent reported the highest percentage for keeping a written record.

**Question 4** Please indicate the approximate percentage of theory and practical training undertaken in each course offered.

There was an extremely wide variation in answers to this question. Consequently the arithmetic mean and mode are reported, together with the range.

**Table 4: Percentage of theory and practical training, by course offered**

Training offered	% practical			% classroom theory			% theory outside classroom		
	Mean	Mode	Range	Mean	Mode	Range	Mean	Mode	Range
Theory test training	33	10	5–95	70	100	1–100	52	10	5–100
Post-CBT, Pre-test	74	80	10–100	20	10	5–100	18	10	5–100
DAS	91	90	10–100	16	10	5–100	16	10	5–100
Post-test – intermediate	83	80	10–100	16	10	5–100	17	10	5–100
Further (advanced) Track	73	80	7–100	15	10	5–50	17	10	5–50
Off-road	74	80	50–90	18	10	5–50	19	25	10–25
Motorcycle instructor	81	90	40–100	19	20	10–35	16	10	5–40
Other courses (specified)	57	50	5–100	29	20	5–100	24	20	5–100
	76	70	50–100	25	30	5–50	15	10	5–33

Most courses reported 80–90 per cent on road training with approximately the same amount of theory training (10–20 per cent) being undertaken inside and outside the classroom. The exceptions to this were Theory test training for which most respondents reported that 100 per cent of theory training was classroom-based, motorcycle instructor courses and ‘other courses’. Other courses during which more theory is undertaken in the classroom than outside included refresher riding and maintenance courses. During instructor training an equal amount of time was devoted to practical and theory training and the theory training was split equally between classroom and outside classroom training.

It is noted that some organisations report practical elements during their Theory test training. Whether this means rider training or some form of observed practice is unknown. There is also the possibility that ticks were entered erroneously in the percentage practical training column.

A small number of respondents provided figures substantially at variance with the majority of responses. It is difficult to offer any explanation for these and the anonymity of respondents means that it was not possible to question them further.

**Question 5** How many instructors are active in your training establishment – full time, part time and occasional?

Of the 227 organisations completing the questionnaire, 156 reported they had active full-time staff, 111 had part-time staff and 133 occasional instructors. 15 organisations gave no indication of the category(ies) and number(s) of instructor they use. The total number of all active instructors in the remaining 212 organisations is 1,262. Table 5.1 summarises the distribution of instructors.

Category of instructor	Number of instructors	% of instructor force
Full-time (average 35 hours+ a week)	297	24
Part-time (average 15–34 hours a week)	315	25
Occasional	650	51
Totals	1262	100

Table 5.1 reveals that there is a heavy reliance on part-time and occasional employees, that is 76 per cent of instructors fall within these categories.

Most training bodies might be described as small businesses, using relatively small numbers of instructors. Table 5.2 summarises the situation.

Number of instructors per organisation	Category of instructor		
	Full-time	part-time	Occasional
1	90	42	48
2	36	32	34
3	16	15	18
4	7	8	14
5	1	1	6
6–10	4	10	6
11–20	1	2	2
21–30	1	1	2
30+	0	0	3
Totals	156	111	133

Table 5.2 confirms the impression that most motorcycle training providers operate as small businesses, usually made up of one or two full-time trainers, sometimes assisted at busy times by part-time or occasional trainers.

Organisations varied in the employment categories of instructor utilised. Table 5.3 provides a summary of the categories of instructor employed among the 212 training bodies.

**Table 5.3: Categories of instructor by number and percentage of organisations**

Groupings of instructors	Number of organisations	% of organisations
Full-time only	36	16
Part-time only	13	6
Occasional only	30	13
Full-time and part-time	32	14
Full-time and occasional	36	16
Part-time and occasional	14	6
Full-time, Part-time and occasional	51	22
No response	15	7
Totals	227	100

The heavy reliance of part-time and occasional instructors within the motorcycle training industry is highlighted by the evidence contained in Table 5.3. This reveals that, excluding non-respondents, 84 per cent of training establishments depend to a greater or lesser extent on part-time or casual trainers to fulfil their obligations.

(It is recognised that remote area instructors are rarely required to operate in excess of 15 hours a week, whilst volunteer instructors train in their ‘spare’ time. The classification ‘occasional’ in no way detracts from the dedicated and professional role played by these instructors.)

**Question 6** Please indicate the age, sex, and qualifications of each instructor.

Information was requested about the age, sex, and qualifications of full-time, part-time and occasional instructors delivering training at responding training establishments.

52 per cent of respondents gave ages of their instructors, 45 per cent provided no ages and 3 per cent (7 organisations) gave ages for some but not all instructors. In total ages were provided for 517 individual instructors as summarised in Table 6.1.

**Table 6.1: Number and percentage of instructors by age**

Age	Number of instructors	% of instructors
21–30	74	14
31–40	215	42
41–50	152	29
51–60	62	12
61–70	14	3



Slightly over 70 per cent of instructors surveyed were aged between 31 and 50 with approximately 30 per cent aged 30 and under or 51 and over. Instructors therefore seemed to be active mainly during their middle years, with most not continuing into their 50s and 60s. The low proportion of instructors active during their 20s possibly reflects the need for significant experience of riding before qualifying as an instructor.

Gender information was provided for 758 instructors – 694 male and 64 female. No gender was indicated for a further 142 for whom some information about qualifications was given. Of the instructors for whom gender was recorded 92 per cent were male and 8 per cent female.

**Instructor Qualifications.**

The first qualification for which information was requested was the length of time during which a full motorcycle licence had been held. This information was provided for 817 individual instructors, and is summarised in Table 6.2.

<b>Table 6.2: Number of years a full motorcycle held, by number and percentage of instructors</b>		
<b>Number of years</b>	<b>Number of instructors</b>	<b>% of instructors</b>
0–5	66	7
6–10	205	23
11–15	145	16
16–20	149	17
21–25	77	9
26–30	64	7
31–35	40	4
36–40	37	4
41+	34	4
No response	83	9
Totals	900	100

Table 6.2 reveals that, excluding ‘no responses’, 92 per cent of instructors had held a full motorcycle licence for more than 5 years, highlighting a tendency for gaining significant riding experience before qualifying as an instructor. 62 per cent of instructors had held a full licence for between 6 and 20 years, suggesting that this is a ‘peak’ period for involvement in training.

The various qualifications held by the 900 instructors for whom information was provided are listed in Table 6.3.

<b>Table 6.3: Qualifications held, by number and percentage of instructors</b>		
<b>Qualification</b>	<b>Number of instructors</b>	<b>% of instructors</b>
None	53	6
Down trained CBT	400	44
Cardington CBT	421	47
Cardington DAS	464	52
Institute of Advanced Motorists (IAM)	230	26
RoSPA		
Bronze	1	
Silver	12	
Gold	66	
Examiner	6	
Diploma	23	
Level not stated	11	
	119	13
Police Class 1	84	9
Instructional skills		
BTEC	15	
Police instructor course	17	
NVQ	16	
Forces instructor course	12	
BEd, PGCE, Cert Ed	13	
MITCON	10	
City & Guilds TC	8	
TOTAL	91	10

13 qualifications were listed under ‘Other’ and were specified by the respondents. All were held by a relatively small number of the 900 instructors (6 per cent)

Table 6.4 identifies these other qualifications and the number of instructors holding them.

Table 6.4: Additional qualifications by number of instructors	
Qualification	Number of instructors
BMF Blue Riband	18
Approved Driving Instructor (ADI)	11
3-day Police Better Rider courses	7
Edge instructor	4
Autocycle Union (ACU) Road Race instructor	3
Star Rider Gold instructor	3
Star Rider Silver instructor	2
Star Rider training officer	2
Royal Automobile Club (RAC)/ACU examiner	2
Skid Pan instructor	2
British Motorcyclists Federation (BMF) Blue Riband examiner	1
Large Goods Vehicles (LGV), Passenger Carrying Vehicles (PCV), Road Transport Industry Training Board (RTITB) instructor	1
National Motorcycle Escort – advanced	1

Table 6.3 and 6.4 together reveal the wide range of qualifications and training open to potential motorcycle instructors. There are wide variations in the length, depth, intensity and relevance of these courses. There is also fragmentation among the agencies providing/having provided training, some of which are no longer in existence. The evidence of the proliferation of courses and providers suggests that a less fragmented system of training and qualifications might be an improvement on the present system of motorcycle instructor training in GB.

**Question 7** Please list normal instructor:trainee ratios in various situations.

The situations – theory sessions, off-road practical and on-road practical – produced appreciable variation in instructor:trainee ratios which are summarised in Tables 7.1, 7.2, and 7.3.

**Table 7.1: Instructor:trainee ratios in theory sessions, by courses offered**

Training course	Number of organisations instructor:trainee ratio						
	1:1	1:2	1:3	1:4	1:5	1:6-1:10	1:10+
Theory test training	47	29	1	16	3	2	
CBT	12	83	9	63	1	1	
Post-CBT, Pre-test	30	88	5	15	1	1	
Special needs training	56	13					
DAS	36	122	2	3			
Post-test – intermediate	55	59	4	4	1		
Further (advanced)	51	51	6	4	2	1	3
Track		1		2	1	3	
Off-road	8	10	4	3	1	1	
Motorcycle instructor	63	21	5	8		5	
Other courses (to be specified)	7	4		1		1	

Low instructor:trainee ratios (1:1 and 1:2) appear to be operative in most forms of training activity, including theory training. The comparatively high number of organisations (63) employing a 1:4 ratio for CBT is possibly explained by instructor preferences in group size for theory sessions, or by commercial considerations. Telephone and face-to-face interviews with trainers during the present enquiry revealed that trainers on the whole place a high priority on low instructor:trainee ratios as a key factor in successful training, and in client satisfaction. The need for low ratios in advanced, DAS, and post-test forms of training is largely evident from the information provided by respondents.

