​Delivery guidance updates and changes

Thank you to everyone who provided feedback on the updated Cycle Training Delivery Guide, Ride Guide and the Activity templates. We value and appreciate the time you have taken to help us make sure the guides are the best they can be. We have been through all the feedback we received, in every format, and have incorporated it into the most recent versions of the relevant guide.

We detail all the changes in the handy reference below, including which guide they are in and the relevant page numbers. As ever we welcome input from the industry, so if you have any comments, please [get in touch with us here](mailto:contactus@bikeability.org.uk).

Changes and updates

Most of the changes, apart from the three highlighted, are changes to individual words or sentence structure to add more clarity where needed, and are not changes to practice.

Three of the most significant changes we have made are focussed on:

* risk benefit assessment
* active learning
* inclusion of riders throughout Level 2 who have difficulty with riding one handed

All three of these changes are in the Cycle Training Delivery Guide. These are in bold below for easy reference.

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| RideGuide | Page reference |
| On page 19 we have removed the reference to 'emergency'. This is because riders need to be able to stop quickly for a range of reasons. Referencing emergencies only adds to a negative representation of cycling. | 19 |
| On page 26 of the Ride Guide we have made a correction on passing distances from the Highway Code. | 26 |
| On page 30 we have removed the word 'dangerous' and replaced with the idea of whether there is 'time and space' to be overtaken. | 30 |
| A photo on page 43 has been updated, to illustrate the correct road position more accurately. | 43 |
| On page 47, we have added that the rider should look into the minor road before turning in. | 47 |
| On page 54 we have added a sentence to remind riders to be aware of others who may need to cross over bus lanes, especially at junctions. | 54 |

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| Cycle Training Delivery Guide | Page reference |
| On page 14 we have strengthened the language around encouraging co-operative and collaborative road use | 14 |
| On page 17 we have added clarity to the description of primary position, especially when using wider roads and turning right. | 17 |
| On page 17 we have corrected a mistake on the image of a bell mouthed junction by moving the misplaced 'pedestrian island'. | 17 |
| On page 19 we have added a short section on negotiating the move from primary to secondary position. | 19 |
| In the Cycle Training delivery guide, page 20, we have adapted the language to be more inclusive for those that find making eye contact difficult. | 20 |
| Page 22 adds clarity to the use of routines when negotiating junctions and use of routines in general. | 22 |
| On pare 27 and 27 we have removed language which makes cycling sound dangerous. | 27 and 47 |
| On page 35, the final bullet point clarifies the point that instructors should 'normally avoid standing in the road’. | 35 |
| On page 36 we have removed a reference to 'if it is safe' and replaced it with 'if there is time and space'. | 36 |
| **On page 48 the first four sentences about risk benefit assessment have been updated to reflect the Trusts generic risk benefit assessment guidance more accurately.** | **48** |
| On page 48 5th bullet point from the end has been updated to remind instructors to be mindful of cycle security and being considerate to pedestrians when managing groups. | 48 |
| On 53 the second to last bullet point has been updated to with wording to better convey what is and is not in the riders control. | 53 |
| On page 55, moving groups, we have provided more information for the rear instructor when moving to the front of the group at a junction, in particular, which side is generally most suitable. | 55 |
| On page 56 we have replaced 'rules' with 'responsibilities. | 56 |
| **On page 56 we have also updated the language to strengthen the focus on active learning when moving groups, and we have now presented it in bullet points.** | **56** |
| On page 61 clarification on when provisionally qualified instructors count towards the instructing ratios. | 61 |
| Above the table on page 61 we have provided extra clarity on ratios, particularly around instructors working in pairs. | 61 |
| Page 62 states the Bikeability Trusts position on use of helmets. | 62 |
| On page 63 the final paragraph has been updated to strengthen the idea that the module instructors teach riders must suit their current ability and training needs, and that the order you use the Activities may differ. Training should always be progressive. | 63 |
| **A significant change has been made on page 65. This is to allow all riders who struggle to ride one handed to be included at Bikeability Level 2 if risks are managed. Instructors should look to provide support to these riders and include them wherever possible, using the suggestions made.** | **65** |

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| Activity templates | Page reference |
| At the beginning of the document the 'template' for the Activities has been added | Contents page |
| On page 3 we have added a sentence to be clear that the order in which instructors teach the Activities may differ. | 3 |
| On page 10 of the Cycle training delivery guide, we have drawn attention to the link between the National standards for cycle training and the instructing points. | 10 |
| On page 34 of the Activity templates, in the 'Activity Ideas' of 'Preparing for and planning a journey', we have added clarity that whilst this can be done at any age/stage, typically within Bikeability training, it applies to Level 3. | 34 |
| On page 40 the word 'dangerous' has been removed and replaced with the wording conveying thinking about 'time and space' for other road users to overtake. | 40 |
| On page 49 we have added to the 5th bullet point, that a rider should look into a side road. | 49 |
| On page 56 a video and photo have been removed to make the objective of the activity clearer. | 56 |
| On page 56 we have added greater detail to explain who the activity is aimed at. | 56 |
| On page 56 - 58 the colour of the activity has been changed from green to orange, to indicate that it is not exclusively a 'Level 3' activity. | 56-58 |