



Bikeability Delivery Guide

Delivery guidance for instructors and training providers





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1. Introduction

Bikeability and the National Standard for Cycle Training

Bikeability is the public face of the National Standard for Cycle Training published by the UK Department for Transport, which deals with the underlying competencies and technical administration of cycle training. This training guide provides advice for instructors on how to deliver training for all of the National Standard learning outcomes for level 1, 2 and 3:

- **Level 1** teaches trainees to learn to control and master a bike. The training takes place in an environment away from cars or traffic – usually in a playground or closed car park.
- **Level 2** is delivered on local roads giving trainees real cycling experience that equips them with skills to deal with traffic on short journeys such as cycling to school, work or the local shops.
- **Level 3** teaches the skills to tackle a wider variety of traffic conditions than Level 2. It is designed to equip trainees with skills that enable them be able to deal with all types of road conditions and more challenging traffic situations. The course covers dealing with hazards, making ‘on-the-move’ risk assessments and planning routes for safer cycling.

Bikeability training can only be delivered by qualified and registered National Standard Instructors and Assistants working for registered Bikeability schemes. Each training

course combines compulsory and optional outcomes. As each course progresses, if the compulsory outcomes have been achieved, optional outcomes can be incorporated into the course providing that this is within the trainees’ capability and there is suitable road infrastructure in the area. Optional outcomes may be incorporated into training if there is a specific local need (e.g. several mini-roundabouts or cycle lanes within the local vicinity) or if specifically requested by trainees.

Bikeability training is a practical skill-based exercise. The best courses are aimed at empowering the trainees to learn by doing, as well as by hearing and observing and also have educational resources to accompany them. The training is outcome-led, delivered in a sequence that builds upon the previous outcomes. This is designed to boost the confidence of the trainee and to minimise risk. All participants are assessed on each outcome and detailed feedback will be given at the end of the course. There are occasions where the instructors can change the order that outcomes are delivered to respond to changes in the training environment or particular trainee needs.

What is in this guide?

This document is designed to be an easy guide to what you need to do to deliver a Bikeability course.

It provides guidance to instructors on how to teach each National

Standard outcome. These outcomes are laid out in a sequential way and known options are indicated where there is more than one common way of teaching an outcome.

Sections 3, 4 and 5 describe the range of ways in which the Bikeability outcomes can be delivered at each level of training for each outcome (though some may be taught in combination). For each outcome, the observed demonstration and the reasoning as specified in the National Standard is included, followed by delivery guidance and a suggested demonstration.

As some elements of a demonstration may be optional the ‘observed demonstration’ descriptions use the words “must”, “should” and “may” to differentiate these. The meaning of these terms is as follows:

Must: The trainee must always carry out this element of the outcome in the manner described.

Should: The trainee should, where possible, be able to carry out this element in the manner described but it may not always be appropriate for them to choose to do so. There may also be an optional aspect to the element e.g. which foot to use for ‘pedal ready’.

May: The trainee should know that they can choose to carry out the element in this manner. However, because of how they choose to carry out the rest of the outcome they may never need to demonstrate the element in this way.



Who is this guide for?

This document is designed to provide guidance to National Standard trained instructors to help them deliver Bikeability training.

One of the most important Bikeability requirements is that sessions are delivered by National Standard trained instructors. As part of their training they will have received more detailed documentation and technical instruction.



2. Course Times and Ratios

There is a set of minimum requirements for the structure of Bikeability training courses.

Course Ratios and Times

All courses can be taught 1:1 with a minimum of 2 hours per session. Many working practices do not allow single instructors to work alone with groups and therefore the ratios below may be multiplied to achieve the correct course size (e.g. 1:6 may be multiplied to 2:12)

For Level 1 and 2 courses the maximum ratio of assistant instructors to instructors is 2:1.

The following guidelines regarding ratios and minimum durations of sessions are the expected delivery standards for courses. Any proposed variations which represent a departure from the guidelines must be approved by the Department for Transport before implementation.

LEVEL 1		
Maximum number of trainees per instructor	15	
Minimum course time	2 hours	
LEVEL 2		
Maximum number of trainees per instructor	6	
Minimum on road ¹ course times vary according to number of trainees per instructor	Minimum on road course times vary according to number of trainees per instructor.	
	6 trainees per instructor	6 hours
	5 trainees per instructor	6 hours
	4 trainees per instructor	5 hours
	3 trainees per instructor	4 hours
	2 trainees per instructor	2 hours
	1 trainee per instructor	2 hours

Level 2 courses with more than 3 trainees per instructor must be taught in 2 or more sessions and not delivered in a single day.

LEVEL 3		
Maximum number of trainees per instructor	3	

All courses are based on a 2 hour session but longer times or additional sessions may be needed for groups of 2 or 3. When training 1:3 it is recommended that at least 2 instructors are present.

¹ These times are the minimum that must be spent delivering training on road. Time required to prepare the trainees for going out including the assessment of Level 1 skills must be additional to the minimum on road training time.



3. Delivering Level 1 Training

Introduction

Level 1 Bikeability training teaches trainees to control and master a bike. The training takes place in an environment away from cars or traffic – usually in a playground or closed car park.

The aims of the Level 1 course are:

- To encourage and develop basic cycle control skills.
- To give trainees the confidence to use their cycles more often.



Level 1 training has 12 compulsory outcomes:

- 1 Demonstrate understanding of safety equipment and clothing
- 2 Carry out a simple bike check
- 3 Get on and off the bike without help
- 4 Start off and pedal without help
- 5 Stop without help
- 6 Ride along without help for roughly one minute or more
- 7 Make the bike go where they want
- 8 Use gears (where present)
- 9 Stop quickly with control
- 10 Manoeuvre safely to avoid objects
- 11 Look all around, including behind, without loss of control
- 12 Control the bike with one hand

There is one optional outcome:

- 13 Share space with pedestrians and other cyclists



This chapter presents the way in which trainees would be expected to demonstrate achievement of each outcome.

1 Demonstrate understanding of safety equipment and clothing

Observed Demonstration: Trainees must demonstrate an understanding of how their choice of clothing may have implications on their ability to cycle and the training session ahead and that their clothing and equipment must be fitted and worn correctly.

Reasoning: Trainees should understand what type of clothing may be potentially hazardous.

Trainees wearing a helmet should understand how to fit and adjust it.

These demonstrations may take place indoors before moving to the training area.

Delivery guidance: This is usually delivered at the beginning of the first course session and may take place indoors before moving to the training area. It should be reinforced/expanded upon throughout the remainder of the course. Helmet fitting and clothing checks may be delivered in an interactive manner.

Clothing and helmets should always be checked at the beginning of each session.

Suggested demonstration: With the trainees in a single group an instructor will demonstrate to helmet-wearing trainees how to fit a helmet correctly, asking them questions about correct fitting as the demonstration progresses. The trainees will then be asked to fit their own helmets and the instructors will assist and ensure that all are fitted correctly.

Trainees will be questioned about appropriate clothing to be worn when cycling with instructors and trainees used as examples where possible. However, instructors should take care not to single out any trainees as examples of 'what not to wear'.

2 Carry out a simple bike check

Observed Demonstration: Trainees must be able to carry out a simple check on their bike's brakes, tyres, wheels, steering and chain.

Trainees should understand that a bike should be set up to fit them (but can expect the instructor to ensure the bike is correctly set up).

Reasoning: While we would not necessarily expect trainees, particularly children, to make repairs to their bike, we should expect that they are able to spot simple faults that need to be dealt with.

Some trainees will also have bikes that are the wrong size for them. While these may not be adjusted to ideal size, the trainee should be aware of what the ideal is.

Delivery Guidance: Three options are suggested:

1. The instructor demonstrates a bike check and each trainee checks their own bike.
2. The instructor talks the trainees through checking their own bikes.
3. The instructor talks the trainees through checking another trainee's bike.

Suggested demonstration: Using one bike as an example, the instructors show the parts of the bike that need to be checked and maintained, using the 'M' or 'ABC' check as a guide.

Each trainee can check their partner's bike pointing out any faults. The instructors will need to supervise and give advice whilst trainees are carrying out this check. This can be done in stages with trainees reporting faults back to the instructor.

It is important that bikes fit their riders, and if necessary instructors may make adjustments to saddle and handlebars. They may use their discretion and refuse to take any bike they consider unsafe e.g. one without effective brakes.

Following the check, trainees who have faults with their bike should be given a fault report form to take home to their parents so that faults can be rectified before the next session.





3 Get on and off the bike without help

Observed Demonstration: The trainee must get on and off the bike with control. While doing so they should be applying the brakes.

Reasoning: Applying the brakes while mounting and dismounting will hold the bike steady.

Trainees should mount from the left (unless they have a particular problem with doing so). This is usually the pavement side and away from the chain and may be useful for later on-road sessions.

Delivery guidance: Teaching can be combined with 2 or 4:

1. Teach getting on and off as part of carry out a simple bike check (2).
2. Teach getting on, getting pedal ready and getting off as part of start off and pedal without help (4).

With most groups the main issue is therefore about which side to get on and off from and remembering to apply the brakes. It can be useful to talk about the clean side (left side) as the best to get on from in most circumstances.

If trainees consistently use their left foot for setting the pedal or stopping during the training, it is not essential to correct this although the instructor may encourage them to try and change to using their right foot (see 4 - start off and pedal without help).

Suggested demonstration: The instructors teach getting on and off the bike as part of teaching carry out a simple bike check (2) or start off and pedal without help (4).

4 Start off and pedal without help

Observed Demonstration: With one foot on the ground the trainee should find the "pedal ready" position (pedal above horizontal in roughly the 2 o'clock position) with their foot on the pedal.

The trainees should keep their brakes applied until ready to go.

The trainees must keep both feet on the pedals while in motion and should pedal with the balls of their feet.

They must look up while riding along.

Reasoning: The 'pedal ready' position is the most effective in enabling a cyclist to set off quickly and with control.

Peddalling with the ball of the foot allows the greatest control and power to be applied when cycling.

Getting pedal ready with the right foot means that they will have their left foot on the ground, leaning to the left, the kerb side when in a road environment. However, some trainees will habitually get their pedal ready with their left foot and while they should be encouraged to try and change to their right foot, ultimately they may be allowed to continue using their left foot as the key objective of getting pedal ready is to set off quickly.

Suggested demonstration: The trainees get on their bikes and cycle to a specified point, turn and cycle back to the instructor stopping under control. While cycling trainees should be encouraged to look ahead of them and not down at their bike.

This is most logically combined with the observed demonstration for stop without help (5).

5 Stop without help

Observed Demonstration: The trainee must be able to demonstrate an ability to use the brakes effectively to come to a controlled stop. The trainee must slow down by using their brakes but not by using their feet on the ground. On stopping they should put a foot down on the ground.

Reasoning: Trainees should understand that braking with the front brake only could cause them to lose control and fall over the handlebars.

They should also understand that braking with the back brake only may result in a rear wheel skid.

Delivery guidance: Three options are suggested:

1. The trainees get on their bikes and cycle to a specified point, turn and cycle back to the instructor, stopping under control.
2. The trainees line up in a circle. The instructors call out when to start cycling and when to come to a controlled stop. The group repeats this several times as the trainees gain confidence in starting and stopping.
3. The trainees set off and the instructor supervises their stopping. Where there are volunteers or more instructors one can supervise setting off and another stopping.



Suggested demonstration: The trainees form a circle, get on their bike whilst the brakes are on, and set the pedal ready using their right foot leaving their left foot on the ground. They set off and try out stopping by applying the brakes. The focus should be on allowing all of the trainees to gain confidence and demonstrate that they can stop effectively. The instructors should also take the opportunity to coach the trainees on their achievement of start off and pedal without help (4), and if combined with ride along without help for roughly one minute or more (6), their achievement of that too.

6 Ride along without help for roughly one minute or more

Observed Demonstration: Trainees must cycle along observing ahead and steering to keep their balance. They should continue to cover their brakes while riding along.

Reasoning: This outcome does not need to be taught separately but may be observed during other outcomes throughout the training session.

Trainees should cover their brakes while riding at this stage in order to be able to stop the bicycle quickly in case they are unable to steer or balance correctly.

Delivery guidance: Three options are suggested below. For each option, the instructor should ensure that each trainee is observed cycling for a minute or more, which is likely to require some turning round or cycling in a circle

1. The trainees get on their bikes and cycle to a specified point, turn and cycle back to the instructor, stopping with control.

2. The trainees cycle to a specified point and stop.

3. The trainees set off and the instructor supervises their stopping. Where there are volunteers or more instructors, one instructor can supervise setting off and another stopping.

Suggested demonstration: The trainee gets on their bike whilst the brakes are on and sets the pedal ready with their right foot and their left foot on the ground. The trainee then cycles off to a described point then turns and cycles back to the instructor, stopping with control.

7 Make the bike go where they want

Observed Demonstration: Trainees must be able to manoeuvre with control turning both right and left.

Delivery guidance: There are several options which instructors can use to test the trainees' achievement of this outcome:

1. Cycling a slalom course – the instructors mark out a slalom course and ask the trainees to cycle continuously through the course, looping back to the start once they reach the end of the slalom. The instructors can add challenge to this option by progressively reducing the distance between each section of the slalom, which will require the trainees to make tighter and more controlled turns. The instructors may also divide the group into two and set off each subgroup into the slalom from opposite ends so that trainees from each subgroup meet each other in the middle of the slalom and must 'negotiate' with

each other and cycle with control to complete the slalom without stopping.

2. Cycling in a figure of 8 – the instructors set the group cycling in a figure of 8 and ask the trainees to cycle at such a distance from the trainee in front so that there are trainees cycling on all parts of the figure of 8 at once. The group cycles like this for a minute or more; in the middle of the figure of 8, the trainees will intersect and must negotiate with each other and cycle with control to complete the circuit without stopping.

3. Follow-my-leader – the trainees cycle behind one of the instructors following their lead on a random route around the Level 1 training area. The instructor may pass the lead on to the next in line and so on until each has had a turn at the front.

4. Turning in a restricted area – the instructors mark out a square on the playground and ask the trainees to cycle around continuously within the square. As the trainees are cycling the instructors gradually make the square smaller until it can no longer hold the entire group. Trainees who stop in the square or cycle outside its boundary must leave the square; the last to be left inside the square wins.

Suggested demonstration: Assess this outcome throughout the course over a series of manoeuvres. With most courses there is often time to build in steering and balance exercises.

8 Use gears correctly (where present)

Observed Demonstration: Trainees should cycle at a steady cadence. They should be able to stop in a low gear, ready to start again. They should be able to make smooth gear changes.



Reasoning: Trainees should be able to understand how to use the gears they have on their bike.

Where riding a multi-gear bike they should be able to select an appropriate gear while training.

Delivery guidance: This outcome is usually best judged throughout the course and taught by analysis and correction whilst the trainee is cycling. From an early point in the course, instructors should help the trainees to set an easy gear to set off in when slowing or stopping. Helping trainees to really understand their gears can be challenging – the proof lies in them demonstrating competence by the end of the Level 1 course. Options for teaching the correct use of gears include:

1. Trainees cycle in a circle, selecting different gears. They describe the effect of gear changes to the instructor. If the group cycles clockwise around the instructor it is easier for the instructor to view which cogs the chain is on (if appropriate) and offer guidance to the trainees as necessary.

