



Motorcycle Supervisor / Mentor Handbook

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SUMMARY

This handbook is primarily designed to help new motorcycle supervisors or mentors in supporting learners and new riders. It provides practical advice on safe supervision, effective communication, and coaching strategies, including an app and videos to help build new rider confidence and competence. The handbook outlines responsibilities, key learning areas, and mentoring approaches to ensure the development of low-risk riding habits. This booklet was independently written by an accredited rider trainer, a supervisor, a new rider, and a learner to ensure that relevant and authentic experiences were incorporated, making it easier for supervisors to assist learners along their riding journey.

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DISCLAIMER

This booklet has been prepared as a general educational resource to support motorcycle supervisors and mentors. The information contained herein is provided for guidance purposes only and is not a substitute for formal rider training, professional instruction, licensing requirements, or legal obligations.

Motorcycle riding inherently involves risk. Supervisors and mentors are responsible for exercising sound judgment, prioritising rider safety, and ensuring compliance with all applicable road rules, traffic laws, workplace safety procedures, and organisational requirements.

Scope and Updates: These resources are intended as a supplement to, not a replacement for, recognised training programs and official rider handbooks issued by licensing authorities or safety organisations. Laws, regulations, and best practices are subject to change over time; therefore, it is the reader's responsibility to stay informed of the current requirements.

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Cheers from the Authors!

Motorcycle Supervisor/Mentor Handbook

Part 1 – Introduction

Chapter 1. Purpose of this Handbook

Motorcycling is fun, economical, and incredibly rewarding, but it also comes with more risks than driving other vehicles. Riders lack physical protection, making them some of the most vulnerable road users in a crash, with a higher risk of serious injury.

That's why good supervision and mentoring make such a difference. In Queensland and Western Australia, learners are required to ride under the guidance of a suitably licensed rider. In other states, there may not be a legal requirement, but having a supportive supervisor or mentor is still just as valuable, sometimes even for riders who've been on the road for years.

As a new or experienced supervisor, you play a key role in shaping how a learner develops their skills. With your support, learners are far more likely to develop safe, confident habits instead of adopting risky behaviours that could put them in danger.

This handbook is designed to provide new supervisors and mentors with additional knowledge, tools, and strategies to help guide learners and new riders safely and effectively. It isn't intended to be a step-by-step ride training manual or a replacement for licensing courses (which will be covered in a future booklet). Instead, the aim here is to provide practical, easy-to-use support that makes a new supervisor more effective with less uncertainty.

In this handbook, you'll find:

- An overview of common legal questions for supervisors and learner riders
- Tips for supervising that improve riding outcomes
- Guidance that uses consistent language with Q-Ride licensed training courses
- Ways to reinforce safe riding attitudes and risk management practices

Throughout the booklet, we'll use the terms "*supervisor*" and "*mentor*" interchangeably, as well as "*learner*" and "*new rider*", depending on the context.

This resource has been written independently and is not connected to any company or group. The goal is simple: to remove some of the guesswork from supervision, allowing you to focus on what matters most, helping learners gain real-world experience, build confidence, and develop safe, low-risk riding habits.

If you are in a hurry, you can go directly to PART 7 for a quick reference summary.

Note: We have endeavoured to cover relevant topics, be accurate, and as concise as possible. However, if you have any suggestions for improvements or identify any errors, please don't hesitate to contact the authors by email at rratedmotorcyclerrides@gmail.com.



Part 2 – Licensing and Legal Framework

Chapter 2. Overview of the Queensland Motorcycle Licensing System

Queensland has a graduated licensing system designed to help riders build skills safely and progressively. There are two main licence classes [1].

- **RE (Restricted)** – limited to learner-approved motorcycles (LAMs) [2].
- **R (Unrestricted)** – allows riding of any motorcycle.

The system follows these stages:

RE Learner Licence

- hold a provisional or open car licence (class C) and have held the licence for at least 1 year.
- Pass the motorcycle knowledge test.
- Ride only under supervision.
- Completed Q-Ride Pre-Learner Course or Q-SAFE practical test

RE Provisional or Open Licence

- Complete the Motorcycle Hazard Perception Test.
- Hold the RE learner licence for at least 3 months.
- Complete the Q-Ride Restricted (RE) Course or Q-SAFE practical test.

R Provisional or Open Licence

- Hold an RE licence for at least 2 years.
- Complete the Q-Ride Unrestricted (R) Course or Q-SAFE practical test.
- Ride any motorcycle independently.

Why this matters for supervisors: You need to understand which stage your learner is at, the restrictions they must follow, and how to help prepare them for assessments.

Chapter 3. Supervisors

As a qualified person (commonly known as a supervisor), you are legally authorised to guide a learner rider only if you [1,2]:

- Hold a current open RE or R licence for at least 1 year.
- Supervise from a safe distance where you can direct and monitor the learner:
 - As a pillion passenger in a sidecar.
 - Riding on another motorcycle.
 - Driving in another vehicle nearby

Note: you should not accept payment or reward for supervising a learner driver unless you are an accredited driver trainer. There is no legal role named “Supervisor” (Transport Operations (Road Use Management – Accreditation and Other Provisions Regulation 2015).

Other potential fines

A learner and their supervisor may both receive a fine if a learner fails to display L-plates correctly. The L character on the L plate is required to be clearly legible from 20m behind the motorbike (Transport Operations Road Use Management—Driver Licensing) Regulation 2021 Chapter 6 Restrictions on driving S222).

