Introduction

What is Bikeability Plus

Bikeability Plus is a series of 10 modules designed for Bikeability schemes to use to ensure that children and families are given the opportunities, skills, support and guidance that they need to make cycling part of their everyday life.

The modules - which have been developed in consultation with the industry - are intended to complement and support Bikeability training (Levels 1, 2 and 3) which is aimed at improving the cycling skills and confidence of trainees who can already ride.

In particular, the modules have been developed to address some of the key barriers to greater take up of core Bikeability training, or to more children cycling more often, such as: lack of parental awareness and support; lack of access to a bike; lack of access to a working bike; inability to ride; lack of knowledge about local cycling routes etc.

Consistent with Bikeability Levels 1, 2 and 3, most Bikeability Plus modules are outcome based (the one exception being Bikeability Recycled).

<table>
<thead>
<tr>
<th>MODULE</th>
<th>BRIEF DESCRIPTION</th>
<th>OVERALL AIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Bikeability Balance</td>
<td>A series of school based sessions that aim to prepare children in Reception and Year 1 with the skills that they will need to take part in Bikeability Level 1, using games and balance bikes to develop their bike handling and awareness skills. Some children may be able to progress to pedal cycling at the end of this course.</td>
<td>Increase take up of Bikeability</td>
</tr>
<tr>
<td>2 Bikeability Bus</td>
<td>A group ride to school for children, parents and school staff. Starting from a local focal point, such as a park or hall, the Bus “picks up” riders along the way at pre-arranged “stops”, before reaching school.</td>
<td>Increase cycling</td>
</tr>
<tr>
<td>3 Bikeability Fix</td>
<td>These sessions teach Bikeability trainees how to perform basic maintenance on their bikes and, when run prior to courses, also serve to improve the roadworthiness of bikes brought to training sessions.</td>
<td>Increase take up of Bikeability</td>
</tr>
<tr>
<td>4 Bikeability Learn to Ride</td>
<td>These sessions are for those children, school staff or family members, who are unable to cycle - in particular children who, for whatever reason, are struggling to master the skill, or adults who have never learnt to cycle.</td>
<td>Increase take up of Bikeability</td>
</tr>
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<td>MODULE</td>
<td>BRIEF DESCRIPTION</td>
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<tr>
<td>5 Bikeability On Show</td>
<td>Allows parents and teachers to learn about and witness the skills that children have learnt during core Bikeability training. The most important outcome of this module is that parents and teachers gain a better understanding of Bikeability outcomes, and why the outcomes are taught this way.</td>
<td>Increase take up of Bikeability</td>
</tr>
<tr>
<td>6 Bikeability Parents</td>
<td>This is simply Bikeability core training for Parents (and teachers). Since the principles and skills taught during a Bikeability course apply just as much to adults as they do to children, this is an opportunity for a Scheme to deliver its Bikeability course, slightly modified as necessary, to parents and teachers.</td>
<td>Increase take up of Bikeability</td>
</tr>
<tr>
<td>7 Bikeability Promotion</td>
<td>A way to enable the local community to have a go at cycling in a fun, family atmosphere. The event should be focussed on 'trying' rather than 'teaching' or 'training'. Schemes are able to create an event that reflects their size, the size of their local community and the resources available to them.</td>
<td>Increase cycling</td>
</tr>
<tr>
<td>8 Bikeability Recycled</td>
<td>An initiative to redistribute bikes to those in the community who do not have the resources to buy their own. By providing families with better access to bikes for children, more will take part in core Bikeability and make cycling a part of their life.</td>
<td>Increase take up of Bikeability</td>
</tr>
<tr>
<td>9 Bikeability Ride</td>
<td>A series of led rides along pre-determined, low traffic/traffic-free routes, designed to boost confidence for a variety of audiences. Participants can be new to, or returning to, cycling. The rides should aim to encourage regular cycling and are an opportunity to put into practice the skills learned in core Bikeability. The rides will be relatively short and focus on leisurely/pleasant/practical routes; they are not designed for sports riding or training for experienced cyclists.</td>
<td>Increase cycling</td>
</tr>
<tr>
<td>10 Bikeability Transition</td>
<td>Provides students moving from primary to secondary school with route planning skills and the opportunity to then cycle the planned route to their new school. The module should be delivered shortly before students are about to make the transition from primary to secondary school.</td>
<td>Increase cycling</td>
</tr>
</tbody>
</table>
Encouraging parental involvement in Bikeability

Bikeability Plus provides lots of opportunities to get parents more involved in Bikeability (in addition to those opportunities provided by the Bikeability Parents module specifically). Parents of younger primary age children are generally more willing to participate in/come into school to observe activities they are doing than when their children are older. Therefore, the modules aimed at younger age groups (Bikeability Balance and Bikeability Learn to Ride in particular) provide a great opportunity to encourage parents into school to find out what Bikeability is all about.

Modules such as Bikeability Promotion also enable an increased awareness of Bikeability, but in a fun and relaxed environment. Bikeability Promotion is especially effective when organised as part of an existing community or school event for everyone because it reaches out to a wider cross-section of the local community, rather than being delivered as a cycling-specific event which may have a narrower appeal.

What is in this document

This document provides the following:

- Essential information that all schemes should know about Bikeability Plus
- Detailed descriptions for all 10 modules, including module objectives, models of delivery, instructor requirements
- Trainee/participant outcomes
- Detailed guidance for marketing, planning and delivering the modules, including good practice tips and other important considerations
- Information on monitoring requirements

Who is the document for

This document has been prepared for Bikeability instructors and training providers who are delivering Bikeability Plus modules or wish to do so in the future.
Delivering Bikeability Plus modules: Essential information all schemes need to know

For those schemes who do deliver Bikeability Plus, there are some key aspects which need to govern all delivery.

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>MORE INFORMATION</th>
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</thead>
<tbody>
<tr>
<td>Module names and Bikeability Plus branding</td>
<td>Bikeability Plus branding should be used on all marketing and communication materials. This will help increase local knowledge of Bikeability and lead to more people on Bikeability training courses. The modules all include the word ‘Bikeability’ in the name and should be used in their entirety. It is important for consistency of presentation of the Bikeability brand that both the correct module names and Bikeability Plus branding are used by all participating schemes.</td>
</tr>
<tr>
<td>Sponsorship</td>
<td>For some events, it may be appropriate to consider a local sponsor, and some modules refer to this. However, be aware that the sponsor must not, either directly or indirectly, seek to portray themselves as a sponsor of Bikeability itself, nor of Bikeability Plus generally, which are both Crown property. They may be portrayed as the sponsor of an event, but not of Bikeability.</td>
</tr>
<tr>
<td>Session times, instructor ratios, group sizes etc.</td>
<td>It is very important the Bikeability Plus modules are delivered in accordance with the specific requirements for that module. Further information on session duration, number of sessions and instructor: trainee ratios and group sizes, are outlined in the ‘Key Information’ section and in individual module sections.</td>
</tr>
<tr>
<td>Instructor training requirements</td>
<td>The individual module sections and the ‘Key information’ section provide information on the instructor training that is required to deliver each module (although many modules should not require additional training for instructors).</td>
</tr>
<tr>
<td>Insurance</td>
<td>You will need to seek suitably qualified advice about your insurance cover before participating in Bikeability Plus. Insurance requirements may restrict which modules can be offered, or you may choose to change insurance if there are restrictions which affect your ability to participate.</td>
</tr>
<tr>
<td>Monitoring</td>
<td>It is important that all modules are monitored appropriately. Further information is provided in the ‘key information’ section which sets out the specific monitoring requirements for each module.</td>
</tr>
<tr>
<td>Photographs</td>
<td>Bikeability Plus provides lots of opportunities to capture children’s enjoyment of cycle training in photographs. However, please remember that parents will need to provide their permission for photos to be taken and specify how they will be used. Giving children different coloured t-shirts to wear during training can be a useful way of easily identifying those children who can and cannot be photographed.</td>
</tr>
</tbody>
</table>
As with Bikeability core delivery, delivery of Bikeability Plus modules is covered by all aspects of the Bikeability Quality Assurance system. This consists of the following:

**Scheme Registration and annual Registration Renewal:** schemes are required to ‘apply’ to deliver Bikeability Plus modules via the Bikeability Professionals website to ensure that they can demonstrate the required capability to deliver specific modules.

**Internal QA:** Schemes may need to adapt their existing internal quality assurance processes to accommodate Bikeability Plus delivery.

**External QA:**

- The ‘training-based’ modules (Bikeability Balance, Bikeability Learn to Ride, Bikeability Fix, Bikeability Transition and Bikeability Parents) will be subject to External Assurance visits in the same way as core training delivery.
- Schemes delivering the ‘events-based’ modules (Bikeability Bus, Bikeability On Show, Bikeability Promotion, Bikeability Recycled and Bikeability Ride) will be required to collate documentary evidence relating to the Bikeability event delivered in order to satisfy quality assurance requirements. Further information on this is provided in the individual module sections.
Key information for module delivery