2. One trainee cycles in a very high gear and the other races them in a low gear. This will show the group how different gears affect performance.

Some trainees take some time to understand gears so a variety of teaching methods and ways of describing the outcome should be used. It is especially important to check that the trainee understands and demonstrates their competence with this outcome as differing learning styles may need a different approach to instruction. Some trainees may not have gears and therefore may

need to be involved in another exercise if the group dynamics and instructor to trainee ratios permit.

The outcome may be signed off at the end of the Level 1 course and is easily combined with the other Level 1 outcomes and manoeuvres.

Suggested demonstration:

Trainees cycle in a circle, selecting different gears and describing the effect to the instructor.

9 Stop quickly with control

Observed Demonstration: The trainee must use both brakes together to come to a sharp controlled stop. While doing so they should brace their arms and keep both feet on the pedals.

Reasoning: During an emergency stop the trainee's weight will be thrown forward, therefore they should brace their arms. They can also be taught to move their weight back in the saddle.

Delivery guidance

1. All the trainees cycle in a circle and stop when the instructor shouts "stop". The last one that stops is "out" (after a couple of practice attempts) and joins the instructor in the centre of the group to help judge who will be "out" next.

2. Whilst the trainees are carrying out other exercises the instructor shouts "stop" to check that they can perform the exercise

3. A specific "emergency" stop exercise is used for each trainee, for example, the trainees cycle towards the instructor and are asked to stop or pass by his/her left or right.

Suggested demonstration: Use option 3 and combine with make the bike go where they want (7) and manoeuvre safely to avoid objects (10).

10 Manoeuvre safely to avoid objects

Observed Demonstration:

The trainee must be able to manoeuvre with control to avoid objects, at a range of speeds

Reasoning: Manoeuvring with control is gained through practice. Manoeuvring at low speed is an important skill as it requires greater balance than at higher speeds

Delivery guidance:

1. The outcome may be assessed as the course progresses and as the trainees undertake manoeuvres described for other outcomes. Trainees' manoeuvring abilities can be observed easily during their demonstrations of some of the other outcomes.

2. The group is given a slalom, figure of 8, or other group cycling exercise. For example, assessment of this outcome may be combined with the exercises for make the bike go where they want (7).

3. The trainees cycle towards the instructor one at a time and are asked to stop or pass by to the left or right of the instructor just shortly before they reach the instructor.

Suggested demonstration: Use option 2 above, combining with assessment of make the bike go where they want (7).



11 Look all around, including behind, without loss of control

Observed Demonstration: The trainees must demonstrate an ability to look behind (over both shoulders) and take in information while riding in a straight line, without loss of control.

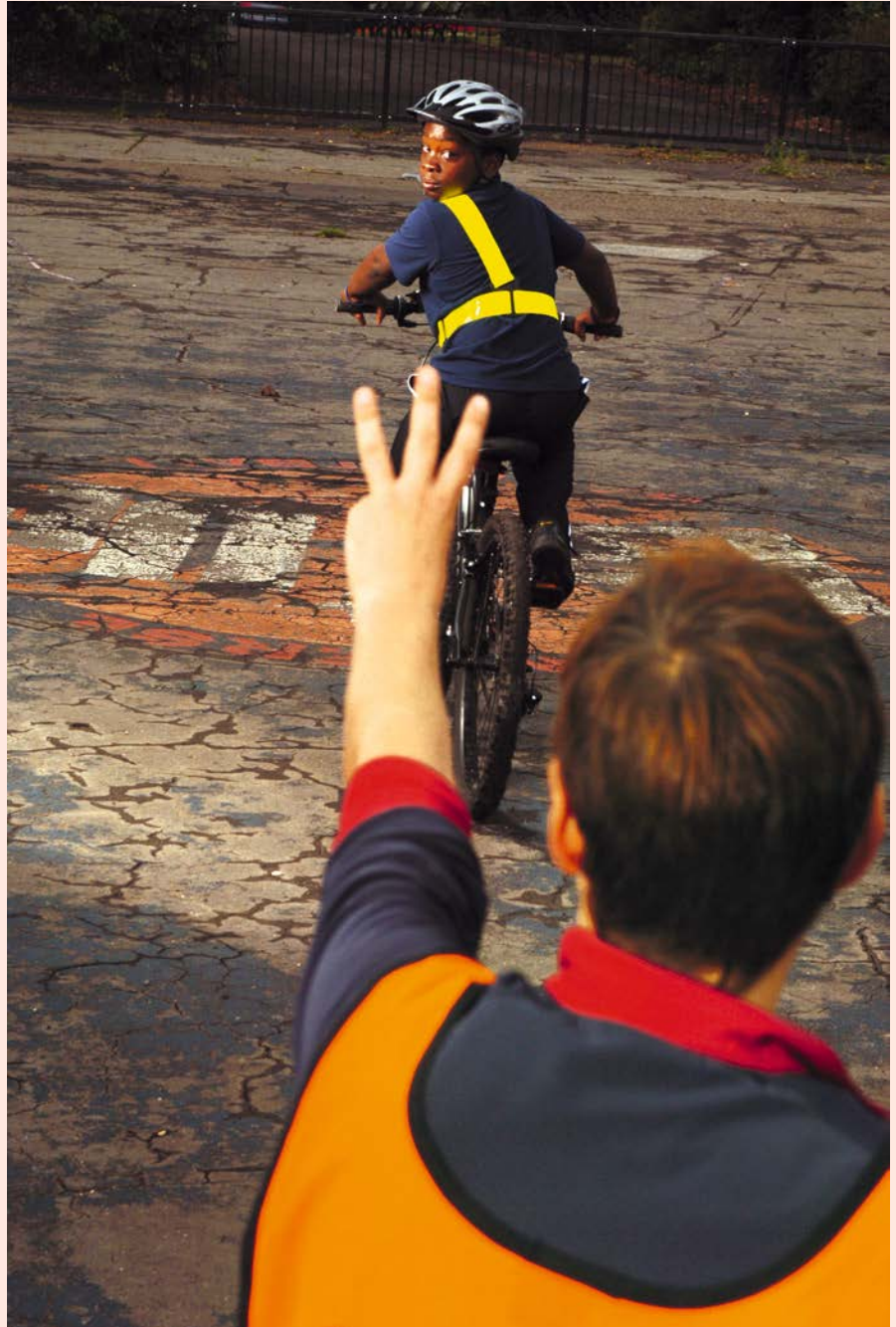
Reasoning: Good rear observation is a key competence to be learnt, enabling the trainee to achieve most other outcomes more easily. However this outcome includes all round observation and making sure the trainee has 'seen' rather than just looked.

Delivery guidance:

Three options are suggested:

1. One at a time, the trainees cycle away from the instructor and after a certain distance look behind (usually over their right shoulder). At this point the instructor asks them to count the number of fingers the instructor is showing. The trainee then turns and cycles back to the start. Instead of shouting out, the trainee may give their answer to the instructor when they return.
2. As above but the instructor calls to the trainee which shoulder to look over.
3. As option 1 but trainees may be asked to describe any kind of object (e.g. different coloured cones).

This exercise may highlight other balance and control issues, for instance many trainees have some difficulty looking behind and continuing to cycle in a straight line. If this is the case then additional time must be given to develop this competence. It may be that the outcome is not wholly signed off until later in the course.





Suggested demonstration:

Use delivery option 1.

12 Control the bike with one hand

Observed Demonstration: While riding along the trainee must be able to control the bike with one hand, for both right and left hands, without loss of control.

Reasoning: The ability to control the cycle with one hand is an important element and prepares the trainee to be able to signal their intentions in a variety of ways.

Trainees should be taught that having both hands on the handlebars is important for turning and stopping.

Although this outcome is about balance and control it can be used to develop signalling.

Delivery guidance:

1. The trainee cycles away from the instructor and takes one hand off the handlebars and then puts both hands on them to turn and cycles back taking the other hand off the handlebars. Trainees take several goes at this, until they are able to extend their arm fully at a 90 degree angle to their body for a few seconds.

2. The trainee performs delivery option one then turns round following the direction that they extended their arm and cycles back to the start.

3. The trainee does as delivery option 2 but looks behind them before they take a hand off the handlebars.

Suggested demonstration: Use all of the above exercises in sequence if time permits. The final part is a good preparation for Level 2 training as the

basic procedure of looking behind and controlling the bike with one hand is required for Level 2 manoeuvres.

At this point the instructor may judge whether Level 2 training is advisable for each trainee.

Optional Outcomes

13 Share space with cyclists and other pedestrians (optional)

Observed demonstration:

Trainees must demonstrate an ability to share space with pedestrians and other cyclists.

They should demonstrate this with pedestrians and cyclists going in the same direction, approaching from the opposite direction and crossing their path. They should demonstrate:

- Slowing down;
- Making their presence known; and
- Signalling their intention.
- Trainees should not pass too close or too quickly.

Reasoning: It is important that trainees demonstrate courteous and considerate cycling in areas where other pedestrians and other cyclists are present. In most cases this requires slowing their speed.

The trainee should clearly communicate their intended action when encountering pedestrians. They may communicate through verbal and non-verbal communication (such as eye contact and smiling). Where there is limited space trainees may need to wait until there is sufficient space to pass.

When approaching a pedestrian or cyclist from behind, the trainee should

alert them to their presence (by ringing their bell or using their voice for example calling out "excuse me").

The trainee should be aware of possible hesitation, stopping or a sudden change of course by other pedestrians and other cyclists.

Delivery guidance: Four options are suggested:

1. Groups of 2 or 3 trainees cycle around the training area while the instructors and any assistants or helpers walk around the training area in various directions. Each trainee's ability to share the space is observed by the instructor.

2. The instructor marks out a path (e.g. using cones). The instructors and any assistants or helpers walk up and down and across the path. Groups of 2 or 3 trainees cycle up and down the path several times. Each trainee's ability to share the space is observed by the instructor.

3. Similar to the suggested demonstration for 9 stop quickly with control the trainees cycle towards the instructor and are asked to stop or pass by the instructor's left or right but with the instructor walking towards the trainee, away from the trainee or across their path.

4. Mark out a path which narrows in the middle. Two trainees cycle towards each other from either end of the path and must pass each other. The instructor may also walk in the path during this exercise.

Suggested demonstration: Option 2.



Suggested course content

A 2-hour course which includes the following exercises will enable trainees to demonstrate each outcome:

- Helmet fitting and clothing check
- Simple bike check

Trainees take turns to get on their bike and cycle off to a described point, turn and cycle back to the instructor, stopping with control.

The trainees form a circle, get on their bike whilst the brakes are on, and set the pedal ready using their right foot leaving their left foot on the ground. They set off and try out stopping by applying the back brake before the front brake.

Trainees cycle in a circle, selecting different gears and describing the effect to the instructor.

Trainees take turns to cycle towards the instructor and are asked to stop or pass by his/her left or right.

Trainees take turns to cycle away from the instructor and look behind (usually over the right shoulder). The instructor holds up any number of fingers. The trainee shouts out the number of fingers then turns round and cycles back to the start. Instead of shouting out, the trainee may give their answer to the instructor when they return.

The trainee cycles away from the instructor and takes one hand off the handlebars and then puts both hands on them to turn and cycles back taking the other hand off the handlebars. They then repeat this but look behind them before they take a hand off the handlebars.



4. Delivering Level 2 Training

Introduction

Level 2 Bikeability training is delivered on local roads giving trainees a real cycling experience that equips them with skills to deal with traffic on short journeys such as cycling to school, work or the local shops.

The aims of the Level 2 course are:

- To encourage and develop safe cycling skills.
- To develop positive attitudes towards road use.
- To increase knowledge and understanding of the road and traffic environment.
- To give trainees the confidence to use their bikes on local roads.



Level 2 training has 15 compulsory outcomes:

- 1 All Level 1 outcomes
- 2 Start an on road journey
- 3 Finish an on road journey
- 4 Be aware of potential hazards
- 5 Understand how and when to signal intentions to other road users
- 6 Understand where to ride on roads being used
- 7 Pass parked or slower moving vehicles
- 8 Pass side roads
- 9 Turn left into a minor road
- 10 Make a U-turn
- 11 Turn left into a major road
- 12 Turn right into a major road
- 13 Turn right from a major to minor road
- 14 Demonstrate decision-making and understanding of safe riding strategy
- 15 Demonstrate a basic understanding of the Highway Code

There are 3 optional outcomes:

- 16 Decide where cycle infrastructure can help a journey and demonstrate correct use
- 17 Go straight on from minor road to minor road at a crossroads
- 18 Use mini-roundabouts and single lane roundabouts



This chapter presents the way in which trainees would be expected to demonstrate achievement of each outcome.

Each outcome contains a suggested demonstration. For each demonstration, the instructors should choose the site to be used and select the best vantage point for the trainees to watch a demonstration of the exercise. The instructor(s) should give the group a demonstration and then move to a point where they can observe and control the exercise.

Trainees then ride the exercise in turn with prompting on their first attempt and less on further attempts as their skills improve. If delivering to a group, the waiting trainees can watch each trainee performing the exercise. General feedback, as appropriate, may be given to the group as a whole at any point and further demonstrations may also be given. However, the emphasis must be on the practical training and training providers should ensure all trainees have time to practise each outcome several times. This will enable instructors to assess the competence of the trainees.

1 All Level 1 outcomes

Observed Demonstration: Trainees must demonstrate all compulsory Level 1 outcomes.

Reasoning: Level 1 is a precursor to Level 2.

Delivery guidance: As this is part of a Level 2 course it is important that instructors sign off basic competency before proceeding with Level 2

training. Where Level 1 and Level 2 is being delivered as a combined course over a period of days or weeks, the instructors should not need to spend time checking for the achievement of Level 1 outcomes again as part of the Level 2 course, since these will have been signed-off by the instructors already. Where Level 2 is delivered as a standalone course or if different instructors are teaching Level 2, the trainees' Level 1 competencies should be reviewed prior to starting the Level 2 outcomes.

Any time taken for the assessment of Level 1 skills must be in addition to the minimum of 6 hours on-road training time at Level 2.

Suggested demonstration: Ensure trainees have a basic competency of Level 1 by performing the following level 1 exercises in a suitable traffic-free area:

- Helmet fitting and clothing check.
- Simple bike check.
- Getting on and off and starting a journey.
- Cycle in a straight line, turn and return, stopping.
- Cycle in a straight line with left hand off the handlebars, turn and return with right hand off.
- Cycle in a straight line and look behind. The instructor holds up a number of fingers and the trainee tell them how many they saw.
- Whole group cycles in a circle to practice using different gears and demonstrates an emergency stop when the instructor shouts stop.
- The whole group cycles in a figure of eight to demonstrate control.

2 Start an on-road journey

Observed Demonstration: Trainees should start from the kerb (or from the outside of parked vehicles where such vehicles would obscure visibility at the kerb).