It has also occurred that a learner has been fined without their supervisor present, even if the reason was that they were separated due to traffic.

Duty of Care (Queensland law Civil Liability Act 2003, Section 9)

As a supervisor, you carry a duty of care for the learner’s safety. This means:

- Choosing suitable road routes based on the learner's competency level.
- Refusing to supervise a learner if they appear tired, impaired, or emotionally unfit.
- Monitoring their riding and not pushing them into unsafe situations

How many learners to supervise?

There is currently no legislation that specifies the maximum number of learners a single supervisor can oversee, except for the requirement to “*supervise from a safe distance*” [1]. As a practical guideline, if the learners are not well known to you, supervising one or two learner riders is usually adequate for supervision. Any more than this, and it becomes difficult to keep track of everyone safely. (Note: Learners have been fined for riding without their supervisors after getting lost.)

For reference, Q-Ride road training is conducted with an instructor-to-learner ratio of 1 to 5 [3]. This should be considered a maximum limit, but it also assumes that the supervisor is familiar with the learner by observing that they have demonstrated a good level of riding competence, the route has been carefully planned and is known to the trainer, thus allowing safe monitoring.

When supervising large learner groups, we strongly recommend appointing a Tail-End Charlie (TEC) as another supervisor positioned at the back of the group. Having the TEC wear a high-visibility jacket makes it easier to keep the group together visually and ensures that all learners remain within safe supervision.

You are helping influence the behaviours and attitudes that will shape the learner's long-term riding habits.



Chapter 4. Learners

Learners must follow these rules [1,3]:

- **Helmet:** Must wear an approved helmet (AS/NZS 1698, AS 1698, or ECE 22.05 or 22.06 standard).
- **Motorcycle type:** Ride a learner-approved motorcycle (LAM).
- **Supervision:** Must be directly supervised by a licensed rider (open RE or R licence for at least 1 year).
- **L plates:** Must display a clearly visible L plate at the rear (20m visibility).
- **Passengers:** Cannot carry a pillion passenger.
- **Alcohol and drugs:** Must have zero BAC and no drugs in system.
- **Filtering:** Cannot lane filter or edge filter.
- **Carrying licence:** Must carry their licence (or receipt if newly issued).
- **Mobile phones:** Hands-free voice-activated and headsets if secured to a cradle.

Always check these requirements before starting a ride. Otherwise, the learner and supervisor could face consequences.

Chapter 5. Legal Modifications

There are specific rules governing motorcycle modifications and their impact on Learner Approved Motorcycle Scheme (LAMS) motorcycles [5]. Common modifications are usually mirrors and exhaust, and those are briefly mentioned here [6]:

Rear vision mirrors: Mirrors must be fitted so that the rider can clearly see, by reflection, the road behind and any following or overtaking vehicles. They can be flat or convex. A minimum area requirement is 80 cm² for a flat mirror and 64.5 cm² for a convex mirror.

Exhaust systems should not be replaced or modified if this is likely to increase the vehicle's noise output beyond that of the manufacturer's approved system, unless approved by the manufacturer as an option. Additionally, changing an exhaust on a LAMS bike may void its LAMS status if it increases the power-to-weight ratio. Even small gains may technically push it out of compliance. If that happens, the bike is no longer legal for learners/restricted riders regardless of its presence on the published LAMS list.

A comprehensive description of allowable modifications can be found here:

[TMR Motorcycle Standards](#)

Part 3 – Preparing for Safe Riding

Chapter 6. The Role of a Supervisor

Being a motorcycle supervisor isn't only about going for a ride or checking that the learner can follow road rules safely. It can also be about guiding them through one of the most critical stages of their riding journey. As a supervisor, you're a role model, a coach, and a safety net. By setting a good example, keeping rides safe, and giving clear, supportive feedback, you help teach the learner to build the skills and confidence they need to become a safe and independent rider.

Supervisor Checklist

Specific Requirements [1]

- Hold an open RE or R licence (min. 1 year).
- RE Learner is on a learner-approved motorcycle (LAM).
- Learner displays L plate (visible from 20m to the rear).
- Learner wears an approved helmet.
- Learner is not carrying a pillion passenger.
- Learner is not lane filtering or edge filtering.
- Refuse supervision if you suspect the learner has alcohol or drugs in their system.

Safety Responsibilities

- Demonstrate safe, patient riding
- Help with pre-ride checks (gear + motorcycle).
- Plan safe and suitable training routes.
- Agree on signals/stop points for clear communication.
- Step in early if not demonstrating road riding competency, or unsafe behaviour.
- Don't encourage blaming or shaming other road users (Threatening behaviour commonly called "road rage" is illegal)

Coaching Role

- Encourage learners to reflect on strengths and weaknesses.
- Give feedback constructively (Start positive → identify improvement → End positive).
- Increase difficulty gradually (quiet roads → busy traffic).
- Reinforce risk management (mood, behaviour, choices affect safety).

A supervisor's role is to help develop safe, responsible riders with the skills and mindset to ride independently.

