



Funded by  
UK Government

# Cycle Training Delivery Guide

Revised June 2024



Active  
Travel  
England

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# 1. Glossary

Term	Definition
<b>1st4sport</b>	<a href="#">1st4sport</a> is an awarding organisation recognised and regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual). To work as a cycle instructor, you must hold a 1st4sport Level 2 Award in Instructing Cycle Training.
<b>ATE</b>	<a href="#">Active Travel England (ATE)</a> is the government's executive agency sponsored by the <a href="#">Department for Transport</a> . ATE is responsible for making walking, wheeling and cycling the preferred choice of travel for everyone in England.
<b>Bikeability</b>	Bikeability is the Department for Transport's cycle training programme in England and is based on the government's National Standard for Cycle Training. Bikeability training is also delivered in Wales because of a Memorandum of Understanding between the Welsh Government and the Department for Transport.
<b>Bikeability Trust</b>	<a href="#">The Bikeability Trust</a> is a charitable incorporated organisation. It manages, develops and promotes the Bikeability programme on behalf of the Department for Transport.
<b>Buddy riding</b>	Buddy riding is where a competent rider cycles behind or alongside a less experienced rider. It can be helpful when you want to give riders the confidence to take part in a certain activity or to undertake a particular journey.
<b>Cycle</b>	We use the word 'cycle' to be inclusive of all types of rider and human-powered wheeled vehicles, which may include bicycles, tandems, cargo bikes, recumbents, tricycles or quads. These may be electrically assisted.
<b>Cycling infrastructure</b>	Cycling infrastructure refers to the physical facilities that are designed to support people who ride cycles, both on and off road. This can include anything from cycle lanes and paths to associated signage and parking.
<b>DBS</b>	The Disclosure and Barring Service (DBS) is the body in England and Wales which provides criminal records checks for employers or employees.
<b>DfT</b>	<a href="#">The Department for Transport (DfT)</a> works with agencies and partners to support the transport network that gets people and goods travelling around the country.



Term	Definition
<b>Duty holder</b>	A person or organisation responsible for a certain action or role within a risk management process, who also holds a duty of care towards participants in the activity.
<b>Highway Code</b>	The Highway Code applies to England, Scotland and Wales. Its aim is to ensure safety on the road, while also supporting a healthy, sustainable and efficient transport system.
<b>Instructor</b>	Instructors deliver cycle training to riders. Bikeability instructors must hold the Level 2 Award in Instructing Cycle Training.
<b>L2AICT</b>	Level 2 Award in Instructing Cycle Training (L2AICT) is awarded by 1st4sport and has been developed in partnership with, and is supported by, The Bikeability Trust.
<b>National Standard for Cycle Training</b>	The National Standard for Cycle Training is a statement of competent cycling and cycling instruction. It sets out the skills and understanding needed to cycle safely and responsibly and to enable others to cycle. The standard provides the basis for cycle training described in this guide.
<b>M check</b>	An M check is a systematic way of completing a maintenance check on a cycle and broadly follows the M shape of a frame on most cycles. Note that it does not work for adapted or non-standard cycles.
<b>Rider</b>	We use the word rider to describe someone who is riding any type of cycle.
<b>RBA</b>	A risk benefit assessment (RBA) is a method of risk management that considers the risks involved in an activity and weighs these against the benefits of that activity.
<b>SEND</b>	Special educational needs and disabilities (SEND) is the current term used to describe children or young people who have a learning difficulty and/or a disability that means they need special health and educational support. In some areas, this is referred to as additional learning needs (ALN).



## 2. Welcome

**Thank you for taking the time to read our Cycle Training Delivery Guide. Whether you've been an instructor for years, or are on your way to becoming one, this guide is here to support you on your journey.**

In these pages you'll discover how to teach riders – of all ages and abilities – to cycle safely and with confidence. You'll also help them to experience the joy, freedom and fun of cycling, as well as its practical use in everyday life.

The cycle training you will deliver has many important benefits. Our research shows that good training inspires riders to cycle more often, helping to boost their physical fitness and mental wellbeing. It also encourages more people to choose cycling for short journeys, whether that's to school, work or to the shops.

This means riders can make positive changes – not just to their own lives, but to society at large. By enabling people to cycle on today's roads, we are giving them the power to improve the air quality where they live, reduce congestion, save on transport costs and lower their carbon footprint.





Which is why we need to act now. We know that people who receive training from a young age are much more likely to show a sustained interest in cycling. We need our current and future generations to learn the cycling skills that will last them a lifetime.

But we also believe it is never too late to learn. Cycle training should be accessible to all, no matter how young or old. The Bikeability Trust wants to make sure that every child and every adult has the opportunity to enjoy the experience of cycling. Inclusivity is at the very heart of what we do, and everybody is welcome.

So, we are delighted that you are joining us. Thank you for your passion, commitment and enthusiasm to get everyone cycling.

The Bikeability Trust  
[www.bikeability.org.uk](http://www.bikeability.org.uk)



## 3. Introduction

### 3.1. Why should I use this guide?

This guide gives you the information you need to teach cycle training to children and adults. It will help you to plan, deliver and review cycle training sessions in line with the National Standard for Cycle Training.

To qualify for your Level 2 Award in Instructing Cycle Training, you must read this guide and understand its contents.

If you are already working as an instructor, you can use this guide to check your skills and knowledge are up to date with best practice – and to find inspiration and ideas for your teaching.

The guide has been developed by The Bikeability Trust, but is not limited to the delivery of the Bikeability programme. It is suitable for any form of cycle training that follows the National Standard.

The guide was consulted on by members of the Bikeability industry and signed off by the [Cycle Training Standards Board](#).



Throughout the guide, you will find important rules and practices that all instructors should be aware of, including the Highway Code, safeguarding and risk benefit assessments. You will also find tips and strategies for supporting riders of all ages, abilities and needs.

Please note that advice given in this guide may also apply to mobility modes other than cycles.

### 3.2. How to use this guide

We have organised the guide using sections and subheadings to make it easy for you to find the information you need.

#### You should use this guide alongside the following documents:

- **Activity Templates:** These are the activities you'll be using to teach riders to cycle. We have presented them in the order in which you would normally teach them. Each activity is linked to the **National Standard for Cycle Training**, and gives you **instruction points** for teaching, coaching and assessing.
- **Ride Guide:** This is a description of cycling in a variety of scenarios, both on and off road. It gives you detailed information on how to cycle, and therefore what to teach, and is based on the National Standard for Cycle Training.

### 3.3. The National Standard for Cycle Training

The National Standard for Cycle Training (referred to throughout the guide as the National Standard) is a set of rules and guidelines to help everybody cycle safely and responsibly.

The National Standard covers:

- all ages and abilities
- all types of cycles
- all places where cycling is permitted
- all weather and traffic conditions
- all times of day and night

We have used the National Standard as the foundation for this guide, as well as for the Activity Templates and Ride Guide. Any cycling activity described in these documents is fully in line with the National Standard and makes use of its core functions and routines. Please note that we have adapted some of the language to help you deliver your training in a way that riders of all ages can understand.



You can refer to the National Standard here:

<https://www.gov.uk/government/publications/national-standard-for-cycle-training>

### 3.4. The Highway Code

The Highway Code exists to keep us all safe on the UK's roads. It also aims to support a healthy, sustainable and efficient transport system. The cycle training described in this guide follows the rules of the [Highway Code](#), as required by the National Standard.

Be aware that:

- all rules featured in the Highway Code which include the word 'must' are law
- all rules featured in the Highway Code which include the word 'should' are recommendations

The Highway Code may be used in evidence in any court proceedings to establish liability.

#### Hierarchy of road users

The 'hierarchy of road users' is a system that identifies which road users are most at risk in the event of a collision. Those at the top of the hierarchy – and more likely to be injured – are pedestrians, cyclists, [horse riders](#) and motorcyclists. Children, older adults and people with disabilities are identified as being most at risk (see Rule H1 for more detail).

The hierarchy does not remove the need for everyone to behave responsibly.

#### Rule H1

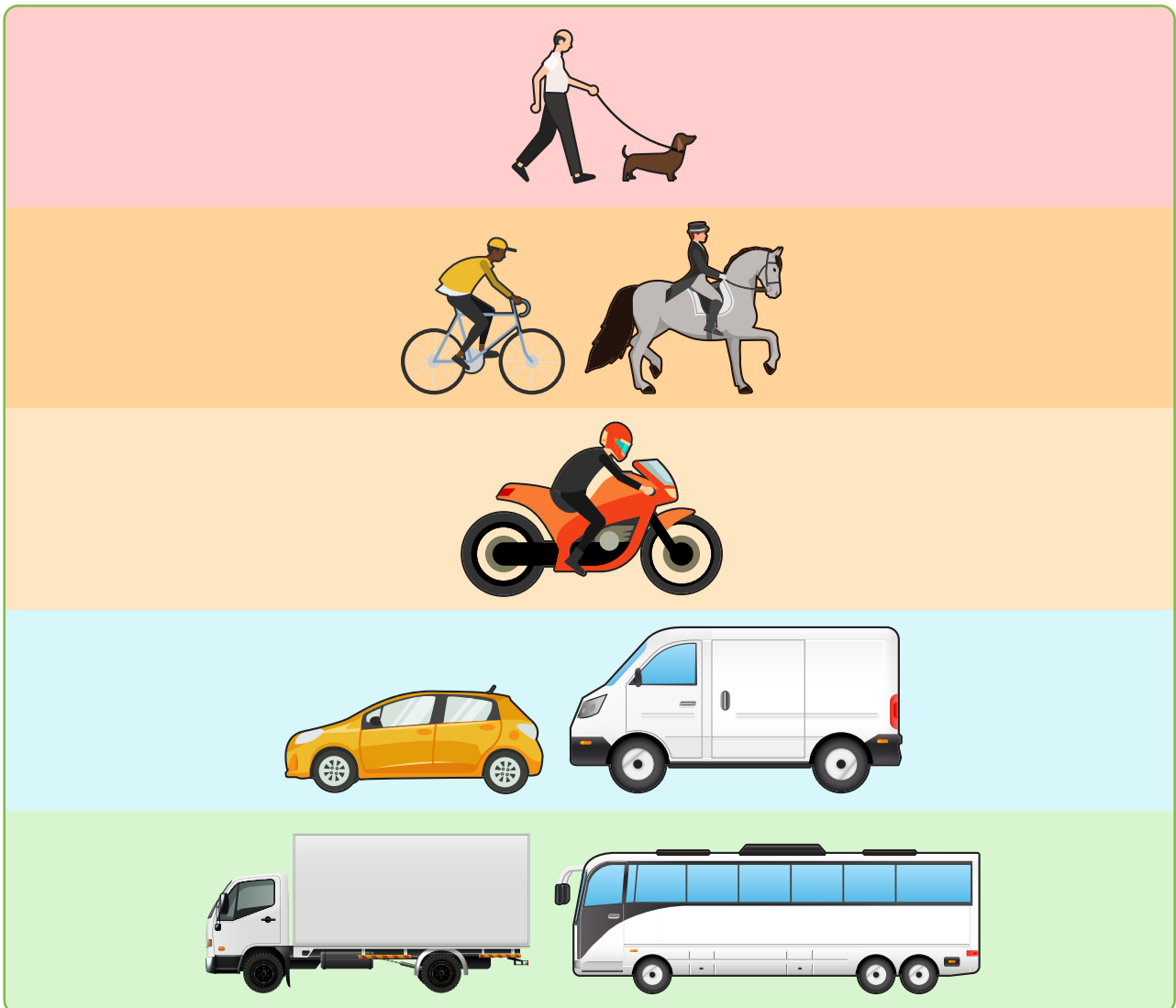
Those in charge of vehicles that can cause the greatest harm in a collision bear the greatest responsibility to take care and reduce the danger they pose to others. This applies most strongly to drivers of large goods and passenger vehicles, vans/minibuses, cars/taxis and motorcycles.

Cyclists, horse riders and drivers of horse-drawn vehicles also have a responsibility to reduce danger to pedestrians.

ALL road users, including pedestrians, cyclists and horse riders, remain responsible for their safety and that of other road users.



## Rule H1 (continued)



The 'hierarchy of road users' is a system that identifies which road users are most at risk in the event of a collision.

### 3.5. Use of language

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This guide and associated resources (including the Ride Guide and Activity Templates) are based on the National Standard, but they deliberately do not use the same language. We have adapted the language to make the documents more accessible and inclusive by using plain English.

Plain English is a style of writing that allows the reader to understand the message the first time they read it. It uses short, clear sentences and everyday words while avoiding the use of unnecessary jargon where possible.

This approach will also help you to teach and coach using appropriate language, especially when working with children, and to avoid jargon or language normally found in policy documents.

However, there will always be some specific words or language that you will need to use when teaching people how to cycle, for example 'the Highway Code', 'gear' or 'pedal ready'. Make sure you explain these terms clearly.

### 3.6. What will I teach?

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This section is a summary of what you will need to cover when teaching cycle training on the road. It covers the basics of all cycle training:

- independent decision making
- mindset
- the four key skills: observation, communication, position, priorities
- routines

You should include these elements in all sessions and training activities. This will help you to be a competent, consistent and confident cycling instructor.

For specific activity details, please refer to the **Activity Templates** and **Ride Guide**.

### ► 3.6.1 Independent decision making



During cycle training activities, you should encourage riders to make independent decisions. This should always be done under your supervision and, if necessary, with your support. It's important that riders do not simply copy or follow the lead of another rider, but instead, make their own decisions during training. Explain to your riders that this will help them to be safe and responsible on the road.

When talking to your group, you should communicate in a way that encourages independent thinking and decision making. For example, rather than just telling riders what to do, you could use open questions that get riders thinking for themselves. So, instead of telling riders to “cover your brakes”, you could ask: “Where do we need to keep our fingers? And when should we do this?”

The way that you deliver activities should also encourage independent decision making and sometimes teamwork. For example, when teaching cycle control skills off road, you could ask riders to ride together in a shared space. Let them decide where they each want to ride, before getting them to work together to form an orderly line of riders themselves.

You should also involve riders in the planning process when deciding where on-road training will take place. This can involve asking them which route is best to take. You can then pick the best places to teach your activities on this route. Bear in mind that where you teach should be increasingly busy and complicated, and the way you prompt and support riders should reduce over time.

**i** For more information on independent decision making, please see the **Activity Templates**.

### ► 3.6.2 Mindset – sharing the road

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All road users have a responsibility to behave in a predictable and calm way towards one another.