They must observe behind for traffic approaching from the rear. Then, if a suitable gap is available behind and if no vehicle or pedestrian is blocking their path in front, they should set off.

Reasoning: When cycling on the road trainees should always set off from a position where they can see and be seen. It is important that the trainee sets off in a clear and assertive manner.

Trainees should be aware of traffic approaching from behind, approaching traffic that may turn across their path and pedestrians that may step off the kerb in front of them.

Delivery guidance: Starting an on-road journey should be combined with finish an on-road journey (3) and understand where to ride on roads being used (4). For delivery guidance and a suggested demonstration, see 4.

3 Finish an on-road journey

Observed Demonstration: While riding along the trainee must look behind for close following traffic that may be about to overtake or undertake, before pulling in to the left to stop. Where the road is very narrow and overtaking is difficult they should slow down gradually, where possible having first made eye contact with any close driver/rider and signal if appropriate.

Trainees should perform a final check over the left shoulder before coming to a stop.



Reasoning: Checking behind before stopping is essential as it gives the message to road users behind that the cyclist is about to do something. The choice of which shoulder the cyclist checks will depend on the circumstances. The key outcome is that they should be able to see who is behind and, where possible, establish eye contact if there is a close following driver or rider. Eye contact is particularly important on narrow streets where there is not enough space for a following driver to overtake.

Delivery guidance: Finishing an on-road journey should be combined with start an on-road journey (2) and understand where to ride on roads being used (4). For delivery guidance and a suggested demonstration, see 4.

4 Understand where to ride on roads being used

Observed Demonstration: Trainees must understand the primary and secondary positions. Trainees must position themselves where they can be seen and should not cycle in the gutter. Where there is little other traffic and/or there is plenty of room to be overtaken they may ride in the secondary position.

Where the road is narrow and two-way traffic would make it hazardous for the trainee to be overtaken by a following vehicle they must be observed to ride in the primary position.

If the trainee is riding at the speed of other traffic then they should do so in the primary position.

Reasoning: Trainees may be wary of cycling in the primary position as this will put them in the stream of traffic when their natural instinct might be to keep away from it. However, where appropriate, it will actually offer them more protection as they will be able to see more, be seen more easily by other road users and most importantly it will prevent drivers from attempting to overtake them where the road is too narrow.

Delivery guidance: Combine this with observation of start an on-road journey (2) and finish an on-road journey (3).

The main options for observing achievement of these outcomes are:

1. Once the instructors have introduced and demonstrated these outcomes, the trainees one at a time start off, ride along in the secondary position and then finish an on road journey, Once they finish they get off onto the footpath and push their bicycle back to the start point. One instructor is positioned at the start point and the other at the finish.
2. As delivery option 1 except, once they have finished the journey, the trainees cross the road and repeat the exercise on the other side of the road.
3. In some cases passing parked or slower moving vehicles (7) and passing side roads (8) may be combined with this exercise.

Suggested demonstration:
Use delivery option 1.

5 Be aware of potential hazards

Observed Demonstration: The trainee must be aware of other road users at all times, both in front and behind, as they ride along. They should be looking for hazards. They must also be aware of pedestrians and others on the pavement ahead of them who might step into their path and of driveways and other entrances from which vehicles might emerge into their path.

Reasoning: Good observation improves hazard perception allowing for good forward planning. By preparing for hazards in advance the trainee reduces their risk. Regular rear observation also ensures that following drivers know that the trainee is aware of the driver. This may prevent drivers passing close and at high speed. Good observation and listening will alert trainees to any hazards. Therefore the trainee should be seen to make continuous observations as they cycle. If stopped and questioned they should be able to explain what they have seen or heard.

Delivery guidance: This outcome can be introduced in combination with those in make a u-turn (6) or passing parked or slower moving vehicles (7) and passing side roads (8). It should be reinforced in all subsequent on-road outcomes.

Suggested demonstration:
See 6 – make a u-turn.



6 Make a u-turn

Observed Demonstration:

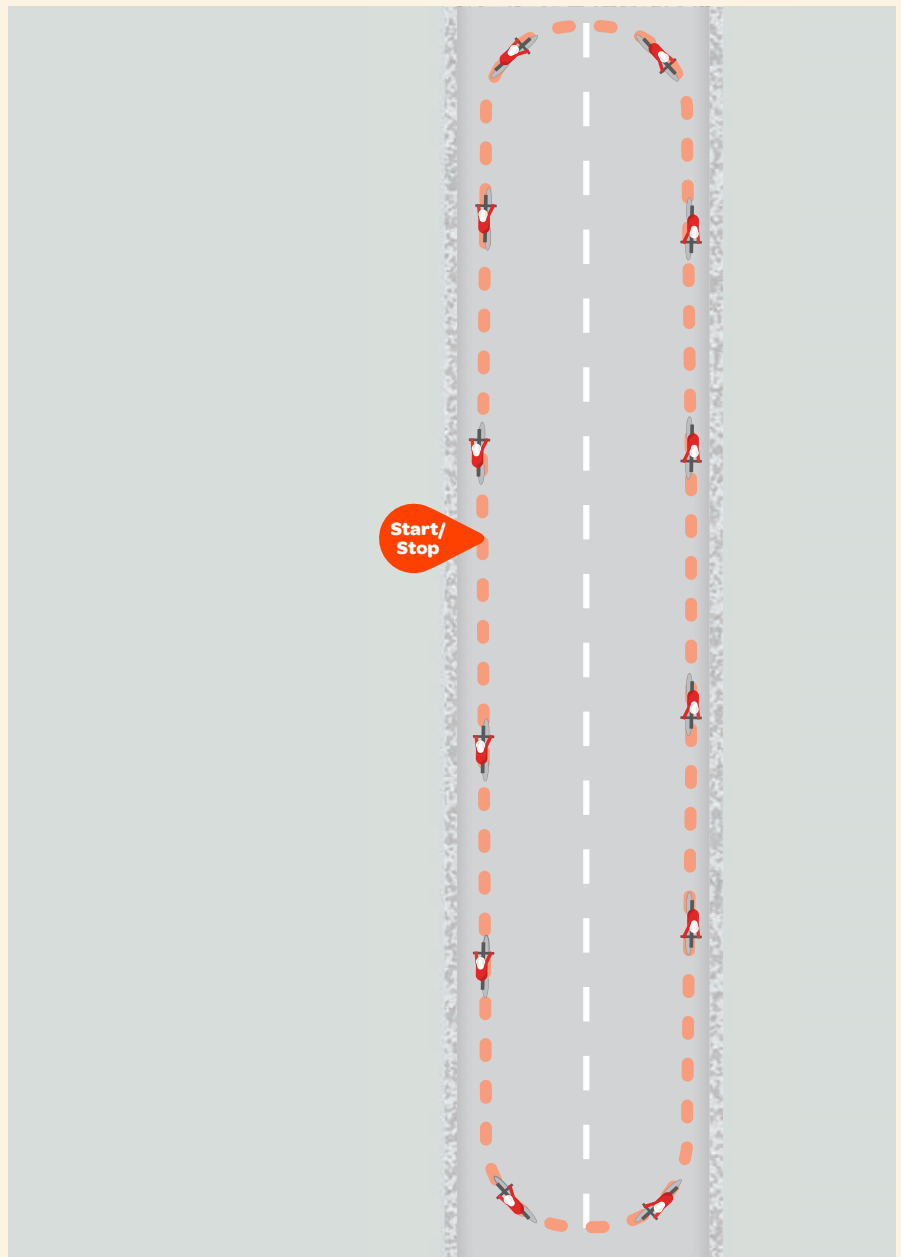
Approaching the point where they intend to turn, the trainee must look behind over their right shoulder and, if there is a safe gap behind and in front, complete the turn, slowing down if necessary to do so and taking up the correct cycling position on the opposite carriageway.

They should be covering their brakes as they make the turn. They must not leave the carriageway while performing the u-turn.

Reasoning: Children, particularly, and adults will often carry out u-turns and should be taught how. They are also very useful in Level 2 training as they can be used to increase the frequency with which trainees can practise manoeuvres and enable trainees to ride complete circuits in a training area. As a tool for instructors, the u-turn is extremely useful in speeding up the rate at which trainees can achieve the compulsory outcomes.

Delivery guidance: The u-turn can be introduced as a natural extension of outcome 4.

Suggested demonstration: On completion of starting and finishing an on-road journey, the instructors explain that they are now going to introduce a slight change. Instead of stopping at the end of the manoeuvre, trainees are asked to perform a u-turn, ride back up the road past their first start point, carry out a second u-turn and then stop by the rest of the group.





7 Pass parked or slower moving vehicles

Observed Demonstration: On approach to the vehicle the trainee must observe behind. They may also check if there is anyone in the vehicles, if the motor is running and if the vehicle is about to set off (indicating) so that they can take appropriate avoiding action. They should move out smoothly into a gap in the traffic (they should not be so close as to need to swerve) a car door's length from the vehicle they intend to overtake. Trainees must not cycle close to vehicles where they could be hit by an opening door.

Once past, they should perform a final check over their left shoulder before moving smoothly back into the secondary position. If there are

other vehicles to overtake ahead, they should stay in the primary position until they have passed all of these.

Trainees should not pass to the left of slower moving vehicles.

Reasoning: It is a great temptation for inexperienced cyclists to weave in and out between parked cars. They should rather stay where they can see and be clearly seen by other drivers and riders even if this means that vehicles behind are prevented from overtaking them.

It is important that the trainee cycles a car door's length away from parked vehicles. Where this is not possible slowing down and observation into the parked cars they are overtaking is essential.

For Level 2 training, trainees should not pass to the left of queuing traffic and if this situation occurs they

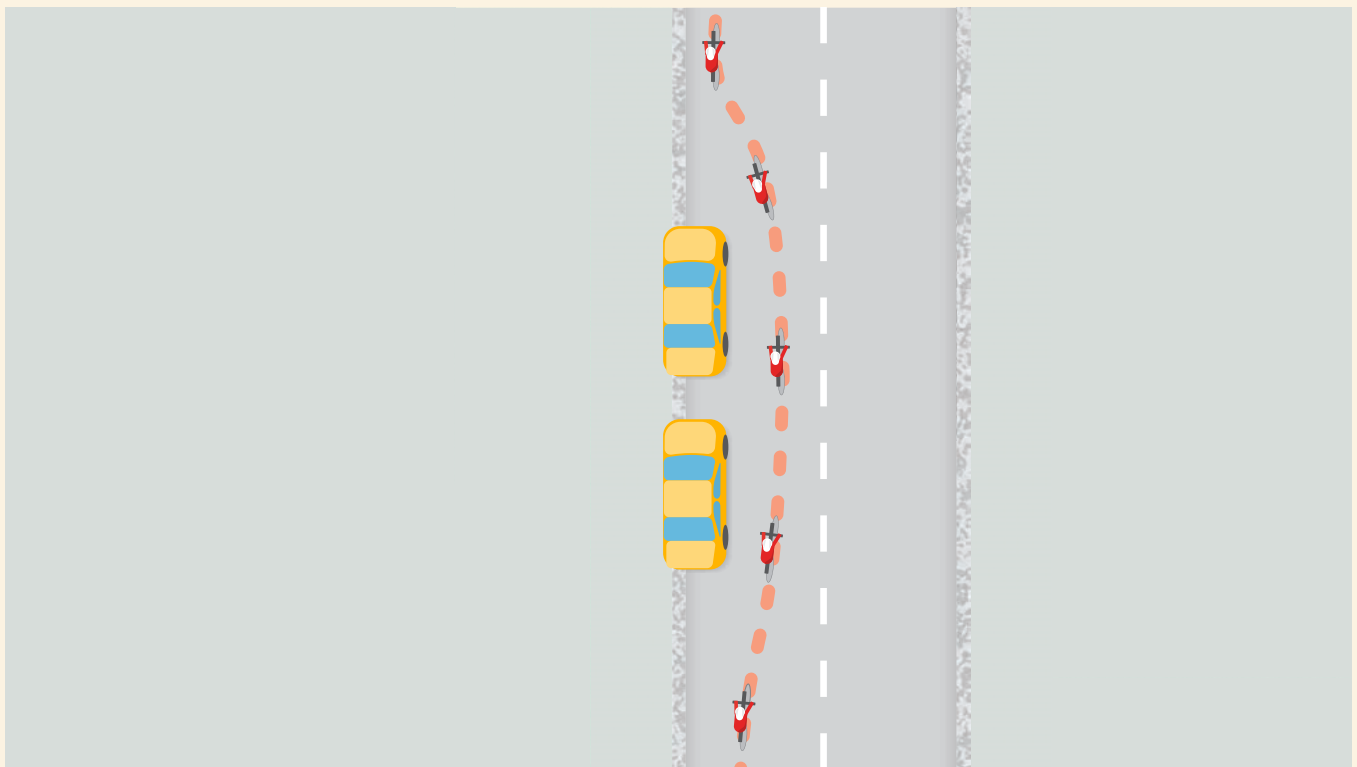
should be taught about the risks of traffic turning across their path.

Delivery guidance: Two options are suggested:

The instructors position themselves appropriately and the trainees are moved to the best vantage point. The instructor gives a demonstration if necessary. The trainees carry out the outcome in turn then get off and push their bike along the footpath back to the rest of the group.

As option 1 except the trainees carry out a u-turn at an appropriate place, ride back past their start point and then either stop and cross to the group on foot or carry out another u-turn to return to the start point.

Suggested demonstration: Use delivery option 2.





8 Pass side roads

Observed Demonstration: On approaching a side road trainees should look over their shoulder then move into the primary position. They must look into the side road as they approach for any vehicles that may be about to turn out and pedestrians who may be about to cross the major road. They must also be looking out for oncoming vehicles that may turn right into the side road.

At a crossroads junction they must also check for traffic emerging from the minor road on their right.

After passing the side road, trainees should perform a final check over their left shoulder before moving back into their normal riding position.

Reasoning: Riding in the primary position when passing a side road makes trainees more visible to drivers wishing to exit the side road and avoids the need to swerve protruding vehicles. Trainees will also be less likely to be cut up by vehicles turning into or emerging from the side road, this is particularly important for following traffic that may turn left across their path.

