Guidelines for the management and operation of

Practical Cyclist Training Schemes

June 2000

RoSPA
The Royal Society for the Prevention of Accidents

DETR
Environment
Transport
Regions

Local Authority
LARSOA
Road Safety Officers' Association

ctc
working for cycling

ALBRSO

THINK
Road Safety

ACKNOWLEDGMENTS

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The Working Group would like to express its gratitude to everyone who contributed to the development of the Guidelines.

CONTENTS

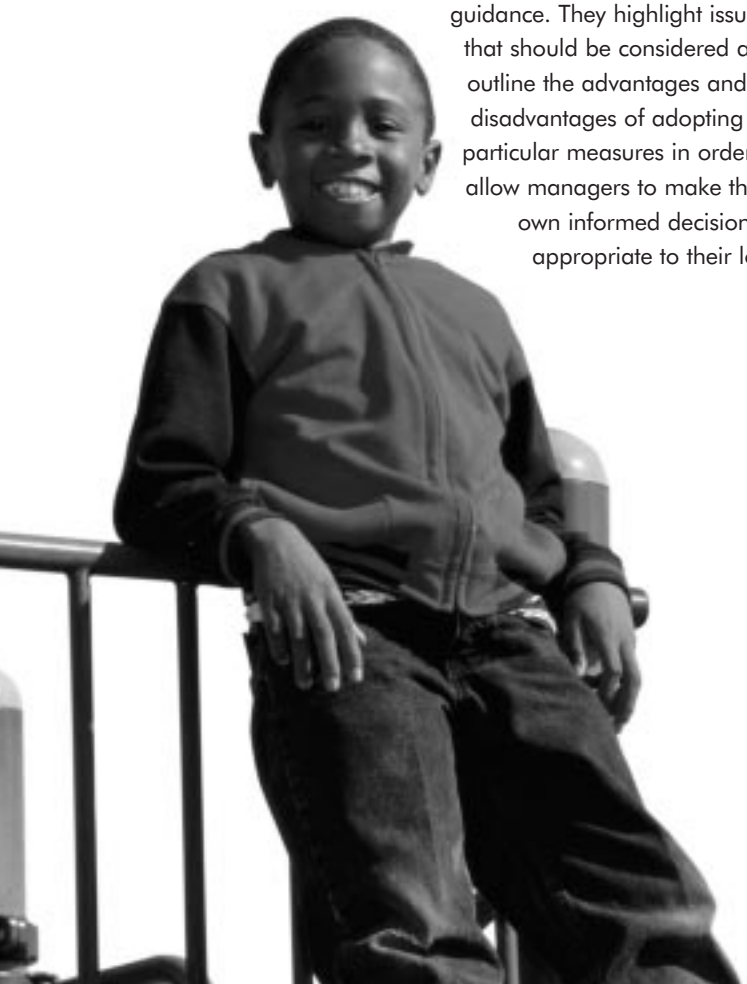
INTRODUCTION

The original Code of Good Practice: 'The Practical Aspects of Cyclist Training' was produced by a RoSPA Working Group in 1993. This revised version has been produced by a new working group comprising:

- Royal Society for the Prevention of Accidents
- Local Authority Road Safety Officers Association
- Association of London Borough Road Safety Officers
- Department of the Environment, Transport and the Regions
- CTC
- Association of Chief Police Officers
- North Lanarkshire Council
- City of York Council

The Guidelines are designed to provide a framework for Local Authorities, and other organisations, who provide Practical Cyclist Training Schemes. They are applicable to all such schemes, whatever resources are used, and for all ages of trainees. However, the Guidelines do not recommend a particular course syllabus; for further information on the content of cyclist training courses contact the Road Safety Department of your Local Authority, RoSPA, LARSOA, ALBRSO or the SRSC (addresses in Appendix 8).

The Guidelines are not intended to be prescriptive, but to provide guidance. They highlight issues that should be considered and outline the advantages and disadvantages of adopting particular measures in order to allow managers to make their own informed decisions appropriate to their local circumstances. Managers may wish to ensure that their Health and Safety Adviser and Insurance Officer are aware of these Guidelines.



The effectiveness of any child cyclist training scheme will be increased if it is an integral part of the School Development Plan and the 'broad and balanced' curriculum. Where possible, schemes should also support other road user training schemes, such as child pedestrian training.

Managers of practical cyclist training schemes in local authorities who 'contract out' the provision of their scheme may wish to use this document as a framework when drafting Service Level Agreements.

Appendices

A number of example documents are provided in the Appendices. These may be freely photocopied without prior consent, provided that the source is acknowledged.

Definitions

Where the words 'parent', 'guardian' and 'parental' occur in the document, their meaning includes 'person or persons with parental responsibility'.

Where the phrases 'off-road courses' or 'off-road training' are used in the Guidelines, this refers to courses held in playgrounds or other similar areas, and not mountain bike riding type courses.

SECTION ONE:
Structure of appropriate schemes

1 THE AIMS AND OBJECTIVES OF CYCLIST TRAINING

1.i AIM

The over-arching aims of cyclist training are to enable people to cycle safely and to promote cycling by improving skills, knowledge, attitudes, behaviour and hazard awareness.

1.ii OBJECTIVES

Clear objectives for the training scheme should be set. They should be appropriate for the trainees for whom the scheme is provided, and their local environment, road and traffic conditions. The objectives should specify the intended outcomes, rather than simply describe the scheme. They should also provide the criteria for evaluation.

As a minimum, the following aims and objectives are recommended:

Skills

- To be able to recognise and anticipate potential hazards and to take appropriate action to avoid them
- To develop looking and listening skills
- To develop perceptions of speed and distance
- To develop decision making and risk assessment skills

Knowledge and Understanding

- To understand the issues involved in riding on the road, and how to cope with the road and traffic situations
- To understand the difference between riding and playing on a bicycle
- To understand the behaviour of other road users and how it affects them as cyclists
- To understand the benefits of protective equipment such as lights, reflectors, high-visibility clothing and helmets
- To understand the needs and vulnerability of pedestrians, especially on shared use facilities.

General

- To reduce cyclist casualties
- To support the Local Authority's local transport, cycling and road safety strategies and plans
- To be able to identify and promote safer routes
- To encourage parents to establish safe practice and to set good examples
- To improve skills, knowledge, attitudes, behaviour and hazard awareness
- To promote and encourage cycling

Managers may wish to set additional objectives, particularly if the scheme is related to other activities, such as Safer Routes to School projects.

BEST PRACTICE

CLEAR, MEASURABLE AND ACHIEVABLE AIMS AND OBJECTIVES SHOULD BE SET.

2 DEFINITION OF PRACTICAL CYCLIST TRAINING SCHEMES

Training that provides practical riding experience on the road is the most effective method of improving cyclist's actual behaviour in traffic. Practical cyclist training schemes can encompass a wide variety of activities and programmes. However, it is important that such schemes embody the following broad definitions:

Practical cyclist training schemes are seen first and foremost as supervised on-road training. However, they should also include off-road, theory-driven and practical activities, including developing cycle control skills, that prepare for, develop and reinforce the practical work on the road. Some managers may decide to begin a scheme on the road immediately if they believe that is safe and appropriate for the trainees.

Schemes should begin by identifying the trainees' knowledge and understanding. They should aim to develop skills and strategies through discussion and practice, and by providing practical experiences which enable trainees to discover and learn for themselves.

Child cyclist training schemes should ideally be linked to the school curriculum, and should be on-going throughout a child's education. Where possible, they should complement and support other road user training and education, such as practical child pedestrian skills training.

Schemes, and the duration of individual sessions, should be tailored to the age, abilities and local environment of the trainees, and should support the advice in the Highway Code (and in the 'Highway Code for Young Road Users'). Trainees should understand the need for considerate, safe and courteous behaviour on the road.

Ideally, child cyclist training schemes should involve active parental participation and the schemes' objectives should include parental education.

BEST PRACTICE

PRACTICAL CYCLIST TRAINING SCHEMES SHOULD BE DESIGNED TO ENCOMPASS THE ELEMENTS IN THE ABOVE DEFINITION, AND IN PARTICULAR THE FINDINGS OF TRL'S RESEARCH.

Note

Research shows that practical cyclist training improves cycling knowledge and skills. The most comprehensive study (TRL's 'The Effectiveness of Child Cyclist Training Schemes') published in 1996 concludes that cyclist training "does improve cycling skills and knowledge, and the effects last for at least two years". It found that the most effective schemes included training on public roads, were spread over a period of weeks and adopted a problem-solving, rather than an instruction-based, approach.

3 TARGETING

Although the ideal aim may be for good quality, effective cyclist training to be available for everyone who wishes to take advantage of it, managers may need to prioritise the provision of the scheme according to local resources and circumstances. In this case, managers will need to identify target groups for training. Age is one criterion, but Managers may wish to consider other target groups. A scheme may target (for example) :

- High risk age groups (identified from local accident data)
- High risk schools/areas (identified from local accident data)
- Schools involved in other relevant activities, such as Safer Routes Projects
- Schools with a high proportion of pupils who cycle to school
- Specific Age or Year Groups
- All schools
- Only to schools or groups that request it
- Adult cyclists
- Employers with a high proportion of staff who cycle to work
- Others (e.g., youth groups).

Schemes, and their aims and objectives, should be tailored (or be able to be adapted) for the age range, abilities and local environment of trainees to whom they are being provided. Training may be targeted at any age group provided the scheme is designed appropriately.

Basic Skills Training Courses

Basic skills training courses for children under nine years may be conducted, depending on local circumstances and policy. However, these will be off-road courses and focus on developing bicycle control skills. It is recommended that it is made clear to parents that this type of course is not intended to prepare the trainees for riding on their own on the road in traffic.

Child Cyclist Training Schemes

For child cyclist training schemes, it is normal for Local Authorities to set a minimum age for trainees to participate. This age should reflect the aims and objectives of the course. The recommended minimum age is ten years (or tenth birthday falls within the academic year) for on-road courses. Below this age children are more likely to have major difficulties in successfully coping with the twin tasks of managing a bicycle and negotiating traffic situations.

Therefore, it is recommended that children under ten years should not ride on the roads without adult supervision. However, in reality some parents do allow younger children to ride on the road, and managers may decide to provide training for children from nine years of age for this reason.

A minimum age of nine years should be set for off-road cyclist training courses.