The National Standard Element 4.1.2 provides some statements about how to co-operate with and respect other road users:

- Anticipate the likely actions of other road users ahead and behind.
- Take particular care when riding near pedestrians and horse riders, especially vulnerable pedestrians with physical, sight or hearing impairments (if present).
- Give other road users enough time and space to perform their manoeuvres.
- Monitor and manage your own reactions to other road users.

As an instructor, it's important that you manage your own mindset and set a good example for your trainee riders.

You should highlight the importance of being considerate of other road users and the need to protect those sharing the space around you. The hierarchy rules of the Highway Code should always inform your behaviour when cycling.

It is normal to feel nervous sometimes when cycling. It is perfectly fine to pull over and pause a journey so you can regain your composure. When planning your journey, you should choose a route that reflects your cycling ability and confidence.

You understand that road space is shared between people and their chosen modes of transport without prioritising one over the other. You are aware of the rules and responsibilities that apply to you and all other road users. If you encounter challenging or dangerous behaviour by other road users, you have options such as reporting incidents to relevant agencies.



You cycle with a positive and collaborative approach to sharing the road. Through actively and positively interacting with other road users, you help to contribute to a co-operative culture.

A positive culture on the road considers the following points:

- We are sharing this space together.
- We will work together to share this space well.
- I will respect you.
- I will co-operate with you.
- I have empathy with you as a fellow road user.
- No journey is more important than the other.
- Time is the least important thing on this journey.

Achieving a positive road culture when teaching:

- Ride assertively not aggressively.
- Refer to 'people' on the road rather than 'cars'.
- Avoid hostile language or language that creates division between you and other road users.  
Do not identify people by what they drive.
- Be polite to your riders and other road users.
- Avoid language that focusses on danger, like 'you could get squashed'.
- Understand the importance of your own comfort – simple things, like how much food, drink and sleep you've had, can have a big impact on your mood and reactions.
- Check your mental wellbeing – are you stressed, worried or angry?

### 3.6.3 The four key skills (core functions)

The National Standard sets out four 'core functions' (or key skills) that every rider should have:

**Observation:** Being aware of surroundings and the actions of others

**Position:** Choosing and maintaining the most appropriate place to ride

**Communication:** Being able to communicate intentions clearly

**Priorities:** Following priority rules in line with the Highway Code

Although the National Standard uses the term 'core functions', we have decided to use 'key skills' in this guide. This is because it's important to use clear language that riders will understand.

### ► 3.6.4 Observation: Being aware of surroundings and the actions of others

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When teaching younger children, it may be useful to describe the key skills as follows:

- **Observation:** Where do you need to look?
- **Position:** Where do you need to be?
- **Communication:** Who do you need to tell?
- **Priorities:** Who needs to go first?

The language you use may change, but the key skills stay the same.

Looking properly helps you to see what's there so you can make an informed decision.

- Scan the ground and surface ahead for potholes, wet drain covers, black ice, debris and other hazards.
- Watch where you're going and what's around you by looking ahead, alongside you, and behind (this allows you to see and anticipate any potential hazards or movements by others).
- Carry out checks behind, whenever you are about to turn or change your position.
- See what others are doing – are other road users or parked cars about to move?
- If possible, make eye contact with others such as drivers, cyclists and pedestrians (who you should take particular care around). Looking at them can also help you understand if they have seen you.
- Look out for signals, signs and markings.
- Check around corners and, when on the road, look down roads you are passing.
- Check between high-sided vehicles or things that block your view when you pass them.



### ► 3.6.5 Position: Choosing and maintaining the most appropriate place to ride

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When cycling in traffic-free environments like the park, be sure to give pedestrians and other cyclists plenty of space. If you overtake them, pass them wide. In the UK, when cycling in shared, unmarked traffic-free spaces (such as along wide paths in the park), it is common practice to cycle on the left-hand side, although this is not a strict rule.

## There are two main positions for cycling on road:

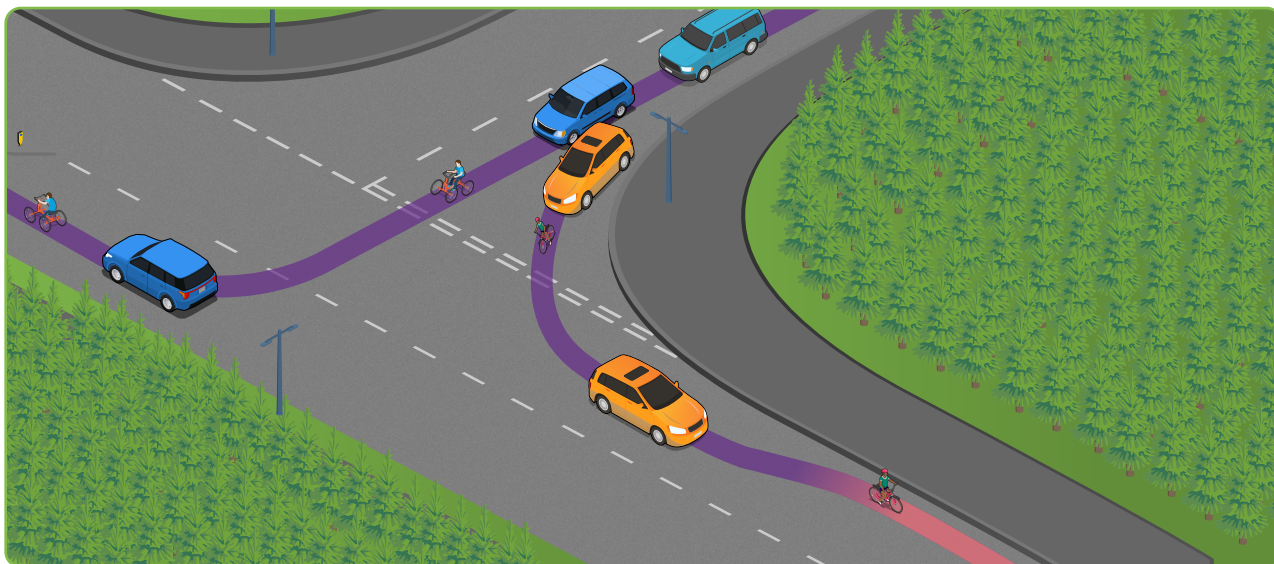
### 1. The primary position

This can be described as the ‘middle of the traffic flow’ for the direction in which you are riding. It is often referred to as the ‘middle of a lane’ though this is often not the case. Traffic flows do not always stick to lanes (for example, when cycling or driving down narrow roads with parked cars, or when turning out of very wide side roads).

You can think of the primary position as follows:

- It's a position that you use to discourage road users from overtaking.
- It gives you a better view of the road environment around you and gives other road users better sight of you. When riding in primary position, you will be right in front of other road users.
- It's always relative to the traffic flow (rather than lane markings). Think of it as being in the same position as where a driver's number plate would be (most commonly) positioned in the traffic flow for your intended direction of travel. This is especially important to consider for wider roads and wide-mouthed junctions, where primary position may vary.

You could describe the primary position to your riders as ‘Follow me’, because this is what your road position tells other road users.



This diagram shows a wide, ‘bell mouth’ junction. On the approach, both riders are in primary position, in the middle of the traffic flow for the direction they are turning. When they are on the major road, the rider turning left chooses to move to secondary position because they decide there is adequate space for a vehicle to overtake. The rider turning right chooses to stay in primary position, because the lane narrows due to a pedestrian refuge, meaning there is no space for other road users to overtake.

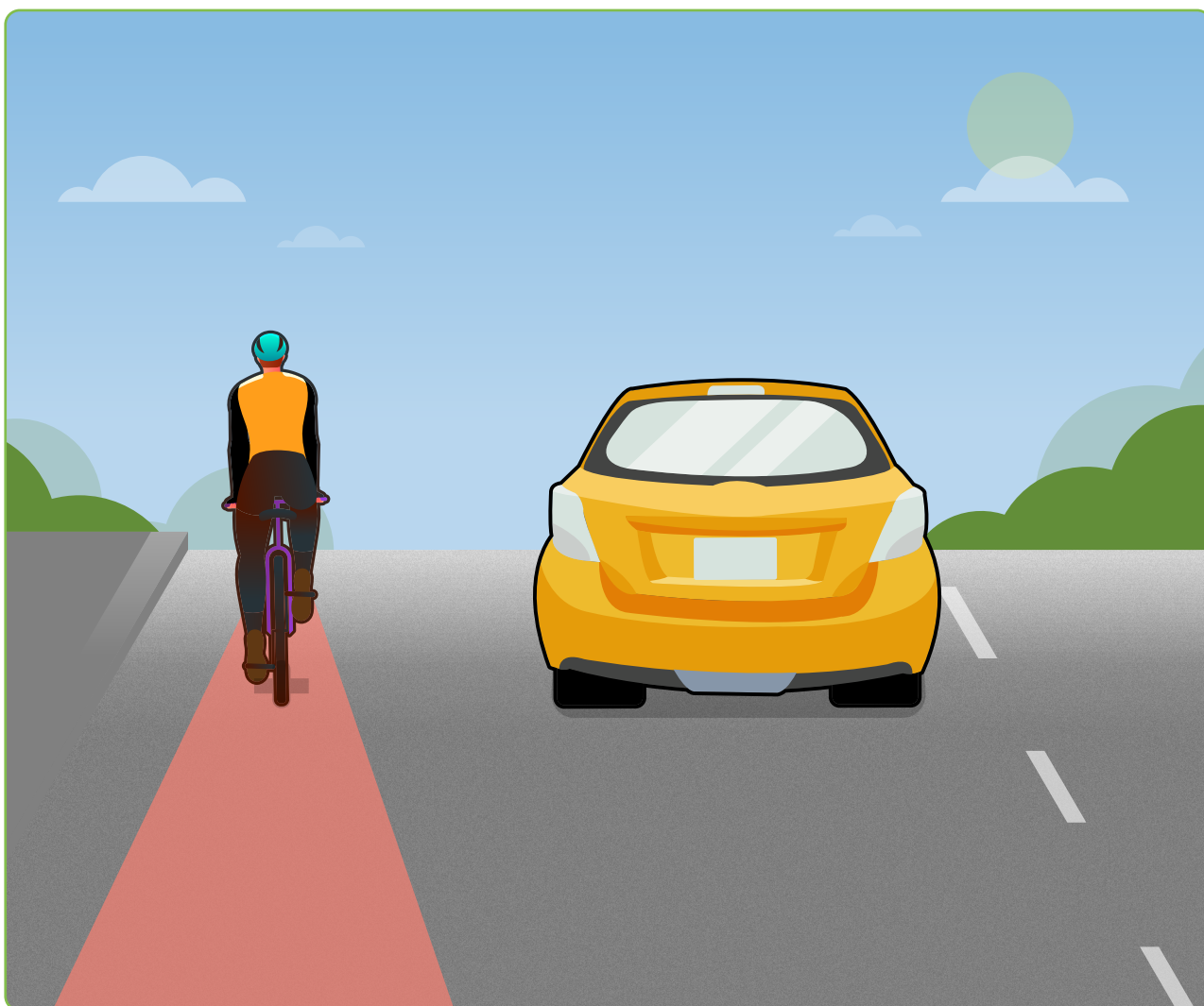
## 2. The secondary position

This can be described as a position 'on or to the left of the traffic flow' for the direction in which you are riding.

You can think of the secondary position as follows:

- It's a position that allows road users behind to overtake – riding in the secondary position means you recognise that other road users are coming from behind at higher speeds.
- It's a position that is not normally closer than an arm's length from the edge of the road and is never 'in the gutter'. This avoids rubbish and drains and allows the rider some space in case of a close pass.

You could describe this to your riders as 'Pass me', because this is what your road position tells other road users.





## Negotiating the transition from secondary to primary position

Riders will need to be able to confidently switch between road positions in response to their surroundings, making the decision to allow other road users to pass, or not.

To do so effectively, riders need to plan ahead. Moving between road positions should be done when there is time and space to do so. Riders should make a judgement based on the proximity and speed of other road users.

Riders should first check behind them early to assess the time and space they have. If there is no one behind, or at a sufficient distance away, the rider has time to move without affecting them, and should move out. This can be done without a signal, and control should be prioritised.

If a rider is in a busier environment, they can control their speed and time their transition when there is sufficient space to do so, or when other road users have passed. If there is a steady stream of traffic, a rider will need to negotiate their way into the traffic flow. They can do so by looking back, making eye contact if possible and signalling if necessary.

A short routine for this is on page 22

This manoeuvre is separate from a rider signalling their intention to turn at a junction, which is normally carried out in Primary position.

### ► 3.6.6 Communication: Being able to communicate intentions clearly

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Whether you're riding in the park or out on the road, it's important to tell others what you are doing. Communicating with others usually leads to a response from them and will allow you to perform certain manoeuvres.

## Different ways to communicate when cycling:



### Hand signals

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When you want to turn, or sometimes before changing position, a clear hand signal can be the best way to communicate your intentions. You should only use hand signals if there are others to communicate to, and if you are able to control your cycle when doing so.

If you are using a cycle that is lower to the ground, such as a recumbent, you may be less visible to others so you may need to signal for longer.

You should signal clearly, so it is obvious to others. Signal well in advance of a junction and long enough for others to see.



### Road positioning

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When cycling on the road, your choice of road position tells others whether you would like to be overtaken or not.



### Body language

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When you look over your shoulder, you are communicating that you need information to make your next decision. Looking over a particular shoulder can show that you want to move in that direction. Clearly looking in a particular direction can get people's attention.



### Eye contact

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Making eye contact can help you assess whether the other person has seen you or not and develop a brief positive interaction. You may find this more useful when riding slowly off road on paths that you share with pedestrians. In some places it can be tricky because of speed and distance, and some people may find it difficult. If it is not possible or preferred, reading faces or body language is a good alternative too, as well as other communication methods.



### Talking

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This is helpful when sharing space with pedestrians. Do not rely on talking when out on the road because others are unlikely to hear you.



### Ringling a bell

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Provided you use a bell politely, it can be a useful way to let others know that you are there – for example, to alert pedestrians on paths.