Chapter 7. Supervising Strategies

Effective supervising strategies:

- **Scaffolding:** Start with simple skills (e.g., moving off, braking) before progressing to complex situations (e.g., night riding in rain on multi-lane highway) [7].
- **Progressive exposure:** Move from quiet car parks to suburban streets, technical routes and highways as confidence grows.
- **Feedback loops:** Offer feedback after short practice sessions. Keep it balanced: praise what's done well before suggesting improvements.
- **Positive reinforcement:** Reinforce safe habits consistently, e.g. proper head checks and smooth braking.
- **Observation and correction:** Watch for unsafe patterns early and correct them gently but firmly.
- **Model behaviour:** Your own riding sets the tone. Learners copy what they see.

Should the Supervisor lead or follow?

We have found the best practice approach that, at the start of a learner's motorcycle road experience, the Supervisor leads, setting the route and pace. When deemed appropriate, either during practice or on a future ride, swap roles, allowing the learner to lead, so that their skills can be observed and evaluated. This is because learners have a limited amount of attention [8], and the initial riding phase is focused primarily on motorcycle control. Not having to spend attention on navigation allows the learner to concentrate on riding the motorcycle. The supervisor may regain the lead in complex situations (e.g., city traffic, challenging routes).

Group Rides:

Unless you have ridden with the learner before, do not take them on a group ride until you have assessed their roadcraft. A learner is typically keen to attend a group ride, and a supervisor is usually eager to escort them; however, a learner's confidence can be greater than their competency. Therefore, it is safer for the learner and less frustrating for the group if the supervisor can make a judgment before agreeing to supervise them on a group ride.

For multiple learners, the safest arrangement is one supervisor leading and another (tail-end Charlie) following in high-visibility gear.

Supervising is not only about shaping safe behaviour but also about taking control when needed.

Chapter 8. Protective Gear

Motorcycle riders are especially vulnerable in a crash. Unlike cars, motorcycles provide no protective shell — the rider's gear is the only barrier against injury. As a supervisor, you should advise that protective clothing is non-negotiable.

Essential protective gear [1]:

- **Helmet** – Must be approved (AS/NZS 1698 or ECE 22.05 or 22.06 standard). Should fit firmly, with no movement or pressure points. Replace if dropped, damaged, or after 5 years (as recommended by the manufacturer), and ensure its fastened securely.
- **Eye protection** – Clear, shatterproof visor or goggles. Glasses and tinted visors at night are not enough.
- **Gloves** – Full-fingered, with reinforced palms and knuckle protection. Should fasten at the wrist.
- **Jacket** – Abrasion-resistant (leather, textile, or Kevlar). Should include armour at the shoulders, elbows, and back.
- **Pants** – Riding pants with armour at the hips and knees. Jeans alone do not provide adequate protection.
- **Boots** – Sturdy, over-the-ankle boots with non-slip soles. Avoid wearing sneakers, sandals, or steel-toed boots (watch for loose laces).
- **Wet weather gear** – Waterproof and breathable jackets and pants for changing conditions.

Tip:

- *Inspect the learner's gear before every ride for any obvious protective issues.*
- *Check that no skin is exposed.*
- *Encourage bright or reflective clothing to increase visibility.*

All the Gear All the Time: Riding without proper gear is never an option, even for a short trip.

Chapter 9. Motorcycle Familiarisation

Before a learner takes to the road, they must understand the motorcycle itself. Confidence and safety start with familiarity.

Pre-Ride Safety Check (supervisor and learner should do this together) [1]:

- **Tyres** – Check tread depth and inflation.
- **Brakes** – Test front and rear brakes.
- **Lights and indicators** – Ensure they all work.
- **Chain or belt** – Check for correct tension and lubrication.
- **Fuel and oil** – Sufficient levels and no leaks.

- **Controls** – Ensure throttle, clutch, and levers move smoothly.

Tip:

- *Show the learner how to do this inspection.*
- *Encourage the habit of routine maintenance and checks, which reduces risk and prevents breakdowns.*

Chapter 10. Communication (without comms)

Supervisors often begin with learners in quiet areas before moving to traffic. A well-known road route is the safest starting point. Sometimes leaving the learner's driveway is a challenge.

Communication on the Road

Supervisors and learners should agree on communication methods before riding. Options include:

- Pre-arranged hand signals
- Hands-free mobile phone use with a wireless headset.
- Scheduled pull-over points for feedback.

Discuss expectations:

- All learners wear full protective gear and optionally a high-visibility vest.
- Ride according to the conditions.
- Don't overtake the supervisor unless leading.
- Keep a safe distance between motorcycles and cars.

Hand signals that can be used [1]

- **Stop** – Hand up,
- **Stop over there** – Stop signal, then point to the location.
- **Stop engines** – Twist the wrist, e.g turning a key.
- **Slow down** – Palm facedown, patting hand downwards.
- **Speed up** – Palm up, moving open hand upwards.
- **Move off in that direction** – Point in travel direction.
- **Point at the tank** – Require fuel
- **Helmet and hand tilt** (like trying to drink) – need a rest/drink/toilet stop
- **Thumb up** – All ok

Tip:

- *Demonstrate signals clearly before the ride.*
- *Position yourself so the learner can see your signals.*

- *Consider your motorcycle placement to ensure the learner is in view and riding satisfactorily.*

Always finish a session on a positive note. A learner who feels encouraged will be motivated to continue improving.

Chapter 11. Fatigue in New Riders

When you're just starting out on a motorcycle, every ride feels exciting. The rush of adrenaline, the focus on new skills, and the thrill of freedom can make it easy to forget how demanding riding really is. Unlike driving a car, riding requires constant balance, physical input, and mental concentration.

