BikeReady
Cycle Skills Training Guidelines
Version 8, November 2018
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Acknowledgements

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- The New Zealand Automobile Association Inc (AA)
- Accident Compensation Corporation (ACC)
- Auckland Transport
- Bigfoot Adventures
- Bike On New Zealand Charitable Trust
- BikeSchool
- Christchurch City Council
- Counties Manukau Sport
- Cycling Action Network (CAN)
- Cycling New Zealand
- Dunedin City Council
- Harbour Sport
- Health Promotion Agency (HPA)
- Ministry of Education
- Ministry of Health
- New Zealand Police
- New Zealand Transport Agency (NZTA)
- Pedal Ready
- Ride On Cycle Skills Programme, Sport Tasman
- Skills Active
- Sport Bay of Plenty
- Sport Manawatu
- Sport New Zealand
- Tauranga City Council
- Tertiary Education Commission
- Whanganui District Council
Background

Cycling, as a mode of transport, and a sport and a recreation activity, is in a period of growth. There is increasing recognition of the benefits of cycling to the transport system, as well as to health and the environment, society and economy. Investment in cycling infrastructure is already receiving substantial focus through programmes such as The New Zealand Cycle Trail and Urban Cycleways Programme (UCP), and 10-year plans to develop connected cycle networks are underway in various urban centres.

To complement the infrastructure investment, a comprehensive and proactive approach to education is being implemented to drive cycling uptake further and yield the wide range of benefits for New Zealand. The New Zealand Transport Agency (NZTA) and Accident Compensation Corporation (ACC) have invested in developing BikeReady, a national cycling education system, which incorporates cycle skills training, to make riding a bike both physically safer and perceptually more attractive.

Cyclist Skills Training A guide for the set-up and delivery of cyclist training in New Zealand, 2007 (the Guidelines) originally was developed to outline a consistent approach for delivering cycle skills training in New Zealand and the skill sets to be achieved at each grade of training. Both of these contribute to encouraging more people to ride more often.

As the Guidelines have not been updated since their formation and the Give Way rule change in March 2012, it is timely for a review to ensure that the Guidelines continue to evolve in response to changing circumstances. This review and revision followed a consultation process with delivery providers and those with an interest in cycling as a form of transport, recreation, and sport.
Introduction

WHAT DO WE MEAN BY CYCLING EDUCATION?

Cycling education is about enabling New Zealanders to have the personal competencies to experience their communities by bike and be safe road users in general. Cycling education goes beyond imparting the physical skills needed to manoeuvre a bike or negotiate traffic. It also focuses on improving people’s knowledge and attitudes towards cycling, such as developing:

- hazard perception and response skills
  - and the perspectives of other road users
- decision-making in on-road environments
  - and what it means to be a safe and responsible road user
- a wider understanding of the benefits of cycling
  - how cycling might be a feasible transport option.

These elements contribute to an integrated safe system approach for cycling that involves safe cyclists, safe roads and cycleways, safe speeds, and safe bicycles. The more traditional ‘cyclist skills training’ becomes part of a broader cycling education approach.

Although cycling promotion and cycling education activities are closely linked, cycling education will, in most cases, involve an element of personal interaction, whereby a ‘learner’ interacts with a teacher, a cycle skills instructor, a community mentor, or a website to influence their knowledge, skills, attitudes, and behaviours.

As a part of a wider cycling education system, the vision for cycling education is:

*New Zealanders with the competencies to be responsible, safer citizens ON and AROUND bikes.*

The Guidelines address cycle skills training delivery with the aim of improving the safety and enjoyment of people on bikes on and around New Zealand roads. The Guidelines are a syllabus that describes the competencies and outcomes required to ride confidently on the road, and they cater for a range of trainees to suit both school and adult training environments.

RESOURCES

Resources that support the guideline include:

- BikeReady Cycle Skills Training Instructor’s Manual
- New Zealand code for cyclists.