Specific delivery requirements

There are specific requirements for most of the modules in terms of session duration, number of sessions, instructor: trainee ratios, and instructor requirements. These are minimum requirements that all providers must meet. These are summarised below and more detail can be found in the individual module sections.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>COURSE/SESSION DURATION; NO. OF SESSIONS</th>
<th>INSTRUCTOR: TRAINEE RATIO/GROUP DETAILS</th>
<th>INSTRUCTOR REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Bikeability Balance</td>
<td>4 x 45 minute sessions per group is the ideal to aim for, although up to 6 shorter sessions is also an option. 45 minutes is the upper limit for children of this age. Session times must fit with class timetables, so there is a need to be flexible. These sessions can either be delivered on consecutive days (which can sometimes assist with maintaining momentum) or spaced one week apart.</td>
<td>No more than 6 trainees per instructor - don’t attempt more with this type of activity for this age group. 2 instructors to 12 trainees, with one teaching assistant helping out, is ideal. Keep it mixed ability rather than streaming.</td>
<td>National Standard Instructor 1/2 - 1 day training delivered by a senior instructor from a scheme with experience, or by an ITO. Training in communication and awareness of early years delivery. Once delivering, the following will be required: • Observation of delivery • Instructor mentoring</td>
</tr>
<tr>
<td>2 Bikeability Bus</td>
<td>Should take place on a fairly regular periodic basis – weekly, fortnightly, once every half term etc. The Bus ride itself should aim to last around 20 minutes</td>
<td>Overall ratio is 1:6; however at least 2 instructors are always needed (one at the back of the Bikeability Bus and one at the front). Unlikely to be cost effective with fewer than 6 ‘passengers’.</td>
<td>National Standard Instructor 1/2 day ride leader training delivered by ITO. Instructors to marshal bike bus prior to leading</td>
</tr>
<tr>
<td>MODULE</td>
<td>COURSE/SESSION DURATION; NO. OF SESSIONS</td>
<td>INSTRUCTOR: TRAINEE RATIO/GROUP DETAILS</td>
<td>INSTRUCTOR REQUIREMENTS</td>
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<tr>
<td>3 Bikeability Fix</td>
<td>2 hours in total. Can be delivered as one or two separate sessions.</td>
<td>1 instructor to 6 children, but preferably 2 instructors with 12 children. Maximum group size is 12 trainees, for practical reasons in a confined space. Keep it mixed ability rather than streaming.</td>
<td>National Standard Instructor A qualification in bike maintenance, e.g. Cytech, Cycle Systems, City and Guilds, NVQ or a course delivered by an ITO specifically for cycling instructors is recommended. Schemes may want to consider whether mechanically competent instructors who do not have a formal qualification are also suitable and capable of delivering this module.</td>
</tr>
<tr>
<td>4 Bikeability Learn to Ride</td>
<td>Duration and number of sessions dictated by trainees’ progress against the outcomes.</td>
<td>Group sizes should be as small as possible. No more than 3 trainees per instructor (and one or two trainees per instructor is preferable). It is recommended that separate sessions are delivered for different types of learner e.g. adults, older children, younger children.</td>
<td>National Standard Instructor 2 hour CPD session delivered by ITO Once delivering, the following will be required • Instructor mentoring</td>
</tr>
<tr>
<td>5 Bikeability On Show</td>
<td>Maximum 45 minutes for demonstration sessions. Maximum 30 minutes for instructor presentation (or 15 minutes when delivering a whole school assembly).</td>
<td>For demonstration sessions, normal Bikeability ratios, plus one instructor to provide commentary and explain why trainees are doing as they are (e.g. taking the primary position) during outcome demonstrations.</td>
<td>National Standard Instructor Optional: 2 hour CPD/ workshop focussing on the communication of the principles underpinning Bikeability delivery</td>
</tr>
<tr>
<td>6 Bikeability Parents</td>
<td>Duration and number of sessions dictated by trainees’ progress against the outcomes.</td>
<td>Group sizes and instructor ratios should be as similar as possible to those which apply to the children’s Bikeability core training.</td>
<td>National Standard Instructor Mentoring offered to instructors delivering Bikeability training to adults for the first time</td>
</tr>
<tr>
<td>7 Bikeability Promotion</td>
<td>n/a</td>
<td>If running other Bikeability Plus modules as part of the Bikeability promotion event, schemes will need to ensure that the instructor ratios and instructor requirements to run these are met.</td>
<td>Bikeability scheme managers to ensure that staff organising Bikeability Promotion are guided in managing events.</td>
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<tr>
<td>MODULE</td>
<td>COURSE/SESSION DURATION; NO. OF SESSIONS</td>
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<tr>
<td>8</td>
<td>Bikeability Recycled</td>
<td>If run as a stand-alone event, allow 1/2 day</td>
<td>n/a</td>
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<td>Scheme management-led workshop on running a Bikeability Recycled scheme that’s appropriate to its community. All work on bikes undertaken by qualified bike mechanics</td>
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</tbody>
</table>
| 9      | Bikeability Ride                         | Duration will depend on the length of the route chosen and the capability of the riders. Will need to include stop time at the destination. See module section for further details. | Bikeability Ride for All, and Bikeability Ride for Five/Ten  
• Follow Bikeability Level 2 ratios of 1 instructor to 6 riders.  
• The maximum group size is dependent on how many instructors are available. However, you should aim for no more than 18 riders.  
Bikeability Safari:  
• Follow Bikeability Level 2 ratios of 1 instructor to 6 riders.  
• Group size will depend on how many trainees achieve Bikeability Level 2, but ideally group sizes should not exceed 18 riders. If instructors feel comfortable taking larger groups out, they can do so at the discretion of the scheme. | National Standard Instructor 1/2 day ride leader training delivered by ITO  
Instructors to marshal rides prior to leading them |
| 10     | Bikeability Transition                   | One hour for the route planning session. The duration of the led ride to the school will be dependent on the distance/route. | One instructor will be needed for each route planning session. Bikeability Level 2 delivery ratios and group sizes should be observed for the practical training (the led ride to the school). | National Standard Instructor  
Bikeability Level 3 Refresher (through mentoring / peers) if not regularly delivering Level 3 Instructor training for teaching route planning skills |
Supporting Resources

A set of resources are available for each module to support delivery. Certificates and stickers are available to purchase via the online shop, and the outcomes sheet and other resources listed are available to download via the Bikeability website.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>CERTIFICATE</th>
<th>STICKERS</th>
<th>OUTCOMES SHEET</th>
<th>OTHER RESOURCES AVAILABLE</th>
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</thead>
<tbody>
<tr>
<td>1 Bikeability Balance</td>
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<td>✔</td>
<td>• Bikeability Balance Information for Schools</td>
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<td>• Bikeability Balance Information for Parents</td>
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<td>• Bikeability Balance Delivery Tips - skills and game instructions</td>
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<td>• Bikeability Balance Register template - for schools to add children’s names and any</td>
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<td>additional needs, and also add session times (useful as session times may vary between</td>
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<td>schools)</td>
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<tr>
<td>2 Bikeability Bus</td>
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<td>• Bikeability Bus Letter to Schools</td>
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<td></td>
<td>• Example Bikeability Bus Route map</td>
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<td></td>
<td></td>
<td></td>
<td>• Bikeability Bus Register</td>
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<tr>
<td>3 Bikeability Fix</td>
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<td>✔</td>
<td>• Bikeability Fix Information for Parents</td>
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<tr>
<td>4 Bikeability Learn to Ride</td>
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<td>• Bikeability Learn to Ride Information for Parents</td>
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<tr>
<td>5 Bikeability On Show</td>
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<td>• Bikeability On Show Information for Schools</td>
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<td>• Bikeability Plus event delivery template</td>
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<td></td>
<td>• Bikeability Plus event attendees feedback form</td>
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<td>6 Bikeability Parents</td>
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<td>• Bikeability Parents Information for Parents</td>
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<td>• Bikeability Handbook for Parents</td>
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<td>MODULE</td>
<td>CERTIFICATE</td>
<td>STICKERS</td>
<td>OUTCOMES SHEET</td>
<td>OTHER RESOURCES AVAILABLE</td>
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<td>Bikeability Promotion</td>
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<td>• Bikeability Promotion Information for Schools</td>
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<td>• Bikeability Promotion poster template</td>
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<td>• Bikeability Plus event delivery template</td>
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<td>• Bikeability Plus event attendees feedback form</td>
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<td>Bikeability Recycled</td>
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<td>• Bikeability Recycled Information for Schools</td>
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<td>• Bikeability Recycled Information for Parents</td>
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<td>• Bikeability Recycled poster template</td>
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<td>• Bikeability Plus event delivery template</td>
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<td>• Bikeability Plus event attendees feedback form</td>
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<td>Bikeability Ride</td>
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<td>• Bikeability Ride Information for Schools</td>
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<td>• Bikeability Ride Information/ Permission Slip which includes bike road worthiness</td>
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<td>requirements and details of route, start time etc.</td>
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<td></td>
<td>• Bikeability Ride Example Route Map</td>
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<td>• Bikeability Plus event delivery template</td>
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<td>• Bikeability Plus event attendees feedback form</td>
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<tr>
<td>Bikeability Transition</td>
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<td>✔️</td>
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<td>• Bikeability Transition Information for parents</td>
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<td></td>
<td>• Bikeability Transition Ride example route</td>
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</table>
Combining modules and timing considerations

There are significant benefits of delivering some Bikeability Plus modules together, or in conjunction with core Bikeability training. Some key combinations that work well are outlined below.

1 Bikeability Balance

Suggested combinations: Experience has shown that this module works really well when delivered in a sequence starting with Bikeability Balance, leading into Bikeability Level 1.

2 Bikeability Bus

Suggested combinations: This module can work well during and after Level 2 delivery – it means that children can bring their bike to school for Level 2 training and afterwards it keeps the cycling habit going.

3 Bikeability Fix

Suggested combinations: This module works well when delivered prior to or with Bikeability Level 2 as it can help to ensure that more bikes are roadworthy beforehand, and therefore less Level 2 training time is taken up fixing bikes. Delivering Bikeability Fix before Bikeability Ride can also be useful for the same reason.

Bikeability Fix can also be a useful way of engaging parents with Bikeability before delivering Bikeability Parents.

4 Bikeability Learn to Ride

Suggested combinations: This module can work well as a precursor to Bikeability Level 1 training because it widens the pool of children able to ride a bike.

5 Bikeability On Show

Suggested combinations: This module is best delivered shortly after the delivery of Bikeability Level 2 training so that the new skills learnt are fresh in trainees’ minds. However, if choosing the ‘instructor presentation’ delivery option, this module should be delivered before Bikeability Level 2 training as the presentation aims to increase awareness of Bikeability and can therefore increase the take up of Level 2 training.

6 Bikeability Parents

Suggested combinations: Delivering Bikeability Parents at or around the same time as delivering Bikeability Level 1 or Level 2 training to children has the benefit that children are excited about their new skills. In addition, parents and their children can be taught Level 2 together. It may also be useful to use Bikeability Ride and Bikeability Fix to generate interest and participation in Bikeability Parents. Bikeability Parents may start with Bikeability Learn to Ride, if required. Bikeability Promotion is a good way to drum up interest and get sign-ups for Bikeability Parents. Bikeability Bus is a good follow-up option to this module.

7 Bikeability Promotion

Suggested combinations: Bikeability Promotion works really well as a launch event for the Bikeability Plus programme as a whole as it generates real excitement and a buzz around cycling.

8 Bikeability Recycled

Suggested combinations: This module can work equally well when delivered in conjunction with other Bikeability Plus modules or independently of them.

It also works well when delivered as part of Bikeability Promotion as this enables access to a large number of people for the donation and redistribution of bikes.

When delivered before Bikeability Level 1 or 2 training, Bikeability Recycled can increase the participation in training as it ensures that more children have access to a working bike.

9 Bikeability Ride

Suggested combinations: This module is great delivered shortly after Bikeability Level 2 as it provides the opportunity for trainees to practise their new cycling skills as well as an opportunity for them to demonstrate these skills to their parents.

10 Bikeability Transition

Suggested combinations: This module works well delivered a short time after Bikeability Level 2 training as it allows the skills learned as part of that module to be used and reinforced.
Monitoring Requirements

It is very important that the delivery of Bikeability Plus modules is monitored appropriately. Monitoring information will be required to support DfT grant claims and is useful in order to understand how effective delivery has been. For the ‘events-based’ modules, delivery information will need to be collated in order to satisfy quality assurance requirements, as well as helping to satisfy monitoring requirements.

The table below sets out the specific monitoring requirements for each module. Also provided are some suggestions regarding additional monitoring that schemes might want to undertake.

