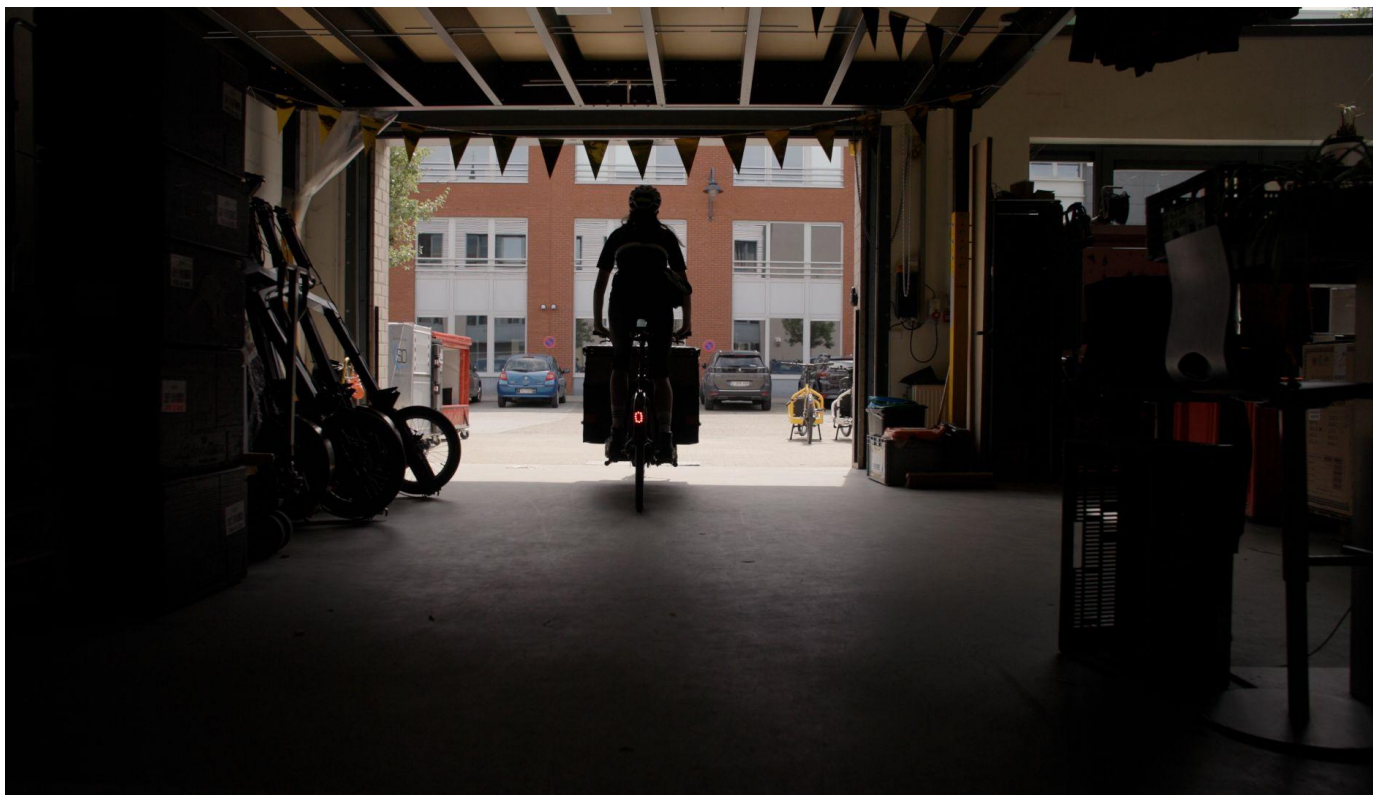


COMPETENCY FRAMEWORK FOR BIKE COURIERS

COMPREHENSIVE & INCLUSIVE
CYCLE LOGISTICS EDUCATION
PROGRAM (CICLE)*



Co-funded by
the European Union

COMPETENCY FRAMEWORK FOR BIKE COURIERS (2025)

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COMPETENCY FRAMEWORK FOR BIKE COURIERS

The cycle logistics sector has grown significantly in recent years, in a fairly organic manner. This rapid and decentralised growth has given rise to a wide variety of practices and ways of teaching the profession of bike couriers. These approaches have in common an often fairly low level of structure, despite considerable efforts and very field-oriented training.

This situation has the effect of making the sector relatively closed to people who do not identify with the dominant representations of the profession. This is reflected in particular in the **over-representation of male, athletic and overqualified profiles**.

In an effort to strengthen inclusion within the sector, we have developed a **competency framework for trainers**. This framework aims to support the integration of couriers in training by helping to structure the learning process. It also serves as a tool to legitimise apprentices within a team, highlighting their progress while deconstructing the sporty, masculine image of the profession.

This framework aims to identify the basic skills required to work as a courier, in order to highlight expertise that might otherwise be considered a prerequisite. By making these skills explicit, we avoid excluding those who have not (yet) acquired them, thereby helping to make the sector more accessible and equitable.

