

# Bikeability delivery guide for instructors



Bikeability conference  
Hereford 16 May 2019

# Workshop facilitators

## Session A

- Michael Frearson
- Kieron McNab

## Session C

- David Dansky
- Gill Hale



# Table introductions

- Introduce yourself to **one** person you don't know on your table



# Workshop outcomes



1. Identify differences between the new and old Bikeability delivery guides
2. Understand the structure of the new Bikeability delivery guide
3. Prepare part of a Bikeability Level 1 course
4. Prepare part of a Bikeability Level 2 course
5. Identify challenges and solutions to using the new delivery guide
6. Provide feedback on use of the new delivery guide by end of July



# Workshop background slides



The Bikeability delivery guide is for instructors to use when

- planning Bikeability
- delivering Bikeability
- assessing Bikeability

# Planning Bikeability



- Follow the training activity sequences set out in the Guide
  - consolidate learning before moving riders onto next training activity
  - secure progress by increasing challenge as skills and confidence grow
- Prepare thoroughly before each Bikeability course starts
  - risk assess training sites and routes, plan activities with co-instructor
  - establish riders' prior cycling experience, set ground rules for course
  - confirm consent, training registers, emergency procedures
  - ensure resources needed to meet learners' needs are provided

# Delivering Bikeability



- Reinforce **core functions** and **systematic routines**
- Maximise active learning time - mostly independent riding, but also active peer observation, demonstration and feedback
- Deliver accurate demonstrations
- Provide concise, constructive feedback to enable progression
- Manage groups with positivity, purpose and pace
- Manage risk to maximise learning and rider progression
- Ensure all riders learn and progress towards cycling to the NS

# Assessing Bikeability



- Assume all riders will make some progress if given the opportunity
- Assess riders using 'I can' National Standard assessment criteria
- Probe understanding when not evident in rider performance
- Judge if rider is cycling **to** or **towards** the National Standard
- Identify '3 Cs' performance for cycling **to** the National Standard
- Record progression in summative assessment at end of module
- Agree assessment results with co-instructor/s (if present)
- Summarise results to the Cycling Skills Profile on certificates



# New Level 2 certificate (front and back)



## Congratulations

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**has completed Bikeability Level 2**

The Bikeability Level 2 course develops your skills and confidence for cycling on single-lane roads with simple junctions and mostly moderate traffic. During the training you learn how to make independent decisions and cycle safely and responsibly:

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

**Bikeability provider** .....

**Instructor** ..... **Date** .....

The cycle skills profile on the back of this certificate shows how well you have progressed towards cycling to the National Standard for cycle training.



Official cycling retail partner of Bikeability



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

## Cycle skills profile



I can:	Cycling to the National Standard	Cycling towards the National Standard
Identify and respond to hazards		
Start and stop on-road journeys		
Maintain a suitable riding position		
Comply with signals, signs and road markings		
Communicate with other road users		
Negotiate junctions		

### Instructor advice

'Cycling to the National Standard' means all aspects of this element in the National Standard have been demonstrated competently, consistently and confidently during training. See full details here:

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

Visit the **Bikeability Hub** to access learning resources and guidance, and register to receive news and special offers that will help you continue cycling to the National Standard:

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

# Outcome 1



- Identify differences between the new and old Bikeability delivery guides

# Outcome 2

- Understand the structure of the new Bikeability delivery guide





## Helmet fitting



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

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

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

### Inclusive guidance:

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

### Sample questions:

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

### Risk management:

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

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

### National Standard assessment criteria

#### I CAN:

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

#### I UNDERSTAND:

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

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

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

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

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

## Bike check



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

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

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

### Inclusive guidance:

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

### Sample questions:

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

### Risk management:

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

## 3.2.2 ACTIVITY 2.1B: START AND STOP ON-ROAD JOURNEYS

### National Standard assessment criteria

#### I CAN:

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

#### I UNDERSTAND:

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

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

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

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

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

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

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

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

### Inclusive guidance:

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

### Sample questions:

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

### Risk management:

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

## Starting a journey



# Outcome 3

- Prepare part of a Bikeability Level 1 course



## Module 1.1: Prepare myself and the cycle for a journey

### 2.2.1 Activity 1.1a: Prepare myself for a journey/

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

### 2.2.2 Activity 1.1b: Check the cycle is ready for a journey

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

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

### 2.3.1 Activity 1.2a: Set off, slow down and stop

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

### 2.3.2 Activity 1.2b: Pedal

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

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

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

# Outcome 4

- Prepare part of a Bikeability Level 2 course

## Module 2.1: Cycle safely and responsibly

### *Activities 2.1d, 2.2c, 2.3a: Negotiate junctions*

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

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

- start the journey (covered in previous training activity)
- check the road ahead and behind in the direction of intended movement while cycling towards the junction
- when the road is clear, decide when to move into or maintain the primary position well before reaching the junction
- look for other road users also approaching the junction and make eye contact if possible
- in the primary position, communicate the rider's intention to turn (if appropriate) to other road users approaching the junction (if present)
- near the junction, check for crossing pedestrians (who have priority), vehicles that may pass into the rider's intended path, and any other hazards, and adjust speed and comply with priorities as necessary
- when the junction is clear and priorities permit, maintain speed to communicate to other road users that the rider intends to proceed (if present)
- if turning, check inside just before turning (not required for passing side roads or moving straight ahead)
- maintain the primary position while riding through the junction
- once past the junction, check behind in the direction of intended movement and when clear select the most appropriate riding position for continuing the journey
- decide to stop the journey or return to the start point by foot or U turn.

### SYSTEMATIC ROUTINES INVOLVE MAKING INDEPENDENT DECISIONS ABOUT:

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

# Feedback

# Outcome 5

- Identify challenges and solutions to using the new delivery guide



# Outcome 6

- Provide feedback on use of the new delivery guide by end of July

# Contact

Michael Frearson  
[michael@bikeabilitytrust.org](mailto:michael@bikeabilitytrust.org)

The Bikeability Trust  
<http://bikeabilitytrust.org/>  
[contactus@bikeability.org.uk](mailto:contactus@bikeability.org.uk)