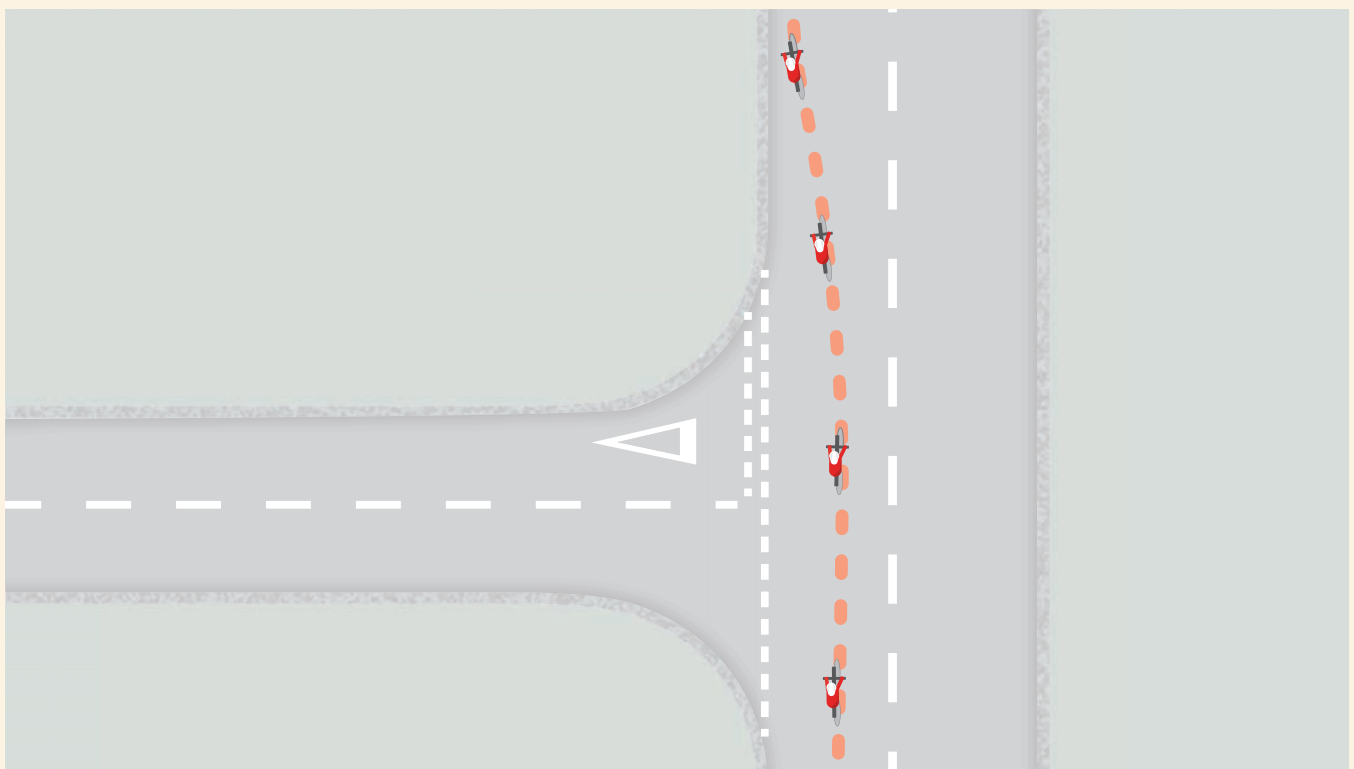
A final check before moving back into the secondary position is important as there may be following cyclists who have passed the side road in the secondary position.

Delivery guidance: Two demonstration options are suggested:

1. The instructors position themselves appropriately, for example on the pavement of the main road opposite the mouth of the side road. The trainees perform the manoeuvre in turn then get off and push their bikes along the footpath back to the rest of the group, crossing the head of the side road on their way.

2. As option 1 except the trainees carry out a u-turn at an appropriate place, ride back past their start point and then either stop and cross to the group on foot or carry out another u-turn to return to the start point.

Suggested demonstration
Use delivery option 2.





9 Understand how and when to signal intentions to other road users

Observed Demonstration: Where trainees are seen to signal this should always be following a rear observation. However, this does not mean that the signal is solely for those behind. Trainees must look for other road users in front and to the side.

If they choose to make a signal it must be a clear signal with the arm extended as far from the body as possible, pointing in the direction they intend to turn, with the palm facing.

There should also be instances where trainees choose not to signal following good observation. If questioned immediately afterwards they must be able to explain, justifiably, that there was nobody they needed to signal to.

Reasoning: It is important that the trainee demonstrates that they can signal at some point during the course for this outcome to be properly signed off. Signalling should always be combined with observation. This enables the trainee to judge whether a signal is necessary and in some cases whether the driver/rider has seen their signal.

With all turns trainees should understand that signalling is not just for the benefit of those behind. Pedestrians and oncoming drivers should warrant a signal. Where there are particular hazards controlling the cycle is more important than signalling.

Delivery guidance: In practice, observation of this outcome will be done in combination with the turning manoeuvres that follow (10-13). Although trainees should be taught that there are occasions when they may choose not to signal, the instructor(s) should ensure that they see the trainees signalling at some point during Level 2 training so that they can test trainees' competence.

Suggested demonstration: Combine this with turning manoeuvres 10 to 13.

10 Turn left into a minor road

Observed Demonstration: In advance of the junction, trainees must look behind and then should move into the primary position. As they approach the junction the trainee must check for hazards in the minor road they are turning into and for pedestrians who might be about to cross at the head of the junction. The trainee should signal if necessary.

Just before turning, trainees should perform a final check over their left shoulder for anyone trying to undertake them. Where the trainee is turning left at a crossroads they must also check for traffic emerging from the minor road on their right.

Trainees should complete the turn in the primary position.

Reasoning: The technique of moving out into the primary position prior to turning is to prevent following vehicles overtaking and cutting up the cyclist when turning into the side road. It is appropriate in busier traffic where this is more likely to occur but does increase the potential for the cyclist to be undertaken, hence the final check over the left shoulder.

Delivery guidance: Two options are suggested:

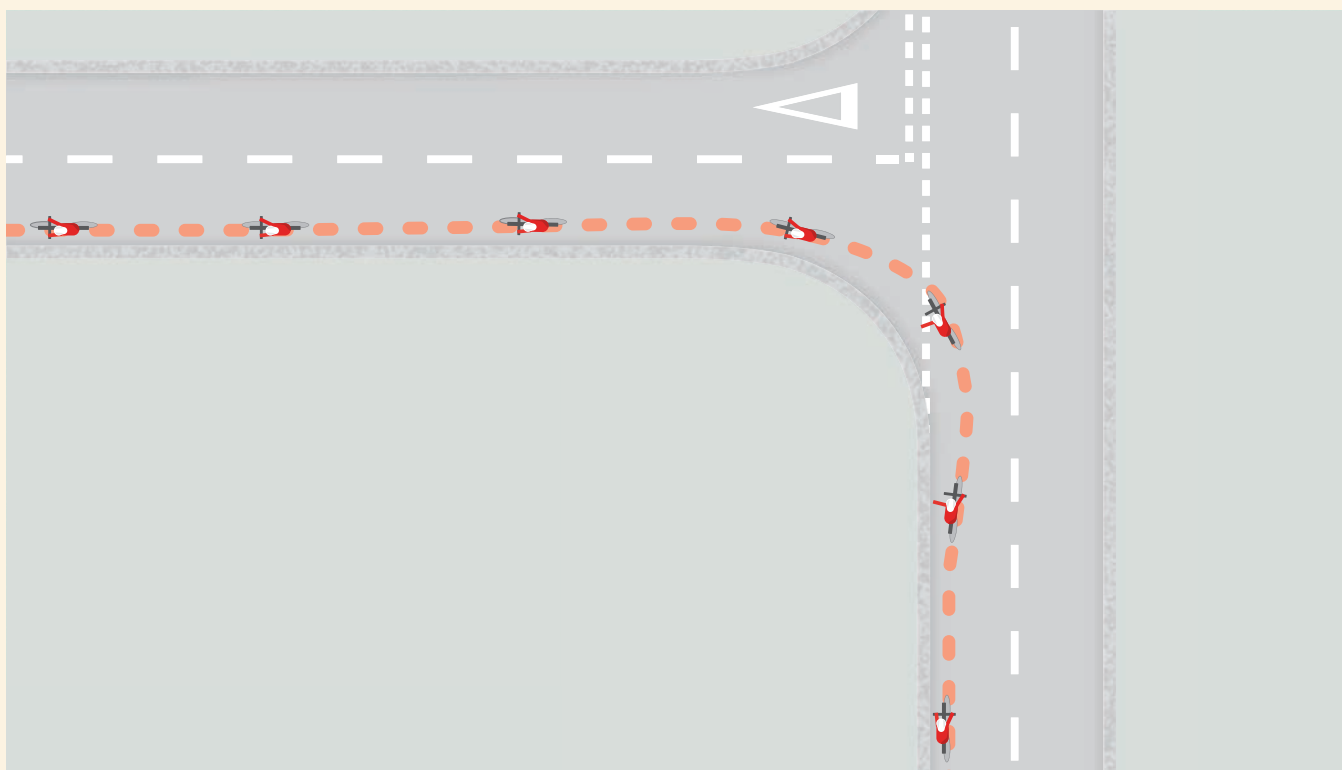
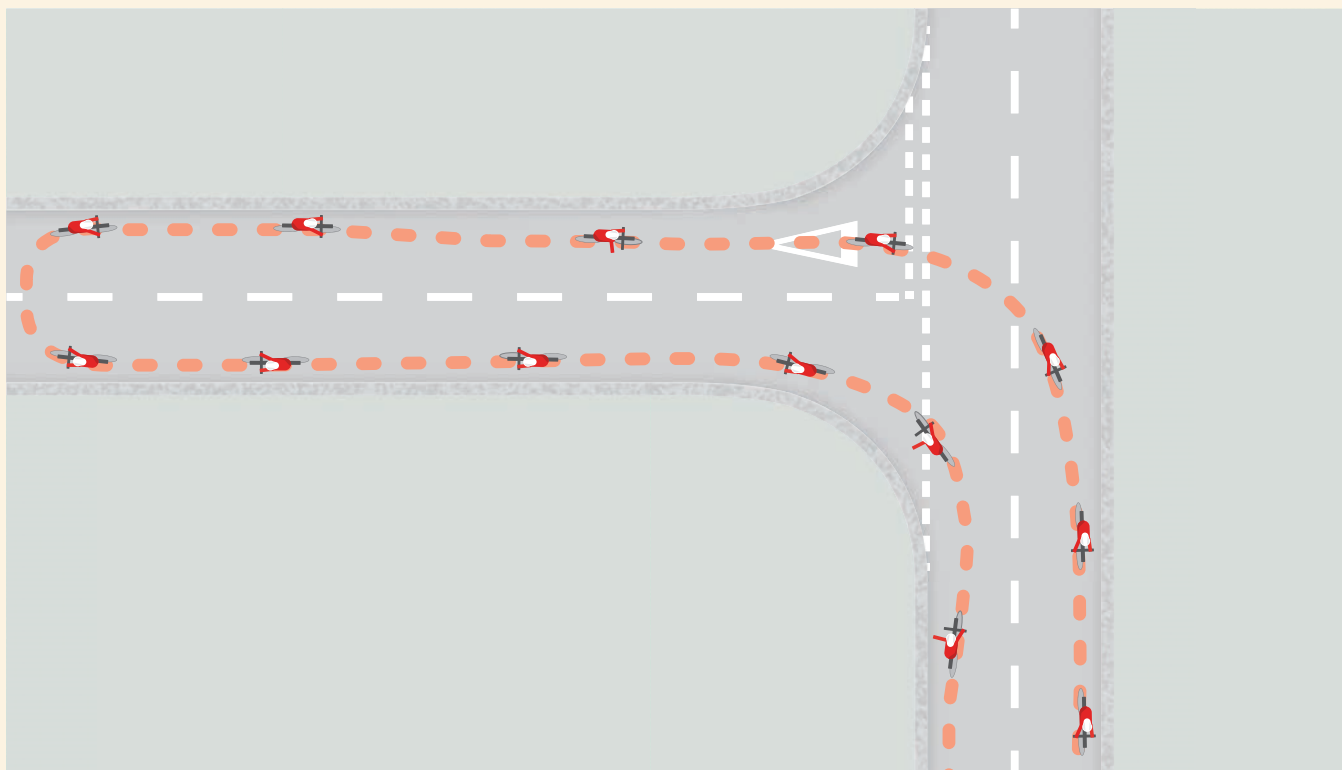
1. The trainee sets off on the major road, carries out their left turn and then stops on the left once in the side road, a suitable distance from the junction with the major road. The instructors should identify a suitable stopping point far enough from the junction to ensure the trainees do not stop immediately upon turning into the side road but without trainees going too far down the side road. The trainees then get off and push their bikes along the footpath back to the start point.

2. As option 1 but combined with **6 (make a u-turn)** and **12 (right turn into a major road)**. The trainees set off on the major road, perform their left turn and at a suitable point from the junction perform a u-turn. They then proceed with a right turn back into the major road and cycle along the major road back to opposite the start point.



Suggested demonstration:

Use delivery option 2.





11 Turn left into a major road

Observed Demonstration: In advance of the junction, the trainee must observe behind, move into the primary position and, if necessary, **signal** their intention to turn left.

As they approach the head of the junction they should start checking for traffic on the major road, particularly from their right, adjusting their speed appropriately as they do so.

They should stop or give way as appropriate and once there is a gap in traffic from their right, the trainee should perform a final check and set off and complete their turn.

Where the trainee is turning left at a crossroads they must also check for traffic emerging and turning right from the minor road ahead of them.

Reasoning: Maintaining the primary position away from the kerb at a junction will keep drivers behind the trainee as they are setting off and most likely to be unsteady. This will therefore offer them greater protection when they are most vulnerable. However, this does increase the small risk of being undertaken by cyclists and motorcyclists in the secondary position as they will have the space to get past. This is why a left shoulder final check is appropriate just before turning.

Should there be any queuing traffic at the junction this should be used to teach the importance of not passing to the left of vehicles when turning left (this is a Level 3 outcome).

Trainees should only stop at the junction if it is necessary to do so.

Delivery guidance: Two options are suggested:

1. The trainees set off on the minor road, perform their left turn and then stop on the left at a suitable distance from the junction. They then get off and push their bike along the footpath back to the start point.
2. As option 1 but combined with the right turn from major to minor with a u-turn carried out in the minor road (see 13).

Suggested demonstration:
Use option 2



12 Turn right into a major road

Observed Demonstration: In advance of the junction, the trainee must observe behind, identify a suitable gap in following traffic then move into the appropriate position. They should approach the junction in this position and must observe for traffic from both sides on the major road. If signalling is necessary they should also continue to signal while pulling out and approaching the junction. The trainee should return both hands to the handlebars in time to brake or manoeuvre.

They should stop or give way as appropriate and once there is a gap in the traffic, the trainee should perform a final check and complete their turn. Where the trainee is turning right at a crossroads they must also check for traffic emerging from the minor road ahead of them.

Reasoning: Getting into the primary position to turn in advance of the junction enables the trainee to then start concentrating on conditions and traffic on the major road. Riding to the junction in this position can prevent drivers from passing them on either side as they approach the junction. Taking a position that will prevent vehicles overtaking from behind will also make completion of the turn safer as drivers will not be able set off alongside them when the trainee is at their slowest and least stable.





Seeing a trainee choose not to signal or stop at a give way, after appropriate observation, should be evidence that the trainee understands what they are doing. If questioned, the trainee should be able to explain their actions. Trainees who stop at every give way, regardless of traffic on the main road, have not demonstrated that they understand and could be putting themselves at greater risk as following vehicles may not stop.

