

Bikeability Scotland Level 3 - Trainer Notes

Course Schedule		
	Pre-course Planning: This is only required for schools taking part in Bikeability Scotland Level 3 training for the first time	180 mins
	Session 1: Classroom based PowerPoint Session	90 mins
	Session 2: On-road Session One	60 mins
	Session 3: On-road Session Two	120 mins

Suggested course schedule:

The above schedule is based on the suggested time required to cover all the sessions as detailed in these trainer notes. Prior to the course commencing, each route will have been risk assessed and ridden by the lead trainer who will also provide the schools with the relevant resources.

Foreword

Cycling Scotland's Bikeability Scotland Level 3 Training is a 4½ hour, 3-session course, aimed at P7/S1 pupils, and aligned with the UK National Standards for Cycle Training.

The course is delivered in groups of up to 6 pupils with 2 qualified Cycle Trainers (at least one of whom must be first aid trained), and a CTA qualified teacher (provided by the school); always cycling with the pupils.

For schools taking part in Bikeability Scotland Level 3 for the first time, 3 hours of pre-course planning, including a risk assessment and ride of the training routes, will be undertaken by the lead trainer.

An initial in-depth classroom-based session prepares the participants for the following 2 on-road sessions with a focus on practical experience.

By the end of the course all pupils should be able to demonstrate a Bikeability Scotland Level 3 National Standard of riding.

Key outcomes are:

- ✓ All Level 2 manoeuvres
- ✓ Preparing for a journey
- ✓ Understanding advanced road positioning
- ✓ Passing queuing traffic
- ✓ Hazard perception and strategy to deal with hazards
- ✓ Understanding driver blind spots, particularly for large vehicles
- ✓ Reacting to hazardous road surfaces.

Optional outcomes are:

- ✓ How to use roundabouts
- ✓ How to use junctions controlled by traffic lights
- ✓ How to use multi-lane roads
- ✓ How to use both on and off-road cycle infrastructure
- ✓ Dealing with vehicles that pull in and stop in front of you
- ✓ Sharing the road with other cyclists
- ✓ Cycling on roads with a speed limit above 30 mph

Cycling Scotland

- ✓ Cycling in bus lanes
- ✓ Cycling in pairs or groups
- ✓ Locking a bike securely.

By the end of the course, pupils will be able to cycle confidently in pairs and in a group, in different types of road conditions and in challenging traffic situations. They will have an understanding of road infrastructure and advanced road positioning. The lead trainer will communicate to each individual pupil what aspects of the course they performed well and what aspects need practice.

Bikeability Scotland Level 3 Training can be delivered by Cycling Scotland Cycle Trainers who will facilitate the learning and skills development of participants. Ideally the course will be delivered over two ½ days; Day One - classroom session plus the on-road session one. Day Two - on-road session two.

Pre-requisites for pupils undertaking Bikeability Scotland Level 3 Training

- Pupils chosen must have completed Bikeability Scotland Level 2 training to a high standard and have a good understanding of the principles of cycling.
- A teacher (qualified as a CTA) will be provided by the school and who will cycle with the group always.
- As well as being competent and confident on a bike, pupils must have the correct temperament to cope with busy roads and complex traffic situations.
- The pupils must be able to work effectively as a team, have good communication skills and maintain good discipline throughout.
- With the CTA qualified teacher, all pupils must check their personal bikes prior to the course commencing. The bikes must be in a roadworthy condition.
- All pupils and the teacher must provide their own helmet in good condition.

Pre-course planning

The pre-course planning includes providing relevant resources to the individual school, devising routes for the two on road sessions and the relevant risk assessment. At least one Cycle Trainer must hold a relevant first aid qualification.

Choosing pupils

It is the responsibility of the individual schools to choose the pupils best suited for Bikeability Scotland Level 3 Training. This should be based on the pupil's Level 2 standard but also their temperament, ability to work in a group and their communication skills. The school must also have parental permission and completed consent forms for pupils to participate.

Bike and helmet checks

All pupils and teachers participating in Bikeability Scotland Level 3 Training must check their personal bikes prior to the course commencing. The bikes must be in a roadworthy condition. All pupils and teachers must also provide their own helmet in good condition. Local Authority cycle training guidelines should be observed. This includes the use of helmets and hi-vis.

Route planning (see Appendix i)

It is the responsibility of the lead trainer to devise, risk assess and ride the routes for both on-road sessions. The routes chosen should reflect the outcomes outlined within the National Standards (Level 3). However, the outcomes covered will also reflect the road infrastructure available. For example, the road infrastructure in many rural areas may lack roundabouts, traffic lights and multi-lane roads. In this case, these outcomes will need be covered in detail during the classroom session and recorded on the certificates to reflect this.

Both routes will leave from the school and will incorporate a variety of manoeuvres and traffic situations, allowing the group to progress safely from their Level 2 standard to cycling confidently in all types of road conditions and more challenging traffic situations.

Risk assessment

The risk assessment should be completed using the relevant Local Authority template.

Resources

It is the responsibility of the lead trainer to provide the individual school with the resources listed below prior to the classroom session. Where relevant, the school should then provide the pupils and parents with these resources to read prior to the classroom session.