**Table 7.2: Instructor:trainee ratios in off-road practical sessions for courses offered**

Training course	Number of organisations instructor:trainee ratio						
	1:1	1:2	1:3	1:4	1:5	1:6–1:10	1:10+
Theory test training	10	18		10		2	
CBT	15	119	5	55	1		
Post-CBT, Pre-test	34	97	5	14			
Special needs training	16	10		1			
DAS	38	125	2	3			
Post-test – intermediate	54	62	4	2			
Further (advanced)	51	49	5	2	2		
Track	1	3		2	2	2	
Off-road	5	6	3	3	3		
Motorcycle instructor	74	22	7	7		1	
Other courses (to be specified)	5	4	1	1			

An emphasis on 1:1 and 1:2 instructor:trainee ratios is equally evident for off-road practical sessions as it was for theory sessions. Again the most notable exception is the high incidence of 1:4 ratios for CBT, off-road practical sessions. It seems that some instructors prefer to work with larger groups than others, although commercial reasons cannot be excluded as an explanation.

*(It seems that one organisation is using a 1:5 ratio for the off-road element for CBT. A 1:4 ratio is required by Regulations. Regulation 67(1) states:*

*“Where, during an approved training course, more than one person is receiving on-site instruction and practical on-site riding as part of elements (B) and (C) of the prescribed training course –*

*(a) in the case of instruction or riding which may under these Regulations be conducted by a certified ... instructor, there shall be no more than four such persons in the charge of any one instructor at any one time.*

*(b) in the case of instruction or riding, which must under Regulation 64 be conducted by a certified direct access instructor, there shall be no more than two such persons in the charge of any one instructor at any one time.”)*

**Table 7.3: Instructor:trainee ratios in on road practical sessions for courses offered**

Training course	Number of organisations instructor:trainee ratio						
	1:1	1:2	1:3	1:4	1:5	1:6–1:10	1:10+
Theory test training	12	25		1			
CBT	21	184					
Post-CBT, Pre-test	39	117	4	12		1	
Special needs training	64	15					
DAS	44	147	2				
Post-test – intermediate	65	72	4	4	1		
Further (advanced)	64	61	7	3	1		
Track	1	2		2	2	1	
Off-road	7	6	3	5	2	1	
Motorcycle instructor	79	22	7	9			
Other courses (to be specified)	6	7	1				

An emphasis on 1:1 and 1:2 instructor:trainee ratios is to be expected when training is conducted in on-road situations. The delivery of basic, intermediate, and advanced training in traffic situations requires that safety is paramount, and this is reflected overall in the responses provided by training establishments relating to instructor:trainee ratios on the road.

*(Regulation 67(2) (a) states:*

*“Subject to paragraph (3), when riders are undertaking element (E) of the prescribed training course –*

*(a) there must be no more than two riders in the charge of any one certified or certified direct access instructor at any one time.”)*

‘Other Courses’ are represented by a relatively small range of options, and the situation with regard to these is summarised below. Instructor:trainee ratios were always the same for theory and practical sessions and the numbers included for each ratio in parentheses.

Refresher/Back to Biking courses	1:1 (2) and 1:2 (3)
Maintenance and mechanics courses	1:3 (1) and 1:4 (1)
ADI (car)	1:1 (1)
Race	1:1 (1)
Wheels to Work	1:2 (1)
Police courses	1:1 (1)
OCN3 – advanced rider	1:6 (1)

With one exception (advanced rider) courses involving theory and on-road riding appear to utilise low instructor:trainee ratios.

**Question 8** Equipment available to and used by instructors undertaking various courses

The numbers and percentages of training organisations with equipment available and used by instructors are recorded in Table 8 (opposite).

It is noted that a third of organisations (33 per cent) providing theory test training supply radios, 46 per cent conspicuity aids and 39 per cent protective clothing – equipment usually associated with practical riding.

For most items of equipment a similar percentage of organisations supply these items for the various courses offered. For example, most organisations (79–100 per cent) supply radios for all courses except theory training and ‘other’.

*(Only 94 per cent of CBT instructors and 91 per cent of DAS instructors state they provide radios. Regulation 67(2) (b) states:*

*“Subject to paragraph (3), when riders are undertaking element (E) of the prescribed training course –*

*(b) the instructor must be able to communicate with each rider by means of a radio which is not hand-held while in operation.”)*

The least often supplied and used equipment – is overhead transparencies (OHTs) (supplied by 5–18 per cent of organisations). Computers were provided by 77 per cent of those involved with theory test training but only about a third of organisations made them available for the other courses listed.

Protective clothing and conspicuity aids were supplied by 73–94 per cent of those involved in practical riding activities. Some respondents noted that their instructors supplied their own clothing, so usage rates are higher than the 73–94 per cent reported for a number of courses.

Less than 50 per cent of organisations supply instructors with trainee record books. It was interesting that the highest percentages were reported for track training courses (45 per cent) and off-road training (42 per cent). However, both these categories of training are undertaken by few training bodies. Suppliers of CBT, special needs and DAS courses all recorded 40 per cent having trainee record books. All other courses were below 40 per cent.

Table 8: Equipment available to instructors, by number and percentage of organisations for training courses undertaken

	Equipment																	
	Radios		First aid		Videos		OHTs		Computer		Instruction manual		Trainee record Book		Conspicuity		Protective clothing	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Training course	38	33	49	43	64	56	6	5	89	77	75	65	22	19	53	46	45	39
Theory test training	199	94	159	75	159	75	15	7	57	27	176	83	85	40	199	94	194	92
Post-CBT, Pre-test	175	85	130	63	105	51	11	5	45	22	136	66	68	33	169	82	167	81
Special needs training	87	96	63	69	46	51	7	8	29	32	64	70	36	40	81	89	81	89
DAS	189	91	144	69	129	62	13	6	54	26	157	75	83	40	191	92	187	90
Post-test – intermediate	149	81	116	63	86	46	15	8	37	20	116	63	55	30	140	76	140	76
Further (advanced)	130	79	105	64	86	52	19	12	45	27	108	65	62	38	123	75	123	75
Track	11	100	8	73	8	73	2	18	5	45	7	64	5	45	8	73	10	91
Off-road	21	88	21	88	11	46	2	8	5	21	15	63	10	42	22	92	25	96
Motorcycle instructor	115	81	94	66	74	52	23	16	60	42	106	75	52	37	112	79	112	79
Other (specified)	17	68	14	56	9	36	2	8	9	36	14	56	8	32	16	64	18	72



**Question 9** Which category(ies) of bike rider does your organisation cater for, for each course offered?

Seven alternative categories of rider were presented, together with the opportunity to specify any other category for which training organisations may cater. Percentages of organisations catering for the various types of rider are presented for the different training courses offered.

**Table 9: Percentage of organisations for categories of rider, by training course**

Training course	Percentage of organisations							
	Commuter	Tourer	Sports	Custom	Off-road	Combo	Other	Moped
CBT	96	65	64	65	32	31	5	91
Post-CBT, Pre-test	89	66	65	64	30	29	6	71
Special needs training	81	60	53	61	32	39	14	70
DAS	88	84	81	74	32	29	7	30
Post-test – intermediate	78	70	70	66	32	30	6	36
Further (advanced)	76	80	83	72	24	25	9	23
Track	18	36	100	73	91	82	36	18
Off-road	38	33	38	38	79	38	8	42
Motorcycle instructor	68	68	65	59	25	26	6	35
Other (specified)	54	50	50	46	21	38	29	46

All organisations catered for a number of categories of rider. Commuters were best catered for at all levels on the road and 70 per cent plus organisations catered for moped riders at the basic training levels. Relatively few organisations catered for commuters and tourers on their track and off-road courses.

With the exception of organisations offering track training, combination riders were only catered for by about a third of training bodies across all courses offered. (It is possible that riders of racing sidecars – chairs – were catered for on the track training courses.)

‘Other’ specified categories recorded by 22 organisations included riders of scooters (15), racers (2), police bikes (4) and nippy (1). (A nippy is actually a three-wheeler for wheelchairs.) A further 74 respondents indicated that they catered for ‘other’ riders but did not specify these categories.

**Question 10** How do potential trainees find out about your training courses?

Eight methods known to be used by organisations to advertise their courses to potential trainees were used by researchers when identifying training bodies.

These were listed and respondents were also asked to specify other publicity methods they use.

**Table 10.1: Methods used by organisations to publicise training courses**

Publicity method	Number of organisations	% organisations
Recommendation (word of mouth)	219	96
Local press	89	39
Local dealers	174	77
Local authority	68	30
Motorcycle press	37	16
Yellow pages	174	77
Leaflets	152	67
Internet	110	48
Other (specified)	33	15

96 per cent of training organisations reported that recommendation (word of mouth) was a publicity method used by trainees seeking instruction. Referrals from local dealerships and advertisements in Yellow Pages were the next highest sources of recruitment (each with a 77 per cent response). Advertisements in the motorcycle press were identified as the least successful source of recruitment (16 per cent of organisations used this source).

52 per cent of respondents (118 organisations) provided an estimate (as a percentage), of the methods employed to inform potential trainees about the courses they offered. A summary of this information is included in Table 10.2.

**Table 10.2: Average percentages for methods used to inform potential trainees about training courses offered**

Publicity method	Use of methods (average percentage)
Recommendation (word of mouth)	48
Local press	28
Local dealers	18
Local authority	12
Motorcycle press	12
Yellow pages	11
Leaflets	11
Internet	7
Other (specified)	6

Responses reveal that word of mouth recommendation seems to be almost twice as effective as more costly methods of publicity, such as press advertisements.

20 ‘Other’ methods of informing potential trainees about courses were identified, involving 33 training organisations. These are summarised in Table 10.3 below.

Table 10.3: ‘Other’ publicity methods used, by number of organisations	
Publicity method	Number of organisations using method
Website	7
Police	3
Passing trade	3
RoSPA	2
Chief constables orders	2
MOD publications	2
Local radio	1
Retail shop	1
Road signs	1
On road contact	1
Motorcycle manufacturers	1
PPC handbook	1
Jobcentre (2 Wheels to Work)	1
Thompson directory	1
E-mail	1
Own staff (Police)	1
Direct mail	1
Shows, events	1
National advanced training bodies	1

**Question 11** How many of the following road safety issues are included in your course(s)?

Five road safety issues of relevance to two wheeler riders were listed, namely drink/drugs riding, speeding, conspicuity, defensive riding and hazard perception.

Table 11 provides information regarding the road safety issues included in the various training courses offered.