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INTRODUCTION



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INTRODUCTION

Context and methodology

The present study is part of the CICLE project, a transnational project, funded by Erasmus+ program of the European Union, involving a consortium of 5 organisations:

- **Urbike SC** (Belgium), a Brussels-based cyclelogistics cooperative ;
- **L'École des métiers du vélo** (France), association of inclusion through economic activity who are acting to develop Parisian cycling sector ;
- **Bike Logic** (Spain), a cyclelogistics cooperative based in Sant Cugat del Vallès ;
- **Les Boîtes à Vélo - France** (France), the French trade association for bicycle businesses.
- **Pour La Solidarité** (Belgium), an independent European think & do tank committed to solidarity and sustainability.

The CICLE program aims at supporting the development of cycle logistics in Europe by professionalising the training of bike couriers. The project focuses on the long-term development of a qualified training scheme and consequently the recognition of cycle logistics as a professional activity on the one side, and the inclusiveness of training programs on the other side.

Ultimately, the aim of the CICLE programme is to design a competency framework for bike couriers based on the sector needs and expectations, validated by operators and stakeholders. Its objective is to organise inclusive and professionalising training for courier candidates with a wide range of profiles and subsequently help to promote diversity in the pelotons.

The competency framework was developed in consultation with the sector, based on an analysis of existing training programmes (available [at this link](#)), competency frameworks developed by operators in the sector, and co-construction workshops with project partners.

In total, **45 professionals from the sector in nine European countries** were involved in co-developing the framework. In addition to the 12 organisations met during the analysis of existing training programmes, **16 operators from the sector took part in Test & Feedback sessions** for the skills framework, and **six field visits** were organised in Paris and Brussels.

Among the people met and consulted, most were couriers (31), some of whom also take on operational management and training roles, and experts in the fields of cycle logistics (8), socio-professional reintegration (4), and inclusion (2). The aim of this consultation is twofold: to ensure that the content of the reference framework is representative, and to begin promoting the results within the sector.

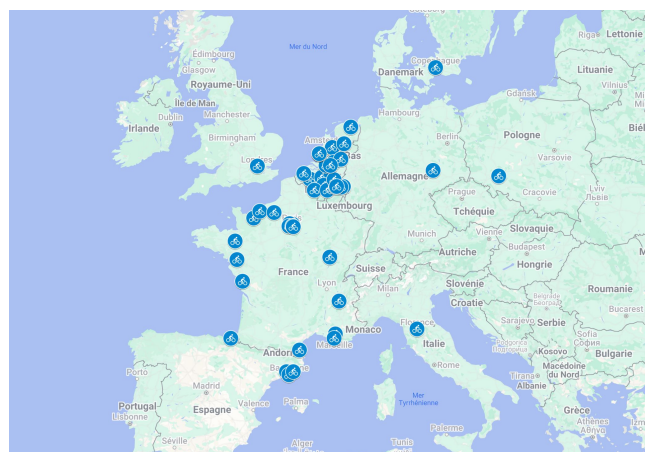


Figure 1 : Geographical distribution of organisations involved in analysing the current situation and developing the reference framework



COMPETENCY FRAMEWORK



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COMPETENCY FRAMEWORK

Reading Grid

The competency framework presented in the following pages is **specifically intended for trainers and training organisations of bike couriers working in the cycle logistics sector**. It does not therefore include workers in the platform economy, in order to distinguish between the realities and requirements specific to these different delivery activities. It is also intended to support the creation of training programmes rather than to constitute a series of prerequisites for entry into training.

The reference framework aims to promote the specific skills developed in this professional context and to support training and recognition pathways for bike transport professions. It is structured around three levels of information:

- **Skill sets:** the set of skills required to perform a specific activity;
- **Skills:** the ability to combine knowledge and know-how to perform a specific task or activity;
- **Know-how:** the practical ability to perform a specific task or activity by using techniques, movements or procedures;

Skills sets n°1	
Skill n°1	Know-how n°1
	Know-how n°2
	Know-how n°3
Skill n°2	Know-how n°1
	Know-how n°2
	Know-how n°3

The competency framework is divided into five main skills sets:

- **Driving the equipment safely, in order to protect one's bicycle, one's load, its own security and that of others:** skills related one's own safety, the safety of the equipment and goods being transported, and to the handling of the bike ;
- **Navigation and round management :** skills related to preparing and carrying out a round, itineraries, and digital tools ;
- **Cycle mechanics skills enabling one to complete round safely :** skills related to understanding bicycles and trailers ;
- **Handling :** loading and unloading of the goods and/or equipment so as to preserve the goods and its own physical integrity ;
- **Soft skills :** skills related to teamwork, communication, self-care, and stress management.