- Parents' Guide
- Essential Cycling Skills Quick Guide: Supports Level 3 Bikeability Scotland training
- Kit List (Appendix ii)
- Routes for both on-road sessions relevant to the school
- Risk assessment

Session Title: Bikeability Scotland Level 3 training – Classroom Session	Duration: 90 Minutes
Suggested location: School classroom or similar indoor location	
<p>Session brief and outcomes:</p> <p>The aim of this session is to prepare the participants for the on-road sessions, establish their expectations of the training, and how these link with the content and outcomes. Participants will be introduced to the Level 3 training resource (ECS guide) which will be referred to throughout the course and provide them with a useful resource for ongoing development afterwards.</p> <p>By the end of this session candidates will be able to:</p> <ul style="list-style-type: none"> 🚲 State the scope and content of Level 3 Bikeability Scotland training 🚲 Describe what will be expected of them as a participant during the on-road sessions 🚲 State what they want to get out of the course 🚲 Discuss any concerns such as safety issues or riding confidence 🚲 Lock their bike securely 🚲 Plan a journey 🚲 Describe different types of road infrastructure and signs and how to use it as a cyclist. 	
<p>Suggested session content:</p> <ul style="list-style-type: none"> 🚲 Carry out personal introductions using suitable icebreaker 🚲 Discuss the aims of the course 🚲 Ask candidates to: <i>Outline what they see as their level of experience.</i> <i>Explain what they hope to get out of the course.</i> <i>Voice any concerns. (Flip chart or post-it may be useful for recording the details).</i> <ul style="list-style-type: none"> • Begin the PowerPoint session by providing an overview of what the session will cover, detailing the aims of Bikeability Scotland Level 3 Training. • Using the M-Check slide, ask pupils to explain what makes their bike safe and roadworthy. Discuss helmet checks, lights/reflectors and locking a bike securely. • Run through the kit list and how to prepare for a journey; including what to bring and what to wear. • Either on-line or using a paper map, discuss the on-road session routes and what situations may arise when cycling routes at different times of day, in different weather conditions etc. • Take the group out to the playground where they will perform their own M-check, helmet check and practice locking their bike securely. • Back in classroom, use the road signs slide to discuss a few signs and ask pupils what they mean. • Discuss advanced road position and the advantages/disadvantages of: <ul style="list-style-type: none"> ○ Cycling in pairs/single file ○ Cycling in the primary/secondary road position • Hazard perception: Linked to the above is hazard perception and strategy to deal with hazards. Discussion should focus on: <ul style="list-style-type: none"> ○ What are hazards? potholes, parked cars, queuing traffic, vehicles pulling in front, junctions etc. ○ Good observations to identify as early as possible any upcoming hazards 	

- Clear confident observations and signals and what this communicates to other road users
 - Good communication between the Level 3 group.
- Blind spots: Ask pupils what a blind spot is, particularly in relation to HGV's and buses. Discuss:
 - What a blind spot is; particularly in relation to HGV's and buses
 - Best on-road position when behind vehicle, making eye contact with driver in driver's mirror
 - When/where/how to overtake **if at all**. What dangers arise from sitting in blind spots?
 - Never overtake on left-hand side of large vehicle stopped at a junction.
- Single lane and larger roundabouts. Discuss:
 - What signals and observations should be performed on approach and when on roundabout
 - What is the best road position/lane to take
 - Understanding road markings when approaching and negotiating roundabout.
- Junctions controlled by traffic lights. Discuss:
 - Traffic light sequence
 - What signals and observations are required
 - What is the best road position/lane to take
 - Understanding road markings when approaching traffic lights
 - Different types of crossings.
- Multi-lane roads. Discuss:
 - Which lane to use
 - Primary/secondary road position? Where/when each position should be used
 - Observations and signals for crossing multi-lanes of traffic.
- Roads with a speed limit above 30mph. Discuss:
 - Speed limit above 30mph - is there a better route to take? Link this back to journey planning
 - Road position/observations/signals
 - Reaction time of drivers when driving at greater speeds.
- Bus lanes. Discuss:
 - Understanding road markings and bus lane signs - when are you allowed to cycle in bus lanes?
 - Vehicles pulling in front of you.
- On and off-road cycling infrastructure. Discuss:
 - Signage and road markings
 - Awareness of other shared use footpath users - how to overtake?
 - Explain to participants that cycle lanes/ASL's etc. are not compulsory for cyclists to use.
- Leave 10/15 minutes at the end of the session to answer any other questions the pupils may have and to have brief discussion about On-Road Session One.

N.B. Whilst all candidates should be competent in all Level 2 manoeuvres through previous training, the classroom session is an opportunity to detail how Level 3 manoeuvres should be carried out, clarify the manoeuvres and address any questions.

Suggested resources:

- PC and whiteboard/projector
- PowerPoint and Classroom session notes (Appendix iii)
- Flipchart and marker pen
- Essential Cycling Skills Quick Guide
- Kit List (Appendix ii).

