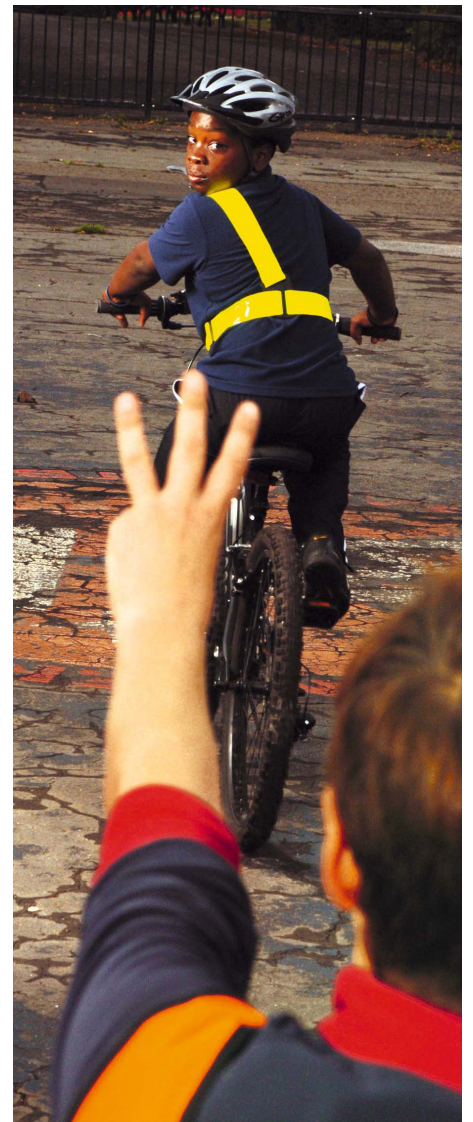




Bikeability Delivery Guide

For registered Bikeability
training providers and
instructors in England

September 2019





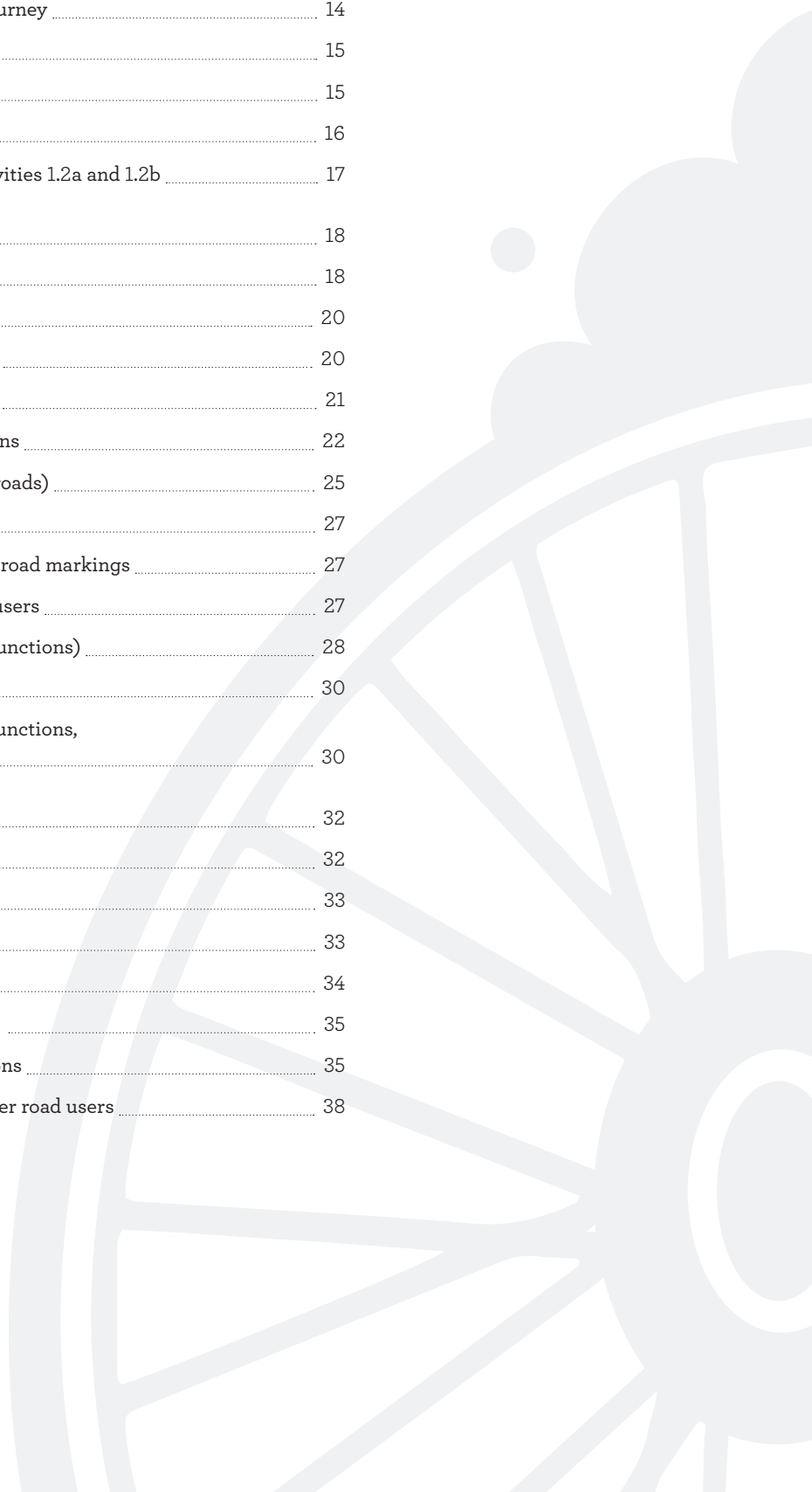
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INTRODUCTION

What is this guide for?

This guide is for the delivery of Bikeability to the National Standard for cycle training (the National Standard). It is for registered Bikeability providers and instructors to use when planning, delivering and reviewing Bikeability training modules, activities and assessments based on the **four core functions** and **systematic routines** that underpin safe and responsible cycling.

Use of this guide will ensure the National Standard is embedded in the delivery of Bikeability training competently, consistently and confidently. All registered Bikeability providers and instructors will use this guide to plan and deliver Bikeability, mentor and develop instructors who deliver Bikeability, and quality assure Bikeability delivery.

Who is this guide for?

Bikeability can only be delivered by registered instructors who are employed/contracted by registered Bikeability providers. The Bikeability Trust registers Bikeability providers and instructors on behalf of the Department for Transport.

This delivery guide is for registered Bikeability providers and instructors in England. It explains how to deliver Bikeability at Levels 1, 2 and 3. Additional guidance is available in the Bikeability Plus delivery guide and the inclusive Bikeability delivery reference guide.

The guide has been prepared by the Bikeability Trust, which manages the Bikeability programme and the National Standard for the Department for Transport, the government department with oversight of Bikeability and the National Standard.

What is in this guide?

CORE FUNCTIONS AND SYSTEMATIC ROUTINES

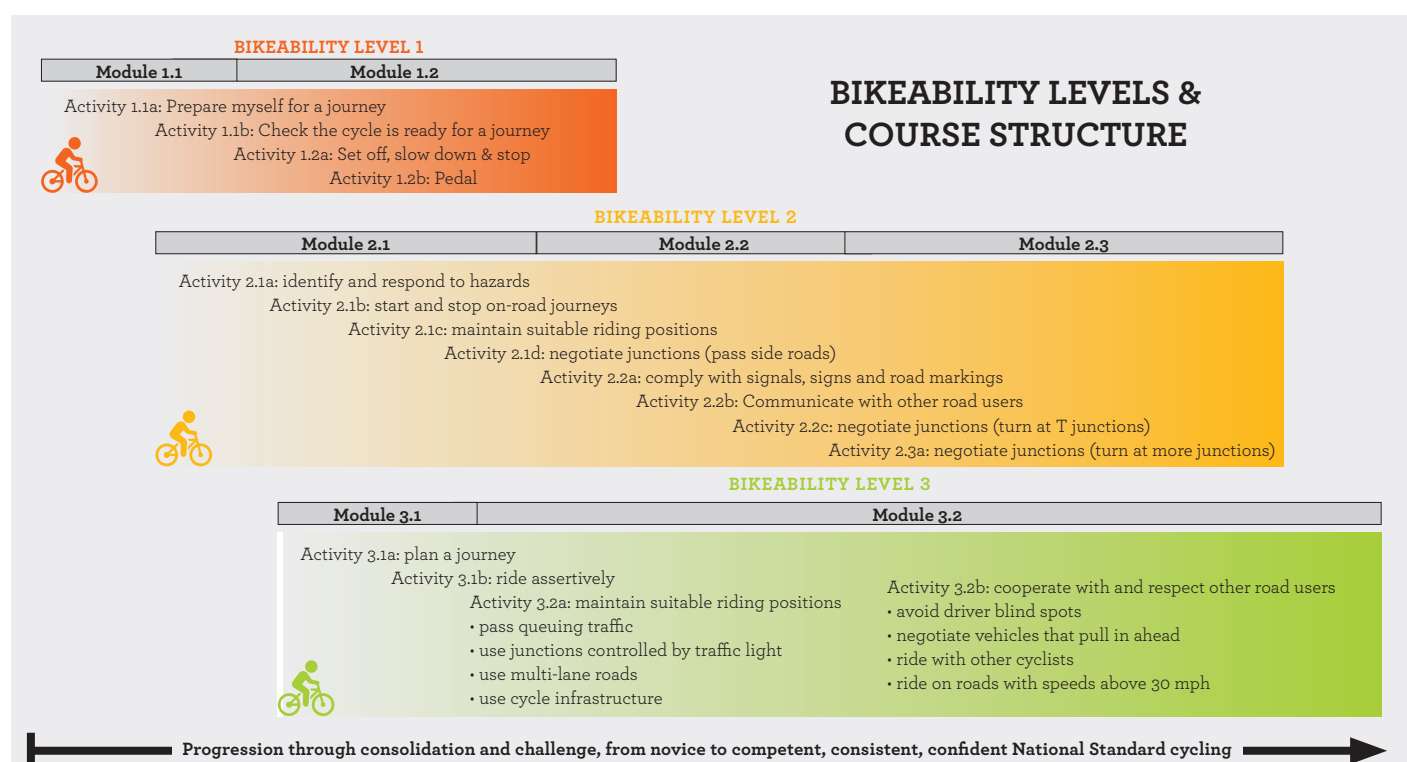
This guide introduces Bikeability and the National Standard, and the **four core functions** and **systematic routines** that underpin safe and responsible cycling strategies. It presents the National Standard assessment criteria and delivery guidance for training modules and activities in Bikeability courses at levels 1, 2 and 3.

THE FOUR CORE FUNCTIONS ARE:

- Making good and frequent observations
- Choosing and maintaining the most suitable riding positions
- Communicating intentions clearly to others
- Understanding priorities on the road, particularly at junctions.

SYSTEMATIC ROUTINES INVOLVE MAKING INDEPENDENT DECISIONS ABOUT:

- Planning well in advance, anticipating and responding
- Selecting the most suitable riding positions for different parts of a journey
- Looking behind before communicating intentions and changing riding position
- Knowing when to give way to others or take priority assertively.



BIKEABILITY COURSE DELIVERY

This guide introduces the principles, practices and progression that underpin the delivery of high-quality and effective Bikeability training for cycling to the National Standard.



1 BIKEABILITY LEVEL 1 COURSE OUTLINE

Module 1.1: Prepare myself and the cycle for a journey

- Activity 1.1a: Prepare myself for a journey
- Activity 1.1b: Check the cycle is ready for a journey

Module 1.2: Set off, pedal, slow down and stop

- Activity 1.2a: Set off, slow down and stop
- Activity 1.2b: Pedal

2 BIKEABILITY LEVEL 2 COURSE OUTLINE

Module 2.1: Cycle safely and responsibly

- Activity 2.1a: Identify and respond to hazards
- Activity 2.1b: Start and stop on-road journeys
- Activity 2.1c: Maintain suitable riding positions
- Activity 2.1d: Negotiate junctions (pass side roads)

Module 2.2: Share the road with others

- Activity 2.2a: Comply with signals, signs and road markings
- Activity 2.2b: Communicate with other road users
- Activity 2.2c: Negotiate junctions (turn at T junctions)

Module 2.3: Manage risk when cycling

- Activity 2.3a: Negotiate junctions (turn at T junctions, and crossroads and roundabouts if present)



3 BIKEABILITY LEVEL 3 COURSE OUTLINE

Module 3.1: Plan to ride assertively

- Activity 3.1a: Plan a journey
- Activity 3.1b: Ride assertively

Module 3.2: Ride everywhere cycling is permitted

- Activity 3.2a: Maintain suitable riding positions
 - Pass queuing traffic (if present)
 - Use junctions controlled by traffic lights (if present)
 - Use multi-lane roads and roundabouts (if present)
 - Use cycle infrastructure (if present)
 - Use bus lanes (if present)
- Activity 3.2b: Cooperate with and respect other road users
 - Avoid driver blind spots (if present)
 - Negotiate vehicles that pull in ahead (if present)
 - Ride with other cyclists (if present)
 - Ride on roads with a speed limit above 30 mph (if present)

TERMINOLOGY

This guide includes the words **must**, **should** and **may** (in bold). The meaning of these words is as follows:

- **Must** – the instructor or rider is required to carry out the activity in the manner described
- **Should** – the instructor or rider is recommended to carry out the activity in the manner described when possible and appropriate
- **May** – the instructor or rider is encouraged to carry out the activity in the manner described at their discretion.

Bikeability and the National Standard

BIKEABILITY

Bikeability is the Department for Transport's national award scheme for cycle training in England primarily for children and young people. It is a progressive programme in which riders first master cycle handling skills in motor traffic-free environments (Level 1), then develop skills and confidence to cycle on single-lane roads and simple junctions with mostly moderate motor traffic flows (Level 2), before tackling often busier or faster, sometimes multi-lane roads and complex junctions (Level 3). Riders **must** interact with motor traffic to meet National Standard assessment criteria for Bikeability Level 2 and Level 3.

Riders **must** be able to cycle (i.e. pedal and glide) to participate in Bikeability Level 1. Demonstration of National Standard assessment criteria at Bikeability Level 1 is a prerequisite for participation in Bikeability at Level 2. The same principle applies for progression from Bikeability Level 2 to Level 3.

Level 1 training is aimed at children in school years 4 and below, Level 2 (and combined Level 1 and 2) at children in school years 5 - 6 inclusive, and Level 3 at children and young people in school years 6 and above.