<table>
<thead>
<tr>
<th>Module</th>
<th>Monitoring requirements</th>
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</thead>
<tbody>
<tr>
<td><strong>1 Bikeability Balance</strong></td>
<td><strong>Required by the Bikeability Support Team for grant claims:</strong></td>
</tr>
<tr>
<td></td>
<td>• Number of trainees <strong>booked</strong></td>
</tr>
<tr>
<td></td>
<td>• Number of trainees <strong>trained</strong></td>
</tr>
<tr>
<td></td>
<td>• Number of trainees <strong>achieving the module outcomes</strong> - by date, school/training location, and year group.</td>
</tr>
<tr>
<td><strong>2 Bikeability Bus</strong></td>
<td><strong>Required by the Bikeability Support Team for grant claims:</strong></td>
</tr>
<tr>
<td></td>
<td>• Number of Bikeability Bus passengers per bus - by date and school/training location</td>
</tr>
<tr>
<td></td>
<td><strong>Also required by the Bikeability Support Team for grant payment purposes on request</strong></td>
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<tr>
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<td>is the collation of documentary evidence relating to the Bikeability Bus event delivered, in order to assess that it was promoted and delivered appropriately. This information may subsequently be required/requested as part of Bikeability Plus quality assurance processes. It includes:</td>
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<td>• Completion of an event delivery template which sets out what the scheme did/delivered, what went well, and what could be improved next time;</td>
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<td>• Documentary evidence of delivery (such as the letter sent to parents, copy of poster used to promote the event etc.) - was the event appropriately marketed and branded as a Bikeability Plus event?</td>
</tr>
<tr>
<td></td>
<td>• Photographs from the event (to demonstrate that the event took place);</td>
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<td></td>
<td>• Feedback from attendees as a measure of satisfaction with the event.</td>
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<td></td>
<td><strong>Suggested additional monitoring by the scheme:</strong></td>
</tr>
<tr>
<td></td>
<td>• Bike counts at school to monitor the impact on cycling to school. Asking children to conduct bike counts gives them ownership of the project and also means that they’re likely to get done!</td>
</tr>
<tr>
<td>Module</td>
<td>Monitoring requirements</td>
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</tbody>
</table>
| **3 Bikeability Fix** | **Required by the Bikeability Support Team for grant claims:**  
• Number of trainees **booked**  
• Number of trainees **trained**  
• Number of trainees **achieving the module outcomes**  
  - by date, school/training location, and year group.  
**Suggested additional monitoring by the scheme:**  
• The number of bikes from the class that has participated in Bikeability Fix that need adjusting before the core Bikeability course (i.e., gathering feedback from the instructor leading the Bikeability course). |
| **4 Bikeability Learn to Ride** | **Required by the Bikeability Support Team for grant claims:**  
• Number of trainees **booked**  
• Number of trainees **trained**  
• Number of trainees **achieving the module outcomes**  
  - by date, school/training location, and year group (the latter for children only). |
| **5 Bikeability On Show** | **Required by the Bikeability Support Team for grant claims:**  
• Number of adults **planned** to attend Bikeability On Show event  
• Number of adults **actually attending** Bikeability On Show Event  
  - by date and school/location.  
**Also required by the Bikeability Support Team for grant payment purposes on request** is the collation of documentary evidence relating to the Bikeability On Show event delivered, in order to assess that it was promoted and delivered appropriately. This information may be requested as part of Bikeability Plus quality assurance processes. It includes:  
• Completion of an event delivery template which sets out what the scheme did/delivered, what went well, and what could be improved next time;  
• Documentary evidence of delivery (such as the letter sent to parents, copy of poster used to promote the event etc.) - was the event appropriately marketed and branded as a Bikeability Plus event?;  
• Photographs from the event (to demonstrate that the event took place);  
• Feedback from attendees as a measure of satisfaction with the event.  
**Suggested additional monitoring by the scheme:**  
• Qualitative measurements of parents’ attitude and confidence in Bikeability and their attitude towards their children cycling before and after Bikeability On Show. A Bikeability On Show Survey for parents and teachers to be completed before they are informed about Bikeability, followed by a second survey, completed once the module has been delivered. |
<table>
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<tr>
<th>Module</th>
<th>Monitoring requirements</th>
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| 6 Bikeability Parents | **Required by the Bikeability Support Team for grant claims:**  
  - Number of trainees booked  
  - Number of trainees trained  
  - Number of trainees achieving the module outcomes  
    - by date and school/training location. |
| 7 Bikeability Promotion | **Required by the Bikeability Support Team for grant claims:**  
  - Number of attendees planned to attend Bikeability Promotion event  
  - Number of attendees actually attending Bikeability Promotion Event  
    - by date and school/location.  
  Also required by the Bikeability Support Team for grant payment purposes on request is the collation of documentary evidence relating to the Bikeability Promotion event delivered, in order to assess that it was promoted and delivered appropriately. This information may subsequently be requested as part of Bikeability Plus quality assurance processes. It includes:  
  - Completion of an event delivery template which sets out what the scheme did/delivered, what went well, and what could be improved next time;  
  - Documentary evidence of delivery (such as the letter sent to parents, copy of poster used to promote the event etc.) - was the event appropriately marketed and branded as a Bikeability Plus event?;  
  - Photographs from the event (to demonstrate that the event took place);  
  - Feedback from attendees as a measure of satisfaction with the event. |
| 8 Bikeability Recycled | **Required by the Bikeability Support Team for grant claims:**  
  - Number of bikes recycled (both fully refurbished and swapped) back into the community.  
  **If delivered as an event: also required by the Bikeability Support Team for grant payment purposes on request** is the collation of documentary evidence relating to the Bikeability Recycled event delivered, in order to assess that it was promoted and delivered appropriately. This information may subsequently be requested as part of Bikeability Plus quality assurance processes. It includes:  
  - Completion of an event delivery template which sets out what the scheme did/delivered, what went well, and what could be improved next time;  
  - Documentary evidence of delivery (such as the letter sent to parents, copy of poster used to promote the event etc.) - was the event appropriately marketed and branded as a Bikeability Plus event?;  
  - Photographs from the event (to demonstrate that the event took place);  
  - Feedback from attendees as a measure of satisfaction with the event. |
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<tr>
<th>Module</th>
<th>Monitoring requirements</th>
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</table>
| **9  Bikeability Ride** | **Required by the Bikeability Support Team for grant claims:**  
- Number of Bikeability Ride participants  
  - by date, school/training location, and year group  
Also required by the Bikeability Support Team for grant payment purposes on request is the collation of documentary evidence relating to the Bikeability Ride delivered, in order to assess that it was promoted and delivered appropriately. This information may subsequently be requested as part of Bikeability Plus quality assurance processes. It includes:  
- Completion of an event delivery template which sets out what the scheme did/delivered, what went well, and what could be improved next time;  
- Documentary evidence of delivery (such as the letter sent to parents, copy of poster used to promote the Ride etc.) - was the event appropriately marketed and branded as a Bikeability Plus event?;  
- Photographs from the Ride (to demonstrate that it took place);  
- Feedback from participants as a measure of satisfaction with the event. |
| **10 Bikeability Transition** | **Required by the Bikeability Support Team for grant claims:**  
- Number of trainees booked  
- Number of trainees trained  
- Number of trainees achieving the module outcomes  
  - by date, school/training location, and year group. |
1. Delivering Bikeability Balance

Introduction
A great introduction to cycling and Bikeability! Bikeability Balance is a series of school-based sessions that aims to provide children in Reception and Year 1 with the basic balance and co-ordination skills they will need to learn to ride and take part in Bikeability Level 1, using games and balance bikes.

While there are agreed skills for trainees to learn (Outcomes), how these are taught is up to you - Bikeability Balance represents a great opportunity for schemes to get creative and devise games and activities that inspire children to take to two wheels.

The module will provide children with a positive early experience of being on two wheels, and help to reduce the number of children arriving at a Level 1 session who cannot ride at all. This should increase the number of children able to take part in Bikeability and their progression through the levels, and who continue to cycle in the long term.

Bikeability Balance can also provide an opportunity for children to have their first taste of pedal cycling; having developed their balance skills, many children will naturally progress to wanting to try pedal cycling and this module can accommodate that too.

Key features:
- Involvement of Foundation/Key Stage 1 children in Bikeability
- Use of games to develop cycling skills, such as bike handling and anticipation
- Use of balance bikes to ensure confidence on two wheels before using pedals

Module objectives
The main aim of Bikeability Balance is to develop children’s balance and control skills in preparation for learning to cycle, and for participation in core Bikeability training in particular.

This module will also:
- Provide children with positive early experience of using bikes
- Improve children’s cycling skills and awareness of their surroundings
- Teach children to identify different parts of a bike

Bikeability Balance has the following outcomes:

1. Able to come to a controlled stop using a brake, if the balance bike has one
2. Ability to use come to a controlled stop using their feet
3. Able to start a balance bike using their whole foot
4. Able to look in the direction of travel
5. Able to change direction
6. Able to glide with both feet off the ground
7. Able to play control skills games on a balance bike
8. Able to share space and communicate with other people

Target audience
Bikeability Balance is primarily aimed at Reception/Foundation stage children. However, it can also be offered to Year 1 - or potentially older children - to pick up those children who might have missed out previously.

Delivery Guidance
Specific guidance for this module is provided below on all stages of delivery:

1. Marketing
2. Planning and preparation
3. Delivery
1. Marketing

Generating interest in Bikeability Balance A good relationship with the Head Teacher/school is helpful in making initial contact. If parents, governors and pupils know about Bikeability (and Bikeability Balance) through positive publicity, they are more likely to request it, thus building demand.

If approaching a school you have not worked with before, consider using the Bikeability Balance Information for Schools letter to make initial contact and explain the module concept.

Do consider, however, that these sessions can be very tiring for instructors to deliver.

To run bigger sessions with several instructors in parallel, the best approach is to use separate spaces if available at the school - perhaps one indoors, one outdoors – as running two groups at the same time in the same location can distract each other. Running sessions in parallel is recommended, where possible, so that more than one instructor is at the school at any one time.

Bikeability Balance can be run indoors or out. Indoor delivery means that sessions can be delivered all year round, even in mid-winter. Delivering outdoors means you can make use of slopes, which are great for gliding! When booking with the school, make sure that your bikes can be used indoors (some bikes have non-marking tyres, but others may not).

Wear a Council/scheme ID tag to speed up entrance to school.

Ask for a register of the class, including names and details of any children with special needs. Ensure that your training will be inclusive; discuss how the training may need to be adapted and how trainees with differing needs will be supported during sessions.

Equipment required The key equipment needed for Bikeability Balance are balance bikes for children (and larger ones for adults); and pedal bikes, if children will progress to that stage (although this is not a mandatory part of Bikeability Balance).

A pedal bike can easily be transformed into a balance bike by removing its pedals and cranks.

There are two main options for balance bikes:

- your scheme owns and provides the bikes (transport, storage and maintenance are your responsibility)
- the school purchases bikes for its own use (you may purchase them on behalf of the school or provide them with suggested suppliers).

In either case, discuss with the school whether all pupils will use the balance bikes provided or will some use their own?

Consider transport and storage too.

How long does the module take to deliver? Delivering bikes to school: pack down and set-up time approximately 20 minutes each, plus travel time.

Working with the school in advance As with core Bikeability training, ring reception ahead of the visit to introduce instructors and ensure that the school has remembered that you are coming. This also helps to minimise any delays in training getting started.

Permission slips may not be needed, unless the school insists.

2. Planning and preparation

Delivery models, timings and logistics Please refer to the ‘Key information’ section for information on session duration and number, group sizes and instructor ratios for this module.

Consider how this module can best fit with your main Bikeability delivery model. For example, if you deliver Bikeability Level 1/2 from Monday–Thursday then you could consider delivering this module on Fridays. Delivering after school or in the holidays could also work well.

