



BikeReady cycle skills training guidelines

Version 9
April 2021

BikeReady

 WAKA KOTAHI
NZ TRANSPORT
AGENCY



New Zealand Government

Skills and experience to bike for life
bikeready.govt.nz

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Background

Waka Kotahi NZ Transport Agency is focused on providing an integrated transport system that helps people get the most out of life, by whichever way they choose to get around – whether it's by bike, by car, by public transport, or on foot.

Waka Kotahi invests in walking and cycling infrastructure via the National Land Transport Fund to support vibrant communities which everyone can access, as well as providing travel choices that are good for our health and take care of the planet.

There is a growing number of people cycling, including a surge in e-bike riders, on our urban networks. As we improve the environment for people on bikes and as more people start to cycle, we need to make sure they have the skills, experience and confidence required to enjoy the ride.

The original guidelines, *Cyclist skills training: a guide for the set-up and delivery of cyclist training in New Zealand*, 2007 (the guidelines) 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.

The national cycling education system, BikeReady, was launched in November 2018. Waka Kotahi and the Accident Compensation Corporation (ACC) worked collaboratively with local government, a range of government partners, communities and cycling stakeholders to develop BikeReady.

The guidelines were updated in 2018 with the launch of BikeReady. This updated version reflects the learnings gathered and evolution of BikeReady through the implementation phase 2018-21.

Introduction

About BikeReady

BikeReady has been designed to increase the reach, quality, depth and consistency of cycling education in New Zealand. The BikeReady vision is:

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

BikeReady is based on giving people the competencies they need at the right time in their life – from learning bike handling skills in primary school through to learning road rules, and how to ride on the road when they are ready. Cycling education goes beyond 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 awareness 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 – and how cycling might be a practicable transport option.

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.

Who are these guidelines for?

These guidelines are for anyone involved with, or responsible for, delivering cycle skills training in New Zealand, mainly through local government, sports trusts, commercial/independent providers and New Zealand Police.

Purpose of the guidelines

The guidelines aim to help cycle skills training providers to deliver quality cycle skills training experiences that maximise learning and safety. 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 teaching points to be delivered in each grade of training.
3. Support the development of responsible, thinking cyclists.

Resources

These guidelines are supported by the following resources:

BikeReady cycle skills training instructor’s manual

The instructor’s manual is an easy guide for delivering a cycle skills training session that complies with guidelines.

The manual is laid out with a chapter for each grade of training, including the observable outcomes, key good practice teaching points, delivery options and assessment criteria. The manual covers complete beginner, grade 1 and grade 2 and is designed for people working as cycle skills instructors.

The New Zealand code for cycling

The code for cycling complements the road code – it's a plain language guide to New Zealand's traffic law with a focus on the right thing to do when riding a bike. The code explains cycling-related rules in plain English and is for people riding bikes, people teaching others how to ride on the road and anyone who wants to understand what to expect from people riding bikes. The PDF version of the code is available in English and Te Reo Māori.

The code can be downloaded from www.nzta.govt.nz/roadcode/code-for-cycling/

BikeReady training provider hub

The training provider hub on the BikeReady website includes a number of templates, videos, resources and guidance documents to support delivery of cycle skills training that complies with guidelines.

www.bikeready.govt.nz/instructors/training-provider-hub/

BikeReady national instructor training course

The BikeReady national instructor training course upskills instructors on current good practice for cycle skills training that complies with guidelines. The course is designed for people who are working, or will be working, as cycle skills instructors. It covers the BikeReady observable outcomes and good practice teaching techniques for complete beginner, grade 1 and grade 2.

Good practice principles for cycle skills training delivery

Respectful

We are respectful of the trainees and the BikeReady standards and good practice.

Realistic

We provide realistic learning opportunities and environments.

Responsive

We are responsive to trainee competency and learning styles.

Summary of observable outcomes and teaching points for each grade of training

Each grade of training has a set of observable outcomes and teaching points. The outcomes are set out in a logical order from easiest to most complex and **must be taught sequentially** (where numbered). This ensures that training occurs in a safe order that reduces risk for both the trainee and the instructor.