Bikeability enables riders to cycle skilfully and confidently, and contributes to more people cycling, more safely, more often. The Bikeability learning experience **must** be positive, rider-led, outcomes driven, and delivered in real and progressively more challenging cycling environments. Effective Bikeability delivery **should** empower riders' independent decision making to develop safe and responsible strategies for cycling to the National Standard throughout life.

THE NATIONAL STANDARD

The National Standard describes competent cycling, setting out the skills and understanding needed to cycle safely and responsibly. National Standard assessment criteria are used in Bikeability to measure rider progression in cycling to the National Standard.

The National Standard is a holistic statement of cycling competence for all people:

- embracing all abilities
- who ride any type of cycle
- everywhere cycling is permitted
- in all weather and traffic conditions
- at any time of the day or night.

The National Standard provides assessment criteria for every level of Bikeability training:

- **Bikeability Level 1** assessment criteria are drawn from National Standard Roles 1 and 2, training is delivered in motor traffic-free environments and prepares riders for Bikeability Level 2
- **Bikeability Level 2** assessment criteria are drawn from National Standard Roles 1 to 4, training is delivered on single-lane roads and simple junctions with mostly moderate motor traffic flows (where riders encounter vehicles with progressively greater frequency) and prepares riders for Bikeability Level 3
- **Bikeability Level 3** assessment criteria are drawn from National Standard Roles 1 to 4, training is delivered on more complex, often busier or faster roads and junctions and prepares riders for cycling in diverse road environments.

The table on the following page aligns Bikeability at levels 1, 2 and 3 with the National Standard. It shows the National Standard is larger than Bikeability and identifies where the National Standard roles, units and elements are delivered in Bikeability. Elements without colour coding are not applicable to Bikeability at levels 1, 2 and 3 but could be used to extend training where appropriate.



BIKEABILITY LEVELS			NATIONAL STANDARD ROLES 1 - 5		
LEVEL 1	LEVEL 2	LEVEL 3			
			ROLE 1	PREPARE FOR A JOURNEY - How to prepare myself and the cycle, and plan a journey	
●			Unit 1.1	Prepare myself for a journey	
			Unit 1.2	Prepare the cycle for a journey	
●				Element 1.2.1	Check the cycle is ready for a journey
				Element 1.2.2	Repair a puncture
				Element 1.2.3	Conduct routine maintenance checks
		●	Unit 1.3	Plan a journey	
			ROLE 2	RIDE WITH CONTROL - How to set off, ride and stop the cycle	
			Unit 2.1	Set off and stop the cycle	
●	●			Element 2.1.1	Set off
●	●			Element 2.1.2	Slow down and stop
			Unit 2.2	Ride safely and responsibly	
				Element 2.2.1	Glide
●				Element 2.2.2	Pedal
			ROLE 3	USE ROADS IN ACCORDANCE WITH THE HIGHWAY CODE - How to negotiate roads and junctions and comply with signals, signs and road markings	
			Unit 3.1	Negotiate roads safely and responsibly	
	●	●		Element 3.1.1	Maintain a suitable riding position
	●			Element 3.1.2	Negotiate junctions
	●		Unit 2.3	Comply with signals, signs and road markings	
			ROLE 4	RIDE SAFELY AND RESPONSIBLY IN THE TRAFFIC STREAM - How to share the road with others	
			Unit 4.1	Interact with other road users	
	●			Element 4.1.1	Communicate with other road users
		●		Element 4.1.2	Cooperate with and respect other road users
			Unit 4.2	Minimise risk when cycling	
	●			Element 4.2.1	Identify and respond to hazards
		●		Element 4.2.2	Ride assertively
			ROLE 5	IMPROVE CYCLING - Learn from experience and keep up to date with changes.	
			Unit 5.1	Review and improve cycling practice	

Effective Bikeability Delivery: Principles, Practices, Progression

PRINCIPLES

Effective Bikeability delivery is:

- **Realistic** - Bikeability at Levels 2 and 3 **must** take place on real roads and junctions where riders learn how to interact with other road users. It does not require any specialist training equipment or clothing
- **Empowering** - Riders make independent decisions about managing risk effectively and develop their own safe and responsible cycling strategies
- **Positive** - Bikeability is a positive, enjoyable learning experience in which riders acquire the skills and confidence to progress towards cycling to the National Standard
- **Progressive** - Riders are exposed to more challenging cycling environments as their skills and confidence grow
- **Rider-led** - Bikeability addresses riders' individual learning needs and aspirations, with a baseline assessment of current competence, and training modules that are planned, adapted and reviewed to ensure all riders make progress
- **Outcome orientated** - Bikeability is based on the National Standard that describes competent cycling and is delivered in a way that allows riders to progress towards cycling to the National Standard competently, consistently and confidently
- **Continuous assessment** - Riders receive continuous assessment and feedback that encourages reflective practice and transfers responsibility for progression to the rider.

PRACTICES

Effective Bikeability delivery includes:

- positive language that is pitched to the rider's level of understanding and avoids any suggestion that riders may be harmed (e.g. avoid the words 'safe' and 'danger')
- accurate demonstrations of the National Standard that all riders can see
- opportunities for all riders to ask and answer questions about cycling
- training that is differentiated for mixed-ability groups of riders
- learning environments that offer managed risks and appropriate challenges for progression
- a range of techniques for facilitating active learning including rider demonstration, active observation and self-review
- maximum riding time as the best way for riders to learn, by having more than one rider cycling at once, and by using U turns to link or repeat drills and minimise walking time
- minimum instructor talking time focused on brief introductions to new activities, short questions and answers, and concise feedback on riders' cycling
- continuous formative assessment and feedback against National Standard assessment criteria to inform riders' progression in performing the **four core functions** and **systematic routines**
- summative assessments recording how riders have demonstrated the National Standard assessment criteria for each training activity - i.e. independently, with more practice, with some assistance, or not yet attempted
- delivery recognises that riders learn most from being challenged, solving problems for themselves, communicating their solutions to others, making mistakes and being praised.

PROGRESSION

Effective Bikeability delivery enables rider progression towards cycling to the National Standard and contributes to more people cycling, more safely, more often.

Progression is cumulative, and riders **must** continue riding to the National Standard elements they have already demonstrated when undertaking higher-level Bikeability training.

Throughout Bikeability training at Levels 2 and 3, riders return to familiar elements in the National Standard in more challenging cycling environments as their skills and confidence grow. Consolidation and challenge are essential elements in Bikeability progression. They enable riders to develop their own safe and responsible cycling strategies by practising

- independent decision making
- **systematic routines**
- the **four core functions** of observation, position, communication and priorities.

Cycling to get somewhere



Learning, Teaching, Assessment

CORE FUNCTIONS AND SYSTEMATIC ROUTINES

Bikeability develops riders' capacity for independent decision making and applying **systematic routines** when performing the **four core functions** that underpin safe and responsible cycling strategies. Instructors **must** ensure all riders are given sufficient opportunity to demonstrate the **four core functions** and **systematic routines**, particularly in Bikeability Level 2 and Level 3, by exposing them to increasingly challenging cycling environments as their skills and confidence grow.

PLANNING LEARNING

Bikeability at each level comprises training modules with interdependent training activities. These activities are presented in a logical order that **should** enable riders to progress towards cycling to the National Standard. To achieve this, instructors **should** plan and follow the sequencing and combining of related activities when delivering cycle training to maximise rider progression towards cycling to the National Standard. The delivery sequence and combination of activities are set out at the beginning of each training activity and will ensure that all riders are given sufficient opportunity to develop and demonstrate their cycling skills and confidence against National Standard assessment criteria. Planned Bikeability courses **should** be delivered flexibly and at a pace to accommodate riders' different training needs and rates of progression.

PRE-COURSE PREPARATION

Before all Bikeability courses, the instructor **must**:

- Risk assess training sites and routes and record the results
- Plan each training activity
- Understand health and safety and emergency procedures
- Confirm course timings, content and ground rules with riders
- Ensure all riders have written consent to participate in training
- Establish riders' current cycling abilities (baseline assessment) and identify any special or additional learning needs
- Ensure all resources required to meet the needs of riders and the course are provided:
 1. Completed risk assessments for training sites and routes
 2. Comprehensive emergency and safeguarding information
 3. Complete rider register identifying consent and any special or additional learning needs
 4. Assessment forms for recording rider progression against National Standard assessment criteria
 5. Cycles, including adapted cycles (if required)
 6. Pump, tools, helmets and other equipment (if required)
 7. Shade / water / toilets (if required)
 8. Hats / gloves / waterproofs (if required)

ACTIVE LEARNING

Instructors **must** plan that every training module comprises at least 80% active learning time in which independent cycling is the predominant learning activity. Supplementary forms of active learning include riders answering questions, actively observing demonstrations, and receiving and giving feedback. The remaining 20% **may** include instructor 'talk time' (e.g. introducing activities), instructors moving groups of riders to and from training sites and riders waiting to ride. Instructor 'talk time' **should** diminish as riders demonstrate greater independence as they progress through the training activities in each Bikeability course.

Focussed feedback



Instructors can maximise riders' independent cycling time by having more than one rider cycling at once and by using U turns to link or repeat drills and minimise walking time. In addition to maximising riding time, instructors **should** also deploy a range of supplementary active learning activities to secure rider progression, such as:

- cycling demonstrations with input from riders (rider demonstration, active observation, focused feedback)
- riders practise activities individually or in pairs, taking turns being the leader, ensuring they have plenty of ride time
- riders discuss their independent cycling strategies with each other
- riders tackle new activities without instruction apart from the instructor checking they will think for themselves and use **systematic routines** that focus on the **four core functions**: observation, position, communication and priorities.

RIDING POSITION

The primary and secondary riding positions taught in Bikeability have been defined by John Franklin in *Cyclecraft: The complete guide to safe and enjoyable cycling for adults and children* (4th edition, TSO, London 2007, pp. 87, 88) as follows:

The primary position is in the centre of the leftmost moving traffic lane for the direction in which you wish to travel.... The secondary position ... is about 1 metre (3 feet) to the left of the moving traffic lane if the road is wide, but not closer than 0.5 metre (1.5 feet) to the edge of any road.... The secondary riding position is always relative to the line of moving traffic, not the road edge.

For teaching purposes, a simpler definition could be required as instructors **must** ensure that riders have a good understanding of the primary and secondary riding positions. The primary position involves riding in the middle of the lane and **should** be taken to improve visibility and when the rider judges there is insufficient time or space to be overtaken by a following motorist (e.g. approaching and moving through junctions, waiting in queuing traffic, riding around a blind corner). It presents a following motorist with a simple binary decision: 'Do I wait behind the rider in this lane or overtake in the oncoming (or next) lane?' Secondary position is to the left of the centre of the lane and invites following motorists to overtake when there is sufficient time and space in the rider's lane. Riders **must** maintain their selected riding position consistently and change their riding position deliberately only after checking the road ahead and behind is clear.

Primary and secondary riding positions



DEMONSTRATIONS

Most activities in this guide require demonstrations by the instructor or a competent rider (or both). All demonstrations **must** be realistic and accurate representations of cycling to the National Standard. Demonstrations **should** therefore be cycled, not walked, and instructors **should** avoid standing in the road during training activities. All riders **must** be able to see and be actively involved in the demonstrations, either by demonstrating themselves or by active observation and focused feedback. Riders who are actively observing demonstrations **should** look for and be able to answer questions about the **systematic routine** used and the **four core functions**: observation, position, communication and priorities.

MANAGING GROUPS

Instructors **must** manage groups through excellent communication skills, planning and positivity. Riders **must** have confidence in their instructor's ability to lead them through what, for some, could be unfamiliar and challenging learning experiences. Learning or remembering every riders' name and setting clear expectations and simple ground rules at the start of every module will help instructors lead groups of riders effectively. Instructors **must** ensure they can be heard at all times. They **should** maintain a brisk style of delivery to avoid distractions. They **should** be prepared to move the group to another location if distractions, or lack of learning opportunities, inhibit rider progression. Maximising riding time and minimising waiting and talking time keeps riders engaged and accelerates progression.

MOVING GROUPS

Groups of riders **should** be moved by riding on the road. Only where this is not possible **may** groups be moved by foot. Moving groups by riding opens up a wider range of training sites, frees up training time, and increases rider engagement and progression.

At Bikeability Level 2, the maximum size and instructor:rider ratio for moving a group of riders on the road is 2:12. At Bikeability Level 3, the maximum size and instructor:rider ratio for moving a group of riders on the road is 1:3. Groups of riders must be moved in single or double snakes within these ratios.

Snaking



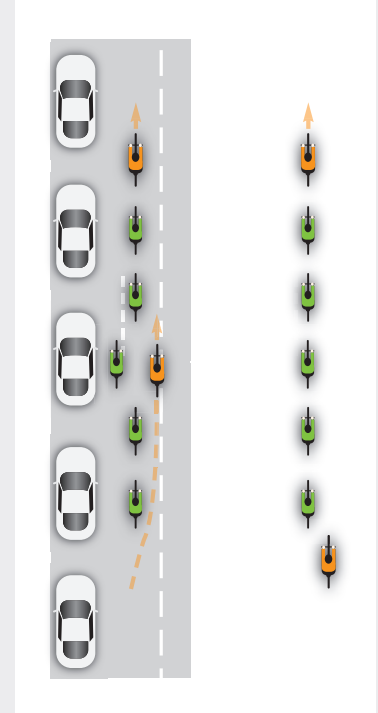
Riders **should** practise snaking in a traffic-free environment before attempting this on the road. Most snakes have

- an instructor at the front and another mostly at the rear (moving to the front to manage junctions and assist riders if necessary)
- riders who follow the line of the front instructor, remain silent, do not overtake and do not signal (apart from the rear rider who **may** signal when the rear instructor moves forward)
- enough room between riders to stop bumping into each other
- not enough room between riders to allow a passing vehicle to join the snake.

