

# National Standard for Cycle Training Instructor Qualification

August 2009

# CONTENTS

## Introduction

General	3
Context of the National Standard Instructor Qualification	3
Aim of the Course	4
Key Outputs	4
Qualities of a National Standard Instructor	4
Delivery Options	4
Course Learning Outcomes	5

Course Structure	6
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## Day One

Module 1: Introduction to the Course	9
Module 2: Basics of the National Standard	10
Module 3: Risk Assessment and Management	11
Module 4: Level 1 Training	12
Module 5: Practical Level 1 Training (Part 1)	13
Module 6: Teaching Skills	14
Module 7: Practical Level 1 Training (Part 2)	15

## Day Two

Module 8: Planning and Leading Level 1 and 2 Training	17
Module 9: Practical - Leading Level 1 Training	18
Module 10: Level 2 Training	19
Module 11: Practical Level 2 Training	20

## Day Three

Module 12: Delivery Options for Level 1 and 2 Training	22
Module 13: Practical - Leading Level 2 Training	23

## Day Four

Module 14: Child Protection	25
Module 15: Level 3 Training	26
Module 16: Practical Level 3 Training	27
Module 17: Review	28

## **Appendices**

- Appendix 1.1: Glossary of Terms
- Appendix 1.2: Instructor Role - Specifications
- Appendix 2.1: Record of Trainees' Progress (lists Level 1, 2 and 3 course outcomes)
- Appendix 3.1: Risk Assessment and Management
- Appendix 3.2: Generic Activity Risk Assessment Form
- Appendix 3.3: Issues to Consider in Risk Assessment (CTUK)
- Appendix 3.4: Hertfordshire County Council Blank Site Specific Risk Assessment Form
- Appendix 3.5: Fitting Helmets
- Appendix 3.6: Bike Checks
- Appendix 3.7: Example Accident/Incident Report Form
- Appendix 4.1: Theory of Level 1, Basic Riding Skills
- Appendix 4.2: Observational Outcomes for Level 1 (Course syllabus)
- Appendix 6.1: Teaching Methods
- Appendix 6.2: Group Control Techniques
- Appendix 8.1: Responsibilities of Level 1 and 2 Course Leaders
- Appendix 10.1: Theory of Level 2, On-road Cycling
- Appendix 10.2: Observational Outcomes for Level 2 (Course syllabus)
- Appendix 10.3: Further Tips for Instructors Delivering Level 1 and 2 Courses
- Appendix 12.1: Delivery Options for Level 1 and 2 Training
- Appendix 14.1: Protection of Children and Vulnerable Adults
- Appendix 15.1: Theory of Level 3, On-road Cycling
- Appendix 15.2: Observational Outcomes for Level 3 (Course Syllabus)
- Appendix 17.1: Trainee Instructor Progress and Assessment Sheet

# INTRODUCTION

## General

This document provides the full course structure and content for the National Cycle Training Standard Instructor Qualification. Instructor Trainers are provided with tutor notes on how to deliver each of the seventeen course modules and a complete set of trainee handouts for course participants to support the delivery of these modules. Upon successful completion of this course participants will receive provisional accreditation as National Standard Instructors. They must successfully complete a post course assessment to achieve full accreditation.

## Context of the National Standard Instructor Qualification

The National Standard for cycle training (the National Standard) gives children and adults alike the skills and confidence to ride their bikes safely and well on today's roads. It was designed by leading experts in the fields of road safety and cycling, on similar principles to lessons for motorcycle riders and car drivers, assessing the likely risks and obstacles faced by cyclists. The Department for Transport (DfT) is committed to the maintenance and development of the National Standard.

Bikeability<sup>1</sup> was launched in England in 2007 and is the government approved and nationally recognised award for cycle training. It is underpinned by the National Standard, and it is both a quality control procedure for training schemes and the consumer facing brand for delivery of the National Standard.

The National Standard consists of three levels of training:

**Level 1** - is usually covered in a traffic free environment. Those completing Level 1 will be able to demonstrate the skills and understanding to be able to make a trip and undertake activities safely in a motor traffic free environment. It provides the basic cycle control skills including starting and pedalling, stopping, manoeuvring, signalling and using the gears. It can be taught to anyone (usually aged 5 and over) but is most often taught to groups of children aged 7 - 9 in the school playground over one or two sessions.

**Level 2** - is covered on quiet roads but with real traffic conditions for those who have completed Level 1. Children completing Level 2 will be able to demonstrate the skills and understanding to be able to make the majority of trips to school. It can be taught to anyone (usually aged 6 and over) but is most often taught to groups of children aged 9-11 in small groups over a number of sessions.

**Level 3** - develops the basic skills and trains cyclists to make journeys in a variety of traffic conditions competently, confidently and consistently. Those completing Level 3 will be able to demonstrate the skills and understanding to be able to make a trip safely to school, work or leisure on busy roads and using complex junctions and road features. The training deals with hazards, making "on-the-move" risk assessments and planning routes for safer cycling. This level is aimed at teenagers and adults.

National Standard Instructors (NSIs) are qualified to lead and deliver training at all three levels of the National Standard.

A glossary of terms used within this document is provided in Appendix 1.1.

## Aim of the Course

The aim of this course is to train individuals to become provisionally accredited as National Standard Instructors.

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<sup>1</sup> Bikeability has been pioneered and developed throughout England since its launch in 2007. Alternative forms of National Standard cycle training may be branded differently in other parts of the UK.

## **Key Outputs**

- Instructors must be able to ride a bike at Level 3 of the National Cycle Training Standard;
- Instructors must be able to explain and demonstrate the various drills/outcomes of Level 1, Level 2 and Level 3;
- Instructors must be able to plan and lead courses at all National Standard levels. This will include leading other instructors and supervising assistant instructors;

## **Qualities of a National Standard Instructor**

An Instructor must:

- ride confidently and cope with traffic (to Level 3 competency);
- demonstrate a thorough understanding of Level 1, Level 2 and Level 3 of the National Standard;
- have good communication skills; and
- be willing to be subject to undertake the appropriate disclosure checks. (NB: anyone over the age of 16 must complete these checks if they wish to work with children whether in a paid or voluntary capacity)

An Instructor is also expected to:

- be knowledgeable on the subject;
- be presentable, punctual, reliable, well organised, prepared and sensitive to the different working environments they find themselves in;
- have a good working relationship with other instructors and trainees (including children);
- be friendly, fair, calm, patient, enthusiastic and confident;
- give praise, encouragement and constructive criticism; and
- keep good control of self and group.

## **Delivery Options**

The course is designed to be delivered in four days and although these do not have to be consecutive. Alternative delivery methods may include splitting the course in two with each half a week apart and undertaken over two consecutive days. Sessions separated by gaps of more than a week are likely to involve significant additional time recapping and setting up.

This course can only be delivered by qualified National Standard Instructor Trainers. This course is intended to involve mostly practical work designed to enable participants to gain a thorough understanding of the drills and exercises they will be delivering to trainees once they have successfully completed the course. A maximum course size of 12 trainees with 2 instructor trainers is recommended.

The content of this course (the syllabus) is contained within the handouts that are found in the appendices. Instructor trainers are expected to prepare their own lesson plans using a combination of the handouts contained in the appendices and the guide information provided with each module.

## Course Learning Outcomes

The National Standard is based on a series of learning outcomes at all levels. This includes the three instructor levels which are:

1. National Standard Assistant Instructor
2. National Standard Instructor
3. National Standard Instructor Trainer

The learning outcomes for the National Standard Instructor course must be achieved by course participants for them to complete the course successfully. To pass the course participants must be able to demonstrate that they:

1. understand the National Standard and have full knowledge of the Level 1, Level 2 and Level 3 syllabus;
2. understand the basic principles of risk assessment as applied to National Standard cycle training courses and can carry out site and dynamic risk assessments for Level 1, Level 2 and Level 3 courses;
3. can select appropriate training sites for the delivery of outcomes at Level 1, Level 2 and Level 3 of the National Standard;
4. can plan and lead training sessions at Level 1, Level 2 and Level 3 of the National Standard;
5. are able to supervise Assistant Instructors in the delivery of Level 1 and Level 2 National Standard courses;
6. are aware of and can use a range of delivery options for practical National Standard training, particularly at Level 1 and 2;
7. can assess the ability of their trainees;
8. can manage a group of trainees successfully;
9. can encourage, motivate and give positive feedback to trainees;
10. can help trainees correct their performance;
11. can introduce tasks (exercises and drills at Level 1 and Level 2);
12. demonstrate tasks (exercises and drills at Level 1 and Level 2);
13. can select the best positions from which to lead and observe course drills and exercises
14. can assess and accurately record the progress of trainees on Level 1, Level 2 and Level 3 courses;
15. understand the principles of child protection and how these should be applied in the delivery of National Standard cycle training.

The Instructor Trainers leading the course will assess course participants' progress in achieving these outcomes as the course progresses and feed back on this formally in Module 9 - Review.

## **COURSE STRUCTURE**

### **DAY ONE**

#### **Module 1 - Introduction to the Course**

Introduction

#### **Module 2 - Basics of the National Standard**

Basics of the National Standard

#### **Module 3 - Risk Management and Assessment**

Theory and practice of Risk Management and Assessment

Clothing and Equipment for Safe Cycling

Bike Check

Emergency Procedures

#### **Module 4 - Level 1 Training**

Theory of Level 1

Content

#### **Module 5 - Practical Level 1 Training (Part 1)**

Selection and Risk Assessment of Training Area

Teaching Drills and Practising Delivery (Assessed)

#### **Module 6 - Teaching Skills**

Teaching Methods

Group Control

#### **Module 7 - Practical Level 1 Training (Part 2)**

Selection and Risk Assessment of Training Area

Teaching Drills and Practising Delivery (Assessed)

### **DAY TWO**

#### **Module 8 - Planning and Leading Level 1 and Level 2 Courses and Sessions**

Responsibilities

Leading Other Instructors and Supervising Assistant Instructors

Assessing and Recording Trainee Progress in Achievement of Course Outcomes

#### **Module 9 - Practical - Leading Level 1 Training**

Leading Level 1 drills

#### **Module 10 - Level 2 Training**

Theory of Level 2

Content

**Module 11 - Practical Level 2 Training**

Selection and Risk Assessment of Training Area

Teaching Drills and Practising Delivery (Assessed)

**DAY THREE****Module 12 - Delivery Options for Level 1 and 2 Training**

Delivery Options for Level 1 and 2 Training

**Module 13 - Practical - Leading Level 2 Training**

Selection and Risk Assessment of Training Area

Leading Level 1 Drills

**DAY FOUR****Module 14 - Child Protection**

Forms of Abuse

Instructor Responsibilities in Safeguarding Children, Vulnerable Adults and Themselves

**Module 15 - Level 3 Training**

Theory

Content

**Module 16 - Practical Level 3 Training**

Level 3 Risk Assessment

Leading Level 3 Training

**Module 17 - Review**

Individual Performance Feedback

Closing



## DAY ONE

## **Module 1: Introduction to the Course**

### **Principal learning outcomes covered in the module:**

Introduction to all the course outcomes

### **Handouts for participants:**

Course structure and timetable.

Appendix 1.2: Instructor Role - Specifications

Page 5 of NSI course: Course learning outcomes

### **Summary of the module**

This module will set the scene for the course, outlining its content and defining the difference between the roles of the Assistant Instructor and the Instructor.

#### **1. Introduction**

The instructor trainers will make any necessary safety and domestic announcements before introducing themselves. There should then be an ice breaker exercise that will enable all the trainees to be introduced.

The course structure will then be explained. A copy of page 6 above can be given to each of the course participants or the trainers may wish to prepare their own handout including start and finish times for each module and for breaks.

The trainers should then introduce the instructor role, explaining what instructors will be responsible for and who they will be responsible to. Appendix 1.2 should be used to support this.

## **Module 2: Basics of the National Standard**

### **Principal learning outcomes covered in the module:**

1. Understand the National Standard and have full knowledge of the Level 1 and 2 syllabuses.

### **Handouts for participants:**

Course structure and timetable.

Appendix 1.2: Instructor Role - Specifications

Appendix 2.1: Record of Trainees' Progress (lists Level 1, 2 and 3 course outcomes)

Page 4 of Assistant Instructor course: Course learning outcomes

### **Summary of the module**

This module will set the scene for the course, outlining its content and providing an introduction to the National Standard.

#### **2.1 Basics of the National Standard**

To deliver the National Standard at all levels, an instructor must understand that it is solely outcome based. Each level of the Standard is defined by a set of outcomes that trainees must be able to demonstrate to complete the level successfully. This is also the case for the Assistant Instructor, Instructor and Instructor Trainer courses, an example being the learning outcomes for this course stated above.

There is a natural progression in the way National Standard outcomes should be delivered, with these becoming gradually more complex throughout each course. Like building blocks, the less complex outcomes are the foundations that should be achieved by trainees before they will be capable of attempting the more complex ones. As trainees achieve outcomes this is recorded on a record sheet (Appendix 2.1).

The best National Standard courses will be structured and delivered in a manner which enables trainees to achieve the course outcomes quickly and conclusively. Good instructors will therefore be able to demonstrate what we call "outcome thinking".

"Outcome thinking" is shown by instructors who continually assess the performance of their trainees, the training environment and their own performance and who are able to change any of these three factors in order to maximise the achievement of course outcomes. This understanding of the outcomes and the ability to assess will of course be backed up by good communication skills. Outcome thinking, assessment, adaptation and communication will be constant themes that the instructor trainers should repeat throughout this course.

Appendix 2.1, Record of Trainees' Progress, can be used to both introduce the observable course outcomes and to emphasise how these should be delivered and achieved sequentially. Trainers may also wish to handout copies of page 4 above to reinforce how outcomes form the basis of all National Standard courses.

## **Module 3: Risk Assessment and Management**

### **Principal learning outcomes covered in the module:**

2. Understand the basic principles of risk assessment as applied to National Standard cycle training courses and can carry out site and dynamic risk assessments for Level 1, Level 2 and Level 3 courses.