BikeReady Cycle Skills Training Instructor’s Manual

BikeReady deals with the underlying competencies, outcomes, and technical administration of cycle training. It has developed an instructor’s manual for cycle skills training. The manual provides guidance for instructors on how to deliver training for all of the Guidelines’ observable outcomes and competencies for complete beginner cyclists through to Grade 3, advanced skills cyclists.

The official New Zealand code for cyclists (currently under review)

The official New Zealand code for cyclists can be downloaded free from the BikeReady website at [www.nzta.govt.nz/resources/roadcode/cyclist-code/](http://www.nzta.govt.nz/resources/roadcode/cyclist-code/)

Like the road code for motorists (also available online), the code for cyclists is a user-friendly guide to New Zealand’s traffic law as it relates to cyclists. It also includes lots of useful information on safe cycling practices. The code will be particularly useful for people who are just learning about cycling on the road or those teaching...
someone else to ride. The NZTA is also encouraging more experienced cyclists to take advantage of the new resource to brush up on their knowledge of the road rules and safe cycling practices.

Training information for the different grades of learning (Grades 1–3) is available via the BikeReady website: https://www.bikeready.govt.nz/instructors/

WHO ARE THESE GUIDELINES FOR?

The Guidelines are for delivery providers, coordinators, instructors, and anyone involved with, or responsible for, delivering cycle skills training in New Zealand, mainly through local government and New Zealand Police (Police), sports trusts, and commercial/independent providers.

PURPOSE OF THE GUIDELINES

The Guidelines aim to help trainers provide quality cycle skills training experiences that maximise learning and safety and meet good practice guidelines. They have a three-fold purpose:

1. Provide a set of standards and principles to support consistent quality delivery of cycle skills training in New Zealand.
2. Outline the observable outcomes and competencies to be delivered in each grade of training.
3. Support the development of responsible, thinking cyclists.

The Guidelines have been divided into five sections:

1. Principles and requirements
2. Complete beginner – Training takes place in an environment with lots of space, like a school court or a parking lot. Complete beginners work on gaining balance; starting, stopping, and riding along; and steering. On completion, complete beginners will be able to ride along independently for approximately 25 metres.
3. Grade 1 – Training takes place in an environment away from cars or traffic, usually in a playground or school court. On completion, the trainee will have good bike control; will understand basic bike mechanics (where to find the problems) and helmet check and fit; and will know how what they wear can affect their cycling experience. Additionally, they begin to develop an attitude of cooperating with others cycling around them.
4. Grade 2 – Training takes place on local quiet roads, giving trainees a real cycling experience that equips them with skills to deal with traffic on short journeys on local roads, such as cycling to school, work, or the local shops. At the end of this training, a trainee will be able to share the road by understanding road position and how to see and be seen, communicate, and cooperate with other road users.
5. Grade 3 – This training takes place on more complex and busy roads. At the end of Grade 3 training, a trainee will have learnt advanced road positioning and have developed a strong and assertive riding style. They will be able to flow with the traffic, have excellent awareness of potential hazards and be able to manage risk. They will be confident to ride anywhere.
Good practice principles for cycle skills training delivery

**Te Tiriti o Waitangi**

Training sessions are planned and delivered mindful of Te Tiriti principles of participation, protection, and partnership. This means that Māori language and tikanga are respected and valued, and when sessions are delivered in a Māori context, Māori will be involved in delivery planning.

**Realistic**

Grade 2 and 3 training sessions are conducted in on-road environments suited to those grades.

**Inclusive**

Cycling can have value for anyone who chooses to do it, in any capacity. All people who express a desire to take part in cycle skills training will be supported to participate.

**Positive**

Training sessions are delivered to the Guideline standards, in a respectful and professional manner, with risks appropriately managed, to ensure a positive experience.

**Progressive**

Easier outcomes in less complex environments are completed first, and the trainees progress once they are assessed as being ready to move forward.

**Participant led**

Training sessions are paced to suit the trainees’ level of comfort and ability – they are tailored to the particular needs and concerns of each trainee.