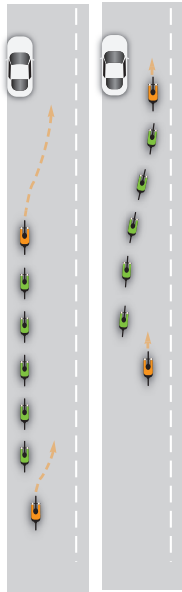
The rear instructor is the more mobile of the two and **should** sit slightly to the right behind or beside the last rider, from where they can see the front instructor and communicate with following drivers. They **should** ride to the head of the snake to manage the junction and wait until all riders have passed through before resuming their position at the rear. The rear instructor

- is the first person on the road and the last to leave the road, creating space to protect the riders
- anticipates 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 vehicle, and moves first so making space for the riders to move into
- arrives at locations where it **may** be necessary to stop the snake or part of the snake (e.g. at Give Way junctions, traffic lights, pedestrian crossings) to manage the group through, and **may** need to take charge of the rear of the snake if the group becomes split
- observes and encourages riders in the snake who are struggling by riding alongside them and giving advice about their position or gear selection
- informs the rear rider when moving forward and asks them to check back and signal where necessary
- manages drivers behind with positive communication using body language and positioning to prevent inappropriate overtaking
- thanks drivers for their patience with a wave and a smile.

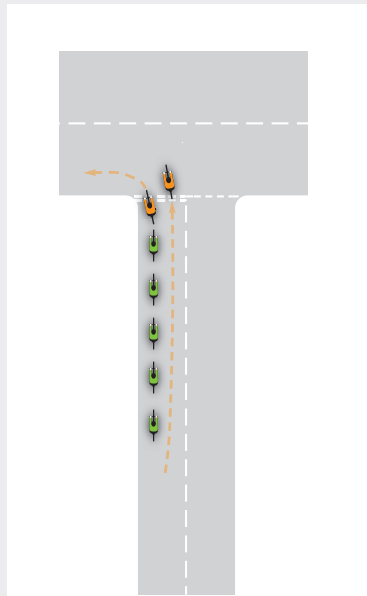
Rear instructor correcting a rider who is too close to parked cars



Passing parked cars



Left turn into major road



closing the distance between them to form a shorter double line

- riders reform a single line, with alternate outside riders dropping back and into space created by the inside rider to form a longer single line
- the space between riders varies depending on speed the 'snake' is travelling, with faster speeds requiring more space between riders, and riders bunching up when slowing and stopping

Progression

Moving groups in snakes ensures untrained riders are transported safely along risk-assessed routes between school and training sites. Riders in such groups are mostly passive: they do not make independent decisions, apply the core functions in systematic routines, or develop their own safe and responsible cycling strategies. Moving groups in this way does not contribute towards riders' active learning time.

The front instructor **must** know the route to the destination, decide when the group joins and leaves the road and when the snake doubles up and singles out, and sets the pace and riding position for the group. The front instructor:

- communicates to riders when to get on the road and when to start off
- sets the line in the road by their position which in most cases will be the primary position
- picks locations to pull in where there is room for riders to stop next to the kerb and leave the road
- decides when to 'double up' making the snake shorter and wider, such as when approaching lights to get through quickly or to prevent hazardous overtaking
- knows the route and communicates any turns or lane changes early to the rear instructor to give them time to get into position at the front
- raises their hand high when signalling so the rear instructor can see the signal above the heads of the riders
- sets the pace of the group by keeping to the speed of the slowest rider who **should** be positioned directly behind the front instructor.

Shepherding **may** be used for moving up to six riders in single or double 'snakes' with one instructor, usually on quiet roads. The shepherding instructor is very mobile but **should** sit slightly to the right behind or beside the last rider, from where they can communicate to following drivers and to the whole group of riders. When approaching junctions, the instructor **must** move up alongside the first rider to check the junction ahead is clear and wait until all riders have passed through the junction before returning to their position at the rear.

Instructors **must** prepare riders for the method of moving groups that they plan to use in Level 2 training. These **may** include single snakes, double snakes and shepherding. The following method involves practising single and double snakes in traffic-free environments.

Practising snaking

Riders form a single line with one instructor at the rear and a second instructor at the front (if present), and pedal slowly around the training area with space between each rider. At an instructor's call:

- riders form a double line, with alternate riders cycling out to the right and up alongside the rider in front, and pairs

MANAGING RISK

Bikeability prepares riders for managing risk when cycling on the road. Instructors **must** identify and report mitigating actions for the hazards they identify in the training environment (including training sites and routes to training sites) and continue to assess emerging or dynamic risks to trainees, themselves, other road users and property as they deliver training. During training, instructors **must** position themselves where they can see all riders at all times and be able to intervene to manage risk if necessary. Examples of possible risk management scenarios are given in the course module activities below.

Instructors have a duty of care for themselves, their co-instructors (if present), the riders, the equipment and the environment involved in the training. They **must** confirm consent for training, register riders attending training, risk assess training routes and sites, and report any incidents. Learning about the riders before training (e.g. with information provided by parents and schools, or the riders themselves) helps instructors minimise risk.

Instructors **should** monitor and assess the rider's level of fatigue, and their ability to concentrate and make independent decisions when riding on the road, particularly when the combined Bikeability Level 1/2 course is delivered on two consecutive days.

Instructors **should** take into account the age of the children and other variables when dynamically assessing risk to riders, and take rest breaks if necessary.

Most Bikeability training is delivered to groups of two or more riders. If a one-to-one training situation arises, the guidance below **must** be followed:

- the school and/or parents/carers have provided written consent for the one-to-one cycle training activity to take place
- school/parents/carers have been provided with the instructor identification number, and contact details for the Bikeability Trust to enable them to check instructor identification
- the school/parents/carers have been encouraged to attend the training if they prefer

- the location of the training is known by all parties, agreed and has been risk assessed
- the instructor delivers the training in a public, open space, and never in an environment such as a classroom with a closed door.

INCLUSIVE DELIVERY

The National Standard and Bikeability embrace riders of all abilities. Bikeability providers and instructors **must** be prepared to make reasonable adjustments to be inclusive. Bikeability **may** be delivered to children and adults with special educational needs and disabilities (SEND) within a range of different settings. These settings include one-to-one training for people requiring this, whole-group training within special needs schools or training centres providing access to different types of cycle and specialist assistance, and people with SEND trained within a wider mixed ability group such as in a mainstream school.

Inclusive Bikeability delivery requires instructors who:

- can enable riders who require assistance, are not yet competent or lack confidence to progress towards cycling to the National Standard
- know how to train people with SEND and understand their needs
- utilise the principles of 'positive risk taking' focusing on what people can do rather than what they can't, by helping them choose appropriate and rewarding training
- plan modules with appropriate learning, teaching and assessment methods based on what is meaningful for the riders
- communicate effectively verbally and non-verbally, with assistive technology where required
- can access specialist cycles and third-party assistance if required, and know how to check and fit the cycles to riders
- recognise and reward all riders' progression towards cycling to the National Standard
- encourage lifelong cycling for all riders.



Issues to consider:

- praise all achievements, however small
- when delivering to a mixed ability group, using techniques that benefit people with different learning abilities (such as delivering theory in bite-sized chunks, and using simple, age appropriate language) will benefit everyone
- some parents, carers and health professionals may not understand cycling, especially the potential different cycles can make to improve someone's mobility
- National Standard assessment criteria are for demonstrating competence, do not prescribing how riders should develop competence
- instructors **should** be flexible to ensure Bikeability training addresses each rider's development needs, abilities and aspirations
- instructors **may** consider adapting a course structure to suit riders' needs
- many people with differing abilities will be able to demonstrate the National Standard assessment criteria

- some people who do not demonstrate the National Standard assessment criteria **may** not have this as their objective but can still make progress towards cycling to the National Standard
- additional objectives **may** include improved mood, physical and mental health, co-ordination, spatial awareness, social skills, independence, empowerment and wellbeing
- some riders **may** require assistance in order to demonstrate National Standard assessment criteria or won't attempt all training activities. Instructors **must** record this in the riders' summative assessment records and Bikeability certificate 'cycle skills profile'
- some cycling environments used in Bikeability training activities may be intimidating for some riders with SEND
- instructor decisions about the suitability of cycling environments for a training activity must be informed by an assessment of riders' current competence and potential for progression to cycle to the National Standard
- managing rider expectations (and parent or carer expectations) is essential for them to recognise every achievement while understanding that some elements of the National Standard may not be demonstrated (e.g. independent riding on road).

The 'inclusive guidance' sections in each Bikeability training activity below provide examples of challenges and solutions that **may** enable riders with SEND to demonstrate National Standard assessment criteria. The examples and solutions are not exhaustive and are intended to help instructors and others to think of ways in which challenges can be overcome with some creative thinking.

ASSESSMENT

The main steps in Bikeability assessment are as follows:

- **Formative assessment** – while delivering training, instructors continuously assess, provide feedback and track each rider's progression against National Standard assessment criteria
- **Summative assessment** - at the end of the course, instructors record their final assessment of each rider's performance against National Standard assessment criteria
- **Certification** - instructors transfer their summative assessments to each rider's Bikeability certificate 'cycle skills profile'.

Formative assessment with feedback to riders **must** take place during the training activities. Instructors **must** track the progression each rider makes in demonstrating the 'I can' National Standard assessment criteria, using the following assessment scale:

- **independently** – the rider demonstrated the National Standard assessment criteria competently, consistently and confidently without assistance
- **with more practice** – the rider needs more practice to demonstrate the National Standard assessment criteria independently
- **with some assistance** – the rider demonstrated the National Standard assessment criteria with assistance
- **not yet attempted** – the rider has not yet taken part in the training activity.

To be assessed as **cycling independently to the National Standard**, riders **must** demonstrate the 'I can' National Standard assessment criteria for the training activity competently, consistently and confidently.

Instructors **should** give positive feedback to riders who have participated in Bikeability and require more practice or some assistance or additional training to demonstrate the National Standard assessment criteria, identifying areas for improvement or support that will enable them to cycle to the National Standard.

Bikeability awards

Bikeability awards recognise every rider's progression during training, provide parents/carers with clear information about riders' cycling ability, and encourage trained riders, supported by informed parents/carers, to continue cycling to the National Standard. Bikeability creates positive learning experiences in which all riders progress and none fail.

Every child **must** receive the complete Bikeability award (a certificate, badge and booklet) recognising progression they have made in the highest-level course they have completed. Where a rider has not participated in a training activity during a Bikeability course, this must be identified in the 'Not yet attempted' column of their Bikeability certificate 'cycle skills profile'.

The rider's name, the instructor's name and the date (usually the last day of the course) **must** be provided on the front of the certificate. The 'cycle skills profile' on the back, based on the rider's summative assessment results, **must** be completed with additional written advice given on how they can improve cycling to the National Standard.

Instructors **should** agree the final assessment results for every rider with their co-instructor/s (if present). Bikeability instructors **should** provide summative assessment verbal feedback to riders at the end of the course that reflects the contents of their Bikeability certificate 'cycle skills profile', with additional guidance on areas for improvement or support that will enable them to cycle to the National Standard.

Course Ratios and Timing

COURSE RATIOS

- Bikeability Level 1 - maximum number of riders per instructor: 12
- Bikeability Level 2 - maximum number of riders per instructor: 6
- Bikeability Level 3 - maximum number of riders per instructor: 3.



COURSE TIMINGS

For the ratios set out above:

- Bikeability Level 1 - two modules with four activities delivered over two hours
- Bikeability Level 2 - three modules with eight activities delivered over six hours
- Bikeability Level 3 - two modules with four activities delivered over two hours.

For smaller group sizes the time required to deliver training activities **may** reduce. The minimum time required to deliver Bikeability courses at each level is set out below.

These times are the minimum that **must** be spent delivering training. Time required to prepare riders, including assessment of prerequisite skills (e.g. Level 1 skills before Level 2 training), **must** be additional to the minimum training time.

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

ADDITIONAL INFORMATION

Providers may continue to deliver Level 1 on the 1:15 course ratio until April 2020, after which the 1:12 should be adopted.

Any changes to the course ratios and timing outlined above **must** be approved by the Bikeability Trust before implementation.

Bikeability courses at all levels **may** be taught 1:1, the time required will be wholly dependent on the ability of the rider.



BIKEABILITY LEVELS	MINIMUM TIME REQUIREMENTS
Bikeability Level 1 with one instructor	
Up to 12 riders	2 hours
Bikeability Level 2 with one instructor	
1 - 2 riders	2 hours
3 riders	4 hours
4 riders	5 hours
5 - 6 riders	6 hours
Bikeability Level 3 with one instructor	
Up to 3 riders	2 hours

1 BIKEABILITY LEVEL 1



INTRODUCTION

The Bikeability Level 1 course aims to develop cycle handling skills in traffic-free environments and includes the **four core functions** for safe and responsible cycling. It **must** be delivered away from motor traffic. The goal for riders is to demonstrate excellent cycle handling skills to the National Standard competently, consistently and confidently. To be realistic, training does not attempt to simulate on-road cycling.

Riders **must** be able to cycle (i.e. pedal and glide) to participate in Bikeability Level 1.

Instructors **should** usually position themselves at the side of the activities with good sightlines to the riders and without intruding into the training space.

Instructors **should** introduce the **four core functions** and **systematic routines** that underpin safe and responsible cycling strategies:

- Making good and frequent observations – when setting off and stopping, cycling together and negotiating shared space
- Choosing and maintaining the most suitable riding position – when cycling together
- Communicating intentions clearly to others – when cycling together
- Understanding priorities when negotiating shared space.

The course **should** comprise two modules and four paired activities that are often run

concurrently. Riders **must** demonstrate National Standard assessment criteria for Module 1.1 before they progress to Module 1.2. The first module **should** take no more than one third of the total Level 1 course delivery time to complete.

- Module 1.1: Prepare myself and the cycle for a journey
 - Activity 1.1a: Prepare myself for a journey
 - Activity 1.1b: Check the cycle is ready for a journey
- Module 1.2: Set off, pedal, slow down and stop
 - Activity 1.2a: Set off, slow down and stop
 - Activity 1.2b: Pedal.

MODULE 1.1 Prepare myself and the cycle for a journey

ACTIVITY 1.1A: PREPARE MYSELF FOR A JOURNEY

National Standard assessment criteria

I CAN:

- recognise if I am able to ride independently or require assistance
- ensure I have appropriate clothing or accessories to help me ride comfortably and safely
- fasten a helmet correctly (if present), with assistance if necessary.

I UNDERSTAND:

- how being ill, tired, upset, medicated or intoxicated may affect my ability to ride safely
- the range of support I might need to ride (e.g. adapted cycles, a riding assistant)
- how to dress to be comfortable on any ride, in any weather

- how clothing and accessories can make me more visible to other road users
- what the law says about wearing a helmet.

This activity **must** be delivered as the first activity in Module 1.1 and **may** be combined with Activity 1.1b: Check the cycle is ready for a journey.