### **Handouts for participants:**

Appendix 3.1: Risk Assessment and Management

Appendix 3.2: Generic Activity Risk Assessment Form

Appendix 3.3: Issues to Consider in Risk Assessment (CTUK)

Appendix 3.4: Hertfordshire County Council Blank Site Specific Risk Assessment Form

Appendix 3.5: Fitting Helmets

Appendix 3.6: Bike Checks

Appendix 3.7: Example Accident/Incident Report Form

### **Summary of the module**

In this module the trainees will be given the tools to carry out the risk assessment and management required to deliver effective National Standard training at all levels. They will also cover the essential elements of emergency procedure.

#### **3.1 Theory and Practice of Risk Management and Assessment**

The instructor trainers will use the Appendices 2.1, 2.2, 2.3 and 2.4 to cover the key issues of risk assessment and management. This should include:

- The five steps of risk assessment
- Generic, site specific and dynamic risk assessments

#### **3.2 Clothing and Equipment for Safe Cycling**

The course participants will be shown how to check and correct helmet fitting in cases where trainees are wearing helmets.

Trainers should remind course participants of the need to be aware that clothing is one more item that should be observed in dynamic risk assessment e.g. laces coming undone.

#### **3.3 Bike Checks**

The theory and basic principles of bike checks will be dealt with briefly as practical bike checks form the content of the first practical session, Module 4.

#### **3.4 Emergency Procedures**

Using Appendices 3.1 and 3.7 the instructor trainers should discuss the key issues of emergency procedures. They should discuss possible scenarios and draw on the trainees' own experience of incidents where relevant.

## **Module 4: Level 1 Training**

### **Principal learning outcomes covered in the module:**

1. Understand the National Standard and have full knowledge of the Level 1 and 2 syllabuses.

### **Handouts for participants:**

Appendix 4.1: Theory of Level 1 - Basic Riding Skills

Appendix 4.2: Observational Outcomes for Level 1 (Level 1 Syllabus)

### **Summary of the module**

This module will explain:

- **who** Level 1 training is provided for
- **why** Level 1 training is provided (aims of the course)
- **what** is required of instructors delivering Level 1 training
- **how** Level 1 courses should be delivered

#### **4.1 Theory of Level 1**

Using Appendix 4.1, the trainers will briefly discuss the theory of Level 1, covering who the training is intended for and the main aims of a Level 1 training course. They will also look at the competencies that instructors will need to be able to deliver Level 1 training effectively.

#### **4.2 Content of Level 1**

The trainers will introduce the Level 1 course syllabus, Appendix 4.2. This explains how each of the Level 1 course outcomes should be demonstrated by trainees who have achieved them, and how trainees should be taught to perform the outcomes. Assistant Instructors must have a full knowledge of the syllabus to be able to correctly assess trainees' achievement of outcomes. This is a key competency for successful completion of this course.

## **Module 5: Practical Level 1 Training (Part 1)**

### **Principal learning outcomes covered in the module:**

1. Understand the National Standard and have full knowledge of the Level 1 and 2 syllabuses;
13. Introduce tasks (exercises and drills at Level 1 and Level 2);
14. Demonstrate tasks (exercises and drills at Level 1 and Level 2);

### **Handouts for participants:**

Appendix 4.1: Theory of Level 1 - Basic Riding Skills

### **Summary of the module**

This module is the first practical one where the participants will be able to practice delivering the Level 1 drill of bike checking and fitting.

#### **5.1 Teaching Drills and Practice Delivery**

As this is the first practical session it is a good opportunity for the instructor trainers to demonstrate the practical instruction skills and techniques that the course should be training the participants to use. In their introduction the trainers should tell the participants that they are using the basic teaching skills that will be dealt with in more detail in the next module, in particular the process of explanation, demonstration and letting the participants demonstrate. They should encourage the course participants to copy how they have delivered the drill or develop their own way when they take their turn to lead it.

While the participants are practising their delivery of the drill the trainers should offer prompting, encouragement and praise as appropriate. They will then be able to highlight the teaching skills they themselves have used in delivering the following module which is specifically on teaching skills.

There should be a brief feedback session at the end of this module.

## **Module 6: Teaching Skills**

### **Principal learning outcomes covered in the module:**

8. Can manage a group of trainees successfully;
9. Can encourage, motivate and give positive feedback to trainees;
10. Can help trainees correct their performance;

### **Handouts for participants:**

Appendix 6.1: Teaching Methods

Appendix 6.2: Group Control Techniques

### **Summary of the module**

The module will introduce the teaching skills that are appropriate for National Standard training courses. It will also cover group management and working with children.

#### **6.1 Teaching Methods**

In conjunction with Appendix 6.1 trainers should be able to use the experience of the practical module preceding this as a demonstration of the teaching methods to be used in training. The trainers should also point out that the teaching methods they use in the Assistant Instructor course are the same as those used in training courses.

#### **6.2 Group Control Techniques**

This section will cover the key issues faced in controlling groups and the steps that instructors can take to prevent problems arising and to ensure that group learning is effective. This will be particularly relevant when working with groups of children.

## **Module 7: Practical Level 1 Training (Part 2)**

### **Principal learning outcomes covered in the module:**

1. Understand the National Standard and have full knowledge of the Level 1 and 2 syllabuses;
11. Introduce tasks (exercises and drills at Level 1 and Level 2);
12. Demonstrate tasks (exercises and drills at Level 1 and Level 2);

### **Handouts for participants:**

None

### **Summary of the module**

This module will cover the practical delivery of all the Level 1 outcomes not already covered in Module 5.

#### **7.1 Selection and Risk Assessment of Training Area**

Ideally the sites available at the training course centre will allow the trainee instructors to select from more than one option when choosing the specific training area to use in this practical session. The instructor trainers will ensure that the risk assessment of the site is carried out fully and any options are discussed with the trainees.

#### **7.2 Teaching Drills and Practice Delivery**

The trainers will use explanation and demonstration to introduce the Level 1 outcomes and then the participants will each be given the opportunity to imitate and take their turn leading delivery of outcomes. When not their turn to lead, the other participants will act as trainees.

The module will include a feedback session at the end when the participants can discuss their Level 1 practical session and be given homework for day two.

### **Homework**

The participants should be given Appendix 10.1, Theory of Level 2, On-road Cycling; Appendix 10.2 Observational Outcomes for Level 2 (Course Syllabus) and Appendix 10.3 Further Tips for Instructors Delivering Level 1 and 2 Courses and asked to read these before day two.



## DAY TWO

## **Module 8: Planning and Leading Level 1 and Level 2 Courses and Sessions**

### **Principal learning outcomes covered in the module:**

1. understand the National Standard and have full knowledge of the Level 1, Level 2 and Level 3 syllabus;
2. understand the basic principles of risk assessment as applied to National Standard cycle training courses and can carry out site and dynamic risk assessments for Level 1, Level 2 and Level 3 courses;
3. can select appropriate training sites for the delivery of outcomes at Level 1, Level 2 and Level 3 of the National Standard;
4. can plan and lead training sessions at Level 1, Level 2 and Level 3 of the National Standard;
5. are able to supervise Assistant Instructors in the delivery of Level 1 and Level 2 National Standard courses
14. can assess and accurately record the progress of trainees on Level 1, Level 2 and Level 3 courses.

### **Handouts for participants:**

Appendix 8.1: Responsibilities of Level 1 and 2 Course Leaders

Appendix 4.2: Observational Outcomes for Level 1 (Course syllabus)

Appendix 10.2: Observational Outcomes for Level 2 (Course syllabus)

Appendix 1.1: Instructor Role - Specifications

Appendix 2.1: Record of Trainees' Progress (lists Level 1, 2 and 3 course outcomes)

### **Summary of the module**

This module will explain the responsibilities of the National Standard Instructor, setting out the theory of leading courses and supervising other instructors and assistant instructors.

#### **8.1 Responsibilities of Course Leaders**

The instructor trainers should use the handouts to establish and discuss in detail the responsibilities of an instructor and how these should be dispensed in practical training. As all the trainees will be assisting instruction the experience of the group can be used to provide examples of good practice and practice from which lessons can be learnt.

The discussion will cover the preparation for training courses and the tasks to be carried out prior to training course sessions and once sessions are underway.

## **Module 9: Practical - Leading Level 1 Training**

### **Principal learning outcomes covered in the module:**

All learning outcomes will be covered in this module.

### **Handouts for participants:**

Appendix 2.1: Record of Trainees' Progress (lists core Level 1, 2 and 3 course outcomes)

Appendix 4.2: Observational Outcomes for Level 1 (Course syllabus)

### **Summary of the module**

This module will deliver the practical application of the theory for leading Level 1 training discussed in Module 4.

#### **9.1 Leading Level 1 Drills**

This part of the module must begin with a formal led bike check. One or more of the trainee instructors should be asked to lead this. The training site should then be subject to selection and risk assessment. Following the bike check and risk assessment the trainees, working in pairs, should each have the opportunity to lead in the delivery of one or more Level 1 outcomes. It is not necessary to cover every Level 1 outcome as long as each is at least mentioned and the need to deliver these sequentially is reinforced.

## **Module 10: Level 2 Training**

### **Principal learning outcomes covered in the module:**

1. understand the National Standard and have full knowledge of the Level 1 and 2 syllabus;
7. can assess the ability of their trainees;
8. can manage a group of trainees successfully;
13. can select the best positions from which to lead and observe course drills and exercises;
14. can assess and accurately record the progress of trainees on Level 1, Level 2 and Level 3 courses.

### **Handouts for participants:**

Appendix 10.1: Theory of Level 2, On-road Cycling

Appendix 10.2: Observational Outcomes for Level 2 (Course Syllabus)

Appendix 10.3: Further Tips for Instructors Delivering Level 1 and 2 Courses

### **Summary of the module**

This module will explain:

- **who** Level 2 training is provided for
- **why** Level 2 training is provided (aims of the course)
- **what** is required of instructors delivering Level 2 training
- **how** Level 2 courses should be delivered and the Level 2 syllabus

### **10.1 Theory of Level 2**

In introducing the theory and practice of Level 2 the trainers should be able to also review much of the content of day one, as this is relevant to Level 2. Discussion of the further reading included as homework should be included in the elements on the Level 2 syllabus and the overall theory and practice for instructors delivering Level 2.

## **Module 11: Practical Level 2 Training**

### **Principal learning outcomes covered in the module:**

All learning outcomes will be covered.

### **Handouts for participants:**

None

### **Summary of the module**

This is a fully practical module in which the course participants will be shown and have the opportunity to deliver all the Level 2 outcomes.

#### **11.1 Selection and Risk Assessment of the Training Area**

A number of training sites should be used during this module and the instructor trainers should carry out and be seen to carry out a risk assessment of each. They may invite the trainees to lead on the risk assessment giving guidance through questioning as this proceeds.

#### **11.2 Teaching Drills and Practice Delivery**

The trainers will use explanation and demonstration to introduce the Level 2 outcomes and then the participants will each be given the opportunity to imitate and take their turn leading delivery of outcomes. When not their turn to lead, the other participants will act as trainees.

### **Homework**

The trainees should be given copies of Appendix 12.1, Delivery Options for Level 1 and 2 Training, and asked to read this and consider the options in relation to the Level 2 syllabus, handout 10.2.

## DAY THREE

## **Module 12: Delivery Options for Level 1 and 2 Training**

### **Principal learning outcomes covered in the module:**

6. are aware of and can use a range of delivery options for practical National Standard training, particularly at Level 1 and 2.

### **Handouts for participants:**

Appendix 12.1: Delivery Options for Level 1 and 2 Training

### **Summary of the module**

This module will enable the instructor trainers to present and discuss some of the delivery options that are available to instructors. The purpose of the module is to inform trainees that there is no single correct method for delivering National Standard training. Different training providers will use a range of delivery methods and instructors should be encouraged to explore different methods. These can range from simple teaching ideas to whether instructors work alone or in pairs with groups of children, variations in instructor / trainee ratios, the choice of different types of site and any other factors that may affect training delivery.

### **12.1 Delivery Options for Level 1 and 2 Training**

Using handout 12.1 the trainees should be encouraged to discuss when different options might be used and the potential advantages and disadvantages that these might offer. The trainees should be informed that they may employ some of these options in the practical session that will follow.

## **Module 13: Leading Level 2 Training (Practical)**

### **Principal learning outcomes covered in the module:**

All learning outcomes will be covered in this module.

### **Handouts for participants:**

Appendix 2.1: Record of Trainees' Progress (lists core Level 1, 2 and 3 course outcomes)

Appendix 10.2: Observational Outcomes for Level 2 (Course syllabus)

### **Summary of the module**

This module will deliver the practical application of the theory for leading Level 2 training discussed in Module 10 and the delivery options discussed in Module 12. Trainees should be given the opportunity to deliver a full range of Level 2 outcomes and drills with the opportunity to select and demonstrate a range of delivery options.

#### **13.1 Selection and Risk Assessment of Training Sites**

Each of the training sites used during this module should be properly risk assessed by the trainees, with the results then briefly discussed. The trainees should use at least two different sites and complete a written risk assessment form for one of these.

#### **13.2 Leading Level 2 Drills**

All the core outcomes of Level 2 should be covered in this session with each of the instructor trainees having the opportunity to lead two drills with another trainee.

There should be a brief feedback session at the end of this module.

### **Homework**

The participants should be given Appendix 15.1, Theory of Level 3, On-road Cycling; and Appendix 15.2, Observational Outcomes for Level 3 (Course Syllabus) and asked to read these before day four.



## DAY FOUR

## **Module 14: Child Protection**

### **Principal learning outcomes covered in the module:**

15. understand the principles of child protection and how these should be applied in the delivery of National Standard cycle training.

### **Handouts for participants:**

Appendix 6.1: Protection of Children and Vulnerable Adults

### **Summary of the module**

In this module the instructor trainers will introduce and discuss the issues regarding the protection of children and vulnerable adults that arise in the delivery of National Standard cycle training.