**Table 11: Percentage of organisations covering road safety issues, by training course**

Training course	Drink/ drugs riding	Speeding	Conspicuity	Defensive riding	Hazard perception
CBT	97	96	97	97	97
Post-CBT, Pre-test	66	88	88	90	90
DAS	70	95	96	97	97
Post-test – intermediate	59	83	84	86	86
Further (advanced)	61	82	80	85	85
Track	91	100	82	91	100
Off-road	63	67	63	67	100
Motorcycle instructor	60	63	63	64	64
Other	48	60	56	56	56

The ‘Other’ specified courses again included refresher/back to biking courses, maintenance/mechanics, courses for the disabled, etc.

96–97 per cent of organisations offering CBT courses covered all of the road safety issues listed. Of those undertaking post-CBT, pre-test, DAS, post-test – intermediate and further (advanced) courses, four of the five road safety issues were covered by 80 per cent plus of organisations. However, for all courses drink/drugs riding was covered by 70 per cent or fewer organisations.

Telephone and face-to-face interviews carried out among a sample of trainers confirmed their commitment to including road safety issues as an integral part of their training. However, from the evidence contained in Table 11 it seems that there might be a need to persuade all trainers to include key road safety issues within their training programmes.

**Question 12** Are your instructors offered training in Emergency Aid?

Respondents replying ‘yes’ to this question were also asked to specify the level of training received, and, where applicable, to provide information about qualifications obtained and the awarding body for their qualifications.

Of the 227 organisations completing the questionnaire, 217 responded to Question 12 and a considerable number of qualifications held by instructors and the relevant awarding bodies were detailed. 80 organisations responded in the affirmative, and 137 in the negative. Within the 80 organisations who said they offered instructors training in emergency aid, 51 gave details about the level of training provided and the qualifications gained, together with the awarding body for such qualifications.

Of the organisations answering ‘No’, 12 added a rider that they intended to take courses on emergency aid shortly, that the situation was under review, that courses were booked for later in the year, or that they would like to attend a course.

23 respondents (11 per cent of organisations answering Question 12) commented that instructors held Emergency/First Aid qualifications gained through their current full-time or previous occupation, for example Police, Fire and Ambulance services, HM Forces or workplace-based certificates as appointed/delegated First Aiders.

<b>Table 12: Summary of levels of training, qualifications held and awarding bodies (numbers of holders of qualifications are given in brackets)</b>		
<b>Level of training</b>	<b>Qualification</b>	<b>Awarding body</b>
Basic (36)	First Aid at Work (2) Ambulance Services (8) Emergency First Aid (2) BFA Certificate (4)	Various NHS
	First Aider (11) Approved Practitioner (2) Appointed Person's Certificate (2) First Aid at Work (3)	St John Ambulance (18)
	Basic Certificate (5) First Aid at Work FAW (1)	British Red Cross (6)
	First Aid at Work (1)	St Andrews (1)
	Appointed Person's Certificate (1)	Pheonix First Aid Training (1)
	M/Cycle related First Aid (1)	In House (1)
	HSE at Work (1)	H & S Exec.(1)
Army Medic Class 1(1) Instructor (1)	MAI (1) RAMC (1) Unit First Aid Instructor (1)	49 Brigade Sp Training Team (1)
Army (2)	RMA3 (2)	HM Forces (2)
FA2 (3)	FA2 (2) First Aid HSE Heartstart/MCA (1)	MOD (2) HMS Raleigh (1)
Army (1)	Field Medic and Instructor PADI (1)	MOD, PADI (1)
Intermediate (2)	Police First Aid (2)	St John (2)
Intermediate (1)	Fire Service (1)	Fire Service (1)
Intermediate (1)	Emergency Aid Technician (1)	London Ambulance Service
Advanced (1)	Ambulance man (1)	Metropolitan Ambulance Service
Certificated (1)	Cert (1)	Chartered Institute of Environmental Health(1)
Heart Start (1)	Heart Start (1)	St John (1)

On the evidence of the information received in response to Question 12, it appears that only 37 per cent of training establishments use the services of a trainer qualified in emergency aid. This would appear to be a weakness in need of remedy in light of the fact that the main activity of training establishments involves training novice riders in on- and off-road situations.

**Question 13** Please classify your organisation.

Six alternatives – sole trader, franchise, small (up to 5 instructors) and large (6 or more instructors) training schools (commercial and local authority) – were provided, with the option of additional specified classification(s). All organisations responding to the questionnaire answered this question. 33 (15 per cent) indicated dual classification (see Table 13.2)

**Table 13.1: Classification of organisation, by number and percentage of organisations**

Classification	Number of organisations	% organisations
Sole trader	107	41
Franchisee	2	1
Small training school – commercial	99	38
Small training school – local authority	2	1
Large training school – commercial	20	8
Large training school – local authority	4	2
Other (specified)	26	10

**Table 13.2 Distribution of dual classified training organisations**

Dual classification	Number of organisations
Sole trader/small training school – commercial	25
Sole trader/large training school – commercial	6
Sole trader/other (unspecified)	1
Franchisee/small training school – commercial	1

26 organisations classified themselves as ‘other’. These classifications are shown in Table 13.3.

<b>Table 13.3: Other classifications of organisations</b>	
<b>Classification</b>	<b>Number of organisations</b>
Voluntary organisation	10
Police	5
Partnership	4
MOD School of Transport	1
Limited company	1
Unspecified	5
<b>Total</b>	<b>26</b>

The majority of training organisations were therefore either sole traders or small commercial training schools with up to five instructors.

**Question 14** Please indicate the average annual throughput of trainees for each training course.

<b>Table 14: Average annual throughput of trainees by training course and percentage of organisations</b>						
<b>Average annual throughput of trainees</b>						
<b>Training course</b>	<b>0–25</b>	<b>26–75</b>	<b>76–150</b>	<b>150–500</b>	<b>500+</b>	<b>No Response</b>
CBT	7	19	24	50	7	3
Post-CBT, Pre-test	26	24	20	18	2	10
DAS	13	22	27	31	4	3
Post-test – intermediate	51	20	7	6	1	15
Further (advanced)	60	35	4	1		
Track	55	36		9		
Off-road	71	21		8		
Motorcycle instructor	78	3			1	18
Other	56	20				24

CBT courses have the highest annual throughput with 57 per cent of organisations having an annual throughput of 150 plus trainees.

Table 14 reveals the heavy reliance of the motorcycle training industry on pre-test training, most of which is compulsory rather than voluntary. This highlights the need to promote voluntary post-test training as a major objective for future road safety initiatives.

## 4.4 Telephone and face to face interviews

### 4.4.1 Introduction

One requirement included in the specification for the Scoping Study on Motorcycle Training was that interviews should be conducted with a sample of motorcycle instructors drawn from all parts of GB. These should be representative of the variations in size and scope of operations that exist among training organisations, from one-man operations to large commercial/local authority schemes.

An interview schedule was compiled containing discussion prompts for ten key issues of current interest or concern relating to motorcycle and moped training. A copy of this schedule is available at Appendix (7).

Interviews were conducted either by face-to-face contact, by telephone, or in focus groups, as follows:

Face-to-face	21
Telephone	62
Focus group	5

The numbers of interviews and focus groups conducted, by region, were as follows:

Scotland	15
Wales	9
England:	
North East	11
North West	12
Central and South Central	15
London	7
South East	9
South West	10
Total interviews and focus groups:	88
Total number of instructors interviewed, including those attending focus groups:	100



#### 4.4.2 Analysis of training establishments

An attempt was made to interview Chief Instructors representative of a wide range of training establishments varying in respect of size and type of training offered. Table 1 summarises the sample achieved:

<b>Table 1</b>	
<b>Type of establishment</b>	<b>Number of establishments</b>
Sole trader	38
Franchise	1
Small training school – commercial	34
Small training school – local authority	1
Large training school – commercial	5
Large training school – local authority	2
Ministry of Defence Motorcycle Training Establishment	1
Voluntary (weekend training) organisation	2
Police	2
Partnership	1
Organisations undertaking assessments	2

NB: Small training schools employ up to five instructors, large training schools six or more.

<b>Table 2: Scope of training offered (88 establishments)</b>	
<b>Courses</b>	<b>Number of establishments</b>
CBT	83
Post-CBT pre-test	80
Special needs training	32
DAS	82
Post-test intermediate	62
Further (advanced)	65
Track	2
Off-road	5
Motorcycle instructor	58
Other	4

## Discussion

It appears from the evidence contained in Table 1 that sole traders and small commercial training establishments dominate the motorcycle training industry. Those establishments employing six or more instructors depend heavily upon part-time staff, and most are only slightly larger than their small counterparts in most instances. It would seem that only the large local authority-supported training organisations, the British Motorcyclists Federation (BMF) network and two commercial bodies conform to the definition ‘large’.

Most training concerns depend heavily upon pre-test training, especially CBT, DAS and post-CBT pre-test training for their ‘bread and butter’ income. Only three sole traders took no part in pre-test training in order to focus entirely on post-test, mainly advanced training. In contrast, 11 training establishments (sole trainers and small establishments) did not offer any post-test training, including advanced. With two exceptions organisations undertaking special needs courses trained individuals with slight learning difficulties, English language problems, hearing impairment, speech impairment and vertically challenged trainees. One of the two exceptions offered a motorcycle experience to those with wheelchairs. Those Instructors offering motorcycle instructor courses were most likely to be those who ‘down trained’ their own instructors to qualify for instruction for CBT and DAS courses. All of these traders employed at least one individual who was Cardington qualified to carry out CBT and DAS ‘down training’.

### 4.4.3 Summary of responses to questions raised in interviews and focus group discussions

The following summary of the results of discussions with motorcycle instructors is taken in the same order as the questions appearing on the discussion schedule (Appendix 7). An attempt has been made to link together issues raised during discussion in which individual instructors touched upon common ground. When several instructors touched upon similar issues, even if slight variations were evident, this has been highlighted.

#### **Question 1** Explanations for recent increases in motorcycling fatalities

Several explanations were proposed for recent year-by-year increases in motorcycle fatalities. The most common explanation placed the responsibility for this trend on the older riders and ‘returners’. 38 interviewees mentioned this as a major contributory factor. It is proposed to discuss this issue at greater length when the responses to Question 7 are summarised, which deals with this specific matter.