Delivering multiple sessions over the entire day will be the most efficient delivery model, allowing maximum participation (i.e. 5 sessions over the day would be needed for a class of 30 pupils).

Don’t try to mix balance bikes with scooters: the skills required are different.

How does the module take to deliver? Delivering bikes to school: pack down and set-up time approximately 20 minutes each, plus travel time.

Working with the school in advance As with core Bikeability training, ring reception ahead of the visit to introduce instructors and ensure that the school has remembered that you are coming. This also helps to minimise any delays in training getting started.

Consider transport and storage too: Do your instructors drive? What vehicles will be used? Can the school store bikes between sessions?
Think carefully about how you’ll manage the logistics involved in transporting balance bikes to and from sessions.

**Good balance bike management**

- Number the bikes to make identification easier
- Establish a fault-reporting system so minor problems can be fixed effectively
- Balance bikes with a brake are a good option and they are available with two different seat-post lengths
- Using bikes of many different colours looks nice, but often ends in tears if children don’t get the one they want: using two colours to denote size is a good alternative option
- Larger bikes without pedals are good for instructors and teachers

**Policies required:** Helmets and safety equipment: use the same policy as the Bikeability Scheme applies for Bikeability Levels 1-3. Conduct a risk assessment using your scheme’s normal procedure.

3. **Delivery**

**Instructor considerations** Please see the ‘key information for module delivery’ section on specific instructor requirements. Choose suitable instructors – creative, enthusiastic instructors are best suited to this module. Being good at communicating with young children is important too.

A training session for instructors is helpful to introduce them to the skills for trainees to learn and to familiarise themselves with games and the balance bikes.

Get creative! Bikeability Balance offers great scope for schemes to create their own learning games, and there will also be times when instructors have to think on their feet. Get instructors involved by creating their own games.

Delivering Bikeability Balance might not suit all instructors. Some instructors cannot cope with the change to working with this younger age group; be aware that this is not for everyone!

Striking the right balance (no pun intended) between order and fun is a challenge - some more ‘methodical’ instructors may struggle because it can be harder to impose any order on the session and a greater flexibility of approach is required.

Using the right descriptive language is important, as is the ability to tell stories and to turn the activity into an adventure; again, not all instructors will be able to do this.

Weigh up the advantage of having one instructor (or pair of instructors) delivering Bikeability to the whole school, against the need to hand-pick instructors who would be good at delivering this module particularly.

**Delivery ideas** Be creative and use imaginative games to help trainees develop their balance skills. Make sure your sessions are well-planned with engaging activities that make the most of trainees’ time.

Use games to deliver – See Bikeability Balance Delivery Tips for full game instructions and delivery suggestions such as:

- Can you cross the river? (use ‘throw lines’ to demarcate, ‘the river is getting wider!’)
- Chase the Teacher
- Escape from the Monster
- Postman Pat’s Delivery and Collection Service - hones one-handed riding skills
- Colour to Colour - using bean bags and cones to practice control without running into each other
- Monkeys and Lions (cups and saucers) - spread some cones up and some down. Lions drink from up-turned cones (saucers), monkeys drink from down-turned cones (cups)

Image courtesy of Cycle Leeds
Delivery top tips

- Use stories to teach; this engages the children and also helps them by focussing on the story and not on the activity/skill, particularly if they are struggling. You can also build different abilities into the story.
- Try balancing a small rubber ring on children’s heads to help them to keep looking up as they ride (remember to make it part of the story!).
- Get a teacher and/or teaching assistant to do the activity as well.
- When running multiple sessions (e.g. every Monday) use a ‘core’ game that the children have enjoyed in the first session and carry it forward to the next one.
- Deal with the occasional crash positively... children are quite prone to falling off their balance bike. Don’t fuss - make it part of the story and carry on.

The ability, retention, concentration and stamina of children can vary significantly between reception and Year 1; you will need to respond to the needs of the trainees you have.

Image courtesy of Wokingham Borough Council
2. Delivering Bikeability Bus

Introduction
Bikeability Bus is a group ride to school for children, parents and school staff. Starting from a local focal point, such as a park or hall, the Bus ‘picks up’ riders along the way at pre-arranged ‘stops’, before reaching school.

It is not designed to be an everyday activity, but should take place on a periodic basis - this could be weekly or fortnightly or once every half term for example. One option is for Bikeability Bus to always be led by instructors. Another potential option is for the responsibility for the Bikeability Bus to be transferred to keen parents and/or teachers once it has become established.

The Bikeability Bus is likely to comprise a one-way journey only (the journey to school), as the journey home is often more disjointed with after-school clubs etc. Therefore, parents/staff will need to make their own arrangements to get children home.

Bikeability Bus may be combined with a fun event like a bikers’ breakfast, and is a great way to get the whole school cycling.

Key features:
• Group ride to school
• Involves the whole school community - parents, teachers, children
• Guided by qualified scheme instructors - but can be transferred to keen parents and/or teachers once established

Module objectives
The main aim of Bikeability Bus is to demonstrate local cycling routes to school for parents/teachers/children.

This module will also:
• Soften community attitude towards cycling
• Embed a culture of cycling within the school

Bikeability Bus has the following outcomes:
1. Able to ride in a group understanding the distance between them and the person in front
2. Able to follow instructions
3. Able to use technology as appropriate (e.g. WhatsApp) to communicate attendance on a bike bus

Suitable Bikeability Bus routes
This module won’t work for all schools, so local knowledge will help when deciding whether to offer this module to a school.

As there are likely to be young children and inexperienced cyclists on the Bikeability Bus, there must be an appropriate route from residential areas to school; the route must be Level 1 suitable. If residential areas are linked to schools only via fast, busy roads, running a Bikeability Bus is unlikely to be viable.

You may need to make a preliminary risk assessment before approaching the school to discuss delivering Bikeability Bus so that you do not falsely raise expectations.

Find a local “focal point” for the start of the route, such as a park or hall. If the school already uses a walking bus, consider using the already established meeting point.

The Bikeability Bus ride should last roughly twenty minutes, taking into account the ability of the most inexperienced and youngest cyclists.

Target audience
This is largely dependent on the school. It is recommended that the ride be an open event for all children at the school and their families, along with school staff.

Delivery Guidance
Specific guidance for this module is provided below on all stages of delivery:

1. Marketing
2. Planning and preparation
3. Delivery

1. Marketing
Generating interest in Bikeability Bus Bikeability Bus will be most effectively marketed through schools. Schemes can use their existing school contacts to introduce the idea of a Bikeability Bus to gauge initial interest, or use the Bikeability Bus Letter to Schools

If the school is interested, request that pupils are sent home with the Bikeability Bus Survey and Information letter, which will feature information on your route, and that this be returned to school.
If you deem interest sufficient to organise a Bikeability Bus, consult with the school on dates. When a date has been decided, ask that pupils be sent home with the Bikeability Bus Attendance/Permission Slip letter, and that this be returned to the school to confirm final numbers.

Local press are likely to be receptive to a press release about a Bikeability Bus. This can provide good publicity for your scheme, for Bikeability and for the school, as well as helping to encourage other schools to follow suit. Invite the press to attend the arrival of a Bikeability Bus. Check with the school that photographic permissions are in place as the press may well send a photographer: if the parents of one or more children in the group have declined permission, it may be better not to use the group for a news story at all and wait until another day.

2. Planning and preparation

Logistics: Ensure that your route caters for the abilities of all those taking part, i.e. that it’s safe for Level 1 trainees.

Ride the route and undertake a risk assessment, taking into account the location of the Bikeability Bus Stops and any main roads that may have to be crossed.

Working with the school in advance:
There are several aspects that you will need to discuss/agree with the school:

- How they would like to handle crossing main roads - should the Bikeability Bus cross main roads in one large group, or several smaller ones?
- Consider arranging signage on the day of the ride to highlight the presence of the Bikeability Bus to the local community.
- School safety equipment needs. e.g. are helmets and hi-vis vests compulsory? Unless your scheme has specific requirements, let the school decide what equipment should be worn.
- Any local school rules that may need to be observed, such as no riding on the playground or entering via a particular entrance.
- Check that the school has provided information to participants, such as letters and any specific guidelines that the school requires (e.g. safety equipment).
- Discuss integrating the Bikeability Bus with any existing school travel plan and walking bus initiatives.

3. Delivery

Instructor Considerations: Please see the ‘key information for module delivery’ section on specific instructor requirements. A strategy should be put in place to ensure that instructors or leading adults placed along the Bikeability Bus are able to communicate with each other in order to prevent different groups within the bus drifting apart.

Make use of messaging technology, such as WhatsApp to set up a group. This makes organising the Bikeability Bus so much easier and is also great for promoting it

Instructors should carry usual equipment such as tool kits, first aid kits and puncture repair kits.
Delivery models

Bikeability Bus works well when led by instructors, but it may not be sustainable for instructors to lead a Bus every week or every fortnight. One option would be for instructors to deliver the initial five or six Bikeability Buses before handing it over to a group of keen parents or teachers. This can be a great opportunity to tap into parents who are enthusiastic cyclists and create a wider cycling community around the school.

Also consider tying in the Bikeability Bus with other Bikeability delivery planned at the school, e.g. weekly delivery of a Level 2 course over several weeks or other Bikeability Plus modules. This will not only help to enthuse the children, but is useful from a practical delivery perspective as it then provides instructors with a full day’s work rather than simply one hour in the morning delivering the Bikeability Bus.

Time your Bikeability Bus so it links with other Bikeability delivery taking place that day at the school. Great for both trainees and instructors!

Group size and instructor ratios

Please refer to the ‘Key information’ section for information on session duration and number, group sizes and instructor ratios for this module.

The size of the Bikeability Bus depends on the number of responses received. The more ‘passengers’, the more cost-effective it becomes for you to run the Bikeability Bus.

If six or fewer children are taking part, it is unlikely to be economical to run the Bikeability Bus because there should be at least 2 instructors present - to ensure that an instructor is present at the front and the back of the Bikeability Bus.

If more than 6 children are taking part, the ratio should be 1:6. So for a 12 passenger bus, you will need 2 instructors; for a 13-18 passenger bus, 3 instructors and so on.

In this context, the Bikeability Bus ‘passengers’ are children. Accompanying adults do not count as ‘passengers’ but, at the discretion of the scheme (and subject to a minimum of 2 instructors always being present) adults may be called upon to help run the Bikeability Bus and can count toward the 1:6 ratio above.

So that means that each adult present does not have to be an instructor - but there must always be at least two instructors present, one at the back of the Bikeability Bus and one at the front.

How long does the module take to deliver?

Each Bikeability Bus journey should take roughly 1.5 hours instructor time to deliver, including the on the day risk assessment.

Equipment check

Instructors should undertake M-Checks to ensure the roadworthiness of bikes. If attendees have been briefed in advance that they will need a roadworthy bike, these can be done relatively quickly.