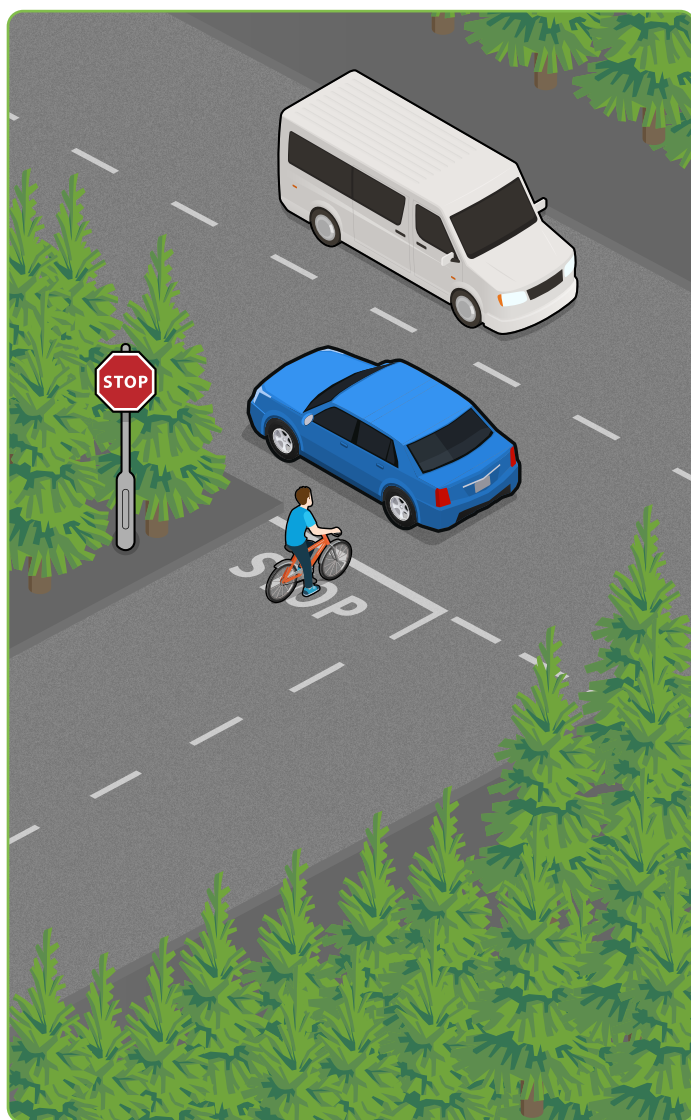
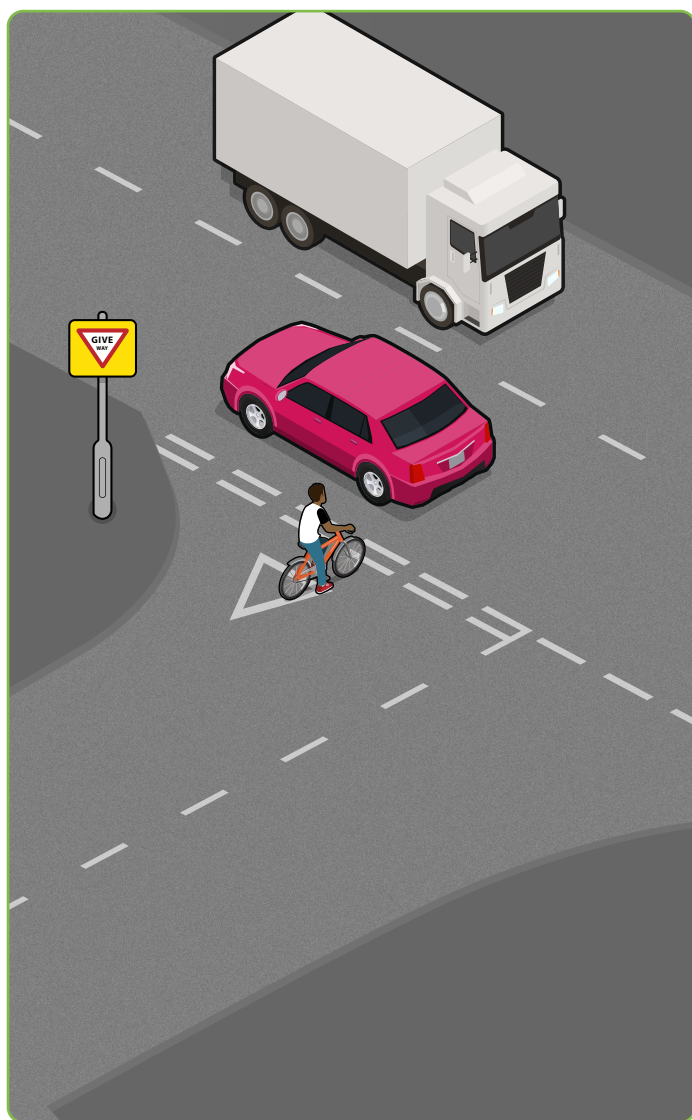
### ► 3.6.7 Priorities: Following priority rules in line with the Highway Code

Wherever you're riding, you need to know the 'rules of the road'.

When cycling in traffic-free environments, you understand that pedestrians have priority and so you should slow down or stop for them and give them plenty of space. You understand that certain traffic-free environments (such as some parks, paths or pavements) do not allow cycling.

You must follow the priority rules when cycling on the road and recognise that this is particularly important at junctions. You understand that rules and information regarding the environment in which you are riding are often shown through signals of different shapes, signs and road markings.

You know that, in most cases, road users who are continuing straight ahead have priority over those who need to slow or stop. So, road users on a side road wanting to turn onto a main road will give way to road users on the main road. You understand that Give Way Lines and Give Way triangle signs and road markings indicate this. You understand that unless there is a Stop Line (a solid white line), road users do not always need to stop behind Give Way Lines. You also understand and follow all traffic light signals.





### 3.7. Practising routines when cycling

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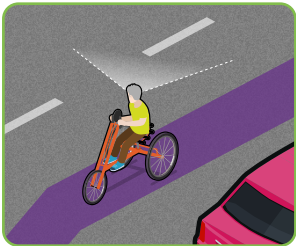
Routine-based cycling allows you to apply the four key skills to any situation, by using short sequences of actions that are easy to remember. This can be helpful when riding in all environments where cycling is permitted. It is important to remember, however, that independent decision making still applies, and each step of the routine is not automatic, but a conscious choice.

A routine will always start with observation, and you must always be thinking about what comes next in your journey. Using routines does not mean doing the same thing every time. It requires you to be flexible in how you carry out specific manoeuvres.

Below are examples of short routines as listed in the National Standard. These are very simplified versions of what you will do and must be combined with independent decision making. Remember that no junction or set of circumstances is ever the same. You will always need to adapt to your surroundings – for example, the number of road users or the speed at which they are moving.

#### How to change position using a routine:

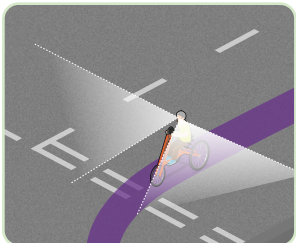
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- Look behind for following vehicles.
- Communicate intentions to other road users ahead or behind if necessary.
- Change position when there is time and space to do so.

#### How to negotiate junctions using a routine:\*

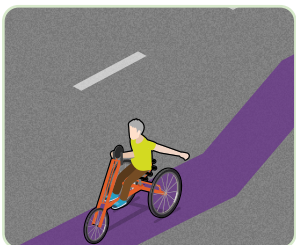
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- Look behind for following vehicles.
- Communicate intentions to other road users ahead or behind if necessary.
- Choose a suitable riding position.
- Prioritise who goes first at the junction.

#### How to use a routine when communicating intentions:

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- Look behind for following vehicles.
- Communicate intentions to other road users ahead or behind if necessary.
- Check they have responded to your signal.
- Perform the manoeuvre.

\*This routine differs from the others in that it covers a much longer sequence of choices.

When negotiating a junction all of the key skills will be thought about and acted on more than once, however it can help new riders to remember to think about each of them by presenting a short example like this one from the National Standard



### 3.8. Activity checklist

The following activities are described in the **Ride Guide** in more detail.

You will also find them in the **Activity Template** (with accompanying videos where indicated).

#### Activities to teach during your cycle training sessions

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- ✓ Preparing for cycling (including checking you are fit and ready to cycle, checking clothing and fitting a helmet, and checking the cycle and making sure your cycle fits you)
  - How to fasten a helmet correctly ..... **Watch video**
  - How to check a cycle ..... **Watch video**
- ✓ Pushing your cycle and balancing
- ✓ Getting on and off your cycle
- ✓ Starting, stopping and controlling your cycle
  - Set off, slow down, pedal and stop ..... **Watch video**
  - Pedal (general) ..... **Watch video**
- ✓ Stopping quickly and managing hazards
- ✓ Using gears
- ✓ Looking behind, riding with one hand and signalling
- ✓ Sharing space off road with pedestrians and other riders
- ✓ Preparing for and planning a journey
- ✓ Starting and finishing an on-road journey (including doing a U-turn)
  - Start on-road journey ..... **Watch video**
  - Stop on-road journey ..... **Watch video**
  - U-turn ..... **Watch video**
- ✓ Cycling in suitable riding positions and passing parked vehicles
  - Pass stationary vehicle ..... **Watch video**
- ✓ Passing minor roads and crossroads
  - Pass minor roads ..... **Watch video**
- ✓ Turning left into a minor road and right into a major road
  - Left turn major to minor ..... **Watch video**
  - Right turn minor to major ..... **Watch video**
- ✓ Turning right into a minor road and left into a major road
  - Right turn major to minor ..... **Watch video**
  - Left turn minor to major ..... **Watch video**
- ✓ Using roundabouts
  - Single-lane roundabout ..... **Watch video**

## Activities to teach during your cycle training sessions (continued)

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- ✓ Riding with other riders
- ✓ Riding in more complex environments
- ✓ Using traffic lights and passing queuing traffic
  - Pass queuing traffic ----- **Watch video**
- ✓ Using cycling infrastructure
- ✓ Using multi-lane roads
- ✓ Using multi-lane roundabouts ----- **Watch video**
- ✓ Being aware of driver blind spots and sharing bus lanes
- ✓ Riding on roads with a speed limit above 30mph



## 4. Training principles

### 4.1. What does success look like for the riders?

Good cycle training gets more people cycling more confidently and competently – and more often.

Through your teaching, riders will be able to:

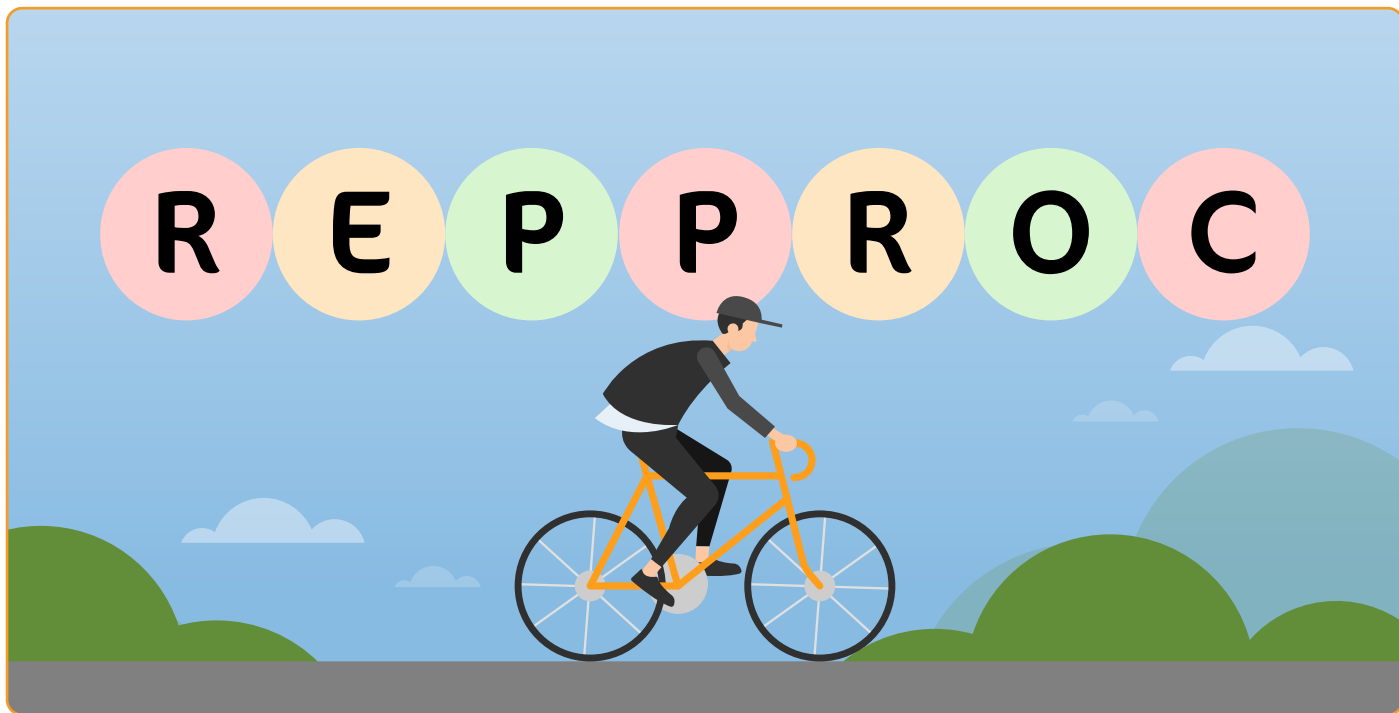
- make independent decisions
- know how and when to apply the four key skills
- become more competent, consistent and confident in their riding
- reflect on the decisions they've made
- continually improve their cycling in line with the National Standard
- enjoy the experience of riding

Keep your riders motivated with positive language and encouragement. Each rider should feel proud of the progress they make.

## 4.2. REPPROC

The **REPPROC Principles** are a useful framework for planning, delivering and reviewing your cycle training.

Each letter of REPPROC stands for what good cycle training should be: **R**ealistic; **E**mpowering; **P**ositive; **P**rogressive; **R**ider-led; **O**utcome-orientated; and **C**ontinuously assessed.



### Realistic:

- Riders can practise the key skills of safe cycling (observation, communication, positioning and priorities) on roads and environments that match their abilities.
- Riders learn from accurate instructor demonstrations. Make sure all riders can see and hear what you are doing.
- Riders spend a good amount of time cycling on real journeys.
- Sessions do not require any specialist clothing or equipment.

### Empowering:

- Riders get to make independent decisions to gain confidence and experience riding in different types of cycling environments.
- Riders reflect on their decisions and of others in the group. This encourages them to feel responsible and engaged.
- Riders can cycle as independently as possible during their training and 'lead' journeys by cycling individually, in front of an instructor, or at the head of a group.



#### Positive:

- Training is delivered in a positive and supportive manner.
- Riders learn how to build confidence when cycling, helping them to enjoy the experience as much as possible.
- Instructors use positive language that matches the riders' ages and levels of understanding.

#### Progressive:

- Riders experience more challenging cycling environments as their skills and confidence grow. Training is delivered in a logical way with activities and manoeuvres becoming more complex.
- Once riders feel comfortable with a set of skills, they can be challenged further during the next round of activities.
- Each rider can progress at their own pace and according to their learning needs.