Advanced Courses

Advanced cycling courses may be provided for secondary school pupils and adults. Trainees should normally have successfully completed a child cyclist training course. Advanced courses are more likely to be effective if they adopt a more flexible approach. They may incorporate other cycling activities, such as route rides.

Adult Courses

Clearly, there is no need to set a minimum age for adult courses. However, managers should ensure that the courses are capable of being tailored to the needs and abilities of the individual adult trainees. For some adult trainees, the contents of the child cyclist training scheme may be appropriate, for others, a more advanced course will be required.

Other Groups

Managers may wish to provide specific courses for other groups, such as families or employers with staff who cycle to work.

BEST PRACTICE

MANAGERS SHOULD CONSIDER THE MOST APPROPRIATE TARGET GROUPS FOR TRAINING. SCHEMES SHOULD BE TAILORED FOR THE AGE RANGE AND ABILITY OF THE TRAINEES FOR WHOM THEY ARE BEING PROVIDED.

A MINIMUM AGE OF NINE YEARS SHOULD BE SET FOR OFF-ROAD CYCLIST TRAINING COURSES.

A MINIMUM AGE OF TEN YEARS SHOULD BE SET FOR CHILD CYCLIST TRAINING COURSES THAT INCLUDE ON-ROAD TRAINING.

A MINIMUM AGE FOR BASIC SKILLS TRAINING SHOULD BE SET BY THE AUTHORITY OR ORGANISATION PROVIDING THE COURSE.

ADVANCED AND ADULT COURSES SHOULD BE TAILORED TO THE ABILITY OF THE TRAINEES RATHER THAN TO A SPECIFIC AGE.

4 GROUPS WITH PARTICULAR REQUIREMENTS

4.i TRAINEES WITH SPECIAL NEEDS

The term 'Special Needs' has a very wide meaning, which can include physical, mental, emotional, medical or learning difficulties.

Trainees with special needs may be a target group for the provision of a scheme that is specifically designed for them. Where schemes are provided for other groups, managers should make every effort to accommodate trainees who have a 'special need' provided they can safely cope with the training.

To ensure the safety of all of those involved, any special needs should be declared in advance (by parents, school or carer, as appropriate). It may be necessary to conduct a risk assessment for the individual trainee. The Scheme Manager should discuss the issue with the parents, school or carer. If necessary, qualified advice may also be sought, from the Education Support Service, for instance.

BEST PRACTICE

SCHEMES SHOULD BE ABLE TO ACCOMMODATE TRAINEES WITH SPECIAL NEEDS. ANY ADDITIONAL RISKS SHOULD BE ASSESSED AND APPROPRIATE MEASURES TAKEN (IF NECESSARY).

SCHEMES SPECIFICALLY PROVIDED FOR TRAINEES WITH SPECIAL NEEDS SHOULD BE DESIGNED TO MEET THEIR PARTICULAR NEEDS.

4.ii CULTURAL OR LANGUAGE NEEDS

Where a group has specific cultural or language needs, managers should seek to meet these needs. For example, English may not be the first language for some trainees or trainers.

BEST PRACTICE

SCHEMES SHOULD MEET SPECIFIC SPECIAL REQUIREMENTS OF THE TRAINEES FOR WHOM THEY ARE PROVIDED.

5 PARENTAL INVOLVEMENT*

Parental involvement in child cyclist training schemes should be encouraged. Indeed, parental education may be one of the objectives of the scheme. As well as acting as trainers, parents can be actively involved in many ways, such as helping children with theory work or attending meetings. But most importantly, parents need to understand that training provides only the basics of safe road use and recognise the need to provide constant guidance, supervision and help to their children during and after the course. To this end, it is important that parents have realistic perceptions and expectations of the benefits and limitations of a child cyclist training course.

Parents must give written consent for their children to participate in a scheme (see section 24) and are responsible for ensuring that their children have a safe and roadworthy bicycle.

BEST PRACTICE

ACTIVE PARENTAL INVOLVEMENT IN CHILD CYCLIST TRAINING SCHEMES SHOULD BE ENCOURAGED.

* 'Parent' includes any person or persons with parental responsibility.

6 ON AND OFF ROAD TRAINING

6 .i On Road Training

Research shows that schemes are more effective when they include training on the road. On-road training might benefit from a suitable period of off-road training, and tutors should be satisfied that it is safe to take each trainee onto the road before doing so.

BEST PRACTICE

COURSES SHOULD INCLUDE PRACTICE AND TRAINING ON PUBLIC ROADS.

6.ii Off Road Training

Schemes that have no practical roadside training are unlikely to be effective in preparing trainees for the conditions and dangers they will face on road. It will, therefore, be less effective in improving cycling behaviour. However, it is a useful way to prepare for, and reinforce, on-road activities.

Local circumstances may make it difficult to conduct on-road training. Where this is the case, it should be made clear to the trainees and to the parents of child trainees that they may not be able to transfer the skills they have learned to on-road situations, and therefore may need further help and guidance on coping with real traffic situations.

BEST PRACTICE

IT SHOULD BE CLEAR TO TRAINEES (AND TO THEIR PARENTS WHEN APPROPRIATE) THAT THEY MIGHT NOT BE ABLE TO TRANSFER THE SKILLS THEY HAVE LEARNED OFF-ROAD TO REAL TRAFFIC SITUATIONS.

7 ASSESSMENT AND TESTING

Managers may wish to assess trainees' progress during a course and their achievements at the end. To do this, the manager must first decide what to assess. Assessments should be related to the scheme's aims and objectives, which should have been designed to be measurable and achievable. The three items that may be assessed are changes in knowledge, understanding and skills.

The three principal ways of making this decision, each with its own advantages and disadvantages, are:

i) continuous assessment throughout the course
ii) a test at the end of a course
iil) a combination of test and continuous assessment

Advantages of Continuous Assessment

Continuous assessment provides a more accurate and sustained picture of each trainee's ability and attitude. Trainees cannot pass or fail undeservedly. There is no temptation to drill trainees to get through a test. Trainees do not all have to complete the course at the same time. There is no need to employ separate examiners.

Disadvantages of Continuous Assessment

It tends to require more paperwork and take longer. Some trainers prefer to have an outside examiner make an objective 'pass or fail' decision for the trainees.

Advantages of a Test

It provides a target for which the trainees can aim. Passing is a mark of achievement. It enables an objective judgment to be made by an outside examiner. It can be used as a means of monitoring the standard of training, and can provide feedback to the trainers. Paperwork is relatively simple.

Disadvantages of a Test

It can give an unreliable picture of individuals' ability because some may pass by performing better than normal on the test day and some may fail due to test nerves. The test, rather than improved cycling behaviour after the course, may be perceived as the end result. Parents and trainees may view passing the test as a licence to use the road.

Advantages of a Combined Test and Continuous Assessment

It reduces the risk of unfair or unreliable decisions based only on a test. Allows a test to be used as monitoring device.

Disadvantages of a Combined Test and Continuous Assessment

It retains some risk of inaccurate decisions and the test may still be seen as the end result.

Pass and Fail

Managers also need to decide whether to use a Pass/Fail or some form of 'successfully completed' criteria at the end of the test or assessment.

Informing trainees that they have 'passed' may engender over-confidence and it may be seen as a licence. Equally, informing children that they have 'failed' can be disheartening and upsetting to them and their parents. Other terms, such as 'safe/unsafe' or 'satisfactory/unsatisfactory' are alternatives, but have the similar advantages and disadvantages.

Informing trainees that they have successfully completed (or not successfully completed) a course may reduce the disadvantages of passing and failing children, but managers will need to decide whether the criterion for successfully completing a course is merely regular attendance, or whether it is based on a test or continuous assessment.

Whichever of the options is chosen, both trainees and their parents should be clearly informed that completing the course is only a first step towards learning to cope safely with riding in traffic and that continued parental guidance for child cyclists should be provided.

BEST PRACTICE

TRAINEES SHOULD BE GIVEN APPROPRIATE FEEDBACK ON THEIR PROGRESS, AND SUCH FEEDBACK SHOULD BE MADE ACCESSIBLE TO THE PARENTS OF CHILD TRAINEES.

8 CERTIFICATES

A certificate is often issued at the end of a course to those trainees who are deemed to have attained the requisite standard. The certificate makes a strong statement to the trainees and their parents, and is often misconceived as a licence to ride on the road. Certificates should clearly indicate the objectives of the course, whether or not on-road training was included, and should indicate that the trainee may only have learned the basics of safe cycling.

Managers, in conjunction with schools, may wish to operate a permit system as part of a cycle to school strategy or school transport plan.

BEST PRACTICE

CERTIFICATES SHOULD GIVE A CLEAR INDICATION OF THE NATURE AND LIMITATIONS OF THE TRAINING UNDERTAKEN.

9 MONITORING

Monitoring should be designed into a scheme at the outset. Courses should be monitored on a regular basis to ensure that standards and consistency of training are maintained. Monitoring should be conducted by the scheme manager or by an independent organisation, and should include assessments of courses and trainers in action, and training sites and routes, to ensure that standards (and, if appropriate, contractual targets) are being met.

The monitoring process should be regular and the results should be recorded and kept accessible to the scheme manager.

In cases where an external organisation has been contracted to provide a training service for a Local Authority, it is recommended that the contract include a requirement that the training provider operates an agreed independent monitoring process for its courses and that the Authority monitors, or arranges for an appropriate independent organisation to monitor, that contractual parameters are being fulfilled.

An example Monitoring Report is provided in Appendix 2.

BEST PRACTICE

MANAGERS SHOULD MONITOR SCHEMES TO ENSURE THAT STANDARDS, OBJECTIVES AND CONSISTENCY OF TRAINING ARE MAINTAINED.

10 EVALUATION

Evaluation should also be designed into a scheme at its inception. The purpose of evaluation is to enable the manager to assess whether the training is achieving its aim(s) and objectives. Effective evaluation requires clear and measurable aims and objectives to be set when a scheme is designed. A description of TRL's evaluation of the effectiveness of cyclist training is provided in Appendix 3.

BEST PRACTICE

THE EFFECTIVENESS OF TRAINING SCHEMES SHOULD BE EVALUATED.

SECTION TWO:
Risk assessment and risk management

11 RISK ASSESSMENT

A risk assessment is essential. It should be as simple as possible, but written records should be kept. Each Local Authority will already have risk assessment policies and procedures. Therefore, the Scheme Manager should consult the Health and Safety Adviser of their Authority and comply with any policies and procedures that have been adopted.