Several instructors suggested that growth in recent years in the sale of motorcycles and mopeds has been accompanied by increases in rider casualties as an inevitable parallel. There has also been a corresponding growth in vehicle traffic during this period. Some instructors linked increases in casualties to poor standards of training and testing of two-wheel riders, while others suggested that CBT/DAS training were a sound preparation for riding if delivered conscientiously and effectively. There were, however, suggestions that those trainees taking this route to the test were comparatively ignorant of the advice contained in the Highway Code when they had passed the test. They also knew little about roadcraft skills, including hazard awareness and accident avoidance.

While some instructors expressed confidence in the CBT/DAS systems of training, others were concerned about the short passage of time after passing the test before DAS trainees were able to ride machines of 500cc capacity. Some were concerned about the over-confidence engendered by this system of training. There was a strong undercurrent of feeling that restrictions on the capacity and power of machines should be imposed for newly-qualified riders for a stipulated period after qualifying. Those riders graduating to powerful sports machines comparatively soon after qualifying were identified as a 'problem' group. CBT qualifiers were seen sometimes to be 'at risk' because of their youth and inexperience. Concerns were expressed by several instructors about the unwillingness of newly qualified riders to come forward for further training, even when the cost of this was included in the overall fee. There were suggestions that the DAS system of training should be lengthened and broadened so that greater emphasis might be placed on hazard awareness and accident avoidance strategies.

The size and power of many machines, and the need for training to ride these, was a common concern. Unfamiliarity with the capabilities of these machines and an unwillingness on the part of riders to come forward for training were cited as reasons why casualty figures are so high. Take-up for advanced instruction was low among younger and older riders. Consequently most riders are ill-prepared to cope with the hazards facing them when riding on the roads. It was suggested that insurance providers might take a higher profile in requiring riders to undergo 'top-up' training if they are to qualify for favourably priced insurance cover. This requirement might particularly apply to those riders seeking to insure large capacity machines or sports bikes.

Amendments to the content of two-wheel training and testing were proposed, with suggestions for an increased emphasis on road safety issues and practices. DSA might be urged to address these issues following a review of current practices. There were also suggestions that the content of driver training might be reviewed with a view to including specific attention to the vulnerability of the two-wheel rider during driving instruction. It was suggested that younger drivers aged 26 or under are aggressive in their driving and are frequently responsible for motorcycle accidents. It was thought by some interviewees that the time was appropriate for an intensive publicity campaign highlighting the vulnerability of riders, similar to the 'Think Bike!' campaign of a few years ago. This issue is discussed in more detail in the summary of responses to Question 8.

An increase in the numbers of females taking up motorcycling or moped training was noted, although there was a feeling that some of these did not continue to enjoy a long riding career.

Two respondents suggested that inaccuracies in the recording of data by the police on Form Stats 19 might result in corresponding inaccuracies in motorcycle casualty data.

Other road users, particularly car drivers, were seen to be responsible for many motorcycle casualties. This issue is dealt with in more detail in Question 8.

## Question 2 Substandard ‘cowboy’ training activities

45 per cent of instructors interviewed said that they were aware of sub-standard trainers or ‘cowboy’ operators who were at the present time, or had in the recent past, been involved in two-wheel training for payment. The remaining 55 per cent of respondents said that there seemed to be no problem of this kind in their locality at the present time.

The overall view was that only a small minority of trainers should be identified as ‘cowboys’. Most training establishments offered value-for-money, conscientiously delivered and thorough programmes of training for all of their clients, irrespective of the programme of training they were undergoing. Evidence was supplied by many instructors of their preparedness to go well beyond the basic requirements of training programmes in order to ensure that their clients were fully prepared to be successful as riders.

The characteristics of substandard training identified by interviewees were:

- training programmes shorter than the accepted minimum length of time required to satisfactorily complete a programme, especially at CBT and DAS levels;
- an underlying commitment to commercial success and higher profit levels rather than to delivering high quality training;
- providing advice to trainees that encouraged them to ride in a manner that was in breach of the law;
- clients changing to another trainer for reasons of dissatisfaction with the quality of his/her training or because they felt that they were not obtaining ‘value for money’ (NB: This excludes those who change for reasons of personal incompatibility);
- training establishments that discriminate against younger, older and disabled clients because of the additional time sometimes required by these;
- establishments that routinely operate with large pupil/instructor ratios; and
- evidence that some key aspects of a training programme had not been adequately covered.

It was suggested that some of the problems identified in relation to substandard training were associated with the activities of a minority of ‘down-trained’ instructors. It was proposed by one instructor that all instructors at pre-test level should be Cardington qualified.

The present system of checks to assess standards of training for pre-test training by DSA allows for prior notification of visits in most instances. It was suggested by some instructors that all DSA visits should be unannounced spot checks and that more monitoring visits be undertaken.

There was a suggestion that there should be a standardised system for assessing achievement in DAS training.

**Question 3** Instructors' views about compulsory post-test qualification and registration

Instructors were asked to express their views about the need for *all* instructors to be both qualified and registered with an appropriate agency before offering two-wheel training at post-test levels.

Instructors providing training at pre-test levels for financial gain, that is CBT and DAS programmes are required to be qualified, and to be registered with DSA. Qualification takes the form of either successfully undergoing a Cardington test of training ability, or alternatively, being 'down-trained' by an instructor who is Cardington qualified. DSA examiners periodically monitor instructional standards at all training establishments, and have the power to withdraw the registration to train from instructors who do not achieve the requisite standards.

At post-test levels of training, including further (advanced) training, there is no requirement for an instructor to be qualified or registered to offer training. Post-test levels of training usually refer to post-test – intermediate, further (advanced), track and off-road training.

Interviewees were asked to express their views about the need for *all* two-wheel instructors to be formally qualified to train at each level at which they operated, including post-test training. They were also asked to nominate an agency which might be suitable to accept responsibility for instructor training, registration and monitoring at post-test level.

The results obtained were as follows:

- support for a system of compulsory qualification and registration at post-test level: 72; and
- do not support such a proposal: 28.

It appears that about 75 per cent of the sample of instructors questioned support the proposal of introducing a monitored system of compulsory training and registration for post-test instructors.

It was also suggested that there was a need for the 'down-training' system for pre-test instructors to be reviewed, and more closely monitored.

Three instructors proposed that training at post-test level should be broad-based in its content rather than narrowly focused only on two-wheel training, so that it might have applications in other fields of employment. This might be in line with ongoing initiatives in some parts of the industry to move towards NVQ or B.Tech type qualifications for instructors.

In response to enquiries about which agency might be responsible for training, registration and monitoring of post-test qualifications, the following results were obtained from those who supported the proposals:

DSA	26
Not DSA	14
RoSPA	16
Police	4
Joint DSA/RoSPA	3
Joint DSA/IAM	2
New specially convened body	3
Unspecified	2
NAAMI (National Association of Advanced Motor Cycle Instructors	2

It seems that, so far as this issue is concerned, there is no single agency that carries overall support from instructors. Several respondents highlighted the experience in two-wheel training of DSA and RoSPA in their support for these agencies.

**Question 4** Views on a ‘hypothetical’ system of ‘graduated licensing’ for motorcycle instructors

About two-thirds of those responding supported the establishment of a system of graduated licensing, with some minor reservations in a few instances. A small minority opposed the suggestion, while others said that the system would not be necessary if post-test training and registration (discussed in responses to Question 3) came about. One respondent suggested that further (advanced) training was best left to existing agencies such as RoSPA, IAM, etc.

**Question 5** Views on whether/how different responses to training are displayed by trainees of different ages, sex, and the type of machine they ride

Respondents briefly outlined their priorities, approaches and to some extent their philosophies of training in response to this question. Most specifically mentioned the importance of treating trainees as individuals, taking into account their sex, separate identities, needs, personalities, confidence, abilities and aptitudes as key factors when planning and delivering a training programme. The need for flexibility in both personal interaction and instructional techniques was highlighted by many.

Several respondents routinely instructed on a 1:1 basis on the road, while others were willing to do so if the need arose. 2:1 ratios were rarely, if ever exceeded. Many instructors offered further training at no extra cost, if trainees seemed to need it. Methods and pace of instruction were geared to the particular needs of individual clients, and periodic discussion of preferences and progress were widely employed in identifying these. In some instances training was preceded by an initial assessment session in which discussion played an

important part in planning course objectives and methodology. Some instructors stressed the importance of listening carefully to what trainees have to say. Evaluation took place at each stage of training, and progress was discussed with clients. Positive reinforcement was highlighted as a technique routinely employed by some instructors. The issue of readiness to attempt the riding test was usually a subject of negotiation between instructor and trainee.

Physical characteristics of trainees, including disabilities, were mentioned as factors to be taken into account by some instructors. Height, weight and stature were mentioned as features that might affect the balance of a trainee, or might influence his/her ability to control the machine. Particular attention was paid to solving problems associated with these factors during the training process.

Female trainees were categorised as sometimes easier to train than males, but might have different needs and might require modified approaches to training. Some female trainees face difficulties that might not be so evident in males. Overall, females appear to be more responsive to training than are males.

25–35 year-old trainees were identified by one instructor as the most unresponsive group, while 125cc and advanced trainees were described as responsive, attentive, co-operative and willing to learn.

An overall impression gained from discussion during the interviews was that instructors had either been involved in training in instructional techniques themselves, or had taken steps to identify and implement ‘good practice’ techniques in their training. Some were highly qualified in this respect, and most were clearly motivated to provide the best possible training for their clients, while taking account of individual differences and needs.

#### **Question 6** Recording trainees’ progress

Of the 88 interviews and focus groups carried out, 31 instructors/establishments kept no written record of trainee progress. Members of this group tended to keep memorised records of progress on the grounds that they had few trainees at any one time. Some said they didn’t like ‘tick box’ systems. Some explained that discussion and de-briefing took place at the end of every stage of training, and that progress was not made to the next stage until a satisfactory standard had been achieved. This strategy is not included in the list of record-keeping strategies below because there seemed to be no written records available. The larger establishments tended to have an efficient record-keeping system, while smaller and one-man operations in some instances did not formally record progress.

Several methods of recording progress were revealed during the interviews, and are listed below. Some instructors revealed more than one example of record-keeping.