For new riders, this excitement can mask the early signs of fatigue, e.g. heavy arms, slower reactions, or difficulty concentrating. Because the body is flooded with adrenaline, a learner may feel alert long after they've begun to tire. The danger is that fatigue only becomes obvious when performance drops sharply, which on a motorcycle can mean a late reaction to a hazard, a missed gear change, or running wide in a corner.

That's why supervisors should plan shorter rides for new riders, take regular breaks, and recognise that the learning process itself is tiring. Excitement and enthusiasm are great, but they should never replace self-awareness. Spotting fatigue early and stopping before mistakes occur is one of the smartest habits a rider can develop.

For Learners

- Short sessions: Start with 1–2-hour rides to avoid physical and mental fatigue.
- Progression: Gradually build up to longer rides and more complex road environments.
- Self-check readiness: Ask before each ride, do I feel alert and calm, am I rested, hydrated, can I focus? If not, postpone the ride.

Supervisor's Role

- Observe signs of fatigue, stiffness, or stress in learners.
- Encourage breaks every 1–1.5 hours
- Model healthy riding habits (hydration, stretching, calm decision-making).

Chapter 12. Wind noise and hearing

Many riders assume that the main risk to hearing comes from a loud exhaust. Wind noise inside the helmet is often the bigger danger. At highway speeds, the rushing air around the helmet can reach sound levels of 95–105 dB, which is about as loud as a chainsaw. Prolonged exposure at these levels can cause permanent hearing loss and tinnitus.

Research has shown that even with a full-face helmet, wind noise can exceed safe occupational limits after just 15 minutes at 100 km/h [9]. Earplugs or noise-filtering inserts reduce the risk substantially while still allowing essential traffic sounds to be heard.

Protecting your hearing isn't just about long-term health; reduced fatigue and better concentration are immediate benefits of lowering wind noise.

Chapter 13. Adult Learning Principles

Learner riders are adults, and adults learn differently from children. They bring prior experience, attitudes, and habits, both good and bad. As a supervisor, you should adopt an approach that respects this [10].

Key principles of adult learning

- **Relevance** – Adults learn best when they understand why something matters. Always link skills to real-life situations (e.g., “Always rely on using four fingers to brake gives you the sensitivity, speed and force to ensure full braking can be applied in an emergency, which reduces your speed in a collision in traffic”).
- **Experience** – Learners bring their own driving history. Use it as a foundation but remind them that motorcycles demand different skills.
- **Self-direction** – Adults like to take responsibility for their learning. Encourage learners to identify what they find difficult.
- **Reflection** – Asking “What worked well?” and “What would you do differently?” helps riders internalise lessons.
- **Practice and feedback** – Skills improve through repetition, coaching, and constructive feedback.

Tip:

- *Act more like a coach than a lecturer.*
- *Encourage questions and discussions.*
- *Provide opportunities for the learner to problem-solve.*

75 Percent Perfect:

Riding at 75% of your limit is where you learn the most

A Twist of the Wrist II by Keith Code [8]

Chapter 14. Recognise the Different Types of Learners

Every learner is different. A good supervisor adapts their communication, pace, and expectations to their learner, ensuring safety, building trust, and guiding each person toward competent, confident, and responsible motorcycling [11].

We created a list of possible learner types, which may also be a combination of different types, and we have suggested strategies to support the learner process.

Table 1: Learner types and supervision strategies

<i>Learner Type</i>	<i>Traits</i>	<i>Supervision Strategies</i>
Competent	Picks up skills quickly, motivated, progresses fast	Challenge them, encourage reflection, don't rush, and get involved in peer learning
Over-Confident	Takes risks, ignores advice, believes they know more	Set boundaries, reinforce safety, give evidence-based feedback, and balance correction with encouragement
Anxious	Nervous, hesitant, second-guesses, freezes under pressure	Start low-pressure, give step-by-step instructions, use positive reinforcement, and keep a calm tone
Fearful	Intense fear of riding, focuses on risks, very slow progress	Acknowledge fears, break into small steps, go at their pace, and suggest confidence-building exercises
Distracted	Easily distracted, inconsistent, and forgets instructions	Keep sessions short/structured, repeat key points, reduce distractions, and encourage a learning journal
Reluctant	Lacks motivation/interest, often pressured by others	Explore motivators, set goals with buy-in, vary exercises, and be patient
Methodical	Likes structure, detail, rules; steady but slower progress	Provide frameworks/checklists, allow repetition, encourage reflection, don't rush

Chapter 15. Shorter Riders

A shorter rider doesn't need to "make up for" their height; they require techniques, preparation, and confidence to ride within their comfort zone, allowing them to build skills to ultimately feel safer, competent, and in control in varying road environments, particularly during slow-moving manoeuvres where the weight of the motorcycle becomes more significant.

Set the Rider Up for Success

- **Lower seat height** with aftermarket low-seat options.
- **Suspension:** lowering kits or suspension adjustments can reduce height.
- **Boots with lift:** Using motorcycle boots with a thicker sole can give an extra reach rather than sandshoes.
- **Practice balance:** Encourage shifting body weight to the left side and so planting the whole foot sole flat on the ground, instead of tip-toeing on both toes, which is unstable.