Other, smaller, organisations may not have a separate Health and Safety Department or Officer. However, such organisations still have a duty of care to their trainers and trainees and must also conduct risk assessments. If necessary, organisations should seek the advice of their Local Authority or the local HSE office.

Generic Risk Assessment

A generic risk assessment for the scheme should be conducted and recorded. This should address the process of recruiting, training and supervising trainers, issues relating to the age of and abilities of the trainees, the activities they will undertake, trainer:trainee ratios, accident/emergency management systems, parental consent and general administration matters. The risk assessment should be recorded and regularly updated.

Site and Route Risk Assessment

Training sites and routes must be suitable for the age and ability of the trainees. It is recommended that all on-road routes used for training be risk assessed. However, managers may decide that the overall level of risk does not warrant a separate risk assessment for each training site or route, and choose to assess selected ones only. In this case, an objective criteria should be used to select those sites that will be risk assessed.

Sites and routes that are already used for pedestrian training (and which should, therefore, have already been risk assessed), or sites which the manager knows and judges to be safe, may be used, provided they are deemed suitable for cyclist training. This would reduce the time and resources needed for additional assessments.

Sites and routes should initially be risk assessed by a competent person (an Engineer or Road Safety Officer, for example). Thereafter, individual trainers should be asked to decide, before each training session, whether the site or route is still safe enough for the training to take place. Simple guidance should be provided to the trainers on the type of things that may render a site or route temporarily unsuitable, (roadworks, for example). In the event of a major obstruction at the site or on the route, the training session should either be moved to an alternative approved training site, or be postponed.

It should be noted that training takes place in a relatively controlled environment in which the risk of an accident is probably lower than normal. Risks to trainees after training should also be considered. Is the course successful in achieving its aims and objectives? There are benefits in taking trainees to unsafe sites so that they can see the dangers, even if it is not safe enough for them to actually ride at the site in question.

A sample Risk Assessment is provided at Appendix 4.

BEST PRACTICE

A RISK ASSESSMENT SHOULD BE CONDUCTED AT REGULAR INTERVALS, IN ACCORDANCE WITH THE POLICY OF THE AUTHORITY OR ORGANISATION, AND DETAILED RECORDS SHOULD BE KEPT.

12 TRAINING SITES AND ROUTES

12.i Approved Sites and Routes

On-road training should only take place at approved sites and routes, that are suitable for the age and ability of the trainees involved. Such sites and routes should be identified by the Scheme Manager and advice sought in advance from the Road Safety Officer, and the Police if appropriate. The trainer(s) should be able to have sight of the trainees at all times.

The following should be considered:

- traffic volume and type
- routes to and from the school or training centre
- junction design/complexity
- road surface(s)
- sightlines
- safe waiting places
- other physical measures (cycle facilities) if present
- road works.

Where possible, trainees should be able to practise at more than one junction. Advanced and adult courses may involve rides over a route, rather than at particular sites, and may include routes chosen by the trainee (a commuter route, for example).

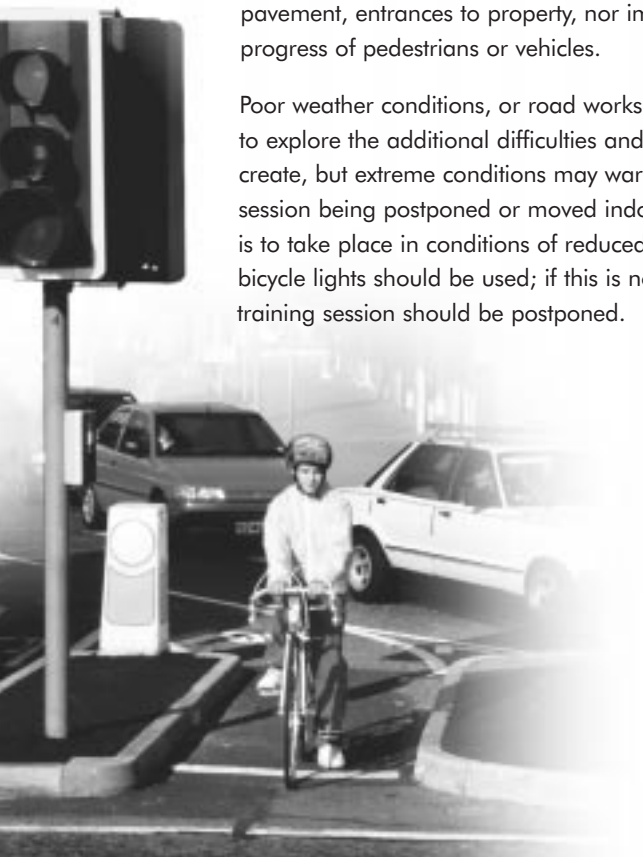
12.ii Journeys Between the School and Training Sites and Routes

The journey to and from the training sites or routes should be considered during the risk assessment. Appropriate, safe routes should be chosen. Trainees should be briefed about the route, the activities to be conducted and expected traffic conditions. Trainees should be under supervision at all times and particularly when crossing roads. These journeys may be used as training opportunities themselves.

12.iii At the Training Site or Route

At the training site or route, safe waiting places should be identified. The trainees should not block the pavement, entrances to property, nor impede the progress of pedestrians or vehicles.

Poor weather conditions, or road works, can be useful to explore the additional difficulties and hazards they create, but extreme conditions may warrant the session being postponed or moved indoors. If training is to take place in conditions of reduced visibility, bicycle lights should be used; if this is not possible, the training session should be postponed.



12.iv Warning Signs

Ideally, trainees should be trained in realistic traffic conditions. The use of authorised and approved warning signs provide advance warning to motorists of the presence of trainee cyclists, and encourage them to take more care when driving through the training site. This may reduce the risk of an accident occurring. However, it may also encourage drivers to behave differently from their normal driving behaviour, which in turn may give trainees a false impression of the sort of driving behaviour to expect after the course.

The use of 'Cyclist Training' warning signs at on-road training sites is a decision that should be taken as part of the risk assessment process. The manager may wish to decide whether the risk of an accident occurring during on-road training is greater than the risk of an accident occurring after training due to a young cyclists' expectations of unrealistic driver behaviour, which may have been created by the use of warning signs.

Managers in Local Authorities should consult their Health and Safety Adviser and Insurance Officer, to ascertain their policy on the use of warning signs, and adhere to any such policies.

Only signs approved by the appropriate government department may be used. The advice of the appropriate department, whose approval is required, should be sought and all specified requirements must be followed. It is illegal to use miniature road signs, traffic lights or chalk markings on the public highway.

Managers may decide to use warning signs in the early training sessions, and then withdraw them later in the course as the trainees develop their skills.

If signs are used then training should only take place within the area bounded by the warning signs. The signs must be removed immediately at the end of the training session.

BEST PRACTICE

TRAINING SHOULD ONLY BE CONDUCTED AT SUITABLE SITES AND ROUTES THAT HAVE BEEN APPROVED IN ADVANCE BY THE MANAGER, FOLLOWING A RISK ASSESSMENT.

13 TRAINING CENTRES

Most child cyclist training courses are based at school. It is important that children have a safe and secure place to store their bicycle and equipment such as lights and helmets. Where possible, they should not have to carry their bicycles indoors or upstairs to reach the storage facility.

For courses not based at schools, accessibility to the training centre should be considered. It is preferable for the training centre to be located where trainees are not likely to have long and difficult cycle journeys to reach it.

Consideration should be given to how children bring and take their bicycles to the training course. If they ride to the school or centre, parents should accompany them or be satisfied that they can safely make the journey. If a trainer decides during a training session that a child is not competent to ride home afterwards, the parents should be informed (if possible) so that alternative arrangements can be made and the trainee concerned advised not to cycle home.

BEST PRACTICE

TRAINING CENTRES SHOULD BE AS ACCESSIBLE AS POSSIBLE.

14 WORKING RATIO

A maximum ratio of trainees to trainers should be set, as part of the risk assessment process. The ratio should enable trainers to exercise full supervision of the trainees at all times, and to provide an acceptable level of individual attention. Smaller working ratios have the benefit of improved communication with, and participation by, trainees. The ratio will depend upon the nature of the scheme and the age of the trainees involved.

Maximum Ratios

It is recommended that the maximum ratio of trainees to tutors for on-road training should be 8 : 1, with a minimum of two tutors present at all times to provide an adequate level of supervision. For off-road training, the maximum ratio of trainees to tutors should be 15 : 1. Local policy guidelines should be also consulted.

Maximum Group Size

For on-road training, it is recommended that the maximum group size be no more that 20 trainees. Supervision will be difficult with larger groups, and the trainees will have long waiting times between practising manoeuvres. Consideration should be given to a maximum group size for off-road training.

Minimum Number of Trainers

It is recommended that at least two tutors should always be present. In an emergency, this would allow one to go for help while the other stayed with the trainees. It may also ease concerns about unsupervised one-to-one contact with children. For on-road training, there should ideally be a tutor at the starting point, a tutor at the finishing point and at least one more tutor positioned mid way at the junction being used.

If untrained helpers (for example, sixth form pupils) are used to provide extra support and supervision they should not provide instruction to trainees, or be put into hazardous situations.

For adult training, where the ratio may be one to one, the need to set a minimum number of trainers is not applicable.

BEST PRACTICE

THE MAXIMUM RATIO OF TRAINEES TO TRAINERS SHOULD BE 8 : 1, WITH A MINIMUM OF TWO TUTORS PRESENT AT ALL TIMES. FOR OFF-ROAD TRAINING THE MAXIMUM RATIO SHOULD BE 15 : 1.

GROUPS SHOULD BE IN CLOSE CONTACT, AND EVERY TRAINER AND GROUP OF TRAINEES SHOULD ENDEAVOUR TO BE IN SIGHT OF AT LEAST ONE OF THE OTHER TRAINERS (OR ADULT HELPER) AT ALL TIMES.