Delivery guidance: Three options are suggested:

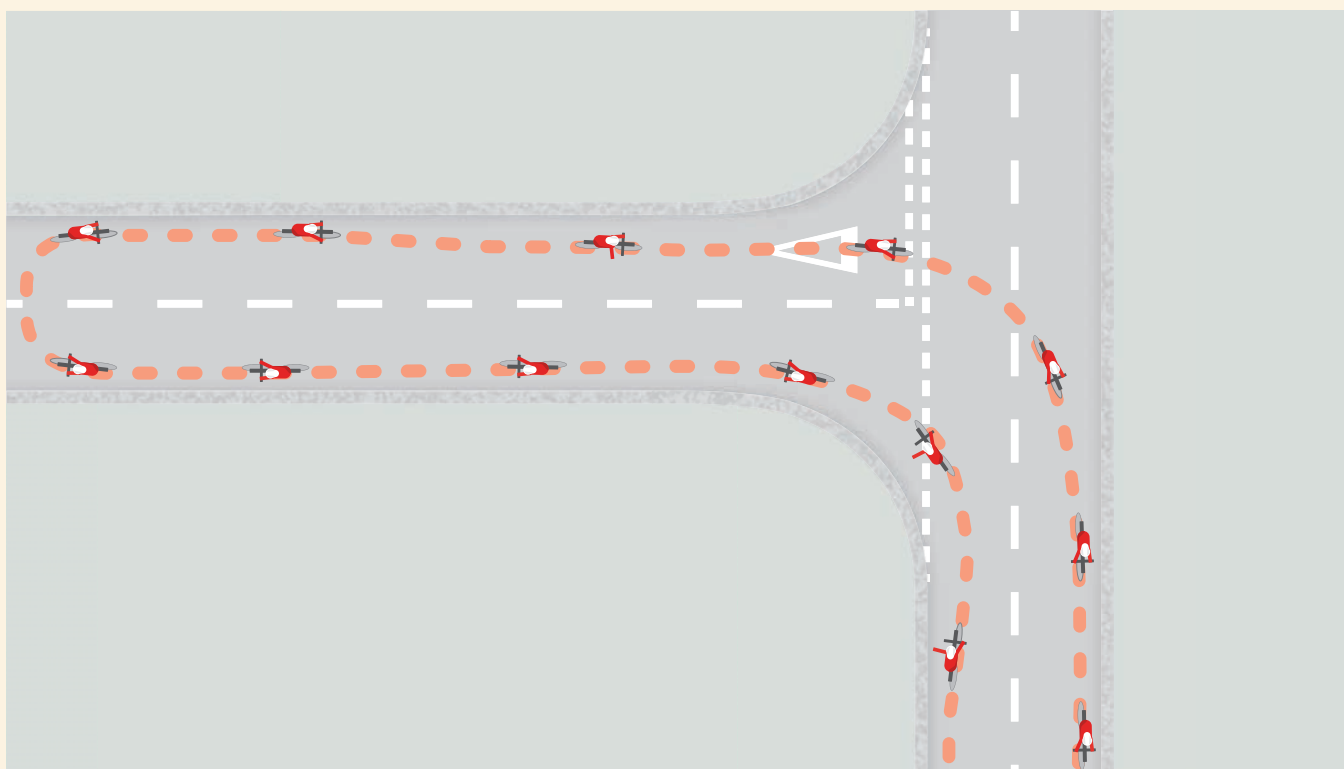
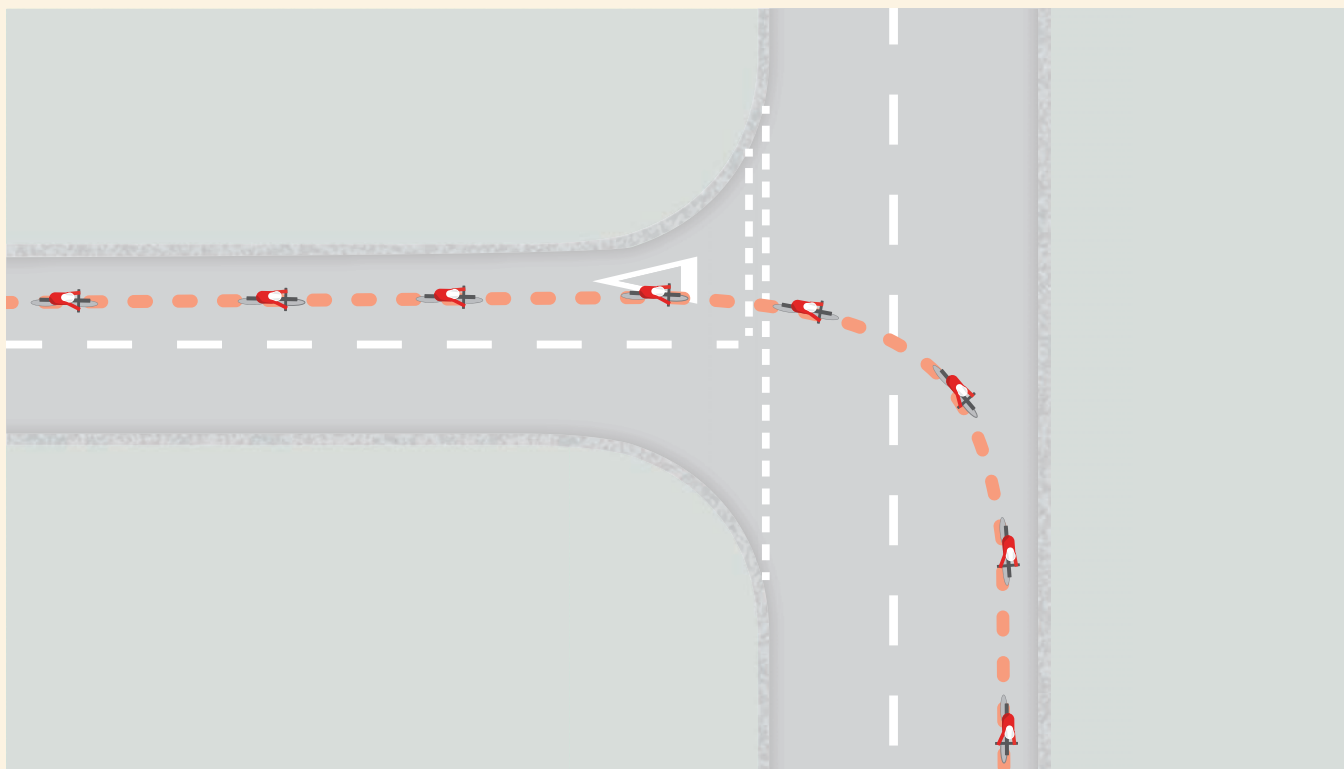
1. The trainees wait with the instructor at the best vantage point. They are sent across the road to the start point either one-by-one or in pairs. The outcome is then carried out as a single turn. After the turn, the trainees stop and get off then push their bike along the footpath back to the group.
2. The outcome is combined with a u-turn followed by a left turn from major to minor to return the trainee to the start point in the side road.
3. As 2, except one instructor stays at the point of the u-turn on the major road while the other takes the best vantage point to observe the whole manoeuvre.

Whether option 2 or 3 is selected should be determined by the choice of site. If the major road is busy and even the best vantage point offers poor observation of the u-turn position then option 3 should be selected. However, for the introduction of this outcome a site with less traffic and where the u-turn position can be easily observed should be selected so that option 2 can be used. The advantage of having one instructor commenting for the group should not be lost if at all possible.

4. DELIVERING LEVEL 2 TRAINING



Suggested demonstration: Use option 2 if a suitable major road is available.





13 Turn right from a major to a minor road

Observed Demonstration

Approaching the junction, the trainee must observe behind before moving into an appropriate position. They should signal if necessary prior to and while moving out.

If there is oncoming traffic they should stop (in the appropriate position) and once the traffic has passed, complete their turn. While waiting they may also choose to signal. Before turning, they should also carry out a right shoulder final check for any drivers attempting to overtake on their right as they turn.

If they have not had to stop for oncoming traffic at the junction they should carry out a right shoulder final check just before completing the turn.

Reasoning: The appropriate position to wait for oncoming traffic to pass is dependent on the width of the road and the confidence of the trainee. Trainees may prefer to hold a primary position which prevents traffic undertaking to the left. If trainees are comfortable with traffic passing them on both sides while waiting, they may take up a position about an arm's length to the left of the centre line.

Whichever position is chosen, the trainee should make themselves visible and communicate with drivers going in both directions. The right shoulder final check before completing a turn is for vehicles that may be attempting to overtake the trainee on their outside. It may not be necessary if the trainee has just allowed oncoming motor vehicles to pass. Signalling while waiting to turn right will make the trainee more visible to oncoming drivers. Where the trainee is turning right at a crossroads they must also check for traffic emerging from the minor road on their left.

Delivery guidance: Two options are suggested:

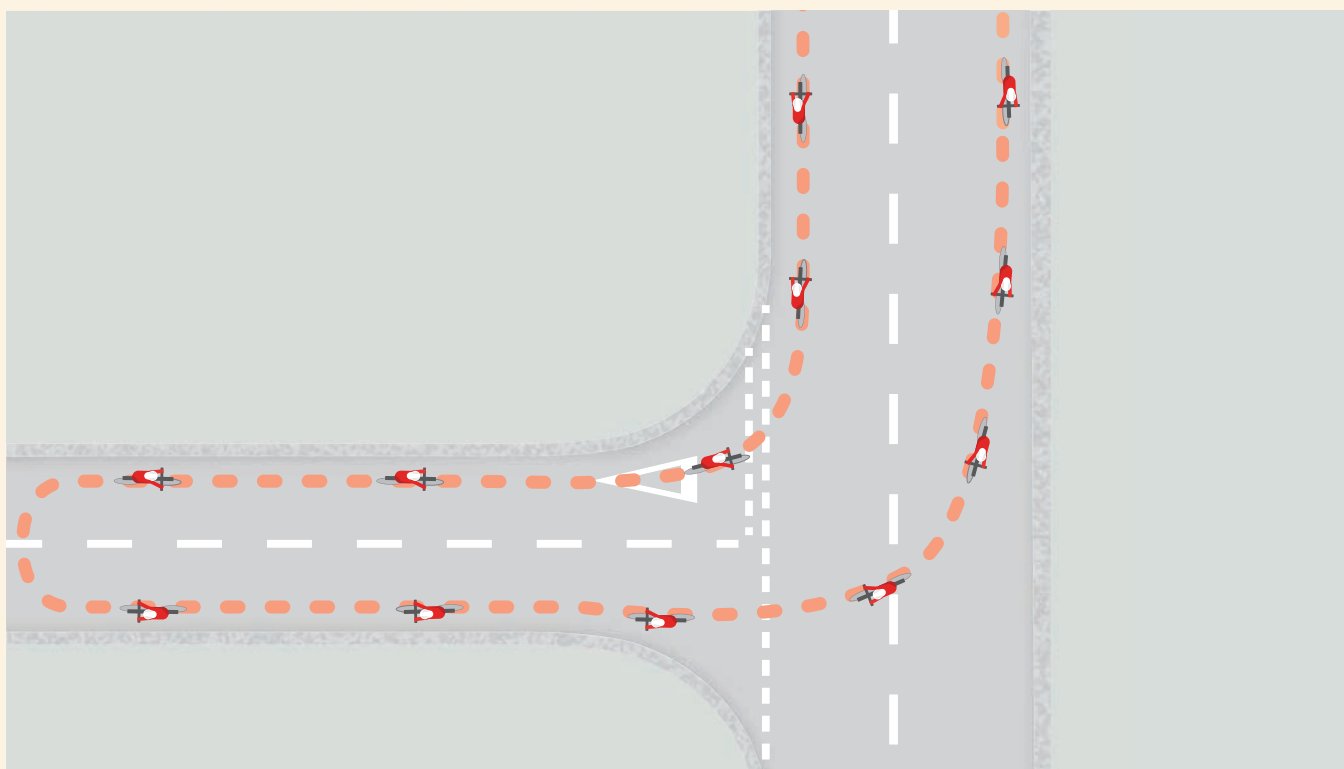
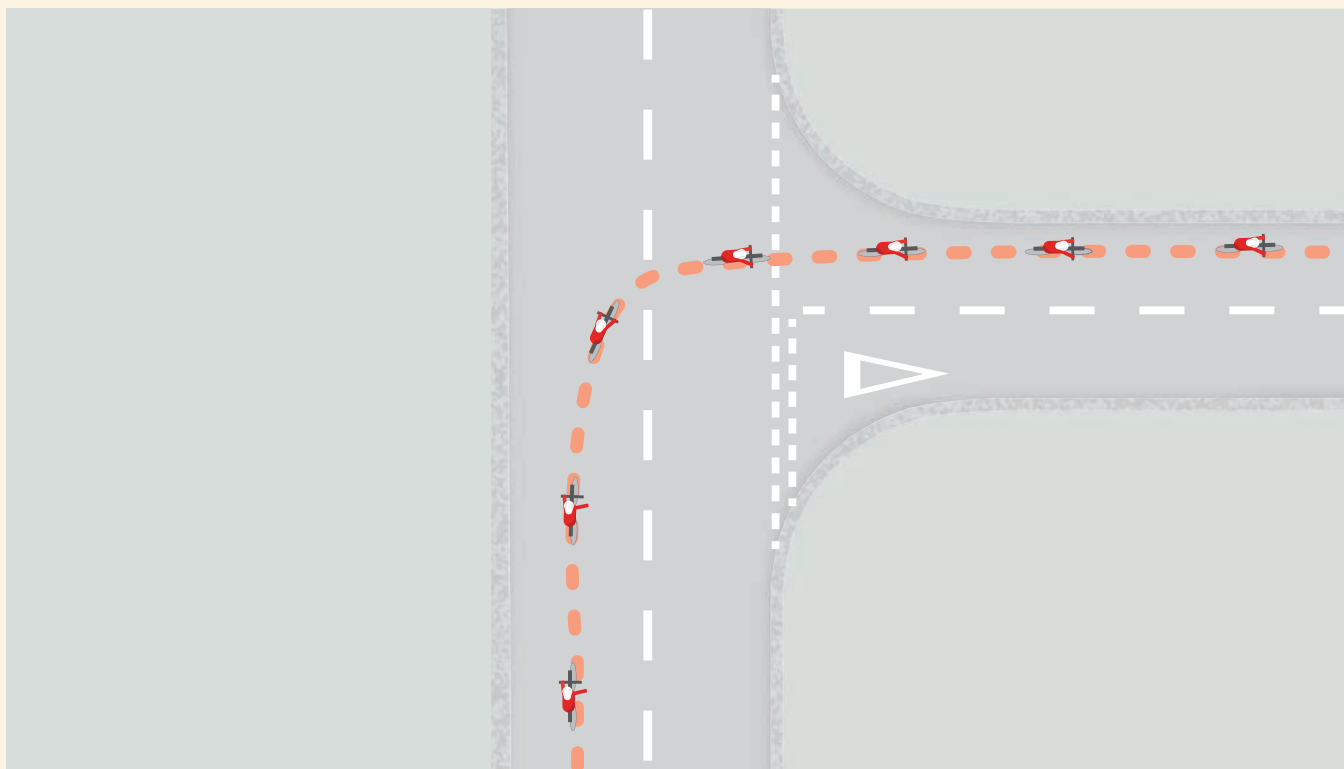
1. The trainees wait with the instructor at the best vantage point. They are sent to the start point either one-by-one or in pairs. The outcome is then carried out as a single turn. After the turn, the trainees stop and get off then push their bike along the footpath back to wait with the group.
2. The outcome is combined with a u-turn followed by a left turn into a major road to return the trainee to the start point. One instructor remains with the trainees at the start point while the other takes the best vantage point to observe the whole manoeuvre.

