

Delivery Guide – Careers in cycling

Overview

This topic helps learners to ask and answer questions and carry out their own research on a topic. It will further their understanding of the various careers that are available in the bike industry and through cycling. This topic will help learners to understand that in order to achieve certain careers, people must have specific skills and qualifications. There is an entry level and level 1 unit available.

Resources

Digital

<https://www.youtube.com/watch?v=xGDEreld8Jo>

https://www.youtube.com/watch?v=_GjXaXcYfl4

<https://www.youtube.com/watch?v=8XXamTs0a20>

<https://www.youtube.com/watch?v=HCgoQGDgrso&t>

These videos are about jobs making deliveries by bike.

<https://www.youtube.com/watch?v=I5zxavksQ5w>

This clip specifically talks about careers in mountain biking.

<https://www.youtube.com/watch?v=nnDQMuzlrDQ>

This clips explains how to become a professional cyclist.

<https://www.youtube.com/watch?v=myL-8jM5Jck>

This clips explains how to become a ride leader.

https://www.youtube.com/watch?v=H0ITMIFKIds&list=PL4UICbdKq_Vi-GU1GvNC7_o2xte1m51KB&index=2

This video explains the career of a social entrepreneur who uses cycling to help people. It is part of a series of videos about alternative careers.

<https://www.cargodale.co.uk/>

This is an example of a cargo bike delivery service

<https://www.just-eat.co.uk/explore/delivering-with-just-eat>

<https://stuart.com/delivery>

<https://riders.deliveroo.co.uk/en/apply>

These are companies that you could work for (or with) as a delivery rider

<https://www.bikeability.org.uk/for-instructors/why-become-an-instructor/>

This webpage is about how to become a cycling instructor so that you can deliver Bikeability.

<https://www.cytech.training/>

This website provides information about training as a bicycle mechanic

<https://bikebiz.com/jobs/>

<https://cyclingindustry.news/jobs/>

These websites provide a list of jobs across the country in the cycling industry.

<https://www.britishcycling.org.uk/vacancies>

<https://www.cyclinguk.org/jobs>

These websites provide information about how you can work for a national cycling organisation.

<https://cyclingindustry.news/how-to-get-a-job-in-the-bicycle-trade-and-what-to-expect-when-you-do/>

This website provides top tips on how to get a job in the cycling industry and shows the range of jobs available.

<https://nationalcareers.service.gov.uk/explore-careers>

This website provides an idea of the skills and qualifications you will need to have for different cycling related jobs. You can use the search tool to search for specific cycling related jobs eg from the list of cycling jobs on the link above.

Physical

Internet access and devices for your learners

Student workbook

AQA Summary sheet

Subject knowledge

People delivering this topic need some knowledge of how to find a job, job requirements and person specifications generally, but not necessarily cycling specific.

Activity ideas

This topic can be delivered by:

- Introducing the learners to cycling related career by asking them to pick a raffle ticket and say what they know and don't know about that job. E.g. 'A bike mechanic is someone who fixes bikes, they probably have to have some qualifications, but I don't know what they are and I don't know how much it pays.'
- Arranging a visit to the local bike shop, cycle training company, courier service etc. to discuss the different roles in the organisation.

- If working with a large enough cohort to make it viable, organise live Q&A sessions with a panel of people who work in the bike/cycling industry and invite learners to ask questions about their jobs.
- Using the website links, breaking this into small chunks, providing discussion time and time for learners to explore the websites themselves (if people find reading difficult, use Microsoft Edge).
- Talking with local cycling clubs about their experiences of careers in cycling.
- Visit the local job centre.
- Use local job advertising websites/ local newspaper to find current jobs.

Evidencing completion of the unit

Entry Level ([Unit Code: 117885](#))

Outcomes

demonstrated the ability to

1. ask at least two questions that are relevant to their research topic
2. navigate a website to find relevant information on careers in cycling

shown knowledge of

3. three jobs that involve bicycles
4. where they can look for a job
5. how they can find out what skills and qualifications they would need to do a job.

Evidence

1. Record on the summary sheet when you have witnessed the learner asking two separate questions about jobs in cycling. These could be things like 'How much does it pay?' and 'What qualifications do you need?' but the two questions should not be related e.g. 'Do you have to work weekends?' and 'What hours do you work?'
2. Record on the summary sheet when you have witnessed the learner using websites to find information about cycling careers. They should be using websites that they can trust and give a reason why they think the information is correct.
3. Record on the summary sheet when you have witnessed the learner showing knowledge of three different jobs in the bike/cycling industry. They should give some information about each one e.g. 'A bike sales rep goes around different bike shops telling them about products they should stock. Reps can get some good perks like company car/van and access to lots of demo stuff. Their wages often depend upon how much stuff they sell' and the jobs shouldn't be too closely related e.g. Bike Mechanic, Sales rep and Event organiser would be preferable to Mountain Bike Guide, Cycling Coach and Bikeability instructor.
4. Record on the summary sheet when you have witnessed the learner accessing information about jobs. This could be using online resources or in person.
5. Record on the summary sheet when you have witnessed the learner researching the skills and qualifications they need for a bike/cycling industry job. This could involve a conversation with someone who does that job, and checking the details e.g. 'Richard said that you need to have Cytech qualifications to be a bike mechanic. I had a look at their website and there are different levels you can work through.'

Level 1 ([Unit Code: 117886](#))

Outcomes

demonstrated the ability to

1. research a careers topic independently
2. decide if an online resource is likely to be reliable
3. ask relevant questions to find out at least two specific pieces of information

shown knowledge of

4. five jobs that involve cycling
5. the skills that are needed in the cycling career that they are interested in
6. what cycling career opportunities are available in their local area.

Evidence

1. Record on the summary sheet when you have witnessed the learner independently researching the five jobs that they have chosen to find out about.
2. Record on the summary sheet when you have witnessed the learner making a decision about the validity of their source. This could involve fact checking e.g. 'I've looked at 3 websites and they all say the same thing so its probably right' or knowledge of the organisation e.g. 'I know about the Bikeability trust because of the training we did, so I know that they won't publish anything on their website unless it's been checked.'
3. Record on the summary sheet when you have witnessed the learner composing questions to ask people, which will lead to the information they are looking for. They should be considering the other person as well as thinking about what response their questions invite e.g. 'How much do you get paid' would be less appropriate than 'How much would I earn in my first year as a and how much does it go up when you've got experience?'
4. Mark the learner work booklet and/or record on the summary sheet when you have witnessed the learner complete the table in the learner workbook or express their knowledge in another way. All of the fields should be completed, but it is not necessary for them to go into detail about each one. The other information field should be used to express information they have found out but isn't specifically covered by the other fields.
5. Mark the learner work booklet and/or record on the summary sheet when you have witnessed the learner complete the table in the learner workbook or express their knowledge in another way. Responses should be as specific as the need for a qualification is e.g. 'you need to have 1st4Sport L2 award in instructing cycle training' or 'Most bike shops require mechanics to have a Cytech qualification, there are different levels that you can do' rather than 'you need to be a qualified instructor' or 'you need to be a qualified mechanic'
6. Mark the learner work booklet and/or record on the summary sheet when you have witnessed the learner demonstrate knowledge of jobs in their local area. This may depend upon local geography, e.g. someone living in a city will be more likely to have opportunities to be a courier and someone living in or near a national park will have more opportunities to be a ride leader or guide, working with tourists.