Build Core Skills in a Safe Space

- **Slow-speed control:** Practice figure 8s, U-turns, and stop–start drills in a car park. This builds bike balance and clutch–throttle coordination.
- **Emergency stops:** Rehearse braking to a halt and planting a foot down confidently.
- **Walking the bike:** Demonstrate how to walk next to the bike forwards and backwards to practice parking.
- **Mounting techniques:** Teach them to mount/dismount using the footpeg.

Confidence on the Road

- **Shorter, low-stress rides:** Begin on quiet streets or car parks before tackling traffic.
- **Gradual challenges:** Introduce hill stop/starts with increasing cambers.
- **Positive reinforcement:** Praise smooth stops, good balance, and safe decision-making. Confidence grows with recognition.
- **Practice planning:** Encourage choosing park locations where the ground is the least cambered and unsound.
- **Normalise tip-overs** (if they occur): Reassure them that even experienced riders drop bikes, as it can be part of learning.

Chapter 16. Risk Attitudes and Decision-Making

Motorcycling is as much about mental discipline as physical skill. Many crashes are linked to poor decisions, overconfidence, or risky attitudes rather than a lack of ability. Supervisors should help learners recognise any challenges/hazards during the ride for discussion.

Risk factors to discuss [1]:

- **Attitudes** – Thrill-seeking, impatience, or blaming others can increase crash risk.
- **Behaviours** – Speeding, tailgating, or ignoring fatigue.
- **Physical state** – Riding while angry, tired, or under the influence of alcohol or drugs.
- **Social context** – Peer pressure to “keep up” with others, or to carry passengers before being ready.
- **Environment** – Riding at night, in poor weather, or in heavy traffic increases risk.

Scenario coaching example:

- Learner: “That car cut me off, nothing I could do.”
- Supervisor: “True, you can’t control the car. But could you have left a bigger gap or slowed earlier by setting up the brakes? That would give you more time to react and more time for the car to see you.”

This style shifts the rider from blaming others to taking responsibility for their own safety.

Tip:

- Use reflective questions (*“What influenced your decision there?”*).
- Challenge unsafe beliefs (*“You thought you could stop in time, but what if the car braked harder?”*).
- Encourage safer alternatives (*“Next time, hold back a little to give yourself more time”*).

Chapter 17. Common Misconceptions

In this chapter, we address some common motorcycle myths along with their explanations.

<i>Myths</i>	<i>Reason</i>	<i>Reference</i>
Loud pipes save lives A loud exhaust makes you more noticeable to other motorists, thus reducing crash risk.	Noise generally doesn't improve safety. Many drivers won't hear a motorcycle until it's already past, with windows up or in noisy environments. Visibility, positioning, and rider awareness are far more effective.	National Highway Safety Administration (NHTSA) Motorcycle Safety Guidelines https://www.malmlegal.com/blog/do-loud-motorcycle-pipes-save-lives/
Experienced riders typically don't require additional training. Once you ride for a while, you don't need any more training; riding on the road is good enough.	Skills and reactions degrade over time, and bad habits can creep in, making your roadcraft sloppy. It has been demonstrated that experienced riders benefit from advanced training or periodic refresher courses.	CARRS-Q (2011) <i>Interventions for Risk Taking and Hazard Perception</i> . Centre for Accident Research & Road Safety QUT. Broughton, J., et.al. (2021) 'Human error in motorcycle crashes: a methodology based on in-depth data to identify the skills needed and support training interventions',
Racing lines can be used on the public road. Can be used anywhere	Applying a racing line on the street can put you head-on into traffic and reduce your ability to respond to sudden hazards. Racing techniques are effective on the track because the environment is consistently repeatable with minimal unexpected hazards.	Motorcycle Council of NSW (2018) <i>Cornering, Braking and Roadcraft: Rider Safety Guidelines</i> . CARRS-Q (2011) <i>Interventions for Risk Taking and Hazard Perception</i> . Centre for Accident Research & Road Safety – Queensland,
Use of Trail braking (i.e. braking deep into a corner while leaning) allows riders to adjust speed and line at maximum performance.	While some advanced road riders use trail braking, it requires high skill, smoothness, and traction awareness. For learners, it can cause instability and low sides if misapplied.	Motorcycle Council of NSW (2025) 'Cornering', <i>Motorcycle Council of NSW</i>

Part 5 – Practical Riding

Chapter 18. Core Riding Skills in a quiet environment

Before tackling real traffic, learners should display competence in fundamental control skills. As a supervisor, your role is to provide learners with the time to hone their skills and work on the steps, enabling them to build on complex tasks further. If you believe the learner requires controlled repeatable development, supervise them to a private or vacant road area, such as a car park, and observe their performance and provide constructive feedback as they practice.

Start with an uncomplicated ride route:

- Remind the learner of posture
- Focus on smooth: throttle, clutch, gear, and braking controls
- Reinforce, eyes up, looking further ahead to help plan your path (continuous scanning)
- *Advise to manage speed before entering a curve: vision, braking and gears

* The goal before entering a curve is to stabilise the motorcycle by setting an appropriate speed and position early. While advanced topics such as trail braking or road-line strategies may be discussed, these are not the priority for new riders. At the learner stage, the focus should remain on building fundamental motor control, ensuring the rider can consistently achieve control of the bike rather than attempting complex cornering techniques.