Detailed or brief written comments on progress	19
Tick box system	15
Log book/record sheets or card system (CBT)	13
(DAS)	18
Grading system on a scale (1–10, 1–6, 1–4)	7
Trainee ‘signs off’ on completion of each listed stage	7
Check list system	5
Card index system	5
Records of achievement (CBT only)	3
(DAS only)	3
Comprehensive computerised records (MOD) (Police)	2

Wide disparities in the ways in which instructors record (or fail to record) trainees’ progress seems to reveal an aspect of the two-wheel training system, as practised throughout GB, which is in need of reform. Efficient record-keeping is an essential component of most commercial enterprises, and the two-wheel training industry should not be debarred from this for want of advice and support. Perhaps a standard log book similar to the one recently devised for use by driving instructors might be developed for two-wheel instructors and made available to them at low cost. Indeed, this might be a suitable initiative for sponsorship by the motorcycle industry, who might be willing to fund the development costs of the log book.

Systems of record-keeping will vary depending on type and structure of training courses.

### **Question 7** Older riders and those returning to motorcycling after a break (‘returners’)

Many older riders and ‘returners’ have developed a high level of notoriety among instructors interviewed during this Scoping Study.

Who are these riders? Typically they are motorcycle owners and riders, aged 30 plus, who have ridden as young men/women, have given up whilst developing careers and raising families, and have encountered an urge in later, more affluent years, to return to motorcycling. But not for them – and most seem to be males – the moderately powered



machine of earlier years. They are able to afford to purchase powerful modern machines of 500cc or larger capacity. Sometimes these machines will be sports models.

But they are usually unfamiliar with the power, speed and handling characteristics of the new machines. Many riders have been absent from riding for 15 or more years. The modern bike is a different animal altogether from the conventional machine of 20 years ago. Interviews with instructors revealed a wide and general concern about this particular group of riders, and it was suggested by most that they were a 'high risk' group who rode beyond their capabilities, and were more likely than other riders to appear in motorcycle casualty statistics.

Speed, combined with unfamiliarity with the handling characteristics of a powerful machine, were put forward as a possible explanation for accidents among older riders and 'returners'. It was also revealed that very few come forward for 'refresher' training to familiarise themselves with their new, potent, machine. They were also thought to be unaccustomed to riding in today's crowded traffic conditions.

Older riders and 'returners' appear to operate as 'leisure' riders, going out at weekends, frequently in groups, to tour the countryside. Often they travel to beauty spots or to events in nearby regions, and therefore 'export' their accidents. One problem identified by instructors was the pressure placed upon less able riders in a group who were tempted to take risks to keep up – the 'tail end Charlie' syndrome. Smaller groups of riders were seen to be more likely to take risks than larger groups. One instructor took the view that older riders and 'returners' present a hazard for other road users.

Instructor's suggestions as to what might be done to reduce the casualties among this group varied widely between the poles of enforcement and persuasion. A few did not consider that older riders and 'returners' were a 'problem' group, although most did. Measures to be taken usually focused on the need for these riders to come forward for 'top up' training, especially in relation to familiarisation with the handling characteristics of modern machines. Some thought that this should be a compulsory requirement for any rider who has been 'dormant' for a few years, while others were opposed to any form of compulsion.

Incentives to take up training was one of the most frequently mentioned alternatives to compulsion. Specific suggestions usually referred to the role that insurance providers might play in this. It was proposed by several instructors that the price of insurance cover might be linked to a minimum training requirement and rewarded by lower insurance costs. Some took a harder line and suggested that training should be a requirement before insurance cover was obtained. It should be highlighted here that, at the present time, there is no evidence of a link between training and casualty reduction among motorcycle riders in GB.

Another opportunity for riders to explore and improve their skills occurs on 'Track Days', which are popular among riders. It was proposed that these events might be made more affordable, and be more widely available. Riders are able to improve their skills in an off-road situation when they participate in these events.

The overall poor performance of older riders and ‘returners’ when riding, together with their reluctance to improve by coming forward for training was highlighted by several instructors as a prime reason for their involvement in accidents.

### **Question 8** Other road users and accidents involving motorcyclists

The issue of who was to blame for accidents involving motorcyclists generated a divided response from instructors. About one-half suggested that drivers were mainly or partly responsible for their accidents, while the other half said that motorcyclists themselves must accept the major responsibility. Some implied that both explanations were partly true.

There was a good deal of criticism about the performance of drivers in relation to their attitudes and behaviour towards riders. It was suggested that riders were ‘not helped’ by drivers, and that some drivers, especially 17–26 year olds, were positively aggressive in their attitudes and behaviour. Several respondents specifically mentioned that drivers do not seem to understand how vulnerable riders are on busy roads. They do not seem to ‘see’ them, or behave in negative ways if they do. It was argued that the comparatively high test pass rates for riders when compared with drivers suggested that they were better trained.

Several instructors highlighted the important role in accident avoidance of a thorough grounding in observation and roadcraft skills, including defensive riding for motorcyclists. The need for periodic re-testing of drivers and riders instead of issuing a ‘licence for life’ was touched upon, as was the importance of ‘moving picture’ hazard identification in driver and rider training.

There was an overall favourable response to a suggestion that the time was ripe for a major publicity campaign to alert drivers about the need to be aware of two-wheel riders, and to adopt positive attitudes and behaviour towards them. Instructors recalled the ‘Think Bike’ campaign of a few years ago, and suggested that the present might be an appropriate time to launch a similar campaign.

*Since the interviews were conducted a national publicity campaign has been mounted by the Department for Transport highlighting problems faced by two-wheel riders and alerting drivers to these problems. TV advertisements were broadcast in May and August 2002 and posters and leaflets supporting the campaign were available throughout GB.*

### **Question 9** The value of advanced training

Two-wheel riding instructors were asked whether or not they considered that advanced riding skills helped to reduce casualties. They were also asked to identify the specific features of advanced rider training that might contribute to accident avoidance.

About two-thirds of those questioned held a conviction that advanced riding techniques, when used consistently by riders, unquestionably played a part in accident reduction and the avoidance of road accident casualties. Of the remainder, some expressed reservations about the value and effectiveness of some aspects of advanced rider training and performance, and these are outlined below.

The most commonly expressed reservation was that advanced rider courses were so rarely taken up by riders that they could not make a significant contribution to casualty reduction. There was some agreement that there was a need for incentives to be available for riders to come forward, and once again some kind of insurance concession was suggested, probably for want of any other ideas. It has been mentioned earlier in this report that when advanced training had been offered free of charge the offers had not been taken up.

The components included in advanced training that seem to be of most value to a rider anxious to avoid a road accident were identified as (in rank order of number of mentions):

- Observation (21)
- Hazard awareness (20)
- Anticipation (18)
- Defensive riding (11)
- Attitude (9)
- Road positioning (6)
- Perception (5)
- Accident avoidance techniques (general) (3)
- Compensation (1)

It was highlighted that advanced riding skills helped riders to read 'on-road' situations, and a stress was placed upon the need to apply its principles at all times. Prior experience of driving or riding was identified as an essential preparation before embarking upon an advanced riding programme. But even after having experienced training, successful application depended on the individual rider.

While riders who have undergone training seem to develop confidence and a sense of achievement, instructors are sometimes wary that the positive effects might 'wear off' after a time. Some trainees seem not to have achieved the basic techniques for riding, while others appear to be unable to appreciate the link between advanced riding and accident avoidance.

The overall focus of advanced rider training should be on safety rather than on being able to ride at speed. Differences in the quality of advanced training delivered by some individual trainers or establishments was touched upon, and this issue seems to highlight a previous revelation that some trainers were encouraging their trainees to be in breach of the law. Another issue of concern is that some trainees appear to take away the 'wrong' messages after undergoing training.

There was some level of disagreement about the extent to which selected advanced riding skills should be incorporated into pre-test training. On the whole there was general agreement that there was no place for it in CBT training, but several instructors advocated that selected elements should be introduced in DAS courses. Discussions with representatives of DSA might help to decide whether or not this suggestion should go forward.

The lack of a system of training and registration among advanced riding instructors inspired a proposal that their activities should be monitored. This proposal might not be a popular one among practising advanced instructors, but monitoring at pre-test levels is an accepted feature and it could be argued that a strong case for a similar system at post-test levels should be introduced. Of course if a system of qualification and registration were introduced – a proposal largely supported by instructors – monitoring would then become a feature of the whole system of two-wheel training in GB. Serious consideration would be required regarding individuals undertaking monitoring of advanced instructors. Only those with the requisite high levels of skills, knowledge and experience will command respect.

**Question 10** ‘Hard core’ of riders who persistently flout the law and take undue risks when riding

Instructors on the whole accepted that there was a core of ‘incorrigible’ riders who rode dangerously and took unacceptable risks. They were seen to be a small minority of all riders, and appeared to fall within two groups, that is younger riders up to 25 years old, and older riders, usually ‘returners’. ‘Showing off’ to other riders, and the influence of peer group pressure were suggested as two possible explanations for their behaviour. Sports bike riders were believed to be particularly susceptible.

Heavy penalties were seen to be a suitable deterrent for these riders, when detected. The provisions of the New Drivers Act, with its reversion to the beginning of the qualification process for riders awarded six penalty points within the first two years of qualifying, were seen to be sufficiently punitive.

Retraining or re-education were identified by some instructors as strategies that might be more rewarding than a purely punitive regime, and it was thought that incentives for potential offenders to take up these opportunities should be explored. On the other hand, some respondents thought that these riders were resistant to change, and that attempts to modify their attitudes and behaviour would meet with little success. The motorcycling press was criticised for its tendency to promote risk-taking behaviour rather than emphasising skilful and safe riding practice. Concerns were expressed that unqualified and banned riders were using the roads, and it was considered that the police might take a higher profile in apprehending these and other law-breakers.

There was a suggestion that a programme similar to the ‘Pass Plus’ scheme for drivers should be developed for two-wheel riders, with similar benefits accruing from participation. Another proposal was that opportunities for off-road riding in controlled conditions might be made more widely available at an affordable price. Here potential offenders might test the limits of their riding without having to do so on the roads.

It was proposed that the maximum speed limit is too low on some roads, and that consideration should be given by HM Government to the introduction of higher limits in some instances.

Two-wheel riders delivering food to homes and offices were identified as a particular high-risk group because of the incentives they were offered to make the delivery in the shortest possible time.