### **Forms of Abuse**

The instructor trainers should ask the trainees to list the forms of abuse that might occur and encourage a brief discussion about these.

### **Instructor Responsibilities in Safeguarding Children, Vulnerable Adults and Themselves**

The trainees should discuss the behaviour that is expected of instructors and how this will protect their clients and themselves. They should also discuss what to do if abuse is witnessed or reported by a trainee.

## **Module 15: Level 3 Training**

### **Principal learning outcomes covered in the module:**

All learning outcomes will be covered in this module.

### **Handouts for participants:**

Appendix 15.1: Theory of Level 3, On-road Cycling

Appendix 15.2: Observational Outcomes for Level 3 (Course Syllabus)

Appendix 2.1: Record of Trainees' Progress (lists Level 1, 2 and 3 course outcomes)

### **Summary of the module**

This is mostly a practical module in which the course participants will be shown and have the opportunity to deliver Level 3.

#### **15.1 Theory of Level 3**

The instructor trainers should use Appendix 15.1 to introduce and discuss the theory of Level 3 training.

#### **15.2 Content of Level 3 Training**

Using Appendix 15.2, the instructor trainers should discuss the syllabus for Level 3 training.

## **Module 16: Practical Level 3 Training**

### **Principal learning outcomes covered in the module:**

All learning outcomes will be covered.

### **Handouts for participants:**

Appendix 2.1: Record of Trainees' Progress (lists Level 1, 2 and 3 course outcomes)

Appendix 15.2: Observational Outcomes for Level 3 (Course Syllabus)

### **Summary of the module**

This is a fully practical module in which the course participants will have the opportunity to deliver Level 3 outcomes.

#### **16.1 Level 3 Risk Assessment**

This module will be delivered mainly at specific sites and therefore the instructor trainers should discuss the risk assessment of these sites with the trainees.

#### **16.2 Leading Level 3 Training**

The trainee instructors should each have the opportunity to lead a range of Level 3 drills. These will normally be carried out one to one with other trainees acting as pupils. The pairs should be changed so that each trainee can experience leading and being lead by a number of other trainees.

There should be a brief feedback session at the end of this module.

## **Module 17: Review**

### **Principal learning outcomes covered in the module:**

All learning outcomes will be covered.

### **Handouts for participants:**

Each will be given a written assessment of their performance on the course. Appendix 17.1, Trainee Instructor Progress and Assessment Sheet can be used for this.

### **Summary of the module**

The participants will each be given private feedback on their progress on the course and will be informed whether they have passed and achieved provisional accreditation as National Standard Instructors. The post course assessment process will be explained to them.

#### **17.1 Individual Performance Feedback**

The progress and assessment sheet can be used by trainers to feedback to each participant.

#### **17.2 Closing**

Trainers may wish to include a final closing session for all participants, although this is optional.

## Appendix 1.1: Glossary of Terms

Fully Qualified National Standard Instructor (NSI)	An instructor who has successfully completed a National Standard Instructor training course. The course must have included at least one post course assessment of the instructor's performance in a real training environment.
Advanced Stop Lines (Cycle Advance Stop Boxes)	These are cycle "reservoirs" (boxes) at signalised junctions. The boxes are in front of the vehicle stop line and most should have a length of cycle lane to enable cyclists to access them. Their purpose is to enable cyclists to set off ahead of motorised vehicles rather than competing with them.
Assistant Instructor (NSAI)	Someone who has been trained on a National Standard Assistant Instructor training course. Assistant Instructors may assist with the training on Level 1 and Level 2 courses, but only alongside a fully qualified NSI.
Bikeability	Bikeability was launched in 2007 and is the government approved and nationally recognised award for cycle training. It is underpinned by the National Standard, and it is both a quality control procedure for training schemes and the consumer facing brand for delivery of the National Standard.
Cadence	Cadence is the number of times a cyclist turns the pedals in one minute. Most cyclists will have a cadence at which they feel comfortable.
Coaching	The process by which Instructors and Assistant Instructors are assisted and supported in their development by a nominated individual. The coach will be an experienced instructor who will normally have received specific training in coaching skills.
Course	A structured programme of training.
CTSB	Cycle Training Standards Board. The CTSB is a consultation group established and chaired by the DfT. The DfT seeks input from the CTSB on matters relating to the National Standard. It comprises representatives from the devolved powers, Government departments including the DCSF, and those with specialist expertise in the sector.
Final Check (often called a life-saver)	A final rear observation carried out immediately before making a turn.
Hazard Perception	The ability to identify hazards well in advance, thereby enabling the cyclist to anticipate, prepare for and reduce their risk.
Instructor Trainer	Someone who is trained and qualified to deliver an instructor training course, including post course assessment.
Instructor Training Provider (ITP)	A provider which trains and accredits instructors. Note: ITPs will be replaced by 'Instructor Training Organisations' (ITOs) and recognised by the DfT from 2010.
Primary Position	The primary riding position is in the centre of the leftmost moving traffic lane for the direction in which you wish to travel (Franklin, Cyclecraft). Can also be referred to as "taking the lane".
Scheme	A structure for successfully delivering National Standard Cycle Training that includes plans and policies to manage the training course(s), instructors, and trainees; takes into account all issues (e.g. safety, insurance).
Scheme Organiser	The organisation or individual that commissions cycle training and is ultimately responsible for the proper management and delivery of the scheme. They may commission a training provider to deliver courses or manage their own in-house training provision.
Secondary Position	Between a half and one metre from the edge of the leftmost moving traffic lane for the direction in which you wish to travel - not in the gutter.
Taking the Lane	Riding in the <i>primary position</i> in the lane chosen. Commonly where there is lane discipline. A rider may also take the lane at a junction to prevent following vehicles from overtaking.
Trainee	The person receiving cycle training.



## **Appendix 1.2: Instructor Role - Specifications**

### **Job Specification**

An Instructor will:

- be directly responsible to training managers acting on behalf of the training provider;
- work with, and may be responsible for, other fully qualified National Standard Instructors, provisionally accredited National Standard Instructors and Assistant National Standard Instructors;
- lead in the delivery of Level 1 National Standard cycle training sessions to groups of trainees on a playground or similar safe area, maintaining good control and ensuring safe behaviour;
- lead in the delivery of Level 2 National Standard cycle training sessions to groups of trainees at suitable on-road locations maintaining good control and ensuring safe behaviour
- lead in the delivery of Level 3 National Standard cycle training sessions to individuals or groups of trainees at suitable on-road locations maintaining good control and ensuring safe behaviour

Their responsibilities will include:

- assessment and management of risk to trainees, themselves, other instructors and assistant instructors, and to third parties at all times while training is underway;
- maintaining a safe training environment;
- assessment and recording of the trainee's progress through the observable outcomes
- contacting and liaising with clients, e.g. may include schools, or individuals seeking Level 3 training.

### **Qualities of an Instructor**

An Instructor must:

- ride confidently and cope with traffic (to Level 3 competency);
- demonstrate a thorough understanding of Level 1, Level 2 and Level 3 of the National Standard;
- have good communication skills; and
- be willing to undertake the appropriate disclosure checks. (NB: anyone over the age of 16 must complete these checks if they wish to work with children whether in a paid or voluntary capacity).

An Instructor is also expected to:

- be knowledgeable on the subject;
- be presentable, punctual, reliable, well organised and prepared;
- have a good working relationship with other instructors and children;
- be friendly, fair, calm, patient, enthusiastic and confident;
- give praise, encouragement and constructive criticism; and
- keep good control of self and group.



## Appendix 2.1: Record of Trainees' Progress

### Level 1: Cycling Outcomes

**Course location:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

Manoeuvre	Names						Comments
Carry out a simple bike check							
Get on and off the bike without help							
Start off and pedal without help							
Stop without help							
Ride along without help for roughly one minute or more							
Make the bike go where they want							
Use gears correctly (where bike has gears)							
Stop quickly with control							
Manoeuvre safely to avoid objects							
Look all around, including behind, without loss of control							
Signal right and left without loss of control							

## Level 2: Cycling Outcomes

**Course location:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

Manoeuvre	Names						Comments
All Level 1 manoeuvres							
Start and finish an on-road journey							
Understand where to ride on the roads they are using							
Be aware of everything around them, including behind, as they ride							
Pass parked or slower moving vehicles							
Pass side roads							
Understand how and when to signal their intentions to other road users							
Turn right into a major road and left into a minor road							
Turn left into a major road and right into a minor road							
Explain decisions made and thereby demonstrate understanding of safe riding							
Demonstrate an understanding of the Highway Code							
Be able to take the correct carriageway lane when they need to							
Decide where cycle lanes can help their journey and demonstrate correct use							
Clothing for cycling (including relevant safety equipment)							

Level 3: Cycling Outcomes

**Client Name:** \_\_\_\_\_

**Instructor Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Manoeuvre	Comments
All Level 2 manoeuvres	
How to use roundabouts	
Understanding of filtering and ability to decide when to filter and when to wait	
How to use junctions controlled by traffic lights	
How to use multi lane roads and turn off or into them	
How to use both on and off road cycle facilities	
Hazard perception and strategy to deal with hazards	
Understanding of route planning	

## **Appendix 3.1: Risk Assessment and Management Incident and Emergency Procedure**

Every employer has a duty to provide leadership on health and safety at work. Whoever the instructor is working for should provide them with the relevant documentation. This should include a summary or information on Health and Safety Policy and appropriate documentation on risk assessment. This course should provide the trainees with the training to be able to deliver the risk management and assessment necessary when leading training at all levels of the National Standard.

### **Risk in National Standard Training**

Risk will always be present in activities like cycle training. The task of the instructor is to identify any possible risks and take appropriate measures to either eliminate these or more likely minimise these to an acceptable level. The first step is to understand who or what may be at risk during the training. The principle risks during cycle training will be:

- to trainees
- to instructors and any others leading or assisting with the training
- to third parties present in the training area
- of damage to the property of any of the above
- failure to adequately achieve course outcomes - risk to the National Standard

Having identified who or what might be subject to risk during training the specific risks will then be identified. The process by which this is achieved is known as the five steps of risk assessment.

### **The Five Steps of Risk Assessment**

The five steps of risk assessment are:

1. **Identify** the risk/hazard
2. What is the **likelihood** that injury or damage may occur if the risk is not controlled/managed
3. What **severity** of injury or damage could result if the risk is not controlled/managed
4. What **control measures** can be introduced to eliminate or manage the risk
5. **Record** steps 1 to 4.

In applying this process to cycle training three types of risk assessment will be used:

1. **Generic**
2. **Site Specific**
3. **Dynamic**

### **Generic Risk Assessment**

All National Standard training providers are expected to carry out a generic risk assessment for cycle training as an activity which is reviewed annually. Appendix 2.2 “Generic Activity Risk Assessment Form” provides an example of a generic risk assessment form and the application of the five steps of risk assessment. Appendix 2.3 “Issues to Consider in Risk Assessment” provides a more detailed breakdown carried out by training provider CTUK. The completed risk assessment may mention other policies which give more detail on the way the training provider will provide the safest environment for training.

Each training provider will have its own policies and procedures for course delivery. In particular these will cover course size, the frequency, duration and number of course sessions, ratios of instructors to trainees and the safety equipment and clothing to be used during training.

## **Site Specific Risk Assessment**

On Level 1 and Level 2 training courses specific sites will be used regularly and each of these should be subject to a site specific risk assessment. Each training provider will have its own site risk assessment form and the instructor trainers may choose to use their own as an example on this course. Appendix 2.4 “Hertfordshire County Council Blank Site Specific Risk Assessment Form” may also be used as an example. Instructors working at sites should be provided with a copy of the site risk assessment for that site by the training provider and should refer to this when checking the site during training.

In some cases area risk assessments are used in Level 2 and 3 courses, and these may detail an area that will be used and in some cases roads that will not be used.

## **Dynamic Risk Assessment**

Instructors should be assessing risk constantly once training has begun and adapting the training in response to this assessment. This is known as dynamic risk assessment. For Level 3 training courses it is usual to rely only on dynamic risk assessment as the training is likely to cover a considerable distance and area.

In carrying out dynamic risk assessment instructors will consider three things, all of which will interact and can affect the delivery of safe and effective training. These are:

1. The trainees. Their performance in achieving course outcomes, their behaviour, their fitness for training, their clothing and their bicycles (possible maintenance issues)
2. The environment. The site being used, the behaviour and presence of other road users or third parties. The weather and the condition of the road surface, background noise or activity.
3. Themselves. Their performance as an instructor; how they interact with the trainees, their language and the progress towards each course outcome.

## **Risk to the National Standard**

When instructors are fully in control of all three of the above, they should be able to deliver National Standard course outcomes in the most effective way. Course structures and delivery methods should be designed to create the environment in which the instructors can achieve this and thereby reduce the risk to the National Standard of course not achieving the core outcomes.

## **Incident and Emergency Procedure**

Each training provider will have their own procedures for dealing with incidents and emergencies. However, there are things that should be common to all. These are:

- In the event of an incident the first action of the instructor should be to take steps to prevent further injury or a worsening of the incident. They should fully assess the situation and then call for assistance if this is needed. For school courses the school should be contacted if there is injury involved once the situation has been stabilised
- While the incident is being dealt with the safety of trainees not involved should be fully safeguarded. Training will normally be stopped. If the incident is minor, training may continue once it has been dealt with
- Where the incident is more serious the instructor should deal with this and the other trainees kept at a safe distance until assistance arrives and they can be safely returned to the training centre
- Names and contact details of witnesses should be taken
- The designated training provider contact should be informed at the earliest opportunity and an incident report form completed

The Example Accident/Incident Report Form is an example of the type of form training providers will use.