**Life skill**

Cycling is a life skill. Cycle skills training enhances trainees’ travel choices, supports them to ride to their full potential, and is part of a larger national system that aims to reduce risk and increase the uptake of cycling.

**Empowering**

Cycle skills trainees are supported to develop their competence and confidence to make independent decisions in practical environments.

**Competency driven**

Cycle skills training sessions are competency focused and involve on-going assessment of trainees.
Summary of observable outcomes and competencies

Cycling education is about enabling New Zealanders to have the personal competencies to experience their communities by bike and be safe road users in general.

The sections below describe the desired competencies for the three grades of training, as well as for complete beginner. The competencies incorporate the knowledge, skills, and attitudes that trainees need to control their bikes and use them safely in a variety of off- and on-road environments.

Each grade includes a list of observable outcomes developed to guide how the competencies can be introduced, developed, progressed, and assessed.

**COMPLETE BEGINNER**

Competencies

Complete beginners focus on gaining the physical skills to:

- balance
- start/stop
- pedal along.

<table>
<thead>
<tr>
<th>Observable outcomes: “Trainees can ...”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. get on and off the bike without help</td>
</tr>
<tr>
<td>2. stride and glide or scoot along</td>
</tr>
<tr>
<td>3. stop by using both brakes</td>
</tr>
<tr>
<td>4. steer the bike and make gentle turns</td>
</tr>
<tr>
<td>5. start off and pedal</td>
</tr>
</tbody>
</table>

Trainees who can ride approximately 25 metres and make gentle turns are ready to take part in Grade 1 training.

**GRADE 1: BEGINNER**

Competencies

Grade 1 trainees develop balance and bike control skills for:

- starting/stopping and steering
- riding with one hand to signal
- looking all around (including behind).

They begin to build their knowledge of:

- what makes a safe bike and cycle helmet
- the legal requirements for cycling on-road
- bike control skills and observation techniques.
Additionally, they begin to develop an **attitude** of cooperating with others who are cycling around them.

Through these competencies they gain the confidence to ride more often.

<table>
<thead>
<tr>
<th>Observable outcomes: “Trainees can ...”</th>
<th>Competency details: “Trainees know ...”</th>
</tr>
</thead>
<tbody>
<tr>
<td>• carry out a simple helmet check/fit:</td>
<td>• what the law and research say about wearing a helmet</td>
</tr>
<tr>
<td>o inspection</td>
<td>• that if their helmet is cracked, it is no longer safe to use</td>
</tr>
<tr>
<td>o fitting</td>
<td>• what the safety standards sticker means on their helmet</td>
</tr>
<tr>
<td></td>
<td>• that all parts of their helmet should be in good working order</td>
</tr>
<tr>
<td></td>
<td>• what a correct helmet fit is</td>
</tr>
<tr>
<td>• carry out a simple bike check</td>
<td>• how to identify simple issues with their bike and make sure it is safe to ride</td>
</tr>
<tr>
<td>e.g., ABCD quick check or M-Check</td>
<td>• how clothing and accessories may help make them more visible to other road users</td>
</tr>
<tr>
<td>(adults)</td>
<td>• how some clothing may interfere with the moving parts of their bike (shoe laces, trouser legs, scarves, jumpers)</td>
</tr>
<tr>
<td></td>
<td>• what the compulsory equipment (legal requirements) for cycles are when cycling on the road</td>
</tr>
<tr>
<td>• get on and off their bike without help</td>
<td>• why applying the brakes is necessary before getting on/off their bike</td>
</tr>
<tr>
<td></td>
<td>• the advantage of getting on/off their bike from the left side</td>
</tr>
<tr>
<td>• start off and pedal without help</td>
<td>• why the pedal ready position is the best for starting</td>
</tr>
<tr>
<td></td>
<td>• where and when to look for hazards before starting off</td>
</tr>
<tr>
<td>• use both brakes to stop</td>
<td>• that using both brakes to slow yourself and then stop is the quickest way to stop</td>
</tr>
<tr>
<td>o have both hands ready on the brakes when they are riding along</td>
<td>• which hand works which brake and the wheel that brake controls</td>
</tr>
<tr>
<td></td>
<td>• that they can control their brakes with their hands and sometimes with their feet</td>
</tr>
<tr>
<td>• steer their bike and manoeuvre safely to avoid objects</td>
<td>• to look in the direction that they want to go</td>
</tr>
<tr>
<td></td>
<td>• that looking ahead can help them make gentle turns</td>
</tr>
<tr>
<td>• use the gears (where appropriate)</td>
<td>• how gears can help them pedal steadily at different speeds and up and down inclines</td>
</tr>
<tr>
<td></td>
<td>• which gears are at the front and which are at the back</td>
</tr>
<tr>
<td></td>
<td>• where the gear levers are and how to change them</td>
</tr>
<tr>
<td>• look all around, including behind, without losing control</td>
<td>• that they need to be aware of what is going on around them, including behind them</td>
</tr>
<tr>
<td>o look over their shoulder (right and left) without losing control</td>
<td>• why they need to look over their shoulder/s and what they are looking for</td>
</tr>
</tbody>
</table>
Trainees who can consistently demonstrate the Grade 1 observable outcomes can control their bikes in traffic-free environments and may be ready for Grade 2 training. Trainees who cannot yet consistently demonstrate the Grade 1 observable outcomes will require more practise, support, or further training.