Session Title: Bikeability Scotland Level 3 On-Road Session One	Duration: 60 Minutes
<p>Suggested Location: A risk assessed route incorporating several cycling manoeuvres on quieter roads near to the school.</p> <p><i>NB: The route must be risk assessed and ridden prior to the session by the lead trainer. The school, pupils and their parents must be provided with a copy of both the route and risk assessment prior to Level 3 training commencing.</i></p>	
<p>Session brief and outcomes: The aim of this session is to progress the pupils from a Level 2 standard to a standard whereby they can cycle confidently as a group, and in pairs, through several cycling manoeuvres along risk assessed quieter roads in preparation for On-Road Session Two. At the beginning of the session the group will perform an M-Check plus a helmet/clothing check.</p> <p>By the end of this session candidates will be able to:</p> <ul style="list-style-type: none"> 🚲 Cycle confidently in pairs and in a group 🚲 Cycle confidently at a Level 2 standard 🚲 Cycle in a variety of road and traffic conditions 🚲 Identify hazard perception, strategies to deal with hazards and react to hazardous road surfaces 🚲 Use road infrastructure and advanced road positioning 🚲 Use roundabouts 🚲 Use both on and off-road cycle infrastructure. 	
<p>Suggested session content (depending on road infrastructure available):</p> <ul style="list-style-type: none"> 🚲 Prior to the session starting, the lead trainer should perform a dynamic risk assessment to assess weather, road and traffic conditions. 🚲 Due to the time constraints of the session all cyclists should be ready at the pre-determined time. 🚲 Begin the session by providing an overview of what it will cover and detailing its aims. Working as a team and good communication should be stressed to the group. <p>🚲 BCH Checks (10 Minutes) The lead trainer will then oversee a group M-Check as well as a helmet and clothing check for all cyclists. Unsuitable bikes/equipment/clothing will not be used.</p> <p>🚲 Level 1 skills check (10 minutes) If you are not familiar with the children and/or the bikes they are using, a short Level 1 skills check session should be completed focusing on use of brakes and gears.</p> <p>🚲 Level 2 manoeuvres refresher (10 minutes) Walk (or cycle) the whole group to the designated start point. The group will then be led through the Level 2 Manoeuvres. It is worth giving a brief outline of the route the group will be following:</p> <ul style="list-style-type: none"> ○ The group will cycle in single file, in the primary position (secondary when appropriate), ‘snaking’ the manoeuvres. Ideally two left and two right turns should be incorporated, with appropriate signals and observations performed by everyone. ○ Use this short session as an opportunity to get the group communicating clearly, with each cyclist distinctly delivering any instructions forward and back along the line. ○ All participants should be able to perform the manoeuvres to a high standard. This will be assessed by the lead trainer. <p><i>NB: The remaining 30-40 minutes of the session (detailed below) can be divided up as the trainer sees fit as this will depend on the planned route. The order of the following may also be changed. Some aspects can be moved to On Road Session 2 (Appendix i).</i></p>	

Hazard perception and strategy to deal with hazards.

- Once the Level 2 manoeuvres have been satisfactorily completed, explain to the pupils that as the session progresses their own hazard perception and how to deal with hazards is completed using good observational skills and clear communication.
- Early in the session the pupils might only observe and signal when the cycle trainers do or when told to do so. Therefore, stress that as the session progresses, each individual cyclist must be observing the road conditions always and become responsible for their own observations and signals.
- Nearer the end of the session (or into session two) it may be appropriate if communication from the cycle trainers to the pupils is kept to a minimum. This in turn gives the pupils a little more responsibility regarding hazard perception and gets them to consider when they should be observing and signaling for themselves.
- Good communication is key within the group for hazard perception. The group must therefore continue to work as a team with effective communication throughout.
- Confident road position and clear communication to other road users is also imperative.
- The lead trainer should be observing the group as much as possible and make sure the individual pupils have a clear understanding of a safe cycling strategy.
- Pupils should be able to identify hazards and detail strategies of how to deal with hazards.

Reacting to hazardous road surfaces

- Similar to hazard perception, this is an ongoing process during the sessions where excellent communication and observations are required by the whole group. Make the group aware of potential hazards and allow them time to avoid them. Pupils should have an understanding of speed, use of brakes and how these affect dealing with hazardous road surfaces.

Advanced road position and cycling in pairs

- This part of the session will allow the group to cycle in pairs, primarily in the primary road position. Although the advantages will have been discussed during the classroom session it is worth re-iterating them. Again, a brief outline of the route is advantageous.
- Depending on each pupil's confidence, decide the formation the group should cycle in. For example, if one pupil lacks confidence then it may be best to start them off in the middle pairing on the inside; here they are well protected allowing them to gain confidence as the session continues. The formation can then be swapped as the pupils get used to cycling in pairs and as confidence grows.
- Slower cyclists should be positioned at the front of the group (behind the trainer) allowing them to set the pace.
- Begin by cycling in pairs, and as the session progresses practice moving from pairs into single file then back into pairs.
- Most of the session should now be cycled in pairs and in the primary position. However, there may be some circumstances when cycling in single file and/or the secondary road position is more favourable. Pupils should understand and be able to explain the advantages/disadvantages.

How to use both on and off-road cycle infrastructure

- The on-road sessions, should incorporate cycle lanes or shared use cycle footpaths if they are available. As discussed in the classroom session, cycle lanes, ASL's etc. are not compulsory for cyclists to use.

- It is worthwhile utilising this infrastructure; providing the group with the experience of using a cycle lane or a shared used cycle footpath, and an advanced stop line and what position to take up when using one (advantages and disadvantages can be discussed).