### Appendix 3.2: Generic Activity Risk Assessment Form

<b>SECTION / SERVICE</b>						<b>LOCATION / SITE</b>	Various (risk assessed)				
<b>ACTIVITY</b>	Child cyclist training					<b>ASSESSOR(S)</b>					
<b>DATE OF ASSESSMENT</b>		<b>NEXT REVIEW DATE</b>									
<b>REASON FOR ASSESSMENT</b> (ie initial, periodic review, following an incident etc)						<b>PERSON / GROUP AT RISK</b> (ie staff, visitors, contractors, public etc)					

Description of <b>TASK / PROCESS / EQUIPMENT</b> being assessed			
<b>1</b>	Off-road (playground) cyclist training (Level 1)	<b>5</b>	
<b>2</b>	On-road cyclist training (Basic Level 2)	<b>6</b>	
<b>3</b>	On-road cyclist training (Advanced Level 3)	<b>7</b>	
<b>4</b>		<b>8</b>	

Risk Ref. No	Hazard	Likely Injuries	Severity (S) Major injury / fatality = 5 Minor injury = 1	Controls. Procedures and precautions <u>currently</u> in place	Likelihood (L) Certain = 5 Very unlikely = 1	Risk Rating (SxL)	Further Action Required?	
							Yes	No
1	Collision with moving vehicle	Serious – death	5	High visibility jackets and risk-assessed locations.Lights during hours of darkness	1	5		X
2	Collision with other trainees/objects	Cuts/bruises/fracture	2	Risk-assessed locations and staff supervised training	2	4		X
3	Fall from cycle/trapped clothes in moving parts of cycle	Cuts/bruises	2	Risk-assessed locations and staff supervised training	3	6		X
4	Trip whilst pushing a cycle	Cuts/bruises	2	Risk-assessed locations and staff supervised training	3	6		X
5	Child lost or abducted	Serious injury – death	5	Child protection awareness training	1	5		X
6	Infection from animal excrement	Serious	4	Children supervised at all times	1	4		X

<b>RISK ASSESSOR(S) RECOMMENDATIONS – ADDITIONAL CONTROL MEASURES</b>			
<b>Risk Ref. No</b>	<b>Hazard</b>	<b>Risk Rating</b>	<b>RECOMMENDATIONS</b>
1	Collision with moving vehicle	5	Continue with procedures and monitor trainers. Health and safety regular item at road safety trainer team meetings.
2	Collision with other trainees/objects	4	As above
3	Fall from cycle/trapped clothes in moving parts	6	As above
4	Trip whilst pushing a cycle	6	As above
5	Child lost or abducted	5	As above, update child protection awareness by discussion with the relevant body.
6	Infection from animal excrement	4	As above
<b>ASSESSOR(S) SIGNATURE</b>		<b>DATE</b>	



<b><u>ACTION SHEET</u></b>					
<b>Risk Ref. No</b>	<b>Hazard</b>	<b>Risk Rating</b>	<b>ACTION REQUIRED</b>	<b>BY Name and target date</b>	<b>DATE COMPLETED</b>
1	Collision with moving vehicle		1) Ensure the team of trainers are encouraged to report potential H&S dangers to their supervisor 2) Health and safety is a regular item for discussion at trainer team meetings 3) Regular evaluation regionally and nationally if possible	Termly /	
2	Collision with other trainees/objects	5			
3	Fall from cycle/trapped clothes in moving parts	4			
4	Trip whilst pushing a cycle	6			
5	Child lost or abducted	6	Update child protection awareness training to all trainers		
6	Infection from animal excrement	5			
<b>MANAGER'S NAME:</b>		<b>MANAGER'S SIGNATURE:</b>			<b>DATE</b>

## **Appendix 3.3: Issues to Consider in Risk Assessment**

### **Introduction**

NSI's are expected to be active participants in risk management as outlined in Appendix 3.1. At this point it is worth remembering that although most people think that cycle training is dangerous because of the risk of collision with a moving vehicle, this has never been recorded as a cause for serious injury. The most serious reported incidents have come as a result of children using play equipment and not being properly supervised during a training session (children quite often fall whilst wheeling their bikes). It is therefore important that NSIs look at wider risks than just those to do with children cycling. For those children injured during training it is most common for injury to result from Level 1 training when several trainees are riding at the same time.

### **Risk assessment for cycle training activities**

This section covers the risks to instructors, trainees and members of the public for all types of training. For each risk identified there is a judgement on the level of risk and a set of control measures.

#### **I. General risks**

1. A trainee or instructor is injured by another trainee, instructor or member of the public

The risk of this is very low.

- Instructors take a police criminal record check to make sure that they do not have a history of child abuse etc.
- Instructors do not enter trainees' homes and remain in public places at all times when with trainees.
- Instructors work with small groups of trainees and are trained to manage the group to defuse any tensions.
- Instructors are trained to defuse the possibility of road rage and deal with other members of the public.

#### **II. Risks while riding**

Instructors and trainees are jointly referred to as riders.

1. Exposure to the weather may affect riders' health.

The risk of causing any serious health problem is very low.

- For courses in winter the pre-course information should advise trainees to wrap up warm. For courses in summer it should advise them to consider wearing sunblock, and to bring water.
- Instructors are advised to consider the effects of the weather on trainees, bearing in mind that most trainees are less used to being outdoors than instructors.
- Instructors are advised to consider taking breaks, cutting training sessions short or changing the lessons into an indoor maintenance session in extreme conditions.

2. A rider's bike may undergo mechanical failure, leading to the rider losing control.

Providing that the bikes are thoroughly checked before riding, the risk is very low.

- Trainees are given information on bike maintenance prior to training and clearly advised that they will not be allowed to use a bike that is not roadworthy.
- Instructors receive training in how to check bikes for roadworthiness.

- Instructors check trainees' bikes before training.
- Instructors should make sure their own bike is roadworthy.

3. A rider may fall from their bike.

For complete beginners, the risk is high. For all other riders, the risk is very low. The risk increases significantly if riders' bikes are the wrong size for them.

- Trainees whose bikes are significantly under or over-sized are not allowed to join in training.
- Complete beginner cyclists are taught on a one-to-one basis and kept in close proximity so they can be supported as they learn to balance.
- Priority is given to teaching a rider how to stop, as mastering this virtually eradicates falls.
- Trainees are taught incrementally so that at any one point their ability is not pushed so far that they are likely to lose control.

4. Two riders may collide.

- Correct riding position and emergency stops are taught at an early stage.
- During off-road drills instructors pay attention to the spacing of trainees, reminding them that they must always be able to stop before hitting the person in front.
- Group cycling has ground rules and additional training requirements

5. A rider may collide with a pedestrian.

This is only a significant risk when sharing an off-road area with pedestrians, as they may wander into the path of a rider without looking.

- Instructors are aware of, and make trainees aware of, this possibility. Unaware pedestrians are one of the hazards that trainees are taught to be aware of and to avoid.
- Instructors keep trainees in sight and can warn them if necessary.
- Instructors make sure that trainees give way to pedestrians when off road.
- When on road, the risk is contained by the general teaching, and supervision given by the instructor.

6. A rider may collide with another road user.

Providing that trainees are progressed gradually and not put in situations that are too difficult for them, the risk of this is very low. Factors that control this risk are:

- Instructors are experienced riders for on-road cycling and have enough confidence to both ride safely and to look after trainees at the same time.
- Instructors are trained in safe, effective riding techniques, how to teach them, and how to manage trainees.
- Instructors keep trainees close and in view so they are able to intercede where necessary to keep trainees safe.
- Trainees are introduced to road riding gradually, first on quiet roads and then on busier ones. They are taught incrementally, so that at any one time their ability or confidence is not overstretched.
- Instructors and employers are expected to control workload so that any riding between sites is not unduly governed by stress or rushing.

### Use of safety equipment

The wearing of cycle helmets is a common cause for debate amongst the cycle training sector. There is no law in the UK that requires the use of helmets although there is often local health and safety policy and practice that is part of the training body, cycle training scheme that might require instructors and trainees to wear helmets.

Similarly many training schemes and training bodies require the use of other safety equipment such as high visibility tabards or other similar equipment. This is decided at a scheme level and there is no central requirements in the national standard.

Instructors may often have their own points of view but should be aware of the wider context and debate, especially when engaging with trainees, the wider community or media.

## III. Risks during bike maintenance

### 1. Injury due to incorrect use of tools

If trainees do not know how to use tools correctly there is a medium risk of hurting themselves or others and a high risk of them damaging the bicycles. Children may treat tools as toys if they are not supervised properly.

- Instructors supervise trainees as they carry out maintenance tasks.
- Instructors keep tools in a bag or container, only give trainees tools as they are needed, and get them back afterwards.
- Instructors are advised to exercise extreme caution when using sharp implements

### 2. Injury due to incorrect use of chemicals

Chemicals used during bike maintenance may pose a health threat. The risk of this is medium to high. Certain chemicals, degreasers, and aerosol lubricants are harmful and the instructions on the labels should be heeded.

- Instructors must not use methylated spirits, white spirit or other spirit solvents.
- Instructors are advised and encouraged to use environmentally friendly alternatives rather than standard chemicals at all times.
- Where oil spray is used, the instructor must first check that the area is suitably ventilated i.e. windows and/or doors open.
- Hazardous chemicals must not be stored in unmarked containers.

### Appendix 3.4 Hertfordshire CC Blank Site Specific Risk Assessment Form

To be completed and returned to ..... by completion of course.

Try to start somewhere quiet and progress to busier roads. You may be limited by the location and time available. If both instructors are riding you can cover a greater area, but remember to allow time to return to school before the end of the session.

#### Sites

- 1 Quiet, clear road to practise starting and stopping
- 2 Road with cars parked on both sides to practise overtaking and holding the lane
- 3 Main road with a side road with give way markings to practise passing a side road
- 4 A T-junction to practise left turns in
- 5 A T-junction to practise right hand turns out, preferably with give way markings and hazard lines to show centre of side road
- 6 A wide main road with T-junction to practise right hand turns in. Wide enough for cars to pass a cyclist waiting in the middle of the road
- 7 A junction with cars parked nearby on the main road so that it is necessary to go over the give way markings to see
- 8 A suitable road to practise U turns

4 locations should provide enough variety as you may be able to use them for more than one manoeuvre. If you need to travel to reach your chosen site, sketch or describe route taken. For each site used for training name both roads, say if there are road markings, estimate parked cars, volume of traffic. For both route and site note any situation worthy of comment.

Remember that road situations can vary with time and day. A site that you have used during the morning may become too busy or have too many parked cars towards the end of the school day. It may be necessary to move further away from the school for the last on road session.

Route 1 Assessment

Route 2 Assessment

Route 3 Assessment

School

Instructor

date

main road		side road	
centre markings	yes / no	give way markings	yes / no
parked cars		parked cars	
traffic		traffic	
manoeuvres practised			
Comments			

main road		side road	
centre markings	yes / no	give way markings	yes / no
parked cars		parked cars	
traffic		traffic	
manoeuvres practised			
Comments			

main road		side road	
centre markings	yes / no	give way markings	yes / no
parked cars		parked cars	
traffic		traffic	
manoeuvres practised			
Comments			

main road		side road	
centre markings	yes / no	give way markings	yes / no
parked cars		parked cars	
traffic		traffic	
manoeuvres practised			
Comments			

## Appendix 3.5: Helmets and Clothing

Instructors should be able to advise clients that their clothing, together with any safety equipment, is appropriate for cycling and the conditions. Do not rely on parents or other responsible adults to do this for you.

If a cycle helmet is worn, ensure it meets the current British Standards and is correctly fitted. At the time of writing this course the current British Standard is BS EN 1078:1997.

Instructors should also be aware that some training organisations, Local Authorities and schools will have their own requirements for safety equipment which could include mandatory helmet wearing by trainees.

### Fitting Helmets

Good fit:

- I tight straps;
- I helmet is level; and
- I straps are on either side of the ears.



Poor fit:

- I loose straps;
- I helmet pushed up; and
- I straps are over the ears.

Use the three points of adjustment within the helmet to fit the head:

1. Ratchet at the back (if it has one);
2. Plastic or rubber adjusters that slide up and down on either side of the head; and
3. Chin strap or buckle under the chin.

Start with the straps undone and the brim of the helmet just above the eyebrows. Tighten the adjuster at the back of the head so it is firm but not too tight. This will eliminate most movement in the helmet straight away.

Slide the two rubber or plastic adjusters until they sit snugly under the person's ear lobes. These eliminate any slack in the v-straps on either side of the head. Finally, adjust the chinstrap so that you can slide two fingers flat between the skin and the strap.

If the helmet is fitted correctly, the person wearing it should forget they have it on after a few minutes. There should be no pain or discomfort anywhere on the head. If they continually keep touching and moving it, it needs adjusting!

**ALWAYS CHECK HELMETS AT THE BEGINNING OF EVERY CYCLING SESSION FOR FIT AND SIGNS OF DAMAGE**

## Appendix 3.6: Bike Checks

### *Safe Cycle Check*

At the start of any session it is essential that you check a trainee's bike to ensure it is in good working order. The bike check is a National Standard outcome, and so needs to be taught in the same comprehensive manner. Ensure trainees understand what to check for and why. Try to ensure the trainee goes away informed and enthused.

### *How to Check a Bike: The M-Check*

If you look at the side of the bike and work along an imaginary letter M you should cover the major points that need checking (see checklist).



Note: this is an adult bike. There are no reflectors or lights shown in the picture as it is for illustration purposes only. However, as a minimum requirement the bike may not have lights but certainly must have reflectors.

### *Points to Consider whilst Carrying Out a Bike Check*

- use the cycle checklist to educate the trainee on how to examine their cycle;
- identify the components that need maintenance, adjustment or replacement;
- demonstrate any unsafe conditions to the trainee;
- recommend corrective action and the competence needed to take such action;
- record the check you have made and any action taken; and
- do not allow an unsafe cycle to be used.