## 5 Conclusions

This review of the content and delivery of motorcycle training is the result of information gained from a comprehensive questionnaire returned from training establishments and individual instructors presently employed in the industry, and from face-to-face and telephone interviews conducted with a broadly representative sample of instructors. Representatives of organisations providing rider assessment schemes were also consulted. Results obtained from these sources have been summarised in previous sections of this report.

A major feature of the motorcycle training industry is its fragmentation. Many instructors operate as one-man businesses, sometimes seeking part-time support at busy times. To some extent seasonal factors determine the amount of business available. Typically, individual instructors revealed that they were able to make a living from their craft, but did not have high expectations about their potential income. A wide range of qualifications and training is available to motorcycle instructors. More, better qualified instructors would benefit the industry and possibly provide commercial opportunities. However, wide variations in courses, together with the fragmentation among the agencies providing training suggest attention might be given to formulating a system where various qualifications are combined in a standardised system.

Overall, those interviewed revealed themselves as dedicated professionals who were prepared to make sacrifices to continue in their chosen profession. They were willing to give time and support to their clients beyond that for which they were being paid, according to clients' individual needs. A high level of priority was placed upon sustaining consistently high levels of training for clients, taking into account individual differences and needs. However, one area which might benefit from a more professional approach by many instructors involves the use of an effective standardised system to record trainee progress.

It is worth noting that about 60 per cent of instructors offer only pre-test training, that is CBT and DAS, whilst a very small minority offer training only at advanced level. CBT instructors are required to be certified by DSA before they are allowed to operate. Certification is not presently required for post-test instructors (that is advanced, off-road, track and trainers of motorcycle instructors).

A minority of instructors highlighted shortcomings in the delivery and monitoring of pre-test training. Most of the shortcomings related to lack of thoroughness in the quality and quantity of training provided, usually based on evidence accruing from trainees 'inherited'

from another instructor. Little evidence was forthcoming about ‘cowboy’ activity within the industry. Some instructors expressed concern about advanced notification of inspection visits by DSA staff in some areas, and suggested that all visits should be without prior notification in order to achieve a level playing field.

When considering post-test training and assessment programmes, and any proposed action by Government with regard to these, some attention should be paid to the wide range of needs of motorcycle riders, of personality and mindset and other factors applying within motorcycle culture. Although out with the scope of this research, many instructors eluded to the importance of reasons individuals have for becoming involved in two wheel riding, together with possible reasons for taking up/not taking up training and/or assessment opportunities.

It is important here to highlight the distinction between motorcycle training and assessment schemes. While the present study has investigated in detail the situation in regard to motorcycle training as a paid occupation, it is necessary to draw attention to the activities of those expert riders who often receive only expenses and give their time as a contribution to improving the skills of riders participating in ‘assessment’ schemes, the most notable of which are the motorcycle industry’s ‘The Edge’<sup>1</sup> scheme, and the BikeSafe schemes delivered by many police authorities.

Both of these schemes depend on highly experienced instructors who are willing to use their leisure time to improve the performance and road safety knowledge of participating riders. Many instructors are drawn from police Class One riders, and the level of commitment displayed reflects the sense of ‘belonging’ that permeates motorcycling culture. In spite of its fragmentation, those involved in motorcycle training and assessment appear to identify themselves as part of a common culture, even though they may operate as business competitors.

The problem of older riders, especially ‘returners’ was highlighted in many interviews with motorcycle instructors. However, this particular issue does not appear specifically in the list of suggestions for further research because it is presently the subject of an ongoing Department for Transport research programme.

## 6 Recommendations for further research

The present Scoping Study has raised questions about particular features of motorcycling instruction that appear to require further investigation. These are:

1. An investigation of current qualifications and training opportunities available to motorcycling instructors, with a view to developing a coherent nationally available system of Continuing Professional Development for all motorcycling instructors.
2. A review of existing good practice in record-keeping of trainee progress by individual motorcycle instructors or training establishments, with a view to developing a system of good practice to be adopted throughout the industry.

<sup>1</sup> Since the writing of this report in November 2002, The Edge Rider Development Scheme has been discontinued (December 2002).

3. To investigate the desirability and feasibility of a system of training and registration for instructors operating at post-test levels.
4. A systematic enquiry into the reasons why motorcyclists fail to take up opportunities for post-test rider training or improvement opportunities through assessment rides.
5. An in-depth investigation into the recruitment, content and delivery of a sample of post-test motorcycle training and assessment schemes (for example intermediate, advanced training, The Edge, BikeSafe) in order to identify examples of good practice in post-test training.

(NB: Recommendations 4 and 5 might be linked as parts of the same investigation)

6. An investigation of the scope and extent of the use of mopeds and motorcycles as an essential requirement in employment, and an evaluation of the training and testing requirements and riding standards that might be defined for these groups.
7. An investigation of the advantages to be gained from a 'stepped' system of motorcycle licensing in casualty reduction. This will involve limitations in the size and capacity of machines ridden during the early years of riding, and/or after a prolonged absence from motorcycling.

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# APPENDICES

## Appendix 1: Letter of request to providers of motorcycle training for information on unpublished research

11 October 2001

«Title» «FirstName» «LastName»  
«Company»  
«Address1»  
«Address2»  
«City»

Dear «Title» «LastName»

### Motorcycle Training Scoping Study

The British Institute of Traffic Education Research (BITER) has been commissioned by DTLR to undertake a scoping study on motorcycle training. The objectives are:

1. To undertake an extensive review of the content and practice of existing rider training courses; and
2. To identify remaining gaps in knowledge and areas where further research would be needed.

The outline methodology to be employed by the researchers is:

- i. A literature review to include published research and unpublished information provided by training organisations which may have undertaken research into specific or local issues.
- ii. A questionnaire to be circulated to training organisations to provide information about current courses on offer – to be despatched during January 2002.
- iii. Telephone and face-to-face interviews with a representative cross section of training providers (sole traders, franchisees, large schools – private and local authority and police representatives). These interviews will provide more in depth information about issues contained in the questionnaire.

BITER is initially writing to organisations who may have undertaken relevant research which might enhance the literature review. Should your organisation or any of its constituent members be able to provide any such information, it would be appreciated if you would forward this to BITER, at the address below, by Friday 10th November 2001. Any information supplied will be treated as strictly 'in commercial confidence' if you so desire.

I look forward to hearing from you if you have any research report(s). If no reply is received by November 10th, it will be assumed no relevant material is available.

Thank you very much.

Yours sincerely

**Diane Sudlow**  
**Researcher**

## Appendix 2: Motorcycle training questionnaire (English version)

### Motorcycle Training Survey

All information supplied will be treated in confidence and will not be attributed to any individual and/or organisation.

1. Please indicate type(s) of training offered, by ticking the appropriate box(es).

**Training offered**

- Theory Test Training
- CBT
- Post CBT, Pre Test (125 cc)
- Special Needs Training
- Direct Access
- Post test – Intermediate
- Further (Advanced)
- Track
- Off Road
- Motorcycle Instructor
- Other – please specify \_\_\_\_\_

2. Do you follow a structured programme for each type of training offered? Please tick appropriate box(es). (Structure may be provided by DSA or your organisation.)

**Training offered**

- Theory Test Training
- CBT
- Post CBT, Pre Test (125 cc)
- Special Needs Training
- Direct Access
- Post test – Intermediate
- Further (Advanced)
- Track
- Off Road
- Motorcycle Instructor
- Other – please specify \_\_\_\_\_

3. Do you have a written system for recording trainee progress for each type of training offered? Please tick appropriate box(es) if a recording system is used.

**Training offered**

- Theory Test Training
- CBT
- Post CBT, Pre Test (125 cc)
- Special Needs Training
- Direct Access
- Post test – Intermediate
- Further (Advanced)
- Track
- Off Road
- Motorcycle Instructor
- Other – please specify \_\_\_\_\_

4. Please indicate the approximate percentage of theory and practical training undertaken in each course offered.

Training Offered	% Practical Training	% Classroom Theory	% Theory outside Classroom
Theory Test Training			
Post CBT, Pre Test			
Direct Access			
Post test – Intermediate			
Further (Advanced)			
Track			
Off Road			
Motorcycle Instructor			
Other specified			

5. How many instructors are active in your training establishment?

Full Time (average 35+ hours per week) \_\_\_\_\_  
 Part Time (average 15-34 hours per week) \_\_\_\_\_  
 Occasional \_\_\_\_\_

6. Please indicate qualification(s) obtained by each instructor. Tick appropriate column and give specific qualification(s) where appropriate.

Instructor	Full m/c licence. Years held.	None/No Formal	Down trained CBT	Cardington CBT	Cardington Direct Access	IAM	ROSPA (State Level)	Police Class I	Instructional Skills qualification (please specify)	Other (please specify)
1. Age: Sex: M/F										
2. Age: Sex: M/F										
3. Age: Sex: M/F										
4. Age: Sex: M/F										
5. Age: Sex: M/F										
6. Age: Sex: M/F										
7. Age: Sex: M/F										
8. Age: Sex: M/F										
9. Age: Sex: M/F										
10. Age: Sex: M/F										

(Please attach separate sheet if you have more instructors).

7. Please list normal instructor : trainee ratio in the following situations, as applicable.

Training Offered	Theory Sessions	Off Road Practical	On Road Practical
Theory Test Training			
CBT			
Post CBT pre Test			
Special Needs Training			
Direct Access			
Post test – Intermediate			
Further (Advanced)			
Track			
Off Road			
Motorcycle Instructor			
Other specified			

8. Please show by ticking appropriate column equipment etc available to and used by instructors undertaking various courses.

Training Course	Radios (state model)	First Aid Kit	Videos	OHTs	Computer Resources	Instructor Manual	Trainee Record Book	Conspicuity Aids	Protective Clothing
Theory Test Training									
CBT									
Post CBT pre Test									
Special Needs Training									
Direct Access									
Post test – Intermediate									
Further (Advanced)									
Track									
Off Road									
Motorcycle Instructor									
Other specified									

9. Which category(ies) of bike rider does your organisation cater for, for each course offered?

Training Course	Commuter	Sports Bike	Touring	Custom	Off Road	Combination	Other (please specify)	Moped
CBT								
Post CBT pre Test								
Special Needs Training								
Direct Access								
Post test – Intermediate								
Further (Advanced)								
Track								
Off Road								
Motorcycle Instructor								
Other specified								

10. How do potential trainees find out about your training course(s)? Please indicate approximate percentage for each method.