COMPETENCY FRAMEWORK

Driving the equipment safely

Driving the equipment safely, in order to protect one's bicycle, one's load, its own security and that of others

Comply with the highway code that applies to cycles

Complete a self-guided itinerary in compliance with the full highway code

Use tracks and infrastructure adapted to the equipment's gauge

Respect the priorities of different users: pedestrians, other cyclists, motor vehicles, etc

Park your equipment in compliance with the highway code, regulations in force and in such a way as not to create insecurity for yourself or other road users

Avoid all risky behaviour to meet delivery deadlines

Master the steps to take in the event of an incident on the road: filling in the accident report, notifying dispatch/team leader

Adapting one's driving and manoeuvres according to the type of the equipment used, its load, the traffic, the obstacles encountered, so as to ensure one's own safety, that of other users and that of the load.

Know the different types of equipment

Manoeuvre your empty and loaded equipment on foot

Adapt your driving to the loading of the equipment

Adapt your driving to the type of equipment used

Adapt the use of gear ratios and its electric assistance

Adapt your driving and your route to the terrain

Adapt your driving to the weather conditions

Adapt your driving according to the surrounding traffic and infrastructures



COMPETENCY FRAMEWORK

Driving the equipment safely

Driving the equipment safely, in order to protect one's bicycle, one's load, its own security and that of others

Protecting oneself and securing one's equipment and goods while on the road

Adjust the ergonomics of your cycle and adopt gestures and positionings to prevent any injury while driving and manoeuvring

Protect your goods from weather hazards

Equip yourself with the appropriate accessories to protect you from the risk of injury and the bad weather (helmets, appropriate and reflective clothing, rain gear, protection against the cold, etc.)

Secure your equipment against thefts

Secure your goods against thefts while on round and while stopped



COMPETENCY FRAMEWORK

Navigation and round management

Navigation and round management

Mastering the various digital transport management tools to prepare and carry out one's round independently	Protect and manage PDA/phone batteries, which are essential for work
	Master round management tools to complete your round on time and meet the prerequisites for each delivery
	Prepare work in advance of the round using round management tools (TMS, PDA, delivery notes, etc.)
	During the round, regularly check that no changes have been made to the round plan
Understanding and complying with procedures to ensure that goods are delivered on time and in line with customer expectations	Know the signs (pictograms) relating to dangerous goods and the precautions to be taken with regard to the dangerousness of goods
	Comply with transport procedures and constraints relating to the goods being transported
	Check that the goods delivered/collected correspond to the task
	Get to delivery points in the right order and within the set timeframe
Finding your way around town with and without the help of geolocation tools (GPS, maps, directions)	Getting around and navigating without digital geolocation tools: using maps, finding your way around town, etc.
	Finding your way around town using digital geolocation tools
	Adapt your itinerary according to the constraints (terrain, safety, weather, etc.)
Adapting one's round plan according to unforeseen circumstances (accidents on the road, theft, etc.)	Anticipate the different stages of the round and any problems that may arise in order to better manage stress.
	Be aware of unforeseen events and their impact on the delivery route
	Communicate with the team leader or dispatch when an unforeseen event occurs during the round
	Take appropriate decisions when faced with an unforeseen event, with the approval of the team leader or dispatch, in order to maintain delivery



COMPETENCY FRAMEWORK

Cycle mechanics skills

Cycle mechanics skills enabling one to complete round safely

Mastering the know-how in cycle mechanics required for cycle logistics	Know the anatomy of the equipment and its different parts
	Equip yourself with the material you need for basic repairs before setting off on round
	Master the technical vocabulary enabling you to designate and communicate about the different parts of the cycle and any possible malfunctions
	Know how to carry out first-level repairs: changing an inner tube, adjusting a brake, adjusting a derailment/broken chain
Knowing how to carry out first-level checks before and after each round to prevent the risk of incidents and malfunctions during the next round.	Carry out first-level checks on your equipment before leaving on round
	Communicate with and contact the right person in case of doubt about the regularity of the equipment before and after the round
	Know how to use a first aid kit to carry out a minor repair
	Carry out maintenance on your equipment to prevent its deterioration (cleaning, tire pressure, etc.)
Diagnose and solve a mechanical problem (yourself or by requesting outside help) in order to complete the round safely	Diagnose the malfunction and assess the impact on the continuation of the round: can it be completed safely?
	Communicate to the team leader/dispatch the nature of the breakdown using appropriate vocabulary, your capacity to repair it or not and the impact on the rest of the round
	Ensure the safety of the equipment, the goods transported and your own safety during the downtime required for the repair or for the repair by another member of the team



COMPETENCY FRAMEWORK

Handling

Handling: loading / unloading one's equipment so as to carry out the round in a safe and optimised manner and know how to protect your physical integrity.

Load / unload one's equipment in a way that protects one's health

Load and unload using appropriate movements and postures to prevent musculoskeletal disorders and health risks

Equip oneself and know how to use the accessories for loading / unloading: hand truck, trolley, etc.

Loading and ordering one's goods according to the various constraints of the round

Order one's goods according to the route plan, the weight and the nature of the different parcels

Re-organise one's load before and during the round if necessary, according to the round plan, the weight, volume and nature of the goods.

Load and organise one's load in a way that respects the equipment and the driver, according to the capacities.