Following a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- Assess if they are ready to ride, based on their current health, medication (if any), emotional state, or assistance requirements (if any)
- Identify rider clothing or accessories that can help cycling (e.g. gloves in cold weather, bright jackets in low light, tied

shoe laces, trousers tucked in) and adjust own clothing if necessary

- If helmets are used, identify the main adjustable parts (headband, Y straps, chin strap) and fit their own helmet (two-finger gap above brow and below chin, with assistance if required)
- Understand where off-road cycling is permitted, and what the law says about wearing helmets.

Helmet fitting



The instructor **must** perform a final check of riders' clothing and fitted helmets (if used) and recommend adjustments if required.

Riders **should** understand why cycling is not permitted in some places, and that British law does not compel cyclists of any age to wear helmets but the Highway Code suggests cyclists **should** wear a helmet "which conforms to current regulations, is the correct size and securely fastened".

Riders **should** progress by identifying other riders' helpful clothing and accessories and fitting helmets for other riders.

Inclusive guidance:

- Instructors should monitor and discuss with the rider, their parent or carer, their 'physical and emotional' state and the best way to facilitate learning.
- Instructors should find out in advance what cycles are required other than a standard cycle.
- Some riders may take longer preparing themselves and their cycles for riding, and instructors should allow additional time for this if required.

Sample questions:

- What clothes and accessories are good to wear while cycling?
- What does the law say about wearing helmets?
- Is your helmet fastened correctly?

Risk management:

- A rider's helmet is unsuitable for cycling (clear information about the equipment requirements for the course is provided at consent stage; if helmets are required, instructor may consider providing a spare helmet)

ACTIVITY 1.1B: CHECK THE CYCLE IS READY FOR A JOURNEY

National Standard assessment criteria

I CAN:

- name the main parts of the cycle
- check all the tyres are inflated correctly
- check all the brakes are working properly
- check the chain is in good working order (if present)
- check the handlebars are fitted correctly
- check the cycle fits me
- ask for assistance if required.

I UNDERSTAND:

- how to tell if tyres are inflated correctly
- how to tell if brakes are working properly
- how to tell if a chain is in good working order (if present)
- how to tell if handlebars are fitted correctly
- how a cycle should fit me.

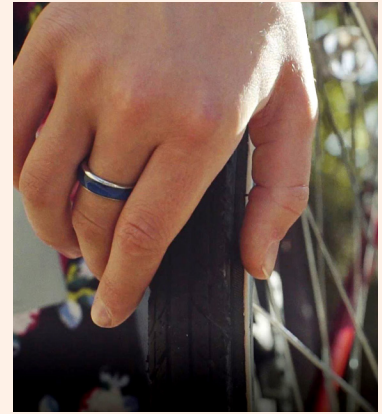
This activity **may** be combined with Activity 1.1a: Prepare myself for a journey.

Following a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- identify the main parts of a cycle including frame, forks, wheels, brakes, drive chain and gears (if present)
- check all tyres are hard, all brakes stop the wheels firmly, the chain (if present) is clean and lubricated, and the handlebars are firmly attached to the frame, and identify any faults
- check the saddle/seat height (straight

leg with heel on fully extended pedal, able to put ball of foot down while seated if possible) and brake lever (two finger gap) reach are comfortable and identify any faults

Bike check



The instructor **must** perform a final check of riders' cycles and cycle fitting and make adjustments if required.

Riders **must** have a basic understanding of how the cycle works and how it **should** fit, and how to spot maintenance problems.

Riders **should** progress by checking other riders' cycles.

Inclusive guidance:

- If a rider is physically unable to perform checks themselves, they may instruct another person in what to check.
- Different types of cycle, such as a hand cranked cycle, must be correctly fitted for the riders.

Sample questions:

- What would you check on a cycle?
- Which parts of your cycle can you adjust to fit you?

Risk management:

- A rider may not be used to a recently raised saddle and may initially have poor control (start with simple exercises and keep adequate spacing between riders).

MODULE 1.2 Set off, pedal, slow down and stop

ACTIVITY 1.2A: SET OFF, SLOW DOWN AND STOP

National Standard assessment criteria

I CAN:

- apply brakes before getting on the cycle
- sit securely on the seat
- look for hazards ahead and behind before setting off
- set pedals at the start position (if present)
- set off straight ahead
- find an appropriate place to stop
- look for hazards ahead and behind when preparing to stop
- apply brakes to bring the cycle to a smooth stop
- apply brakes to bring the cycle to a quick stop
- apply brakes before getting off the cycle.

I UNDERSTAND:

- the advantages of getting on the cycle from the left
- likely hazards that could delay setting off
- the pedal start position for my cycle
- how to maintain control when stopping smoothly and quickly
- the advantages of getting off the cycle to the left.

This activity **must** be delivered as the first activity in Module 1.2 and **should** be combined with Activity 1.2b: Pedal.

Following a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- get on the cycle, preferably from the left if possible, with brakes applied
- set a pedal to the start position (approximately 2 o'clock for the right crank) with the ball of the foot on the highest pedal and brakes applied

- with brakes applied, look for hazards ahead and behind before setting off
- when the way ahead and behind is clear, release brakes and set off straight ahead
- after a short distance pedalling (sufficient to demonstrate independent cycling), check the way ahead and behind is still clear
- come to a smooth stop while applying both brakes
- come to a quick stop without wheels lifting or skidding
- get off the cycle, preferably from the left if possible, with brakes applied.

Set pedal



Riders **must** look for hazards before setting off and stopping. Hazards **should** be static (e.g. cones, benches, bags) and dynamic (e.g. the instructor, other riders). Riders **must** have real hazards to identify (e.g. taking turns starting and stopping ahead and behind each other).

Riders **must** understand the advantages of getting on and off the cycle, preferably from the left if possible, and how setting pedals increases thrust for setting off.

Riders **should** progress by setting off and stopping smoothly and quickly with increasing consistency, competence and confidence individually and in a group.

Inclusive guidance:

- Appropriate cycles will enable some riders to get on and off. Some riders may require an assistant. For visually impaired riders a tandem can be used, the cycle buddy should hold the cycle. Adapted brakes may help riders with impaired use of their fingers and hands to get on and off, and to stop the cycle.
- Riders who struggle to set their pedal and start due to issues with no or poor leg muscle strength may be able to start using a hand-cranked cycle, an e-cycle or rely on their tandem buddy.
- Instructors must be aware that camber affects tricycle riders more than standard cycle riders. Some off-road locations are cambered such as paths in parks.
- Stopping quickly may increase the chance of falling off. While this relates to all trainees, it might be more likely for trainees with balance or co-ordination problems. Riders may attempt this at lower speeds, only building up speed if possible.

Sample questions:

- Why do you put the brakes on before setting off?
- How do you stop the cycle from moving when you want to get on and off?
- Where do you look before setting off?
- Where should your pedal be to push off smoothly?
- Were your pedals hard or easy to push when you set off?
- Why is the pedal start position a good idea?
- Where do you look before slowing down and stopping?
- How many brakes do you use to stop?
- What happens if you just use the front brake?
- What happens if you just use the back brake?

- What happens if you brace your arms and push your weight backwards when stopping quickly?
- How can you stop the back wheel lifting up when you brake quickly?
- When is cycling on the pavement permitted?
- Why is it preferable to get on and off the cycle from the left?

Risk management:

- Someone can't ride at all and tries to join in (clear information about the riding requirements for the course is provided at consent stage, instructor asks riders about their cycling experience before training commences, handles non-cyclists sensitively, and makes alternative arrangements for their training if required – e.g. Bikeability Learn to Ride)
- Rider struggles to start with their right foot (instructor suggests the rider starts with their left foot as they may be strongly 'left-footed')
- Rider's back wheel skids causing them to crash (during risk assessment instructor ensures the training surface is not loose, wet or slippery)
- Rider just uses the front brake and goes over the handlebars (instructor tells rider to push weight back and down and uses the back brake before they start)
- Riders' misbehave while waiting for their turn (instructor keeps the pace of the activity brisk, misbehaving children stand with the instructor and provide focused feedback to the riders, all riders ride together)
- Riders stand too close to their cycle and fall over when getting on (instructor ensures riders have cycles further away and lean bike towards the rider when getting on)
- Rider falls when stopping quickly (instructor tells rider to stop directly in front of the instructor so they can be caught if they fall)

ACTIVITY 1.2B: PEDAL

National Standard assessment criteria

I CAN:

- look behind over each shoulder while pedalling in a straight line
- turn left and right, and make U turns
- pedal one handed in a straight line
- pedal steadily, using gears (if present)
- cover brake levers while pedalling
- control my speed
- avoid hazards
- share space with pedestrians and other riders

I UNDERSTAND:

- why I should cover my brakes
- when standing up on the pedals (if present) to pedal might be appropriate
- how gears (if present) assist steady pedalling
- how an electrical motor (if present) can assist steady pedalling
- how cycling near vulnerable pedestrians (e.g. with physical, sight or hearing impairments) requires particular attention and care

This activity **must** be delivered as the second activity in Module 1.2 and **should** be combined with Activity 1.2a: Set off, slow down and stop.

Following a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- set off
- cover brake levers and pedal efficiently using gears (if present) while looking up and ahead
- look around to identify and avoid hazards while pedalling, including pedestrians and other riders (if present)
- turn left and right at different speeds with control
- perform wide and narrow U turns with control
- look behind each shoulder and see objects while pedalling in a straight line

- pedal one handed in a straight line
- stop
- lock or store the cycle securely

Pedal



Riders **must** look for hazards while pedalling (as defined in Activity 1.2a: Set off, slow down and stop). They **must** understand why it is necessary to cover brakes while pedalling, and how gears (if present) facilitate easier starts and steadier pedalling.

Riders **should** progress by manoeuvring their cycles around static and dynamic hazards at different speeds with greater control and mastery individually, in pairs and in a group.

Inclusive guidance:

- Looking behind may be difficult for trainees with restricted mobility. In some cases mirrors may be used. Riders using mirrors must be aware of their blind spots.
- Visually impaired tandem riders may be reliant on their buddy to give turning instructions.
- Where a rider may not be able to use gears they may be able to understand and state when changing gears is required. Consider using a cycle with a single gear.
- Controlling the bike with one hand can be a challenge for riders with dyspraxia, or for those with coordination problems, weak muscle tone or restricted mobility in their arms. Riders may use indicators fitted to their cycle.

- Where riders are riding through an obstacle course or slalom, instructors should ensure this is set up with enough space for larger cycles such as tricycles
- Sharing space with other riders and pedestrians, by communicating intended actions (either through calling out, or through eye contact and smiling) might be challenging for riders with communication difficulties.

Sharing Spaces



Sample questions:

- When and why should you cover your brakes?
- When should you use a low gear?
- Where are your fingers as you ride along? Why?
- Where should you be looking when you ride along?
- Where should your feet be when the cycle is moving?
- What did you see when you looked behind?
- How do you decide who goes first when negotiating shared space?
- How do you communicate with vulnerable pedestrians when negotiating shared space?
- Is your cycle stored securely?

Risk management:

- Riders could crash into each other (instructor defines the route carefully, if there is any doubt riders follow an instructor riding the route, instructor questions riders about how to negotiate shared space effectively)
- Riders ride too fast (instructor controls speed and reminds riders of the ground rules including follow instructions and no overtaking)

SUGGESTED CIRCUITS AND DRILLS COMBINING ACTIVITIES 1.2A AND 1.2B

The following examples use circular and linear circuits. Circular circuits allow a group of riders to practise linked activities while cycling continuously, including starting, pedalling, slowing down smoothly and stopping, and identifying and avoiding static hazards (e.g. starting/stopping places) and dynamic hazards (e.g. other riders). Linear or rectangular circuits are more suitable for activities such as stopping quickly, looking behind, and riding with one hand.

When using a circular circuit, instructors **must** stand in a position to keep all riders in view. Riders **should** demonstrate the **four core functions** and **systematic routines** while undertaking the suggested drills: observation, position, communication and priorities.



1. Riders cycle anti-clockwise without overtaking, pedalling steadily with brakes covered and controlling their speed (cycling in pairs will increase familiarity with group riding).
2. Riders cycle anti-clockwise without overtaking, pedalling steadily while changing gears at different speeds, then stopping and starting in different gears to understand the value of stopping in a low gear.
3. Riders cycle anti-clockwise while slalomming in and out of starting/stopping places without overtaking, pedalling steadily with brakes covered and controlling their speed while avoiding static hazards.
4. Pairs of alternating riders cycle anti-clockwise inside and outside starting/stopping markers in a cyclical circuit they create without overtaking, swapping places every time they pass their starting/stopping place marker, pedalling steadily with brakes covered and controlling their speed while avoiding static and dynamic hazards (e.g. other cycling pairs).
5. Riders cycle towards an object which they avoid by swerving around it and then returning to their original line.
6. Riders cycle through a linear circuit to practise pedalling with one hand (sit up, eyes forward, relax grip, hover hand) without turning or braking, and progress to cycling with an arm out, parallel to the ground, 90 degrees from body (practised for both arms).
7. While riders cycle anti-clockwise, the instructor calls single or paired riders into a central linear circuit, where they cycle in a straight line and call out the object the instructor holds up behind (e.g. fingers of one hand) before re-joining to the cyclical circuit created by other riders, negotiating shared space as they do so.
8. Riders requiring additional practice use the central linear circuit while others continue to cycle anti-clockwise creating a cyclical circuit.
9. Set up a figure of 8 with markers and line up two groups of riders up at 90 degrees to one another at the centre of the figure of 8. Set them off slowly with the brief that when they get back to the centre they have to negotiate crossing paths, focussing on speed control, eye contact and negotiating who goes first when they meet. Once they have passed the centre they cycle back around the outside loop of the figure 8 to cross the centre from a different direction.



INTRODUCTION

The Bikeability level 2 course aims to develop riders' skills and confidence for cycling on single-lane roads and simple junctions with mostly moderate motor traffic flows (where riders encounter vehicles with progressively greater frequency in each module). It **must** be delivered on roads with a variety of progressively more challenging junctions where riders interact with increasing levels of traffic. The goal for riders is to link junction manoeuvres in a continuous journey using the **four core functions** and **systematic routines** in which they demonstrate National Standard assessment criteria competently, consistently and confidently.

Demonstration of Bikeability Level 1 National Standard assessment criteria is a prerequisite for participation in Bikeability Level 2. Riders **should** require no more practice to demonstrate Bikeability Level 1 National Standard assessment criteria before they start Bikeability Level 2. The only exception is 'pedal one handed in a straight line', a competence that is generally not required in the first Bikeability Level 2 module.