### Appendix 3.7: Example Accident/Incident Report Form

<b>1. Details of person who had the accident/incident</b>	
Name:	Male/Female:
Age:	Participant/Instructor/Volunteer/Other (Please circle)
<b>2. Details of person completing this form</b>	
Name:	Position:
Signature:	Date:
<b>3. Parental signature (under 18s)</b>	
Signature:	Name:
<b>4. Details of accident/incident</b>	
Date:	Time:
Location:	
<b>5. Description of how the accident/incident occurred</b>	

**6. What happened next? (e.g. state injuries, was medical treatment given)**

**7. What could be done to prevent this sort of accident/incident occurring again?**

**8. Further comments**

Signed \_\_\_\_\_  
(Manager)

Date \_\_\_\_\_

## **Appendix 4.1: Theory of Level 1 - Basic Riding Skills**

NSIs must actively supervise any NSAs (a maximum of 1 NSI : 2 NSAs) during the delivery of Level 1. The Instructor and the Assistant Instructor should work within view and earshot of each other.

The Level 1 training course is suitable for:

- a cyclist lacking confidence
- a cyclist with poor co-ordination and balance;
- a trainee wanting to learn how to cycle for the first time;
- a cyclist who wishes to learn more about their bike and how it operates;
- primary school children - normally 7 to 9 year olds; and
- any pre Level 2 trainee.

### **Aims of the Level 1 Course**

The aims of the Level 1 course are to:

- introduce cycling as an enjoyable healthy activity;
- make trainees Confident, Competent and Consistent (the three C's);
- address any unsafe habits; and
- ensure trainees clearly understand the workings of their bikes.

### **What is Required from the Instructor**

The Instructor is required to:

- know the requirements of the Level 1 trainee;
- assess the needs of trainees individually at the beginning of the course;
- know the training tools required for Level 1;
- be able to train in both the theory and practice of cycling, as required by trainee;
- demonstrate all skills and ideas;
- give feedback on progress towards Level 1 standards; and
- assess achievement through a variety of methods.

### **Main Points of Level 1**

The main points of the Level 1 course include:

- basic skills are taught in a traffic free environment;
- teaching is based on learning to balance and the basic skills that follow on naturally from there (e.g. steering, pedalling, stopping);

- l advice will also be given on essential information for anyone taking up cycling;
- l advice will be given on the basics needed to keep a bike roadworthy; and
- l skills, whilst still basic, become progressively more advanced as the session goes on.

### **Outcomes of the Level 1 Course**

On completion of the Level 1 trainees should be able to undertake the following unassisted:

- l carry out a simple bike check;
- l get on and off the bike without help;
- l start off and pedal without help;
- l stop without help;
- l ride along without help for roughly one minute or more;
- l make the bike go where they want;
- l use gears correctly (where bike has gears);
- l stop quickly with control (emergency stop);
- l manoeuvre safely to avoid objects;
- l look all around, including behind, without loss of control; and
- l signal right and left without loss of control.

On completion of the Level 1 course trainees should also be able to demonstrate:

- l the workings of a bike;
- l knowledge of the appropriate clothing to wear when riding; and
- l knowledge of the relevant accessories.

## Appendix 4.2: Observational Outcomes for Level 1 (Course Syllabus)

### LEVEL 1

**Over-Riding Outcome:** *The trainee will demonstrate the skills and understanding to be able to make a trip and undertake activities safely in a motor traffic free environment and as a pre-requisite to a road trip.*

The National Standard is the expected competency of the cyclist upon completion of a training course. The trainee should be able to demonstrate the outcomes below consistently.

**Environment:** the training will be undertaken in a traffic free environment, this may be a playground or in certain circumstances on public roads that are clearly traffic free.

All essential outcomes are shaded.

Outcome	Observed Demonstration	Reasoning
<b>1 - Carry out a simple bike check</b>	<p>Trainees must be able to carry out a simple check on their bicycle's brakes, tyres, wheels, steering and chain.</p> <p>They should also know that correct cycle set up will mean them being able to sit on the saddle, when stationary, with the ball of one foot touching the ground. The saddle should be no lower than this.</p>	<p>While we would not necessarily expect trainees, particularly children, to make repairs to their bicycle we should expect that they are able to spot simple faults that need dealing with.</p> <p>Some trainees will also have bicycles that are the wrong size for them. While these may not be adjusted to ideal size, the trainee should be aware of what the ideal is.</p>
<b>2 - Get on and off the bike without help</b>	<p>The trainee should get on and off the bike with control from the left hand side. While doing so they must be applying the brakes with both hands.</p>	<p>Mounting and dismounting on the left will normally be on the kerb side, away from other traffic when cycling on a road.</p> <p>Applying the brakes while mounting and dismounting will hold the bike steady.</p>
<b>3 - Start off and pedal without help</b>	<p>With left foot on the ground the trainee should find the "pedal ready" position (right pedal above horizontal in roughly the 2 o'clock position) with their right foot on the pedal.</p> <p>They must keep their brakes applied until ready to go.</p> <p>They must keep both feet on the pedals while in motion and should pedal with the balls of their feet.</p> <p>They must look up while riding along and continue to cover their brakes.</p>	<p>The "pedal ready" position is the most effective to enable a cyclist to set off quickly and with control.</p> <p>Getting pedal ready with the right foot would also mean that they would have their left foot on the ground, leaning to the left, the kerb side when in a road environment. However, some children will habitually get their pedal ready with their left foot and should not be discouraged from this as the key advantage is in setting off quickly.</p> <p>Peddalling with the ball of the foot also allows the greatest control and power to be applied when cycling.</p>
<b>4 - Stop without help</b>	<p>Trainee must slow down by braking with both brakes and should brace their arms ready to stop.</p> <p>On stopping they should put their left foot down on the ground and get their pedal ready to set off again with the right foot.</p>	<p>Trainees should understand that braking with the front brake only could cause them to lose control over the handlebars and with the back brake only instigate a rear wheel skid. Trainees must not brake by using their feet on the ground.</p>

<b>5 - Ride along without help for roughly one minute or more</b>	Trainee must cycle along observing ahead and steering to keep their balance. They should continue to cover their brakes while riding along.	
<b>6 - Make the bike go where they want</b>	Trainee must be able to manoeuvre with control turning both right and left.	
<b>7 - Use gears correctly (where cycle has gears)</b>	Trainees should cycle at a steady cadence. They should be able to stop in a low gear, ready to start again. They should be able to make smooth gear changes.	Trainees should be able to understand how to use the gears they have on their bicycle. Where riding a multi-gear bicycle they should be able to select an appropriate gear while training.
<b>8 - Stop quickly with control</b>	The trainee must use both brakes together to come to a sharp controlled stop. While doing so they must remain seated and should brace their arms.	During an emergency stop the cyclist's weight will be thrown forward. While it may be possible to teach trainees to shift their weight to the back of the bike when braking, this technique may be too complex for beginners and children.
<b>9 - Manoeuvre safely to avoid objects</b>	The trainee must be able to manoeuvre with control to avoid objects at speed. They should also be able to manoeuvre around more closely placed objects that require control at slow speeds. Trainees manoeuvring around objects at speed may be able to learn the technique of flicking their front wheel towards the object first. They may also raise the pedal nearest to the object while manoeuvring round it.	Manoeuvring with control is gained through practice. Once cyclists have gained in confidence they may be able to learn the front wheel flick, however, as this is an instinctive technique it is likely to be counter-productive to concentrate on teaching it to trainees. Manoeuvring at slow speed is an excellent skill as it requires greater balance than at higher speeds. Raising the pedal nearest to an object will help avoid it striking the object or the ground.
<b>10 - Look all around, including behind, without loss of control</b>	The trainee must be able to look behind and take in information while riding in a straight line, without loss of control.	Good rear observation is possibly the most important technique to be learnt, enabling the trainee to achieve most other outcomes more easily. For example, this can be demonstrated by instructors holding up a number of fingers behind the trainee and asking them to tell how many.

<p><b>11 - Signal right and left without loss of control</b></p>	<p>While riding along the trainee must be able to give clear right and left hand signals, without loss of control. These should always be preceded by a rear observation. The trainee should signal by holding their arm at ninety degrees from their body with the palm of the hand held flat in a vertical position.</p>	<p>Trainees need to understand that the training is a preparation for learning to ride on the road. Observation and signalling are essential on road skills. Trainees should understand that the decision to signal is made following all round observation as the cyclist needs to know if there are others who need to be made aware of their intentions.</p> <p>Signals need to be clear and long enough for others, who need to, to see. The flat vertical palm maximises the area of signalling arm visible and in many cases may also offer a distinctive contrast to dark sleeves that may reduce the effectiveness of the signal.</p>
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## Appendix 6.1: Teaching Methods

### Introduction

Most teaching on cycle training courses is delivered in a fairly informal manner. This should not affect the quality of the teaching or the content.

Theory is not dealt with separately but incorporated with the practical. Explanations are given to suit the circumstances. For example, use of brakes and gears can be mentioned during the cycle check and again when teaching starting and stopping in Level 1 and when dealing with junctions and hills during Level 2.

### Teaching Methods

The easy way to remember teaching methods:

#### *Instructor and Assistant*

EXPLANATION

DEMONSTRATION

REPLICATION/IMITATION

#### *Trainees*

LISTEN

WATCH

DO

Instructors and assistants must use interactive methods of teaching so that “explanation” and “listen” is actually expanded to mean that they allow the trainees to provide the explanation by asking them appropriate questions. They then consolidate the answers to provide the explanation that they then repeat back to the trainees.

The method will be the same for exercises on the playground and drills on road.

The instructor or assistant will go through the main teaching points for that particular activity, involving the trainees by asking questions and expanding upon their answers.

They will then explain what to do and get the trainees to repeat the instructions back to ensure they have understood them.

The instructor or assistant will then demonstrate the activity, ideally with another instructor or assistant giving a commentary.

After checking again that everyone understands what to do, the instructor or assistant will watch the trainees practice the activity.

If the trainees are taking turns rather than all going at the same time, those waiting should be encouraged to watch the others perform. In this way they can see how it should be done or pick up on mistakes.

If mistakes are made the instructor or assistant should correct them as soon as possible. Repetition will reinforce the mistake, not rectify it.

Gather the group together for discussions. If it is for a short reminder they can bring bikes with them or otherwise leave them on the ground/stands.

## Appendix 6.2: Group Control Techniques

First go through basic ground rules for that session. Rules could include:

- do as instructor or assistant asks;
- only one person speaks at a time (hands up);
- the rest listen;
- only ride when told to do so by instructor or assistant;
- wait patiently for their turn in an orderly manner;
- stay within sight at all times; and
- do not obstruct the footpath whilst waiting to have turn on road.

Specific rules for riding could include:

- hands on handlebars unless told otherwise, no skidding, wheelies, endos;
- do not cycle on the pavement;
- no overtaking except as part of a set exercise;
- no racing; and
- do not shout out or distract others.

Other considerations the instructor/assistant should take account of include:

- look at each member of the group, keep turning head to keep their attention;
- it is difficult to make eye contact if anyone is wearing sunglasses or if assistant, instructor or group has sun in their eyes;
- keep a steady pace, not so slow that the trainees lose interest or so fast that they cannot all keep up or absorb information (maximum 30% time explanation/discussion, minimum 70% trainees riding outcomes);
- try to elicit information from the trainees, rather than telling them everything and then expand as this will keep their attention;
- if trainees get bored they will switch off and not listen. This is when trouble can start - talking among themselves, playing about etc and must be monitored;
- use trainees for demonstrations;
- if a problem persists recap ground rules; and
- remind trainees that they may have to return to school if behaviour is continually disruptive.

Other causes for distraction may include:

- hunger - trainees can bring a snack with them and if possible allow time for snack if after school course or eat before start;

- thirst - allow trainees to get drinks, especially in hot weather, possibly have their own water bottle;
- heat - let them sit down, preferably in shade;
- tiredness - have regular short breaks;
- cold - get extra clothing, gloves, jacket; and
- outside noise - this can distract and cause their attention to drift elsewhere.

## Appendix 8.1: Responsibilities of Level 1 and 2 Course Leaders

Instructors will be required to plan and lead Level 1 and Level 2 courses and course sessions. It will therefore be their responsibility to ensure that courses are run smoothly and safely with all risks adequately controlled throughout. In terms of management of on site course delivery this means responsibility for the following elements:

### **Before training commences:**

**1. That other instructors / Assistant Instructors are present.**

The lead instructor must know which other instructors / assistant instructors are expected and that these have arrived before the training session commences. Should any of these fail to arrive on time the lead instructor will be required to decide whether or not training may commence or be cancelled, dependent on agreed instructor / trainee ratios being met. A classroom / Highway Code session may be an alternative to practical training.

*The training provider should provide contact details to instructors so that they can contact each other if they are delayed or unable to attend a training session at short notice.*

**2. That instructor / Assistant Instructor tasks are clearly understood.**

The lead instructor will ensure that the other instructors / assistant instructors are clear about the tasks they will be expected to undertake during the training session.

**3. That all safety and other equipment is present and in good order.**

This may include high visibility bibs for trainees and/or instructors.

**4. That all necessary risk assessment is undertaken.**

The trainees' bicycles, clothing (including helmets where these are to be worn) and fitness for training must be checked. Fixed training sites should also be checked either before the session or before drills are undertaken on them.

**5. That all necessary paperwork is present.**

If it is the first session of a children's course it may be necessary to collect completed parental consent forms. Otherwise the appropriate forms for recording progress of trainees, and recording attendance, must be present. The course organiser may have other standard paperwork, such as local cycle maps, that are given to all trainees.

### **During the training session**

**1. That adequate safety is maintained throughout the training session**

Once the session has begun the lead instructor must ensure that the safety of the trainees, instructors and third parties are maintained throughout.

**2. That National Standard course outcomes are being achieved effectively and progress recorded**

The purpose of the course is to deliver the National Standard outcomes. The lead instructor must therefore be able to ensure that training sessions are delivered in a manner by which this will be achieved most effectively. They must therefore know the course outcomes and how these should be delivered. The key issues that all instructors should be able to demonstrate are:

### **Instructor responsibilities**

Whether acting as lead instructor or not, all instructors must be aware that it is their responsibility to ensure that the course is delivered in the most effective manner possible.

Instructors and assistant instructors should work as a team, supporting each other and making sure that nothing is forgotten. Lead instructors will forget things and need assistance. There are also different delivery methods used by training providers. Some may keep the trainees as a single group throughout the training while others may break the trainees into smaller groups perhaps with a single instructor looking after each.