15 BICYCLE CHECK

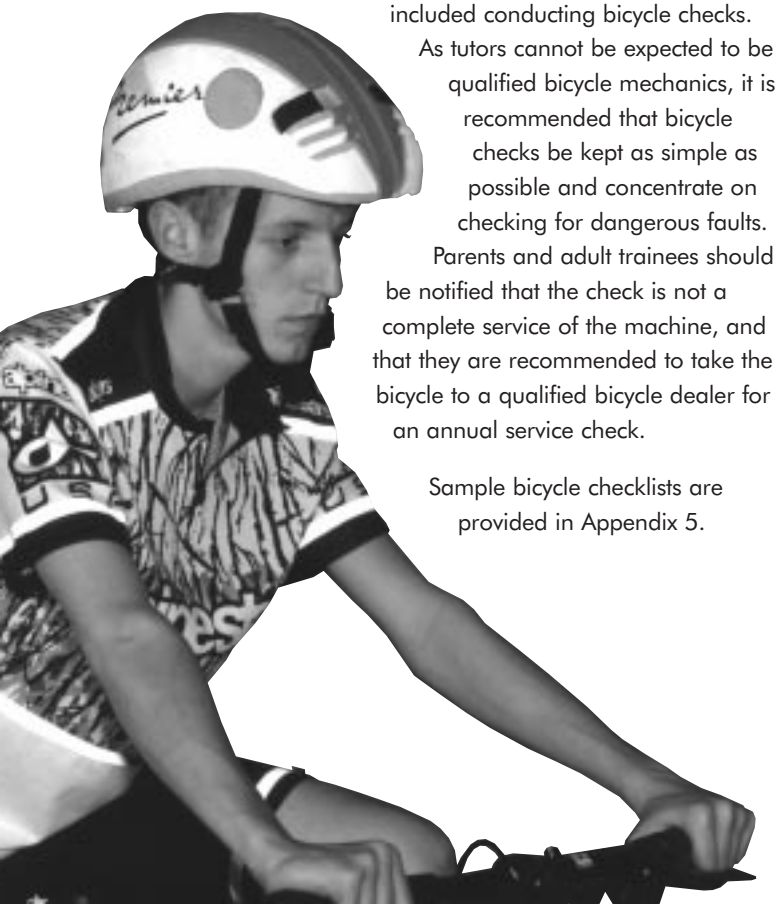
Each trainee must have access to a bicycle suitable for their size that is in a safe condition in order to participate in the course. The responsibility for ensuring that bicycles are in a safe condition lies with the parent of each child, or with the adult trainee, who are also responsible for ensuring that any faults identified during a bicycle check are rectified. If the training organisation provides bicycles for trainees, it is the organisation's responsibility to ensure that they are safe and suitable.

Each bicycle should be checked at the beginning of the course, faults should be recorded and notified to the trainee and the parents of child trainees. Trainers should not adjust bicycles or repair any faults that have been found. Managers may need to decide what action should be taken if a dangerous or illegal fault that has been notified, is not subsequently rectified. It is recommended that the trainee concerned should not be allowed use the bicycle until it has been repaired.

The bicycle check serves two purposes. Firstly, it encourages trainees to check the condition of their bicycle in the future. This is more likely to be achieved if the trainees are actively involved in the bicycle check, rather than if the tutor takes the responsibility away from them. Secondly, it enables the tutor to see whether the bicycle has any dangerous faults that are likely to cause an accident.

The training course for trainers should have included conducting bicycle checks. As tutors cannot be expected to be qualified bicycle mechanics, it is recommended that bicycle checks be kept as simple as possible and concentrate on checking for dangerous faults. Parents and adult trainees should be notified that the check is not a complete service of the machine, and that they are recommended to take the bicycle to a qualified bicycle dealer for an annual service check.

Sample bicycle checklists are provided in Appendix 5.



BEST PRACTICE

TRAINEES MUST ONLY BE TRAINED ON A SUITABLE, AND CORRECTLY ADJUSTED, BICYCLE THAT IS IN A SAFE CONDITION.

16 CYCLING ABILITY

Trainees must be able to ride a bicycle before starting the course. This includes the ability to control the bicycle and maintain balance, including when giving arm signals. This ability should be checked before the trainees are taken onto public roads. Trainees who have not achieved this basic level of ability should not be taken onto the road.

BEST PRACTICE

ONLY TRAINEES WHO CAN RIDE A BICYCLE SHOULD BE TRAINED.

TRAINEES' ABILITY TO MOVE ONTO THE ON-ROAD STAGE OF TRAINING SHOULD BE CHECKED BEFORE THEY ARE TAKEN ONTO PUBLIC ROADS.

17 HIGH VISIBILITY GARMENTS

Cyclist training schemes provide an opportunity to raise awareness among trainees (and parents of child trainees) of the importance of conspicuity. It can provide an opportunity for trainees to wear high visibility garments or accessories, and the use of such items should be encouraged at all times, not just during a course.

Managers should consult their Health and Safety Adviser and Insurance Officer, to ascertain the policy on the use of high visibility garments by trainers and by trainees, and adhere to any such policies.

High visibility garments may be required for trainers since they are working on the road. Such garments should be CE marked and conform to the European Standard for 'High Visibility Warning Clothing' (BS EN 471).

Requiring trainees to wear high visibility garments when training on road has both advantages and disadvantages and should be considered during the risk assessment.

The advantages are that it will increase the trainees' conspicuity and help to reduce the risk of an accident. It may also encourage them to buy and wear their own bright clothing or accessories. The disadvantages are that motorists may behave differently from normal if they see a group all wearing high visibility garments, which may give a false impression to the trainees of the sort of driving behaviour to expect after the course. Managers may decide to provide high visibility garments in the early training sessions, and then withdraw them later in the course as the trainees develop their skills.

BEST PRACTICE

TRAINEES SHOULD BE ENCOURAGED TO WEAR HIGH VISIBILITY GARMENTS OR ACCESSORIES AT ALL TIMES.

MANAGERS SHOULD CONSULT THEIR HEALTH AND SAFETY, AND INSURANCE MANAGERS, AND ADHERE TO THE POLICY CONCERNING THE PROVISION AND USE OF HIGH VISIBILITY GARMENTS BY TRAINERS WHILST ON, OR NEAR, THE HIGHWAY.

MANAGERS SHOULD DECIDE WHETHER OR NOT TO REQUIRE TRAINEES TO WEAR HIGH VISIBILITY GARMENTS DURING THE COURSE AS PART OF THE RISK ASSESSMENT.

18 CYCLE HELMETS

The Highway Code recommends that cyclists wear a cycle helmet, although there is no legal requirement in the UK for cyclists to do so.

Managers need to decide whether or not to require trainees (and trainers) to wear a cycle helmet when cycling during training sessions, or whether to encourage trainees to obtain a helmet of their own and wear it during the course without making it a prerequisite for participation.

Managers should consult their Health and Safety Adviser and Insurance Officer, to ascertain the policy on the use of cycle helmets by trainers and by trainees, and adhere to any such policies.

If it is decided to require trainees to wear helmets, this may be achieved by insisting that they provide their own helmet, or by operating a helmet loan scheme through which each trainee is provided with a helmet to wear during the training sessions.

It should be noted, however, that cycle helmets are a secondary safety measure. They do not prevent accidents and should not be seen as a substitute for proper training.

The main advantages of requiring trainees to wear a helmet during the course are:

i) that the risk of head injury in the event of an accident is reduced

ii) it reduces the risk of civil liability action against the organising body

iii) it encourages young cyclists to buy and wear their own helmet when riding outside the course.

The disadvantages are:

i) that some children may miss out on training because their parents cannot, or choose not, to supply a helmet

ii) as trainees will not have voluntarily chosen to wear helmets, they may actually be less likely to wear a helmet after the course when they are no longer required to do so.

If helmets are not mandatory, but a parent has supplied a helmet for their child, then the child in question must wear the helmet during training.

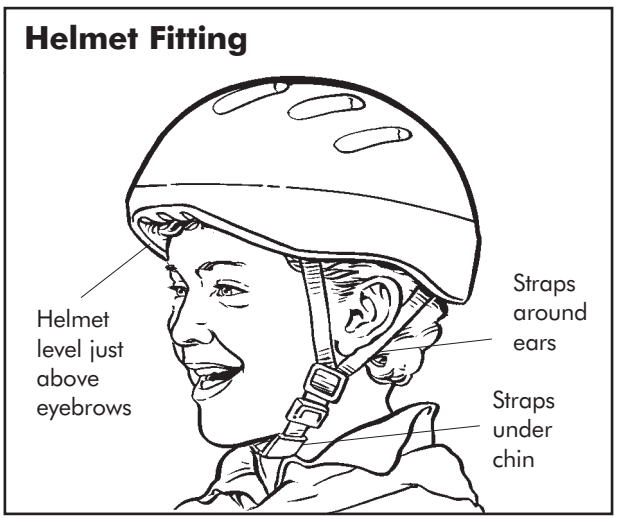
BEST PRACTICE

TRAINEES SHOULD BE ENCOURAGED TO OBTAIN AND WEAR AN APPROPRIATE* CYCLE HELMET WHILST CYCLING.

MANAGERS SHOULD CONSIDER WHETHER TO REQUIRE TRAINEES TO WEAR AN APPROPRIATE* CYCLE HELMET DURING THE TRAINING SCHEME. IF SO, ARRANGEMENTS SHOULD BE MADE TO ENSURE THAT NO TRAINEE IS DEPRIVED OF TRAINING THROUGH THE LACK OF A HELMET.

WHERE TRAINERS RIDE DURING TRAINING SESSIONS THEY SHOULD WEAR AN APPROPRIATE* CYCLE HELMET.

* An appropriate cycle helmet is one which has a CE mark and also conforms to either BS EN 1078:1997 or Snell B.95, and which fits the wearer.



Helmet Fitting

When helmets are worn, whether voluntarily or not, it is important that trainers, trainees and their parents understand how they should be fitted and worn.

An ill-fitting helmet may cause problems, possibly even an accident or injury, and will certainly not encourage cyclists to continue to wear them afterwards. A trainee who is wearing a helmet in a way that may cause an accident or injury, and who is unable to adjust the helmet to a suitable fit, should not continue on the course, and the parents should be informed and advised on the correct fitting of the helmet. Trainers should not themselves adjust or fit a trainee's helmet.

19 INSURANCE

19.i General

Local Authorities (and other organisations) will have public liability insurance to indemnify them against claims arising from their lawful activities. Managers must check and ensure that their Insurance Policy covers their cyclist training scheme.