**GRADE 2: INTERMEDIATE**

**Competencies**

Grade 2 trainees gain the **knowledge** of:
- observation techniques and hazard awareness for cycling on-road
- defensive cycling strategies
- some of the road rules
- how to cycle on the road, including the importance of cycling in the appropriate lane position (to ‘see and be seen’) for a variety of simple traffic situations.

Additionally, they:
- refine their bike handling **skills** to be able to ‘look, signal, look again, move’ when turning
- develop positive road sharing behaviours and **attitudes** to other road users.

Through these competencies, they gain the confidence to use bikes on quiet local roads.

<table>
<thead>
<tr>
<th>Observable outcomes: “Trainees can ...”</th>
<th>Competency details: “Trainees know ...”</th>
</tr>
</thead>
<tbody>
<tr>
<td>• do all the Grade 1 outcomes</td>
<td>• that being able to handle their bike skillfully is key to learning how to ride on the road</td>
</tr>
<tr>
<td>• identify some road rules and road signs</td>
<td>• the meaning of, and how to respond to, mandatory traffic signs, like STOP and GIVE WAY</td>
</tr>
<tr>
<td>• start from the side of the road (the kerb)</td>
<td>• the meaning of, and how to respond to, the Give Way rule</td>
</tr>
<tr>
<td>• stop at the side of the road (the kerb)</td>
<td>• the importance of starting in a position where they can see and be seen by other road users</td>
</tr>
<tr>
<td></td>
<td>• the sequence of look, signal, look again, move</td>
</tr>
<tr>
<td></td>
<td>• who has right of way – who gets to go first</td>
</tr>
<tr>
<td></td>
<td>• to look for hazards when preparing to stop</td>
</tr>
<tr>
<td></td>
<td>• the sequence of look, signal, look again, move</td>
</tr>
<tr>
<td></td>
<td>• to ride at such a speed that they can always stop with control</td>
</tr>
</tbody>
</table>
- **ride along the road**
  - the concept of riding in different positions on the road, and when to use the different positions:
    - just riding along
    - taking the lane
  - to continue to look for hazards in front, behind, and all around
  - to look for drivers ahead of them who may cross their path as they look to turn into or out of driveways and side roads
  - how to change position on the road, using a systematic sequence:
    - look behind for following vehicles
    - signal intentions to other road users, if necessary
    - choose a suitable riding position
    - prioritise who goes first
  - the importance of having both hands ready on the brakes when changing position on the road
  - who has right of way as they ride along the road