COMPETENCY FRAMEWORK

Soft skills

Soft skills	
Working as part of a team	Understand one's role and the impact of one's work on other members of the team
	When needed, seek help from a colleague who is able to help, depending on their position
	Offer your help to other members of the team, in an appropriate way, depending on the need and in the limit of your role
	In the event of unforeseen situation, propose or choose a solution in consultation with dispatch/manager
Mastering professional communication	Master the basics of the language for professional purposes
	Master technical vocabulary necessary for the job of bike courier
	Adapt one's communication style to one's interlocutor
	Understand the positioning of the business and represent it publicly (with customers, in public spaces, etc.)
Managing customer relations	Adopt a civic attitude and behaviour
	Understand the customer's needs and identify solutions that meet those needs in line with the company's customer processes
Managing one's emotions	Notify the customer in the event of a problem and describe the problem encountered prior to delivery/pick-up
	Be aware of and respect one's abilities and one's limits and communicate about them with one's dispatch, team, hierarchy
	Manage one's stress and emotions at work



PROPOSAL FOR AN INCLUSIVE PEDAGOGY



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PROPOSAL FOR AN INCLUSIVE PEDAGOGY

AFEST Method

The competency framework co-created as part of the CICLE project and presented here is a starting point for developing inclusive vocational training programme for bike couriers. The project does not aim to create a training programme, leaving this initiative to those involved in training and cycle logistics. However, drawing on the experience of the partners involved in this project, we can offer some advice and teaching methods to make these training courses more inclusive. Beyond the inclusion tools that are also being created as part of this project, the teaching method itself, the way in which this know-how is transmitted, can also be designed to be more inclusive.

Learning by DOING: an inclusive teaching method rooted in reality

The method presented here is inspired by AFEST (Training actions in work situations), a pedagogical concept developed in France by *France Travail* and used by several organisations promoting integration through economic activity for their training programmes, particularly those aimed at people who are far from employment and/or seeking more practical training. It allows several types of audiences to be brought together in the same training course: people in precarious situations, young people without qualifications, women and men, people undergoing retraining, etc.

AFEST is an innovative teaching method based on learning directly in the workplace, alternating between professional work experience and reflective feedback sessions.

The aim of this method is to enhance training by drawing on real-life situations in a concrete, professional setting and by allowing for mistakes. This method makes it possible to:

- **Promote the skills** acquired throughout one's own path, which are often unrecognised and unacknowledged.
- **Build learners' confidence** by placing them in active and rewarding roles where they can witness their concrete progress.
- **Adapt training to people's pace and needs** in a bottom-up and individualised approach.
- **Promote employability**, as the skills acquired are directly operational and transferable.



Figure 2 : bike courier in Aix-en-Provence (La Flèche)



PROPOSAL FOR AN INCLUSIVE PEDAGOGY

AFEST Method

The implementation of this approach relies on a rigorous method, while remaining flexible and adaptable to each context. The method can be broken down into two distinct steps:

1. The trainer identifies **professional activities that allow the targeted skills to be mobilised** (loading a cargo bike, completing a first delivery round, using a GPS or Transport Management System (TMS), which are then used as teaching aids.
2. Alternating between action and reflection:
 - a. **an actual working time**, during which the learner carries out the professional activity, experiments. They are accompanied by the trainer who observes them, supports them and can answer their questions.
 - b. **A reflective period**: the learner verbalises their experience, asks questions, identifies any difficulties encountered, what they think they did well, their doubts, etc., and the trainer gives them the keys to solving any problems they may have encountered.

This method is more suited to individual or small group learning (6 to 12 people maximum). It is based on the following insight:

“I do therefore I learn, I explained what I have learned and I become aware of it”

“The core of AFEST lies in the reflective sequence [...] it reveals learners' expressive abilities (particularly among non-native speakers) and forces trainers to question or re-examine their own professional practices. [...] When conducted properly, this training action is a powerful lever for individual progress and a tool for increasing people's level of autonomy. This method can be adapted to each individual, which provides great flexibility and removes a “burden” for those who may have failed in the past.”

Etudes et Chantiers IDF, France



Figure 3 : bike couriers in Lyon (BECYCLO)



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ADVICE AND ASSESSMENT TOOLS



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ADVICE AND ASSESSMENT TOOLS

Introduction

Assessment is an essential component of any learning programme. It makes it possible to **reveal the skills being acquired, pinpoint any obstacles and tailor support** to the specific needs of each apprentice. When carried out effectively, it gives meaning to progress, recognises the efforts made and boosts self-confidence. Assessment is also a central element of the AFEST method presented above, as it facilitates its implementation.

Beyond validating skills, assessment is a tool for dialogue between the trainer and the apprentice, a space for questioning practices, clarifying expectations and supporting the development of autonomy. It also helps to make training more readable and inclusive, avoiding implicit assumptions and allowing everyone to clearly identify where they are in their learning journey.