The manager should contact the authority's (or organisation's) Insurance Officer and provide a full description of the scheme and the activities it involves. It is crucial that managers ensure that the definition in the Insurance Policy of who and what is insured includes everyone involved in the scheme (children, parents, teachers, volunteers, paid employees, adult trainees) and all of the activities involved. The manager should obtain written confirmation that the scheme is covered by the policy.

It should be noted that most policies include an excess (the amount of a claim that the insured organisation pays) which may be as small as a few hundred pounds or as large as half a million pounds. Therefore, an authority (or organisation) would not normally be able to re-coup the full cost of a claim from its insurance.

19.ii Third Party Indemnity

An appropriate public liability insurance policy that provides indemnity for the trainers and organising officers/managers against legal liabilities from third party claims must be in force. The policy should apply to all of the activities that are conducted during the training programme.

19.iii Personal Accident Insurance

Personal Accident Insurance can be provided for trainees and/or trainers as an option. A fee to cover the cost of the premium may be charged to the trainees. All trainers and trainees should be advised of their circumstances regarding personal accident insurance.

19.iv Non Local Authority Schools

For schemes provided, or organised, for a grant maintained or private school, the manager should ensure that the authority's insurers are aware of, and satisfied with, the activities being conducted and that the school concerned also has appropriate insurance cover that applies to everyone involved in the scheme and all of its activities.

BEST PRACTICE

THE SCHEME MANAGER SHOULD OBTAIN WRITTEN CONFIRMATION THAT THEIR INSURANCE OR INDEMNITY POLICY APPLIES TO THE TRAINING PROGRAMME UNDER THE CONDITIONS THAT TRAINING IS CONDUCTED.

TRAINERS, TRAINEES AND THE PARENTS OF CHILD TRAINEES SHOULD BE ADVISED WHETHER OR NOT PERSONAL ACCIDENT INSURANCE IS AVAILABLE.

20 VETTING TRAINERS

POLICE CRIMINAL RECORDS CHECKS (PCRC)/SCOTTISH CRIMINAL RECORDS OFFICE CHECKS (SCRO)

Policies and practices on the use of Police Criminal Records Checks (PCRCs), the Scottish Criminal Records Office checks (SCRO) and List 99 (a list of people who are barred by the Secretary of State from working with children and young people or whose employment is restricted by order of the Secretary of State) differ between police authorities. In some areas the procedure is simple, free and quick; in some, it is time-consuming and/or only available at a cost; and in other cases, it is not available at all.

Managers should ascertain local policies and procedures, and whether the authority's insurers specify any requirements in this regard.

Non Local Authority organisations should consult their local police service and also ascertain whether their Insurers specify any requirements in this regard.

Managers should consider whether or not to conduct a criminal records check for their trainers. It should be noted that these systems are not foolproof. PCRCs and SCROs will only detect problems where there have been criminal convictions.

SCHEMES FOR CHILDREN

In making a decision, managers may take into account whether trainers have 'one to one' access with children, the level and nature of supervision of trainers, and the length and duration of contact with the children. Managers should ensure that trainers do not have one to one access with children as this will protect both children and trainers.

To reduce the need for criminal records checks, managers should ensure there is as little one to one contact with children as possible and not allow inappropriate relationships to build up. Schemes should be managed so that adults do not have unsupervised access to children. It may be possible to reduce the need for additional checks by using people who have already been vetted, such as School Crossing Patrols, or people who are known to the school in question (remembering that personal recommendations may also be imperfect). In any event, managers should obtain the head teacher's consent for trainers to work with children.

Procedures for PCRCs or SCROs of people who apply to work with children are explained in Government circulars and the Children Act. Periodic reviews of these documents are conducted, and the latest government advice and guidelines should be sought.

SCHEMES FOR ADULTS

In practice, it is likely that the same trainers will be used for adult training schemes as for child training schemes, in which case they will have been subject to the checks that the authority or organisation has set up. However, adult schemes are more likely to be

conducted on a one to one basis, and consideration should be given to the needs of lone trainees and lone trainers. Managers may decide to operate a system where the trainer and the trainee are always the same sex.

BEST PRACTICE

MANAGERS SHOULD CONSIDER THE NEED TO CONDUCT PCRC's, OR SCRO's IN SCOTLAND, OF POTENTIAL TRAINERS WITH THE AGREEMENT OF THE LOCAL POLICE SERVICE, AND CHECK WHETHER THEIR INSURERS SPECIFY ANY REQUIREMENTS ON THIS ISSUE.

21 ACCIDENT AND EMERGENCY PROCEDURES

Managers should develop an accident and emergency procedure, and ensure that all trainers fully understand, and adhere to it. The procedures should be fully covered during the training of trainers (see section 33).

Managers should consider whether it is necessary to have access to a qualified 'first aider'. Access to a mobile telephone can be very useful to summon assistance while on the roadside.

In the event of an accident or emergency the person with overall responsibility for the trainees must be informed immediately, or as soon as is practicably possible. Managers should plan and communicate the appropriate procedure for obtaining medical assistance in the event of an accident. The manager should also be informed of any incidents and a record made in the appropriate register .

If an injury accident involving a motor vehicle occurs, it should be reported to the Police as soon as reasonably practicable, and in any case within 24 hours. If necessary the Police should be called to the scene.

BEST PRACTICE

A CLEAR PROCEDURE, THAT ALL TRAINERS AND OTHER RELEVANT PEOPLE FULLY UNDERSTAND, SHOULD BE IN PLACE.

22 SUPERVISION

Trainees must be under supervision at all times, and should never be left unattended. Trainees should be encouraged to behave sensibly. Any trainee who is disruptive should be withdrawn from the session so that she or he, and the other trainees, are not placed in danger.

BEST PRACTICE

ADEQUATE SUPERVISION AND CONTROL OF TRAINEES SHOULD BE EXERCISED AT ALL TIMES.

SECTION THREE: *Administration*

23 RECORDS

It is not necessary for the management of practical cyclist training schemes to be overly bureaucratic. However, some written records are necessary if schemes are to be managed appropriately, and the list below is recommended as a minimum. Most of these records can be simple, concise documents.

- Application Form
- Proof of identity
- Police Criminal Record Check, Scottish Criminal Records Office check (or personal references)
- Health Questionnaire
- Job Description
- Risk Assessment
- Attendance Register
- Supervision/Monitoring Form
- Accident Form
- Consent Forms

BEST PRACTICE

APPROPRIATE WRITTEN RECORDS SHOULD BE KEPT.

24 CONSENT FORMS

Parental Consent*

For child cyclist training schemes, written consent from each trainee's parent must be obtained before the trainee is allowed to commence a practical course. The consent form should indicate the nature of the training, the activities in which the children will participate and whether training on public roads will be part of the course.

It is recommended that the consent form also requires parents to declare that the child is fit and healthy enough to take the course, and whether she or he has any form of special need that may require extra attention from the trainers.

Obtaining parental consent provides an opportunity to encourage parents to become actively involved in the Scheme and in the general road safety education of their child. An example Parental Consent Form is contained in Appendix 6.

Consent Forms for Adults

It is also recommended that adult trainees sign a consent form to indicate that they understand and accept the nature of the training, the activities in which they will participate and whether training on public roads will be part of the course. This form should also require them to declare that they are fit and healthy enough to take the course, and whether they have any form of special need that may require extra attention.

Consent forms are also an opportunity to provide advice on bicycle checks and maintenance, conspicuity and the correct way to wear a cycle helmet.

BEST PRACTICE

PARENTAL* CONSENT MUST BE OBTAINED FOR EACH CHILD PRIOR TO TRAINING.

ADULT TRAINEES COMPLETE A CONSENT FORM PRIOR TO TRAINING

* 'Parent' includes any person or persons with parental responsibility.

25 REGISTER

A register of attendance, listing the names of the trainees participating and their trainers, should be completed at the beginning of each training session. This should be available to the scheme manager at the end of the course, who should retain it for record purposes. A record should be kept of the name, address and telephone number (if possible) of the next of kin of the trainee.

BEST PRACTICE

AN ATTENDANCE REGISTER MUST BE KEPT THROUGHOUT ALL COURSES.

26 SCHOOL LIAISON

For schemes organised with schools, a programme indicating each occasion when training will take place, the nature of the training and in particular whether the training will involve on-road activities, should be agreed with the headteacher or other person with overall responsibility for the children.

The effectiveness of a scheme will be increased if it is integrated into the school's broader development plans, linked to the curriculum, and if it complements other road user training, such as child pedestrian skills training schemes.

BEST PRACTICE

ALL COURSE ARRANGEMENTS SHOULD BE AGREED WITH THE HEADTEACHER OR OTHER PERSON AT THE SCHOOL WHO HAS OVERALL RESPONSIBILITY FOR THE CHILDREN.

27 RESOURCES

A number of cyclist training resources and schemes are available to support and reinforce training schemes. Alternatively, in-house resources may be produced for use on their own or with existing resources. Copies of the 'Highway Code for Young Road Users' are available free from the DETR, and other cycle safety publications may also be available.

Schemes need to be suitable for the trainees for whom they are targeted. The language and content of the resources should be appropriate to the age and ability of the trainees and trainers for whom they are intended, and to their local road environment and circumstances.

English may not be the first language of some children, parents, adult trainees and trainers. Therefore, resources should take account of language or literacy constraints.

BEST PRACTICE

RESOURCES SHOULD BE APPROPRIATE FOR THE TRAINEES AND THE TRAINERS USING THEM.

SECTION FOUR:
The Trainers

28 TUTORS, INSTRUCTORS AND EXAMINERS

The effectiveness of any training programme depends to a large extent on the ability of the people running the courses. Therefore the process of selecting, training and supervising trainers should be carefully considered. Managers must ensure that all trainers are able to run training courses effectively.

Some authorities use professional road safety staff to run courses. Some authorities are able to use teachers as trainers, while others recruit volunteers or part-time paid staff.

Teachers, parents and other adults may be competent to act as trainers, provided they are adequately trained. An added advantage in using parents is that it educates them in relation to cycling safety, encourages them to set a good example and to continue to provide support for their children beyond the course.

BEST PRACTICE

TRAINERS MUST BE ABLE TO RUN CYCLIST TRAINING COURSES EFFECTIVELY.

29 RECRUITMENT

As far as possible, volunteer or paid trainers should be parents, teachers and other carers from the local school community, or from local cycling groups, such as the CTC or the British Cycling Federation (BCF), or local community groups. Local Volunteer Centres and agencies are able to suggest suitable volunteers, and give advice and information on how to recruit in the area. Advice can also be sought from the Police.