- **pass a parked or slower moving vehicle**
  - why they need to check into the parked vehicles for drivers who may open doors or pull out to drive off
  - the importance of riding in a position that allows them to see clearly past any vehicle directly in front of them
  - the importance of riding a door and a bit more away from parked vehicles
  - understanding where to wait if they need to give way to oncoming traffic

- **pass a side road**
  - the importance of riding in a position where they can see, and be seen by, other road users
  - how to position themselves to maximise visibility to other road users

- **turn left:**
  - from a main road to a side road
  - from a side road to a main road
  - how to negotiate intersections and crossings using a systematic sequence:
    - look behind for following vehicles
    - signal intentions to other road users
    - choose a suitable riding position
    - prioritise who goes first
  - the priorities and rules that apply to intersections, roundabouts, and crossings in the official New Zealand code for cyclists
  - how different vehicles negotiate intersections and how this may affect their own safety, especially large trucks

- **turn right:**
  - from a side road to a main road
  - from a main road to a side road
  - how to negotiate more complex turns at intersections, roundabouts, and crossings using a systematic sequence

- **travel straight through controlled and uncontrolled intersections**
  - where and when to look for hazards when travelling straight through at controlled/uncontrolled intersections, such as crossroads
- understand hazard identification in Grade 2 environments – paying attention to driver blind spots and riding near large vehicles like trucks and buses

- their options for dealing with large vehicles that are travelling nearby

- how to position themselves around large vehicles to maximise visibility to other road users

- the ‘stay back, stay safe’ principle when riding near large vehicles

Optional observable outcomes: “Trainees can ...”

- demonstrate correct use of cycling infrastructure

- use single-lane roundabouts

- ride in bus lanes but not in ‘Bus Only’ lanes
  - follow the traffic signals for bus lanes, including the advance ‘B’ light

- ride in cycle lanes if the lanes are a safe width and quality

- use shared paths
  - ride defensively and at a speed that does not put others at risk

- respond to traffic signals at controlled intersections – including bike signals

Competency details: “Trainees know ...”

- where/when cycle infrastructure can help a journey

- how to negotiate roundabouts, using a systematic routine

- where and when to look for hazards when negotiating roundabouts

- how to position themselves to maximise visibility to other road users

- priorities and rules that apply to roundabouts in the official New Zealand code for cyclists

- how different vehicles negotiate roundabouts, and how this may affect their own safety

- that other vehicles can share bus lanes, too

- buses’ blind spots

- the ‘stay back, stay safe’ principle when cycling near to large vehicles, like buses

- not to ride up the left side of a bus

- how to make themselves visible to bus drivers

- not to pass a bus on the right if the bus’s indicators are flashing

- not to use cycle lanes if they are too narrow and put them too close to parked vehicles

- not to use cycle lanes if the surface is poor

- that shared paths are off-road routes designed to be shared by pedestrian, cyclists, and other users

- to keep left on a shared path

- to let others know they are there by politely calling out or ringing a bell (when approaching from behind)

- to pass on the right, when possible, and if not possible, then pass in the safest way

- to look out for vehicles moving in and out of driveways

- to be careful at intersections and give way to motor vehicles if necessary

- respond to traffic signals at controlled intersections – including bike signals

- what traffic signals mean

- they must obey all traffic signals

- to carry out the same observations and signalling as necessary for an ordinary intersection

- where and when to look for hazards when approaching an intersection that has traffic signals
Trainees who can consistently demonstrate the Grade 2 competencies can make journeys on quiet roads and may be ready to cycle on more complex roads. Trainees who cannot yet consistently demonstrate the Grade 2 competencies require support or further training.

**GRADE 3: ADVANCED**

**Competencies**

Grade 3 trainees extend their:

- bike handling skills to manage hazardous road surfaces.

In addition, they learn advanced lane positioning skills for navigating multi-lane roads.

They also continue to:

- further progress hazard awareness and safe cycling strategies to negotiate complex road environments
- develop their positive road sharing behaviours and cooperative attitudes to other road users.