We identify three key questions to ask in an assessment process :

1. **When to assess ?**
2. **How to assess ?**
3. **What tools to use ?**



Figure 4 : bike courier in Sant Cugat del Vallès (Bike Logic)



ADVICE AND ASSESSMENT TOOLS

When to assess ?

Initial assessment

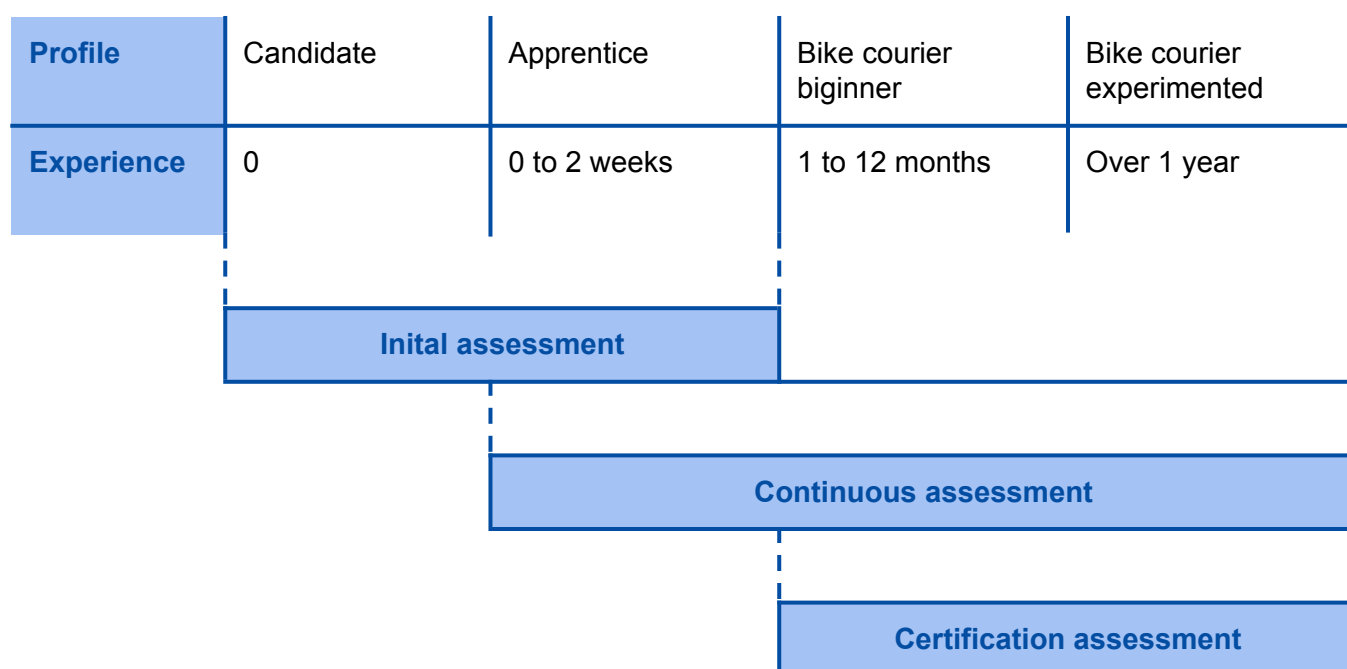
From the very first days of training – or even during the recruitment process – it is useful to offer an **initial assessment**, without any stakes, in order to identify the skills already present in the apprentice as well as their specific support needs. This phase allows you to establish a supportive framework, avoid misunderstandings about expectations, and personalise the programme from the outset. It can take the form of an informal discussion, a practical exercise or a self-assessment on a simple grid.

Continuous assessment

Throughout the training programme, it is essential to implement **continuous assessment**. This assessment applies to both apprentices and more experienced profiles. Assessment can take the form of regular observations, daily discussions, or periodic reviews (monthly at the beginning of the programme, annually for more experienced profiles). These moments allow you to monitor progress and identify areas for improvement.

Final certification assessment (optional)

The final assessment aims to validate the skills acquired and recognise the progress made by the apprentice. It may take the form of a professional simulation, an assessment interview or a skills portfolio. Depending on the country's regulatory framework, this assessment may be certifying. However, to date, it remains optional as long as the previous assessments (initial and ongoing) have been carried out.



ADVICE AND ASSESSMENT TOOLS

How to evaluate?

The assessment of apprentice couriers is not limited to checking technical skills: it involves observing, listening, discussing and supporting skills development. To this end, it is important to diversify assessment methods in order to take into account different profiles, learning speeds and styles. Assessment can take the form of **role-playing**, **self-assessment**, **individual or group interviews**. Each method has its place and its merits.

Guided self-assessment

Self-assessment enables apprentices to become aware of their own skills, progress and needs. It promotes autonomy, encourages reflection and builds a relationship of trust with the trainer. To be effective, it must be guided: it is not a matter of giving oneself a grade, but of positioning oneself using a clear grid structured around concrete situations (see assessment tools, page 25). This grid can be filled in regularly and compared with the trainer's observations to open a dialogue and adjust objectives.