For a trouble-free journey, consider the following top tips:

- It’s best practice for instructors to ride the route on the morning of the Bus, to check that there are no obstructions along the route, unexpected road closures etc.
- Tie coloured balloons to lampposts to signal the location of the ‘bus stops’.
- Build a delay in to the ride start time to accommodate any late arrivals and bike checks - e.g. advertise the departure at 08:00, but don’t plan to set off until 08:20.
- Instructors should lay down the ground rules for shepherding/snaking, and brief the riders, including the rules for entering school (such as no riding in the playground, and entry through the school gates in an orderly line).
- There should be one instructor at the front of the Bikeability Bus, and one at the back; they should be able to communicate with each other to prevent the Bikeability Bus from splitting. If the Bikeability Bus does get split up, re-unite the group at the first opportunity.
- If you are leading a large Bikeability Bus, consider riding two abreast to reduce the length of the line.
- In the event of a mechanical issue, such as a puncture, the whole Bikeability Bus should remain together, before proceeding once the issue is dealt with.
3. Delivering Bikeability Fix

Introduction

Bikeability Fix sessions teach trainees how to perform basic maintenance on their bikes and, when run prior to core Bikeability courses, can also help to make sure that bikes are road worthy when they are subsequently brought to Bikeability training sessions.

Trainees can work on their own bikes or ones provided by the scheme – the key thing is to provide them with lots of practical, hands on experience.

Schools really like this module as it provides pupils with a very different training experience, and an opportunity to use tools etc.

Key features:

- Basic maintenance classes for children (and potentially parents and school staff) to make their own repairs, such as fixing a puncture, basic brake adjustment
- Each child who attends receives a puncture repair kit allowing them to fix their own punctures at home

Module objectives

The main aim of Bikeability Fix is to ensure that bikes are road worthy for Bikeability – thereby maximising the time within subsequent Bikeability sessions spent training.

This module will also:

- Teach trainees how to make minor repairs to their bikes
- Ensure that fewer bikes are left unused due to minor faults

Bikeability Fix has the following outcomes:

Outcomes for both primary and secondary age trainees:

1. Ensuring handlebars are straight
2. Understand key parts of a bike/what an inner tube does
3. Able to check whether or not a cycle is roadworthy
4. Able to use basic maintenance tools (allen keys, spanner, puncture repair kit, pump)
5. Able to remove a front wheel
6. Able to remove an inner tube
7. Able to locate and patch a puncture
8. Able to fit an inner tube
9. Able to fit a tyre (While not a complex skill, this may require strong hands, even some adults struggle with this. Demonstration cycle used for this should have easy fitting tyres.)
10. Able to inflate a tyre to the correct pressure
11. Able to refit a front wheel to a cycle
12. Able to adjust brakes using a barrel adjuster
13. Able to fit a cycle to a person by raising and lowering the seatpost and ensure saddle is straight on

Additional outcomes for secondary age trainees (optional for primary age trainees):

14. Able to adjust brakes using the brake cable
15. Able to replace brake blocks
16. Able to remove a rear wheel
17. Able to refit a rear wheel to a cycle

Target audience

- Pupils who will be taking a Bikeability Level 2 or Level 3 course in the near future;
- Age 9 upwards.
- Boys and girls alike: marketing should encourage all to attend.

Think about the opportunities to deliver outside schools – this module is great for delivering in a variety of other settings:

- At Guide and Scout groups - links into the achievement of badges
- As an after school activity - focuses on delivering to the children that really want to do it, and provides an opportunity to engage with parents when they pick their children up
- Within Pupil Referral Units – it can be a really useful way of re-engaging with these children / young people
- As a Saturday club for parents

Image courtesy of Outspoken Training
Delivery Guidance

Specific guidance for this module is provided below on all stages of delivery:

1. Marketing
2. Planning and preparation
3. Delivery

1. Marketing

Generating interest in Bikeability Fix

Liaise with the school to discuss the viability of running the module and the potential demand; do children have their own bikes to fix?

If there appears to be demand for the module, provide the school with Bikeability Fix Information for Parents letters and ask for parents to return them to sign up.

Consider offering Bikeability Fix to schools as part of the core Bikeability training (just delivered over more sessions). This means that you will only need to engage with schools and parents once, and there will be a reduction in associated administration/paperwork for you and the school.

This module can be delivered in both primary and secondary school settings. A great way to get into secondary schools is to offer to deliver Bikeability Fix as part of the school’s ‘Enrichment Day’ when pupils are off timetable.

2. Planning and preparation

Instructor considerations

Please see the ‘Key information on module delivery’ section on specific instructor requirements.

This module can be useful in providing instructors with additional and more varied work opportunities – which can be helpful in retaining staff.

If no suitable staff are available, consider working in partnership with another organisation. Possible partners include independent mechanics or local bike shops. Schemes will also need to consider child protection in this case: your scheme might have to carry out the appropriate DBS checks on third party staff and plan to have one of your instructors present at all times.

Schemes will also need to consider the teaching skills of the partner: you may need an instructor on hand to help with the teaching aspect rather than the technical.

Insurance requirements

Ensure that there is suitable insurance in place if scheme staff are delivering sessions. This may already be covered by your scheme insurance, but check.

Working with the school in advance

The session should be delivered far enough in advance of the Bikeability course for pupils to put their new skills into practice and get their bikes ready. At least one week before the Bikeability course is a good target to aim for.

Is there an appropriate space for sessions to take place?

Remember that there will be as many bikes as there are children in the room. Getting a school hall can sometimes be difficult, so are there any alternatives such as the local village hall? This is a great module for delivering outside in good weather and this can provide you with more space to work in.

Equipment required

Schemes will need a stock of puncture repair kits to give to trainees. These can be either traditional glue-based kits or self-adhesive kits. Glue-based kits will need to be distributed via parents as the glue is classed as a restricted substance.

How long does the module take to deliver?

- Delivering equipment to school: Pack down and set-up time, approximately 15 minutes each, plus travel time.
- This module will take up to 1.5/2 hours to deliver in total and can be delivered as one or two separate sessions. But note that this must fit with class timetables, so you
You will need to consider the following logistical issues:

- Will there be equipment to transport?
- Will equipment need to be stored at the school between sessions?

Develop a lesson plan for delivery. Not only will this provide you with a practical delivery tool, it will ensure consistency of approach across different instructors, and it shows schools exactly what will be delivered in a format they understand.

Due to the nature of the training, children should work alone rather than in pairs, so there will be as many bikes as there are children in the room. The course is about doing not watching so make sure that children get plenty of opportunity to try for themselves.

If possible (and if this module is delivered prior to scheduled Bikeability training) using the same instructors who will then deliver the Bikeability training is a good way to introduce themselves to the group, and set ground rules and expectations for Bikeability training.

Incorporating a 10 minute ride at the end of the session can be a really welcome reward for Bikeability Fix trainees.
4. Delivering Bikeability Learn to Ride

Introduction

Bikeability Learn to Ride sessions are for children or adults who are unable to cycle. This primarily includes those struggling to master the skill, or adults who have never learnt to cycle.

Sessions are taught in small groups, in a pressure free environment.

Key features:

- Small instructor: trainee ratios
- May start with Bikeability Balance
- Provides a constructive environment for older children or adults to learn to cycle without peer pressure or embarrassment

Module objectives

The main objective of Bikeability Learn to Ride is that more children are able to cycle going in to Bikeability Level 1, thereby maximising the training time available to develop Level 1 skills within those training sessions.

This module will also:

- Ensure more adults can cycle – to normalise cycling and lead to more families/children cycling

Bikeability Learn to Ride has 5 compulsory outcomes:

1. Get on and off the bike without help
2. Start off and pedal without help
3. Stop without help
4. Ride along without help for roughly one minute or more
5. Make the bike go where they want

There are 2 optional outcomes:

5. Demonstrate understanding of safety equipment and clothing
6. Carry out a simple bike check

Target audience

Bikeability Learn to Ride is aimed at children and adults who are unable to ride a bike.

Make the sessions as fun and engaging as possible so trainees really enjoy their experience of learning to ride

Delivery guidance

Specific guidance for this module is provided below on all stages of delivery:

1. Marketing
2. Planning and preparation
3. Delivery

1. Marketing

Generating interest in Bikeability Learn to Ride Schemes should liaise with the school to arrange for Bikeability Learn to Ride Information for Parents letters to be sent home with children for parents to express interest in their child (or other members of their family) learning to ride.

Be as flexible as possible on times offered so that parents are able to participate too. This will vary locally, but an after school time may be suitable if the school is willing to look after the children of participating parents.

Advertise sessions at events such as Bikeability Promotion events, at parents evenings in schools, and at the school gates.

2. Planning and preparation

Models of delivery Bikeability Learn to Ride sessions can be arranged to take place either in small groups or on an individual basis. The duration and number of sessions required will be dictated by trainees’ progress against the outcomes.

Please refer to the ‘Key information’ section for information on instructor ratios for this module. Group sizes should be as small as possible. However, be mindful of lone working policies when working with children and vulnerable adults – deliver in small groups to avoid this.

It is recommended that separate sessions are delivered for different types of learner such as adults, older children, younger children etc. so that older trainees are not embarrassed by the idea of learning to ride with younger children.

Be flexible in your approach - tailor the course to the needs of the trainees
3. Delivery

**Instructor considerations**
Please see the ‘Key information for module delivery’ section for specific instructor requirements. It is important that instructors have the skills and experience (which most should have already) to get complete beginners to the stage where they can ride independently and unassisted in a traffic-free environment.

Think about providing appropriate equipment (including bikes for adults if necessary) and the logistics of moving bikes around. If schemes will be using balance bikes too, they will need to consider where these will be stored and how they will be transported to training sessions.
5. Delivering Bikeability On Show

Introduction

Bikeability On Show allows parents and teachers to learn about and witness the skills that children have learnt during Bikeability training, primarily Level 2 training.

The most important outcome of this module is that parents and teachers gain a better understanding of the course outcomes, and why the outcomes are taught this way. For example, many parents won’t understand what the primary position is or why it is taught; by gaining a better understanding and seeing the quality of the training, they are more likely to let their children cycle, and also to respect the positioning of other cyclists that they encounter whilst using the road.

There are several options for running this module - schemes will need to deliver their programme with a consideration of the school in question and the needs of parents. For example, there might be the opportunity in certain schools for parents to watch a display by children of the on road cycling skills that they have learnt during their course. In other schools however, this might not be possible/appropriate.

Key features:

Giving parents and teachers the opportunity to observe Bikeability core training first hand through:

- Demonstration sessions to parents/teachers by trainees who have completed a Bikeability course, especially of the Bikeability Level 2 outcomes
- Presentation by scheme instructors to parents/teachers, to include detailed information about Bikeability and ‘What is Bikeability?’ clips
- Creative project - classes who have taken part in Bikeability produce ‘What Bikeability means to me’ videos or creative projects

Module objectives

The main objective of Bikeability On Show is for parents to be more willing to allow their children to cycle.

This module will also:

- Increase parents’ and teachers’ confidence in Bikeability training by demonstrating first-hand the real competencies that children learn during the training
- Raise the profile of the Bikeability brand and content
- Demonstrate the professionalism of Bikeability schemes and instructors and the high quality content of the Bikeability course

Bikeability On Show has the following outcomes:

1. Observers are able to understand the outcomes required to cycle to the National Standard, especially what skills a young person has acquired after Bikeability training
2. Observers are able to understand the method used to teach people to cycle at Bikeability Levels 1 and 2 (and optionally at level 3)

Target audience

Parents of trainees and school staff, including teachers and other staff.