Through these competencies, they gain the confidence to use bikes in more complex road environments.

<table>
<thead>
<tr>
<th>Observable outcomes: “Trainees can ...”</th>
<th>Competency details: “Trainees know ...”</th>
</tr>
</thead>
<tbody>
<tr>
<td>• do all the Grade 2 outcomes with ease:</td>
<td>• defensive cycling strategies</td>
</tr>
<tr>
<td>o apply observation techniques and hazard</td>
<td>• the road rules and how those rules apply to</td>
</tr>
<tr>
<td>awareness for riding on-road</td>
<td>their situation</td>
</tr>
<tr>
<td>o ride in the appropriate lane position (to</td>
<td>• how to negotiate multi-lane roundabouts using</td>
</tr>
<tr>
<td>see and be seen) for a variety of simple</td>
<td>a systematic sequence:</td>
</tr>
<tr>
<td>traffic situations</td>
<td>o look behind for following vehicles</td>
</tr>
<tr>
<td></td>
<td>o signal intentions to other road users, if</td>
</tr>
<tr>
<td></td>
<td>necessary</td>
</tr>
<tr>
<td></td>
<td>o choose a suitable riding position</td>
</tr>
<tr>
<td></td>
<td>o prioritise who goes first</td>
</tr>
<tr>
<td>• negotiate multi-lane roundabouts</td>
<td>• where and when to look for hazards when</td>
</tr>
<tr>
<td></td>
<td>turning or travelling straight through at</td>
</tr>
<tr>
<td></td>
<td>roundabouts</td>
</tr>
<tr>
<td></td>
<td>• how different vehicles negotiate roundabouts</td>
</tr>
<tr>
<td></td>
<td>and how this may affect their own safety</td>
</tr>
<tr>
<td>• negotiate multi-lane roads</td>
<td>• how to negotiate multi-lane roads, using a</td>
</tr>
<tr>
<td>o choose their direction of travel before</td>
<td>systematic sequence</td>
</tr>
<tr>
<td>they reach an intersection</td>
<td>• where and when to look for hazards when</td>
</tr>
<tr>
<td></td>
<td>changing lanes or travelling on a multi-lane</td>
</tr>
<tr>
<td></td>
<td>road</td>
</tr>
<tr>
<td></td>
<td>• how different vehicles negotiate lane changes,</td>
</tr>
<tr>
<td></td>
<td>and how this may affect their own safety</td>
</tr>
</tbody>
</table>
- pass slow-moving vehicles
  - where and how to filter past slower-moving vehicles in a traffic stream
  - how to change position on the road, using a systematic sequence
  - why they should have both hands ready on the brakes when changing position on the road

- pass stationary queuing traffic (filtering)
  - make progress in the traffic stream, including overtaking and filtering if necessary
  - monitor and manage their own reactions to other road users.
  - the importance of making eye contact with other road users when passing and filtering
  - where and how to filter past stationary vehicles in a traffic stream
  - the particular hazards associated with filtering, such as:
    - other road users not expecting them to be positioned between lines of stationary vehicles
    - vehicles obstructing the view of intersections and pedestrian crossings
  - to be aware of and anticipate the likely actions of other road users
  - to give other road users enough time and space to perform manoeuvres

- react to hazardous road surfaces
  - continually scan the road space close to their cycle and into the distance
  - anticipate possible hazards and prepare to respond to them
  - judge the significance of possible hazards and prioritise their response
  - respond to hazards effectively
  - how certain road conditions might cause them to lose control, such as:
    - oil or gravel on the road
    - metal or painted surfaces
    - ice and kerb edges

- ride in rural, and possibly high-speed, environments
  - Where on the road I ride in the rural environment will depend on the width of the lanes and sight lines
  - When/if riding along narrow bends on local country roads I should:
    - ride out slightly more from the edge line to increase my visibility to oncoming traffic and those following behind
    - listen for other vehicles
    - be sure to return to the left side of the road when the road widens.
  - the importance of safety and the need to wear high-visibility clothing.