🎯	apprentice			
🎯	beginner	bike	courier	
🎯	experimented courier			
✓		value		autonomy
✓		develop	analysis	capacity
✓		promotes		confidence
✓		ease of implementation		
⚠️		perception bias		

Role play

Role-playing exercises are particularly well suited to a field-based profession such as courier. They allow technical, professional and interpersonal skills to be assessed in a realistic context. A typical example is a simulated delivery round, in conditions that are close to or identical to real life, during which the apprentice manages deliveries, interacts with a customer, manages a route, etc. These situations provide an overall view of the apprentice's level and allow to observe their reactions to the unexpected, their time management, and their organisational skills.

🎯			apprentice	
🎯	beginner	bike	courier	
🎯	experimented courier			
✓		close to the reality		of the job
✓		global		assessment
✓		quick and targeted feedback		
⚠️		need	of	supervision
⚠️		logistical resources		



ADVICE AND ASSESSMENT TOOLS

How to assess?

Individual interviews

Individual interviews enable a more qualitative dimension to be added to the assessment. They provide a suitable framework for reviewing progress at date, gathering the apprentice's impressions, discussing obstacles or successes, and defining areas for improvement. They can be offered at key moments (midway or at the end of the programme) or according to the needs expressed. The important thing is to maintain a supportive environment where people feel free to speak openly and are respected, and to keep a record of the topics discussed to ensure consistent follow-up.

- 🎯 candidate
- 🎯 apprentice
- 🎯 **beginner** **bike** **courier**
- 🎯 **experimented bike courier**
- ✅ promotes confidence
- ✅ ease of implementation

Group discussions and feedback

The group is a valuable resource in learning the profession. Group feedback sessions – whether debriefings after a session or weekly reviews – allow apprentices to share their experiences, compare their practices, and normalise difficulties. These moments reinforce mutual support, listening, and recognition among peers. For the trainer, it is also a valuable source of information about group dynamics and common needs. Group assessment does not replace individual assessment but complements it and promotes a shared culture of learning.

- 🎯 apprentice
- 🎯 **beginner** **bike** **courier**
- 🎯 **experimented bike courier**
- ✅ **develop mutual support and communication**
- ✅ mutual enrichment
- ⚠️ less precise and targeted
- ⚠️ social pressure



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ADVICE AND ASSESSMENT TOOLS

Assessment tools

For the assessment to be clear, useful and fair, it must be based on appropriate tools. These tools help to structure observation, make assessment criteria visible and create common benchmarks between trainers and apprentices. They can be used at different stages of the training, depending on the objectives: to diagnose, support progress or validate learning outcomes. Here are the main tools that can be used in an inclusive and formative approach.

Assessment grid






The assessment grid provides a list of expected skills or attitudes, organised in a clear manner (by theme, situation or work phase). It can be used at various stages of the programme and serves as a common reference for both the trainer and the apprentice. A simplified version of the competency framework can fulfil this role, with accessible and concrete wording. A paper version is available in the appendix on page 25 or in digital format ([at this link](#))

			apprentice
	beginner	bike	courier
	experimented bike courier		
	clear	and documented	framework
		structured	feedbacks
		facilitates	self-assessment
	facilitates individuals interviews		
		rigid	tool

Periodic survey

This tool consists of sending a feedback form to couriers in training or in post at regular intervals (e.g. every 3 or 6 months), allowing them to take stock of their professional experience. The questionnaire may include open-ended and closed-ended questions about their feelings, the difficulties they have encountered, the skills they would like to develop further, their working conditions, or their level of confidence in certain situations. Enquête périodique

This type of feedback not only allows training or support content to be adjusted, but also helps to identify weak signals (exhaustion, isolation, blockages). It contributes to a process of continuous improvement focused on the real experience of those being trained. A paper version is available in the **appendix on page 32**.

			apprentice
	beginner	bike	courier
	experimented bike courier		
	direct	information	gathering
	enables training to be tailored		
	requires a regular monitoring		









ADVICE AND ASSESSMENT TOOLS

Assessment tools








Logbook or tracking notebook

The logbook allows apprentices to document their learning on a daily basis: what they have learned, what was difficult, situations they encountered, etc. It encourages them to take a step back and can be reread at different points in the programme, during interviews for example. It is a highly valuable training tool that gives apprentices a direct voice. A basic paper version is provided in the **appendix on page 35**.

			apprentice
	beginner	bike	courier
	experimented bike courier		
	develops	analytical	skills
	feed	individual	interviews
	track progress over time		

Collective assessment workshop

Collective evaluation is a lively group activity in which apprentices and/or active couriers are invited to reflect together on their learning, practices, successes and needs. This can take the form of a semi-structured workshop with visual tools (kraft paper, post-it notes, cards), discussions or co-evaluation exercises. This format makes it possible to identify common trends, strengthen the sense of belonging, and involve everyone in improving the work or training environment. It can also be used to co-construct solutions to difficulties identified together.