As with turning right into a major road (12), whether option 2 or 3 is selected should be determined by the availability of a suitable site that offers a good vantage point for observation of the u-turn.

4. DELIVERING LEVEL 2 TRAINING



Suggested demonstration Use option 2 if a suitable major road is available.





14 Demonstrate decision-making and understanding of safe riding strategy

Observed Demonstration: Trainees must be able to explain why they have decided to carry out a manoeuvre in the manner observed. It should be clear from this that they have a good understanding of safe cycling strategy, namely good observation, positioning and communication.

They should demonstrate a basic knowledge of the types of clothing they could wear to make themselves more visible.

Reasoning: Understanding and being able to demonstrate safe riding strategy is a key outcome for trainees on a Level 2 course.

A trainee may be observed to carry out a manoeuvre safely but unless it can be determined they did so using an effective strategy it is not possible to be confident that when faced with the same manoeuvre again and/or different circumstances that they will be able to repeat or adapt their handling of it to be consistently safe.

Correct demonstration of the give way and the choice of when not to signal can be good examples of an understanding of safe riding strategy. During a course trainees should therefore be expected to demonstrate manoeuvres where they correctly choose not to stop at a give way and not to signal.

While riding in a manner that makes the trainee more visible is the most effective way of making other road users aware of their presence, trainees should also understand how appropriate clothing may enhance

their conspicuousness. Scheme organisers and instructors must understand how the use of high visibility clothing can change the parameters of driving behaviour in the presence of a training course.

Delivery guidance: This outcome is delivered in combination with all the other outcomes and is best demonstrated during the later and more complex outcomes.

Trainees should not only be challenged when they have made poor decisions but also when they have been observed to make good decisions. Careful questioning can quickly establish that such decisions were made for the right reasons and resulted from the trainee having acquired a safe riding strategy (rather than just by luck). A good example would be a trainee who, when questioned after not stopping at a give way line, had responded that they had not stopped because they had looked (as seen by the instructor) and not seen another road user to whom they were required to give way.

15 Demonstrate a basic understanding of the Highway Code

Observed Demonstration: Trainees must understand who goes first in a variety of situations and should continually demonstrate this as they go through the outcomes.

The main areas that the trainees need to understand are:

- where to ride
- when to give way and when to stop
- the relevant road signs and markings that are present in the training area.

Trainees should be able to interpret road signs and lines if questioned.

Reasoning: Relevant parts of the Highway Code should be dealt with during the course. On the way to and at training sites the trainees are likely to see signs and behaviour that can raise Highway Code issues and instructors should take advantage of these wherever possible.

It is also advisable that other Highway Code material is taught prior to the course, in breaks, or is part of information handed out. This should include the rules for cyclists (59 to 82), traffic signs that give orders (particularly those which are specifically aimed at cyclists) and cycle route directional signs.

Delivery guidance: While the Highway Code should be incorporated throughout the course, training providers may also give out printed material to help with learning. A classroom element may be useful to cover this outcome, however this should be additional to the minimum amount of on-road training time required at Level 2. Written Highway Code quizzes or tests can also be used. Instructors can be provided with road sign cards to use with trainees during breaks from riding.

Suggested demonstration: Included questioning about the Highway Code using appropriate visual aids during breaks between exercises and/or at the end of a training session.



Optional Outcomes: For the following optional outcomes a range of delivery options has not been included because these manoeuvres are specific to the available infrastructure and the group being taught. However, the general principles of practical demonstrations still apply:

1. The trainees are moved to the best vantage point and the instructor briefly introduces the exercise;
2. The instructor gives a demonstration of the exercise;
3. The instructor moves to the appropriate position to observe the trainees during the exercise;
4. The trainees perform the exercise in turn while the waiting group watches; and

5. Concise and specific feedback, as appropriate, may be given to the group as a whole at any point and further demonstrations may also be given by the instructors.

16 Decide where cycle infrastructure can help a journey and demonstrate correct use (optional)

Observed Demonstration: The trainee should decide whether or not to use cycle infrastructure and explain their decisions whether they are for reasons of safety or convenience.

When using cycle infrastructure they should take up a position that makes them visible to other road users.

Reasoning: The quality of design of cycle lanes and facilities varies

greatly. For example, where lanes are wide, (1.5 metres or more) these should be adequate for use when riding ahead. Riding on the right edge of a cycle lane will make the trainee more visible. Where lanes are narrow, they will undoubtedly be safer riding in the primary position outside the cycle lane. Trainees should also avoid cycling in lanes where the surface is poor. Cycle lanes can often be blocked by parked vehicles and other obstructions or be so short and/or narrow that their use would be unreasonable and getting in and out of them expose the cyclist to more risk.





17 Go straight on from minor road to minor road at a crossroads (optional)

Observed Demonstration: As they approach the junction the trainee must check behind and, when safe to do so, move into the primary position.

As soon as possible on the approach to the head of the junction, they must start checking for traffic from the right and left on the major road. They must also check for traffic that may emerge from the minor road ahead that they intend to ride into.

They must give way or stop as appropriate. When safe to do so, they should cycle ahead into the other minor road and then resume their normal riding position.

Reasoning: This manoeuvre should be included in a course if possible. Many housing estates are designed with crossroads and therefore trainees should ideally have an opportunity to practise using them.

At a crossroads the cyclist has to take account of three different lanes of traffic that may present a hazard to them. Using the primary position should eliminate a fourth by preventing vehicles behind attempting to overtake them as they negotiate the junction.

Trainees should seek eye contact with drivers of vehicles that may emerge from the side road ahead that they intend to ride into. The Highway Code does not contain clear guidance on who has priority so the trainee must communicate effectively so the driver knows who is going first.

If a crossroads junction is available, the full range of left and right turns could also be practised on it.

18 Use mini-roundabouts and single lane roundabouts (optional)

Observed Demonstration: As the trainee approaches the roundabout they must check behind and move into the primary position when safe to do so, signalling if necessary. They should stop at the give way line if it is necessary to give way to traffic on the roundabout.

They should carry out a final check behind before setting off. They should maintain the primary position while on the roundabout. Before exiting the roundabout, they must check to the left and behind and signal left, if necessary.

Reasoning: The primary position should be used on mini-roundabouts as it makes the trainee more visible and prevents vehicles from overtaking.

Trainees should be aware that some drivers may drive over the central island of a mini-roundabout to pass them. Good observation is essential to protect the trainee and enable them to be ready to take evasive action if necessary.



Suggested course content

Four course sessions are suggested to deliver the level 2 training course with an optional additional session to cover optional outcomes and riding in groups. The suggested content is set out below.

Apart from session one, which covers Level 1 outcomes, the progress through the Level 2 outcomes is determined by the trainees' progress in achieving them. The suggested content of each session is therefore only a guide. While the order in which the outcomes are delivered should be the same, the speed of progress may be faster or slower than that suggested below. Instructors should not progress from an outcome until it has been achieved adequately by trainees. The complexity of the outcomes increases as the course progresses so early outcomes have to be achieved before trainees will be able to achieve later ones.

Each session should begin with a bike check and an oral introduction briefly explaining the session content and any ground rules. It will conclude with a concise oral review of the session. Depending on progress, instructors may introduce a mid-session break from riding during which some Highway Code tuition can be delivered.



SESSION 1 – DELIVERED ON A PLAYGROUND OR OTHER SUITABLE TRAFFIC-FREE AREA.

All Level 1 outcomes – time required to assess these competencies must be in addition to the minimum on-road training time required at Level 2.

SESSION 2 – DELIVERED ON ROAD

1. Start an on-road journey
 2. Finish an on-road journey
 3. Understand where to ride on roads being used
(1 to 3 can be taught as a single exercise)
 4. Be aware of potential hazards
 5. Make a u-turn
(4 and 5 can also be taught in a single exercise)
- Break (and change location if appropriate)
6. Pass parked or slower moving vehicles
 7. Pass side roads
 8. If time permits turn left into a minor road

SESSION 3 – DELIVERED ON ROAD

1. Revision of session 2
2. Understand how and when to signal intentions to other road users
3. Turn left into a minor road
4. Turn left into a major road

SESSION 4

1. Revision of session 3
2. Turn right from a minor to a major road
3. Turn right from a major to a minor road

SESSION 5 (OPTIONAL)

An additional session may be required to cover optional outcomes. The outcomes included will be determined by the sites available locally. If possible all manoeuvres at a crossroads should be included first, followed by those at a mini-roundabout or single lane roundabout. This session may also cover riding in pairs and/or group riding, if not included before.



5. Delivering Level 3 Training

Introduction

Bikeability Level 3 training teaches the skills to tackle a wider variety of traffic conditions than Level 2. It is designed to equip trainees with skills that enable them to be able to deal with all types of road conditions and more challenging traffic situations. The course covers dealing with hazards, making 'on-the-move' risk assessments and planning routes for safer cycling.

The aims of the Level 3 course are:

- To encourage and develop safe cycling skills.
- To develop positive attitudes towards road use.
- To increase knowledge and understanding of the road and traffic environment.
- To give trainees the confidence to use their bikes on longer journeys.



Level 3 training has 7 compulsory outcomes:

- 1 All Level 2 manoeuvres
- 2 Preparing for a journey
- 3 Understanding advanced road positioning
- 4 Passing/queuing traffic
- 5 Hazard perception and strategy to deal with hazards
- 6 Understanding driver blind spots, particularly for large vehicles
- 7 Reacting to hazardous road surfaces

There are 11 optional outcomes:

- 8 How to use roundabouts
- 9 How to use junctions controlled by traffic lights
- 10 How to use multi-lane roads
- 11 How to use both on and off road cycle infrastructure
- 12 Dealing with vehicles that pull in and stop in front of you
- 13 Sharing the road with other cyclists
- 14 Cycling on roads with a speed limit above 30 mph
- 15 Cycling in bus lanes
- 16 Cycling in pairs or groups
- 17 Locking a bike securely



The Level 3 course is either delivered one-to-one or in small groups of two or three and should be tailored to the specific needs of the trainees. The course is delivered on-road over a route agreed with the trainee and may start at the trainee's home covering a route, or routes that the trainee wants to cycle (e.g. home to school). The training may be delivered in a single 2-hour session or in two or more sessions over a period of time, enabling the trainee to practise in between sessions. A Level 3 course is conducted predominantly with the instructor cycling immediately behind the trainee. Trainees are usually secondary school age or above. The key points to consider when delivering Level 3 training are:

1. Prepare in advance

For Level 3, preparation is important to ensure that the course is tailored to the needs of the trainee. Prior to the session, the instructor should have some briefing about the trainee and the optional outcomes the trainee would like to include in the training session. This will help the instructor to plan the training around the specific needs of the trainee. Depending on the trainee's requirements and current ability, the training provider may limit the amount of material covered in the session to ensure there is sufficient time to sign-off the achievement of outcomes, or arrange additional sessions if it is not possible to include all of the trainee's desired training in the time available.

Although an initial discussion should have been part of the booking of the course an essential part of the session is to discuss what the trainee is hoping to get from the course, where they plan to cycle, and what they think their current ability is. This first contact is important to instil confidence in the trainee and to build a trusting relationship.

A suggested checklist of information about the trainee to collect before the session is shown below.

REQUIRED INFORMATION ABOUT THE TRAINEE	HOW TO OBTAIN THE INFORMATION	WHEN TO OBTAIN THE INFORMATION
Confidence cycling in traffic Previous cycle training Preferred location for the training Preferred optional outcomes to include Preferred route or junctions to include Any particular fears/concerns Any other specific requirements	Booking form or Conversation with training provider staff	At time of booking
Re-visit all of this information in a chat between the instructor and the trainee at the start of the session		



2. Plan the route

If the trainee has indicated he/she wishes to cycle a particular route or negotiate a particular junction, the instructor should be aware of this in order to become familiar with it and the alternatives available before the training session takes place. This will help the instructor to prepare for the dynamic risk assessment of the training during the session.

If the trainee has not identified a particular route in advance that they would like to cycle on the course e.g. the commute to school or work, the instructor should devise a route incorporating suitable junctions and road conditions. It is important to plan this in advance - it may take time to cycle to an appropriate training area. In almost all areas, it should be possible to find suitable junctions to deliver the optional outcomes for junctions controlled by traffic lights and roundabouts and these should be included wherever possible.

3. Communicate with the trainee(s)

It is important that a continual dialogue is created by the instructor during the training. The basic principles of analysis and feedback are valuable for Level 3 as well as using questions to establish why a trainee did what they did and to look at other options. At Level 3 there may be several options available in a given scenario and the trainee should be allowed to discover which is going to work best for them and what suits their particular cycling style.

4. Ensure the trainee is ready for Level 3

Level 3 training is delivered in multi-lane environments and roundabouts. These differ from place to place and each with differing traffic levels so it is important to make sure that the trainee gets a basic grounding in the techniques. This involves making decisions early, very good observation (especially behind) and clear communication with other road users (using signalling and eye contact). It is important to develop assertiveness and confidence; if a manoeuvre is not started early enough options can become telescoped.

5. Challenge the trainee where appropriate

Trainees may be wary or frightened of some traffic situations and it is important within the training session to look to try and address these concerns. For example, it may be possible to help trainees learn how to cycle in what they think are challenging situations. It could be worth taking some time to watch how traffic (including other cyclists) moves through a junction and discuss with the trainee potential hazards before proceeding with any manoeuvre. In some cases several run-throughs and instructor demonstrations can help them gain the confidence to deal with the manoeuvre in a variety of traffic situations.

It is important for Level 3 training to be an empowering experience and in some cases this may involve challenging some views and asking the trainee to try some options that they had not previously considered.

6. Review the session

Make sure that there is sufficient time at the end of the session to review what has been achieved and close the session properly. Allow the trainee to evaluate what they have learnt and talk about their experience of the training. If there are action points be sure to take notes of these.

7. Get feedback from the trainee(s)

Often a Level 3 training course is a valuable opportunity for the instructor to learn about options and techniques and how to help trainees get the best from a session. Where possible, instructors or training providers should seek feedback from the trainees and learning should be captured after the session.



Compulsory outcomes

1 All Level 2 outcomes

Observed Demonstration: Before progressing to Level 3 outcomes the client should be able to demonstrate that they are competent in the Level 2 outcomes. They will demonstrate this on roads appropriate to Level 2 by riding a circuit that includes all the relevant manoeuvres, accompanied by their instructor.