- Recommendation (word of mouth)
- Local Press
- Local Dealers
- Local Authority
- Motorcycle Press
- Yellow Pages
- Leaflets
- Internet

Other(s) – please specify \_\_\_\_\_

11. How many of the following road safety issues are included in your course(s)?

Training Course	Drink/Drugs Riding	Speeding	Conspicuity	Defensive Riding	Hazard Perception
CBT					
Post CBT pre Test					
Direct Access					
Post test – Intermediate					
Further (Advanced)					
Track					
Off Road					
Motorcycle Instructor					
Other specified					

12. Are your instructors offered training in Emergency Aid?

Yes

No

If yes, please specify:

(i) Level of training \_\_\_\_\_

(ii) Qualification gained (if applicable) \_\_\_\_\_

(iii) Awarding body (if applicable) \_\_\_\_\_

13. Please classify your organisation.

Sole Trader

Franchise

Small Training School (up to 5 instructors) – Commercial

Small Training School (up to 5 instructors) – Local Authority

Large Training School (6 or more instructors) – Commercial

Large Training School (6 or more instructors) – Local Authority

Other(s) – please specify \_\_\_\_\_

14. Please indicate the average annual throughput of trainees for each training course.

Training Course	Average annual throughput of trainees				
	0-25	26-75	76-150	150-500	500+
CBT					
Post CBT pre Test					
Direct Access					
Post test – Intermediate					
Further (Advanced)					
Track					
Off Road					
Motorcycle Instructor					
Other specified					

## Appendix 3: Motorcycle training questionnaire (Welsh version)

### Arolwg Hyfforddiant Beiciau Modur

Bydd yr holl wybodaeth a ddarperir yn cael ei thrin yn gyfrinachol ac ni fydd yn cael ei anfon i unrhyw unigolyn a/neu sefydliad.

1. Nodwch y math(au) o hyfforddiant a gynigir drwy dicio'r blwch (blychau) priodol.

**Hyfforddiant a gynigir**

- Hyfforddiant Prawf Theori
- CBT
- Ar ôl CBT, Cyn Prawf (125 cc)
- Hyfforddiant Anghenion Arbennig
- Mynediad Uniongyrchol
- Ar ôl prawf – Canolradd
- Pellach (Uwch)
- Trac
- Oddi ar y ffordd
- Hyfforddwr Beic modur
- Arall – rhowch fanylion \_\_\_\_\_

2. A ydych yn dilyn rhaglen strwythuredig ar gyfer pob math o hyfforddiant a gynigir? Ticiwch y blwch (blychau) priodol. *(Hwyrach mai'r DSA neu eich sefydliad sy'n darparu'r strwythur.)*

**Hyfforddiant a gynigir**

- Hyfforddiant Prawf Theori
- CBT
- Ar ôl CBT, Cyn Prawf (125 cc)
- Hyfforddiant Anghenion Arbennig
- Mynediad Uniongyrchol
- Ar ôl prawf – Canolradd
- Pellach (Uwch)
- Trac
- Oddi ar y ffordd
- Hyfforddwr Beic modur
- Arall – rhowch fanylion \_\_\_\_\_

3. A oes gennych system ysgrifenedig ar gyfer cofnodi cynnydd yng ngwaith y dysgwyr ar gyfer pob math gwahanol o hyfforddiant a gynigir? Ticiwch y blwch (blychau) priodol os defnyddir system gofnodi.

**Hyfforddiant a gynigir**

- Hyfforddiant Prawf Theori
- CBT
- Ar ôl CBT, Cyn Prawf (125 cc)
- Hyfforddiant Anghenion Arbennig
- Mynediad Uniongyrchol
- Ar ôl prawf – Canolradd
- Pellach (Uwch)
- Trac
- Oddi ar y ffordd
- Hyfforddwr Beic modur
- Arall – rhowch fanylion \_\_\_\_\_

4. Nodwch yn fras y ganran o hyfforddiant theori ac ymarferol sydd ym mhob cwrs a gynigir.

Hyfforddiant a gynigir	% Hyfforddiant Ymarferol	% Theori Ystafell Ddosbarth	% Theori y tu allan i r Ystafell Ddosbarth
Hyfforddiant Prawf Theori			
Ar ôl CBT cyn Prawf			
Mynediad Uniongyrchol			
Ar ôl prawf – Canolradd			
Pellach (Uwch)			
Trac			
Oddi ar y ffordd			
Hyfforddwr Beic Modur			
Arall a nodir			



5. Faint o hyfforddwy'r sy'n gweithio yn eich sefydliad hyfforddiant?

Llaw-amser (35+ awr yr wythnos ar gyfartaledd) \_\_\_\_\_  
 Rhan-amser (15-34 awr yr wythnos ar gyfartaledd) \_\_\_\_\_  
 Achlysurol \_\_\_\_\_

6. Nodwch y cymwysterau sydd gan bob hyfforddwr. Ticiwch y golfn briodol a nodwch y cymwysterau penodol ble mae'n addas.

Hyfforddwr	Trwydded beic modur llawn. Nodi ers sawl blwyddyn	Dim/Dim ffurfiol	CBT wedi'i hyfforddi i lawr	Cardington CBT	Cardington Mynediad Uniongyrchol	IAM	ROSPA (Nodwch pa lefel)	Heddlu Dosbarth 1	Cymhwyster Sgiliau Hyfforddi (rhoewch fanylion)	Arall (rhoewch fanylion)
1. Oed: Rhyw: G/B										
2. Oed: Rhyw: G/B										
3. Oed: Rhyw: G/B										
4. Oed: Rhyw: G/B										
5. Oed: Rhyw: G/B										
6. Oed: Rhyw: G/B										
7. Oed: Rhyw: G/B										
8. Oed: Rhyw: G/B										
9. Oed: Rhyw: G/B										
10. Oed: Rhyw: G/B										

(Ychwanegwch ddalen ar wahân os oes gennych fwy o hyfforddwy'r)

7. Rhestrwch faint o ddysgwyr sy i bob hyfforddwr yn y sefyllfaoedd canlynol, fel sy'n berthnasol.

Hyfforddiant a gynigir	Theori	Ymarferol oddi ar y Ffordd	Ymarferol Ar y Ffordd
CBT			
Ar ôl CBT a chyn Prawf			
Hyfforddiant Anghenion Arbennig			
Mynediad Uniongyrchol			
Ar ôl prawf – Canolradd			
Pellach (Uwch)			
Trac			
Oddi ar y Ffordd			
Hyfforddwr Beic Modur			
Arall a ddisgrifir			

8. Dangoswch pa offer ac ati sydd ar gael ac a ddefnyddir gan ac ar gyfer hyfforddwyr sy'n dilyn gwahanol gyrsiau drwy dicio'r golofn briodol.

Cwrs Hyfforddi	Radio (nodwch pa fodel)	Offer Cymorth Cyntaf	Fideo	OHT	Adnoddau Cyfrifiadur	Cyfeirlyfr Hyfforddwr	Llyfr Cofnodi y Dysgwr	Deunydd Fflworoleuol	Dillad Amddiffynnol
Hyfforddiant Prawf Theori									
CBT									
Ar ôl CBT cyn Prawf									
Hyfforddiant Anghenion Arbennig									
Mynediad Uniongyrchol									
Ar ôl prawf Canolradd									
Pellach (uwch)									
Trac									
Oddi ar y Ffordd									
Hyfforddwr Beic Modur									
Arall a ddisgrifir									

9. Ar gyfer pa fath o reidiwr beic mae eich sefydliad yn darparu eu gwasanaeth, mewn perthynas â phob cwrs a gynigir?

Cwrs Hyfforddi	Cymudwr	Beic Chwaraeon	Teithiol	Cwrs wedi'i addasu yn Arbennig	Oddi ar y Ffordd	Cyfuniad	Arall (rhowch fanylion)	Moped
CBT								
Ar ôl CBT cyn Prawf								
Hyfforddiant Anghenion Arbennig								
Mynediad Uniongyrchol								
Ar ôl prawf Canolradd								
Pellach (Uwch)								
Trac								
Oddi ar y Ffordd								
Hyfforddwr Beic Modur								
Arall a ddisgrifir								

10. Sut mae darpar ddysgwyr yn cael gwybod am eich cwrs (cyrsiau) hyfforddi? Nodwch y ganran fras ar gyfer pob dull.

- Argymhelliad (ar lafar)
- Y Wasg Leol
- Gwerthwyr Lleol
- Awdurdod Lleol
- Gwasg Beic Modur
- 'Yellow Pages'
- Tafleuni
- Rhyngrwyd
- Internet

Arall – rhowch fanylion \_\_\_\_\_

11. Faint o'r materion diogelwch ar y ffordd canlynol sy'n cael eu cynnwys ar eich cwrs (cyrsiau)?

Cwrs Hyfforddi	Alcohol/gyffuriau a gyrru	Goryrru	Amlygrwydd	Reidio Amddiffynnol	Synhwyro Perygl
CBT					
Ar ôl CBT cyn Prawf					
Mynediad Uniongyrchol					
Yn syth ar ôl prawf					
Pellach					
Trac					
Oddi ar y Ffordd					
Beic Modur					
Arall a ddisgrifir					

12. A yw eich hyfforddwr yn cael cynnig hyfforddiant mewn Cymorth Brys

Ydynt

Nac ydyn

Os ydynt, rhowch fanylion:

(i) Lefel yr hyfforddiant \_\_\_\_\_

(ii) Cymhwyster a enillir (os yn berthnasol) \_\_\_\_\_

(iii) Corff dyfarnu (os yn berthnasol) \_\_\_\_\_

13. Dosbarthwch eich sefydliad

Masnachwr unigol

Masnachfrait

Ysgol Hyfforddi Fach (hyd at 5 hyfforddwr) – Masnachol

Ysgol Hyfforddi Fach (hyd at 5 hyfforddwr) – Awdurdod Lleol

Ysgol Hyfforddi Fawr (6 hyfforddwr neu fwy) – Masnachol

Ysgol Hyfforddi Fawr (6 hyfforddwr neu fwy) – Awdurdod Lleol

Arall – rhowch fanylion \_\_\_\_\_

14. Nodwch nifer y rhai dan hyfforddiant sy'n dilyn pob cwrs hyfforddiant bob blwyddyn ar gyfartaledd.

Cwrs Hyfforddi	Nifer o ddysgwyr sy'n dilyn cyrsiau bob blwyddyn ar gyfartaledd				
	0-25	26-75	76-150	150-500	500+
CBT					
Ar ôl CBT cyn Prawf					
Mynediad Uniongyrchol					
Ar ôl prawf – Canolradd					
Pellach (Uwch)					
Trac					
Oddi ar y Ffordd					
Hyfforddwr Beic modur					
Arall a ddisgrifir					

## Appendix 4: Letter accompanying questionnaire (English version)

28 January 2002

«Contact»  
«Company\_Name»  
«Address\_1»  
«Address\_2»  
«City»  
«County»  
«Postcode»

Dear Sir/Madam

The British Institute of Traffic Education Research (BITER) has been commissioned by the Department of Transport, Local Government and the Regions (DTLR) to undertake a study on motorcycle training. The objectives are:

1. To undertake an extensive review of the content and practice of existing rider training courses, and
2. to identify remaining gaps in knowledge and areas where further research would be needed.