			apprentice
	beginner	bike	courier
	experimented bike courier		
	values the collective and the individual		
	develops analytical skills		
	difficult	to	animate
	social pressure		



APPENDICES



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APPENDICES

Assessment grid

NA : Not Acquired – PA : Partially Acquired – A : Acquired

Driving the equipment safely, in order to protect one's bicycle, one's load, its own security and that of others		NA	PA	A
Comply with the highway code that applies to cycles	Complete a self-guided itinerary in compliance with the full highway code			
	Use tracks and infrastructure adapted to the equipment's gauge			
	Respect the priorities of different users: pedestrians, other cyclists, motor vehicles, etc			
	Park your equipment in compliance with the highway code, regulations in force and in such a way as not to create insecurity for yourself or other road users			
	Avoid all risky behaviour to meet delivery deadlines			
	Master the steps to take in the event of an incident on the road: filling in the accident report, notifying dispatch/team leader			
Adapting one's driving and manoeuvres according to the type of the equipment used, its load, the traffic, the obstacles encountered, so as to ensure one's own safety, that of other users and that of the load.	Know the different types of equipment			
	Manoeuvre your empty and loaded equipment on foot			
	Adapt your driving to the loading of the equipment			
	Adapt your driving to the type of equipment used			
	Adapt the use of gear ratios and its electric assistance			
	Adapt your driving and your route to the terrain			
	Adapt your driving to the weather conditions			
	Adapt your driving according to the surrounding traffic and infrastructures			



APPENDICES

Assessment grid

NA : Not Acquired – PA : Partially acquired – A : Acquired

Driving the equipment safely, in order to protect one's bicycle, one's load, its own security and that of others		NA	PA	A
Protecting oneself and securing one's equipment and goods while on the road	Adjust the ergonomics of your cycle and adopt gestures and positionings to prevent any injury while driving and manoeuvring.			
	Protect your goods from weather hazards			
	Equip yourself with the appropriate accessories to protect you from the risk of injury and the bad weather (helmets, appropriate and reflective clothing, rain gear, protection against the cold, etc.).			
	Secure your equipment against thefts			
	Secure your goods against thefts while on round and while stopped			



APPENDICES

Assessment grid

NA : Not Acquired – PA : Partially Acquired – A : Acquired

Navigation and round management		NA	PA	A
Mastering the various digital round management tools to prepare and carry out one's round independently	Protect and manage PDA/phone batteries, which are essential for work			
	Master round management tools to complete your round on time and meet the prerequisites for each delivery			
	Prepare work in advance of the round using round management tools (TMS, PDA, delivery notes, etc.)			
	During the round, regularly check that no changes have been made to the round plan			
Understanding and complying with procedures to ensure that goods are delivered on time and in line with customer expectations	Know the signs (pictograms) relating to dangerous goods and the precautions to be taken with regard to the dangerousness of goods			
	Comply with transport procedures and constraints relating to the goods being transported			
	Check that the goods delivered/collected correspond to the task			
	Get to delivery points in the right order and within the set timeframe			
Finding your way around town with and without the help of geolocation tools (GPS, maps, directions)	Getting around and navigating without digital geolocation tools: using maps, finding your way around town, etc.			
	Finding your way around town using digital geolocation tools			
	Adapt your itinerary according to the constraints (terrain, safety, weather, etc.)			



APPENDICES

Assessment grid

NA : Not Acquired – PA : Partially Acquired – A : Acquired

Navigation and round management		NA	PA	A
Adapting one's round plan according to unforeseen circumstances (accidents on the road, theft, etc.)	Anticipate the different stages of the round and any problems that may arise in order to better manage stress.			
	Be aware of unforeseen events and their impact on the delivery route			
	Communicate with the team leader or dispatch when an unforeseen event occurs during the round			
	Take appropriate decisions when faced with an unforeseen event, with the approval of the team leader or dispatch, in order to maintain delivery			



APPENDICES

Assessment grid

NA : Not Acquired – PA : Partially Acquired – A : Acquired

Cycle mechanics skills enabling one to complete round safely		NA	PA	A
Mastering the know-how in cycle mechanics required for cycle logistics	Know the anatomy of the equipment and its different parts			
	Equip yourself with the material you need for basic repairs before setting off on round			
	Master the technical vocabulary enabling you to designate and communicate about the different parts of the cycle and any possible malfunctions			
	Know how to carry out first-level repairs: changing an inner tube, adjusting a brake, adjusting a derailment/broken chain			
Knowing how to carry out first-level checks before and after each round to prevent the risk of incidents and malfunctions during the next round.	Carry out first-level checks on your equipment before leaving on round			
	Communicate with and contact the right person in case of doubt about the regularity of the equipment before and after the round			
	Know how to use a first aid kit to carry out a minor repair			
	Carry out maintenance on your equipment to prevent its deterioration (cleaning, tire pressure, etc.)			
Diagnose and solve a mechanical problem (yourself or by requesting outside help) in order to complete the round safely	Diagnose the malfunction and assess the impact on the continuation of the round: can it be completed safely?			
	Communicate to the team leader/dispatch the nature of the breakdown using appropriate vocabulary, your capacity to repair it or note and the impact on the rest of the round			
	Ensure the safety of the equipment, the goods transported and your own safety during the downtime required for the repair or for the repair by another member of the team			