Roundabouts

- Cycle to the roundabout to be used, and before reaching it bring the group to a stop safely.
- The simplest turn is to take the first exit. Explain to the group what the manoeuvre will entail.
- Ask the pupils what the observations/signal and road position will be on the approach to the roundabout, on the roundabout and beyond the roundabout. This includes the importance of making eye contact with other road users.
- Perform a role model demonstration.
- Once everyone is clear with what is expected, the group can then practice.
- Excellent communication amongst the group is imperative.
- Once the roundabout has been ridden, bring the group to a safe stop. Discuss the manoeuvre with the group to gauge their understanding.
- Repeat the left turn, perhaps swapping the formation of the group.
- Continue practicing a variety of manoeuvres on the roundabout, using other exits, building up the groups experience and confidence.
- Afterwards stop in a safe place and discuss the manoeuvres with the group making sure they have a clear understanding about how to negotiate roundabouts.
- By including a roundabout in at least one session, this will allow the group to build up experience and confidence in negotiating a roundabout, the observations, signalling and road positioning required. Session One could include a roundabout in a quieter area. Subsequently, Session Two could include one at a busier junction, perhaps one that is multi-lane.
- Although roundabouts were discussed in detail during the classroom session, a thorough explanation of negotiating the roundabout should be given by the lead trainer, detailing signals/observations/road positions both on approach, when on the roundabout and once it has been exited.
- It would be advantageous to stand beside a busier roundabout with the pupils from where they can watch the traffic flow and understand the principles of negotiating a roundabout.
- A role model demonstration of different roundabout manoeuvres by either cycle trainer may also be advantageous.
- Manoeuvres can be performed initially in a group, then in pairs, or as individuals (depending on their experience, skills and confidence).

By the end of this session, the pupils will be quite tired mentally. Cycle back to the school, again taking the opportunity for the group to practice moving from pairs into single file and back again and practicing all their observations, signals, hazard perception and advanced road position.

Once back at school have a review discussion about the session and what each pupil enjoyed and gained from it. Give the group a brief outline of the On-Road Session Two.

NB: There should be a cycle trainer leading the group and one taking up the rear position always. When in single file the school teacher should be directly in front of the trainer at the rear. When cycling in pairs, the teacher should cycle beside and to the inside of the cycle trainer at the rear.

Whilst all pupils should be competent in all Level 2 manoeuvres, this session provides the trainers with the opportunity to check the participants Level 2 manoeuvres and develop their confidence and Level 3 manoeuvres safely. Although saddle time is imperative, enough time should be given over for clear explanations (and demonstrations if appropriate) of manoeuvres when required and for questions from the pupils.

Suggested resources:

- 🚲 Roadworthy bike for all cyclists
- 🚲 Helmet and appropriate clothing including Hi-Viz vest
- 🚲 Contact details of schools qualified first aid staff
- 🚲 Either trainer must hold a relevant first aid qualification. The lead trainer should also carry with them:
 - First aid kit
 - In Case of Emergency (ICE) Forms for themselves, second Cycle Trainer and Teacher
 - Puncture repair kit and basic bike repair tools
 - Fully charged mobile phone
 - Any other items that the Local Authority Guidelines suggest.

Session Title: Bikeability Scotland Level 3 On-Road Session Two	Duration: 120 Minutes
<p>Suggested Location: A risk assessed route incorporating several cycling manoeuvres on busier roads near to the school.</p> <p><i>NB: The route must be risk assessed and ridden prior to the session by the lead trainer. The school, pupils and their parents must be provided with a copy of both the route and risk assessment prior to Level 3 training commencing.</i></p>	
<p>Session brief and outcomes: The aim of this session is to practice Level 3 outcomes. It will take the group through several cycling manoeuvres, along risk assessed busier roads that may include roundabouts, multi-lanes and junctions controlled by traffic lights. Passing queuing traffic and understanding driver blind spots should be included in the session.</p> <p>By the end of this session candidates will be able to:</p> <ul style="list-style-type: none"> 🚲 Understand driver blind spots, particularly for large vehicles 🚲 Pass queuing traffic 🚲 Use multi-lane roads 🚲 Use roundabouts 🚲 Use both on and off-road cycle infrastructure 🚲 Use junctions controlled by traffic lights 🚲 Deal with vehicles that pull in and stop in front of you 🚲 Share the road with other cyclists 🚲 Cycle on roads with a speed limit above 30 mph 🚲 Cycle in bus lanes. 	
<p>Suggested session content (depending on road infrastructure available):</p> <p>Whilst all pupils should now be competent and confident in cycling in pairs and in a group and should have a clear understanding of advanced road position and hazard perception, this session provides the opportunity to develop further Level 3 manoeuvres safely. In this session, the route should progress onto busier roads than cycled in session one, allowing the group the opportunity to cycle in more challenging road conditions.</p> <ul style="list-style-type: none"> 🚲 Prior to the session starting, the lead trainer should perform a dynamic risk assessment to assess weather, road and traffic conditions. 🚲 Due to the time constraints of the session all cyclists should be ready at the pre-determined time. 🚲 Begin the session by providing an overview of what it will cover and detailing its aims. Working as a team and good communication should be stressed to the group. It is worth having a brief discussion, linking it back to the classroom session, about strategies for passing queuing traffic and driver blind spots. <p>BCH Checks (10 minutes) The lead trainer will then oversee a group M-Check as well as a helmet and clothing check for all cyclists. Unsuitable bikes/equipment/clothing will not be used.</p> <p>On-Road Session (90 minutes) Split the pupils into their pairs. Be aware of any pupils that perhaps lack a little confidence in dealing with busier roads and therefore where to place them in the group. Ideally allow the slowest cyclist to ride behind the trainer at the front of the group.</p> <p>When ready the group can position themselves on the road ready for their safe start. Ideally the route should begin with a section cycled in Session One allowing the group to focus and work together on familiar roads before reaching busier roads where any more complex manoeuvres will take place. Subject to infrastructure available, this session will include:</p>	