Central to this review is a questionnaire which is being circulated to all training organisations. Enclosed is your questionnaire which it is hoped you will complete and return, in the envelope provided, by February 22nd 2002.

I should like to emphasise that all information supplied will be treated in confidence and will not be attributable to any individual or organisation. As you will see from the enclosed brochure, BITER is a research organisation with no connections to any motorcycle training body.

It would be greatly appreciated if you would take the time to complete the questionnaire. This information will be of value in the continuing attempt to reduce casualties amongst motorcyclists. As trainers, you will be aware of the role you play in preventing two wheel rider accidents.

The information provided will be helpful in documenting the range of training currently available within the UK, and will provide the basis for independent recommendations to Government to consider for future development of the rider training industry. DTLR have stated that these research findings will be published, so it is important to have as much information and as many views as possible. The research findings should be representative of all concerned with training, giving everyone an input and ownership of any future strategic and policy development.



## Appendix 5: Letter accompanying questionnaire (Welsh version)

28 Ionawr 2002

Annwyl Syr /Fadam

Mae'r Sefydliad Ymchwil Addysg Trafnidiaeth Prydain (BITER) wedi cael ei gomisiynu gan yr Adran Cludiant, Llywodraeth Leol a'r Rhanbarthau (DTLR) i ymgymryd ag astudiaeth o hyfforddiant beiciau modur. Yr amcanion yw:.

1. Ymgymryd ag arolwg cynhwysfawr o gynnwys ac arfer y cyrsiau hyfforddiant reidio sydd ar gael ar hyn o bryd, ac
2. nodi'r bylchau sydd ar ôl mewn gwybodaeth a'r meysydd ble byddai angen rhagor o ymchwil.

Mae holiadur sy'n cael ei ddsbarthu i bob sefydliad hyfforddi yn ganolog i'r ymchwil hwn. Rydym yn gobeithio y byddwch yn llenwi ac yn dychwelyd yr holiadur amgaeedig, yn yr amlen a ddarperir, erbyn Chwefror 22 2002.

Hoffwn bwysleisio y bydd yr holl wybodaeth a ddarperir yn gwbl gyfrinachol ac na fydd yn cael ei anfon i unrhyw unigolyn na sefydliad. Fel y byddwch yn gweld o'r pamffled amgaeedig, mae BITER yn sefydliad ymchwil heb unrhyw gysylltiadau ag unrhyw gorff hyfforddi beiciau modur.

Byddwn yn gwerthfawrogi'n fawr pe byddech yn rhoi o'ch amser er mwyn llenwi'r holiadur. Bydd y wybodaeth yn werthfawr yn yr ymgais barhaol i leihau nifer y gyrwyr beic modur sy'n cael eu hanafu. Fel hyfforddwyr, fe fyddwch yn ymwybodol o'r rôl rydych yn ei chwarae wrth atal damweiniau ymhlith gyrwyr moduron dwy olwyn.

Bydd y wybodaeth a ddaw i law yn ddefnyddiol i gofnodi'r amrywiaeth hyfforddiant sydd ar gael ar hyn o bryd, ac yn rhoi sylfaen ar gyfer cyflwyno argymhellion annibynnol i'r Llywodraeth eu hystyried er mwyn datblygu'r diwydiant hyfforddi reidwyr yn y dyfodol. Mae DTLR wedi dweud y bydd canlyniadau'r ymchwil hwn yn cael eu cyhoeddi, felly mae'n bwysig cael cymaint o wybodaeth a chymaint o wahanol farnau â phosib. Dylai canlyniadau'r ymchwil gynrychioli pawb sy'n gysylltiedig â hyfforddiant, gan roi mewnbyn a pherchenogaeth i bawb yn unrhyw ddatblygiad mewn strategaeth neu bolisi yn y dyfodol.

Bydd yr atebion yn yr holiadur yn rhoi darlun eang o'r ddarpariaeth hyfforddiant ar hyn o bryd. Er mwyn cael dod o hyd i ragor o wybodaeth fanwl, bydd staff BITER yn cynnal cyfweiliadau wyneb yn wyneb ac ar y ffôn gyda sampl o bobl sy'n cynrychioli'r sefydliadau hyfforddiant. Os ydych yn fodlon cymryd rhan yn y cyfweiliadau hyn, cwblhewch yr adran y gellir ei rhwygo i ffwrdd ar waelod y dudalen, a'i dychwelyd gyda'ch holiadur neu mewn amlen ar wahân os byddai'n well gennych.

Hoffai staff BITER fanteisio ar y cyfle i ddiolch i chi o flaen llaw am lenwi'r holiadur.

Yr eiddoch yn gywir

**Diane E Sudlow OBE**  
**Researcher, BITER**

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A fyddech yn fodlon cymryd rhan mewn:

(a) Cyfweliad dros y ffôn? Byddwn  Na   
fyddwn

(b) Cyfweliad wyneb yn wyneb? Byddwn  Na   
fyddwn

Os ydych wedi ticio blwch sy'n dweud Byddwn, nodwch y wybodaeth ganlynol:

Rhif ffôn: \_\_\_\_\_

Diwrnod mwyaf cyfleus o'r wythnos ar gyfer cyfweliad: \_\_\_\_\_

Adeg fwyaf cyfleus ar gyfer cyfweliad: \_\_\_\_\_

A fyddech eisiau i'r cyfweliad gael ei gynnal yn Gymraeg? Byddwn  Na fyddwn

Appendix 6: Website page



The image shows a website navigation menu for BITER (British Institute of Traffic Education Research). At the top left is the BITER logo, which consists of a crest with a tree and a shield. To the right of the logo, the text reads "BITER" in a bold, italicized font, followed by "British Institute of Traffic Education Research" in a standard font. Below this header is a large, light gray rectangular area containing a central gear-like icon with six teeth. Four rounded rectangular buttons are arranged around the icon: "Resources" at the top left, "Research" at the top right, "Sponsorship" at the bottom left, and "Training" at the bottom right. The text on these buttons is in an italicized font. At the bottom of the page is a black horizontal bar with a white border. On the left side of this bar is a small icon of a motorcycle. To the right of the icon, the text "Motorcycle Training Scoping Study" is written in a bold, white font.



## Appendix 7: Interview schedule

# MOTORCYCLE TRAINING SCOPING STUDY

## Schedule for face-to-face and telephone interviews

Thank respondent for completing questionnaire, indicating willingness to participate in face-to-face or telephone interview.

Respondent informed that questions will be asked about issues relating to motorcycle training and motorcycling and his/her views about a number of important matters will be appreciated.

1. Recent annual increases in motorcycling fatalities give rise for concern.  
Possible explanations based on experience as a rider and trainer?  
Views on how training might make a more significant contribution to reducing motorcycle casualties.  
Probe future direction which might be taken by trainers to encourage safer riding among two-wheel riders.
2. Concerns about training activity carried out by unqualified or ‘cowboy’ trainers?  
Probe views on potential damage which might result from these kinds of activities.
3. Would a requirement be supported for ALL motorcycle trainers to be properly qualified and to be formally registered with an approved agency before being allowed to train?  
If ALL instructors should be qualified, which organisations or agency should:
  - specify training course content (theory, riding skills, and instructional techniques/skills) and set standards?
  - undertake the training of instructors (theory, riding and instructional issues)?
  - examine and accredit potential motorcycle instructors?
  - monitor standards?
4. Views on a ‘hypothetical’ system to ‘graduated licensing’ for motorcycle instructors i.e. basic, intermediate, advanced, off road, track, etc.
5. Views on whether/how different responses to training are displayed by trainees of different ages, sex, and the type of machine they ride.  
Probe as to whether different approaches to training are used for the various categories of rider who are trained by their organisation.
6. Methods of assessing skills of trainee motorcyclists in their organisation and recording trainees’ progress.

7. High proportion of casualties involving motorcyclists are within the group of older riders (inc 'born again' bikers)  
Suggestions as to why there are so many casualties from this particular group of riders.  
Views on an introduction of compulsory measures for riders which have experienced a long lay off from riding before they are permitted to ride again, for example compulsory advanced training or restriction of bike capacity.
8. Seek views on extent to which other road users are at fault in accidents involving two-wheel riders.  
Possible action which might be taken to prevent accidents involving other road users (for example high profile publicity campaigns)
9. Views on extent to which advanced rider training might help reduce the numbers of casualties among bikers.  
Probe for suggestions regarding specific components which might be included in a two-wheel rider advanced training programme to contribute towards accident avoidance and casualty reduction.
10. Views on the 'hard core' of riders who persistently flout the law and take undue risks when riding.  
Supportive of attempts to curb the behaviour of these riders by the introduction of legislation similar to that of the New Drivers Act 1997? (that is loss of licence after 6 penalty points in the first 2 years after passing the driving test, reversion to L driver status and a requirement to complete the full testing programme before obtaining a driving licence?)  
Suggestions that might persuade irresponsible and/or inadequately trained riders to change their ways, possibly through advanced training by experienced and qualified trainers, or are they incorrigible?