Instructors **may** include riders in Level 2 training if they are confident they will demonstrate this competence with more practice by the end of the first Level 2 module. Riders who require assistance to demonstrate Level 1 National Standard assessment criteria **may** require assistance to participate in Level 2 training. Instructors **must** assess their needs and make reasonable adjustments before including them in Level 2 training.

In Bikeability Level 2, National Standard assessment criteria marked as '(if present)' or '(if necessary)' are not mandatory unless otherwise indicated.

Instructors **should** position themselves near the highest point of risk, with all riders (and a co-instructor, if present) in line of sight, and where instruction and feedback can be provided without intruding into the training space.

When setting up drills, instructors **should** ensure that riders set off a good distance away to provide a realistic riding experience whilst being close enough to communicate with an instructor (i.e. in line of sight at all times and able to communicate through hand signals or verbally, whilst recognising that traffic may, at times, prevent this). Instructors **must** not obscure the line of sight for approaching drivers and riders. A realistic riding experience will include riding for long enough (approximately 60 metres) to enable riders to perform the **four core functions** that underpin safe and responsible cycling:

- making good and frequent observations
- choosing and maintaining the most suitable riding positions
- communicating intentions clearly to others
- understanding priorities on the road, particularly at junctions.

Flexibility over the timing and sequencing of the modules in the Bikeability Level 2 course **may** be required to meet riders' learning needs. In all modules, riders **must** practise the **four core functions** and **systematic routines** in increasingly challenging cycling environments to secure progression as their skills and confidence grow.

- Module 2.1: Cycle safely and responsibly
 - Activity 2.1a: Identify and respond to hazards
 - Activity 2.1b: Start and stop on-road journeys
 - Activity 2.1c: Maintain suitable riding positions
 - Activity 2.1d: Negotiate junctions (pass side roads)
- Module 2.2: Share the road with others
 - Activity 2.2a: Comply with signals, signs and road markings

- Activity 2.2b: Communicate with other road users
- Activity 2.2c: Negotiate junctions (turn at T junctions)
- Module 2.3: Manage risk when cycling
 - Activity 2.3a: Negotiate junctions (turn at T junctions, and crossroads and roundabouts if present)

Systematic routine for negotiating junctions

Following a brief introduction and demonstration by the instructor, riders **must**:

- start the journey
- check the road ahead and behind in the direction of intended movement while cycling towards the junction
- when the road is clear, decide when to move into or maintain the primary position well before reaching the junction, for the following reasons
 - better visibility for the rider and other road users
 - prevents other road users from overtaking the rider at the junction
 - communicates the rider's intention to use the junction
 - gives sufficient time to signal to other road users (if required) and return hands to bars before turning
- look for other road users also approaching the junction and make eye contact if possible
- in the primary position, communicate the rider's intention to turn (if appropriate) to other road users approaching the junction (if present)
- near the junction, check for crossing pedestrians (who have priority), vehicles that could pass into the rider's intended path, and any other hazards, and adjust speed and comply with priorities as necessary

- when the junction is clear and priorities permit, maintain speed to communicate to other road users that the rider intends to proceed (if present)
- if turning, check inside just before turning (not required for passing side roads or moving straight ahead)
- maintain the primary position while riding through the junction
- once past the junction, check behind in the direction of intended movement and when clear select the most appropriate riding position for continuing the journey
- decide to stop the journey or return to the start point by foot or U turn

ACTIVITY 2.1A: IDENTIFY AND RESPOND TO HAZARDS

National Standard assessment criteria

I CAN:

- continually scan the riding space ahead and behind, close to the cycle and into the distance
- anticipate possible hazards and prepare to respond to them
- judge the significance of possible hazards and prioritise my response
- respond to hazards effectively.

I UNDERSTAND:

- other road users may make unexpected movements
- hazardous road conditions may include potholes, tram tracks, glass, oil, gravel, metal, paint, ice and kerb edges
- how distractions may impede my ability to identify hazards
- how weather, traffic and lighting conditions may affect my ability to identify hazards
- what can affect my field of vision, such as stationary vehicles, and how to allow for this
- how a helmet and eyewear may affect my peripheral vision, and how to overcome this.

This activity **must** be combined with all activities in the Bikeability Level 2 course.

Following a brief introduction to the hazards riders are likely to encounter by the instructor at the start of each activity, riders **must** identify accurately and respond appropriately to the hazards they encounter. Instructors **must** ensure riders encounter a sufficient range of hazards with increasing levels of challenge as riders' skills and confidence grow.

Typical hazards riders **may** encounter during the Bikeability Level 2 course include the following: road conditions, distractions, weather, other road users

(e.g. emergency vehicles, horses and riders, pedestrians, cycle riders, public service vehicles, heavy goods vehicles, cars, motorcycles), and restricted line of sight (e.g. obstructions caused by parked vehicles, bends in the road, fencing/hedges).

Throughout the course, riders **must** develop an understanding of how the **four core functions** help riders identify and respond to hazards effectively. Frequent observations help riders identify hazards. Appropriate riding positions help riders prevent hazardous overtaking. Clear communication reduces the risk of misunderstanding. Understanding priorities ('who goes first') improves cooperation with other road users.

Riders **should** progress by identifying and responding to a wide range of hazards encountered in increasingly challenging cycling environments and demonstrating a deeper understanding of how effective hazard perception and response underpin safe and responsible cycling strategies.

Inclusive guidance:

- Looking behind for other road users or hazards may be difficult for riders with restricted mobility. In some instances, mirrors may be used to be aware of other road users behind. Instructors must ensure riders are aware of their blind spots.
- Visual checks are important for all riders, but those with hearing impairments may need to make more checks in some cases.
- Riders with hearing impairments must keep the instructor in their sight line. Instructors should use agreed non-verbal signs to communicate.
- Cambered roads may be an additional hazard for riders of some cycles, such as tricycles.

Sample questions:

- What is a hazard?
- What hazards do you see here?

- What hazards may happen here?
- Which hazards are most important in this activity?
- What is the best way to deal with these hazards?
- How should you approach horses and horse riders?

Risk management:

- Riders are unaware of the hazard they may present to other road users by blocking pavements or standing in the road (instructor makes riders aware of the space they occupy and the needs of other road users and demonstrates how to move on and off the road for making observations).

Looking for hazards



ACTIVITY 2.1B: START AND STOP ON-ROAD JOURNEYS

National Standard assessment criteria

I CAN:

- apply brakes before getting on the cycle
- sit securely on the seat
- look for hazards ahead and behind before setting off
- set pedal
- set off straight ahead
- find an appropriate place to stop
- look for hazards ahead and behind when preparing to stop
- apply brakes to bring the cycle to a smooth stop
- apply brakes to bring the cycle to a quick stop
- apply brakes before getting off the cycle.

I UNDERSTAND:

- the advantages of getting on the cycle from the left
- likely hazards that could delay setting off
- how to maintain control when stopping smoothly and quickly
- the advantages of getting off the cycle to the left.

This activity **must** be delivered in combination with Activity 2.1a: Identify and respond to hazards and **may** be combined with Activity 2.1c: Maintain suitable riding positions. The location **must** include other road users.

The activity **should** be delivered on straight sections of road ideally without side roads.

Following a brief introduction and demonstration by the instructor, riders **must**:

- check the road ahead and behind before placing the cycle on the road when clear

- position the cycle where the rider can see and be seen by other road users before setting off
- apply the brakes and get onto the cycle when the road is clear
- after checking the road is clear ahead and behind in the direction of intended movement, set off straight ahead in an appropriate gear
- pedal a reasonable distance before checking the road behind is clear in the direction of intended movement for stopping
- bring the cycle to a stop at the side of the road
- with the brakes applied, get off and remove the cycle from the road.

Riders **must** understand that people already using the road have priority over those joining the road, the importance of seeing and being seen when starting and stopping on-road journeys, and the advantages of getting on and off the cycle from the left.

Riders **should** progress by cycling with increasing independence and crossing to the other side of the road on foot to repeat the activity, or by U turn for more advanced riders.

Inclusive guidance:

- Getting some cycles from the pavement into the road may be an issue. Riders may need assistance with this. Also, some cycles may take more space on a pavement, blocking it for other people. Instructor should manage communication about this with other people.
- Some riders may need assistance to remove the cycle from the road. Some cycles may need to be parked at the side of the road in the same way that a car would be parked.
- Riders using larger cycles such as tandems and wheelchair cycles may need a larger space to stop.

Sample questions:

- Who has priority here?
- Can you see and be seen ahead and behind from here?
- Where would you get on your cycle to start your journey?
- What are the advantages of getting on and off your cycle on the left?
- Why do you need to look behind both shoulders before stopping?
- What will you do if there is a motorist close behind you?
- Where will your foot land when stopping the journey? (if a pavement is present)

Risk management:

- Riders lose control of their cycle when getting on or off (only riders who have demonstrated competent cycle handling skills in Level 1 are allowed on Level 2, instructor questions riders about getting on and off the cycle from the left to reduce risk of falling into the road)
- Riders panic when a vehicle comes and stop suddenly with no warning (instructor demonstrates how to stop a journey, and selects a quiet road for this first on road experience)
- Riders misbehave and get distracted while waiting to have a turn (instructor avoids having more than two riders waiting to ride and involves others in active observation and focused feedback).

Starting a journey



ACTIVITY 2.1C: MAINTAIN SUITABLE RIDING POSITIONS

National Standard assessment criteria

I CAN:

- choose and maintain suitable riding positions
- apply a systematic routine when changing riding position
- pass stationary or slower moving vehicles
- make flowing and stopping U-turns
- decide whether or not cycling infrastructure can help a journey (if present).

I UNDERSTAND:

- how riding position can improve visibility
- why primary position (centre of the lane) is suitable for negotiating junctions, where roads narrow, on bends, where there is not enough room for me to be overtaken, and when I am riding at the speed of other traffic
- why secondary position (to the left of the stream of traffic) is suitable where there is time and space to be overtaken
- how to change position using a systematic routine
 - 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
- why I should cover my brakes
- the importance of riding at least a door's length away from stationary vehicles
- where and when flowing and stopping U-turns are suitable
- the strengths and weaknesses of cycling infrastructure (if present).

This activity **should** be delivered after Activity 2.1b: Start and stop on-road journeys and in combination with Activity 2.1a: Identify and respond to hazards. Riders **must** demonstrate the National Standard assessment criteria for this activity before progressing to Activity 2.1d: Negotiate junctions (use side roads).

The activity **should** be delivered on straight sections of road ideally with space to ride in the secondary position, with a need to ride in the primary position (e.g. narrow sections of road where overtaking the rider would be hazardous, such as through a pedestrian island), and without side roads.

The activity comprises three parts: riding in the secondary position; riding in the primary position; and passing stationary vehicles. All **should** incorporate U turns

Riding in the secondary position

Following a brief introduction and demonstration by the instructor, riders **must**:

- start the journey
- check the road ahead and behind is clear in the direction of intended movement before moving into the secondary position
- maintain the secondary riding position with predictability for other road users
- choose one of the following:
 - stop the journey
 - stop the journey, return to the start point by foot and start the journey again
 - stop the journey, cross the road by foot and start the journey again
 - perform a stopped or flowing U turn (depending on traffic conditions) and start the journey again
 - check the road ahead and behind is clear in the direction of intended movement
 - if the road is not clear, bring the cycle to stop at the kerb before turning the cycle when clear ('stopped U turn')

- if the road is clear, slow down if necessary, before turning the cycle while the road is clear ('flowing U turn')
- use the full width of the road and remain on the carriageway when performing the U turn.

Riding in the primary position

Following a brief introduction and demonstration by the instructor, riders **must**:

- start the journey
- check the road ahead and behind is clear in the direction of intended movement before moving into the primary position
- maintain the primary riding position with predictability for other road users
- decide to stop the journey or return to the start point by foot or U turn (as above).

Primary riding position



Secondary riding position



Passing stationary vehicles

Following a brief introduction and demonstration by the instructor, riders **must**:

- start the journey
- decide when to move into primary position
- maintain a constant riding position while approaching the stationary vehicle/s with predictability for other road users
- check the road ahead and behind is clear in the direction of intended movement well before reaching the stationary vehicle/s
 - if the road is clear ahead and behind, move out smoothly after a final check behind over the right shoulder well before reaching the stationary vehicle/s and pass with more than an open door's distance from the vehicle/s
 - if the road is not clear, decide if there is enough time and space to pass the stationary vehicle/s, and if necessary wait a car's length behind and in line with the outside wheels of the parked vehicle where the rider can see and be seen by oncoming and following drivers
- if passing more than one stationary vehicle, maintain a constant riding position while passing all the vehicles and the gaps in between
- once the stationary vehicle/s have been passed, perform a final check left in front of the last vehicle before moving left to the most appropriate riding position for continuing the journey
- decide to stop the journey or return to the start point by foot or U turn (as above).

Riders **must** demonstrate a **systematic routine** for changing riding positions and passing stationary vehicles, including checking the road is clear ahead and behind before changing riding position and when approaching stationary vehicles, leaving at least a door's distance when passing stationary vehicles, and maintaining a constant riding position while passing several stationary vehicles. They **must** understand the importance of maintaining a predictable riding position for other road users, and that the secondary position is for inviting other road users to share the lane while the primary position is for seeing, being seen and not sharing the lane. Where cycle infrastructure is present, riders **must** understand that use of cycle lanes is not mandatory, **should** decide if it can help their journey, and take up a position that makes them visible to other road users if they decide to use it.

Riders **should** progress by passing single and multiple stationary vehicles, crossing the road by foot, and performing stopped and flowing U turns with increasing competence, consistency and confidence.

Inclusive guidance:

- Riders of wider cycles such as hand cranked cycles and tricycles may need to ride more in primary position taking up more space. This should be considered throughout Levels 2 and 3.
- Instructors may simplify the **systematic routine** for changing position to:
 - Look back
 - Tell
 - Move if clear.
- Riders may be accompanied by an assistant/riding buddy for this activity. Assistants must demonstrate relevant assessment criteria
- Some types of cycle have larger turning circles. Instructors must ensure the road selected for this exercise is wide enough to complete the U-turn in one movement.
- Cycle infrastructure that may be suitable for standard cycles may be too narrow for other cycles.

Sample questions:

- How do you ensure drivers behind see you?
- When would you ride in the primary and secondary positions?
- Which riding position gives you most control of your road space?
- How do you know if a parked vehicle may be about to move?
- Why do you need to check over your left shoulder after you pass the last vehicle?
- Why is it important to wait behind a vehicle in the primary position and not in the gutter?
- How much room should be left between you and a parked vehicle? Why?
- What do you do if there are gaps between parked vehicles?
- How do you decide whether to use a stopped or flowing U turn?
- Do you have to use a cycle lane if there is one?