Passing Queuing Traffic:

- This allows journeys to progress. However, passing queuing traffic should be tackled with care as it is unlikely any of the pupils will have encountered such a situation. This will have been covered in detail within the classroom session and discussed at the beginning of Session Two.
- It may be advantageous to stand on a pavement with the pupils where traffic is queuing from where the group can discuss negotiating queuing traffic and watch the traffic flow and road users behaviour.
- Is there an Advanced Stop Line? If so, discuss how it is used by cyclists.
- Demonstrate and practice as a group, and/or in pairs. When approaching queuing traffic, the group should have a clear understanding of their options, stressing patience, good judgement and decision making – do they wait in the queue or pass?
- The situation will be dynamic. Good observations and constant communication within the group and to other road users is necessary. This includes clear signals, eye contact with road users and correct road position for the intended manoeuvre.
- Upon completing the manoeuvre it is worth stopping the group in a safe place and discussing what/why decisions were made.

NB: If approaching a left turn, cyclists should NEVER pass to the left of a van/lorry/HGV/bus.

Driver Blind Spots

- Understanding driver blind spots, particularly for large vehicles can be linked to passing queuing traffic. Again, this will have been discussed in detail during the classroom session.
- Discuss with the pupils what options are open to the group if this situation arises. This will provide the group with a clear understanding and strategy to deal with blind spots.
- This will include road position - through good communication make sure the group is always visible to the vehicle in front.
- Encourage the group to make eye contact with the driver in the driver's mirror
- When cycling, the situation will be dynamic; clear and effective communication is imperative. Decisions will have to be made as to whether it is safe to overtake the vehicle on the right or to wait behind.
- Clear signals and observations are important if an overtaking manoeuvre is to be carried out. Can the whole group perform the manoeuvre together safely?
- If approaching a left turn, participants should understand they should NEVER cycle to the left of a van/lorry/HGV/bus if waiting at a junction.
- Once any manoeuvre has been completed, stop the group at a safe point and discuss what and why decisions were made.

Dealing with traffic that pulls in and stops in front of you.

- Dealing with any traffic that pulls in and stops in front of you should be tackled with real care. A discussion will have taken place during the classroom session to provide the pupils with an understanding of what to do in such a situation. As with other outcomes it is worth a brief refresher before the session begins.
- The same principles apply as Level 2 Passing Parked Cars, or Slower Moving Vehicles.
- Through regular observations each pupil will be aware of the road and traffic situation and be ready to react if a vehicle suddenly pulls in and/or stops in front.

- This situation is very dynamic and so the group must understand when to wait behind the vehicle and when it is safe to pass. For example, is the vehicle going to pull away as the group passes? If so, the group must be sure that it is safe to slip back in behind the vehicle.
- If it is safe to pass the vehicle, it should be done as a group or in pairs, with good observations and clear signals communicating the manoeuvre to other road users.
- Communication between the group must also be clear to allow the group to perform the manoeuvre safely and continue the journey. Stop and discuss if appropriate once the manoeuvre is complete.

How to use multi-lane roads

- Some Level 3 routes will not provide the opportunity to cycle on a multi-lane road, but it is worthwhile if the infrastructure is available. The pupils should be comfortable cycling in the flow of traffic and be able to match its speed. These roads will usually be busy and noisy with traffic, so excellent communication within the group and with other road users, including clear signals and good observations, is imperative. Before cycling on a multi-lane road, it is worth stopping the group to discuss scenarios that may arise and the correct riding principles.
- Lane discipline is important. If cycling along a long stretch of multi-lane carriageway the group should be aware they should stay in the left lane, particularly if the flow of traffic is faster.
- If a manoeuvre must be made, then plenty of time should be given. Therefore, good observations and signals will allow traffic time to react and for the group to safely move across into the appropriate lane or make the appropriate turn.
- Clear instructions and good communication will help the group understand and perform each manoeuvre safely.
- It is worth explaining to the group that if repeated manoeuvres across lanes in fast moving traffic are required, then better journey planning beforehand to find an alternate route might be appropriate.
- Stress that if traffic flow is busy, it may be better to find a safe place to cross by walking bikes across the road. Afterwards, the journey can continue.

Cycling on roads with a speed limit above 30mph

- Pupils should be made aware that drivers will have less time to react when driving at higher speeds and stopping distances are greater. Therefore, if cycling with a group on a road with a speed limit above 30mph, more time should be given for any signals, observations and manoeuvres.
- If appropriate, cycle in both the primary and secondary road position so the group can gain an understanding of the advantages/disadvantages of both.
- Ensure that the participants are aware that through careful journey planning it may be possible to avoid these roads.

How to use junctions controlled by traffic lights

- This outcome can be included in Session One or Session Two (or both). By including a junction controlled by traffic lights in at least one session, it will allow the group to build up experience and confidence in negotiating such a junction. A clear understanding of observations, signals and advanced road positioning is required.
- The classroom session will have had a detailed discussion of traffic lights and their sequence.
- It will also have covered other types of crossings which the group may come across during the on-road sessions. They must understand the correct procedure for negotiating different crossings.