Effective delivery of National Standard training requires constant assessment by instructors. As outlined in the module on risk assessment, instructors should be assessing the three key elements, trainees, the environment/third parties and their own performance, that combine in training at all times during each session. They must be able to identify and adapt in response to this assessment. Their aim should be to create the conditions in which course outcomes can be achieved safely and as quickly as possible by trainees. For each of these three elements there are different key issues that might arise which instructors should respond and adapt to. These are outlined below.

### **Trainees**

The key factors affecting training delivery with children are behaviour and group dynamics. Other factors will also impact upon these key ones. In dealing with behaviour there must be clear ground rules set at the beginning of the course and these must be adhered to. Firm but fun is the philosophy.

Group dynamics should also be managed carefully. The order in which trainees ride can be crucial. A bad example is likely to be copied by those who follow, so choosing competent riders to ride first in a drill can speed the learning of the others. Instructors can do commentary on trainees' riding of outcomes or get other trainees to make comment. Splitting children who are arguing or chatting may also be necessary.

Where trainees are split into smaller groups the balance of each should also be carefully assessed. Where possible each group should have an equal balance of skill. The competency of the trainees may not be clear until training begins so instructors should be prepared to change the make up of groups as they go along and the trainees' ability becomes clearer. The same is true for behaviour. An easy way to deal with arguing children is to split them into different groups. Changing the gender balance can also help with group dynamics.

With children the best way to keep them interested and attentive is to ensure that they each get plenty of time riding the course outcomes. Sticking to the 80% riding to 20% discussion time guide is an excellent way to prevent the loss of attention and boredom that will inevitably result in outcomes taking much longer to achieve.

Instructors must also remember that the National Standard course outcomes should be achieved in a logical sequential order. Outcomes should increase in difficulty as they are achieved. Trainees will progress to more difficult outcomes once they have achieved easier ones. In this manner the trainees' abilities will be built soundly on firm foundations. Instructors should not move trainees to outcomes until they are ready for them, nor should they delay moving to more difficult outcomes once less difficult ones have been achieved. They must therefore be flexible in adapting to the abilities of the trainees rather than following rigid course session plans.

### **Environment / Third Parties**

The choice of training sites, particularly for Level 2 training, will also be crucial in enabling effective achievement of course outcomes. Sites where trainees can start at least 30 metres from a hazard / junction is a good rule of thumb although as a course progresses more difficult sites with more traffic should be used as the trainees' skills improve. However, moving to more difficult sites should always be based on assessment of the trainees' ability.

The conditions at training sites may also change, e.g. cars parking and causing obstruction, during a session or drill with detrimental effects on the training delivery. Instructors need to be ready to react and move to a different site if a better one is accessible nearby. Driver behaviour at a site may also not be immediately apparent and where this may pose excessive risk instructors should be ready to change site.

At some sites the behaviour of other third parties may also interfere with training delivery. Other children not taking training may be present and acting as a distraction.

In delivering training the trainees and instructors should never pose an unnecessary hazard or obstruction to other road and footpath users. Pavements should not be blocked and bikes should not be lent against the property of third parties.

### **Instructors**

Instructors must also continually assess how their own performance is affecting the delivery of course outcomes. Are they talking too much? Is the language they are using understood by the trainees? Are the position they take up to observe and coach trainees during drills helping or slowing the achievement of course outcomes?

If instructors are aware of all these factors and how they contribute to the achievement of the course outcomes they will be demonstrating “outcome thinking”. They must never simply do things “because that is how we always do it”, but always be prepared to learn and adapt.

## **Appendix 10.1: Theory of Level 2, On-Road Cycling**

In order to undertake Level 2 training a trainee must have completed Level 1. However, in many cases Level 1 and Level 2 are taught as one course.

Assistant Instructors should only deliver Level 2 courses under the direct supervision of a fully qualified NSI (maximum ratio 1NSI : 2 NSAs). The Instructor and the Assistant Instructor should work within view and earshot of each other and the group should not be split to a point where the Assistant Instructor is required to operate independently of the Instructor.

The Level 2 training course is suitable for:

- trainees who have completed Level 1;
- trainees who are comfortable with basic riding but are now ready to use roads and cycle networks and have either completed Level 1 or have taken part in a pre-course assessment or training and have demonstrated that they have Level 1 skills; and
- year 5-6 school pupils and above.

### **Aims of the Level 2 Course**

The aims of the Level 2 course are to ensure:

- the trainee can make regular trips on their bikes - ideally ,for example their journey to school;
- nervous trainees are relaxed on their cycles and in the company of moderate levels of traffic; and
- trainees are Confident, Competent and Consistent (the 3 C's).

### **What is Required from the Instructor**

The Instructor is required to:

- know the requirements of the Level 2 trainee;
- assess the needs of trainees individually before the course;
- know the training tools required for Level 2;
- be able to train in both the theory and practice of cycling as required by trainee;
- demonstrate all skills and ideas;
- give feedback on progress towards Level 2 standards; and
- assess achievement through a variety of methods.

### **Main Points of Level 2**

The main points of the Level 2 course will ensure that:

- training will be carried out in a lightly trafficked area around the school;
- the theory of on road cycling is covered;

- trainees basic bike control skills will already be in place;
- issues of clothing, health, bike set up and confidence will also have been addressed; and
- whole sessions are carried out over a geographically compact area.

### **Outcomes of the Level 2 Course**

On completion of the Level 2 trainees should be able to undertake the following:

- start and finish an on-road journey;
- understand where to ride on the roads they are using;
- be aware of everything around them, including behind, as they ride;
- pass parked or slower moving vehicles;
- pass side roads;
- understand how and when to signal their intentions to other road users;
- turn right into a major road and left into a minor road;
- turn left into a major road and right into a minor road;
- explain decisions made and thereby demonstrate understanding of safe riding;
- demonstrate an understanding of the Highway Code;
- be able to take the correct carriageway lane when they need to;
- decide where cycle lanes can help their journey and demonstrate correct use; and
- identify the correct clothing for cycling (including relevant safety equipment).

### **Teaching Drills and Practising Delivery**

During the Level 2 course candidates should:

- demonstrate practical experience;
- provide an assessment of participants; and
- undertake reflective practice and provide feedback.

### **Reviewing a Session and Assessing Progress (Covered in Appendix 7.3)**



## Appendix 10.2: Observational Outcomes for Level 2 (Course Syllabus)

### LEVEL 2

**Over-Riding Outcome:** *The trainee will be able to demonstrate the skills and understanding to be able to make a trip safely to school, work or for leisure on quiet roads.*

The National Standard is the expected competency of the cyclist upon completion of a training course. The trainee should be able to demonstrate the outcomes below consistently:

**Environment:** Level 2 training must be undertaken in real conditions. Early in a course the roads used may be very quiet but as the trainee skill level increases so should traffic levels.

#### All essential outcomes are shaded

The key factor to remember whilst teaching Level 2 is that the outcomes must be achieved. This will affect what manoeuvres to teach, i.e. you must teach the manoeuvres which will enable the trainee to make a trip to school by bike, allowing the amount of time needed to teach these outcomes and choosing the appropriate teaching environment.

The assessment of the trainee is a key part of moving on in the programme.

The assessment of the cycling environment must also be taught; the trainee must know where they can cycle and where they are not trained to cycle, i.e. where they can get off the bike and walk.

Outcome	Observed Demonstration	Reasoning
<b>1 - All Level 1 outcomes</b>	Trainees must demonstrate Level 1 outcomes.	Level 1 is a precursor to Level 2. Instinctive cycle control will enable trainees to undertake the more advanced tasks expected at Level 2.
<b>2 - Start an on road journey</b>	Trainees should start from the kerb (or from the outside of parked vehicles where such vehicles would obscure visibility at the kerb). Applying the brakes with both hands and with their feet in the “pedal ready” position, they must observe behind (over their right shoulder) for traffic approaching from the rear. Then, if a safe gap is available behind and if no vehicle or pedestrian is blocking their path in front, they should set off into the stream of traffic.	<p>When cycling on the road cyclists should always set off from a position where they can see and be seen.</p> <p>The greatest danger will be from traffic approaching from behind. However, cyclists should also be aware of approaching traffic that may turn across their path or pedestrians that may step off the kerb in front of them.</p> <p>Where they are setting off from the outside of a line of parked cars the narrowness of the carriageway may mean they have to wait and give way to traffic approaching from in front before there is space for them to set off and ride at a safe distance from the parked vehicles ahead. Otherwise it is important that the cyclist sets off quickly and determinedly so as not to cause an obstruction but in particular as this is key to performing the manoeuvre safely.</p>
<b>3 - Finish an on road journey</b>	While riding along the cyclist must look behind for close following traffic, that may be about to overtake or undertake them, before pulling in to the left to stop. Where the road is very narrow and overtaking is difficult they should slow down gradually, where possible having first made eye contact with any close following driver/rider. If a cyclist or motorcyclist is following behind, a look over the left shoulder may be appropriate.	<p>Checking behind is essential before stopping as it gives the message to road users behind that the cyclist is about to do something. The choice of which shoulder the cyclist checks will depend on the circumstances. The key outcome is that they should be able to see who is behind and, where possible, establish eye contact if there is a close following driver or rider.</p> <p>On narrow streets there may not be the space for a following driver to overtake easily if a rider stops, even at the kerb, particularly if there are oncoming vehicles, therefore making eye contact before slowing down and stopping will make the cyclist safer when stopping.</p> <p>Checking to the left will also enable the cyclist to see if anyone</p>

		(pedestrian, dog) is about to step into the space they are about to occupy, particularly if they are pulling off the road.
<b>4 - Be aware of everything around, including behind, while riding</b>	<p>The rider must be aware of other road users at all times, both in front and behind, as they ride along. They must also be aware of pedestrians and others on the pavement ahead of them who might step into their path and of driveways and other entrances from which vehicles might emerge into their path.</p>	<p>Good observation improves hazard perception allowing for good forward planning. By preparing for hazards in advance the rider reduces their risk.</p> <p>Good observation will alert them to any hazards ahead. Therefore the cyclist should be seen to make continuous observations as they cycle. If stopped and questioned they should be able to explain what they have seen.</p>
<b>5 - Understand how and when to signal intentions to other road users</b>	<p>Where trainees are seen to signal this must always be following a rear observation. However, this does not mean that the signal is solely for those behind. Trainees must look for hazards in front and to the side.</p> <p>If they choose to make a signal it must be clear (as described in outcomes for Level 1).</p> <p>There should also be instances where trainees choose not to signal following good observation. If questioned immediately afterwards they must be able to explain, justifiably, that there was nobody they needed to signal for.</p>	<p>The rear observation, as well as informing the cyclist of anyone behind, will also safeguard them. Signalling should only be used when necessary, as the act of removing a hand from the bars to signal can reduce the rider's cycle control.</p>
<b>6 - Understand where to ride on roads being used</b>	<p>Cyclists should not cycle in the gutter. Where there is little other traffic and/or there is plenty of room to be overtaken they may ride in the secondary position.</p> <p>Where the road is narrow and two-way traffic would make it dangerous for the cyclist to be overtaken by a following vehicle they may choose to ride in the primary position.</p> <p>If the cyclist is riding at the speed of other traffic then they should do so in the primary position.</p>	<p>Cyclists may be wary of cycling in the primary position as this will put them in the stream of traffic when their natural instinct might be to keep away from it. However, where appropriate, it will actually offer them more protection as they will be able to see more, be seen more easily by other road users and most importantly it will prevent drivers from attempting to overtake them where the road is too narrow.</p> <p>If unsure, the default position is the primary position.</p>
<b>7 - Pass parked or</b>	On approach to the vehicle the cyclist must observe behind and	It is a great temptation for inexperienced cyclists to weave in and

<b>slower moving vehicles</b>	<p>then if safe to do so move out smoothly (they should not be so close as to need to swerve) into a position a car door's length from the vehicle they intend to overtake. Once past, they should move smoothly back into their normal riding position unless there are other vehicles nearby ahead that they will overtake, in which case they must stay out until they have passed all of these.</p>	<p>out between parked cars. They should rather stay where they can see and be clearly seen by other drivers and riders even if this means that vehicles behind are prevented from overtaking them.</p> <p>When a cyclist is riding steadily and confidently there should be no need to signal when overtaking. It should be obvious from their position and riding that they will be carrying on past the vehicles.</p> <p>On approaching parked vehicles they also be checking if there is anyone in the vehicles, if the motor is running and if the vehicle is about to set off (indicating) so that they can take appropriate avoiding action.</p> <p>It may be necessary in some instances when overtaking a line of parked cars for the cyclist to move closer to these, for example if the street is narrow and there is an oncoming car that approaches after they have begun the overtaking manoeuvre. In cases like this observation into the parked cars they are overtaking is essential as they will have no room to manoeuvre and must therefore be ready to stop and wait until safe to ride further out again.</p>
<b>8 - Pass side roads</b>	<p>On passing a side road the cyclist must maintain the speed and position they have been using on the major road. They must check into the side road as they approach for any vehicles that may be about to turn out and pedestrians who may be about to cross the major. They must also be looking out for oncoming vehicles that may turn right into the road.</p> <p>Where the cyclist is passing a pair of minor roads at a crossroads they must also check for traffic emerging from the minor road on their right.</p>	<p>The further out that a cyclist can ride the more visible they will be to drivers wishing to exit the side roads they are approaching and the less likely they are to be cut up by vehicles either oncoming and turning across their path or from behind that wish to turn left into the side road.</p> <p>A key pointer here is that drivers exiting side roads will be looking for cars on the major road. If in doubt the cyclist should take up a position where a car might be, i.e. the primary position.</p>
<b>9 - Turn left into a minor road</b>	<p>In advance of the junction the cyclist must observe behind and if necessary signal their intention to turn left.</p> <p>As they approach the junction they must check for hazards in the minor road they are turning into and for pedestrians who</p>	<p>The left shoulder look will be appropriate in certain conditions where undertaking is possible.</p> <p>The technique of moving out into the primary position prior to turning is to prevent following vehicles overtaking and cutting up</p>