Primary position



Secondary position



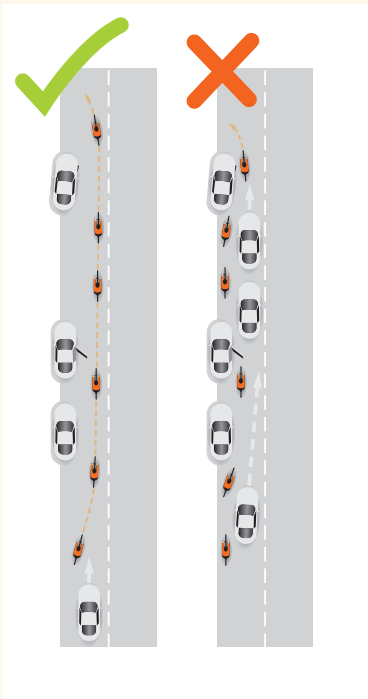
Risk management:

- Rider experiences a near miss by a following vehicle when changing riding position (riders have practised dealing with hazards and understand how to respond, they understand the importance of checking behind that there is enough time and space to manoeuvre)
- Rider is shouted at by a driver because they are not using a cycle lane (riders understand they do not have to use cycle lanes, discuss why this may happen in advance, and in serious cases note the vehicle details and report the incident).

Passing stationary vehicles



Correct and incorrect passing of stationary vehicles



ACTIVITY 2.1D: NEGOTIATE JUNCTIONS (PASS SIDE ROADS)

National Standard assessment criteria

I CAN:

- decide my direction of travel before arriving at junctions
- apply a systematic routine when negotiating junctions
- pass and turn left and right into and out of side roads *
- go left, right and straight ahead at cross roads and roundabouts (if present)
- emerge into the stream of traffic when exiting junctions.

I UNDERSTAND:

- how to negotiate junctions using a systematic routine
 - 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
- where and when to look for hazards when negotiating road junctions
- where to position myself to maximise visibility
- priorities and rules that apply to junctions
- how the way other road users negotiate junctions may affect me
- what to do if I am not confident negotiating a junction.

* Riders are only required to pass side roads in this activity.

This activity **should** be delivered on major roads with minor roads joining from the left, or crossroads with minor roads joining from the left and right, that reflect the local cycling environment. Ideally, the roads will have clear markings, good sight lines and moderate traffic flows where riders **should** encounter vehicles with progressively greater frequency.

Riders **must** use the generic **systematic routine** focussed on the **four core functions** set out in the introduction to Bikeability Level 2. In this activity, riders **must** apply this generic **systematic routine** to

- passing side roads.

(Since the **systematic routine** is generic, some of the considerations may be less relevant for this activity than later activities involving turning at junctions.)

Riders **must** understand road use priorities at T junctions and the difference between major and minor roads.

Riders **should** progress by returning to the start point by foot, crossing the road by foot and performing U turns, and passing single and multiple side roads with increasing traffic flows.

Inclusive guidance:

- Learning sequenced activities required by the **systematic routines** may be difficult for people with some learning disability. Instructors should use repeated active demonstrations and short simple instructions:
 - look back
 - tell
 - move to best place
 - understand who goes first.
- Understanding priorities may be challenging for some riders with different learning abilities or riders with communication difficulties. Instructor should allow more time and check for practical demonstration of competency. Use carers or support workers to help facilitate communication. Instructors should use simple language such as asking, 'Why does this person go first?' and analogies with other areas of their life experience.
- Riders using wheelchair cycles may demonstrate understanding by instructing their rider when to turn or wait.

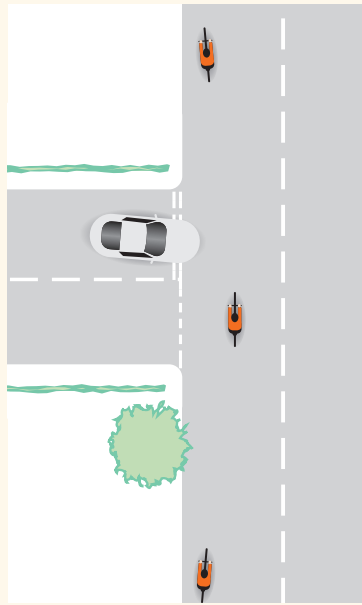
Sample questions:

- Who has priority ('goes first') on the major road and the minor road?
- What do the white lines mean? (if present at the junction)
- What may a driver think if you moved left when approaching a side road?
- Which road position gives you the best visibility for the minor road?
- Which road position gives you the best visibility for the major road?
- Where do you need to look when approaching the side road?

Risk management:

- Rider forgets to look behind before starting their journey (instructor ensures riders demonstrate relevant National Standard assessment criteria before starting this activity, instructor is positioned at the start point to remind riders to look if necessary)
- Rider on the major road gets frightened when there is a driver in the side road and stops to give way (rider pulls over to watch other riders pass the side road, then rides with instructor until they have the confidence to ride alone, instructor questions riders about priorities in feedback)
- Rider moves from secondary to primary riding position without seeing a vehicle approaching behind (instructor questions rider about the importance of looking behind in the direction of movement before changing riding position).

Passing a side road



Passing side roads



MODULE 2.2 Share the road with others

ACTIVITY 2.2A: COMPLY WITH SIGNALS, SIGNS AND ROAD MARKINGS

National Standard assessment criteria

I CAN:

- respond to all permanent and temporary traffic signals, traffic light signals, signs and road markings on my journey
- respond to signals given by authorised persons on my journey (if present)
- respond to signals given by other road users on my journey.

I UNDERSTAND:

- the meaning of, and how to respond to, mandatory traffic signs, warning signs and road markings
- how to act when approaching pedestrian crossings
- the meaning of, and how to respond to, signals given by police officers, school crossing wardens, or others authorised to control traffic
- the meaning of signals that other road users use and how to respond to them
- the meaning of traffic light signals and how to respond to them (if present).

This activity **must** be delivered in combination with the other activities in Module 2.2.

Following a brief introduction by the instructor (in which riders **may** be reminded of road markings and signs they have encountered in previous activities), riders **must** identify accurately and comply appropriately with all the signals, signs and road markings they encounter during Module 2.2. Instructors **must** ensure riders encounter a sufficient range of signals, signs and road markings with increasing levels of challenge to ensure progression as their skills and confidence grow.

Riders **should** accurately describe the meaning of road signs, markings and signals they encounter. Depending on what they encounter, they **may** understand the difference between road signs giving prohibitive orders (mostly red circle outlines), positive orders (mostly blue circles), warnings (mostly red triangle outlines), directions (mostly rectangular) and information (all rectangular).

Riders **should** progress by identifying a wide range of signals, signs and road markings, including those encountered in increasingly challenging cycling environments.

Inclusive guidance:

Understanding and responding to signs and signals may be difficult for some riders with learning and communication difficulties. Instructor should allow more time for practical demonstrations and may use assistance to help with communication.

Sample questions:

- Who has priority ('goes first') according to these road signs and markings?
- What does that sign mean?
- What do signs of that shape and colour mean?
- What do different types of white lines (solid, dashed) mean?

Risk management:

- Rider fails to understand the meaning of road markings and assumes priority when entering a major road (instructor questions rider in feedback about what road signs and markings indicate about road use priorities, rider observes other road users deciding priorities at the junction).

ACTIVITY 2.2B: COMMUNICATE WITH OTHER ROAD USERS

National Standard assessment criteria

I CAN:

- apply a systematic routine for communicating my intentions to other road users
- identify other road users ahead or behind who need to know my intentions (if present)
- signal my intentions before performing a manoeuvre (if necessary)
- use arm signals, riding position and eye contact to communicate my intentions to other road users
- see that other road users have responded to my signals, particularly when filtering through queuing traffic (if present).

I UNDERSTAND:

- when and where to communicate my intentions
- how to use a systematic routine when communicating my intentions
 - look behind for following vehicles
 - communicate intentions to other road users ahead or behind if necessary
 - see they have responded to my signal
 - perform the manoeuvre
- the risks associated with giving arm signals, such as reduced stability
- the importance of making eye contact with other road users.

This activity **must** be delivered in combination with the other activities in Module 2.2. Instructors **must** ensure all riders encounter vehicles with progressively greater frequency at multiple T junctions throughout Module 2.2 and are given sufficient opportunity to demonstrate

the National Standard assessment criteria for this activity.

Following a brief introduction by the instructor (and demonstration if necessary), riders **must**

- communicate their intentions to other road users (where present) before turning at junctions
- communicate their intentions using riding position, eye contact and arm signals
- follow a **systematic routine** when communicating their intentions.

Riders **must** understand when they need to communicate their intentions (and when they do not) and the risk associated with doing so (e.g. less control with one hand on the bars), and why they **must** not signal while turning.

Riders **should** progress by demonstrating a wide range of communication methods in increasingly challenging cycling environments as their skills and confidence grow.

Inclusive guidance:

- Looking behind for other road users or hazards may be difficult for riders with restricted mobility. Where mobility is restricted mirrors may be used to be aware of other road users behind. Instructors must ensure riders are aware of their blind spots.
- Visual checks are important for all riders, but those with hearing impairments may make more checks in some cases. Riders with hearing impairments must keep the instructor in their sight line. Instructors should communicate with agreed non-verbal signs
- Riders who are unable to communicate using hand signals should use looking and positioning to communicate their intentions. Riders may consider using cycles or vests fitted with indicator lights.
- Riders with some learning difficulties may struggle to judge speed and distance of vehicles behind them. Riders may ride with a buddy or assistant to support their decision making.

- Some riders, such as those with autism, may not wish to make eye contact. Such riders may be encouraged to look at the vehicle rather than the person.
- Instructors may simplify the **systematic routine** to:
 - look back
 - tell
 - check again
 - move if clear.

Sample questions:

- How do riders tell other road users that they intend to turn?
- Who needs to know that you are about to turn?
- Why use two hands on handlebars to turn?
- Does a vehicle's indicator mean the driver will turn?
- Do you need to signal if there's nobody to see it?
- Why is eye contact a good way to communicate with other road users?
- Do you need to signal if you're going down a really steep hill?

Risk management:

- Rider always gives hand signals even when there are no other road users present (instructor questions rider about avoiding hazards including loss of control)
- Rider tries to signal going down a steep hill and falls off (instructor questions riders about additional hazards at each junction).

Hand signal



ACTIVITY 2.2C: NEGOTIATE JUNCTIONS (TURN AT T JUNCTIONS)

National Standard assessment criteria

I CAN:

- decide my direction of travel before arriving at junctions
- apply a systematic routine when negotiating junctions
- pass and turn left and right into and out of side roads *
- go left, right and straight ahead at cross roads and roundabouts (if present)
- emerge into the stream of traffic when exiting junctions.

I UNDERSTAND:

- how to negotiate junctions using a systematic routine
 - 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
- where and when to look for hazards when negotiating road junctions
- where to position myself to maximise visibility
- priorities and rules that apply to junctions
- how the way other road users negotiate junctions **may** affect me
- what to do if I am not confident negotiating a junction.

* Riders are only required to turn left into and right out of side roads in this activity.

This activity **must** be delivered only after the National Standard assessment criteria for activities in Module 2.1 have been demonstrated, and in combination with the other activities in Module 2.2.

This activity **should** be delivered on major roads with minor roads joining from the left, or crossroads with minor roads joining from the left and right, that reflect the local cycling environment. Ideally, the roads will have clear markings, good sight lines and moderate traffic flows where riders **should** encounter vehicles with progressively greater frequency.

Riders **must** use the generic **systematic routine** focussed on the **four core functions** set out in the introduction to Bikeability Level 2. In this activity, riders **must** apply this generic **systematic routine** to

- turning left in from major to minor roads
- turning right out from minor to major roads.

Riders **must** understand road use priorities at T junctions and the difference between major and minor roads.

Riders **should** progress by linking the two T junctions drills (left in and right out), using U turns on the minor and major roads, linking T junctions in a continuous journey including turns covered in Activity 2.3A, and moving to more challenging junctions with more traffic

Inclusive guidance:

- Some riders may struggle with sequencing. At junctions, riders may learn individual turns before attempting to link these together as multiple turns.
- Riders of longer wheel-based cycles such as recumbents may need more space to turn and may need to 'cut corners'.

Sample questions:

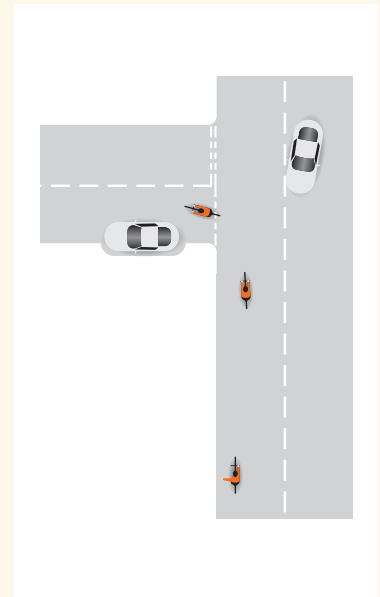
- Which road position gives you the best visibility when turning left and right?
- Which way do you need to look when approaching the minor road for turning left?
- In which riding position do you enter the minor road when turning left?

- Which way do you need to look when approaching the major road for turning right?
- In which riding position do you enter the major road when turning right?
- What can you do if someone who has priority gives way to you?
- What should you do if a pedestrian has started crossing the minor road when turning left?

Risk management:

- Rider stays too close to the kerb on the left turn and a vehicle turns left alongside them (instructor questions rider about the importance of the primary position in feedback)
- Rider pulls out of the minor road to turn right without looking to see an approaching vehicle (instructor is positioned at the point of highest risk where they intervene with a strong verbal instruction if necessary, instructor questions rider about the importance of looking for hazards when approaching junctions)
- Rider misjudges the speed of an oncoming vehicle and turns into its path (instructor is positioned at the point of greatest risk, instructor intervenes with a strong verbal instruction if necessary, instructor questions rider about the importance of observation and priorities when negotiating junctions).

Turning left from major to minor road



Turning right from minor to major road



MODULE 2.3 Manage risk when cycling

ACTIVITY 2.3A: NEGOTIATE JUNCTIONS (TURN AT T JUNCTIONS, AND CROSSROADS AND ROUNDABOUTS IF PRESENT)

National Standard assessment criteria

I CAN:

- decide my direction of travel before arriving at junctions
- apply a systematic routine when negotiating junctions
- pass and turn left and right into and out of side roads *
- go left, right and straight ahead at cross roads and roundabouts (if present)
- emerge into the stream of traffic when exiting junctions.