Headteachers of participating schools often know a large number of parents personally, some of whom may already be active in other school activities. Members of the School Board or Governing Body may also be able to recommend people, or to participate themselves. Child Pedestrian trainers or School Crossing Patrols may also be willing to act as cyclist trainers.

Obtaining parental consent for children to participate in a scheme also provides an opportunity to seek trainers (see section 24 and Appendix 6). If necessary, a letter can be sent to all parents in the school. As a last resort, managers may wish to consider advertising for recruits in local LEA newsletters and journals, but advertising in the normal press is not advised.

The recruitment process should be as simple as possible so that potential trainers are not deterred and so resources are used cost-effectively. However, a minimum level of documentation is necessary (see section 23), which should, at the very least, include a basic application form and job description. Even when there is a recruitment shortage, it is important that the suitability of potential trainers is carefully assessed.

BEST PRACTICE

AN APPROPRIATE RECRUITMENT PROCESS TO ASSESS THE SUITABILITY OF POTENTIAL TRAINERS SHOULD BE DEVELOPED.

30 DESIRABLE COMPETENCIES

In assessing candidates' suitability, the following characteristics (not in order of priority) may be considered desirable. Trainers should possess as many of the qualities as possible.

- understanding of road use and traffic awareness
- ability to understand the educational basis of the training programme
- ability to organise and manage training sessions
- ability to carry out the training in a satisfactory manner
- experience as a cyclist
- experience as a motorist
- experience of working with children

- parent
- association with a school
- ability to communicate effectively
- friendly disposition and even temperament
- reliability
- health and fitness (especially sight and hearing)
- basic first aid.

BEST PRACTICE

MINIMUM COMPETENCIES FOR TRAINERS SHOULD BE SET.

31 HEALTH CHECKS

Trainers should be asked to complete a simple health questionnaire as part of the recruitment process. Although this may deter some people from volunteering, managers need to know that the trainers are fit enough to conduct the training, and that they do not have a medical condition that would pose a risk to themselves or the trainees. Managers should ascertain whether the Authority's or organisation's Insurers specify any requirements in this regard.

BEST PRACTICE

A SIMPLE HEALTH CHECK OF POTENTIAL TRAINERS SHOULD BE CONDUCTED.

32 AGE LIMITS

Managers should consider whether minimum and maximum age limits for trainers should be set. Any such limits that exist for School Crossing Patrols or child pedestrian skills trainers could be applied to cyclist trainers. Managers should check their Authority's (or organisation's) policy on age limits, and ascertain whether the Insurers specify any requirements in this regard.

BEST PRACTICE

MANAGERS SHOULD CONSIDER THE NEED TO SET AGE LIMITS FOR TRAINERS.

33 TRAINING THE TRAINERS

All trainers must be trained.

Training for trainers should be supervised by a Local Authority Road Safety Officer or by another competent person. The exact nature, extent and organisation of the training will depend on local circumstances, the availability of the trainers, the nature of the scheme being provided and local resources.

However, it is recommended that new trainers are provided with information in advance. After training, trainers should have an understanding of the following issues (not in order of priority):

- teaching methods (question and answer technique and open questions)
- course aims, objectives and content
- the way in which children tend to use bicycles
- organising on- and off-road practical work
- conspicuous clothing and safety equipment
- bicycle safety checks
- the advice given in the Highway Code, particularly as it relates to cyclists
- the dangers of inappropriate physical contact with children
- basic local and national accident information
- safety precautions and accident procedures
- general administration.

Managers may consider providing basic first aid training for trainers, although the limitations of short, basic first aid courses must be recognised.

BEST PRACTICE

ALL TRAINERS MUST BE APPROPRIATELY TRAINED.

34 SUPERVISION OF TRAINERS

Trainers should be supervised on a regular and planned basis. Initial careful supervision on the first few courses run by new trainers should be conducted, followed by further supervision on a regular basis.

Supervision should be supportive and provide opportunities for trainers to raise any concerns they have as well as check that their work continues to meet appropriate standards. Supervisory visits should be recorded and the records kept accessible to the scheme manager. The records will be more useful if they contain (positive or negative as appropriate) written comments.

If supervision or monitoring of training courses reveals problems with the standard of training, the manager should take appropriate action to remedy such problems. This may include discussions with the trainer(s) or re-training.

BEST PRACTICE

ALL TRAINERS SHOULD BE SUPERVISED AND MONITORED REGULARLY.

SECTION FIVE:
Adult Courses

35 ADULTS

The aim of the National Cycling Strategy is to encourage adults to cycle. The Integrated Transport Strategy and Local Transport Plans also aim to promote cycling. The provision of training for new, or returning, adult cyclists is an important tool for encouraging and enabling adults to cycle. Such schemes may be a useful tool for Local Authorities' Green Transport Plans.

Managers may decide to organise and promote separate courses exclusively for adults. Adult Education centres have proved useful in this respect and liaison with local cycling groups is also likely to be helpful. It would be useful to promote the concept of adult training to employers who have staff who cycle to, or for, work.

Although most of the sections of these guidelines should be applied to adult cyclist training courses, adults have different needs and characteristics from children, and the courses should reflect this.

The structure and content of adult courses will differ from child courses. It may be that the exact content of the course is agreed with individual trainees and so varies somewhat according to the individual's needs and wishes.

Adult courses are more likely to be conducted on a one to one basis or in small groups. They are more likely to involve route rides, for example, on specific commuter routes.

After completing training it would be helpful to direct adult trainees to local cycling groups or to national cycling organisations such as the CTC or the British Cycling Federation, for further help and advice or to expand the trainees' cycling activities.

An outline of an adult training course provided by one authority is provided in Appendix 7.

BEST PRACTICE

ADULT CYCLIST TRAINING COURSES SHOULD APPLY AS MUCH OF THIS CODE OF PRACTICE AS IS RELEVANT.

SUMMARY OF BEST PRACTICE

1 THE AIMS AND OBJECTIVES OF CYCLIST TRAINING

Clear, measurable and achievable aims and objectives should be set.

2 DEFINITION OF PRACTICAL CYCLIST TRAINING SCHEMES

Practical cyclist training schemes should be designed to encompass the elements in the above definition, and in particular the findings of TRL's research.

3 TARGETING

Managers should consider the most appropriate target groups for training. Schemes should be tailored for the age range and ability of the trainees for whom they are being provided.

A minimum age of nine years should be set for off-road cyclist training courses.

A minimum age of ten years should be set for child cyclist training courses that include on-road training.

A minimum age for basic skills training should be set by the authority or organisation providing the course.

Advanced and adult courses should be tailored to the ability of the trainees rather than to a specific age.

4 GROUPS WITH PARTICULAR REQUIREMENTS

4.i TRAINEES WITH SPECIAL NEEDS

Schemes should be able to accommodate trainees with special needs. Any additional risks should be assessed and appropriate measures taken (if necessary).

Schemes specifically provided for trainees with special needs should be designed to meet their particular needs.

4.ii CULTURAL OR LANGUAGE NEEDS

Schemes should meet specific special requirements of the trainees for whom they are provided.

5 PARENTAL INVOLVEMENT

Active parental involvement in child cyclist training schemes should be encouraged.

6 ON AND OFF ROAD TRAINING

6.i ON ROAD TRAINING

Courses should include practice and training on public roads.

6.ii OFF ROAD TRAINING

It should be clear to trainees (and to their parents when appropriate) that they might not be able to transfer the skills they have learned off-road to real traffic situations.

7 ASSESSMENT AND TESTING

Trainees should be given appropriate feedback on their progress, and such feedback should be made accessible to the parents of child trainees.

8 CERTIFICATES

Certificates should give a clear indication of the nature and limitations of the training undertaken.

9 MONITORING

Managers should monitor schemes to ensure that standards, objectives and consistency of training are maintained.

10 EVALUATION

The effectiveness of training schemes should be evaluated.

11 RISK ASSESSMENT

A risk assessment should be conducted at regular intervals, in accordance with the policy of the authority or organisation, and detailed records should be kept.

12 TRAINING SITES AND ROUTES

Training should only be conducted at suitable sites and routes that have been approved in advance by the manager, following a risk assessment.

13 TRAINING CENTRES

Training centres should be as accessible as possible.

14 WORKING RATIO

The maximum ratio of trainees to trainers be should 8 : 1, with a minimum of two tutors present at all times. For off-road training the maximum ratio should be 15 : 1.

Groups should be in close contact, and every trainer and group of trainees should endeavour to be in sight of at least one of the other trainers (or adult helper) at all times.

15 BICYCLE CHECK

Trainees must only be trained on a suitable, and correctly adjusted bicycle that is in a safe condition.

16 CYCLING ABILITY

Only trainees who can ride a bicycle should be trained. Trainees' ability to move onto the on-road stage of training should be checked before they are taken onto public roads.

17 HIGH VISIBILITY GARMENTS

Trainees should be encouraged to wear high visibility garments or accessories at all times.

Managers should consult their health and safety, and insurance managers, and adhere to the policy concerning the provision and use of high visibility garments by trainers whilst on, or near, the highway.

Managers should decide whether or not to require trainees to wear high visibility garments during the course as part of the risk assessment.

18 CYCLE HELMETS

Trainees should be encouraged to obtain and wear an appropriate cycle helmet whilst cycling.

Managers should consider whether to require trainees to wear an appropriate cycle helmet during the training scheme. If so, arrangements should be made to ensure that no trainee is deprived of training through the lack of a helmet.

Where trainers ride during training sessions they should wear an appropriate cycle helmet.

19 INSURANCE

The scheme manager should obtain written confirmation that their insurance or indemnity policy applies to the training programme under the conditions that training is conducted.

Trainers, trainees and the parents of child trainees should be advised whether or not personal accident insurance is available.

20 VETTING TRAINERS

Managers should consider the need to conduct PCRCs, or SCROc's in Scotland, of potential trainers with the agreement of the local police service, and check whether their insurers specify any requirements on this issue.

21 ACCIDENT AND EMERGENCY PROCEDURES

A clear procedure, that all trainers, and other relevant people, fully understand, should be in place.

22 SUPERVISION

Adequate supervision and control of trainees should be exercised at all times.