The sections below introduce each grade of training and describe the outcomes and teaching points.

COMPLETE BEGINNER

| | |
|------------------------------------|---|
| OVERVIEW | Training takes place in an environment away from traffic, usually in a school playground or court and is designed to get the trainee balancing on a bike and starting to pedal. A complete beginner session covers getting on and off a bike and balancing through scooting or gliding. |
| REQUIRED KNOWLEDGE | Nil |
| SESSION LENGTH | As needed |
| TRAINEE TO INSTRUCTOR RATIO | 4:1 |
| AGE GROUP | Any |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|---|--|---|
| 1 | get on and off a bike without help | <ul style="list-style-type: none"> to apply the brakes when getting on and off their bike to lean the bike towards them |
| 2 | stride and glide or scoot along | <ul style="list-style-type: none"> to stay seated with feet on the ground to use their feet to propel the bike forward |
| 3 | stop by using both brakes | <ul style="list-style-type: none"> to use both brakes evenly |
| 4 | steer the bike and make gentle turns | <ul style="list-style-type: none"> to keep their eyes up and looking ahead |
| 5 | start off and pedal | <ul style="list-style-type: none"> to push down with their foot to move off |

GRADE 1

| | |
|------------------------------------|---|
| OVERVIEW | Training takes place in an environment away from traffic, usually in a school playground or court and is designed to encourage and develop basic bike control skills. A grade 1 session covers how to check and fit a helmet, how to do a basic bike safety check, and bike control skills. |
| REQUIRED KNOWLEDGE | Ride 25 metres Trainees who can ride 25 metres and make gentle turns are ready to take part in grade 1 training. |
| SESSION LENGTH | 2 to 3 hours Three hours should be enough time for children who have ridden before. Suggested to take a short break at 1 to 1.5 hours or split session over two days. |
| TRAINEE TO INSTRUCTOR RATIO | 30:1 theory, 15:1 practical |
| YEAR LEVEL / AGE GROUP | Year 4+ |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|---|---|--|
| 1 | carry out a simple helmet check and fit | <ul style="list-style-type: none"> wearing a helmet is a legal requirement in New Zealand if a helmet is damaged, it is no longer safe to use what the safety standards sticker means on a helmet all parts of a helmet should be in good working order how to correctly fit a helmet |
| 2 | carry out a simple bike check | <ul style="list-style-type: none"> to check their bike before every ride – tyres, brakes, wheels, steering, chain and quick release levers they should get help if they find anything wrong their bike needs to be set up to fit them |
| 3 | check other equipment, clothing, and gear | <ul style="list-style-type: none"> there are some legal requirements (i.e. compulsory equipment) that they must always have when riding there is optional equipment that may make riding more comfortable the appropriate clothing and gear for riding a bike, and what to avoid |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|---|---|--|
| 4 | get on and off a bike without help | <ul style="list-style-type: none"> to get on and off their bike from the left side to use the brakes while getting on and off to hold their bike steady |
| 5 | start off and pedal without help | <ul style="list-style-type: none"> to keep both brakes on until ready to go the pedal ready position and why the pedal ready position is the best for starting how to use their right foot to adjust the pedal into the correct position to push down with their right foot to move off to pedal with the balls of their feet to keep eyes up and look ahead |
| 6 | use both brakes to stop and cover brakes while riding | <ul style="list-style-type: none"> which brake controls the front wheel and which brake controls the back wheel what happens when only the front brake is applied and what happens when only the back brake is applied, i.e. understand that using both brakes together is the most effective way of stopping that some bikes have back pedal brakes to have fingers covering the brakes when riding along to come to a complete stop before they put their foot down |
| 7 | steer and manoeuvre safely to avoid objects | <ul style="list-style-type: none"> to keep their head and eyes up to look in the direction they need to go to use both brakes for slowing down |
| 8 | use gears (where appropriate) | <ul style="list-style-type: none"> what gears are for, where the gear cogs are, and where the gear levers are when they might need to change gears how to use their gear levers to change gears to keep pedalling when changing gears (unless on an internal hub bike) that the higher the gear number, the harder the gear (optional) how to avoid chain crossover (optional) |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|----|---|--|
| 9 | look all around, including behind, without losing control | <ul style="list-style-type: none"> • that they need to be aware of what is going on around them, including behind them • why they need to look over their right shoulder • why they need to look over their left shoulder |
| 10 | signal – left, right, and stop | <ul style="list-style-type: none"> • how we let other road users know what we are going to do • what the signals are for people riding bikes • how long to signal • when it is appropriate to signal • to put their hands back on their handlebars before turning or stopping |
| 11 | stop quickly with control | <ul style="list-style-type: none"> • why they might need to stop quickly • to use both brakes • to shift body weight back • to brace arms • to have pedals horizontal for balance |