#### Rider-led:

- Training activities are planned, adapted, delivered and reviewed in a way that ensures all riders make progress.
- For mixed-ability groups, training activities can be adapted to give each rider the level of challenge they need.
- Riders have plenty of opportunities to ask and answer questions.
- Teaching is inclusive and carefully considers how each rider prefers to learn.

#### Outcome-orientated:

- Riders learn how to cycle to the National Standard – competently, consistently and confidently.
- Riders perform activities to as high a standard as possible and as independently as possible.
- Outcomes are discussed with riders, with specific reference to the key skills of safe cycling.
- Riders spend most of the session cycling, giving them the chance to practise and improve.
- Training reflects current legislation and guidance including the Highway Code.

#### Continuously assessed:

- Riders receive continuous assessment and feedback that encourages them to reflect on their practice. This helps them to feel in control of their own progress.
- Risk benefit assessment and management is ongoing and involves riders in the process. As they develop their skills over time, riders can take on more responsibility and independent decision making. This helps them to understand and spot any risks or hazards themselves.



## 5. Effective delivery

This section will help you to plan and deliver a cycle training session. We use the words ‘teaching’ and ‘coaching’ to describe what you do in your role as instructor. Teaching is about helping a rider learn new things, while coaching is about helping someone who already has some knowledge or skill to improve and develop their abilities further.

### 5.1. Planning and preparation

Use the **Activity Templates** to plan your cycle training sessions. We recommend that you deliver these activities in the order we have suggested. This will help riders to meet the National Standard step by step and move to more complex activities as their confidence grows.

Bear in mind that riders will have different training needs and abilities: you’ll need to make sure your activities are flexible enough to suit everyone in the group. You should teach the activities at sites riders will use often in the future; think about routes that are close to the riders’ school or work or other training base, home or point of local interest.

## How to plan for cycle training courses

- Complete a risk benefit assessment of all training sites and routes and record the results.
- Have a plan for each training activity – use the Activity Templates or a local training provider’s plan.
- Understand relevant health and safety, safeguarding and emergency procedures.
- Make sure all riders have written consent to take part in the training.
- Confirm course timings, content and ground rules with riders and organisers.
- Establish riders’ current cycling abilities (this is called a baseline assessment) and identify any special or additional learning needs.
- Adapt plans to meet the baseline assessment of riders.
- Make sure you have all the resources you need to meet the needs of riders.

## 5.2. Active learning



Every training session should offer as much active learning time as possible. Active learning means directly involving riders in the learning process.

Cycling practice (with appropriate feedback and decreasing amounts of prompting) is the most important way to include active learning in your sessions. But there are other forms of active learning that will help riders stay engaged when they are not riding.



### Active learning when riding:

- Use a mix of solo, paired and group riding so riders can spend as much time as possible cycling.
- Rotate riders within a group so that each rider has a turn in each position.
- Make sure riders are making their own decisions (and not just following the person in front).
- Take time to assess each rider individually and give them specific feedback.
- Link activities together, for example by asking riders to carry out a U-turn.

### Active learning when not riding:

- When you are teaching, do not just talk at the riders. Use questions to encourage riders to offer their own solutions.
- Get the group to give and receive feedback from each other.
- Riders should think when watching your demonstrations. Ask open questions before and after, and give them specific things to watch out for.
- If a group is waiting for their turn to cycle, ask them to watch and feed back on what the other riders are doing.

Active learning gives riders more responsibility; they're not just passively listening. They are also likely to have more fun, be less distracted and present fewer behavioural challenges.

Remember, though, that your guidance – through prompting, questioning and sometimes telling – is still important for active learning. You're helping riders to develop their skill in applying knowledge and analysing situations for themselves.



You can find more information on active learning on the Bikeability website:

<https://www.bikeability.org.uk/wp-content/uploads/2021/09/Active-Learning-2207141.docx>



### 5.3. Demonstrations



You will need to demonstrate most activities to your riders. This is to show them how to complete an manoeuvre as clearly as possible, and is normally the first thing you will do with them at a training site. Teaching strategies for non-visual learners should also be used if needed, generally after you have completed the demonstration.

All demonstrations must be realistic and exemplary: they should follow the guidance of the National Standard and relate to real traffic movements on the road. Demonstrations should be cycled, not walked.

Make sure all riders can see what you're doing. Think about where you have asked them to stand – is this the position of 'maximum visibility'? If you are working with another instructor, they can involve the riders in the demonstration by asking them questions throughout. If you are working on your own, ask the riders questions before and after, and give them specific things to look out for.

For a demonstration to be as clear as possible to those watching, it should be carried out by one person; having additional riders involved may distract or obstruct the view of those watching and increase the level of risk unnecessarily. Exceptions may include when you are deliberately showing how two riders may negotiate a junction or the situation naturally develops on the road with other road users present who are not involved in training.

## Using riders to provide demonstrations:

Sometimes you may want to ask a rider to give a demonstration.

Before you decide to do this, you need to make sure that:

- the rider has the right skills and will give a good demonstration, and doesn't give the wrong impression to those watching
- the levels of risk are low
- you are mainly using this approach during Level 1 training

If you ask a rider to give a demonstration during Level 2 or 3, it's especially important that you take care to reduce risks. Demonstrations should take place with low traffic volume and low average traffic speed. Another good strategy is to use a rider demonstration later in the session. This will give you the chance to see what each rider can do, and allow you, the instructor, to give them an exemplary demonstration first.

## Buddy riding

You can use 'buddy riding' to support those who may need more help, or as an effective tool with smaller groups. This can be as instructor:rider or rider:rider, and is effective when a less confident rider is paired with a more confident and competent rider. This is an active learning strategy to provide more support to a rider or teach dynamically. When buddy riding, instructors should ensure that:

- wider group management is not compromised
- the instructor effectively manages risk of the trainee rider
- the less confident rider is placed in front or to the left of the more confident rider, so they can be seen clearly, and provided with verbal instruction and support
- independent decision making is encouraged

Instructors may in some cases ride a manoeuvre with a rider following them. This is a differentiation technique used when a rider needs individual support to understand road position and when to look and signal, and the instructor feels like the rider needs a 'wheel to follow.' This can be provided by more confident riders, or the instructor themselves, with a co-instructor managing the other riders.



## 5.4. Teaching strategies

To manage a group well, you need excellent communication skills, planning and positivity. Remember that these sessions could be an unfamiliar and challenging learning experience for some pupils. They need to have confidence and trust in you as a leader.

The teaching strategies in this section will help you to keep your training sessions running smoothly. They are also designed to make sure that all riders have the opportunity to learn and participate equally.

### ► 5.4.1 Communication



Think about what, where and how you are communicating to your riders. It's important to come across as confident and calm, while also showing that you're having fun.

When talking to your riders, gather them around you in a semi-circle so they can all see you. Make good eye contact with them, if appropriate (some riders may not like being directly looked at and it can make them feel uneasy).

Give your riders simple, clear instructions and use language that is suitable for their age. But aim to get them practising as soon as possible so that they learn by doing, not just listening.

Remember to use positive body language and to smile often: if you are clearly enjoying teaching them, they are more likely to enjoy learning.

### ► 5.4.2 Introducing the session – aims and expectations

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Start by introducing yourself (and any co-instructors).

Talk about the overall aims of the course, before sharing what you are going to do in the first session.

Explain to the riders that there will be four key skills they will focus on when they are on their cycles. And that they will be able to improve their cycle control through fun activities and games.

You should find out what riding experience they have and explain the differences between mountain biking/BMX and road riding. Give them an idea of the sort of riding style expected on this course.

Try to take care of admin tasks (such as registers and checking consent forms) before the session so you can get straight on to the exciting stuff.

### ► 5.4.3 Learning their names

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At the start of the session, it's a good idea to learn everyone's names. This helps to build trust and rapport – and makes it easier to manage group behaviour and risk. You can use the names you have learned when asking the group questions, as this can help you to remember them.

Another fun way to learn names is to play an early 'snaking' activity: each rider takes a turn looking back and calling out the name of the rider behind them.

### ► 5.4.4 Setting responsibilities

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You need to set your expectations for how the group members will interact with each other. Ask them for their ideas on how to work best as a team.

Most young people will be used to this and are likely to come up with this set of responsibilities:

- We listen to each other, and one person talks at a time.
- I'll raise my hand if I want to say something.
- We should follow instructions.
- We should give and receive feedback from each other.
- We should all help and respect each other.

Keep these rules simple and brief, using positive language and tone of voice. This will all help to set the scene for the rest of the sessions. If any group members don't follow these rules, you must follow through with any sanctions for the safety and smooth running of the session.



### ► 5.4.5 Managing groups

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When managing groups, make sure that:

- riders have their back to the sun and other distractions (such as other students playing football)
- you wear a peaked cap instead of sunglasses which limit eye contact, unless you need them for medical reasons, or as a reasonable adjustment for your own delivery
- cycles are neatly stacked or left on the ground when not in use to stop riders from fiddling with the cycle and losing concentration (the chain should be facing upwards to avoid damage)
- riders step away from the cycle on the ground to avoid tripping over
- you set up and introduce riding activities quickly – most of the time should be spent cycling
- when teaching off-road cycling to a group, use markings or cones to help with activities and to keep riders focussed
- you should normally avoid standing in the road during training activities

Some riders may find it difficult to keep getting on and off their cycles. You can help them by delivering training as a 'buddy ride' and find static sites with infrastructure that allows them to remain on their cycle.

Once you feel the riders have achieved the learning outcome, move quickly to the next activity and find ways to build on their learning for the rest of the session. For example, you could do starting and stopping routines, which need to be practised regularly until they become natural.

### ► 5.4.6 Managing groups on road

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When talking to the group, make sure all riders can see and hear you. Be prepared to move to another location if there are too many distractions, for example noisy roadworks or drilling.

Check that there is enough room on the pavement for a group of riders to stand on – and be aware of pedestrians who will need to share the space with you.

When demonstrating:

- position yourself so riders can clearly see the whole demonstration
- ask questions to keep riders engaged and involved
- use real events to show how people behave on the road (for example, drivers creeping out of side roads and other people cycling) – point them out to your riders as they happen

When riders are practising activities:

- position yourself near the highest point of risk
- let riders set off a good distance away to provide a realistic riding experience – they should still be close enough to communicate with you through hand signals or verbally.
- ask riders to choose when there is time and space for them to start riding, to improve their independent decision making
- keep all riders and any co-instructors in sight at all times – but be aware that traffic may sometimes get in the way
- make sure not to block the view of approaching drivers and riders

When it is time for your group to ride on the road, try not to have too many people standing around waiting for their turn. Ask them to observe, answer questions and give feedback. This way, you keep everyone engaged and focussed.

Riders can ride activities as individuals or in pairs or more. If you run activities with multiple riders on the road at once riding an activity:

- All riders should be rotated, so that each rider takes a turn in each position.
- Riders should be encouraged to think for themselves whilst riding as a group, especially any rider who may be in between other riders, where the temptation may be to follow without thinking or practising independent riding strategies.
- You should consider the competence of each rider.
- Each rider must receive specific feedback; this could form part of a Q&A session to check knowledge and provide opportunity for rider self-reflection.
- Group sizes should be varied, to provide varied learning experience.
- Riders should also have the opportunity to practise solo riding, and should be observed riding independently, as part of your formative assessment of them.

### ► 5.4.7 Group management – top tips

#### Top tips

Get to know the needs of everyone in the group. This will help you give them the right level of support.

Share clear expectations at the start of a session. Talk about their responsibilities as riders.

Learn names quickly to create a strong relationship with the riders.

Use positive language that matches each rider's level of understanding.

Be friendly but firm with the louder, more chatty riders. Make sure everyone knows the rules you have agreed together.

Consider how best to support the quieter riders so they enjoy their training. Try to draw out responses from these riders in a supportive and friendly way.

Some riders may not be able to communicate verbally and may choose, and feel more comfortable, working with a friend in a pair. They may want to show their understanding through writing or drawing, or use a translator (if training is not being delivered in their first language or they use sign language).

Focus on 'journey based' training that gets riders thinking about common trips they could do on their cycles. Include familiar locations and landmarks in your session.

Think about the different ways you can teach to support different styles of learning. You could use pictures and other visual aids.

Ask the school or organiser about their reward and behaviour policy. This could be a useful tool for managing the group and individuals.

Keep things positive and fun! You're more likely to keep the whole group engaged.

Explain things in bite-sized chunks, using language appropriate for the age group. Try to communicate by showing, rather than telling.

Be aware and plan for different abilities within the group and adapt your activities to suit each rider.

For example, when turning left out of a minor road, some of the group could complete a U-turn and right turn back in, while others could stop after the left turn and walk back on the pavement or crossroad on foot before riding back.

Be prepared to move the group to another location if it's too distracting, or if you feel there are not enough opportunities for students to practise what they have learned.

Before any session, gather information about any special educational needs and disabilities/ additional learning needs, and find out if there are any behavioural issues (consent forms should have this information). You can then plan your session to make sure it meets everybody's needs. Be prepared to adjust as you learn more about your riders during the session.



#### ► 5.4.8 How to carry out assessments of riders

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**Formative assessment** happens throughout the training course. You continuously assess, provide feedback and track each rider's progress.

You can start this type of assessment when meeting riders for the first time. You can do this even earlier by referring to consent forms and getting relevant information from the school or organiser.

**Summative assessment** happens at the end of the training course. You record your final assessment of each rider's performance, and give the rider guidance and tips on how to improve.

Your assessment of each rider should consider their competence, consistency and confidence when carrying out specific activities. The **Activity Templates** provide a set of **instructing points** which you should see carried out during the activity.

- **Competent:** The rider can do the activity well, and makes the right decisions.
- **Consistent:** The rider does the activity well on most occasions.
- **Confident:** The rider can do the activity well with no encouragement or support needed.

### 5.5. Working with children

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When working with children, the training approach should be as rider-led as possible. Here are some strategies to help you deliver engaging, fulfilling and rider-led training to younger riders:



**Consider the specific needs and abilities of riders:**

Consider children's developmental stages when planning and delivering cycle training sessions. You should think about the current cycling ability of all riders, as well as their level of understanding, their communication skills, maturity, and their physical and emotional needs.

When working with multiple groups of riders, you may or may not have the opportunity to reorganise training groups according to the ability of riders. There may be advantages and disadvantages to reorganising training groups according to ability. On the one hand, reorganising groups may lead to more personalised training sessions where riders have enough time to practise key elements and be suitably challenged. On the other, there may be advantages to having mixed-ability groups as less skilled riders may learn from, and be supported by, those who have more experience.