Image courtesy of Cycling Instructor
Delivery Guidance

Specific guidance for this module is provided below on all stages of delivery:

1. Marketing
2. Planning and preparation
3. Delivery

1. Marketing

Generating interest in Bikeability On Show

Approach schools directly or using the Bikeability On Show Information for Schools letter.

Discuss what method of delivering Bikeability On Show to parents and staff would work most effectively in that school.

Consider notifying parents about this module at the same time as seeking their consent for Bikeability. In this way you can tie Bikeability training with Bikeability On Show, making this module a normal follow-up to Bikeability.

Consider timing the sessions to start just after the end of the school day when some parents are around anyway. This will minimise the inconvenience for parents and also reduce the impact on curriculum time. Younger siblings can also be invited to attend and observe with their parents to minimise the logistical difficulties for parents.

2. Planning and preparation

Models of delivery

There are several alternative models of delivering Bikeability On Show and these are described below.

1. Demonstration sessions: Trainees demonstrate the skills that they have learnt during their course to their parents and/or teachers

This approach works well if there is a suitable route near school, and if parents and teachers are likely to attend. Do remember that it can be deflating for some children if their parents don’t come along, so if parents are unlikely to attend, consider making the session for teachers only.

Demonstration sessions should be organised to take place at a convenient time/location, e.g. after school, at the end of the Bikeability course, around school grounds. They need to be run soon after Bikeability, while outcomes are fresh in the trainees’ minds and enthusiasm levels are still high.

Demonstrations should attempt to cover as many of the Level 1 or Level 2 outcomes as possible in the time available (a particular focus on the Level 2 skills is recommended). Outcomes may have to be combined to achieve this.

2. Instructor presentation: A stand-alone session where instructors visit the school prior to a Bikeability course to provide an overview to parents and school staff of what Bikeability training entails and the content of the course

Choose extrovert, energetic instructors for this option as they will communicate Bikeability in a really positive way

3. Delivery

Deliver Bikeability On Show at the end of the Bikeability course while you still have the children and their bikes at school - this can avoid extra logistical problems for parents.

Get parents involved by letting them have a go at some Level 1 outcomes themselves.

Size of group and instructor ratios

Normal Bikeability ratios apply, plus one instructor to provide the commentary to explain why trainees are doing as they are (e.g. taking the primary position) during outcome demonstrations. Maximum length of the session: 45 minutes.

Choose extrovert, energetic instructors for this option as they will communicate Bikeability in a really positive way.
Discuss with the school the best time for these sessions to take place. Make use of any available multimedia resources. Instructors should field questions and give further explanations after each clip.

Maximum length of the session: 30 minutes (or 15 minutes if delivered in a whole school assembly).

Link Bikeability On Show to an existing event such as a parent’s evening – this will widen the type of parents who take part.

3. ‘What Bikeability means to me’ project: Trainees create their own ‘What Bikeability means to me’ video or creative project

If the appropriate technology/resources are available, this could be a multimedia project that is shown at the end of term - but it could also take the form of an assembly for parents, or pieces of artwork or written work to display in school.

Length of project: Approx. one term per class.

Instructor considerations
Please see the ‘Key information for module delivery’ section for specific instructor requirements.
6. Delivering Bikeability Parents

Introduction

Bikeability Parents is simply Bikeability for Parents (and teachers).

Since the principles and skills taught during a Bikeability course apply just as much to adults as they do to children, this is an opportunity for a scheme to deliver its Bikeability course (all three levels, but primarily Level 2), slightly modified as necessary, to parents and teachers.

Key features:

- The Bikeability Parents course should be as similar as possible to the Bikeability course that the children have experienced.

Module objectives

The main objective of this module is to enable trainees (parents and teachers) to gain the skills and confidence they need to ride their bike, in conditions according to the Bikeability Level achieved.

This module will also:

- Enable trainees (parents and teachers) to understand what the children have been or will be taught, to appreciate why they have been or will be taught this way, and therefore to be more willing to allow their children to cycle after Bikeability training.
- Enable parents and teachers to experience (at first-hand) the professionalism of the Bikeability scheme and its instructors.
- Ensure that, when riding with children who have done Bikeability, adult trainees will reinforce (rather than undermine) what their children have been taught.

Bikeability Parents has the following outcomes:

1. Bikeability Level 1 outcomes
2. Bikeability Level 2 outcomes
3. (Where appropriate) Bikeability Level 3 outcomes
4. Able to ride behind and slightly to the right of children and less experienced riders.

Target audience

Parents, teachers, school staff (including teaching assistants, office staff etc.) and related adults in the wider community (such as grandparents) of children who have just done or are about to do Bikeability (any Level).

Delivery Guidance

Specific guidance for this module is provided below on all stages of delivery:

1. Marketing
2. Planning and preparation
3. Delivery

1. Marketing

Generating interest in Bikeability Parents

Engaging parents to participate in Bikeability Parents can be challenging because they have busy lives and this module requires a considerable time commitment from them. However, the following suggestions can help to boost engagement levels:

- Train parents alongside their children – this will have the benefit of parents learning exactly the same thing at the same time as their children. There can be a shared excitement between parents and their children as they learn new skills together and a positive momentum to cycle together in the future.
- Train parents of younger children – experience shows that it is easier to engage parents of younger children in their child’s learning. They may also have more time available to participate in school-related activities as they may not have returned to work after having their children.
• Engage parents in Bikeability Parents via their participation in another Bikeability Plus module first - parents may be concerned about what to do in the event of a puncture, and therefore may be interested in Bikeability Fix, or participate in Bikeability Ride where their children teach them certain Bikeability outcomes they have learnt beforehand. These things may provide a gentle introduction to the idea of them undertaking Bikeability training themselves. Schemes should liaise with the school to arrange for a Bikeability Parents Information for Parents letter to be sent home with children for parents to express interest in experiencing Bikeability for themselves.

Target parents of children doing Bikeability Level 1 as they may be more willing to engage

2. Planning and preparation

Instructor considerations
Please see the ‘Key information for module delivery’ section for specific instructor requirements. It is not anticipated that instructors will require any additional training to deliver this module, although it is important that they have the following skills and experience (which most should have already):

• Getting complete beginners to the stage where they can ride independently and unassisted in a traffic-free environment.
• Ability to adapt their delivery style to the audience.

3. Delivery

Bikeability Parents sessions can be arranged to take place either in pre-organised groups or on an individual basis, but this should ideally match the way in which the child is taught (which will depend on the Bikeability Level being delivered).

Group sizes should be as similar as possible to those which apply to the children’s Bikeability;
Instructor: trainee ratios no lower than those for teaching children.

Adult participants may be put off or embarrassed by the idea of learning to ride with children. Consider delivering in a different location to the school (or adjust the timing) to avoid this embarrassment.
7. Delivering Bikeability Promotion

Introduction

Bikeability Promotion is a way for a scheme to provide an event where the local community can have a go at cycling in a fun, family atmosphere. The event should not be too structured, and should be focussed on ‘trying’ rather than ‘teaching’ or ‘training’.

There’s no set form to this module – schemes can run an event, big or small, which suits them, the resources they have available, and their local community. For example, larger schemes might choose to use the event as an opportunity to run other Bikeability Plus modules, while smaller schemes might stick to running a school sports day style event with fun games and competitions.

This document provides a few hints and tips for schemes running their first Bikeability Promotion event, but anything goes if it attracts children and adults who wouldn’t usually cycle.

One really effective way of delivering this module is to combine it with an existing community event, such as a summer fete. Not only will this reduce the resources needed to organise Bikeability Promotion, but it also means that your event will reach a much wider section of the local community. Be careful, however, to choose an event that’s suitable – one that’s heavily focussed on cycle racing, for example, may not provide the right audience for this module.

Key features:

- Fun activities for all, including novice cyclists
- (Optionally) Various types of bikes and activities to try, with races/games
- (Optionally) may incorporate other Bikeability Plus modules, or take bookings for them
- (Optionally) Bike maintenance on offer
- Bikeability information available

Module objectives

The main objective of this module is to demonstrate the benefits of cycling to whole families in a fun atmosphere.

This module will also:

- Create an opportunity to promote Bikeability training
- Create an opportunity to deliver other Bikeability Plus modules (such as Bikeability Ride or Bikeability Fix) to children and parents
- Educate and advise adults and children about cycling for transport, leisure or sport

The outcomes of Bikeability Promotion are that participants:

1. Will take part in a fun event and have a go riding cycles
2. Understand what other Bikeability and cycling services/opportunities are available (including other Bikeability Plus modules)

Target audience

The whole local community – not just children and families of the school.

Children/families of other local schools (e.g. the other schools within the cluster group).

Delivery Guidance

Specific guidance for this module is provided below on all stages of delivery:

1. Marketing
2. Planning and preparation
3. Delivery

1. Marketing

Generating interest in Bikeability Promotion

Bikeability Promotion can be delivered in a school setting or elsewhere as part of a wider community event. If delivered at a school you will need to think about the following:

- A school provides great resources such as space for an event to take place and the ability to advertise the event to the wider community. The school may already organise a suitable event (e.g. a summer fete) that Bikeability Promotion could also be part of.
- As the first part of your marketing, approach the school with the idea of holding a Bikeability Promotion event; use the Bikeability Promotion Information for Schools letter to provide additional information.


Choose a proactive school if you decide to deliver in a school setting. You will get much more out of the day if the school has really bought into it.

Once a school agrees to host a Bikeability Promotion event, co-ordinate a suitable date and seek any available volunteers via the school. Think about all the different ways you can promote the event:

- Ask the school to send children home with the Bikeability Promotion Information for Parents letter.
- Also ask neighbouring schools to advertise the event, to increase the potential number of people attending.
- Leaflet the event at the school gates (with school consent) using the Bikeability Promotion Poster template.
- Also use social media channels to advertise the event.
- Consider partnering with local bike shops and suppliers of specialist bikes; you could use their equipment in return for publicity.
- Consider arranging a local sponsor for large events (but be aware that the sponsor must not, directly or indirectly, seek to portray themselves as a sponsor of Bikeability, which is Crown property).

2. Planning and preparation

Planning meeting

Hold a planning meeting with the school (or the event organisers if it’s a community event) covering the following:

- Dates and timings of the event. This event is probably best delivered on a Saturday to maximise attendance, and spring/summertime is the best option for a chance of good weather (i.e. April – September).
- Objectives: What type of Bikeability Promotion session does the school/organisers want or need? Which other Bikeability Plus modules to run on the day would work well for that school/event?
- Wider existing initiatives you can link with.
- Links with other local schools to promote the event.
- Staffing requirements - estimate likely attendance to work out the number of staff required, both from the scheme and from the school if applicable.