GRADE 2

| | |
|------------------------------------|---|
| OVERVIEW | <p>Training takes place on quiet local roads and is designed to give trainees real cycling experience to build skills and confidence for making short journeys on local roads. A grade 2 session covers how to see and be seen, communication, road positioning and cooperating with other people on the road.</p> <p>It should be emphasised that becoming a proficient rider is an ongoing process. Trainees are encouraged to continue to practice and develop their skills with an experienced rider after the session.</p> |
| REQUIRED KNOWLEDGE | <p>Competent in grade 1 outcomes</p> <p>Trainees should only progress to grade 2 when they can consistently demonstrate the grade 1 observable outcomes. Key competencies include steering, signalling (e.g. being able to ride with one hand), being able to look behind and controlled braking.</p> |
| SESSION LENGTH | <p>2 to 6 hours</p> <p>Minimum 2 hours – best practice 6 hours.</p> |
| TRAINEE TO INSTRUCTOR RATIO | <p>30:1 theory, 6:1 practical</p> <p>Ratios may be doubled, e.g. 1:6 may be 2:12.</p> |
| AGE GROUP | <p>Year 6+</p> <p>Even if trainees are in year 6, grade 2 training must always begin with an assessment of competency to ensure that trainees are ready for on-road training.</p> |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|---|--|---|
| A | <p>do all the grade 1 outcomes</p> <p><i>this outcome must be completed at the beginning of the session</i></p> | <ul style="list-style-type: none"> the importance of being able to handle their bike competently before learning to ride on the road |
| B | <p>identify some road rules and signs</p> <p><i>this outcome can be introduced after outcome A, but should continue to be taught throughout the session during outcomes 1 – 10, and for optional outcomes</i></p> | <ul style="list-style-type: none"> how to recognise stop and give way intersections by observing colour of lines, shape and colour of signs, words on the road the meaning of compulsory signs such as give way and stop and how they need to respond the give way rules, e.g. who goes first in different situations, including at uncontrolled intersections |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|---|---|--|
| C | <p>understand hazard awareness including around heavy vehicles</p> <p><i>this outcome can be introduced after outcome A, but should continue to be taught throughout the session during outcomes 1 – 10, and for optional outcomes</i></p> | <ul style="list-style-type: none"> the importance of being aware of other road users around them and making eye contact to be predictable to scan for potential hazards (e.g. driveways, blind corners, large vehicles, pedestrians) to respect other road users to control speed and cover brakes the 'stay back, stay safe' principle when riding near heavy vehicles such as trucks and buses that if they ever feel unsure, they can pull over to the kerb and stop at anytime |
| 1 | <p>start from the side of the road (the kerb)</p> | <ul style="list-style-type: none"> the sequence and road positioning for starting from the side of the road the importance of starting in a position where they can see, and be seen, by other road users the importance of being aware of other road users around them and making eye contact how to use clear hand signals to communicate with other road users how to select a good starting location (including not starting in a driveway) to get on the bike on the footpath side which side of the road to ride on |
| 2 | <p>ride along the road</p> | <ul style="list-style-type: none"> the importance of riding in a position where they can see, and be seen, by other road users the importance of being aware of other road users around them and making eye contact how far out from the kerb to ride in the just riding along position and why to ride along the road in a clear and predictable manner to look for hazards on the road surface, e.g. grates, gravel, glass to ride along with their fingers covering their brakes |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|---|---|--|
| 3 | stop at the side of the road (the kerb) | <ul style="list-style-type: none"> the sequence and road positioning for stopping at the side of the road the importance of being aware of other road users around them and making eye contact how to use clear hand signals to communicate with other road users to look for hazards when preparing to stop to stop at the kerb (and not in a driveway) |