Slow riding:

- Practice straight line balance
- Ride roundabouts, U-Turns and figure 8s to help with their slow-moto control
- Watch their balance, coordination, and low-speed manoeuvring.
- Low speed control is the use of the clutch friction point, high idle and rear brake for speed and stability control (Note: the use of the front brake and stopping with the handlebars turned could lead to instability and potentially dropping the bike).

Steering and obstacle avoidance:

- Use the terms “Look, Push, Go”: look where you want to travel, push the handlebars slightly, and go in that direction.
- When there is an easy hazard available to avoid, such as potholes, manhole covers or a leaf: ask the learner to use that chance to practice obstacle avoidance (move away from hazards)
- Remind the learner to avoid target fixation (don’t stare continuously at the hazard; instead, focus their vision to follow the escape path).

Braking:

- Use two-stage braking (front then rear brake with setup and squeeze)
- First practice regular stops: mirrors, brakes, gears.
- Build to quicker stops: progressive application of both brakes (front then rear brake).
- Practice emergency braking technique with control, slowly at first, then increasing speeds and warn about skidding (even if their bikes do have ABS, which you could explain how it works). Note: ABS does not guarantee shorter braking distances, but allows retaining steering control.

Tip:

- *You could also demonstrate each skill first.*
- *Break complex tasks into smaller steps.*
- *Provide immediate feedback and encourage repetition.*

Chapter 19. On-Road Development

Start with quiet suburban streets and build experience before progressing to complex environments (avoid combining complex environments) [3]:

Complex environments and considerations

- Group rides (avoid large numbers 5+ and unknown riders, introduce over time)
- Riding at night (increase braking distance, wear Hi-Viz)
- Rain (smoother controls, increase braking distance, wear wet-weather gear)
- High traffic congestion (slow down and increase space)
- Peak hour (introduced over time)
- Long ride distances (build ride fitness)
- Technical routes (look further ahead, plan your path, keep scanning. For a curve: start wide, buffer, finish tight)

Pre-ride briefing

- Explain the planned route.
- Review any specific road rules, especially give way, stop signs, lane positioning, and adhering to speed limits.
- Agree on hand signals (communication devices are helpful)
- Remind the learner about safe following distance.
- Keep hydrated, and discuss frequent stops to avoid fatigue

Road riding tasks to practice

- ✓ Starting, stopping, and moving off smoothly.
- ✓ Riding through controlled and uncontrolled intersections.
- ✓ Navigating roundabouts.
- ✓ Merging onto high-speed roads
- ✓ Multi-lane riding, including safe lane changes.
- ✓ Riding low-risk lines through curves
- ✓ U-turns and hill starts.
- ✓ Kerb Parking and re-entering with traffic
- ✓ Experience highway speeds (REO requirements 80 km/h).

Roadcraft skills to emphasise

- **Observation** (Look): scan ahead (12 seconds), use mirrors, and head checks [1].
- **Speed Management** (Slow down): Ride to the conditions, anticipating that you may need to stop
- **Buffering** (move away): create safe spaces around hazards.
- **Positioning** – maintain safe lane position to maximise visibility and space (6 seconds of road vision and 3 seconds of crash avoidance space).
- **Hazard perception** – anticipate risks such as cars turning, pedestrians, or surface hazards.

Tip:

- *Observe closely and take mental notes for debriefing.*
- *Intervene only if safety is at risk; otherwise, allow the learner to self-correct when possible.*
- *Be aware of rider fatigue and dehydration*

Chapter 20. Post-Ride Debriefing

Learning doesn't stop when the engine is switched off. A structured debrief helps the learner process their experience and turn it into a lasting skill.

Debrief structure

1. **Self-reflection** – Ask the learner:
 - “How well did you do?”
 - “Anything that could be improved next time?”
 -
2. **Feedback from supervisor** – Share observations:
 - Highlight strengths first (e.g., “Your braking was smooth and controlled”).
 - Then suggest one or two key improvements (e.g., “Work on checking mirrors more often in traffic”).
 -
3. **Goal setting** – Agree on what to practice in the next session (e.g. focus on slow moves, hill starts, traffic)

Tip:

- *Keep feedback balanced — too much criticism can discourage the learner.*
- *Focus on one or two key areas per session.*
- *Encourage confidence by acknowledging progress.*

The goal of supervising is not perfection in one day, but steady improvement toward safe, independent riding.

Chapter 21. Motorcycle Rider Connect App

Learning to ride is exciting, and supervising a learner can be just as rewarding. The *Motorcycle Rider Connect App* simplifies the process by bringing learners and supervisors together in one convenient location.

We have provided a free app where you can:

- Quickly find each other's (supervisor, learner) availability
- Connect safely with each other (messages are via Facebook Messenger)
- Search by area, suburb or rider

For example, learners can see when a supervisor is available, send a quick request, and confirm it, all without having to search for posted messages.

No more chasing messages or losing track of plans, the app helps keep everything clear and stress-free. Whether you're a learner building skills or a supervisor guiding the journey, this free tool is here to make the ride smoother for both of you.

Note: The app is designed primarily for SEQ located users

Use this link and follow the registration instructions for the [Motorcycle Rider Connect App](#)



Chapter 22. Road riding videos of popular road routes in SEQ

It's a benefit to know the road before your ride, particularly for newer riders. R-rated motorcycle ride YouTube channel hosts videos of many of the SEQ and surrounding popular local riding routes. It provides a clear view of the roads, scenery, and conditions you can expect before you head out. Each video takes you along for the ride, allowing you to see the twists, turns, and highlights from a rider's perspective.