I UNDERSTAND:

- how to negotiate junctions using a systematic routine
 - 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
- where and when to look for hazards when negotiating road junctions
- where to position myself to maximise visibility
- priorities and rules that apply to junctions
- how the way other road users negotiate junctions may affect me
- what to do if I am not confident negotiating a junction.

* **Riders are only required to turn left out and right into side roads (and use cross roads and roundabouts if present) in this activity.**

This activity **must** be delivered only after the National Standard assessment criteria

for activities in Module 2.2 have been demonstrated.

This activity **should** be delivered on major roads with minor roads joining from the right, or crossroads with minor roads joining from the left and right, that reflect the local cycling environment. Ideally, the roads will have clear markings, good sight lines and moderate traffic flows where riders **should** encounter vehicles with progressively greater frequency.

Riders **must** use the generic **systematic routine** focussed on the **four core functions** set out in the introduction to Bikeability Level 2. In this activity, riders **must** apply this generic **systematic routine** to

- turning left out from minor to major roads
- turning right in from major to minor roads
- turning at single-lane crossroads (if present)
- turning at single-lane roundabouts (if present).

Riders **must** understand road use priorities at junctions and the difference between major and minor roads at T junctions, crossroads and roundabouts (where present), and the importance of checking the road ahead and behind well before reaching the junction.

Riders **should** progress by linking the T junctions turns using U turns on the minor and major roads, approaching crossroads and roundabouts from multiple directions (where present), linking junctions in a continuous journey, and moving to more challenging junctions with more traffic.

Inclusive guidance:

- From this stage there is an expectation that training takes place on busier roads with higher traffic speeds where judgements need to be quicker. Such environments may seem chaotic and frightening for some riders with SEND. Instructors must use their judgement as to the appropriateness of this. Training is

such environments may be possible with the use of assistants riding with the riders. Assistants must demonstrate relevant National Standard assessment criteria.

- In some instances, riders with SEND may demonstrate National Standard assessment criteria in environments with lower traffic speeds and density.

Sample questions:

- Which road position gives you the best visibility when turning left and right?
- Which way do you need to look when approaching the major road to turn left?
- In which riding position do you enter the major road?
- Which way do you need to look when approaching the minor road to turn right?
- Where do you wait on the major road to turn right if there is oncoming traffic?
- In which riding position do you enter the minor road?
- Which road is the major road on the roundabout?
- When do you signal your intention to leave the roundabout?
- Who has priority when travelling straight through cross roads?

Risk management:

Driver cuts across the path of the rider when they don't have priority (instructor positioned at the point of greatest risk and intervenes with a strong vocal instruction if necessary, questions rider about covering brakes and checking speed when approaching junctions)

Rider doesn't signal their intentions clearly and a vehicle overtakes as they're about to turn right (instructor is positioned at the junction on the rider's side of the road, questions the rider about the importance of maintaining primary position and signalling intentions in feedback, intervenes with a strong vocal instruction if necessary)

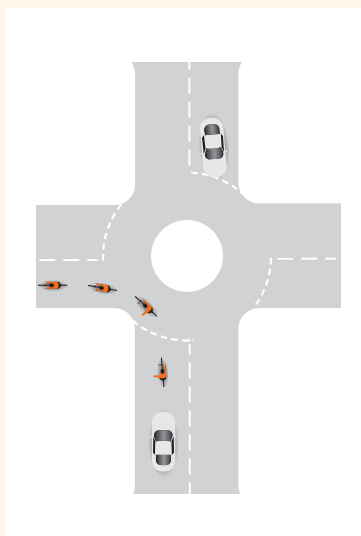
Rider is not yet confident to turn right into the minor road across the on-coming

traffic stream (instructor or stronger rider cycles with the rider in a pair until they are confident they can do it themselves, instruction questions rider about options – wait to turn right until there is enough time and space to do so).

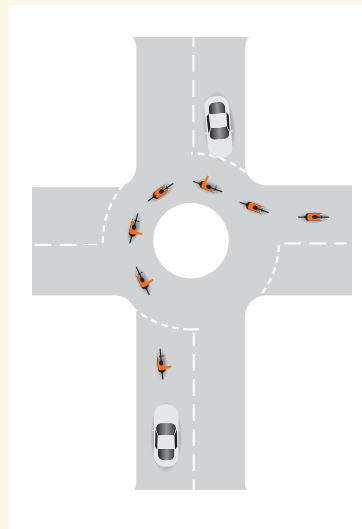
Turning at roundabouts



Turn left on a roundabout



Turn right on a roundabout



Turning right from major to minor road





INTRODUCTION

The Bikeability level 3 course aims to develop riders' skills and confidence so they can ride in diverse road environments, including complex, often busy roads and junctions, sometimes with speed limits above 30 mph. It **must** be delivered on progressively more challenging roads and junctions with high volume of, or fast, motor traffic. The goal for riders is to link manoeuvres in a planned journey in which they demonstrate National Standard assessment criteria competently, consistently and confidently. They **should** understand that improving practice is continuous for all riders throughout lifelong cycling.

Demonstration of National Standard assessment criteria in Bikeability Level 2 is a prerequisite for participation in Bikeability Level 3.

Instructors **should** position themselves where they can facilitate rider learning and independence, sometimes riding with them some distance behind or beside the riders standing at the side of the road with good sightlines to the riders and without intruding into the training space.

When setting up drills, instructors **should** ensure that riders set off a good distance away to provide a realistic riding experience whilst being close enough to communicate with an instructor (i.e. in line of sight at all times and able to communicate through hand signals or verbally, whilst recognising that traffic may, at times, prevent this). Instructors **must** not obscure the line of sight for approaching drivers and riders. A realistic riding experience will include riding for long enough (approximately 60 metres) to enable riders to perform the **four core functions** that underpin safe and responsible cycling:

- making good and frequent observations
- choosing and maintaining the most suitable riding positions
- communicating intentions clearly to others

- understanding priorities on the road, particularly at junctions.

Bikeability Level 3 applies the **four core functions** that underpin safe and responsible cycling strategies practised in Bikeability Level 2 to cycling in more challenging cycling environments. When negotiating junctions in Bikeability Level 3, riders **must** follow the **systematic routine** for negotiating junctions practised in Bikeability Level 2. This **must** continue to be demonstrated throughout Bikeability Level 3.

Instructors **should** ensure riders complete as many activities as possible within the available training time and locations.

All riders **must** complete both activities in Module 3.1. In Module 3.2 they **must** complete at least two options from Activity 3.2a: Maintain suitable riding positions and at least two options from Activity 3.2b: Cooperate with and respect other road users.

When working with a group of riders, instructors **should** try to combine riders' planned journeys in an agreed shared route that includes as many of the Level 3 training activities as possible.

- Module 3.1: Plan to ride assertively
 - Activity 3.1a: Plan a journey
 - Activity 3.1b: Ride assertively

- Module 3.2: Ride everywhere cycling is permitted
 - Activity 3.2a: Maintain suitable riding positions
 - Pass queuing traffic (if present)
 - Use junctions controlled by traffic lights (if present)
 - Use multi-lane roads (if present)
 - Use cycle infrastructure (if present)
 - Use bus lanes (if present)
 - Activity 3.2b: Cooperate with and respect other road users
 - Avoid driver blind spots (if present)
 - Negotiate vehicles that pull in ahead (if present)
 - Ride with other cyclists (if present)
 - Ride on roads with speeds above 30 mph (if present).



MODULE 3.1 Plan to ride assertively

ACTIVITY 3.1A: PLAN A JOURNEY

National Standard assessment criteria

I CAN:

- plan suitable routes to my destination, including alternative routes
- estimate the time needed to complete my journey, including any breaks
- plan where to lock or store the cycle securely
- use maps or electronic journey planners to plan my route (if required)
- choose and pack suitable clothing, equipment, food and drink for my journey (if required)
- select and fit equipment for carrying loads or passengers (if required)
- select and fit lights (if required)
- ask for assistance (if required).

I UNDERSTAND:

- where cycling is permitted
- how changing traffic, weather and lighting conditions, my cycling ability and the cycle I ride, **may** affect the choice of suitable routes
- the need to build in extra time to allow for unforeseen delays
- how to choose a secure lock
- where to get information on likely weather and traffic conditions (if required)
- the legal requirements for carrying loads or passengers (if required)
- the legal requirements for lights (if required)
- where to report a stolen cycle (if required).

This activity **may** be undertaken in any learning environment that allows riders to use maps and electronic planners (if required) and note their journey. Riders **must** demonstrate the National Standard assessment criteria for this activity before they progress to their selected options in Module 3.2. The resulting journey plans **must** be based on riders' cycling experience and development needs. They **should** cover as many of Module 3.2 options as possible and **must** as a minimum include planning for two options in Activity 3.2a: Maintain suitable riding positions and two options in Activity 3.2b: Cooperate with and respect other road users.

Following a brief introduction by the instructor, riders **must**:

- plan destinations, alternative routes, timings and secure cycle storage
- plan for unforeseen changes in traffic and weather conditions
- use maps or electronic planners (if required)
- include clothing, equipment and provisions (if required)
- demonstrate locking a cycle securely.

Riders **must** understand where cycling is permitted, where to get information about traffic and weather conditions, the legal requirement for lights and where to report a stolen cycle.

Planning technologies



Riders **should** progress by planning journeys of increasing length, duration and complexity using different planning resources and requiring a range of equipment and provisions.

Inclusive guidance:

- Instructors should agree with riders' routes that are suitable for their ability and type of cycle.
- Riders with learning difficulties may struggle with this largely theory-based session. Instructors may use simplified materials such as basic maps and technology.
- Instructors may break up learning points into bite-sized-chunks.
- Riders should understand that some cycles need different locks and are only able to be locked up at specific locations. Also, that some riders may require additional locks to ensure all parts of their cycle are secured.

ACTIVITY 3.1B: RIDE ASSERTIVELY

National Standard assessment criteria

I CAN:

- create and maintain a safe riding space
- scan my riding space ahead and behind
- position myself to maximise visibility to other road users
- manage my own physical and emotional state
- ride at such a speed that I can always stop with control
- assess my own riding behaviour and identify areas for improvement.

I UNDERSTAND:

- the importance of using systematic routines when cycling
- the importance of keeping a safe riding space ahead and behind
- the importance of riding assertively to maximise others' awareness of my presence and intentions.

The instructor **should** introduce this activity before riders commence their planned Module 3.2 options. Riders **must** demonstrate the National Standard assessment criteria when undertaking their Module 3.2 options.

Following the introduction by the instructor (and demonstration if necessary), riders **must**:

- take as much space as they need to prevent hazardous overtaking when sharing the road with others
- scan ahead and behind before changing riding positions and when approaching junctions
- select and maintain suitable primary and secondary riding positions
- apply the core functions and **systematic routines** that underpin safe and responsible cycling
- identify areas for improvement in their own cycling.

Riders **should** progress by making more independent decisions, developing their own safe and responsible cycling strategies in a wide range of cycling environments, and identifying areas for improvement as their skills and confidence grow.

Inclusive guidance:

- Riders with learning difficulties may be intimidated in a Level 3 environment, especially if they have not built up their skills and confidence in progressively busier Level 2 environments.
- Riders of some cycles, such as hand cranked cycles and tricycles may be significantly slower than the traffic in the training environment. The higher the speed differential between a rider and the moving traffic the more intimidating the environment may be for the rider.
- Instructors should monitor and discuss with the rider, their parent or carer, regarding their 'physical and emotional' state and the suitability of delivering training to them at Level 3.

Sample questions:

- What can you do to prevent drivers overtaking too closely?
- How can you make other road users more aware of your presence and intentions?
- How would you improve your cycling?

Risk management:

- Other road users react aggressively when they see an assertive rider (instructor questions rider about preparedness to cycle, remaining calm, maintaining a strong road position to maximise visibility and predictability for other road users, rider notes the vehicle details to report the incident if necessary)
- Rider is unable to maintain a speed that is proportionate to the traffic flow (rider maintains primary position when preventing hazardous overtaking and moves into secondary position when there is enough time and space to be overtaken).

Riding Assertively



MODULE 3.2 Ride everywhere cycling is permitted

ACTIVITY 3.2A: MAINTAIN SUITABLE RIDING POSITIONS

National Standard assessment criteria

I CAN:

- choose and maintain suitable riding positions
- apply a systematic routine when changing riding position
- pass stationary or slower moving vehicles
- make flowing and stopping U-turns
- decide whether or not cycling infrastructure can help a journey (if present).

I UNDERSTAND:

- how riding position can improve visibility
- why primary position (centre of the lane) is suitable for negotiating junctions, where roads narrow, on bends, where there is not enough room for to be overtaken, and when I am riding at the speed of other traffic
- why secondary position (to the left of the stream of traffic) is suitable where there is time and space to be overtaken
- how to change position using a systematic routine
 - 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
- why I should cover my brakes
- the importance of riding at least a door's length away from stationary vehicles
- where and when flowing and stopping U-turns are suitable
- the strengths and weaknesses of cycling infrastructure (if present).

This activity **must** be based on Activity 3.1a: Plan a journey. Riders **must** select at least two of the following options:

- Pass queuing traffic (if present)
- Use junctions controlled by traffic lights (if present)
- Use multi-lane roads and roundabouts (if present)
- Use cycle infrastructure (if present)
- Use bus lanes (if present).

The activity **must** be delivered on sections of road that reflect the local cycling environment, and depending on the planned journey **should** contain queuing traffic, traffic lights, multiple lanes, and cycle and bus infrastructure.

PASS QUEUING TRAFFIC

After a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- decide whether to wait or pass when they encounter queuing traffic
 - if waiting in the queue, select the primary position to be visible to drivers ahead and behind
 - if waiting in the queue behind a large vehicle, select a position to the right of the lane to be visible in the driver's right-side mirror
 - if waiting at the head of the queue, maintain the primary position to ensure the rider is visible to the first driver behind (including moving forward to be visible to drivers of large vehicles)
- riders **should** glance back making eye contact with the driver behind
- decide if there is enough time and space to pass queuing traffic on the right, left or in between two lines of stationary vehicles
- pass queuing traffic preferably on the right (without crossing solid road centre lines, and with awareness of the hazards presented by oncoming traffic, other filtering cyclists from behind and queuing vehicles turning right)

- if passing queuing traffic on the left, be aware of the risks presented by passenger doors opening, vehicles pulling into the kerb, vehicles turning left across path, and poor rider visibility to drivers
- if passing queuing traffic between two lines of stationary vehicles, be aware of drivers changing lanes
- check and move into gaps between vehicles in the primary position if the queue begins to move, preferably after making eye contact with the following driver
- be prepared to change riding strategy if the situation in the queue changes (e.g. if the queue starts to move or a vehicle starts to signal, check left, signal and move back into the stream of moving traffic).

