University PTP Methodology

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Introduction

This guide is designed for use with the residential PTP Methodology which goes into greater detail about the behaviour change techniques used in PTP-Cycle. This guide will enable you to design, deliver and monitor a University PTP project.

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Engagement

Model of engagement

The best practise approach to initiating and supporting long-term behaviour change in places of education is illustrated by the diagram below:
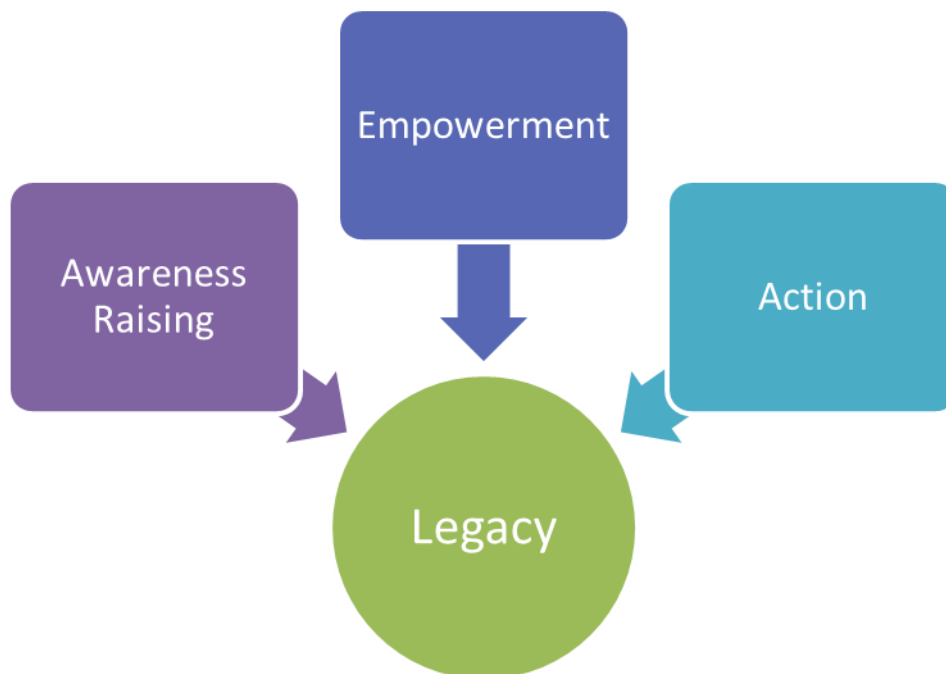
By combining awareness raising, empowerment and action activities your project will produce behaviour change. Your project should also leave a legacy that continues to support students after the project has come to an end.

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Design and delivery of activities

Delivery of each of these elements does not necessarily need to be completely linear and many of your activities may fulfil two or three of the intended outcomes. However, the common approach is to design and deliver activities in the following order:

- Before commencing the programme, it is important to first look at the setting in which the target group are being engaged – commonly referred to as **Organisation and Policy** - to establish and develop the extent to which behaviour change is likely to be supported

- **Raising Awareness** activities are delivered towards the start of the project to help develop people's knowledge of the project and of the reasons *why* we want to change behaviour.

- Having helped show people the reasons for changing behaviour, the next stage is to enable this change – thus **Empowerment** activities follow

- The **Action** activities mainly take place once the *why* and *how* questions have been responded to. Thus these activities are most likely to have the biggest impact because people know why we are asking them to change their behaviour, and have learnt how they are able to do so

- The new behaviours are cemented through the **Legacy** activities. These seek to embed the changes so that they become the norm for that individual, group or establishment. This may require some target-setting or incentives that help provide short term motivation and structure on the route to a longer term culture shift.

It must also be remembered that is important to revisit each of the elements at regular intervals during the programme as the project engages with a new intake of participants.

Where does Personalised Travel Planning fit into this?