**Plan and deliver sessions that are enjoyable:**

The training experience needs to be an enjoyable one! For training in traffic-free environments, fun game-based activities may be helpful to keep riders engaged as they develop their cycling technique.

During on-road training, you should teach and coach in a positive way that gets riders thinking about the various exciting opportunities and benefits that cycling offers.

**Pitch training at a suitable level:**

Training activities need to be suitably complex for riders in the group so that they feel challenged enough.

Younger riders may have very limited experience of making independent decisions in on-road environments. They may need support to judge distances when checking if it's clear at Give Way Lines. Equally, older children may be less likely to feel intimidated by busier on-road environments so may be able to manage higher traffic flows.

If you deliver on-road training on roads that are too quiet, be aware that riders' learning and motivation to engage in the training experience may be limited. Similarly, if training takes place on roads that are too complex, or challenging roads, riders may struggle and could find the experience stressful.

Use strategies to support riders as appropriate (for example, buddy riding, adjusting the length of point-to-point journeys, choosing whether or not to link manoeuvres). Progress activities at a suitable pace for all riders.

**Give praise and positive encouragement:**

Feedback should be specific and paired with encouragement. Praise will help create a positive and rewarding learning experience where younger riders feel motivated to improve their cycling. Be sure to praise effort as well as achievement and do not blame riders for making mistakes. Instead, create a positive learning environment where riders are encouraged to reflect on what they've done well and how they can learn from their mistakes.

**Make expectations and responsibilities for riders clear:**

At the start of cycle training courses, you should clearly outline to riders what will be covered in the training and what they and the riders can expect from one another. Tell riders that they will receive a certificate following the training and that this certificate will include an assessment of their cycling ability. This process can help set a framework for learning and motivate riders to learn and cycle to the best of their ability on the course.

Ask a group of riders to set responsibilities for one another at the start of a course (for example, supporting and respecting each other, listening to instructors and to each other, agreeing to one person talking at a time). This can help ensure riders remain focussed in the training that will follow. This process can also help you to communicate the style of riding that will be used during the course (“Wheelies are great, but this is not how we ride to school!”).

If you support the riders to set their own learning and group-working responsibilities for one another (rather than imposing rules or responsibilities onto the group), they will be more likely to stick to the agreed responsibilities. This helps create a positive learning environment for all.

**Encourage a teamworking approach among riders in a group:**

Asking riders to help one another during training sessions can be an effective way to increase engagement in sessions. There will be many ways to do this, such as by:

- asking riders to highlight strengths in each other’s cycling
- carrying out Level 1 activities that require all the riders to work together
- getting riders to support different partners when doing independent riding exercises
- getting riders to support each other when riding in a group out on the road

**Use active learning:**

Compared to adults, children are less likely to stay focussed if you talk to them for long periods of time. You should therefore consider how much ‘talk time’ you include in your session. Aim to get them cycling as soon as possible.

When riders are not cycling themselves, engage them in other forms of active learning. This could involve you (or a co-instructor) giving them feedback, or asking them to observe and review other riders in the group.

**Give riders responsibility:**

Younger riders are more likely to engage in the training experience if you allow them to take responsibility for themselves. During Level 1 training, give each rider a turn in ‘leading’ the snake (or line of riders). This can be very empowering and can boost their confidence.

When moving groups out on the road, give different riders the opportunity to be the last rider in the snake (they will then need to communicate with road users behind when the rear instructors move up to the front).

Having this responsibility helps the riders to build confidence and gives them more opportunities to learn. You can also give riders more responsibility through active learning strategies. These include asking them to support one another within the group, or getting them to take it in turns to ride in front of the front instructor.

You should get riders to self-evaluate (reflecting on what they've done well and what they need to improve on) and ask them to peer review (where they observe and review other members in the group). These are helpful ways to transfer responsibility onto the riders and actively engage them in the sessions.

### **Use appropriate language and communication:**

You should consider riders' learning styles and adapt the training approach accordingly. If riders struggle to understand verbal instructions, they may benefit from visual learning aids (such as pictures or whiteboards). Think about how you might include these.

Remember to use language that's suitable for the riders' age. Most children will find it easier to understand the term 'four key skills' compared to the 'four core functions' as used in the National Standard.

Certain terms such as the words 'routines' or 'observations' may need defining so that children understand them. Use simple definitions where possible. For example, the term 'priorities' may be simply defined as 'who goes first?' You'll also need to clearly explain and define the 'primary' and 'secondary' riding positions using simple language (and/or images) that riders understand, for example, 'Follow me' and 'Pass me'.

You should also use language that encourages independent thinking and decision making. Rather than saying, "Cover your brakes", you can ask, "Where do we need to keep our fingers and when should we do this?" During partner or snaking exercises, you could ask, "Are you going to follow the person in front or check for yourself?"

Use language that enables young riders to understand the different ways in which they can communicate when cycling on the road. Rather than saying, "There's a car behind you", you should instead use terms like 'driver' or 'person in a car'. This can help prompt riders to communicate with others and feel like road users themselves.

You should avoid using language that suggests riders may be harmed. Rather than asking, "Is it safe to go?", you can ask, "Do you have time to move out?"

When co-working with another instructor, consider whether to share the delivery of the key coaching points, rather than relying on the voice of a single instructor during the session. Sharing delivery between both instructors can be a helpful way to keep riders engaged.

### **Be a role model:**

It is essential that you act professionally and treat riders with respect at all times. You also need to demonstrate best cycling practice – children are likely to copy your riding style and overall behaviour. By staying calm, performing excellent demonstrations and treating other road users respectfully, your riders are likely to follow good practice.

### **Provide riders with the necessary level of support and supervision:**

Children will normally need a higher level of support and supervision than adults during training activities. Progress activities in a rider-led manner and keep children in sight at all times where possible. Riders should only attempt specific activities or exercises once you decide they are ready to do so. They may also need extra support in other areas, such as when crossing the road before, or directly after, attempting independent riding exercises.

## **5.6. Training in different environments**

No junction is the same. Every site will be different in some way – whether you're riding through it or stopping to deliver training. There are so many variables. These include: the amount of pavement space (if any), sight lines, suitable places to stand the cycles, the width of a junction, the presence of road markings, and the amount, speed and type of other road users. Suitable sites may also be far from your training base.

Training in rural communities comes with particular challenges, for example certain types of infrastructure may not exist. But remember that these are the roads that local riders have to use, so use this as a positive learning experience.

In these instances, you have to adapt and make decisions about what and how to teach.

What to consider when delivering training:

- Remember that this is the riders' local area and these are the roads they will be using – be positive and adapt your training to the site.
- Plan a journey that includes local infrastructure and work with the infrastructure available. Do not worry if this does not fit a traditional progression of activities.
- Focus on helping riders apply the four key skills in whatever scenario they find themselves, including situations they are likely to encounter locally (for example, riding with agricultural machinery on the roads).
- When moving groups, ask questions and encourage independent decision making.
- Think about the size of your group and whether or not you're working with a co-instructor. Are the ratios suitable for the environment?
- In areas where there is no traffic, use riders in the group to create some. Encourage independent decision making in the area that you have defined, and allow more riders on the road at one time.
- How far can you ride with your group? Do you need to change the length of the journey accordingly, or can riders and cycles be transported to another location?



## 5.7. Inclusive delivery

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Everyone should be able to access cycle training and experience the benefits of cycling.

As a cycle instructor, you should be prepared to make your sessions as inclusive and flexible as possible.

This could mean teaching children and adults with special educational needs and disabilities (SEND) within a variety of settings. These include: one-to-one training, group training at special needs schools or centres (these may have access to different types of cycles and specialist support), and within mixed-ability groups in mainstream schools. Your sessions should meet the diverse needs of the riders you are working with.

### ► 5.7.1 Strategies for inclusivity

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The STEP model is a useful framework to plan a cycle training session. It uses four categories to help you adapt your activities in line with different needs. You can make changes for the entire group or for an individual with specific needs.

<b>Space</b>	Where will the training or individual activities take place? Can the space be adapted to make way for adapted cycles? Are there any obstacles to remove?
<b>Task</b>	What will everyone do? Will everyone take part? Can the task be broken down or adapted? Can the activities be sped up, slowed down or varied within the group?
<b>Equipment</b>	What will you use? Are adapted cycles needed?
<b>People</b>	What is the range of abilities? Can your group work alone, in pairs or in groups? Are there other adults supporting? What do the riders want to achieve?

### **Practical considerations could include:**

- occasional one-to-one sessions or smaller groups
- adjusting the length of the sessions
- access to additional staff for support during a session
- making sure you have access to the right type of cycle for each rider
- training environments free from too much noise or distraction
- focussing on a variety of objectives such as physical and mental wellbeing, social skills, independence and empowerment
- managing rider, parent and carer expectations regarding achievement
- having extra breaks
- providing learning material in a range of materials and formats
- accessible training environments, for example lowered kerbs where necessary and enough turning space

### **Preparing to deliver a session:**

- You could give your training provider an 'Instructor Profile' to send to the school before the session starts. This will help riders to prepare for a new person in the school.
- Make sure that consent forms ask about any additional needs to help you plan the session.
- Create objectives together with the rider – find out what they want to achieve.
- Always speak to staff for tips and methods for supporting the rider before the session.
- Speak to staff, parents and carers about the health benefits of cycling (mobility).
- Try to plan all sessions with the same structure and flow, considering the riders' needs.
- Prepare a starting activity and finishing activity and let the rider know what these will be.
- Complete the module called 'Supporting riders with special educational needs and disabilities (SEND) e-learning'. This is available for all Bikeability instructors.
- Make the most of sessions where your training delivery is being observed. These can help you to develop your own practice and give you the opportunity to learn from more experienced instructors.



## Delivering a session:

- Provide a clear description of what you plan to do at the beginning of a session.
- Involve riders when setting rules, for example, deciding how you will get the attention of the group.
- Be aware of anything that may bother or upset the riders before you start the session.
- Use lots of praise when things are going well. Reward specific positives rather than rewarding more generally.
- Be patient and allow time for the rider to process what you are saying.
- Be flexible with your approach and teaching style.
- Keep speaking to and observing the riders throughout your session to understand how they are finding the training.
- Understand that there may be some challenging behaviour.

Sometimes not everything will work out as planned. Remember that this is OK. Use these situations as a learning opportunity by reflecting on them and asking yourself what you could do differently next time.

The information given here does not cover everything; you'll find more detailed guidance on how to deliver sessions in the Activity Templates. You may also find other resources helpful, such as the [Wheels for Wellbeing inclusivity guide](#).





## 6. Risk Benefit Assessment (RBA)

All providers of cycle training should have robust health and safety policies and should put in place very clear procedures to manage and mitigate potential health and safety risks.

Training providers and instructors alike should adhere to relevant UK legislation to create a safe and enjoyable environment for everyone in the delivery of the cycle training scheme.

### **Legal health and safety obligations**

As a training provider or instructor, you are a 'duty holder' and should be familiar with and adhere to the key UK health and safety legislation and regulations which apply to you when delivering cycle training. This will ensure legal compliance and adherence to current good practice for the sake of trainee riders and the interest of the organisation or individual delivering training.

As duty holders, cycle training delivery organisations and instructors should comply with the legislation and regulations as set out below:



- **Health and Safety at Work etc. Act 1974 (HSWA):** This Act establishes the general duties and responsibilities of employers, employees and self-employed individuals towards health and safety in the workplace.
- **Management of Health and Safety at Work Regulations 1999 (MHSWR):** These regulations require employers and self-employed individuals to conduct risk assessments, implement preventive and protective measures, establish health and safety policies, and provide adequate training and information to staff.
- **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR):** RIDDOR sets out the requirements for reporting work-related accidents, injuries, diseases, and dangerous occurrences. Up-to-date guidance is available on the Health and Safety Executive website about what is reportable for both workers and non-workers.
- **Safeguarding and Child Protection:** Relevant safeguarding and child protection legislation, guidance and best practices, including the Children Act 1989, the Children Act 2004, and the Working Together to Safeguard Children guidance.

Training providers should regularly review and update your health and safety policy and procedures to reflect changes in legislation, guidance or operational practices. This will help you keep a strong focus on health and safety and ensure that your cycle training is compliant with the latest regulations and best practices.



More detailed guidance for Bikeability instructors and Bikeability Training Providers can be found here: <https://www.bikeability.org.uk/for-training-providers/risk-benefit-assessment/>

## Risk management practice

Training organisations should have a generic risk management document which all employed or contracted staff must know and understand. This will set out expected risks and measures to reduce risk during cycle training. Training activities should have a site-specific risk assessment recorded by the most appropriate duty holder, and the instructor delivering cycle training should be constantly managing risk dynamically.

The remainder of this section will help you to carry out risk assessments, both before you start training, and during the sessions themselves.

Cycle training involves the management of risk, whether you're training riders on or off road. You manage risk for the safety of your riders, but also help to challenge them where appropriate.

Remember that part of your role as instructor is to train riders to manage their own risk while riding. By supporting their independent decision making, you're teaching them to spot and react to potential hazards.

'Risk benefit assessment (RBA) is a useful method of risk management which recognises that there is inherent risk in most activities, but there is still benefit to doing that activity. For example, training in traffic may carry a risk, but the benefit is that riders will learn how to interact with other road users.

You should not remove risk, but manage it, letting riders handle appropriate risks independently. This will prepare them for riding on their own after training and make learning more realistic.

## 6.1. Pre-training risk assessment (formal RBA)

You have a 'duty of care' for everyone involved in your cycle training course. This includes the riders, other instructors, people in the environment, the organisations you work with – and yourself.

Documents you may need include:

- consent forms – riders or their parents/guardians can communicate any medical, health or special educational needs and disabilities/additional learning needs
- group registers – to record the progress of each rider or any adjustments made to cycles
- off-road RBA which is site specific
- on-road RBA which is site specific (for activity locations and routes)
- incident reporting form

Considerations for your site-specific risk assessment could include:

- weather (is it likely to be very hot, windy, cold or wet?)
- lines of sight – you must be able to see riders at all times
- average speed of other road users
- number of other road users
- types of road users
- pavement space
- start and stop points
- surface
- whether you're working with a co-instructor or not
- alternative routes in your plan
- location:
  - Choose sites that enable you to carry out activities in the 'goldilocks zone' – that is, not too challenging, not without challenge, but just challenging enough for your riders to develop.
  - Make sure the location matches the riding activity, and that riders can ride a fair distance while practising.
  - Where possible, ensure cycles are stacked close to where the group will stand, or within eyesight, to minimise risk of being stolen. Teach the group to interact positively and respectfully with pedestrians
  - As riders learn new skills, look for locations with more traffic. This will give riders the chance to interact with other road users.
  - Plan where to position yourself at each location. Make sure at least one instructor can observe riders on road, as well as those who are watching their friends.
  - Think of places and landmarks that your riders will find interesting.
  - Use accessible routes and infrastructure for different types of cycles.