Whether you're just starting or looking for your next weekend ride, these videos are designed to help you plan, feel more confident, and enjoy the journey.

Click on this link to take you to [R Rated MotorCycle Rides](#) YouTube SEQ Road videos

Chapter 23. Filtering, Pillion Passengers and Loads

Learners are restricted from filtering and carrying pillion passengers until they progress to higher licence stages. Still, a supervisor/mentor could help other licensed riders to prepare once the restriction is lifted.

Filtering Overview

Lane Filtering [12] is when you ride your motorcycle at low speed between stationary or slow-moving vehicles travelling in the same direction as you. The two lines or lanes of traffic must both be travelling in the same direction. If one of the lines or lanes is a dedicated turning lane (left or right) you must not lane filter using this lane.

Remember, there is no requirement to filter; it is entirely optional.

You're only allowed to lane filter in Queensland if you hold an open licence for the motorcycle, you are riding and:

- Your speed when filtering is 30km/h or less
- It's safe to do so.

You're not allowed to lane filter:

- At a speed of more than 30km/h
- In school zones during school zone hours
- If you're a **learner or provisional licence holder**
- When a 'no filtering' sign applies to the length of the road
- If it isn't safe (no space, blind spots).

Edge Filtering is riding on the road shoulders, which are sealed and located immediately to the left or right of a road's edge line. The rules permit a rider with an open motorcycle licence to use the emergency stopping lanes on major roads, such as highways, freeways, or motorways, to pass stationary or slow-moving traffic.

You are allowed to edge filter when:

- The speed limit is 90km/h or more
- Your speed is 30km/h or less
- You give way to bicycle riders or other motorcycle riders already using the shoulder
- You are not riding on any unsealed parts of the road
- There are no roadworks
- You are not in a tunnel
- It is safe to do so.
- You are not a learner

If a variable speed control sign has been used to reduce the speed limit of a road 90km/h, you are still permitted to edge filter.

Filter Practice

Start in a Controlled Environment, before practising in live traffic:

- Use an empty car park with lines marked.
- Ride slowly between the painted lines. Set the clutch, high idle, and feather the rear brake.
- Practice head checks and mirror use before moving between lanes.
- Build confidence with balance at low speeds, using your rear brake to steady the bike.

Progress to Roads

- Begin on quiet multi-lane roads with stopped traffic, such as at long red lights.
- Approach slowly, staying under 30 km/h
- Use your slow riding technique
- Choose a clear path where drivers can see you (avoid tight gaps and large vehicles).
- Stop behind the first white solid line
- Alternatively, there is no need to filter all the way to the front; you can stop behind the first row of cars, giving them and yourself more time to move away.

Key Safety Habits While Filtering

- Safety: Only filter if safe to do so
- Visibility: Wear bright gear, keep headlights on.
- Scanning: Constantly check for sudden car movements (doors opening, lane changers).
- Escape route: Always leave yourself space to move out of danger.
- Politeness: Don't force your way through – if the gap looks too narrow, wait.

Practice Situational Awareness

- Identify driver behaviours: wheels turning, heads moving, phones in hand.
- Anticipate hazards: pedestrians stepping out, buses pulling away, cars darting across gaps.
- Build the habit of asking: *"If this driver moved suddenly, where could I go?"*

Pillion Passengers

Carrying extra weight alters how a motorcycle handles in terms of braking, cornering, and stopping.

Passengers

- Learners: cannot carry pillion passengers.
- RE provisional or open licence: no passengers for the first 12 months.
- R licence: passengers permitted immediately.

Passenger safety requirements:

- Minimum age: 8 years old, feet must reach footrests.
- Must wear an approved helmet and sit astride facing forward.
- Must not interfere with rider control.

Carrying loads:

- Loads must be secured and not destabilise the motorcycle (Lower-mounted positions are preferred to keep a lower centre of gravity)
- No overhanging or protruding items that may endanger others.
- Animals must be carried in a secured box, cage, or bag, never between arms and handlebars.

Tip:

- *Explain how extra weight affects acceleration, braking, and cornering.*
- *Encourage gradual practice when the rider is legally allowed.*
- *Reinforce the importance of responsible choices (never carrying impaired passengers).*

Part 6 – Advanced Supervision Topics (beyond learners)

Chapter 24. Managing Risk and Crashes

Despite precautions, crashes remain a risk. Supervisors must prepare riders to manage hazards and know what to do in the event of an incident.

Common crash types [1]

- **Loss of control** – usually from excessive speed in curves.
- **Intersection crashes** – vehicles turning across the rider’s path.
- **Rear-end crashes** – following too closely.
- **Sideswipes** – vehicles changing lanes without noticing the rider.
- **Collisions** - with pedestrians, animals, or objects.

Risk management strategies

- Reduce speed in high-risk areas.
- Increase visibility (bright clothing, proper lane positioning).
- Maintain safe following distances.
- Always scan and anticipate the actions of others.

What to do in a crash:

1. Ensure safety: move yourself and the motorcycle out of traffic if possible.
2. Check for injuries and call emergency services if required.
3. Exchange details if another vehicle is involved.
4. Report the crash to police if necessary (injury, damage, or disputes).
5. Seek medical assessment even for minor injuries — shock can mask damage.