- It would be advantageous to stand at a junction controlled by traffic lights where the pupils can watch the traffic light sequence, how the traffic flows and how road users behave. Either trainer could demonstrate the upcoming manoeuvre.
- Before performing any manoeuvre, the group should discuss and then have a clear understanding of road position, observations and signals when approaching traffic lights.
- Good communication throughout this manoeuvre is important, particularly anticipating changes in traffic light sequence.
- Explain what the group should do if it splits due to a change in traffic light sequence. A strategy must be agreed by the group before performing the manoeuvre.
- Clear instructions and good awareness will also help with group management during the manoeuvre. as will cycling in pairs in a compact formation.

Cycling in bus lanes

- Similar to other road infrastructure, bus lanes will not always be available; but if one is, then it provides the participants with practical experience and understanding. Cycling in bus lanes is also covered in the classroom session.
- Before cycling in a bus lane, the participants must have a clear understanding of bus lanes signs and their meanings. This includes whether cycling is permitted in a bus lane and, if so, at what times.
- When cycling in a bus lane, the group should cycle in pairs and the primary position should be adopted. However, the group should be aware of other vehicles using the lane and a decision may have to be made whether to let a vehicle past the group. A strategy to deal with this must take place before cycling in the bus lane.
- Good observations and clear communication are important to deal with traffic crossing the bus lane from/into side roads.

Sharing the road with other cyclists

- The group must have a clear understanding of how to share both on and off-road infrastructure with other cyclists.
- When cycling as a group, the procedure to pass other cyclists is the same as Level 2 Passing Parked Cars and Slow Moving Vehicles.
- Through discussion, the group should be aware of how to pass other cyclists. Depending on the road and traffic conditions this might be achieved cycling in pairs or in single file. If on a shared use path/cycle lane the group would pass to the right of other users. Any approaching traffic, whether on or off-road, must be considered and the group should only pass if safe to do so.
- It is good practice to warn the cyclist (or pedestrian) as you approach, whether this be through verbal communication or a bell.
- Regular observations and good communication means that the group will also be aware of any cyclist(s) wishing to pass them.
- Effective observations and signals are required for the manoeuvre to be performed safely.
- Depending on the road/path conditions, the group may have to move from pairs into single file to allow the cyclist(s) to pass. If on a road this may mean the group moving into the secondary position, while on shared use path/cycle lane the group would move to the left of the lane.

Ending the Level 3 training session and review (10 minutes)

- Once the lead trainer is satisfied that all the necessary outcomes have been achieved, cycle back to the school, again taking the opportunity for a final practice session.
- Once back at school, discuss the session, what each pupil enjoyed and gained from it, and take the opportunity to answer any final questions about the course.

Issuing certificates and badges (15 minutes)

- All participants will receive a Bikeability Scotland Level 3 badge and certificate on successful completion of the course.
- All certificates should be completed by the lead trainer with an honest appraisal of how everyone progressed through the course.
- The certificate should highlight whether outcomes were achieved through theory or practical delivery. These are marked either red/amber/green depending on the individuals level of ability across all outcomes.
- If appropriate, constructive comments can also provide the pupils with feedback on aspects of the course they performed well in, and what areas need practice.
- A note of the successful candidate names and their school should be provided to Cycling Scotland.

NB: There should be a cycle trainer leading the group and one taking up the rear position always. When in single file the school teacher should be directly in front of the trainer at the rear. When cycling in pairs the teacher should cycle beside and to the inside of the cycle trainer at the rear.

Although saddle time is imperative, enough time should be given over for clear explanations (and demonstrations if appropriate) of manoeuvres when required and for questions from the pupils.

If questioned, all pupils should be able to explain the reason for any manoeuvres performed during the sessions.

Include a 5-10-minute break during this session.

Suggested resources:

- 🚲 Level 3 certificates and badges
- 🚲 Roadworthy bike for all cyclists
- 🚲 Helmet and appropriate clothing including Hi-Viz vest
- 🚲 Contact details of schools qualified first aid staff
- 🚲 Either trainer must hold a relevant first aid qualification. The lead trainer should also carry with them:
 - First aid kit
 - In Case of Emergency (ICE) Forms for themselves, second Cycle Trainer and Teacher
 - Puncture repair kit and basic bike repair tools
 - Fully charged mobile phone
 - Any other items that the Local Authority Guidelines suggest.

Appendix i

Level 3 Training Course Route Card (Example)

Introduction

This route card example provides a basic outline for On-Road Sessions One and Two. It details outcomes covered during each session and approximate timings. Both trainers should be familiar with the routes and outcomes covered prior to the sessions taking place. The school, pupils and parents must all have seen the proposed routes plus the risk assessment prior to Level 3 training commencing. A map of the routes would also be beneficial.

On-Road Session One (1 Hour)

- **Brief outline of session + M-check/clothing check/helmet check (10 minutes)**
- **Level 1 skills check (10 minutes)**
- **Demonstration of Level Two Skills (10 minutes)**
- **Route:** From school, follow Springhill Road to Grampian Way and turn right. Cycle along Grampian Way and turn right into Cruachan Drive. This returns to Grampian Way and here turn left. Cycle back along Grampian Way. Group performs safe stop just before Springhill Road.
- **Advanced Road Position, Riding in Pairs, Hazard Perception, Hazardous Road Surfaces (10 minutes)**
- Practice cycling in pairs and single file in primary and secondary position. Clear observations and signals and good communication required for hazard perception and reacting to hazardous road surfaces.
- **Route:** Cycle along Grampian Way practicing moving from pairs into single file and back again. Communication should improve amongst the group. At Arthurlie Avenue make a right turn and continue; cycling in pairs and in the primary position where possible. Turn right into Aurs Glen and continue in formation to mini-roundabout.
- **Mini Roundabout (10 minutes)**
- Discuss how to negotiate different manoeuvres at roundabout. Either trainer can demonstrate manoeuvres.
- As a group, practice a variety of manoeuvres at roundabout, in pairs and in primary position.
- **Return to school via Arthurlie Avenue, Grampian Way and Springhill Road (5 minutes)**
- **Final discussion and any questions (5 minutes)**