Riders **must** choose and maintain suitable riding positions, apply **systematic routines** when changing position, pass stationary or slower moving vehicles. They **may** use cycling infrastructure (if present).

Riders **should** progress by passing queuing traffic in greater volume and complexity (e.g. short and long tailbacks on single and multiple lane roads).

Pass queuing traffic



Inclusive guidance:

- Riders using wider cycles, such as tricycles and hand-cranked cycles may not be able to filter between two lanes of traffic nor to the left or right of the traffic stream. These riders should remain in the traffic stream.
- Tandem and recumbent riders should be aware that larger gaps between vehicles are needed when moving back into the traffic stream.

Sample questions:

- What would you do if there was a queue of drivers as you approached a junction?
- What hazards do riders need to be aware of when passing queuing traffic on the left?
- What would you do if the drivers in the queue started moving?

Risk management:

- Rider is unable to get to the head of the queue before it begins to move (rider communicates they want to re-join the stream of traffic, preferably making eye contact with the following driver to create a safe riding space).

USE JUNCTIONS CONTROLLED BY TRAFFIC LIGHTS (IF PRESENT)



After a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- maintain the primary position when approaching, waiting and moving through the junction where possible
- make frequent observations when approaching and moving through the junction
- communicate intentions to other road users (if present) when approaching the junction
- comply with traffic light phases, including stopping at red lights.

Riders **must** understand road use priorities at junctions controlled by traffic lights and know how to respond to the four traffic light phases (red, red and amber, amber, green). They **may** use cycling infrastructure (if present).

Riders **should** progress by using junctions controlled by traffic lights on single and multiple-lane roads with increasing complexity and traffic levels.

Inclusive guidance:

- Riders of some wider cycles should remain in the traffic stream rather than filter to the Advanced Stop Line.
- Riders who are colour blind should double check whether a single light is at the top (red) or bottom (green) of a traffic light.

Sample questions:

- What must you do when traffic lights are red?
- What should you do if a traffic light turns amber?
- What is the best riding position to stop in at traffic lights?

Risk management:

Rider passes through traffic lights which changes, holding the following instructor at a red light (rider habitually checks behind when approaching and after passing through junctions, and pulls over when they see the instructor is not behind them).

USE MULTI-LANE ROADS AND ROUNDABOUTS (IF PRESENT)

After a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- decide when to change lanes (if necessary) based on the speed of the traffic and distance to the next junction
- select the lane that is most appropriate for the rider's journey (e.g. left lane for straight ahead or turning left, right lane for turning right at the next junction)
- remain in the left-hand lane if the rider cannot match the speed of the traffic until close to the junction, where traffic speed should reduce
- maintain primary position if the rider can join the lane and match the speed of the traffic

- make frequent observations and communicate using eye contact when changing lanes particularly in heavy traffic.

Riders **must** choose and maintain suitable riding positions, be confident using primary position on multi-lane roads, and apply **systematic routines** when selecting and changing lanes. They **may** use cycling infrastructure (if present).

Riders **should** progress by changing lanes on roads with increasing traffic while approaching multiple lane junctions from different directions.

Use multi-lane roads



Inclusive guidance:

- Signalling while using multi-lane roundabouts can be frequent and complex. Riders with weak muscle tone or poor mobility in their arms must ensure they have alternative appropriate signalling capability such as indicator lights on their cycle or vest.

Sample questions:

- How many roads are there at the multi-lane roundabout? Which is the major road?
- When do you move into the outside lane to exit the roundabout?
- How and when do you communicate your intention to leave the roundabout?

Risk management:

- Instructor loses sight of the rider going around a roundabout (instructor rides a distance behind the rider so they make their own decisions but can be observed all the time)

USE CYCLE INFRASTRUCTURE (IF PRESENT)

After a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- decide whether or not to use cycle infrastructure after considering the width, length, position, direction, suitability and condition of the infrastructure
- if using on-road cycle infrastructure, consider taking up a position to the right of the cycle lane that makes the rider more visible to other road users
- do not wait or cycle in on-road cycle infrastructure positioned immediately to the left or front of large vehicles where drivers are unable to see riders
- if re-joining the carriageway from cycle infrastructure, do so deliberately so as to increase rider predictability for other road users
- if using segregated cycle infrastructure, keep checking behind for faster cyclists who may wish to pass and ahead for pedestrians who may step out
- if using segregated cycle infrastructure, ride centrally in the lane
- when riding on a cycles-only contraflow, ride in the position one would on a standard two-way road to ensure maximum visibility.

Riders **must** consider the strength and weakness of cycle infrastructure when deciding on use. They **should** understand that many drivers appear unaware that riders are not compelled to use cycle infrastructure.

Riders **should** progress by cycling on roads with a wide range of useable and unusable cycle infrastructure (e.g. unsegregated and segregated single and multi-directional cycle lanes with increasing traffic volumes of cycle traffic).

Inclusive guidance:

- Riders of wider cycles may not fit through some gaps aimed to stop drivers accessing some cycle infrastructure. Some cycles may be too wide to use cycles-only contraflows. Instructors must check that the training locations are appropriate for all riders' cycles.

Sample questions:

- Where should you position yourself in a cycle lane?
- How do you overtake another cyclist?

Risk management:

- The rider does not check for hazards behind before entering the cycle lane (instructor questions the rider about the importance of looking behind before entering cycling infrastructure and about the priority given to existing infrastructure users)
- A pedestrian moves to cross the path of a rider (rider rides at an appropriate speed with brake levers covered, and rings a bell or calls out 'excuse me please' to warn the pedestrian)
- Another rider passes too closely (rider positions themselves centrally in the cycle lane).

Cycle lane



USE BUS LANES (IF PRESENT)

After a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- adopt the primary riding position unless there is room to be overtaken in the bus lane, when the secondary riding position should be adopted
- consider the width and length of the vehicle and the bus lane when deciding to allow a vehicle to pass the rider
- be vigilant that buses may stop and pull out.

Riders **must** understand signage and road markings pertaining to bus lanes and know the vehicles that might use them.

Riders **should** progress by cycling in bus lanes with different access restrictions and increasing levels of traffic.

Bus lane



Inclusive guidance:

- Riders of wider cycles should ride in the primary position even in wide bus lanes where there may be room to pass a standard cycle.

Sample questions:

- Where should you position yourself in a bus lane?
- What would you do if passing a bus that begins to pull out?
- How and when would you overtake a bus that has stopped?

Risk management:

- Bus overtakes rider too closely in a bus lane (rider positions themselves centrally in the bus lane to prevent hazardous passing)

ACTIVITY 3.2B: COOPERATE WITH AND RESPECT OTHER ROAD USERS

National Standard assessment criteria

I CAN:

- 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 my own reactions to other road users
- identify blind spots for drivers of large vehicles in particular (if present)
- make progress in the traffic stream, including filtering through queuing traffic (if necessary).

I UNDERSTAND:

- where cycling is permitted
- how to cooperate with horse riders and vulnerable pedestrians (e.g. with physical, sight or hearing impairments)
- how traffic and weather conditions may affect other road users and how to allow for this
- the rules that apply to drivers of large vehicles (if present), and the position they may select on the road as a result
- where and how to filter past stationary or slow-moving vehicles in the traffic stream (if present)
- the particular hazards associated with filtering (if present), such as
 - other road users may not be expecting me to be in a position between lines of stationary vehicles
 - vehicles may obstruct my view of junctions and pedestrian crossings
- how to act when emergency service vehicles are responding to incidents (if present).

This activity **must** be based on Activity 1a: Plan a journey. Riders **must** select at least two of the following options:

- Avoid driver blind spots (if present)
- Negotiate vehicles pulling in ahead (if present)
- Ride with other cyclists (if present)
- Ride on roads with a speed limit above 30 mph (if present).

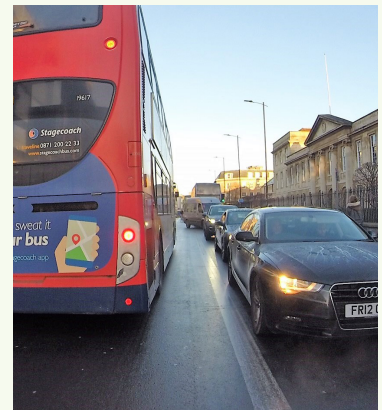
This activity **must** be delivered on sections of road that contain large vehicles, and depending on the planned journey **should** contain large vehicles with driver blind spots, vehicles that pull in, other cyclists and roads with a speed limit above 30 mph.

AVOID DRIVER BLIND SPOTS (IF PRESENT)

After a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- identify large vehicles for which driver blind spots are a particular problem, and where driver blind spots are located around the vehicle
- decide whether to wait or overtake stationary or slow-moving large vehicles
- avoid riding or waiting in drivers' blind spots at the front and left side of large vehicles
- never cycle up the left side of a large vehicle stopped at a junction
- never cycle up the right side of a vehicle if the driver is signalling to turn right
- pass large vehicles on the right and when visible to the driver in the wing mirror unless the driver is signalling to turn right
- wait behind large vehicles positioned to the right of the lane and when visible to the driver in the wing mirror
- when waiting behind or passing large vehicles, seek to make eye contact with the driver in the wing mirror or through the windshield once past, so the rider knows the driver is aware of the rider's position and intention.

Avoiding driver blind spot



Riders **must** know the large vehicles for which blind spots are a particular problem (e.g. heavy goods vehicles, buses), and understand the danger presented by cycling or waiting in the driver's blind spot, particularly when the vehicle turns left or the rider is immediately in front and out of sight.

Riders **should** progress by waiting behind and passing different large vehicles in increasingly challenging cycling environments with increasing traffic flows.

Inclusive guidance:

- Riders of recumbent cycles should consider whether being lower increases the chance of them being in a drivers' blind spot. Instructors may suggest that a flag on their cycle could improve their visibility. Riders should also check their ability to make eye contact with drivers in large (high) vehicles.

Sample questions:

- Where are the driver's blind spots?
- Where should you position yourself to be visible when waiting behind large vehicles?

Risk management:

- A large vehicle begins to turn left as the rider approaches from behind (rider knows they cannot be seen by the driver and should not pass on the left, so they wait until the vehicle has completed the manoeuvre before carrying on).

NEGOTIATE VEHICLES THAT PULL IN AHEAD (IF PRESENT)

After a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- identify which vehicles are likely to pull in ahead
- identify when vehicles are likely to pull in ahead
- reduce speed for vehicles ahead that may turn, stop or move off quickly
- decide whether to wait or pass vehicles that have pulled in ahead, bearing in mind that they may move off quickly
- decide whether to continue passing vehicles that begin to move off quickly or drop in behind them
- give priority to buses when they pull away from stops where possible

Riders **must** know the vehicles that are likely to pull in ahead (buses, taxis, delivery vehicles) and when they are likely to pull in (e.g. when approaching bus stops, when hazard lights are displayed), and understand riders are not compelled to give way when passing vehicles that move off quickly.

Riders **should** progress by waiting behind and passing a range of vehicles that pull in and move off quickly in increasingly challenging cycling environments with increasing traffic flows.

Dealing with vehicles that pull in ahead



Inclusive guidance:

- Riders of cycles that take longer to start or stop, such as heavier cycles, should give themselves enough time to decide whether to wait or pass. Being indecisive may confuse other road users.

Sample questions:

- Which vehicles are likely to pull in ahead? When are they likely to pull in?

Risk management:

- A vehicle that has pulled in begins to move off as the rider passes on the right (the rider checks the vehicle for movement before commencing the pass, drops back behind the vehicle if it begins to move off).

RIDE WITH OTHER CYCLISTS (IF PRESENT)

This will always be demonstrated by riding with an instructor, albeit under training conditions. However, riding with other riders as a pair or in greater numbers requires particular care and attention.

After a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- check behind frequently for cyclists passing on the left or right
- pass cyclists on the right preferably, after checking the road ahead and behind is clear, and give them plenty of room
- adopt the primary riding position in advanced stop line reservoirs (cycle boxes) or behind if the box is full
- communicate intentions to cyclists who are waiting at junctions or passing queuing traffic.

Riders **must** understand that many cyclists are apparently unaware of the primary riding position and **may** undertake riders negotiating junctions in the primary position.

Riders **should** progress by riding with cyclists in increasingly challenging cycling environments with increasing traffic flows.

Inclusive guidance:

- Riders on standard cycles riding with riders of cycles such as tricycles and hand-cranked cycles must consider the wider turning arcs required and leave enough space.
- Riders of heavier cycles, especially down hills must consider the longer distance need to stop when riding behind other riders who may stop suddenly.

Sample questions:

- How do you overtake another rider?
- When riding in a group, does each rider do their own checks?

Risk management:

- The rider in front stops suddenly (following rider keeps a clear stopping distance and rides covering brake levers in case they need to stop quickly)
- Potholes are obscured by the rider in front (rider in front points to or calls out hazards the following riders cannot see).

Ride with other cyclists



RIDE ON ROADS WITH A SPEED LIMIT ABOVE 30 MPH (IF PRESENT)

After a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- judge the speed and distance of vehicles ahead and behind accurately
- allow more time for manoeuvres than on slower roads (e.g. stopping, turning at junctions, performing U turns)
- allow drivers more time to react by communicating intentions sooner than on slower roads.

Riders **must** understand that riders and drivers will require more time to manoeuvre and react given longer stopping distances at higher speeds.

Riders **should** progress by performing increasingly challenging manoeuvres with increasing levels of traffic on roads with a range of speeds above 30 mph.

Inclusive guidance:

- Riders of some cycles, such as hand cranked cycles and tricycles may be significantly slower, than the traffic in the training environment. The higher the speed differential between a rider and the moving traffic the more intimidating the environment may be for the rider. Instructors must consider if this activity is appropriate for some riders.

Sample questions:

- How much space do motorists travelling quickly need to stop?
- How can you increase your visibility to motorists who are moving quickly?
- How should you pass horses and horse riders on national speed limit roads?

Risk management:

- Rider is too scared to ride on a road with fast vehicles (rider builds confidence gradually, instructor buddies rider until they have confidence to ride on their own)



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