Tip:

- *Discuss real scenarios and how to avoid them.*
- *Reinforce calm, controlled responses in emergencies.*
- *Encourage learners to adopt a “what if?” mindset — always thinking ahead*
- *Both the supervisor and learner should consider receiving first aid/CPR training.*

Chapter 25. Returning Riders and Ongoing Learning

Not all learners are new to motorcycling — some are returning riders who haven’t ridden for years. These riders often overestimate their ability, assuming old skills will automatically return.

Risks for returning riders [1]:

- Outdated riding habits that don’t align with current traffic conditions.

- Overconfidence and underestimating risk.
- Lack of familiarity with modern motorcycles and gear.

Supervisor's role:

- Treat returning riders much like beginners at first and start with basic skills.
- Encourage participation in refresher courses (Q-Ride or advanced rider training).
- Emphasise the importance of protective gear and modern riding techniques.

Ongoing learning for all riders:

- Motorcycling skills deteriorate without practice; regular riding helps maintain them.
- Advanced training (e.g., emergency braking, cornering clinics) improves safety.
- Encourage continual reflection and self-assessment: “What can I do better next time?”

Motorcycling is a lifelong learning process — even experienced riders benefit from coaching and refresher training.

Part 7 – Quick Reference Summary

Chapter 26. Key Riding Sequences & Mnemonics

Simple phrases (in **Bold**) help learners remember safe riding techniques. Encourage consistent use of these language cues as used throughout Q-Ride licensing [1]. These short, memorable sequences are drawn from Q-Ride training modules and reinforce muscle memory under pressure.

<i>Activity</i>	<i>Sequence</i>
<i>Mounting</i>	Front brake — apply the front brake. Head check — check around you. Stand — retract the stand.
<i>Starting up</i>	Mirrors — check around you Brakes — apply the rear brake Gears — pull the clutch in.
<i>Moving off</i>	Ready — adopt the ready position Set — hold the friction point and fast idle. Check — mirrors and head check.
<i>Steering</i>	Look — look in the direction of travel. Push — push the handlebar in the direction of travel. Go — move in the direction of travel
<i>Braking</i>	Mirrors — check around you. Brakes — front then rear (set up, squeeze). Gears — change down gear
<i>Changing Lanes (SMOG)</i>	Signal – Indicate early Mirror – Mirror Check Over Shoulder – Head check Go – Change lanes

Chapter 27. Supervisor's Checklists

Pre-Ride Checklist

- ✓ Learner has the correct licence type.
- ✓ L plate displayed.
- ✓ Full protective gear worn (helmet, jacket, gloves, pants, boots).
- ✓ Motorcycle inspected (tyres, brakes, lights, chain, fluids).
- ✓ Route discussed and agreed.
- ✓ Hand signals/communication reviewed.

During-Ride Checklist

- ✓ Start in a quiet area and progress to more complex routes over time
- ✓ Maintain a safe distance and visibility to the learner.
- ✓ Observe rider's road positioning, speed control and observation skills.
- ✓ Monitor compliance with road rules and speed.
- ✓ Watch for signs of fatigue, stress, or unsafe behaviour.

Post-Ride Checklist

- Conduct debriefs, encouraging self-reflection and supervisor feedback.
- Identify 1–2 key skills to improve next ride
- Recommend the following type of ride and what skills need to be practised.

Chapter 28. Notes and Reflection Pages

Supervisors and learners could keep simple records of each ride. Reflection helps reinforce learning and track progress.

Sample reflection prompts for learners:

- What did I do well today?
- What felt challenging?
- What will I focus on next ride?

Sample supervisor notes:

- Strengths observed: _____
- Improvement areas: _____
- Goals for next session: _____

Keep on Learning (do more courses)

Document future post-licence courses. Providing a space for ongoing notes encourages accountability and steady improvement.

Conclusion

Supervising or mentoring a learner rider is both a responsibility and a privilege. By guiding learners through structured practice, reinforcing safe attitudes, and modelling responsible behaviour, supervisors play a critical role in shaping safer motorcyclists.

A goal of supervision is not only to help a learner pass their tests but to develop the skills and mindset for choosing low-risk riding techniques, which is ride to survive.



Authors' Bio

Dr Raymond Ho is an accredited Q-Ride rider trainer. He has extensive riding experience on local, interstate and international roads. He regularly organises daily, overnight, and occasionally international motorcycle rides. Raymond has a YouTube channel <https://www.youtube.com/@rratedmotorcyclerrides> that documents local, popular ride routes aimed at learners, showing what sort of road conditions and scenery can be expected. He also designed an app that allows easy connection of supervisors and learners for supervised rides <https://rrmcr.glide.page> and a biker rider's blog www.rratedmotorcyclerrides.com

Taya Meeikeaw is an active rider and supervisor in the biking community. She has completed several advanced motorcycle courses and participated in many biking charity events. And finds no road ride is too long. Taya also owns and operates an Asian Culinary Cooking School in North Brisbane called <https://tayakitchen.com.au>

Grace Chen is a recently graduated rider who is juggling gaining riding experience with her university studies. Grace has also volunteered as a participant in the TMR meeting on supervision.

Min Kim is a current motorcycle learner and has gained a tremendous amount of riding experience in a short time, having done well over 5000+ km in 2 months and has participated in many group rides and slow-moving practice events.



[Join our educational Facebook community helping make better riders](#)

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