Delivery guidance: It is essential that trainees exhibit good balance and control skills. Instructors can usually assess this during an initial bike check and the skill level of the trainee can usually be assessed in a discussion before cycling. While Level 3 training should be geared to fit trainees' abilities, it is essential that basic junction techniques are assessed on relatively quiet roads before starting the Level 3 outcomes. If necessary, further Level 2 practice can be built into the session. It is essential that the instructor has 'signed off' Level 2 competence before progressing further.

2 Preparing for a journey

Observed Demonstration: The trainee should demonstrate an awareness of how to prepare for a cycling journey. This may include:

- route planning using maps or electronic journey planners
- an awareness of how weather conditions can affect their cycling and choice of clothing/equipment
- an awareness of options for carrying luggage safely when cycling

- an understanding of how to carry a child safely on a bike
- equipment and techniques for cycling at night.

Reasoning: Cyclists may want to take the quickest as well as the safest route to their destination. If there are particular junctions or road features that they would prefer not to use, trainees can plan their route to avoid these using maps or electronic journey planners. However, a key part of Level 3 training is to stretch the trainee's ability, so where the instructor feels the trainee is capable of dealing with difficult junctions safely they should not unnecessarily avoid these.

It is important that both the instructor and trainee are prepared for their cycle trip in the prevailing and forecast conditions. This may involve carrying luggage or additional clothing, locks or accessories. It is also important to make the trainee aware that some conditions raise the risk of injuring themselves, such as snow and ice.

Lights must be used at night and reflective clothing is recommended, though good positioning remains an important way of making themselves visible when cycling at night. In poor visibility, all movements should be made more cautiously and the trainee should allow greater time for other road users to see them and understand their intentions.

Delivery guidance: This outcome is delivered as a discussion between the instructor and trainee at the start of the session, or prior to the session. It is important the instructor uses questioning of the trainee to understand any specific needs (e.g.

carrying children or luggage) to tailor their advice to those needs. In some cases Level 3 training is aimed at empowering the trainee to cycle a regular journey and this should be ascertained before or at the start of the session. Asking for this information at time of booking (possibly using a booking form) can help the instructor to prepare for the session.

The list of bullet points in the observed demonstration above is not an exhaustive list - other elements of preparation may be included in the session. However, instructors should be careful not to let discussion of this section take up too much of the time available for practical training during the session.

For route planning, in most cases a free local cycling map is given to the trainee and at points during the session route planning should come up. Instructors should also give the trainee details of any other useful local journey planning resources.

3 Understanding advanced road positioning

Observed demonstration: The trainee must demonstrate confident use of the primary position in a variety of traffic environments.

They must also demonstrate an understanding of when other positions in the road may be more suitable and be able to explain why.



Reasoning: The primary position is the default position for negotiating Level 3 junctions but there are some circumstances when a **different position may be taken:**

1. A trainee waiting in a traffic queue may position themselves to the right of the lane to be visible in the wing mirrors of queuing vehicles, particularly when queuing behind HGVs.
2. When waiting behind or in front of large vehicles such as HGVs, trainees must not wait or cycle too close.
3. At junctions where there are many cyclists present, trainees should find a safe place to wait in situations where they are unable to position themselves in their preferred position (e.g. when the cycle box is full). This should be a position where they are visible to other drivers – it may be in the primary position within the traffic queue or between lanes.

Delivery guidance: Achievement of this outcome should be observed throughout the session. The trainee should consistently adopt the most appropriate road position in the given road and traffic environment, and demonstrate confidence in using the primary position.

4 Passing queuing traffic

Observed Demonstration: Upon encountering queuing traffic, the trainee may pass it (on the right or left) or may choose to wait in the queue. Trainees who choose to pass queuing traffic must do so with care and make frequent observations.

If traffic speed changes while they are passing, trainees will need to check for a gap that will enable them to move into the stream of traffic in order to negotiate junctions safely. This may require them to move out across more than one lane of traffic.

Trainees who choose to wait in the queue should take the primary position in the centre of the lane. Upon completing the manoeuvre, trainees must be able to explain the reason for their choice, identify any hazards they may have encountered and explain how they dealt with them.

Where there is a left turn trainees must never pass to the left of a long vehicle, bus/lorry at the head of a junction. (See outcome 6 understanding driver blind spots.)

Reasoning: Passing queuing traffic gives the cyclist a great advantage in busy urban conditions but must be carried out carefully. The choice of whether to pass or wait rests with the trainee who must judge if there is sufficient space and time to do so safely. Their choice should also be informed by whether they are turning left or right or going straight on.

Whichever option the trainee chooses, they should communicate with drivers in the queue to make them aware of their presence and their intended manoeuvre.

Trainees should be able to demonstrate patience and a willingness to wait if passing the queue does not help their journey.

Trainees should be able to change their riding strategy if the situation in the queue changes (e.g. the queue starts to move or a vehicle starts to signal).

Trainees who choose to pass queuing traffic should be encouraged to pass on the right where they are more visible to drivers and other road users. All round observation and awareness is essential as other vehicles may move unexpectedly or be hidden from view.

If passing a queue, trainees must make careful observations and be prepared to stop for:

- traffic in the queue that may turn across them
- nearside doors opening in queuing cars so that passengers can get out
- oncoming traffic that drivers in the queue allow to turn right through a gap in the queue
- vehicles from the left pulling out of side roads or driveways etc. into their path.



Delivery guidance: This is a compulsory outcome so instructors must select a suitable location for the observed demonstration. The only requirement is a location at which traffic must at some point queue (junctions with traffic lights are particularly suitable). The queue does not need to be long – the outcome can be achieved with a queue of 2 or 3 vehicles. Instructors may wish to combine the outcome with optional outcomes 8 or 9. If possible road environments of differing type should be included with the easiest tackled first. The trainee should be encouraged to have several goes at the outcome as different traffic situations will enable the instructor to assess competence.

5 Hazard perception and strategy to deal with hazards

Observed demonstration: Trainees must understand that a safe strategy is founded on good observation and planning, confident clear road positioning and good communication with other road users. They should demonstrate from their observations, positioning and signalling that they are confident and in control of their cycling.

If stopped and questioned they should be able to name hazards ahead and around them and explain how they would deal with these.

Reasoning: A safe cycling strategy, which will include hazard perception, must be acquired by a cyclist if they are to complete Level 3 of the National Standard. This can be assessed watching practical cycling and careful questioning of the cyclist.

An example, breaking the system into three parts, used by one cyclist training provider, is as follows:

Where am I going? - Look ahead and identify the course needed to avoid hazards and make manoeuvres.

What do I need to know? - Observe all around for other road users (including pedestrians) who may cause obstruction in the course selected or who need warning of intentions (a signal).

What do I need to do? - This will depend on the information gathered in the previous part. It may mean stop, signal, before taking up the position required and/or completion of the manoeuvre. Completing a manoeuvre as a pedestrian is a valid choice.

Delivery guidance: This is one of the most essential outcomes in the Level 3 course. It should be assessed throughout the course by observation and discussion with the trainee. The trainee's ability should be developed by coaching throughout the training.

6 Understanding driver blind spots, particularly for large vehicles

Observed Demonstration: The trainee must demonstrate an ability to avoid cycling or waiting in driver blind spots, particularly the blind spots of drivers of large vehicles.

They must demonstrate an understanding of what a blind spot is, identify vehicles for which blind spots are a particular problem (large vehicles such as Heavy Goods Vehicles (HGVs) and buses) and the danger that cycling in a driver's blind spot poses.

To avoid cycling or waiting in a driver's blind spot at a junction, the trainee may choose to wait behind or overtake but should only overtake on the right, not on the left.

When waiting behind a large vehicle or overtaking a large vehicle, trainees should position themselves where the driver can see them.

Trainees must never cycle up the left side of a large vehicle stopped at a junction.

Reasoning: This may be combined with the passing queuing traffic outcome, or as a separate demonstration. Cycling in the blind spot of a driver of a large vehicle is extremely hazardous and should always be avoided. Particular hazards are when large vehicles turn left or when cyclists stop too close to the front of a stopped large vehicle.

The 'stay safe, stay back' advice applies to cyclists when cycling near to a moving large vehicle or approaching a stationary one on the road, at junctions, traffic lights or in slow moving traffic.

Whether they choose to overtake a large vehicle or wait behind, trainees should look into the driver's mirror and seek to make eye contact so that the driver is aware of the trainee and the trainee's intention. Trainees who choose to overtake a large vehicle should look over their shoulder and seek to make eye contact with the driver once they are past.



Delivery: This may be combined with the passing/queuing traffic outcome. Instructors should not seek to “engineer” a situation where the trainee cycles behind a large vehicle but may take several goes to cycle through junctions to maximise the chance of this happening. Discussion of blind spots should take place prior to delivery of outcomes 4, 8 and 9.

7 Reacting to hazardous road surfaces

Observed demonstration:

Trainees must be able to identify potentially hazardous surfaces and make appropriate responses.

On encountering a potentially hazardous surface, the trainee may choose to:

- cycle over the hazardous surface
- avoid the hazardous surface

The trainee should be encouraged to explain the reason for their choice and any other actions they take.

Reasoning: Surfaces that are particularly hazardous to cyclists include:

- Slippery surfaces (ice, water, oil, wet leaves etc.)
- Roads with potholes
- Uneven surfaces (such as cobbles)
- Metal surfaces (grids, manhole covers)
- Poorly maintained surfaces (e.g. unswept cycle lanes)
- Tram lines
- Level crossings
- Speed humps and cushions

Trainees should spot the hazardous surface early and decide their course of action well in advance.

If trainees encounter a slippery surface, they should reduce their speed and take extra care turning or braking. They should not brake or steer suddenly. Trainees who choose to cycle over a hazardous surface should steer as straight as possible and meet the defect square-on, take their weight off the saddle (to reduce discomfort) and release the brakes.

When crossing a tramline, trainees must do so at as close to a 90 degree angle as possible.

Delivery guidance: The trainee will encounter hazardous surfaces during the course of training. The instructor should engage the trainee in a discussion about how to deal with them at some point, asking the trainee to identify any particular types of hazardous surface they are concerned about.

The actions taken by the trainee to deal with hazardous surfaces will be observed during the course of training. The trainee should be able to explain their actions when questioned by the instructor.

Optional outcomes

8 How to use roundabouts (optional)

Observed Demonstration: As the trainee approaches the roundabout they must check behind and move into the primary position when safe to do so, signalling if necessary.

They should stop at the give way line, if it is necessary to give way to traffic on the roundabout.

They should carry out a final check behind before setting off. They should maintain the primary position while on the roundabout.

Before exiting the roundabout, they must check to the left and behind and signal left, if necessary.

Reasoning: The primary position should be used on roundabouts as it makes the trainee more visible and prevents vehicles from overtaking.

Trainees will therefore use the roundabout in the same way that any other vehicles would and when using a lane they have chosen should take up the primary position. Observing how cars use the roundabout can help them understand this. This position should be maintained throughout the manoeuvre.

Trainees need to identify the hazard spots at all points during the manoeuvre. They should make eye contact with drivers who need to be aware of them and/or signal clearly.

Delivery guidance: The delivery of this outcome is largely dependent on the roundabouts that are available in the locality. If possible, different types of roundabouts should be included with the easiest tackled first. The trainee should be encouraged to have several goes at the different turning options as different traffic situations will enable the instructor to assess competence. It may be important for the instructor to start by demonstrating, then cycling behind the trainee, and finally standing at a suitable vantage point to observe the trainee cycling the manoeuvres on their own.



9 How to use junctions controlled by traffic lights (optional)

Observed Demonstration: When using a junction with traffic lights trainees should always take up a position in the centre of the lane that is appropriate for the manoeuvre they wish to carry out whether or not the traffic is flowing or stationary as they approach the lights. They must carry out observations and signalling as necessary in the same manner that they would for an ordinary junction.

Where the lights change to red they should stop in the appropriate position (see outcome 3), unless it is safe to move to the head of the queuing traffic (see outcome 4).

If they are turning left at the junction they must carry out a left shoulder final check for undertaking traffic before completing their turn.

When cycling across the junction to complete the manoeuvre, trainees must continue to carry out observations as appropriate for traffic that might not stop at the red light and cross their path.

Reasoning: To ensure they are visible to other road users, trainees should use traffic lights in the same way that any other vehicle would and when using a lane they have chosen should take up position in the middle of it, as a car would. This position should be maintained throughout the manoeuvre.

If present in the training area, trainees should also be observed using toucan crossings and/or cycle-only traffic lights.

Delivery guidance: The delivery of this is largely dependent on the local roads and traffic light junctions available. If possible, different types of traffic light junction should be included with the easiest tackled first. The trainee should be encouraged to have several goes at the different turning options as different traffic situations will enable the instructor to assess competence. It may be important for the instructor to start by demonstrating, then cycling behind the trainee, and finally standing at a suitable vantage point to observe the trainee cycling the manoeuvres on their own.

Where a cycle box is present at the junction, the hazards associated with accessing a cycle box by cycling on the left of queuing traffic should be explained to the trainee as per outcome 6. If possible, trainees should experience using traffic light junctions with and without advance stop lines so they understand the different techniques that can be used to negotiate them.

10 How to use multi-lane roads (optional)

Observed Demonstration: Where the trainee can match the speed of the traffic flow they should take the lane that will facilitate the manoeuvre they intend to carry out.

Where there is a long length of multi-lane carriageway before a turning that the trainee wishes to take and the traffic speed is faster, they can choose to stay in the left hand lane until nearing the point where lane selection is necessary and then move across making appropriate observations and signals (see other outcomes for appropriate methods).

When turning into a multi-lane road the same will apply. If they can match the speed of the traffic then they should take the lane appropriate to the manoeuvre they intend to carry out ahead. If not, they should use the left hand lane until they need to move across.

Reasoning: Lane discipline exists on many urban roads and on many of these it is usually best for the cyclist to take the lane and cycle with the traffic. However, where speed limits are above 30 mph they will be unlikely to feel safe in doing so and they may therefore take the secondary or other appropriate position.

Where frequent changes of lane in fast moving traffic would be required to undertake a journey on a chosen route this might be a case where an alternative, quieter route might be chosen.

Delivery guidance: The delivery of this is largely dependent on the local roads and traffic lanes available. If possible, different types of road environment should be included with the easiest tackled first. The trainee should be encouraged to have several goes at different turning options as different traffic situations will enable the instructor to assess competence.



11 How to use both on- and off-road cycle infrastructure (optional)

Observed Demonstration: The trainee must demonstrate good observation, signalling and clear, confident positioning when cycling in areas with on and off road cycle facilities.

Trainees must demonstrate how to use advance stop lines (ASLs), cycle boxes and knowledge of how they might help their journey.

Reasoning: In the UK no cycle facilities are compulsory for cyclists to use. Therefore the choice over whether to use any facilities provided should be on the basis of whether or not they will give the cyclist any advantage in terms of safety and/or access. This will be for the individual cyclist to decide. Staying in the normal flow of traffic rather than using a cycle facility is therefore a valid choice.

Cycle facilities are of varying quality. The choice of whether to use facilities should always lie with the cyclist. If they feel confident and safe using a facility then they should use it as appropriate. Trainees should, however, be aware that some drivers may not know that cycle lanes are optional for cyclists. In this case, the trainee should take extra caution when moving to a position outside the cycle lane that drivers may not expect them to take.