| 4 | pass a parked vehicle | <ul style="list-style-type: none"> the sequence and road positioning for passing a parked vehicle the importance of riding in a position where they can see, and be seen, by other road users the importance of being aware of other road users around them and making eye contact why they need to check the parked vehicle for drivers and what clues they may see that a vehicle may be about to move, or a door may open to ride a door and a bit more away from a parked vehicle to ride in a position that allows them to see clearly past any vehicle directly in front of them where to wait if they need to give way to oncoming traffic their options if a vehicle is following from behind what to do if there is a row of parked vehicles |
| 5 | pass a side road | <ul style="list-style-type: none"> the sequence and road positioning for passing a side road the importance of riding in a position where they can see, and be seen, by other road users the importance of being aware of other road users around them and making eye contact their riding position shows other road users that they are not turning into the side road to maintain their speed and cover their brakes as they pass the side road |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|---|---|--|
| 6 | turn left: from a main road to a side road | <ul style="list-style-type: none"> the sequence and road positioning for a left turn from a main road to a side road the importance of riding in a position where they can see, and be seen, by other road users the importance of being aware of other road users around them and making eye contact how to use clear hand signals to communicate with other road users the rules that apply at intersections (who goes first) |
| 7 | turn left: from a side road to a main road | <ul style="list-style-type: none"> the sequence and road positioning for a left turn from a side road to a main road the importance of riding in a position where they can see, and be seen, by other road users the importance of being aware of other road users around them and making eye contact how to use clear hand signals to communicate with other road users the rules that apply at intersections (who goes first) where to stop if they need to give way |
| 8 | turn right: from a side road to a main road | <ul style="list-style-type: none"> the sequence and road positioning for a right turn from a side road to a main road the importance of riding in a position where they can see, and be seen, by other road users the importance of being aware of other road users around them and making eye contact how to use clear hand signals to communicate with other road users the rules that apply at intersections (who goes first) where to stop if they need to give way to ride straight across the main road and then turn into the just riding along position |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|----|---|--|
| 9 | turn right: from a main road to a side road | <ul style="list-style-type: none"> the sequence and road positioning for a right turn from a main road to a side road the importance of riding in a position where they can see, and be seen, by other road users the importance of being aware of other road users around them and making eye contact how to use clear hand signals to communicate with other road users the rules that apply at intersections (who goes first) where to stop if they need to give way the gap in the centre line shows road users where to turn |
| 10 | travel straight through at a crossroads | <ul style="list-style-type: none"> the sequence and road positioning for travelling straight through at a crossroads the importance of riding in a position where they can see, and be seen, by other road users the importance of being aware of other road users around them and making eye contact the rules that apply at intersections (who goes first) where to stop if they need to give way to maintain their speed and cover their brakes when riding across the road |

OPTIONAL OUTCOMES

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|---|--|---|
| | use shared paths | <ul style="list-style-type: none"> how to recognise a shared pathway by observing signs and markings to use slower speeds and pass with patience and care to ride on the left and pass on the right (where possible) to let pedestrians know they are approaching by politely calling out or ringing a bell well in advance to look for traffic moving in and out of driveways to look for vehicles at road crossings |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|---|--|--|
| | use cycle lanes | <ul style="list-style-type: none"> • how cycle lanes can help their journey • the importance of being aware of other road users around them and making eye contact |
| | use single lane roundabouts | <ul style="list-style-type: none"> • the sequence and road positioning for using single lane roundabouts • the importance of riding in a position where they can see, and be seen, by other road users • the importance of being aware of other road users around them and making eye contact • the rules that apply at roundabouts (who goes first) • where to stop if they need to give way |