23 RECORDS

Appropriate written records should be kept.

24 CONSENT FORMS

Parental consent must be obtained for each child prior to training.

Adult trainees should complete a consent form prior to training.

25 REGISTER

An attendance register must be kept throughout all courses.

26 SCHOOL LIAISON

All course arrangements should be agreed with the headteacher or other person at the school who has overall responsibility for the children.

27 RESOURCES

Resources should be appropriate for the trainees and the trainers using them.

28 TUTORS, INSTRUCTORS AND EXAMINERS

Trainers must be able to run cyclist training courses effectively.

29 RECRUITMENT

An appropriate recruitment process to assess the suitability of potential trainers should be developed.

30 DESIRABLE COMPETENCIES

Minimum competencies for trainers should be set.

31 HEALTH CHECKS

A simple health check of potential trainers should be conducted.

32 AGE LIMITS

Managers should consider the need to set age limits for trainers.

33 TRAINING THE TRAINERS

All trainers must be appropriately trained.

34 SUPERVISION OF TRAINERS

All trainers should be supervised and monitored regularly.

35 ADULTS

Adult cyclist training courses should apply as much of this code of practice as is relevant.

APPENDICES

APPENDIX 1:
Cyclist Training Research Bibliography

'Children and Cycling: The Effects of the NCPS in the County of Hereford and Worcester',
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'Comparison of On-road and Off-road Cycle Training for Children',
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'Pedal Cycle Accidents - A Hospital Based Study',
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'Evaluation of the Council's Child Cyclist Training Scheme',
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'A Study of Cycle Training Methodology in Great Britain',
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Accident Analysis and Prevention, Vol. 26 No 2, 1994

'The Effectiveness of Child Cyclist Training Schemes in the UK',
TRL Report 214, 1996

'School Based Bicycle Safety Education and Bicycle Injuries in Children: A Case-Control Study',
Injury Prevention, 1998

'Assessment of Cycle Challenge Initiatives - Cycling to School',
TRL Report 337, 1999

APPENDIX 2:
Monitoring Form

School .....

RSO/Monitor .....Date of Visit .....

AREAS TO BE MONITORED	OK	NOT OK
GENERAL SAFETY		
Attendance Register - check pupil details complete		
Tutor/Pupil ratio (maximum 1:8)		
Pupil Behaviour		
Roadworthiness of Bicycles		
Tutors Wearing High Visibility Jackets		
Pupils Wearing High Visibility Jackets		
Helmet Wearing - Tutors Monitor and Promote		
TUTOR SAFETY		
Tutors Select Appropriate Roads		
Safety of Movement To and From Site		
Tutor's Explanation of Manoeuvre		
Frequent Debriefing to Pupils		
Tutor/Pupil Relationship		
Tutor's Road Position for Monitoring		
Tutor's Control of Children		

COMMENTS:

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Signature of Tutor.....

Signature of RSO/Monitor .....

APPENDIX 3:
Example of an Evaluation Methodology

The most comprehensive study into child cyclist training is the TRL's, 'The Effectiveness of Child Cyclist Training Schemes in the UK', published in 1996. The report is available from the TRL. The purpose was to assess whether cyclist training has an effect on the road safety knowledge and cycling skills of children, whether this lasted for at least two years and whether some types of schemes were more effective than others.

A total of 1,974 children from 93 secondary schools took part in the study, half of whom had not received any formal training and half of whom had taken a training course when they were at primary school. Eight different types of courses, run by Local Authorities over a wide geographical spread, were assessed:

- NCPS, intensive (spread over a short time) with off-road training only
- NCPS, intensive and including on-road training
- NCPS, extensive (lasting several weeks) with off-road training only
- NCPS, extensive and including on-road training
- RoSPA Righttrack Cycling Awareness Programme
- Oxfordshire County Council Training Course: a variation on Righttrack
- London Borough of Croydon Scheme: a two-staged course
- The Scottish Cyclist Training Scheme: a three-staged course

The children took part in a general knowledge road safety quiz, answered questions about the risks they take when riding, underwent a practical riding exercise on a road near the school and completed a log book to record their cycling over a one week period.

Sample Selection

About eight secondary schools in each of the selected Local Authority areas were contacted. All children in year 8 (S1 in Scotland) were asked to complete a sampling questionnaire, with the aim of identifying children who had previously received the appropriate training scheme and a matched sample of children who had not. The groups were also matched for gender and cycling experience. As the trained children had been taken courses in a range of primary schools, biases in instructor abilities were randomised. The local Road Safety Officer was asked to confirm whether the selected children had received the appropriate type of scheme.

Assessment Procedure

A day was arranged with each school, during which the selected children completed an eight page cycling knowledge test, consisting of 25 questions, related to the Highway Code and how they rode their bicycles, read out by a TRL researcher. Children who reported being involved in an accident also completed a separate form about the accident.

The pupils (parental consent having been obtained) were then taken in small groups to complete the practical on-road test, at a quiet T-junction near the school. The children were asked to ride a variety of road manoeuvres, observed by an assessor (a retired Road Safety Officer) who did not know who had been trained and who had not. The children rode their own bicycle, a friend's or one supplied by TRL, and wore a Sam Brown belt and a cycle helmet. They were then asked to take home a cycling log book and record if, when and where they rode their bicycles over a seven day period (a small prize draw was held to encourage the return of the log books).

The Results

Questionnaire Results

The trained children had a better general knowledge of cycling than the untrained children. Also trained children were less likely to report risky behaviour. Detailed analysis indicated that this was a consequence of training, rather than because inherently 'safe' children chose to be trained.

Practical Test Results

Significantly more trained children (75%) than untrained (53%) were assessed as 'safe' in the practical test

Table 1. The Practical Test

	Safe	Unsafe
Trained	75%	25%
Untrained	53%	47%

Cycle Log Results

There was very little difference in the amount of cycling by trained and untrained children, although 60% of the trained children said they rode on the road more often after they had been trained.

Effectiveness of Different Types of Courses

Children who had been trained on cycling awareness courses generally performed better than those trained on an instruction-based course. The course types found to be most effective were those which included on-road training and were conducted over several weeks ('extensive'), rather than intensively over one or two weeks. Multi-stage courses were found to be especially effective.

The report concludes that cycle training does improve cycling skills and knowledge, and the effects last for at least two years after training.

APPENDIX 4:
Sample Risk Assessment

HAZARD	MINIMISE RISK BY:
Pupils going between the school and the cyclist training site.	All pupils to walk to/from the site, whilst pushing their cycles along the path in single file. High visibility clothing for both pupils and instructors. Reasonable weather conditions. Constant instructor supervision, whilst walking.
Cycle instructor in conflict with passing traffic during normal training.	Instructor given correct training. Instructor not to work on road normally.
Cycle instructor giving demonstration of road positioning on foot.	High visibility clothing to be worn at all times. Only work in reasonable weather conditions.
Cycle instructor using cycle for demonstration.	Use current training film 'Biking It'. Wear a cycle helmet, if necessary.
Pupils colliding with vehicles when:	
● **Starting and stopping.**	Good instruction. High visibility clothing for pupils. Reasonable weather conditions. Regular supervision by RSOs. Encourage cycle helmet wearing. Train only those who can control their bicycle well when riding and walking.
● **Turning right from main road onto side road.**	Good instruction. High visibility clothing for pupils. Reasonable weather conditions. Regular supervision by RSOs.
● **Turning right from side road onto main road.**	Good instruction. Possibly more than one instructor. High visibility clothing for pupils and instructors. Reasonable weather conditions. Regular supervision by RSOs.
● **Turning left from main road onto side road.**	Good instruction. High visibility clothing for pupils. Reasonable weather conditions. Regular supervision by RSOs.
● **Turning left from side road onto main road.**	Good instruction. Possibly more than one instructor. High visibility clothing for pupils and instructors. Reasonable weather conditions. Regular supervision by RSOs.

APPENDIX 5A:
Bicycle Checklist

Bicycle Size

As a guide, when sitting on the saddle the rider should be able to touch the ground with the toes of both feet.

- ☐ Too big
- ☐ Too small

Saddle

The saddle should be at a comfortable height (see above), the safety mark on the stem should not be visible and it should not be loose.

- ☐ Too high
- ☐ Too low
- ☐ Loose
- ☐ Safety mark on stem visible

Frame/Forks

Cracks, bends or rust can seriously weaken a frame or forks.

- ☐ Rusted
- ☐ Damaged
- ☐ Bent

Brakes

Brakes should be checked before every ride. Apply the front brake and push the bicycle forwards. If the front wheel turns, the brake is not working properly. Repeat with the rear brake. When sitting on the saddle, the rider must be able to reach and operate the brake levers. The brake blocks should grip the rim of the wheel when applied, and should not be worn. Cables should not be frayed.

- ☐ Missing
- ☐ Worn or missing brake blocks
- ☐ Do not work
- ☐ Frayed cables
- ☐ Levers touch handlebars when applied
- ☐ Rider cannot operate levers properly

Handlebars

Handlebars should be the same height as the saddle. The safety mark on the stem should not be visible and they should not turn independently of the front forks.

- ☐ Too high
- ☐ Too low
- ☐ Loose
- ☐ Safety mark visible

Pedals

The pedals should spin freely and be fitted with amber pedal reflectors.

- ☐ Missing
- ☐ Cotterpin/nut missing
- ☐ Broken
- ☐ Reflectors missing

Tyres

Tyres should be pumped up hard. Pinch the sides of the tyre together; if they squash easily it needs pumping up. The tyre tread should not be worn or split.

- ☐ Not pumped up
- ☐ Worn or damaged

Wheels

Wheels should spin freely without rubbing against the frame, forks or brakes, and they should not wobble from side to side. Check the wheel nuts or quick release levers are fully tightened before every ride.

- ☐ Buckled
- ☐ Hub nut loose or missing
- ☐ Spokes missing
- ☐ Quick release lever loose

Chain

A loose chain may come off and get caught in the wheels. Check the chain by placing a pencil under the bottom part of it and lifting it. It should not lift more than 2cm. The chain should be oiled about once a month.

- ☐ Too loose
- ☐ Too tight

Reflectors

Bicycles should have a red rear reflector, a white front reflector, white or amber spoke reflectors (on each wheel) and amber pedal reflectors. They should be clean and securely fixed.