Confident and competent cyclists should always be able to set off more quickly than motorists. This is not only because they can accelerate more quickly over the first 20-30 metres but because they can also see more and therefore be better prepared for setting off. The provision of advance stop lines (ASLs) with cycle boxes is a

recognition of this and also the fact that the cyclist is safer when they can set off ahead of other traffic rather than alongside it. An ASL makes it easier for the cyclist to take the lane they have chosen.

The downside of some ASL designs is that the lights may change as the cyclist filters up on the left and they may be trapped there and unable to move across safely into the lane from which they want to exit the junction. In this case cyclists may feel forced to move across lanes of traffic moving at different speeds and expose themselves to additional risk. If the cyclist is uncomfortable with using the ASL and its filter lane they should simply carry out the manoeuvre as if the ASL was not there.





Delivery guidance: The delivery of this outcome is largely dependent on the local cycling facilities. The instructor may demonstrate using cycle infrastructure before asking the trainee to proceed with the observed demonstration. The instructor and trainee may also observe other cyclists using cycle infrastructure from a suitable vantage point – this enables the instructor to point out good practice and potential hazards.

If possible, different types of cycle facility should be included with the easiest tackled first. The trainee should be encouraged to have several goes if necessary.

Opportunities should be taken to discuss options with the trainee whilst cycling and as part of route planning.

Where using on-road cycle lanes, the instructor may wish to introduce techniques for overtaking cyclists as described in outcome 13.

12 Dealing with vehicles that pull in and stop in front of you (optional)

Observed demonstration: Trainees must demonstrate an ability to deal with vehicles that may stop in front of them such as buses, taxis and delivery vehicles.

Trainees must be able to decide whether to overtake the vehicle once it has stopped in front of them and, if appropriate, demonstrate overtaking it safely.

Trainees should allow extra room when passing and ensure that they have sufficient time and space to overtake, particularly when passing long vehicles.

If questioned, the trainee should be able to explain the reason for their choice of manoeuvre.

Reasoning: Cyclists are likely to encounter vehicles that stop or turn in front of them on most urban journeys and in most cases, will be required to overtake such vehicles.

The technique for safely overtaking is the same as the Level 2 outcome 7 – ‘pass parked or slower moving vehicles’, but with the additional skills of:

- identifying when a vehicle is likely to stop (e.g. buses approaching bus stops, taxis approaching ranks)
- reacting to vehicles which stop suddenly
- overtaking vehicles which may start to move off shortly before or while the trainee is overtaking.
- good decision-making skills when choosing whether or not to overtake, bearing in mind that the vehicle may move off at any moment.

Vehicles that stop or turn suddenly in front of cyclists include (but are not limited to) taxis / private hire vehicles, buses and delivery vehicles.

Trainees do not need to give way to vehicles trying to pull out but must take extra care when passing such vehicles and should seek to ensure that the driver has seen them. However, trainees should give priority to buses when they signal to pull away from stops, if they can do so safely.

If a vehicle starts to move during the overtaking manoeuvre, the trainee may choose to slip back behind the vehicle if it is the safest thing to do.

Delivery guidance: It is likely that a vehicle will pull in and stop in front of the trainee during the session. However, the instructor may choose to deliver the training in an area (such as a busy bus route, town centre or high street) where vehicles are most likely to pull in and stop in front of the trainee.

Before proceeding through this area, the instructor should discuss the techniques with the trainee.

13 Sharing the road with other cyclists (optional)

Observed demonstration: Trainees must demonstrate effective communication and positioning techniques when cycling in areas where other cyclists are present.

This includes:

1. Awareness of other cyclists passing inside them - this is demonstrated by making appropriate observations over the left shoulder.
2. An ability to overtake a cyclist and awareness of when it is safe to overtake and when they should wait.
3. Taking an appropriate position at junctions where the ASL reservoir (cycle box) is congested with other cyclists. This may be in the primary position within the traffic queue, in the filter lane, or on the line between lanes.



Reasoning: When overtaking a cyclist, trainees should use the same technique as for the Level 2 outcome 'passing parked cars or slow-moving vehicles'.

When overtaking a cyclist using a cycle lane, the trainee must combine the techniques for the Level 2 outcome 'passing parked cars or slow-moving vehicles' with the Level 3 technique 'how to use multi-lane roads'. Trainees should be aware that overtaking a cyclist in a cycle lane is effectively the same as changing traffic lanes. They should be aware that following drivers may not expect a cyclist to leave the cycle lane and make appropriate observations to ensure following drivers have understood their intention to overtake.

When using the primary position at junctions in areas where other cyclists are present, trainees should be aware of other cyclists using the secondary position. They should look over their left shoulder frequently.

Delivery guidance: This may be observed throughout the training session if other cyclists are encountered. The instructor can assess whether the trainee is making appropriate observations for other cyclists when using the primary position during other outcomes.

If there are two trainees, the instructor may demonstrate overtaking one trainee while the other watches from behind. Trainees may then demonstrate overtaking each other. If there is only one trainee, the instructor may cycle in front of the trainee and instruct the trainee to overtake them.

14 Cycling on roads with a speed limit above 30 mph (optional)

Observed demonstration: The trainee should demonstrate that they allow more time before manoeuvring and that they can judge the speed and distance of vehicles around them. They should be able to explain the reasoning for the decisions that they make.

Reasoning: On roads with higher speed limits, trainees should be aware that drivers have less time to react and stopping distances are greater.

Whilst the principles of positioning remain the same on faster roads cyclists may opt to take the secondary position more often. When using the primary position, trainees should take greater care to ensure that drivers have enough time and space to see them. When manoeuvring, trainees should signal earlier (where necessary), move out earlier and allow more time to complete the manoeuvre.

Delivery guidance: The delivery of this outcome is largely dependent on the availability of higher speed roads in the locality. To achieve the outcome, the trainee should cycle with the instructor along a stretch of road with speed limit higher than 30mph and perform a manoeuvre. Joining and leaving the road may be considered as manoeuvres though others may be incorporated.



15 Cycling in bus lanes (optional)

Observed demonstration: Trainees must be able to interpret bus lane signage and understand how it affects their journey.

When cycling in a bus lane, trainees should take the centre of the lane unless it is safe to let vehicles pass. Trainees should demonstrate an ability to decide when to allow a vehicle to pass them when cycling in a bus lane.

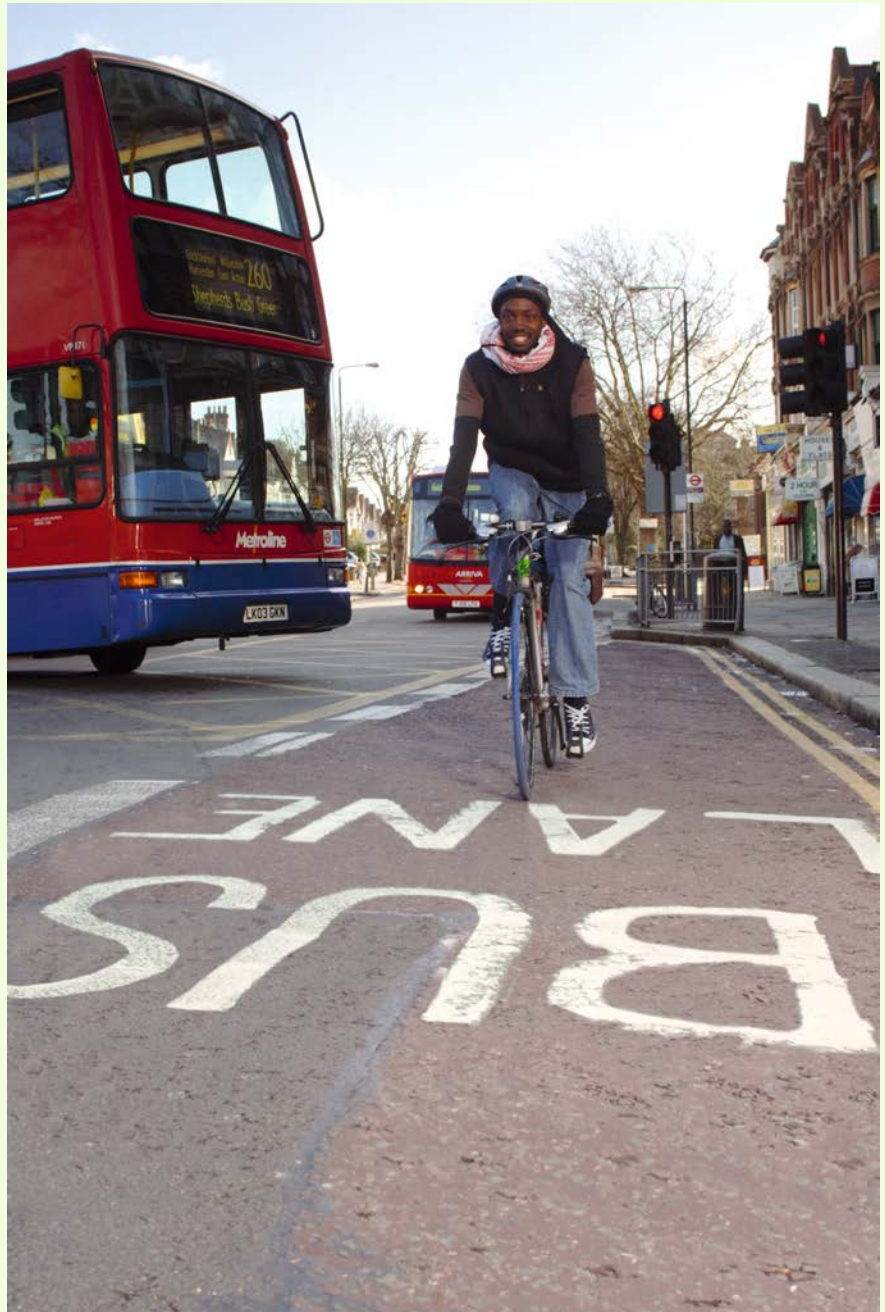
Reasoning: Cyclists are permitted to use most bus lanes but there are some which do not permit cyclists. Bus lanes may operate at different times of the day and may also be shared with taxis and motorcycles.

As with cycle lanes, the trainee should not allow the presence of a bus lane to influence their positioning.

Buses should normally overtake a cyclist by straddling the lane line but this may not always be possible. Trainees should not allow a bus to pass them if they feel there is insufficient room to do so.

Trainees should take particular care where bus lanes cross side roads, in case drivers cut across them to turn left. Trainees should also be aware of illegal use of bus lanes by unauthorised vehicles trying to jump a queue of traffic; they may not be looking out for a cyclist.

Delivery guidance: The delivery of this outcome is largely dependent on the availability of bus lanes in the locality. Before cycling along a section of bus lane, the instructor may choose to stop and discuss the bus lane signage and road markings with the trainee. An important discussion point is that bus lane widths vary – some bus lanes are designed to be wide enough for a bus to overtake a cyclist.





16 Cycling in pairs or groups (optional)

Observed demonstration: Level 3 training itself requires cycling in a group or a pair so the trainee will gain an understanding of group cycling techniques during the session.

Trainees should demonstrate taking responsibility for their own positioning, signalling and communication when riding in a group.

If the training session has more than one trainee they should demonstrate that they can effectively communicate to cycle together safely.

Reasoning: Each cyclist remains responsible for their own positioning, signalling and communication with other road users but cyclists may help each other by calling out any hazards such as potholes or other vehicles. In general, cyclists should not ride so close to each other that they cannot react to a sudden movement or stopping of the cyclist in front. It is up to the trainee to determine the appropriate distance based on how experienced the other members of the group are, how effectively they communicate with each other and how well they know each other's style of riding.

Although cyclists may ride two abreast, trainees should be aware that this may aggravate some other road users. When riding two abreast, trainees should make extra effort to communicate with following traffic and be aware when they might need to move back into single file.

Delivery guidance: This is observed throughout the session. The trainee must experience cycling ahead of and behind the instructor and should be observed communicating effectively to keep the group together.

17 Locking a bike securely (optional)

Observed demonstration: Trainees should demonstrate an understanding of safer places to lock their bike (busy, overlooked cycle parking) and the preferred type of cycle stand to use (i.e. those which allow both wheels and the frame to be secured).

They should be aware of the pros and cons of different types of lock and which parts of the bicycle to lock to the stand.

They should also demonstrate awareness of different parts of a bicycle that can be removed by thieves (saddles and wheels with quick release catches, lights and light brackets, pannier bags etc.)

Reasoning: Cycle parking in busy areas or areas overlooked by people in buildings is generally safer than more isolated cycle parking areas. Bikes that are parked overnight in a public area are particularly vulnerable to theft.

Cycle stands which allow both wheels and the frame to be secured to the stand are preferable to cycle stands which allow only one wheel to be secured. The trainee may choose to remove any parts of the bike that a thief may be able to detach easily.

Recommended locks are rigid steel locks in a D or U shape (and therefore known as D-locks or U-locks) which are generally more difficult to cut. Cable locks tend to be less strong and easier to cut. Trainees should fill the D part of a lock with as much of the cycle as possible to reduce the chance of it being smashed open.

Where a cycle parking area is poorly located in an isolated area, the trainee may choose to lock their bike to an immovable object (e.g. railings or a road sign) in a more visible area where this does not obstruct pedestrians. In such cases, the trainee should look out for any signage prohibiting cycle parking.

Delivery guidance: After discussing bike security issues described above, the instructor should ask the trainee to identify a suitable place at the destination to park their bike. The instructor should demonstrate effective locking techniques using both a U-lock / D-lock and a cable lock and the trainee should then practise.



6. Glossary

TERM	MEANING
Advanced Stop Lines	Some signal-controlled junctions have advanced stop lines to allow cycles to be positioned ahead of other traffic. Their purpose is to enable cyclists to set off ahead of motorised vehicles rather than competing with them.
Cadence	Cadence is the number of times a cyclist turns the pedals in one minute. Most cyclists will have a cadence at which they feel comfortable.
Cycle infrastructure	Highway infrastructure that is designed specifically for cyclists. Includes on road cycle paths, off-road cycle tracks, shared / segregated routes for pedestrians and cyclists and advance stop lines.
Exercise	Practice of a course outcome or outcomes in combination by trainees.
Final Check (often called a life-saver)	A final rear observation carried out immediately before making a turn.
Hazard Perception	The ability to identify hazards ahead well in advance thereby enabling the cyclist to anticipate, prepare for and reduce their risk.
Primary Position	"The primary riding position is in the centre of the leftmost moving traffic lane for the direction in which you wish to travel" (Franklin, Cyclecraft). Can also be referred to as "taking the lane".
Secondary Position	Between a half and one metre from the edge of the leftmost moving traffic lane for the direction in which you wish to travel. Not in the gutter.
Signing off	The process of an instructor judging that the trainee has achieved an outcome satisfactorily.
Trainee	The person receiving training
Training provider	The organisation that delivers training for clients. In some cases this may be an individual freelance instructor.