GRADE 3

| | |
|------------------------------------|--|
| OVERVIEW | Training takes place on more complex and busy roads. It is designed for trainees wanting to cycle in more difficult situations or for those wishing to master a specific journey such as their route from home to work. A grade 3 session covers advanced road positioning, hazard awareness and risk management for riding on busier roads. |
| REQUIRED KNOWLEDGE | Competent in grade 2 outcomes Trainees should only progress to grade 3 when they can consistently demonstrate the grade 2 observable outcomes. |
| SESSION LENGTH | As needed |
| TRAINEE TO INSTRUCTOR RATIO | 3:1 |
| AGE GROUP | Year 9 + Even if trainees are in Year 9, grade 3 training must always begin with an assessment of competency to ensure that trainees are ready for advanced on-road training. |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|---|---|--|
| A | do all the grade 2 outcomes with ease <i>this outcome must be completed at the beginning of the session</i> | <ul style="list-style-type: none"> the importance of hazard awareness and being able to ride in the appropriate lane position in simple traffic situations before learning to ride on more complex roads |
| B | Identify road rules and signs in complex environments <i>this outcome can be introduced after outcome A, but should continue to be taught throughout the session during all other outcomes taught</i> | <ul style="list-style-type: none"> the meaning of cycle-specific road signs and markings e.g. cycle lane, hook turn the purpose of sharrows, advanced stopping places and bike detectors the give way rules, e.g. who goes first in different situations, including at roundabouts and traffic lights |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|---|--|---|
| C | <p>Understand hazard awareness in complex environments including around heavy vehicles</p> <p><i>this outcome can be introduced after outcome A, but should continue to be taught throughout the session during all other outcomes taught</i></p> | <ul style="list-style-type: none"> • how to identify hazards and how to respond • to continually scan, anticipate, judge, and prepare to respond to potential hazards • that other road users can be unpredictable and may make mistakes • the importance of communicating with other road users • that heavy vehicles such as trucks and buses have large blind zones, especially when turning • to anticipate the movement trucks and buses may make, such as pulling into a bus stop, cutting a corner or swinging wide before turning • to avoid passing a truck or bus that is turning or about to turn |
| | <p>ride in bus lanes but not in bus-only lanes</p> | <ul style="list-style-type: none"> • the meaning of different signs or markings for bus lanes and bus-only lanes and who can use each type of lane • that buses have large blind zones, especially when turning • to anticipate the movement buses may make, such as pulling into a bus stop, cutting a corner or swinging wide before turning • to avoid passing a bus that is turning or about to turn • the importance of being aware of other road users around them and making eye contact |
| | <p>respond to traffic lights – including bike-specific traffic lights</p> | <ul style="list-style-type: none"> • the sequence and road positioning for travelling through intersections with traffic lights • the importance of riding in a position where they can see, and be seen, by other road users • the importance of being aware of other road users around them and making eye contact • the meaning of different traffic lights and how they need to respond • the rules that apply at intersections (who goes first) |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|---|---|---|
| | negotiate multi-lane roads and intersections | <ul style="list-style-type: none"> to choose their direction of travel (and lane) before they reach an intersection the sequence and road positioning for riding on multi lane roads, including changing lanes and turning at an intersection the importance of riding in a position where they can see, and be seen, by other road users the importance of being aware of other road users around them and making eye contact the alternatives to turning right across traffic how different vehicles negotiate lane changes and turns the rules that apply at intersections (who goes first) |
| | negotiate multi-lane roundabouts | <ul style="list-style-type: none"> to choose their direction of travel (and lane) before they reach a roundabout the sequence and road positioning for riding on multi lane roundabouts the importance of riding in a position where they can see, and be seen, by other road users the importance of being aware of other road users around them and making eye contact how different vehicles negotiate roundabouts the rules that apply at intersections (who goes first) |
| | pass stationary queuing traffic (filtering) | <ul style="list-style-type: none"> the positioning and method for filtering past stationary vehicles in a traffic stream the importance of being aware of other road users around them and making eye contact the particular hazards associated with filtering to be aware of and anticipate the likely actions of other road users to cover brakes as they pass stationary traffic |