- ☐ Missing
- ☐ Broken
- ☐ Dirty

Lights (if fitted)

Cyclists must have a working front and rear light when riding at night. They should meet the British Standard and be fitted centrally or on the right-hand side of the bicycle. Flashing lights should not be fitted to the bicycle.

- ☐ Loose
- ☐ Need new batteries
- ☐ Broken
- ☐ Incorrectly positioned

General

Check there are no loose items that could become caught in any moving part of the bicycle, or fall off during use.

Cycle Helmet (if worn)

Cycle helmets should have a CE mark and meet BS EN 1078 or Snell B.95. They should be a suitable size and worn correctly.

- ☐ Incorrectly fitted
- ☐ Damaged
- ☐ Does not meet standard

Most cycle shops can give advice or carry out repairs. It is a good idea to have your bicycle checked at a cycle shop once a year.

APPENDIX 5B:
Bicycle Checklist

A SAMPLE QUICK BIKE CHECK

Trainers will want to spend as little time as possible checking bicycles. If the following routine is established, the time can be kept to a minimum. Trainers should not attempt to correct any faults.

When checking bicycles do not use excessive force.

The Quick Bike Check

1 Lift the front end of the bike by the handlebar stem

a pat the front tyre to check the wheel is tight in the frame

b squeeze the sides of the front tyre to check inflation

c wobble the tyre/wheel from side to side to check there is no excessive bearing play

2 Return the wheel to the ground, apply the front and rear brakes

a check that the brake blocks bear evenly on the rim

b check that the cables inside the levers are free from fraying

c check that there is no part of the mechanism missing

d check by pushing the bike forward that the brakes work

3 Release the brakes; step over the front wheel and grip it between the knees

a grasping the handlebar grips, check for side to side and up and down movement

b check all levers on the handlebars are tightly fitted

4 Move towards the rear of the bike; grasp the saddle

a check for movements up and down and side to side

5 Lift the rear of the bike by the saddle

a pat the tyre in the direction of the rear drop outs to check the rear wheel is tight in the frame

b squeeze the sides of the rear tyre to check inflation

c wobble the tyre/wheel from side to side to check bearing tightness

6 Ask the rider to work the pedals by hand whilst you continue to hold rear wheel off the ground by the saddle

a work the back gear lever from one extreme to the other (whilst the rider pedals by hand) to check the chain will not throw off the largest or smallest sprockets and jam

b repeat using the front gear changer to ensure the chain will not throw off the chainrings

c wobble the pedals side to side in turn to check there is no excessive play in the bearings or in the bottom bracket

APPENDIX 6:
Parental/Guardian Consent Form

Dear Parent or Guardian,

A practical cyclist training course is to be conducted at your child's school. It is designed to develop road sense, awareness of traffic dangers, and to improve your child's ability to ride safely.

Your child will need a bicycle in a safe, roadworthy condition in order to participate in the course, and it would be helpful if you would check the bicycle, or take it to a cycle shop to be checked, to ensure it is safe to use. The bicycle will be checked at the start of the course. You will be notified if any faults are found, and your child will not be able to continue on the course until the faults are rectified. You are advised to provide a cycle helmet and high visibility clothing for your child. It is important that cycle helmets are fitted and worn correctly. Some simple tips on ensuring a good fit are below.

Please note that it is your responsibility to ensure that your child is able to take their bicycle to and from the school or training centre safely.

Part of the training will take place on the public highway, and at the end you and your child will receive a report indicating how he or she has progressed and in particular, highlighting areas that require further guidance.

During the course your child will receive literature to be completed at home, and your support in going through this with your child will help him or her develop road safety skills, knowledge and attitudes much more effectively. Only the basics of safe cycling can be learnt on this type of course, and it is very important that you continue to provide road safety help and guidance to your child afterwards.

If you wish your child to participate in the course please complete and sign the attached form and return it to the school.

Yours sincerely,

Scheme Manager

FITTING A CYCLE HELMET

1 Measure the head around its circumference, about one inch above the eyebrows.
Match your head size to the size of the helmet (printed in the helmet, on a label or on the box).

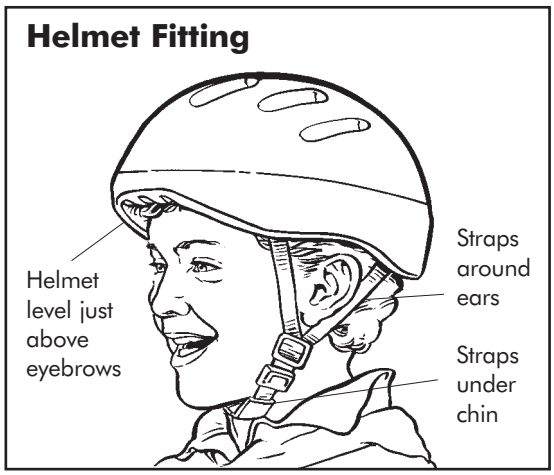
2 Place the helmet squarely on your head and fasten the straps.
If it's loose, use the pads or straps to get a close fit.
It should feel snug all the way around, but not too tight.

3 Once the pads are fitted, place the helmet back on your head.
Keep it level, about one inch above the eyebrows and
adjust the outside straps, so there is no slackness.

4 The front strap should be as vertical as possible.
The rear strap should join the front strap, just under the ears.

5 Fasten the buckle, which should rest under the chin,
not on the jaw line.

6 Try to move the helmet about on your head.
It should not move very much.



SCHOOL/GROUP .....

TRAINING PROGRAMME .....

DATES.....**TIME** .....

I agree to my son/daughter .....(Name)

taking part in the above cyclist training course and have read the information supplied. I agree to his/her participation in the activities described. I acknowledge the need for responsible behaviour on his/her part.

MEDICAL INFORMATION

	YES	NO
Does your son/daughter suffer from any condition requiring medical treatment, including medication?	☐	☐
Is your son/daughter allergic to any medication?	☐	☐
Does your son/daughter have a special need?	☐	☐

If YES, please give details .....

.....

.....

I undertake to inform the Group Leader/Head Teacher as soon as possible of any changes in the medical circumstances of my child.

Declaration

I agree to my son/daughter receiving medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic, as considered necessary by the authorities present. I understand the extent and limitations of the insurance cover provided. I may be contacted on the following numbers:

Work: .....Home: .....

My Home address is: .....

.....

Name, address and telephone number of family doctor: .....

.....

.....

Signed: .....

Name (capitals) : .....Date: .....

THIS FORM, OR A COPY, MUST BE KEPT BY THE TRAINER

APPENDIX 7:
An Adult Training Scheme

This is a description of an adult cyclist training scheme operated by one Local Authority.

Definition

Adult training is available to anyone of secondary school age and over. Requests are usually received directly from the individual, or their representative, e.g., a parent.

Generally, courses will be delivered on a one to one basis, although in the case of a younger person, their parent or guardian is encouraged to participate so they will be able to help the trainee after the training. The instructor will be the same sex as the trainee.

School age applicants are normally individuals who missed the training that was provided at primary schools and require training to the child cyclist training scheme syllabus.

Adults' cycling abilities vary widely, ranging from those who cannot ride a bicycle at all to those who want the confidence to ride in heavy traffic and complex road situations. For this reason, a very open and sympathetic approach is important when first contacting the trainee. They could be nervous or shy and it may have taken a lot of nerve to ask for training.

The Course

Prior to starting the training, the trainee is asked to complete a questionnaire about where they would like to eventually ride. This helps to tailor the course to their specific needs.

On contacting the trainee at their own home, the roadworthiness of their bicycle is checked. The trainee's cycling capabilities are then assessed, usually on a 10 minutes cycle ride around the immediate locality, to give a starting point for the training. The next 45 minutes involve general cycling instruction covering topics such as route planning, observation, road position, signaling and conspicuity. Again, this normally takes place on roads close to the trainee's home. The final hour is spent riding a route of the trainee's choosing, giving advice, training and guidance on traffic situations that are encountered, e.g., roundabouts, multi-lanes, traffic lights and heavy traffic.

At the end of the course, feedback is given to the trainee on their progress and they are advised of any further training that may be necessary.

General

The above course structure is a guide. For trainees who are already accomplished cyclists, more time is devoted to riding routes of their choice, whereas for complete novices there is much more emphasis on basic control skills. In the latter case, this may take more than one hour and further sessions may be needed for the trainee to progress to riding on quiet roads.

The adult cyclist training course should not be confused with the Authority's advanced cyclist training that is provided for secondary school pupils.

APPENDIX 8:
Useful Contacts

Association of London Borough Road Safety Officers
Janet Kirrage
Secretary
The Road Safety Training Centre
Hornsey Town Hall
The Broadway
Crouch End
London N8 9JJ
0208 862 1714

British Cycling Federation
National Cycling Centre
1 Stuart Street
Manchester M11 4DQ
0161 223 2244

CTC
Cotterell House
69 Meadrow
Godalming
Surrey GU7 3MS
01483 417217
www.ctc.org.uk

Department of Environment, Transport and the Regions
Road Safety Division
Great Minster House
76 Marsham Street
London SW1P 4DR
www.detr.gov.uk

DETR Free Literature
PO Box No 236 Wetherby LS23 7NB
0870 1226 236

Local Authorities Road Safety Officers Association
Paula Wellings
Secretary
Cornwall County Council
Road Safety Unit
Transportation & Estates
Radnor Road
Scorrier, Redruth
Cornwall TR16 5AZ
01872 327237

Royal Society for the Prevention of Accidents (RoSPA)
Edgbaston Park
353 Bristol Road
Birmingham B5 7ST
0121 248 2000
www.rospa.org.uk
(Road Safety/Safety Education Resource Catalogue available)

Scottish Road Safety Campaign
Heriot Watt Research Park (North)
Riccarton
Currie
Edinburgh EH14 4AP
0131 472 9200

Sustrans
PO Box 21
Bristol BS99 4HA
0117 915 0100
www.sustrans.org.uk
Safer Routes to Schools
Information line:
0117 929 0888

Transport 2000
The Impact Centre
12-18 Hoxton Street
London NW1 6NG
0207 388 8386

The Royal Society for the Prevention of Accidents,
RoSPA House, Edgbaston Park, 353 Bristol Road, Birmingham B5 7ST. Telephone: 0121 248 2000. Fax: 0121 248 2001.
Registered Charity No. 207823. VAT Registration No. 655 1316 49. Website: http://www.rospa.co.uk