On-Road Session Two (2 Hours)

- **Brief outline of session + M-check/clothing check/helmet check (10 minutes)**
- **Lead group on cycle from school practicing session one manoeuvres (10 minutes)**
- **Route:** From school follow Springhill Road then Grampian Way to Arthurlie Avenue and turn left. At Lowndes Street turn right and cycle to Arthurlie Street. Turn left and make a safe stop.
- **Multi-lane roads, passing queuing traffic, understanding driver blind spots, junction controlled by traffic lights (25 minutes)**
- The roads will now be busier. Walk the group to Main Street and continue to traffic lights. The group can now watch queuing traffic, a multi-lane road and a junction controlled by traffic lights. Discuss with the group traffic flow and road users behaviour and a strategy for dealing with driver blind spots. Discuss upcoming manoeuvre.
- **Route:** From Arthurlie Street turn right onto Main Street, cross two lanes of traffic and pass queuing traffic. Turn right at traffic lights onto Church Street and make a safe stop.

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- **Snack/juice break. Discuss session and answer any questions (10 minutes)**
- **Multi-lane roundabout (20 minutes)**
 - Walk group short distance to roundabout. The group can now watch traffic negotiating roundabout. Discuss with the group traffic flow and road users behaviour. Discuss upcoming manoeuvre; taking the first exit from the roundabout.
 - Perform this manoeuvre (more than once if necessary) and once group is confident perform a variety of roundabout manoeuvres.
- **Final cycle back to school (20 minutes)**
 - Use this opportunity to practice as many manoeuvres as possible, particularly advanced road position. Each pupil should be demonstrating a clear understanding of when to observe, signal and what road position to take and be communicating effectively.
 - Route: From Church Street turn left onto Main Street then right onto Arthurlie Street. Follow Arthurlie Street to Weir Avenue and follow this to its end. At Arthurlie Avenue turn left and then right onto Grampian Way and continue to Springhill Road. Return to school.
- **Final discussion and any questions (10 minutes)**
- **Certificates (15 minutes)**

Appendix ii

Bikeability Scotland Training Level 3 Training Kit List

The Bikeability Scotland Level 3 Training Kit List should be provided to the participating pupils and teacher prior to the classroom session. It is the responsibility of everyone taking part to provide their own roadworthy bike, helmet and kit listed below and to wear the correct clothing.

The kit list is a guide and can be adjusted depending on the time of year and weather conditions in which the sessions are taking place.

Equipment/clothing for Bikeability Scotland Level 3:

- Suitable bike in roadworthy condition
- Bike helmet that fits properly and is in good condition
- Hi-Viz vest
- Trousers or leggings, that are not loose fitting, should be worn during on-road sessions
- Shoes with good grips - ideally trainers
- Long hair should be tied back which still allows the helmet to fit properly
- It is best to wear several thin layers when cycling. If the temperature is too warm/cold, it is easy to remove/add a layer of clothing when required.

Extra equipment/clothing. This should be kept in a small rucksack that is comfortable and fits properly when carried:

- Waterproof jacket
- Gloves
- Snack
- Bottle of water/juice
- Spare inner tube
- Puncture repair kit (if you have one.)
- Suntan cream

Appendix iii

Level 3 Training Course - Classroom Session Notes

Introduction

The Bikeability Scotland Level 3 Classroom Session is based on a PowerPoint discussion led conversation, which prepares the pupils for the on-road sessions. The session includes an M-check and helmet check. During or before the session, the pupils should be given a kit list and Essential Cycling Skills Quick Guide. They should also be aware of both on-road session routes prior to the classroom session.

Classroom Session (1 hour 30 minutes)

Resources - If On-Road Session one is running on the same day as the classroom session then the Essential Cycle Skills guide and kit list should be given to the school the week before, allowing the pupils the opportunity to read the Essential Cycling Skills guide and get their kit ready.

1. Ask pupils what they hope to gain from Level 3.

2. Detail the aims of Level 3:

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

3. Bike and helmet check and locking your bike securely:

- (i) A quick refresher on the M-check (**IMAGE 3**) and what we expect of the pupils BEFORE on-road sessions - their bike should be safe and roadworthy. **A** - Air in tyres **B** - Brakes working properly **C** - Chain rust and dirt free, running smoothly
- (ii) Helmet check (**IMAGE 4**)
- (iii) Discuss and demonstrate how to lock their bike securely and different types of lock: cable lock, D-lock. Lock it to something secure e.g. cycle stand, secure frame & wheel to stand (**IMAGE 5**)

4 Prepare for a journey:

- (i) Look at kit list. What are we going to wear and why? Focus primarily on visibility, time of day, weather. Hi-vis clothing, helmet, reflectors/lights, gloves, waterproof? (**IMAGE 6 & 7**)
- (ii) What are we going to take with us? Rucksack with snack, water, extra clothes, suntan cream, repair kit?
- (iii) Riding on the road. Understand that their preferred route may change due to weather, road conditions, road works etc.
- (iv) If map is available look over and discuss on-road routes