Before you begin any session:

- check the organisation's guidance – for example, what are the school's policies regarding visitors, or use of mobile phones?
- make sure all cycles have been checked and are safe to use on the road
- know the location of any local defibrillators

## 6.2. Risk assessment during training (dynamic RBA) -----

Managing risk during training (known as dynamic risk assessment) is at least as important as formal risk assessment. It recognises that things can change and that you need to make decisions based on what is happening at the time.

The following checklist will help you to manage risk during your sessions, while making sure your riders are getting the challenge they need.

### Dynamic risk benefit assessment checklist

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- ✓ Is the location suitable for the riders?
- ✓ Do I need to adapt activities according to the individual needs of the riders?
- ✓ Can I see all the riders and my co-instructor?
- ✓ Do I know where to position each instructor? (They need to be at the points of highest risk during rider activities.)
- ✓ What's happening on the road and the pavement?
- ✓ What is the speed of the traffic and how many vehicles are there?
- ✓ What variety of vehicles are there?
- ✓ What's the weather like?
- ✓ What's the road surface like?
- ✓ What is the riders' and instructors' mood and what are their energy levels like?
- ✓ Are everyone's cycles working properly?
- ✓ Do all clothes fit properly, including shoes and laces?
- ✓ Are helmets fitted properly?

## 6.3. Reducing risk during training

To help you reduce risk during training sessions, there are four main questions you can ask yourself:

**Location:** Would another local junction be a better place to train?

**Ratios:** Do I need to decrease the group size to better manage the training situation?

**Duration:** How long can the riders take part in the activity?

**Communication:** Does my teaching style match this group and situation?

## 6.4. Managing emergency situations

Although uncommon, emergency situations can happen. For this reason, it's important that you have first aid training and that you carry a first aid kit with you. You should also have a phone with you during sessions and know where to find a defibrillator for both on- and off-road training.

Every training provider will have guidance on what to do in case of emergencies.

The following is an example of what action you should take as a cycle instructor:

1. Stop the activity and make sure no one is in danger.
2. Assess the situation calmly.
3. Give first aid if needed.
4. Call the emergency services dialling 999 or 112 if needed.
5. Contact the training provider, organisation and/or the school emergency contact.
6. Reassure the rest of the group by letting them know what is happening.
7. Stay with the injured person until the ambulance arrives. The paramedics will take over your 'duty of care' for the injured person so you can focus on getting the group back to base.
8. Record details of any witnesses and numbers of other vehicles involved. Take pictures before leaving the scene.
9. Follow the training provider, organisation or school's guidelines for incident reporting, including filling in an incident report.

Either you or the organisation you're working with must keep a record of incidents. Where this is the organisation's responsibility, it must give you guidance on its incident reporting procedure. It is important that all incidents are reported, and this includes near misses.

It is always good practice to reflect on the lead-up to the incident, and the way in which you handled it afterwards. This can be useful for your own professional development. As you gain more experience, your ability to anticipate and avoid potential incidents will improve. You will also be more ready to deal with any incidents that do happen.

Serious incidents that occur on Bikeability cycle training must be reported to The Bikeability Trust within 72 hours. Find out more [here](#).





## 7. Moving riders

Riders will often need to move between locations. This could be from an off-road to an on-road setting, between a variety of on-road settings, or as part of a longer journey. There are certain things you can do to make sure that this happens safely, whichever setting you are in and whatever the ability of your riders.

### 7.1. Moving groups of riders

If you need to move a group of riders, you should ideally get them to ride on the road. Moving groups by riding gives you more location options for training. It also frees up training time, and helps your riders to feel more engaged as they gain more skills.

Manage riders' expectations:

- Explain to your riders how group riding works and that you will be giving directions and encouragement from the back.
- Let them know where you plan to go, how long you'll be out and that they'll be stopping at various locations to learn.
- Tell them that you expect them to check behind to see where you are occasionally. This will develop their skills and encourage communication.
- Give riders the opportunity to practise in an off-road setting.

There are two main ways of moving groups of riders: **snaking** and **shepherding**.

## 7.2. Strategy 1: snaking



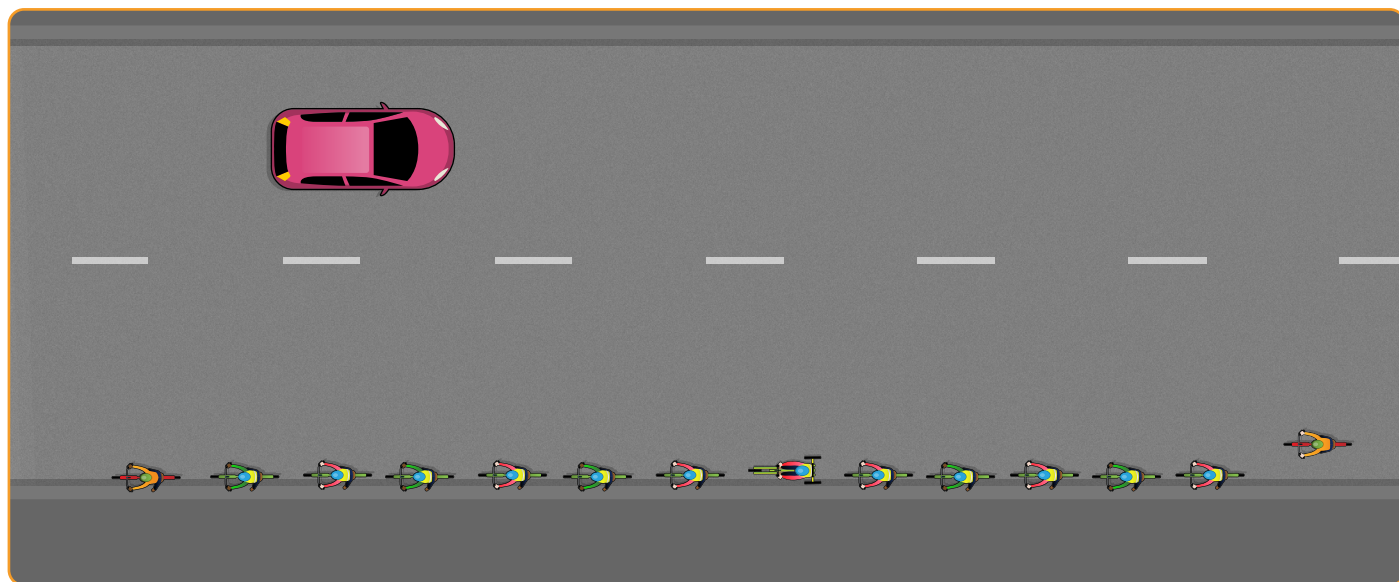
[Click here to watch the Snaking video](#)

Snaking is a way to move groups of riders. You need two or more instructors for snaking.

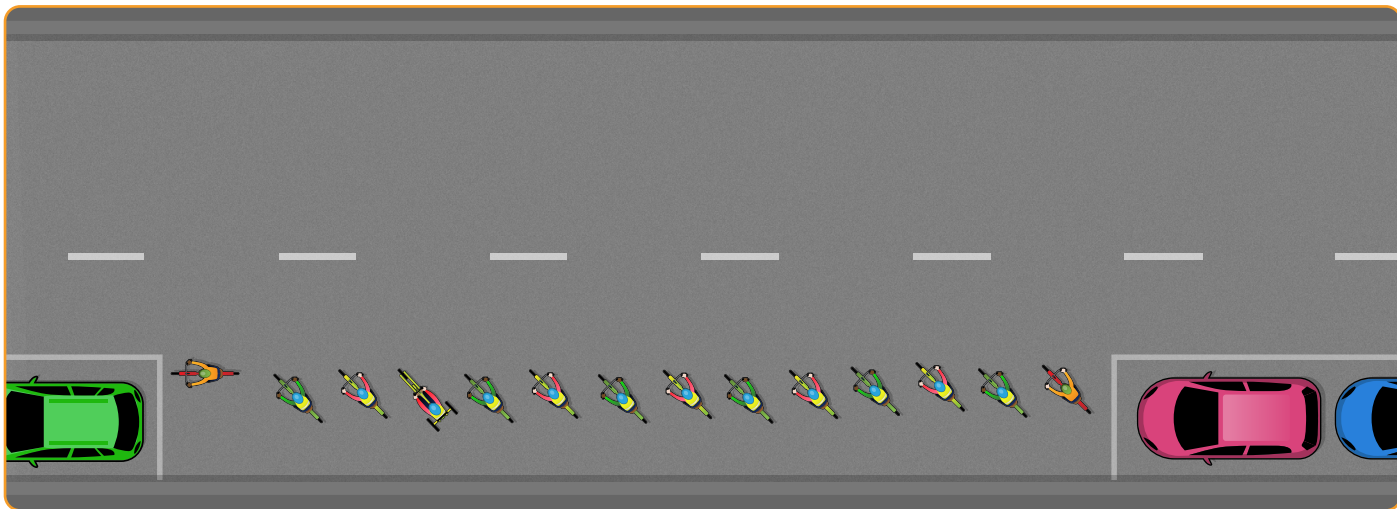
For a rider to take part in a 'snake', they first need to show that they can control their cycle off road. But they do not need a full understanding of road riding. Riders should first practise snaking in a traffic-free environment before trying it on the road. They will need to practise starting and stopping.

The order of the riders within the snake is important. The slowest or least confident riders should be positioned towards the front of the snake. They will set the speed of the group. The faster and more confident riders should ride towards the back of the snake. The last rider in the snake should be confident enough to be left at the back to signal to road users behind. This then allows the rear instructor to move forward if they need to.

You and your co-instructors need to work as a team to help the snake move together as one 'vehicle' if possible. Sometimes this is not possible because of busier roads and the snake becomes split (see below on how to manage this). You each have your own role as either the 'rear instructor' or the 'front instructor'. Make sure you agree on what signals you will use to communicate with each other before you start the session.



This diagram shows a standard start. The rear instructor enters the road first and positions themselves to give protection to the group.



This diagram shows a staggered start: an alternative method of starting when there is limited room available, appropriate for busy urban areas.

### ► 7.2.1 Rear instructor

What to do as a rear instructor:

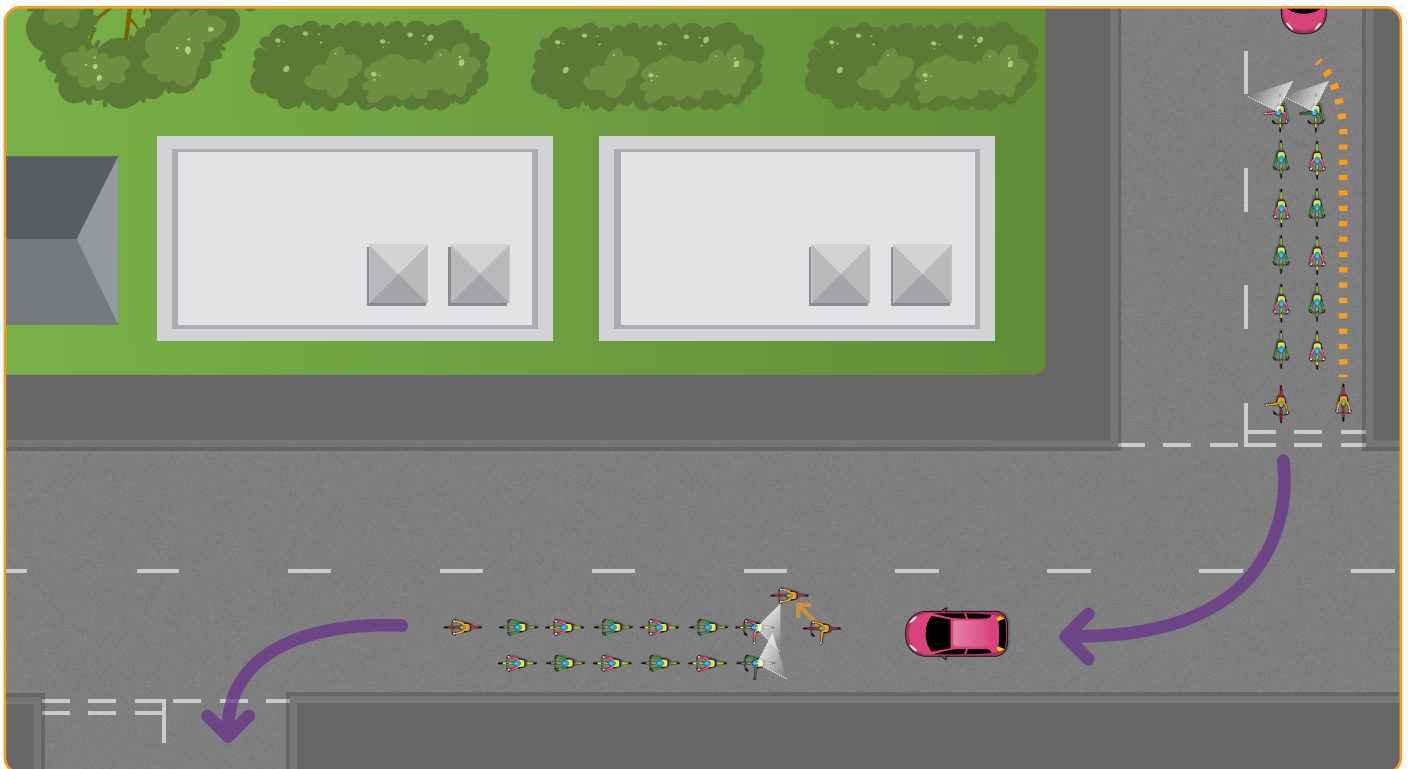
- When starting and finishing a journey, remember you will be the first person to enter the road and the last to leave it.
- Check that the riders are ready to go, signalling to the front instructor that there is enough time and space to move off.
- Anticipate the need for the snake to move right (or sometimes left), such as when changing lane on a multi-lane road or to overtake a parked car. You move first so make space for them to move in front of you.
- Arrive at give way situations (some junctions, roundabouts, road narrowings) before the group, supporting riders as they make the decision to go or wait. Do not block other road users or direct traffic and do your best not to get in the way of each rider's observations. Instructors should not influence other road users to give the group priority but may assist a group moving through a junction if priority is given.
- If the group is split at a junction, shepherd the separated riders back to the main group.
- Communicate to the front instructor when it's safe to go through junctions or blind bends by being in the best position to judge this.
- Arrive at locations where you may need to stop the snake or part of the snake (traffic lights, pedestrian crossings). If the snake splits, you will need to take charge of the remaining riders in these situations.
- Observe and encourage riders in the snake who may be struggling by riding alongside them and giving advice about their position or gear selection.
- Inform the rear rider that you are moving forward and ask them to check back and signal where necessary. Make sure the rider you have chosen to go at the rear is able to do this.
- Manage drivers behind the snake with positive communication. Use your body language and positioning to discourage overtaking when there is not time and space to do so.
- Thank drivers for their patience with a wave and a smile.