'PTP' activities are positioned as a cross-over of the 'Raising Awareness' and 'Empowerment' elements of the programme – the conversation being the chance to build on beneficiaries understanding of the benefits of active/sustainable transport for them and the provision of information/knowledge that will enable them to consider changing their behaviour. Any follow up provided might be both an opportunity to reinforce these messages and potentially to introduce some of the structure of incentives that are part of the Legacy activities.

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Designing a programme for universities and schools

Whilst this methodology for engaging in educational establishments is the same across settings, the design of a programme should reflect the individuality of the setting in which we are working.

Experience tells us that the establishments themselves are often quite different in the way they operate and can be viewed as a being somewhere on a continuum - some larger secondary schools operate more similarly to colleges and some larger colleges are more like universities in their size and internal workings. Added to that, different establishments may attract different types of students and staff, with different characteristics, which must be considered in the design of the programme.

Primary schools	**Universities**
Institutional differences	Beneficiary differences
Size of establishment	Availability
Staffing structure	Motivations and interests
Internal communication	Influences (social norms)
Other demands/ priorities	Independence

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Recommended activities

In light of the above, PTP-Cycle has developed a menu of activities that have to help officers plan their delivery within University settings. The organisation and policy, and legacy activities, along with Personal Travel Advice are all considered essential. The other elements listed below can be used to enhance the project and improve participation This list is not exhaustive and other activities can be offered within projects.

Organisation and policy

Engaging stakeholders	Meet with senior management and other key stakeholders.
Communications	Develop understanding of internal communications protocols and procedures, looking to identify opportunities to communicate with students and staff.
Policy	Obtain copy of travel plan and sustainable travel policy Discuss data protection policies and other relevant policies.
Monitoring	Pre project monitoring.
Facility audit	Audit cycle storage facilities and other infrastructure.
Identify champion(s)	Ideally you would recruit a team of people to act as 'champions', perhaps representing the diversity of the groups you are working with so that you are not reliant on just on individual.
Partnership agreement	Agree with your champion, your aims, goals and activities that you expect to deliver, as well as the involvement that is expected from them.

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Raising awareness (R), Empowerment (E) and Action (A)

Student volunteering	E	Provide opportunities for students to be Champions so that they can support the delivery of the programme at the same time as learning skills that will be of benefit to their future employment
Social media opportunities	R	Look for social media and online opportunities to promote the programme. Where possible, involve the Student Union and sustainability/travel departments.
Drop in sessions	R	Regular 'drop in' advice sessions offering information on bike repair, safety equipment, route planning, etc.
Information Stalls	R	Gather all relevant information materials that are available to support you with this.
Dr Bike	E/A	Provide the opportunity for people to get their bikes safety checked and minor things fixed by bringing a qualified cycle mechanic to the university.
Smoothie Bike	R	Really good for getting people on bikes without thinking about it!
Lead Rides/Walks	A	Our experience has shown that it's hard to get university students to sign up and commit to these events – so consider how much effort and time that you put into organising.
Bike Breakfasts	E/A	Great for rewarding those who are cycling to study or work.
Bike maintenance classes	E/A	These are great for encouraging people back on to their bikes and helping them to keep it up.
Cycle Training	A	Provide the opportunity for people to improve their cycling skills at whatever level they are it.
Competitions	R	These will help raise awareness of your message and can help encourage participation in the project. These can be run through the projects social media by volunteers.

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Legacy

Project monitoring	Post project monitoring.
Communicate and celebrate	Communicate and celebrate successes and achievements, ensuring you communicate successes with all contacts you have made throughout the project.
Sustainability of project	Ensure the student/staff forum is meeting regularly.
Review travel plan	Review the travel plan and policy in light of the projects' achievements.
Hard measures	Where appropriate, re-consider cycle parking provision. Assess whether it is sufficient to meet demand.

Find more useful resources on the PTP-Cycle website:

www.ptpcycle-europe.eu

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