Suggested attractions

The attractions at a Bikeability Promotion event will depend on the resources available on the day and the availability of space and volunteers, but you might want to consider the following:

- Weird and wonderful bikes to try out/play games with, e.g. recumbent, penny farthing, tall bikes, ‘child-transporter’, load-carrying, ‘tag-along’, tandem. Seek suppliers if you don’t have access to a range of bikes already.
- Smoothie bikes.
- Delivery of other Bikeability Plus Modules such as Bikeability Recycled, Bikeability Fix and Bikeability Ride.
- Circus style attractions, e.g. people riding bikes on stilts; unicycles.
- Availability of Dr Bike.
- Providing information on Bikeability delivery and local cycling opportunities more generally.
- Celebrity bikes, e.g. Tour de France competition bikes, World Champs Downhill bikes etc.

You really can’t have too many attractions!

Think about and plan carefully the type/balance of activities to be provided in order to maintain interest throughout the day.

Try and have as many weird and wonderful bikes and activities as you can. This will make the day interesting and varied for everyone who comes along.
Logistics You will also need to discuss the following logistical issues with the school/event organisers:

- Arrangements for the transport of bikes and equipment to and from school.
- Availability of a secure area at the event, ideally fenced off (e.g. tennis court or similar space 30m x 30m) so that people can try-out bikes and equipment.
- Availability of storage space pre-event, at-event and post-event - for equipment and marketing materials.
- Route planning for any led rides to be delivered.
- Contingency plans e.g. for poor weather.
- Monitoring requirements.

To help with counting the number of people who attend, either collect names and use a prize draw as an incentive (the contact details will allow you to keep in touch afterwards), or give out numbered tickets or information sheets.

How long does it take to deliver this module? This is likely to be a half to full day event, depending on school requirements. There is a learning curve to efficiently preparing for these events, but once mastered it is pretty quick.

3. Delivery
On the day:

- Make sure that you greet attendees at a main entrance to ensure a warm welcome.
- Rotating groups work well so that people can try out all the activities in a structured way.
- Ensure that you provide effective sign-posting onto other cycling and Bikeability opportunities.
- Remember to leave information and resources with the school for reference and to encourage further participation in Bikeability and cycling projects in the future, such as:
  - Information sheet on the full range of services provided by the scheme.
  - Case studies from other schools who have undertaken cycling projects.
  - Resources for the school to run its own events in the future.
  - Useful local contacts including local bike shop / mechanic etc.

Staffing and instructor considerations
A minimum of three staff are likely to be required to manage any event - you will need to factor in the estimated number of attendees and the number of volunteers that you have. You will also need to have the requisite number of instructors needed to run other Bikeability Plus modules on the day.

Choose your most energetic, outgoing instructors to run Bikeability Promotion to really enthuse participants.
8. Delivering Bikeability Recycled

Introduction
Bikeability Recycled is an initiative to redistribute bikes to those in the community who do not have the resources to buy their own. By providing families with better access to bikes for children and other family members, more will be able to take part in Bikeability and make cycling a part of their life.

Bikeability Recycled can be run as a standalone event, but it can be more effective when run as part of a wider community event, or in conjunction with Bikeability Promotion.

It does not have to be run as an event, however – it can be run equally successfully as an initiative with specified processes for collecting, refurbishing and redistributing bikes to identified recipients.

There are two potential models of delivery:

- **Donate and refurbish**: People can bring bikes to donate or acquire a refurbished bike. Donated bikes will be refurbished by qualified bike mechanics to ensure that all bikes are in a road worthy condition, and redistributed either via future Bikeability Recycled events or directly to pre-selected/identified recipients. If schemes have the physical space and resources, they might consider establishing a stock of bikes.

- **Bring and swap**: People bring unwanted bikes to an event and can swap it for another on the day. No repairs or refurbishment would be done by the Bikeability scheme – instead there would have a clear disclaimer that all bikes must be checked by a qualified mechanic before being ridden.

Explore as many avenues as possible to collect bikes, refurbish them and find suitable recipients – such as existing local organisations such as recycling centres/initiatives, children’s homes, Council fostering services etc. Existing recycling centres or community projects will have the expertise and may already have a stock of bikes or parts.

**Key features:**
(For the donate and refurbish option) qualified mechanics, drawn either from staff within the scheme or sourced by the scheme, repair and refurbish bikes for redistribution within the community.

**Module objectives**
The main objective of this module is to increase participation in Bikeability training by reducing the number of children without bikes. This module will also:

- Recycle used and unwanted bikes and/or cycling equipment back into the community

**Target audience**
The target audience for this module is the wider community around the school, to ensure that there are a suitable number of bikes to donate/swap/refurbish.

Teaming up secondary schools with their feeder primaries can ensure that you have a good supply of appropriately-sized bikes for donation.

**Delivery Guidance**
Specific guidance for this module is provided below on all stages of delivery:

1. Marketing
2. Planning and preparation
3. Delivery

### 1. Marketing

**Generating interest in Bikeability Recycled**
Consider your local circumstances (social, demographic and geographic) to decide if Bikeability Recycled could work for you.

If you think there is potential, there are a number of ways to generate interest:

- Link to school events or wider community projects to enthuse the school about cycling and its relevance to other learning.
• Ask the school to send children home with the Bikeability Recycled Information for Parents letter. Be brief in your communications with schools and parents – a picture can paint a thousand words.
• Aim to publicise the event as widely as possible – ask neighbouring schools to advertise the event too, to increase the market of people donating/acquiring bikes, using the Bikeability Recycled Poster template.
• Leaflet/promote the event at school gates (with school consent).
• Use social media channels to advertise the event, along with more traditional marketing tools.
• Consider partnering with local bike shops. This might include using their mechanics to service donated bikes, or offering vouchers at the shop to people who have attended the Bikeability Recycled event.
• Consider arranging a local sponsor for large events (but be aware that the sponsor must not, directly or indirectly, seek to portray themselves as a sponsor of Bikeability, which is Crown property).

![Think carefully about the language you use to market recycled bikes – ‘pre loved’ can sound more appealing than ‘second hand’! It’s also useful to think about ways in which you can highlight the high quality of the refurbished bikes:](image)

- show a picture of a refurbished bike;
- attend assemblies that parents attend to show what bikes look like pre- and post-refurbishment;
- emphasise that the work has been undertaken by qualified mechanics

2. Planning and preparation

**Appropriate staff** For the donate and refurbish option, all bikes that are redistributed will need to be checked for road-worthiness, and in some cases repaired/refurbished by qualified bike mechanics. Consider using scheme instructors with appropriate qualifications, recruiting a Dr Bike style mechanic, or working in partnership with a local bike shop to use their mechanics and providing publicity in return.

For the bring and swap option, qualified mechanics won’t be necessary. However, there must be a clear disclaimer on any redistributed bike that it will need to be checked by a qualified mechanic before being ridden.

**Planning meeting**

Think about the following:

- Which type of delivery model do you want to use – donate and refurbish or bring and swap?
- Consider working with an existing community project involved in bicycle refurbishment, if one exists near you.
- Will Bikeability Recycled be delivered as part of an actual event? If so:
  - Set dates and timings for event.
  - Are there any wider community events at which Bikeability Recycled can be run?
  - Work out the staffing requirements. Do you need a qualified mechanic on the day?

If delivered as an event, you will need to plan the following:

- Duration and timing. The module is probably best delivered as part of a wider event, such as a Bikeability Promotion. If delivered as a standalone event, allow half a day.
- Preparation time required to organise it.
- Transport required (of tools, bikes, workstands, shelter).
- Storage of bikes and tools pre-event, at event, and post-event.
- Contingency plans (poor weather, what if you have too many or too few bikes).
- Storage and distribution of marketing materials at the event such as:
- Information on the services provided by the scheme (including other Bikeability Plus modules).
- Local contacts including local bike shop / mechanic etc.

Equipment required
You will need tools and parts for basic bike repair if these are to be carried out by scheme staff.

3. Delivery

Donations
Ensure that there are staff available to register/accept donated bikes. If not collecting at an event then schools can be a useful collection point, but do have a specific ‘donation day’ rather than trying to accept bikes over a longer period – this can focus collection efforts and reduce any burden on schools.

Combining the donation day with when other Bikeability training is being delivered to the school can be helpful by allowing parents to drop off old bikes when they collect their children and their bikes. It also works well to have a qualified mechanic attending donation sessions as their trained eye can assess the viability of bikes at the point of donation.

Be selective about the bikes that are accepted – don’t be tempted to take everything that’s offered as some bikes may be more work than they are worth! Use your mechanic to help decide which ones to accept, and also take the opportunity to choose bikes for parts only.

Refurbishment
A mechanic’s checklist can be useful to document what work has been done on the bike/what has been checked.

Recycling bikes back into the community
If you are pre-selecting recipients for a refurbished bike, find out the following in advance to make a good match:

• Gender
• Both height AND age – so you know if you have a tall, young child, or an older, smaller one.

Asking the recipient to sign a (simple) form on handover can be useful in demonstrating that you are also passing over responsibility for the bike.

When pre-selecting recipients, consider getting schools to identify suitable recipients rather than creating overbearing criteria. Be careful not to inadvertently label children as ‘needy’ as a result of delivering this module.

Image courtesy of Outspoken Training
9. Delivering Bikeability Ride

Introduction

Bikeability Ride is a suite of led rides for schemes to choose from. The rides use pre-determined, low traffic/traffic-free routes and are designed to boost confidence for a variety audiences who are new or returning to cycling, in a bid to make cycling part of their routine.

The rides are relatively short and focus on leisurely/pleasant/practical routes; they are not designed for sports riding or training for experienced cyclists.

Schemes should choose the rides which suit their local context or local schools best:

- **Bikeability Ride for All** - an all-ability family ride, suitable for families, typically with a child who has recently participated in a Level 2 course (but not necessarily achieved all outcomes), where the family may have younger children as well
- **Bikeability Safari** - a ride for children who have achieved Bikeability Level 2, great for discovering the local area around their school, put their new skills into practice and have some fun with their friends
- **Bikeability Ride for Ten** - a longer ride for more confident cyclists and those who are considering making cycling part of their routine, e.g. for commuting. A great way to demonstrate to children and adults how far they can ride

Key features:

- Cycling with family and friends
- Specific goals for each ride, e.g. distance or destination
- Refreshment break stop such as a café or picnic spot
- Fun elements e.g. a treasure hunt in family rides

Module objectives

The main objective of this module is to put learned Bikeability skills into practice.

This module will also:

- Raise awareness of local cycle routes/facilities
- Encourage new or returning cyclists to ‘come and have a go’ in a friendly, supportive environment with family and friends
- Embed a culture of group rides in a local area
- Enable children to demonstrate their Bikeability skills to parents

The outcomes of Bikeability Ride are that participants are:

1. Able to ride in a group, understanding the distance between themselves and the person in front
2. Able to follow instructions

Target audience

Bikeability Ride is aimed at a variety of audiences – children, parents, families, school staff - who are new to, or returning to, cycling. There must be sufficient demand from target audiences to run the module, particularly the two options aimed at adults and families.

- Require pre-booking for the rides aimed at adults and families so that you know how many people to expect on the day and can staff the ride appropriately

Delivery Guidance

Specific guidance for this module is provided below on all stages of delivery:

1. Marketing
2. Planning and preparation
3. Delivery

1. Marketing

Generating interest in Bikeability Ride

Are there routes close to the school/in the local area that are suitable for inexperienced, unconfident or young cyclists? If so, for rides for parents, staff and/or families, approach the school to determine potential demand for Bikeability Ride.