	<p>might be about to cross at the head of the junction.</p> <p>Just before turning they may choose to carry out a final check over their left shoulder for undertaking cyclists or motorcyclists.</p> <p>Following the first rear observation and signal (in this case it will probably be necessary) a cyclist may choose to move out into the primary position as they approach the junction prior to turning into the minor road. If they do so then a left shoulder final check for undertaking cyclists/motorcyclists just prior to turning is essential. Trainees should be aware of this option.</p> <p>Where the cyclist is turning left at a crossroads they must also check for traffic emerging from the minor road on their right.</p>	<p>the cyclist by turning into the side road. It is appropriate in busier traffic where this is more likely to occur but does increase the potential for the cyclist to be undertaken, hence the final check over the left shoulder.</p> <p>As with the right turn they should understand that signalling is not just for the benefit of those behind. Pedestrians on their near side who may be about to cross at the head of the minor road and oncoming drivers, particularly those who may be turning right into the same minor road, will warrant a signal.</p>
<p><b>10 - Turn left into a major road</b></p>	<p>In advance of the junction the cyclist must observe behind and if necessary signal left. They should then take up the appropriate position to prevent vehicles from behind moving up alongside at the junction. As they approach the head of the junction they should start checking for traffic, particularly from their right, on the major road, adjusting their speed appropriately as they do so.</p> <p>If the junction has a stop sign they must stop behind the stop line in an appropriate position away from the kerb and take up the pedal ready position ready to set off again. Once there is a safe gap in traffic from their right and having checked that no cyclist or motorcyclist will try to undertake them from behind they should set off and complete their turn.</p> <p>If the junction is a give way they should only stop if it is necessary to do so. Before turning they may also carry out a final check behind on their left for undertaking cyclists or motorcyclists (especially if the cyclist has moved out into the primary position to block traffic behind). They should also be aware of pedestrians stepping out into the road to their left.</p> <p>Where the cyclist is turning left at a crossroads they must also</p>	<p>Taking a position away from the kerb at a junction will keep drivers behind the cyclist as they are setting off and most likely to be unsteady. This will therefore offer them greater protection when they are most vulnerable. However, this does increase the small risk of being undertaken by less careful cyclists and motorcyclists as they will have the space to get past. This is why a left shoulder final check may be appropriate just before turning.</p>

	check for traffic emerging and turning right from the minor road ahead of them.	
<b>11 - Turn right from a minor to a major road</b>	<p>As they approach the junction, but still well in advance of it, the cyclist must check behind for a gap in following traffic that will enable them to pull out. If they can, they should then pull out smoothly into an appropriate position where they cannot be overtaken by following vehicles. They should approach the junction in this position and must observe for traffic from both sides on the major road. If signalling is necessary they should also continue to signal while pulling out and approaching the junction, returning both hands to the handlebars just before the point where they would have to brake, if stopping at the junction were necessary.</p> <p>If there is a stop sign they must stop at the stop line, taking up the pedal ready position as they do so. They must observe to their right and left for traffic on the major road and when there is a safe gap, set off again and complete the turn.</p> <p>If the junction is a give way, the cyclist should only stop and give way if necessary before completing their turn.</p> <p>Where the cyclist is turning right at a crossroads they must also check for traffic emerging from the minor road ahead of them.</p>	<p>Getting into position to turn sufficiently in advance of the junction enables the cyclist to then start concentrating on conditions and traffic on the major road. Riding to the junction in this position can prevent cars from overtaking them on either side as they approach the junction. Taking a position that will prevent vehicles overtaking from behind will also make completion of the turn safer as cars will not be able set off alongside them when they are at their slowest and least stable.</p> <p>Seeing a cyclist choose not to signal or stop at a give way, after appropriate observation, should be evidence that they understand what they are doing. If questioned they should be able to explain their actions. Cyclists who stop at every give way, regardless of traffic on the main road, do not demonstrate understanding and could be putting themselves at greater risk as following vehicles may not stop.</p> <p>Choosing not to signal can also be an indicator of good observation. However, when questioned a cyclist who has not signalled should demonstrate that they understand that signalling is not only for the benefit of those behind them.</p>
<b>12 - Turn right from a major to minor road</b>	<p>Approaching the junction, the cyclist must observe behind and, if safe to do so, start to move out to a position about an arm's length to the left of the centre line, signalling if necessary as they do so prior to and while moving out. If there is oncoming traffic they should stop opposite the centre line of the minor road, take up the pedal ready position and then, once the traffic has passed, complete their turn. While waiting they may also choose to signal. They may also carry out a right shoulder final check if there were any risk of drivers attempting to overtake on their right as they turned.</p>	<p>The right shoulder final check before completing a turn is for vehicles that may be attempting to overtake the cyclist on their outside. It should not be necessary if the cyclist has just allowed oncoming motor vehicles to pass. Any overtaking of the cyclist by vehicles behind should be prevented by the oncoming vehicle unless this were a cycle or motorcycle.</p> <p>Signalling while waiting to turn right will make the cyclist more visible to oncoming drivers.</p>

	<p>If they have not had to stop for oncoming traffic at the junction they should carry out a right shoulder final check just before completing the turn.</p> <p>When they complete the turn they should do so into their normal riding position in the minor road, taking into account any hazards in that road.</p> <p>Cyclists should be seen to demonstrate the manoeuvre in this way but they should also be aware that if there is considerable traffic from behind, they may cycle in their normal position and stop by the kerb at the far side of the junction. From there they may complete the manoeuvre either on their bicycle or on foot, once it is safe to cross the road.</p> <p>Where the cyclist is turning right at a crossroads they must also check for traffic emerging from the minor road on their left.</p>	
<b>13 - Be able to take the correct carriageway lane when needed</b>	<p>If this can be observed, the cyclist must be seen to make good observations and signals (if necessary) when changing lanes. This will almost certainly be on the approach to a junction. In which case they should take the lane they have chosen to ride in until it is safe to move back into their normal riding position.</p>	<p>Level 2 training will seldom be undertaken on roads where there is more than one carriageway. Where this does occur it will almost certainly be where there are short two lane sections on the approach to junctions. These will often be very narrow lanes</p>

<p><b>14 - Decide where cycle lanes can help a journey and demonstrate correct use</b></p>	<p>The cyclist should always take the position that will be safest for them. In judging this we should consider what manoeuvre they are undertaking and, in light of the guidance on individual outcomes, decide whether a cycle lane they could use would enhance or detract from their safety in each instance. Cyclists should be aware that it is their choice whether or not they use cycle lanes or facilities and that often it may be safer not to.</p>	<p>The quality of design of cycle lanes and facilities varies greatly. For example, where lanes are wide, (1.5 metres or more) these should be adequate for use when riding ahead. Where lanes are narrow, unless the cyclist can use them to filter past queuing traffic (taking appropriate care as they do so), they will undoubtedly be safer riding in the primary position outside the cycle lane. Cyclists should also avoid cycling in lanes where the surface is poor.</p> <p>Cycle lanes can often be blocked by parked vehicles and other obstructions or be so short and/or narrow that their use would be unreasonable and getting in and out of them expose the cyclist to more risk.</p>
<p><b>15 - Explain decisions made while riding, thereby demonstrating understanding of safe riding strategy</b></p>	<p>If stopped following a manoeuvre, the cyclist must be able to explain why they have decided to undertake the manoeuvre in the manner observed. It should be clear from this that they have a good understanding of the rudiments of safe cycling strategy, namely good observation, positioning and communication.</p> <p>As discussed above, correct demonstration of the give way and the choice of when not to signal can be good examples of an understanding of safe riding strategy. During a course trainees should therefore be expected to demonstrate manoeuvres where they correctly choose not to stop at a give way and not to signal.</p>	<p>Understanding and being able to demonstrate safe riding strategy is the principal safety outcome that is being sought from cyclists on a Level 2 course.</p> <p>A cyclist may be observed to carry out a manoeuvre safely but unless it can be determined they did so using an effective strategy it is not possible to be confident that when faced with the same manoeuvre again and/or different circumstances that they will be able to repeat or adapt their handling of it to be consistently safe.</p>
<p><b>16 - Demonstrate a basic understanding of the Highway Code, particularly how to interpret road signs</b></p>	<p>Cyclists should be able to interpret road signs and lines if questioned.</p> <p>They should also know about and demonstrate appropriate cycling behaviour, not riding on the pavement or through red lights etc.</p>	<p>Highway Code can be dealt with in breaks between riding. It should also be included as opportunities arise naturally while trainees are riding. On the way to and at training sites the trainees are likely to see signs and behaviour that can raise highway code issues and instructors should take advantage of these wherever possible.</p>



<p><b>17 - Demonstrate understanding of safety equipment and clothing</b></p>	<p>While riding in a manner that makes the cyclist more visible is the most effective way of making other road users aware of their presence, cyclists should also understand how appropriate clothing may enhance their conspicuousness. They should therefore have a basic knowledge of the types of clothing they could wear that might make them more visible.</p> <p>They must also understand how their choice of clothing may have implications on their ability to cycle.</p> <p>They must understand that if they wear a helmet it should be fitted and worn correctly.</p> <p>They may also understand that there are safer ways to carry things whilst cycling, such as panniers.</p>	<p>It is unrealistic to expect cyclists to turn up in clothing that is bright and/or offers contrast that may enhance conspicuousness. They should, however, understand the options open to them and what type of clothing might be particularly hazardous.</p> <p>Scheme organisers and instructors must understand how the use of high visibility clothing can change the parameters of driving behaviour in the presence of a training course.</p>
<p><b>The following outcomes are not part of the Core Standard and are therefore NON-COMPULSORY, however, they may be delivered at Level 2.</b></p>		
<p><b>18 - Make a U-turn</b></p>	<p>Approaching the point where they intend to turn, the cyclist must look behind over their right shoulder and, if there is a safe gap behind and in front, complete the turn, slowing down if necessary to do so and taking up the correct cycling position on the opposite carriageway. They should be covering their brakes as they make the turn. They must not leave the carriageway while undertaking the u-turn.</p>	<p>Children, particularly, and adults will often carry out u-turns and so it is advisable, although not essential, that they are taught to trainees. They are also very useful in Level 2 training as they can be used to increase the frequency with which trainees can practice manoeuvres and to enable trainees to ride complete circuits in a training area. As a tool, the u-turn is extremely useful in speeding up the rate at which trainees can achieve the essential outcomes.</p>
<p><b>19 - Go straight on from minor road to minor road at a crossroads</b></p>	<p>As they approach the junction the cyclist must check behind and if safe to do so move out to take the lane if they are not already doing so.</p> <p>As soon as possible on the approach to the head of the junction, they must start checking for traffic from the right and left on the major road. They must also check for traffic that may emerge from the side road ahead that they intend to ride into.</p> <p>If there is a Stop sign they must stop at the stop line and check for traffic from right, left and ahead. If safe to do so they should cycle ahead into the other minor road and then resume their normal riding position.</p>	<p>This manoeuvre should be included in a course if possible. Many estates are designed with crossroads and therefore trainees should ideally have an opportunity to experience using them.</p> <p>At a crossroads the cyclist has to take account of three different lanes of traffic that may present a hazard to them. Taking their lane should eliminate a fourth by preventing vehicles behind attempting to overtake them as they negotiate the junction.</p> <p>As with right turns, trainees must also be made aware of, and in some cases might demonstrate, that they can get off and carry out this manoeuvre as a pedestrian.</p> <p>If a crossroads is available, the full range of left and right turns</p>

	If the junction is a give way, they should only stop if necessary before completing their manoeuvre.	should also be practiced on it.
<b>20 - Turn left at a mini/single lane roundabout</b>	<p>As the cyclist approaches the roundabout they must check behind and, if necessary, signal their intention to turn left. They should take the lane (in the left hand lane if there are two lanes on the approach, which will be very rare) as they approach the give way line, checking for traffic from the right on the roundabout as they do so.</p> <p>They should stop at the give way line, if it is necessary to give way to traffic on the roundabout, and before setting off should carry out a left shoulder final check before entering the roundabout. If necessary they should signal left again once they have set off before leaving to the left, in their normal riding position, at the first exit.</p>	Some mini roundabouts (this will be rare) may have two lanes on their approach, but the roundabout itself “should” operate as a single lane. This does not, however, mean that drivers will treat it as such. Many will have a central island that can be driven over and often the lane discipline will be ill defined both on and off the roundabout. Whilst these are undoubtedly poor design features they are what the cyclist will have to cope with. They need therefore to be aware that other road users will not use the roundabout as intended and be prepared for this.
<b>21 - Go straight ahead at a mini/single lane roundabout</b>	<p>As the cyclist approaches the roundabout they must check behind and take the lane (in the left hand lane if there are two lanes on the approach, which will be very rare) as they approach the give way line, checking for traffic from the right on the roundabout as they do so.</p> <p>They should stop at the give way line, if it is necessary to give way to traffic on the roundabout, and before setting off should carry out a left shoulder final check before entering the roundabout. They should cycle across the roundabout still taking the left hand lane. Once they have passed the exit before the one they wish to take they must check behind and ahead for traffic and signal left again, if necessary, before exiting the roundabout returning to their normal riding position on exit. Just before exiting they should check left and behind for undertaking traffic.</p>	
<b>22 - Turn right at a mini/single lane roundabout</b>	As the cyclist approaches the roundabout they must check behind and take the lane, signalling right if necessary to move across (to the right hand lane if there are two lanes on the approach) as they approach the give way line, checking for	The right turn will expose the cyclist to most risk where the conditions are as described in 20. Good observation is essential to protect the cyclist and enable them to be ready to take evasive

	<p>traffic from the right on the roundabout as they approach it.</p> <p>They should stop at the give way line, if it is necessary to give way to traffic on the roundabout, and before setting off should carry out a left shoulder final check before entering the roundabout. They should cycle across the roundabout still taking the lane and signalling right, if necessary, until they have passed the first exit. Once they have passed the exit before the one they wish to take they must check to the left and behind and signal left, if necessary, before exiting the roundabout. Just before exiting they should check left and behind again for undertaking traffic. They should then leave the roundabout taking up their normal riding position on the exit road.</p> <p>Cyclists must also be aware and prepared for vehicles entering the roundabout from their left at each access as they pass it.</p>	<p>action if necessary.</p>
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## **Appendix 10.3: Further Tips for Instructors Delivering Level 1 and 2 Courses**

In addition to the elements covered in Module 6 on teaching skills there are a number of other key elements instructors can control in order to deliver Level 1 and 2 training effectively. The elements of group control and management in addition to those detailed below are the elements that mentors and assessors will particularly look at when observing instructors.