| # | OBSERVABLE OUTCOMES: 'TRAINEES CAN...' | TEACHING POINTS: 'TRAINEES KNOW...' |
|---|--|--|
| | pass slower-moving vehicles | <ul style="list-style-type: none"> the positioning and method for filtering past slower-moving vehicles in a traffic stream the importance of being aware of other road users around them and making eye contact to be aware of and anticipate the likely actions of other road users to cover brakes as they pass slower-moving traffic |
| | react to hazardous road surfaces | <ul style="list-style-type: none"> to continually scan, anticipate, judge, and prepare to respond to potential hazards on the road surface (e.g. oil or gravel, painted surfaces, ice and kerb edges) how to respond to hazards on the road surface effectively |
| | ride in rural, and possibly high-speed, environments | <ul style="list-style-type: none"> that the road positioning for riding on rural roads is dependent on the width of the road and sight lines the road positioning for riding around narrow bends on country roads the importance of being aware of other road users around them and making eye contact the importance of making themselves visible to other road users |

Session ratios, duration and age

The section below describes the *minimum standards* and *recommended best practice* for structuring cycle skills training sessions (with regards to ratios, session length and trainee age) to ensure that trainees receive a quality cycle skills training experience that maximises learning and safety.

RATIOS

The ratios given below are the *minimum* delivery standards for courses. The ratios may need to be higher, depending on desired group size, the training environment and/or trainee capabilities.

| GRADE OF TRAINING | TRAINEE TO INSTRUCTOR MAXIMUM RATIOS ¹ | UNQUALIFIED ASSISTANT INSTRUCTOR TO QUALIFIED INSTRUCTOR ² MAXIMUM RATIOS |
|-------------------|--|---|
| Complete beginner | Practical 4:1 | Nil |
| Grade 1 | Theory 30:1 Practical 15:1 | 2:1 ³ |
| Grade 2 | Theory 30:1 Practical 6:1 | 2:1 ⁴ |
| Grade 3 | Practical 3:1 | All must be qualified |

1. The ratios are stated as the number of trainees per one instructor. The ratios may be multiplied to achieve the correct training group size (e.g. 1:6 may be multiplied by two to 2:12). Good practice suggests that these not be multiplied by more than two (e.g. 3:18) as the group would be too large on the road and individual trainees would not have as many turns to practice each outcome.
2. 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 are not yet qualified. Teacher or parent helpers do not count towards the ratios as they are not trained as cycle skills instructors.
3. For grade 1, this ratio means for a group of 30 students, at least one qualified instructor must deliver the training, with one unqualified assistant for the practical session.
4. For grade 2, where students are in a group of 6 with one instructor, that instructor must be qualified (i.e. an unqualified instructor cannot take a group of 6 by themselves). Where students are in a group of 12 students with two instructors, at least one instructor must be qualified with one unqualified assistant instructor for the practical session.

COURSE DURATION

The table below provides both the **minimum** delivery standard for course duration and **recommended best practice**. The appropriate duration for a course will depend on the number of trainees in the group and the instructor ratios used, as well as other factors.

The minimum course duration given is a boundary for acceptable practice and will only be appropriate in a small and limited number of instances (e.g. trainees have received significant prior training, small number of trainees in the group, high instructor to trainee ratio).

The recommended best practice is based on what is considered the length of time needed to deliver a quality session that takes a typical group of trainees using the maximum ratios through all the outcomes relevant to the grade. With smaller group sizes, or more instructors, the time required to achieve the outcomes may reduce.