### ► 7.2.2 Front instructor

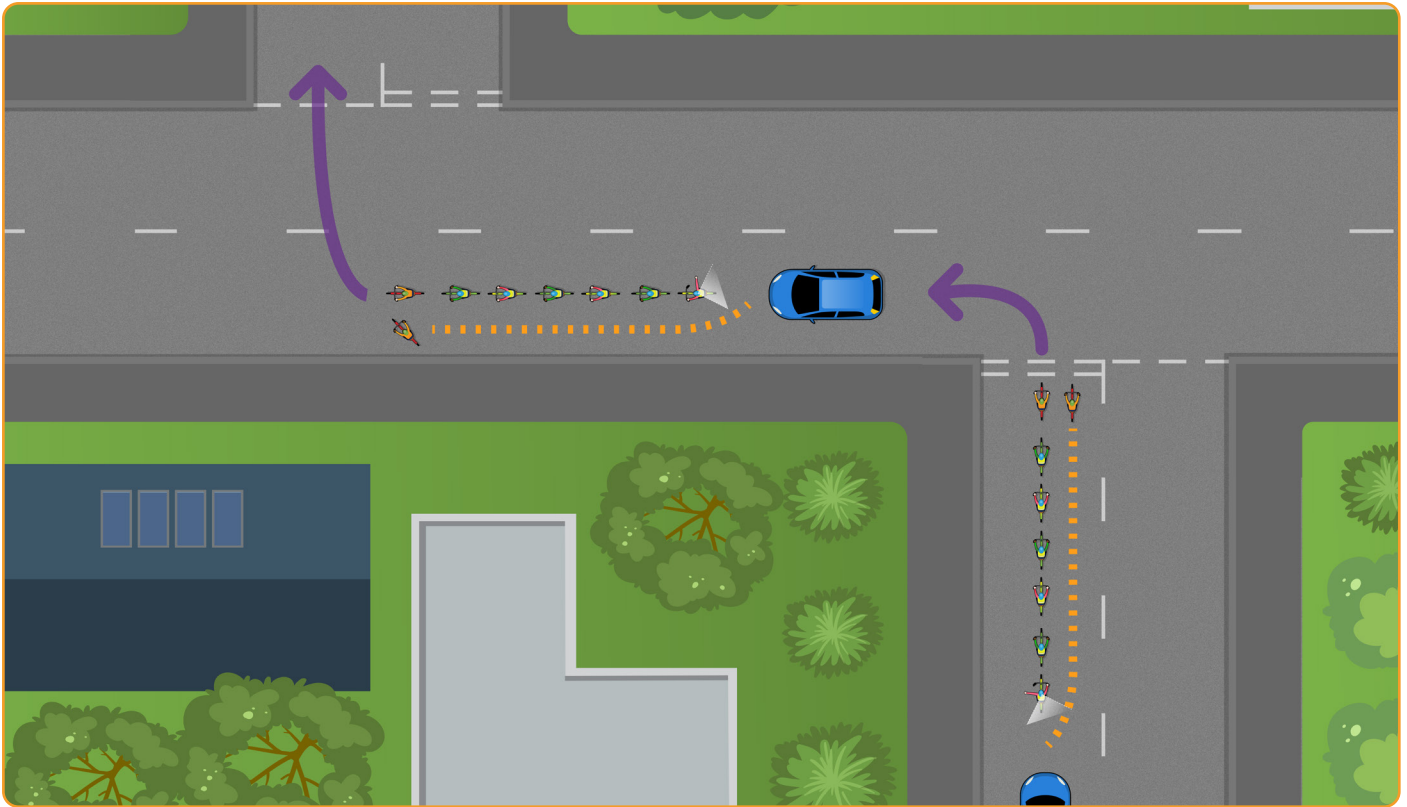
What to do as a front instructor:

- Move the group into the road once the rear instructor is in the road.
- Move the group off once the rear instructor has given you the agreed signal. Make sure you are happy with the conditions around you.
- Set the line in the road by your position – think about the speed and volume of traffic, the width of the road and sight lines.
- Pick safe locations for the group to pull in to. Check there is room for riders to stop next to the kerb and leave the road.
- Decide when to ‘double up’ (making the snake shorter and wider). You may want to do this when approaching lights or junctions to get through quicker, or if you want to stop people from overtaking when it may be risky to do so. Do consider the size, width and speed of different types of cycles when planning to do this – you should avoid doubling up with wider cycles.
- Know the route and communicate any turns or lane changes early to the rear instructor to give them time to get into position.
- Raise your hand vertically before signalling so the rear instructor can see your signal above the heads of the riders.
- Use a vertical arm signal to call the rear instructor to the front, including at crossroads, or if you need their support.
- Set the pace of the group by keeping the slowest rider behind you where you can monitor their speed.



In this diagram the rear instructor can choose to position themselves slightly further out to avoid vehicles overtaking or to remain in primary position.





In this diagram the front instructor leads the group through the junctions. When turning into the minor road the rear instructor positions themselves where they can see and assist decision making at the junction. They will typically move up the right side of the group for a left turn, and the left side for a right turn, but this can change depending on the situation and space.



In this diagram a group has become split. The front instructor pulls over to allow the group to reform. The rear instructor waits at the junction until it is safe to shepherd the split group to rejoin.

### ► 7.2.3 Snaking responsibilities

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Before snaking, the group should agree on the following:

- Stay behind the person in front of you.
- Leave enough space to stop but not too much for a driver to cut into the snake (about the length of a cycle).
- If the snake doubles up, leave enough space between each other; you should not be able to reach another rider.
- Follow the line of the front instructor and remain quiet and focussed.
- Do not signal, unless you are the rear rider and the rear instructor has moved to the front. It is safer for riders in the snake to have both hands on the handlebars and is unnecessary for all riders to signal.

### ► 7.2.4 Learning on the move

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As rider confidence and competence grows, you can transition snaking from a passive to an active learning experience for them. Helping riders develop group riding skills that they'll need to use, for example, when riding to school with friends:

- Asking open questions before and after a group ride
- Reduce verbal prompting whilst snaking. Give riders responsibility to support each other, for example, by calling out hazards.
- Reduce levels of instructor control and hand over decision making to riders allowing them to practice the four key skills, for example allowing riders to signal and encouraging riders to make their own decisions at junctions.
- Allow different riders to lead the snake. They should be in front of the lead instructor, who gives them directions at junctions.
- Split a larger snake into two separate groups where riders in each group perform a journey with the support of a single instructor who normally rides behind them.
- For very capable groups, you could allow the group to move itself from point A to point B, follow, but not immediately behind them.

## 7.3. Strategy 2: shepherding



[Click here to watch the Shepherding video](#)

Shepherding is where you move up to six riders with one instructor.

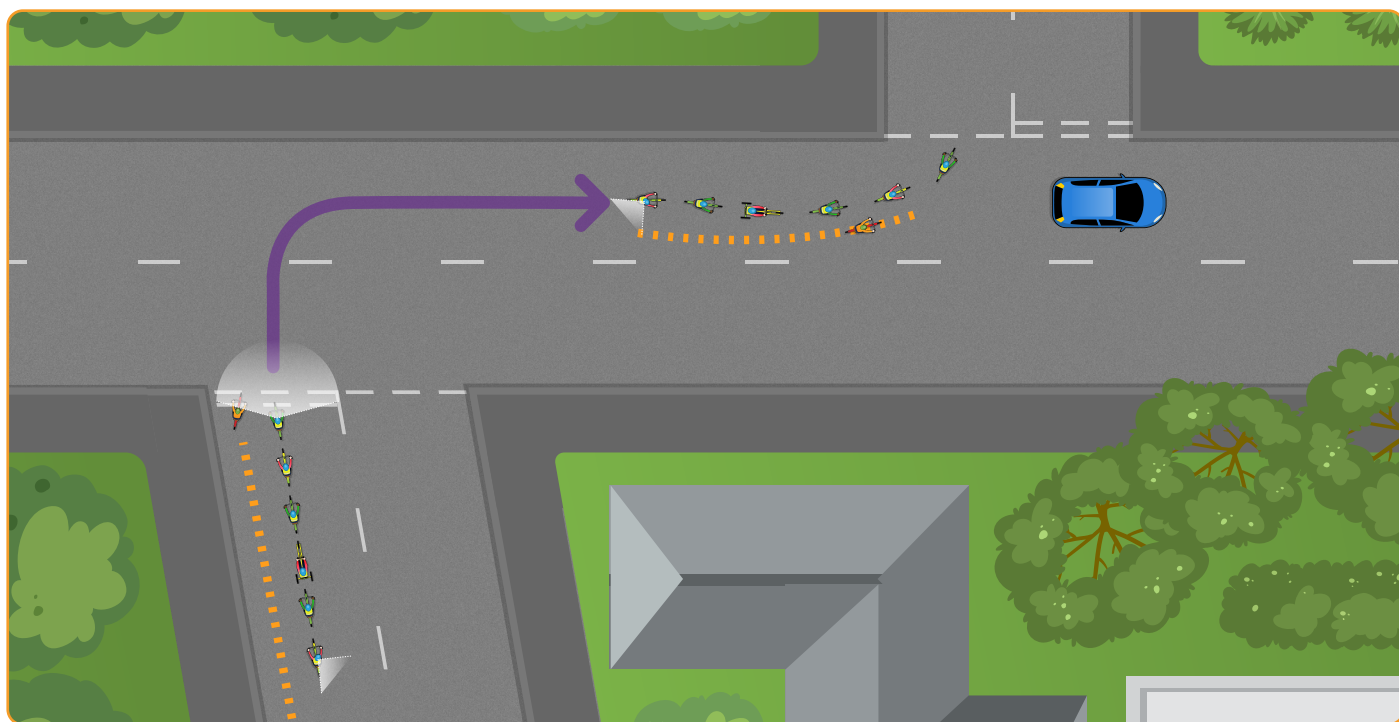
It's different to snaking because the front rider does not follow an instructor. This means the leading rider is often the most responsible rider of the group, and should know how and where to position themselves on the road.

As the riders in your group continue to improve their skills, you can decide to change who you want to ride at the front. It's your job to communicate the route to the front rider, or you can let them decide where to lead the group.

You need to be able to move around, changing positions along the line of riders to suit the situation.

But most of the time, you will be at the back of the line, either slightly to the right of the riders or next to the rear rider. From this position, you can observe and communicate with the riders, while ensuring that drivers overtake the group only when it is safe to do so.

When approaching junctions where riders need to give way, you should move up to the front next to the lead rider. This allows you to see whether it's clear for the riders to move through. You can then move back to the rear.



In this diagram the group is turning right into a major road, then left into a minor road. The instructor rides to the left at the first junction and right at the second junction to shepherd the group safely.

Shepherding can also be used to move individual riders. It can also be used as a teaching method.

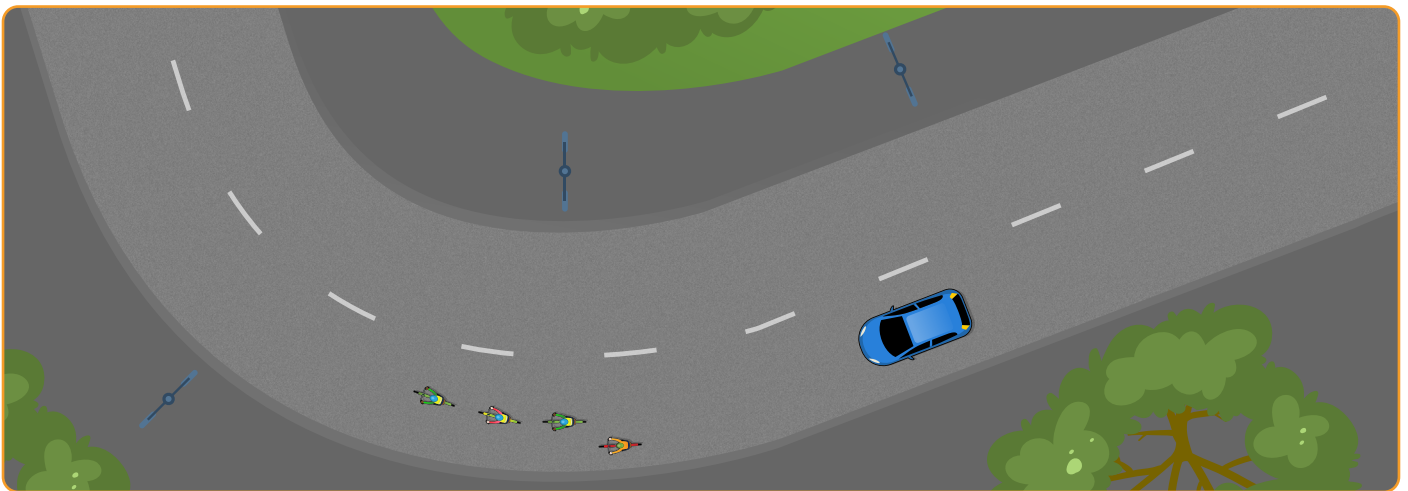
What to do when shepherding:

- Ride behind the group, slightly to their right. This will protect them from other road users and ensure that drivers give enough space when overtaking.
- Move next to the riders at junctions to support them as they move through.
- Avoid filtering (passing a traffic queue) with your riders at least until you have taught them how and when to do this.
- Communicate with the group and encourage them.

As the riders gain more confidence, you can position yourself more directly behind them.

This way you don't block their view and they are able to look back and communicate with other road users themselves.

You could even ride to their left to give them more independence. Just be sure to assess the risks for yourself as this position may put you close to parked cars.



In this diagram the instructor rides to the left to encourage independent decision making by the group.

## 7.4. Doubling up

When moving your riders (by snaking or shepherding) you can do this with a single line of riders, or use the 'doubling up' technique. This makes the line shorter and more manageable.

Doubling up is useful to move quickly through junctions and lights. It is also useful when you're able to safely let drivers overtake you as a shorter line of riders.

To move from single file to doubling up, the instructor shouts 'double up' or gives an agreed hand signal to the group. The rider in the second position then moves to ride on the right of the first rider, the fourth to the right of the third and so on until the group is riding in pairs, side by side.