If approaching a new school, consider using the Bikeability Ride Information for Schools letter to make initial contact and explain the module concept.
Top tips for delivering a great Bikeability Ride:

- Create themed rides that tie in with seasonal events to provide added interest, e.g. an Easter egg hunt or a Tinsel ride at Christmas ride – be creative!
- Deliver Bikeability Fix or offer a Dr Bike shortly before a Bikeability Ride to ensure roadworthy bikes on the day.
- Use new technologies to your advantage: use WhatsApp for communicating any last minute route changes, or use an appropriate local network on Facebook to promote your ride to your specific target audience.

2. Planning and preparation; and 3. Delivery

i) Bikeability Ride for All

Bikeability Ride for All is a led ride for families, some of whom might wish to bring very young children, and so the ride should take place in either a traffic-free area or area of very low traffic. Routes should last roughly five miles, but this can be changed depending on the ability of those taking part (e.g. if you have very young children you might want to reduce the length). This module can be a good opportunity for children to demonstrate Bikeability Level 1 or 2 outcomes to parents.

Once you have established sufficient demand for a Bikeability Ride for All:

- Prepare a route suitable for your ride. See Bikeability Ride Route Map Template for an example route.
- Choose a well-known/accessible start point.
- Ride the route in advance and undertake a risk assessment.
- Include a destination that can be used as a refreshment stop, such as a park, public space or café.
- Provide the school with a copy of the Bikeability Ride Information/Permission Slip outlining start date, times, route and additional information such as equipment requirements. This should be returned to the school to indicate definite attendance on the ride, and then passed to the scheme.

Ride the route on the day of the ride and be aware of/check for any last minute road closures etc., and have a Plan B in place.

Instructor considerations

Please see the ‘Key information for module delivery’ section for specific instructor requirements.

Instructors should carry usual equipment such as tool kits, first aid kits and puncture repair.

How long does it take to deliver? Bikeability Ride for All should take approximately two hours instructor time:

- 15 minute introduction and bike check
- 35 minute cycle to destination, and 35 minutes return leg
- 35 minute refreshment stop/picnic

ii) Bikeability Safari

Bikeability Safari is a led ride around their local area for children who have achieved Bikeability Level 2. It can usefully be used as a reward for these children. The ride aims to familiarise children with cycling and routes in their local area, put their new skills into practice and have some fun with their friends. It can be delivered as a single school or a multi school activity, with the latter using feeder rides to meet an agreed central start point.

In order to deliver Bikeability Safari:

- Prepare a route suitable for your ride – see Bikeability Ride Route Map for an example route map.
- Rides should aim to be around five miles in total, depending on trainee ability.
- Rides should ideally take place a short time after Bikeability training, rather than on the final day when trainees have just received news of whether they have achieved the outcomes.
• Ride the route in advance and undertake a risk assessment.
• Include a destination that can be used as a refreshment stop, such as a park, public space or café.

Instructor considerations
Please see the ‘Key information for module delivery’ section for specific instructor requirements.
Instructors should carry usual equipment such as tool kits, first aid kits and puncture repair.

How long does it take to deliver? Bikeability Safari should take approximately two hours instructor time:
• 15 minutes introduction and bike check
• 35 minute cycle to destination, and 35 minutes return leg
• 35 minute refreshment stop/picnic

Communication with parents
Include Bikeability Safari on your usual information/permission slip that is provided to parents of children undertaking a Level 2 course, and indicate when the Bikeability Safari is likely to be, along with a proposed route.

If scheme and school resources are available, short classroom sessions can take place to enable children to input into designing the route and therefore take greater ownership of their Bikeability Safari.

Group size and instructor ratios
Follow Bikeability Level 2 ratios of 1 instructor to 6 attendees. Group size will depend on how many trainees achieve Bikeability Level 2, but ideally group sizes should not exceed 18 riders. If instructors feel comfortable taking larger groups out, they can do so at the discretion of the scheme.

Instructor considerations
Please see the ‘Key information for module delivery’ section for specific instructor requirements.
Instructors should carry usual equipment such as tool kits, first aid kits and puncture repair.

Choose a well-known/accessible start point – not necessarily the school.
• Include a destination that can be used as a refreshment stop, such as a park, public space or café.
• Ride the route on the day of the ride and be aware of/check for any last minute road closures etc., and have a Plan B in place.

Communication with parents
Provide the school with a copy of the Bikeability Ride Information/Permission Slip outlining start date, times, route and additional information such as equipment requirements. This should be sent home with pupils and returned to school to indicate definite attendance on the ride, and then passed to the scheme.

School staff should return attendance forms to the scheme or to the member of school staff who is helping to co-ordinate the ride.

Group size and instructor ratios
Follow Bikeability Level 2 ratios of 1 instructor to 6 attendees. The maximum group size is dependent on how many instructors are available. However, you should aim for no more than 18 riders.

Instructor considerations
Please see the ‘Key information for module delivery’ section for specific instructor requirements.
Instructors should carry usual equipment such as tool kits, first aid kits and puncture repair.
How long does it take to deliver?
Bikeability Ride for Ten will take approximately two hours:

- 10 minute introduction and bike check
- 40 minute cycle to destination, and 40 minutes return leg
- 30 minute refreshment stop/picnic

Important considerations for delivery of all types of Bikeability Ride

Pre-Ride information
The provision of good, pre-ride information is very important to help manage the expectations of the group and ensure its easier to manage on the day. This information might include:

- Need for a roadworthy bike (be specific about what that means in practice)
- The basic riding skills that participants will need
- What equipment do they need to bring – hats, suncream, water bottle etc.
- Provide a map of the route – is it on or off road?
- Provide reassurance that no one will be left behind

Managing the group: you may need to cater for a very diverse group of riders:

- Having an additional ‘loop’ for the faster/keener riders while the others take a break can work really well and keep everyone happy
- You will need to have an agreed approach for managing ‘drop outs’ – this will mainly be required for non-school delivery, although you will also need to have a process for managing children who cannot continue with the school-based ride, and still maintain the required instructor ratios for example

Image courtesy of Cycle Leeds
10. Delivering Bikeability Transition

Introduction

Bikeability Transition provides students moving from primary to secondary school with the route planning skills they need to plan and make a safe ride to their new school.

Scheme instructors will provide a route planning session to children and then lead a group of Level 2 qualified trainees on a ride from their primary school (or preferably from their residential area if practical) to their new secondary school.

The module should be delivered shortly before students are about to make the transition from primary to secondary school. Many schools will already organise a range of transition-related activities for incoming Year 7 pupils, and therefore this module is best delivered in conjunction with those existing activities. Note that schools will often plan/organise their transition-related activities early on in the academic year, even though they will not be actually delivered until towards the end of the summer term.

There are three possible delivery models for Bikeability Transition:

- Delivered as part of a Bikeability Level 2 course. This option would work well where most children at the primary school will go to the same secondary school.

- Delivered in the final term of Year 6. This could work well as a part of other planned transition activities and many schools have space in their timetables at this time of year. However, will your scheme have capacity at its busiest time of year?

- Delivered during the summer holidays of Year 6 to Year 7 transition. This option could be delivered as a family session in order to involve parents. This option can gain parental confidence, but is less efficient and possibly more difficult to sell to the target market as it must be done directly with parents.

It is up to your scheme and the school to decide together which approach – or combination of approaches – will work best. However, the module should be delivered before children have started at secondary school, as non-cycling travel arrangements are already likely to be in place by this point.

Key features:

- Can be planned to avoid Level 3 road features
- Flexible delivery – can be delivered towards the end of the summer term or during the summer holidays

Module objectives

The main objective of this module is to take advantage of changes in travel arrangements to embed a cycling habit.

This module will also:

- Teach route planning to children so they can be independent cyclists
- Provide pupils with a sustainable/viable mode of transport to their new school
- Reinforce the skills learned in Bikeability Level 2 training
- Make training more realistic – schemes can avoid busy roads in training, but “real” routes will have to be used in this module

The outcomes of Bikeability Transition is that participants are able to:

1. Demonstrate an understanding of route planning using maps and apps as appropriate
2. Able to securely store bike at secondary school

Target Audience

The target audience for this module are schools – both primary and secondary, parents of children in Year 6 and Year 6 children themselves.

There must be suitable routes from residential areas to secondary schools that can be used by Level 2 trainees.
If there are no suitable routes from residential areas to the secondary school, then this module may not be appropriate for the feeder schools of the secondary in question. However, this is rare: routes can usually be found, or trainees could be taught a safe strategy for the parts of the route that they do not yet have the skills or confidence to ride (e.g. using a subway instead of a major roundabout, or crossing a junction on foot).

**1. Marketing**

**Generating interest in Bikeability Ride**

Co-operation between the scheme and secondary schools will be vital in promoting the module.

The scheme should approach local secondary schools (which may not be part of the main Bikeability Plus programme) and explain the benefits of their students cycling to school, and the areas where cycling pupils are likely to come from. Consider using the Bikeability Transition Information for Secondary Schools to make this initial contact.

Discuss the possibility of the secondary school incorporating the module into their usual transition arrangements for new pupils from feeder primaries. Being part of a formal transition programme will lend the module gravitas when approaching primary schools/parents to take place. Request that Bikeability Transition Information for Parents be included in the transition information that goes to children at feeder primaries. Emphasise that this module is not a replacement for Bikeability Level 3 training.

If disseminating module information via the secondary school is not viable, then this can be done via the primary schools.

Try to get buy-in to Bikeability Transition from both your primary and your secondary school. Make use of the School Games Organiser Host School (SGOHS) as they are likely to have good contacts with secondary schools.
2. Planning and preparation

Routes Routes should start from areas where a high proportion of the secondary pupils live. Where possible, routes should be planned to match the ability of trainees who have achieved Bikeability Level 2. See Bikeability Transition Ride Example Route for guidance.

Route planning sessions Liaise with primary schools that are taking part to discuss running route planning sessions where students can plan the route to their new school. Ideally, to make it more appealing to schools, this would be run as a whole-class transition exercise, incorporating different modes, routes and secondary schools.

Planning their own routes will allow pupils to take ownership of the ride and provide them with the skills to become independent cyclists.

3. Delivery

Instructor considerations Please see the ‘Key information for module delivery’ section for specific instructor requirements. Instructors who regularly deliver Level 3 and/or adult training should be OK, but those who only deliver Level 2 will probably need additional support to start delivering this module.

Group size and instructor ratios

One instructor will be needed for each route planning session. Level 2 delivery ratios and group sizes should be observed for the practical training (the led ride to the school).

How long does this module take to deliver?

- One hour communication with each primary and secondary school.
- One hour for route planning/risk assessment.
- One hour to deliver each route planning session.
- Allow two hours training time for the led ride with the children.

Top tips for delivering the route planning session

- Use paper maps rather than online journey planners as this teaches good route planning skills
- Deliver the route planning session outdoors in good weather
- Use garden wire to trace the route on a map – it can then be measured to calculate the length of the route