5 Road signs and markings: (IMAGE 9)

6 Riding in pairs and single file:

- (i) Discuss **COPS** (**C**ontrol **O**bservation **P**osition **S**ignal) & hazard perception (**IMAGE 8**)
- (ii) Advantages/disadvantages of pairs/single file – visibility/safety. When to ride in pairs or in single file - this depends on traffic and road conditions (**IMAGE 10**)
- (iii) How to move from pairs to single file and back again. Excellent awareness required by everyone. Each individual cyclist is responsible for their own position
- (iv) Excellent communication is essential when riding together on-road. Shout instructions/hazards forward/back (**IMAGE 11**)
- (v) Sharing the road with other cyclists. Being aware of cyclists passing on the inside and how to pass another cyclist (same procedure as passing parked cars)

7 Road position in a variety of situations:

- (i) Discuss primary road position and when/why we use it - visibility, safety, avoiding hazards/slippery surfaces, potholes, passing parked cars. Emphasise importance of awareness (**IMAGE 12**)
- (ii) Discuss secondary road position and when/why we use it - between 50cm - 1m from side of road when traffic is moving faster than you can travel. However, safety must NEVER be compromised. Emphasise importance of awareness (**IMAGE 12**)
- (iii) Riding in pairs/single file - primary/secondary road position?
- (iv) Cycling over traffic calming. What is the best approach? (**IMAGE 13**)
- (v) Choose the correct gear for road conditions, particularly before stopping at a junction - tricky to move off in a hard gear

8 Blind spots: (**IMAGE 14**)

- (i) Discuss what a blind spot is, particularly those of larger vehicles.
- (ii) Where to position yourself; make yourself visible to driver. Keep well back of large vehicles so drivers can see you in mirrors. Make eye contact
- (iii) Does the cyclist wait or overtake? If so always overtake on the right

9 Single lane and larger roundabouts: (**IMAGE 15**)

- (i) Discuss observations, signals and road position at a mini-roundabout. Primary position used throughout. Make eye contact with drivers, clear signals and good awareness throughout. Signals may not always be possible when on roundabout, so eye contact is crucial
- (ii) Discuss observations, signals and road position at a larger roundabout. Primary position used throughout. Make eye contact with drivers, clear signals and good awareness throughout.

10 Use a junction controlled by traffic lights:

- (i) Discuss observations, signals and road position - same as manoeuvres at junctions without traffic lights (**IMAGE 16**)
- (ii) Where to stop when traffic lights are at red. What happens if group splits at traffic lights? (AMBER means 'Stop' at the stop line. You may only go if the AMBER appears after you have crossed the stop line or are so close to it that to pull up might cause an accident)
- (iii) Advanced Stop Line (or Advanced Road Position) - what it is and how to use it. In queueing traffic is it safer to stay in traffic or move to ASL? In a group - safer to stay in traffic. Only use ASL's if you can move off quicker than traffic (**IMAGE 17**)
- (iv) Discuss pedestrian/pelican crossings (**IMAGE 18**)

11 Use multi-lane roads and cycle on roads with a speed limit greater than 30mph: (**IMAGE 19**)

- (i) Discuss where to cycle on multi-lane roads and why. If it is a long stretch of dual carriageway, and if traffic conditions allow, keep to the left-hand lane until nearing the point where a lane change is required.
- (ii) Discuss observations/signals/road position for different manoeuvres e.g. turning right or going straight on
- (iii) If frequent lane changes are required is this the best route to take? Perhaps a quieter alternative - this goes back to the journey planning.
- (iv) Speed limit over 30mph - what do cyclists need to be aware of? Secondary position may be used more often. Drivers will have less time to react and stopping distances greater. Early, clear signals, good observations, allow more time for manoeuvres and coherent decision-making imperative.

12 Pass queueing traffic: (**IMAGE 20**)

- (i) Is it safe to do so? Would it be better to wait? (in a group perhaps). Same procedure as passing parked cars. Clear observations and signals imperative. Leave plenty of room.

13 Vehicles pulling in and stopping in front of you: (**IMAGE 21**)

- (i) Good awareness required always as this will happen. Buses or taxis pulling in to drop off/pick up passengers. Delivery vehicles.

- (ii) What to do when it does. Should you wait or overtake? Make eye contact with driver. Same procedure as passing parked cars. Leave plenty of room when passing vehicle
- (iii) Good decision-making skills required - what happens if vehicle starts to move as cyclist is overtaking? Safer to slip back behind vehicle.
- (iv) Good practice to let buses move away in front of cyclist

14 Use a bus lane: (IMAGE 22)

- (i) Discuss when a cyclist can use a bus lane.
- (ii) Primary or secondary road position? Predominantly primary unless it is safe for vehicle to pass, then secondary.
- (iii) What to be aware of: vehicles pulling in or out in front of you. Vehicles crossing the bus lane into or out of side roads. Vehicles illegally using the bus lane

15 Identify when to use on and off-road cycle infrastructure: (IMAGE 23)

- (i) Discuss road signage.
- (ii) Cyclists do not have to use cycle lanes or paths or advanced stop lines (ASL). Decisions should be based on access and safety.
- (iii) What to be aware of on shared use cycle paths. How to overtake pedestrians and other cyclists - same as parked cars. Be courteous and lower speed.