Riders who are not moving position should slow down while the riders moving position should speed up. The opposite needs to happen when moving back to single file.

Do consider the size, width and speed of different types of cycles when planning to double up – you should avoid doubling up with wider cycles.

## **7.5. Moving groups by walking**

If it's not possible for you to move your group by riding on the road, you can walk instead. This is a last resort but is a useful option when the traffic or road conditions are too challenging for the riders' current abilities. It's also a good backup plan if there's a traffic jam or a mechanical issue with a cycle.

When walking along a pavement, make sure that riders stay in a single file to give other pedestrians enough space. The group should stick to an agreed order and be polite and aware of people around them.

Riders should line up next to each other on the pavement with the front wheel of their cycle facing the road they want to cross. Some may need a dropped kerb. Avoid crossing roads near junctions and blind turns unless you can see clearly enough to manage this.



## 8. The Bikeability Programme

### 8.1. What is Bikeability?

Bikeability is the Department for Transport's cycle training programme in England. It has been approved by the Cycle Training Standards Board as the curriculum for delivering the government's National Standard for Cycle Training.

In England, Bikeability is funded by Active Travel England and distributed to local highway authorities (as grant recipients). The programme is then delivered by registered training providers and instructors. It can also be delivered by registered training providers through private funding.



For information on registering as a training provider please follow this link:  
<https://www.bikeability.org.uk/professionals/for-training-providers/>

Information on funded cycle training in Scotland and Wales may be found on government websites.

Instructors delivering Bikeability training must hold either:

- the Level 2 Award in Instructing Cycle Training or
- the 'National Standard Instructor' status (until 31 March 2024)



For information on the Bikeability programme please follow this link:

<https://www.bikeability.org.uk>

## 8.2. About The Bikeability Trust

The Bikeability Trust is a charitable incorporated organisation with the role of managing, developing and promoting the Bikeability programme on behalf of the Department for Transport. The Trust supports the administration of the Bikeability industry. It does this through instructor and training provider registration, payment of grant to local highways authorities, monitoring of training places delivered, and the External Quality Assurance process.

The Trust's vision is that everybody has the confidence and ability to cycle safely and can enjoy this skill for life.

### Our vision at Bikeability

- **Child focussed:** We deliver cycle training to both children and adults, but the majority of delivery is helping children learn the life skill of cycling.
- **Quality:** Our instructors deliver high-quality, consistent cycle training across England.
- **Inclusivity:** We take action to reduce barriers to participation and ensure that anyone who wishes to access Bikeability cycle training is able to.
- **Efficiency:** Our delivery programme offers value for money and is delivered in an economic and efficient way.
- **Influence:** We share our evidence of the impact of cycle training across a variety of sectors (transport, education, environment, health and leisure).
- **Collaboration:** We work with stakeholders, partners and commercial organisations to achieve our vision and ensure Bikeability is a household name.

## 8.3. Delivery of Bikeability

### ► 8.3.1 Ratios and session timings

Bikeability training can be delivered with one or more instructors, in line with local safeguarding policies and operating procedures.

One-to-one teaching is also an option for Bikeability courses at all levels. The time needed for this will depend on the ability of the rider.

The table below sets out ratios per instructor. Your training provider may require you to work as a pair, in that case, the number of riders you can take per ‘minimum time requirement’ duration can be doubled.

Module	Maximum number of riders per instructor	Minimum time requirements
<b>Bikeability Balance</b>	6 (or up to 12 with help from a teacher or teaching assistant)	4-6 sessions lasting between 30 and 45 minutes
<b>Bikeability Learn to Ride</b>	3	Duration and number of sessions dictated by rider progression
<b>Bikeability Bus</b>	6	N/A
<b>Bikeability Fix</b>	6	2 hours
<b>Bikeability Family*</b>	6	Up to 3 hours
<b>Bikeability Adult</b>	3	2 hours

\*A ‘family’ means at least two people. At least one member of the family needs to be under 18 years old and at least one over 18 years old.

#### **Timings for core modules:**

Note that Bikeability Level 2 courses with more than three riders per instructor must not be delivered in a single day.

Module	Maximum number of riders per instructor	Minimum time requirements
<b>Bikeability Level 1</b>	9-12	2 hours
<b>Bikeability Level 1</b>	5-8	1.5 hours
<b>Bikeability Level 1</b>	2-4	1 hours
<b>Bikeability Level 2</b>	6	6 hours
<b>Bikeability Level 2</b>	5	5 hours
<b>Bikeability Level 2</b>	4	4 hours
<b>Bikeability Level 2</b>	3	3 hours
<b>Bikeability Level 2</b>	1-2	2 hours
<b>Bikeability Level 3</b>	3	2 hours

Provisionally qualified instructors count towards the ratios above when working as a pair, for example, can deliver in a ratio of 2:12 over 6 hours. But must always be paired with a fully qualified instructor.



### ► 8.3.2 Teaching approach – the journey

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Bikeability training should help riders to think about cycling on their own or in groups after the course has finished.

When practising on the road, try to get your riders to think of their training as a journey (rather than a set of separate activities at different locations).

Involve your riders at every stage of the activity by asking them where they would like to go and what route they would like to take.

Of course, you should then decide whether the route is suitable for this particular group of riders. Is it too hard or too simple for their ability? What infrastructure is coming up? You should also think about whether you can do the route in the time that you have.

Once you're on your journey, continue assessing your riders' abilities and the level of risk as you stop at different sites to teach activities. Remember, you can change the order of activities to suit the journey and the needs of the group.

Every location will be different. Always think about where you are and what sort of skills your riders will need to make their journey.

### ► 8.3.3 Assessment and awards

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Bikeability awards celebrate all who participate in cycle training. The course should be a positive learning experience in which all riders achieve as much as they can.

Every child must receive the complete Bikeability award, recognising the progress they have made at the highest-level course they took part in.



Full guidance on awards is available here:

<https://www.bikeability.org.uk>

You can also use a tracker to record each rider's progress during the training (formative assessment) and at the end of the training (summative assessment). Download the tracker [here](#).

### ► 8.3.4 Use of helmets

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‘The Bikeability Trust recognises that use of cycle helmets is not mandatory or always possible. However The Bikeability Trust recommends the use of helmets in line with The Highway Code rule number 59: ‘You should wear a cycle helmet that conforms to current regulations, is the correct size and securely fastened. Evidence suggests that a correctly fitted helmet will reduce your risk of sustaining a head injury in certain circumstances.’

Training Providers should ensure that their approach to helmet use is documented and referenced in appropriate policy documentation, including insurance.’

### ► 8.3.5 Modules

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All modules in the Bikeability programme are grouped under ‘Get Cycling’ or ‘Go Cycling’.

**GET CYCLING** involves activities that support riders before making a journey on the road. This includes training riders to prepare themselves and their equipment, and making sure they can balance (unless using a three- or four-wheeler), pedal and control their cycle. These activities are mostly based on National Standard roles 1 and 2. These skills can enable a rider to make a journey using segregated cycling infrastructure.

**GO CYCLING** helps riders to make journeys combining cycle infrastructure and the road. It includes all manoeuvres that a rider is likely to encounter when riding on road. Riders will learn how to use roads in line with the Highway Code, ride safely and responsibly in traffic, and improve cycling – all of which is linked to National Standard roles 3–5.

Each module can be taught to a rider of any age, and the module and activities taught must match their particular training needs and current ability. The modules and activities are usually taught in the order outlined, allowing riders to gain skills progressively. The order of the activities within the modules is suggested below, however may differ to best suit the needs of your riders and the local situation.

Module	Description	Activities taught
<b>GET CYCLING</b>		
<b>Bikeability Balance</b>	The Bikeability 'Balance' module teaches riders to balance on a balance bike, and can be delivered to pupils from nursery school onwards. You can use games to help riders develop cycle handling and awareness skills off road, moving the bike with their feet rather than with pedals. Riders should be ready to progress to 'Learn to Ride' training at the end of this module.	<ul style="list-style-type: none"> <li>• Preparing for cycling</li> <li>• Pushing your cycle and balancing</li> <li>• Getting on and off your cycle</li> </ul>
<b>Bikeability Learn to Ride</b>	The Bikeability 'Learn to Ride' module is for riders who are unable to ride a bicycle without support. Riders who are not yet able to balance should start with Bikeability Balance before starting this module.	<ul style="list-style-type: none"> <li>• Preparing for cycling</li> <li>• Getting on and off your cycle</li> <li>• Starting, stopping and controlling your cycle</li> </ul>
<b>Bikeability Level 1</b>	Bikeability Level 1 aims to develop cycle-handling skills in an off-road, traffic-free environment. It must be delivered away from motor traffic. The goal for riders is to demonstrate excellent cycle-handling skills. This training does not try to simulate on-road cycling.	<ul style="list-style-type: none"> <li>• Preparing for cycling</li> <li>• Getting on and off your cycle</li> <li>• Starting, stopping and controlling your cycle</li> <li>• Stopping quickly and managing hazards</li> <li>• Using gears</li> <li>• Looking behind, riding with one hand and signalling</li> <li>• Sharing space off road with pedestrians and other riders</li> </ul>
<b>Bikeability Fix</b>	<p>Riders learn the essentials of cycle maintenance to ensure that their cycles are always roadworthy. Includes how to repair a puncture and replace an inner tube.</p> <p>When delivered before Bikeability training at Level 1, Bikeability Fix can improve the roadworthiness of cycles used in Bikeability. Knowing how to check a cycle and repair a puncture will give riders confidence to use their cycles after Bikeability at any level.</p>	<ul style="list-style-type: none"> <li>• Checking your cycle</li> <li>• Repairing a puncture</li> </ul>

Module	Description	Activities taught
<b>GO CYCLING</b>		
<b>Bikeability Level 2</b>	<p>Bikeability Level 2 develops riders' skills and confidence for cycling on single-lane roads and simple junctions with mostly moderate motor traffic flows (where riders encounter more and more vehicles in each module). It must be delivered on roads with a variety of junctions that get more challenging each time, and where riders interact with increasing levels of traffic. The goal for riders is to link junction manoeuvres in a continuous journey using the four key skills and routines.</p> <p>Riders should be competent in all Level 1 activities before taking part in this module, with the exception of riding one handed. They may still take part in all Level 2 activities if they are unable to ride one handed. Instructors can manage the risk by teaching riders different ways to communicate, such as, increased levels of rear observation, choosing primary position early, pairing riders or by 'buddy riding' with them if possible.</p>	<ul style="list-style-type: none"> <li>• Starting and finishing an on-road journey (including doing a U-turn)</li> <li>• Cycling in suitable riding positions and passing parked vehicles</li> <li>• Passing minor roads and crossroads</li> <li>• Turning left into a minor road and right into a major road</li> <li>• Turning right into a minor road and left into a major road</li> <li>• Using roundabouts</li> <li>• Riding with other riders</li> </ul>
<b>Bikeability Level 3</b>	<p>Bikeability Level 3 develops riders' skills and confidence so they can ride in different road environments, including complex, often busy roads and junctions, sometimes with speed limits above 30mph. It must be delivered on progressively more challenging roads and junctions with a high volume of, or fast, motor traffic. The goal for riders is to link manoeuvres in a planned journey. They should understand that lifelong cycling involves continuous practice and improvement of skills.</p> <p>This module should teach at least four of the activities on the right in addition to the two activities in italics.</p>	<ul style="list-style-type: none"> <li>• <i>Preparing for and planning a journey</i></li> <li>• <i>Riding in more complex environments</i></li> <li>• Using roundabouts</li> <li>• Riding with other riders</li> <li>• Using traffic lights and passing queuing traffic</li> <li>• Using cycling infrastructure</li> <li>• Using multi-lane roads</li> <li>• Using multi-lane roundabouts</li> <li>• Being aware of driver blind spots and sharing bus lanes</li> <li>• Riding on roads with a speed limit above 30mph</li> </ul>



Module	Description	Activities taught
<b>Bikeability Bus</b>	<p>Inspiring active travel to and from school by teaching children, teachers and parents the best routes to use, and building confidence to use them.</p> <p>Bikeability Bus is a group ride to school for pupils, parents and school staff. Starting from a local point, such as a park or hall, the bus ‘picks up’ riders along the way at pre-arranged ‘stops’ before reaching school where the riders get off.</p>	<p>This is a led ride which will take in all types of on- and off-road infrastructure.</p> <p>Riders will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• apply the four key skills</li> <li>• use routines</li> <li>• maintain suitable riding positions</li> <li>• identify and respond to hazards</li> <li>• share the road with others</li> <li>• follow the rules of signals, signs and road markings</li> <li>• respect other road users</li> <li>• ride with confidence alongside other road users</li> </ul>

Module	Description	Activities taught
<b>BESPOKE</b>		
<b>Bikeability Family</b>	<p>To build confidence and competence for 'family' groups to complete a journey together.</p> <p>Bikeability Family provides a tailored training package to help families cycle together. The Bikeability Trust has designed this guide in line with the National Standard for Cycle Training. The module must be bespoke, flexible and adapted for the needs of each family. Any group with at least one member aged over 18 years and one aged under 18 can take part in this module. Participants do not need to live in the same household or be legally related.</p> <p>The goals of each individual family should be determined before training begins. This information can be gathered informally, through observation or a verbal conversation, or a more formal questionnaire.</p>	Activities to be chosen from any of the above modules, to suit the needs of each family.
<b>Bikeability Adult</b>	<p>Instructors must address riders' individual development needs and may choose from the range of Bikeability levels and Plus modules as appropriate.</p> <p>Adults are trained to complete cycle journeys that suit their own purposes, which may include cycling to the shops, commuting to work or leading family leisure rides.</p>	Activities to be chosen from any of the above modules, to suit the needs of the rider.

## 8.4. Safeguarding and Code of Practice

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Ensuring the safety of everyone who takes part in cycle training is a top priority. All cycle training should be a positive and safe experience for everyone involved, and no one should experience abuse of any kind. We all have a responsibility to support the welfare of all children, young people and adults – to keep them safe and to practise in a way that protects them.

As a Bikeability training instructor, you have a responsibility to follow and keep up to date with all safeguarding policies and procedures as set out by The Bikeability Trust [here](#).

You must hold valid safeguarding training, refreshed every three years, and an enhanced DBS certificate. You must also follow a [Code of Practice for Bikeability instructors](#) that sets out what's expected.

## 8.5. Contact The Bikeability Trust

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For additional support, guidance or to make a query, please email [contactus@bikeability.org.uk](mailto:contactus@bikeability.org.uk).



### **Contact The Bikeability Trust**

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Charity reg number 1171111