The most important consideration for appropriate course length is ensuring enough time to deliver a quality session that covers all the required outcomes, with each trainee having multiple turns and the opportunity to demonstrate and be assessed as performing each outcome competently, confidently and consistently.

| GRADE OF TRAINING | CHILDREN AGED UP TO 12 YEARS / YEAR 8 | ADULTS AGED 13+ / YEAR 9 |
|-------------------|---|-----------------------------|
| Complete beginner | As needed | As needed |
| Grade 1 | Minimum 2 hours Best practice 3 hours ¹ | Minimum 1.5 hours |
| Grade 2 | Minimum 2 hours Best practice 6 hours ² | Minimum 2 hours |
| Grade 3 | N/A | As needed |

- 1 The recommended best practice for grade 1 is based on what is considered the length of time needed to take a typical class of 20 - 30 student trainees, with two instructors, through all the grade 1 outcomes with enough opportunity to become competent, confident and consistent.
- 2 The recommended best practice for grade 2 is based on what is considered the length of time needed to take a typical group of 10 - 12 student trainees, with two instructors, through all the core grade 2 outcomes with enough opportunity to become competent, confident and consistent.

AGE AND READINESS OF TRAINEES

The table below provides both the **minimum** year level for each grade of training and **recommended best practice**.

Cycle skills training courses are open to children and adult trainees. However, there are some age considerations when training children, particularly for on-road training. For most trainees, the training session will introduce them to riding, and they will require more practice and experience before they are ready to ride on the road unsupervised.

The appropriate age for riding on the road will depend on individual circumstances, including the experience and competency of the cyclist, their road rule knowledge (including their understanding of the *New Zealand code for cycling*, www.nzta.govt.nz/roadcode/code-for-cycling), and the traffic environment.

It is vital that as well as following minimum standards, instructors assess the readiness of the trainees before any on-road training.

| GRADE OF TRAINING | YEAR LEVEL ¹ |
|-------------------|---|
| Complete beginner | Any age |
| Grade 1 | Minimum year 1 Best practice year 4 + |
| Grade 2 | Minimum year 6 ² Best practice year 6 + |
| Grade 3 | Minimum year 9 ³ Best practice year 9 + |

1. Minimum standards have been stated in year levels as most of the training to children in New Zealand is delivered in the school environment.
2. Even if trainees are in Year 6 or above (including adults), grade 2 training must always begin with an assessment of competency to ensure that trainees are ready for on-road training. Trainees who can consistently demonstrate the grade 1 competencies and can control their bikes in traffic-free environments *may* be ready for grade 2 training. Trainees who cannot yet consistently demonstrate the grade 1 competencies will require more practice, support or further training at grade 1 level.
3. Even if trainees are in Year 9 or above (including adults), grade 3 training must always begin with an assessment of competency to ensure that trainees are ready for advanced on-road training. Trainees who can consistently demonstrate the grade 2 competencies and can make journeys on quiet roads *may* be ready for grade 3 training. Trainees who cannot yet consistently demonstrate the grade 2 competencies will require more practice, support or further training at grade 2 level.

Health and safety

Sound health and safety practices to manage the risks involved in any cycle skills instruction must be in place before any delivery. Health and safety practices protect against harm to health, safety and 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 in place and worker safety checks performed in accordance with the Children's 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 child protection policy and procedures
- A management plan for health and safety, including:
 - Roles and responsibilities
 - Emergency procedures
 - Incident and near-miss reporting
 - A risk assessment process for each grade of training
 - A site-specific risk assessment process for each training location, including undertaking comprehensive pre-training reces and mapping of each site (for grade 2 and 3).

When working in a school setting, all cycle skills training providers should be fully aware of the legal requirements that schools are obliged to comply with and observe any requirements the school may have.

COVID-19: Cycle skills training providers should keep up to date with Covid-19 information and alert levels, and will need to have a plan in place to ensure any delivery complies with the most current guidance from the Ministry of Health.