Trainees who can consistently demonstrate the Grade 3 competencies are able to ride with confidence on any roads where cycling is allowed.
Minimum duration/maximum ratios

There is a set of minimum requirements for structuring training courses. The recommended best practice for ratios and delivery can be found in the instructor’s manual. The limits given below are the boundaries of acceptable practice but will only be appropriate practice in a small and limited number of instances – the limits below are NOT RECOMMENDED BEST PRACTICE.

Course duration and ratios for each training grade

<table>
<thead>
<tr>
<th>Trainee group</th>
<th>Trainees – instructor maximum ratios</th>
<th>Minimum duration of each session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Children – 12 yrs</td>
</tr>
<tr>
<td>Complete beginner</td>
<td>4:1</td>
<td>As needed</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Theory: 30:1 Practical: 15:1</td>
<td>2 hours</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Theory: 30:1 Practical: 6:1</td>
<td>2 hours</td>
</tr>
<tr>
<td>Grade 3</td>
<td>3:1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

The guidelines regarding ratios and minimum durations of sessions are the minimum expected delivery standards for courses. The ratios in the above table may need to be altered, depending on the training environment and the trainee capabilities for particular cases.

Many working practices do not allow single instructors to work alone with groups, and therefore the ratios may be multiplied to achieve the correct training group size (e.g., 1:6 may be multiplied by 2 to 2:12).

For Grade 1 and 2 courses, the maximum ratio of unqualified assistant instructors to qualified instructors is 2:1.

For Grade 1, this means for a group of 30 students, you would need to have at least one qualified instructor delivering the training, and can have one unqualified assistant instructor to make up the 15:1 ratio for the practical session.

For Grade 2, where students are in a group of 6 with one instructor, that instructor must be qualified (i.e. an unqualified assistant instructor cannot take a group of 6 by themselves). Where students are in a group of 12 students with two instructors, one instructor must be qualified and can have one unqualified assistant instructor to make up the 2:12 ratio.

Please note that the ratios are based on number of trainees to instructors, where qualified instructors are defined as instructors who hold the Skills Active qualification for the grade they are teaching. Unqualified assistant instructors are defined as instructors who have received training and are working (or volunteering) as an instructor but may not yet be qualified. Teacher or parent helpers do not count towards the ratios as they are not trained as cycle skills instructors.
Additional considerations

AGE OF TRAINEES
Cycle skills training courses are open to children and adult trainees. However, there are some age considerations when training children. One of the key aims in offering training is to equip children with the safe cycling skills to enable them to make small journeys by bicycle. The Police and NZTA recommend that children under 10 years old cycle on the road only when accompanied by a competent adult rider. However, this is only a recommended age. Children cannot be expected to suddenly become ‘safe’ and ‘responsible’ road users the moment they turn 10, and the appropriate age for venturing onto the road will depend on the individual circumstances, including the competency of the cyclist, their road rule knowledge (including their understanding of the official New Zealand code for cyclist, [www.nzta.govt.nz/resources/roadcode/index.html](http://www.nzta.govt.nz/resources/roadcode/index.html)), and the traffic environment. Therefore, it is important that the training process continually extends a child’s knowledge and skills and influences their attitude. See the appendices for a cyclist skills matrix that indicates the skills that are appropriate to each age group.

CYCLE SKILLS TRAINING IN SCHOOLS
The school principal (or their delegate) is ultimately responsible for the safety of all students while they are at school. Delivery providers and instructors must comply with the school’s policies.

Education outside the classroom (EOTC) guidelines 2016 state that when schools engage an outside provider, they should clarify in writing the provider’s roles and responsibilities. Providers should communicate with schools about their expectations and know who the school’s person in charge will be, the principal, or their delegate, for the cycling activity.