APPENDICES

Assessment grid

NA : Not Acquired – PA : Partially Acquired – A : Acquired

Handling: loading / unloading one's equipment so as to carry out the round in a safe and optimised manner and know how to protect your physical integrity.		NA	PA	A
Load / unload one's equipment in a way that protects one's health	Load and unload using appropriate movements and postures to prevent musculoskeletal disorders and health risks			
	Equip oneself and know how to use the accessories for loading / unloading: hand truck, trolley, etc.			
Loading and ordering one's goods according to the various constraints of the round	Order one's goods according to the route plan, the weight and the nature of the different parcels			
	Re-organise one's load before and during the round if necessary, according to the round plan, the weight, volume and nature of the goods.			
	Load and organise one's load in a way that respects the equipment and the driver, according to the capacities.			



APPENDICES

Assessment grid

NA : Not Acquired – PA : Partially Acquired – A : Acquired

Soft skills		NA	PA	A
Working as part of a team	Understand one's role and the impact of one's work on other members of the team			
	When needed, seek help from a colleague who is able to help, depending on their position			
	Offer your help to other members of the team, in an appropriate way, depending on the need and in the limit of your role			
	In the event of unforeseen situation, propose or choose a solution in consultation with dispatch/manager			
Mastering professional communication	Master the basics of the language for professional purposes			
	Master technical vocabulary necessary for the job of bike courier			
	Adapt one's communication style to one's interlocutor			
	Understand the positioning of the business and represent it publicly (with customers, in public spaces, etc.)			
	Adopt a civic attitude and behaviour			
Managing customer relations	Understand the customer's needs and identify solutions that meet those needs in line with the company's customer processes			
	Notify the customer in the event of a problem and describe the problem encountered prior to delivery/pick-up			
Managing one's emotions	Be aware of and respect one's abilities and one's limits and communicate about them with one's dispatch, team, hierarchy			
	Manage one's stress and emotions at work			



APPENDICES

Periodical survey

To be completed every 3 to 6 months, by yourself or with your trainer

Personal path

Since how long are you following the training or in activity ?

- ☐ less than 3 months
☐ 3 to 12 months
☐ more than 12 months

On average how many rounds do you complete each week ?

- ☐ 1 to 2 times per week
☐ 3 to 4 times per week
☐ every day

Have you had one or more periods of downtime or absence?

- ☐ yes
☐ no

If so, briefly explain the duration and reasons for the interruption or absence.

Overall impression

Do you feel like you are progressing in your job as a bike courier ?

- ☐ not at all
☐ a little
☐ on average
☐ a lot
☐ completely

What have you learned recently? List 2 or 3 new skills, techniques, or new knowledge here.



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Periodical survey

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Skills and autonomy

How comfortable do you feel with :

1 = not at all ; 2 = not at ease ; 3 = fairly at ease ; 4 = at ease ; 5 = very much at ease

Using your material (bike, equipment, etc.)	
Using digital tools (GPS, TMS, etc.)	
Finding your way around town	
Managing your round	
Managing the unexpected	
Mastering the basics of bicycle mechanics	
Loading and unloading goods	
Working as part of a team and communicating	
Managing relations with clients	
Managing emotions	

Difficulties encountered

Have you encountered any difficulties recently?
☐ yes
☐ no

Have you been able to ask for help? Is there a difficult or memorable situation you would like to share?



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Wellbeing and environment

How comfortable are you for :

1 = do not agree at all ; 5 = totally agree

Je me sens bien dans mon groupe ou mon équipe	
The pace of training and integration suits me	
I feel listened to and supported by the trainers	
I am confident in my ability to grow in this profession	

Specific desires and needs

Is there a skill you would like to develop or strengthen?

Is there a topic you would like more support with?

Any ideas for improving training, your integration or the working conditions?



APPENDICES

Logbook or travel journal

Week :	Date :
--------	--------

Types of round undertaken ?

<input type="checkbox"/> test standard	<input type="checkbox"/> delivery delivery	<input type="checkbox"/> run round
<input type="checkbox"/> other (detail) :		

Particularities

<input type="checkbox"/> weather		:
<input type="checkbox"/> volume		:
<input type="checkbox"/> unexpected events encountered:		

What I have learned or improved:

<input type="checkbox"/> new gesture	or	technique :
<input type="checkbox"/> tool or equipment used	for	the first time :
<input type="checkbox"/> particular situation :		

Difficulties encountered

Situation encountered	Actions undertaken	Result

General feeling

What I liked	What frustrated/upset me	What I would like to change

Objectives

<input type="checkbox"/> for skills	the	next weeks :
<input type="checkbox"/> attitudes or	to	work on :
<input type="checkbox"/> personal challenge to be met :		