CULTURAL DIFFERENCES
Trainees may also have a variety of language and cultural needs, such as wearing special garments for religious purposes (e.g., hijab or turbans) or limitations with English as a second language. The instructor should consider how to accommodate these before training starts. Information about cultural requirements can be requested on a consent or registration form. The NZTA can grant an exemption from the requirement to wear a helmet on the grounds of religious belief or physical disability or other reasonable grounds, but the trainee would be required to provide proof of this need.

HEALTH AND BEHAVIOURAL NEEDS
Wherever possible, all people should be given an opportunity to participate in cycle skills training, including those who experience disability or have health and/or behavioural needs. Instructors should seek appropriate information on the abilities of the trainees so that they can tailor the training to each trainee’s particular needs. Some of the more common examples of medical conditions that instructors need to be aware of include: Asperger Syndrome, attention deficit (hyperactive) disorders (ADD/ADHD), autism spectrum disorder (ASD), asthma, allergies, hearing impairment, and diabetes. Information about any disability, health and learning needs, or medical conditions can be gained through a consent or registration form (see resources at [www.bikeready.govt.nz](http://www.bikeready.govt.nz)).

If working with school children, instructors should also meet with the teacher and discuss any special requirements before beginning the training. The Halberg Disability Sport Foundation has disability sport advisers who can provide information on how to involve children who experience physical disability: [www.halbergallsports.co.nz/contact-us/](http://www.halbergallsports.co.nz/contact-us/)

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HEALTH AND SAFETY

Sound health and safety practices will minimise the risks involved in any cycle skills instruction and must be in place before any instruction delivery. Health and safety practices protect against harm to health, safety, or welfare and provide a framework for continuous improvement. All delivery must comply with the Health and Safety at Work Act 2015. Additionally, a policy that addresses vulnerable adults and children should be prepared and worker safety checks performed in accordance with the Vulnerable Children Act 2014.

When undertaking cycle skills training, the safety and well-being of instructors, trainees, and others is of primary importance. At a minimum, cycle skills training providers must have documented procedures for the following:

- Consent for children and vulnerable adults to take part in the training
- A process for managing complaints
- A policy that addresses the needs of vulnerable children and adults
- A management plan for health and safety, including:
  - emergency procedures
  - an incident reporting form
  - a risk assessment process for each grade
  - site-specific risk assessments for each training location.
Appendix:

Recommended appropriate age groups for the different levels of cycle skills training

Ages 5 and 6
Basic skills and knowledge are required in young children who are looking to ride a bike for the first time. Children are riding and playing on either three-wheeler or two-wheeler bikes.

Ages 7 and 8
At ages 7 and 8, children may be riding two-wheeled bikes. It is important that the level of motor skills is such that the child easily achieves balance and control. It is also appropriate that they are aware of the need to ride a bike that is in a safe condition and for them to wear correctly fitted helmets. At age 8, though they are still learning through playing and games, they can be asked to consider their responsibilities when riding a bike.

Ages 9 and 10
At ages 9 and 10, children should be taking a more responsible approach to cycling. The New Zealand Police and the New Zealand Transport Agency (NZTA) recommend that children under 10 years old cycle on the road only when accompanied by a competent adult rider. This age is only a recommendation and the appropriate age will depend on the individual circumstances, relating to the skill of the cyclist, their road rule knowledge and the traffic environment. However, children cannot be expected to suddenly become ‘safe’ and ‘responsible’ road cyclists when they turn 10. It is therefore important that skills and knowledge development is seen as a continuous process, extending the child’s knowledge and skills and influencing their attitudes.

Ages 11 and 12
Around 11–12 years, children are generally better able to assess traffic situations, i.e., speed, direction, and distance and, at the same time, recognise what is required of them by way of signalling, lane positioning, and application of road rules. However, there are inherent dangers in assuming this to be the case for all. Children who have progressed through a series of cycle skills training modules, at different stages of their development (as described in the matrix below) could be expected to be more skilled cyclists than those who have not taken part in any training.

By extending knowledge and training to include the more advanced skills of, say, hazard recognition and avoidance, it is hoped that children will accelerate their experiences in a safe manner.
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