### **Element 1. Understanding the outcome based approach**

As explained already an instructor who has grasped “outcome thinking” will continually assess all the elements of the training task and will adapt their own training delivery to maximise the achievement of course outcomes. The key to this is for instructors to adopt a flexible approach where they are prepared to change what they are doing if they feel something is not working. This ability to adapt is crucial in dealing with all the other elements below.

### **Element 2. Group learning (additional tips)**

#### **Riding order**

The order in which children are placed to ride in the group can affect the group learning and control. Instructors demonstrating “outcome thinking” will always be prepared to change the order in which children ride, e.g. allowing a competent child to ride first so that an outcome is demonstrated correctly first and then more likely to be copied by the others. A bad demonstration will also be copied. Instructors should also be prepared to split children who talk too much to each other or who argue and even fight.

#### **Group balance**

If the delivery model is to split the trainees into more than one group, assigning each smaller group to a single instructor, it is important to balance the smaller groups carefully. Instructors can use the time during the course where Level 1 skills are taught /checked to assess the ability of trainees and their character (this is particularly relevant when training children). From this they should be able to select balanced groups for each instructor to then lead through the remainder of the course. Each group should usually have an equal mix of abilities and characters (not all the loud children in the same group) if at all possible. However, sometimes the initial assessment may not provide a good balance and the groups may then need to be changed during the course if this is seriously hindering group learning. Again the key is for the instructors to continually assess and be flexible.

### **Element 3. Positioning of trainees and the instructor**

The position of trainees when being instructed, when waiting their turn to ride and the point from which they begin each manoeuvre will all contribute to the success in the achievement of National Standard. A trainee successfully completing a Level 2 course should demonstrate a style of riding that is consistent and gives very clear messages of competence and understanding to other road users. To achieve this outcome, instructors must also give clear guidance to their trainees and be consistent in terms of positioning and control.

#### **Positioning of trainees receiving verbal instruction**

Trainees should never obstruct either the footpath or the road. Indeed trainees should always be either stood on the footpath or sat on their bicycles by the kerb, ready to set off, when taking instruction. They should only stand in the road when they are crossing it or if they have to set off from outside a line of parked cars. Cyclists under training should never

be an unnecessary hazard to others. Obstructing the footpath sets a very poor example to trainees and other road users.

### **Positioning of trainees to start manoeuvres**

Starting manoeuvres far enough away from hazards/junctions and previous manoeuvres etc, is crucial for “outcome thinking”. Sometimes the limitations of the site may make this difficult, but where this is not the case there is no excuse for poor positioning of trainees. An “outcome thinking” instructor will understand that children do not have the experience to interpret the road environment in the same way as an adult. Each manoeuvre must therefore be distinct from others in a drill if observation, signalling etc are to be meaningful and make sense to the child trainee.

Choice of the junction or area of a site on which to practice a drill is also important. This should always be the best available for the drill being undertaken. “Well we always do it here!” should be a phrase that does not enter the instructors’ vocabulary. Choice of position should always be outcome driven with the instructor asking “Where is the best place for trainees to learn this outcome?”

### **Positioning of the instructor**

Where the instructor stands to give instruction and to observe trainees when riding is also very important. Children in particular will be tempted to look at the instructor rather than for other road users so it is important that the default position for an instructor should be, **on the footpath**, where they will not interfere with the trainee’s line of sight to other road users. The purpose of training on the road is so that trainees learn in the real environment. The nature of level 2 training introduces an element of falseness as trainees will be undertaking drills rather than learning manoeuvres in the context of a journey, therefore we should do nothing that makes the experience any less real. Instructors standing in the road add an unnecessary element of falseness that can prevent outcomes being achieved.

The instructor must not become an obstruction to other road users. They must understand that they have no status on the highway and should avoid standing on it if possible. However, having said this there are clearly some instances, and these may be prolonged, where the instructor has little alternative but to stand in the road. Firstly, a position standing on the road may be the only one from which the instructor can see their trainees well enough throughout a drill. Secondly, in some instances, e.g. where footpaths are narrow, it may be necessary to stand on the road to address children. Thirdly it may be advantageous to the delivery of outcomes for an instructor to stand in a position on the road early in a drill as a guide to position for some trainees that they have assessed as needing extra guidance. Instructors should seek to draw back from this position as soon as possible because unless they do so they may not be able to assess if the children have achieved the outcome. In all cases, where an instructor deems it necessary to stand in the road, he/she should be continually risk assessing the environment to decide when it is necessary to return to the footpath either to prevent obstruction or to guard safety.

The practice of standing in the road is common where instructors are teaching a right turn and where they feel trainees need a guide position to aim at. However, for right turns from minor to major roads a position on the footpath opposite on the major road may achieve the same, as could a well executed walk or ride through demonstrations by the instructor. For right turns from major to minor roads such a position on the footpath is not possible and it is understandable that instructors may wish to give a guide for their weakest trainees by standing on the road. The question the instructor should continually ask themselves about their position is “Is it really helping?” If the answer is no then they should move. Poor instructor positioning is yet another example of an absence of real “outcome thinking”.

### **Element 4: Assessing and making progress through course outcomes**

As the time available in Level 1 and 2 training courses is limited there is pressure on instructors to complete all the outcomes during the course, particularly if time is lost to

poor weather. It is important to remember that the achievement of outcomes is designed to be sequential although in some cases outcomes can be joined together. Trainees who have not sufficiently mastered early course outcomes may not be capable of achieving more complex outcomes. Instructors should therefore be able to assess when trainees have adequately achieved early outcomes before tackling more complex ones. For this reason course curricula should be flexible and instructors should not feel pressure to complete specific outcomes within set session timings, but rather to be able to move on when trainees are ready.

Maximising the opportunity for trainees to ride each outcome will enhance the ability of the instructor to monitor progress against outcomes.

Achievement of outcomes should be accurately recorded at the end of each session on the recording sheets provided (Appendix 2.1).

## **Appendix 12.1: Delivery Options for National Standard Training**

The National Standard is focused on outcomes and is not prescriptive about how these are achieved. For instance all levels can be taught 1:1 to both adults and children. Instructors need to understand that there is not one single way to deliver training and outcomes and different methods will work better with different trainees and at different training centres. Developing a menu of options that the instructor can use is key to effective outcome thinking and good instructors will be able to assess and apply what works best for each different situation. Training providers should not be prescriptive, allowing their instructors the freedom to experiment and find new effective methods and the opportunity to share their experience with their colleagues.

Although there is no single right way to deliver outcomes there are, however, some important delivery rules that have to be observed.

All training must be carried out by qualified NSIs or NSAs. Unqualified volunteers may be used but do not count in training ratios. Provisionally qualified NSIs are allowed to carry out training but not to supervise NSAs.

- Level 1 a maximum ratio of 1 NSI or NSA : 15 trainees. 1 NSI can supervise a maximum of 2 NSAs
- Level 2 For Level 1 a maximum ratio of 1 NSI or NSA : 6 trainees. 1 NSI can supervise a maximum of 2 NSAs
- Level 3 a maximum ratio of 1 NSI : 3 trainees.

There are also so minimum course times although these can vary with the age of trainees and group size

- Level 1 - for groups of 1:15 a minimum of 3 hours (except where Level 1 is taught as part of a Level 2 course where 2 hours is expected)
- Level 2 - for groups of 1:6 a minimum of 6 hours on road training
- Level 3 - for groups of 1:3 a minimum of 2 hours.

In some courses training is continued until the outcomes have been met but in others trainees can be 'signed off' at a lower level than the one at which they were training - for example on a Level 3 course some participants may be signed off at Level 2.

### **Instructor Training Providers and Bikeability Schemes**

All ITP and Bikeability schemes have been quality assured against the National Standard and there are a wide variety of training techniques. Often these manuals are quite different in their approach and methods of training. NSIs are encouraged to look at these manuals and look at different options for achieving outcomes.

### **Level 1 Options**

Where Level 1 is taught to groups there are a wide variety of additional training drills if there is sufficient time. It is also important to note that there are a wide variety of special needs that can be catered for with careful adaption of training techniques. Where course participants are very young or have poor control skills additional time and practice between sessions is often needed.

## Level 2 Options

Where Level 2 is taught to groups there are a wide variety of options:

One instructor can teach a group of trainees on their own although they may be operating with other instructors in the area.

Two instructors teach a group of trainees - often this is with a lower instructor to trainee ratio, for example 2:8 or 2:6.

Groups of instructors combine to control an area or a number of linked junctions (this is often used later in courses when the basic competencies have been delivered).

There are also a variety of ways in which outcomes can be combined, especially if optional manoeuvres such as U-turns are used. Some schemes also vary the order in which outcomes are taught although the basic principle of building on each outcome is used in all schemes.

Group cycling is used by a number schemes and there are usually additional training packages for this. In some cases this can be as simple as two trainees riding together for a particular junction. The most common kind of group cycling is 1 or 2 instructors moving to different training sites at the start, and during a training session.

The choice of on road training sites may also vary. Some training providers choose quiet sites with few parked cars, at least earlier in courses while others prefer to use difficult sites from the outset as these reflect the environment in which trainees will be cycling.



## Appendix 14.1: Protection of Children and Vulnerable Adults

The majority of National Standard training will be offered to children and some adult training will be given to vulnerable adults. Instructors must therefore be aware of their responsibilities in relation to the protection of children and vulnerable adults in relation to the delivery of cycle training. This guidance refers to children (i.e. persons under 18 years of ages) and vulnerable adults. It is a basic outline of the issues surrounding child protection. Where instructors are employed by a training provider they should receive specific training in the provider's own Policy.

The following information is for the guidance of cycle instructors, who, although working with children, will only be in contact with them for relatively short periods over a brief time scale. It follows the best practice advice issued by British Cycling in their publication **Policy and Procedures for the Protection of Children and Vulnerable Adults**.

Anyone applying for work as a cycle instructor for a training provider must undergo a criminal record check from the Criminal Records Bureau (CRB). This will be arranged by the training provider. Where instructors are sole providers they must organise their own CRB check and they should be asked to provide evidence of this when contracting work with children and vulnerable adults.

The following information is basic guidance to support the Instructor Training course.

### Forms of Abuse

Abuse takes many forms

**Emotional:** Showing anger to trainee / trainees

**Verbal:** Sarcasm, putting down, bullying, too much pressure to achieve

**Physical:** Inflict pain or injury

**Neglect:** Trainee / trainees kept in the rain / cold too long, inappropriate kit, child left unsupervised, trainee not included in questioning / activity

**Sexual:** No touching, sexually explicit language

### Instructor Responsibilities in Safeguarding Children, Vulnerable Adults and Themselves

There are a range of issues to be considered to enable the protection of trainees from any of the forms of abuse listed above. These will not only protect trainees from abuse but also protect instructors from the risk of being subject to allegations of abuse. An instructor should:

- Act as an excellent role model (no smoking or drinking alcohol while working with young people)
- Respect all individuals irrespective of age, ability, sex and sexual orientation, development stage, religion, race or colour.
- Ensure that young people can participate without fear of harassment, intimidation, bullying and abuse.
- Treat everyone fairly, giving similar attention to those with more and less ability.
- Put the child's welfare before personal achievement
- Maintain a safe and appropriate relationship with their trainees

- Any relationship must be built on trust
- Demonstrate proper personal behaviour and conduct at all times
- Refrain from touching the trainee unnecessarily, always explain and ask if there is any need to touch
- Ensure that all training is carried out in as safe an environment as possible
- Avoid being alone with a child
- Ensure parents or those responsible for the child understand if training is to be carried out on a one to one basis, and encourage them to be there if they wish. Such training should not take place in a secluded area.
- Do not leave a child in a situation that you cannot control or where another can abuse them.
- Hand over care of the child to an appropriate person at the end of a training session, do not leave them alone.
- Always encourage and do not shout. Encouragement will produce better results whilst shouting can be classed as abuse.
- Never reduce a child to tears.
- Never use inappropriate language or sexual references
- Take care that the training session is not too long or strenuous
- Try to ensure children are dressed appropriately for the activity
- Not keep them out if they are obviously suffering by being too wet, cold, hot, tired, thirsty or hungry
- Be watchful of any symptoms of illness or distress
- Under no circumstances hit or strike a child
- Return any child who cannot be controlled to the care of the teacher or parent
- Report any witnessed incident of abuse to the head teacher or person responsible for the course
- Explain, if any child confides that they have been abused, that they will have to report it further
- Report to the head teacher or any person responsible for the course any incident of abuse confided to them by a child
- Report any injury suffered by a child to the school, parent or course organiser
- Never take photographs of children without the express consent of their parent or guardian.

## **Appendix 15.1: Theory of Level 3, Advanced On-Road Cycling**

The Level 3 training course is suitable for:

- trainees who have completed Level 2;
- trainees who are comfortable riding on quieter roads but are now ready to use busier roads and tackle more complex junctions. They will have either completed Level 2 or have taken part in a pre-course assessment or training and have demonstrated that they have Level 2 skills; and
- year 7-8 school pupils and above.

### **Aims of the Level 3 Course**

The aims of the Level 3 course are to ensure:

- the trainee can make regular trips on their bikes - ideally, for example their journey to work;
- trainees are relaxed on their cycles and in the company of high levels of traffic; and
- trainees are Confident, Competent and Consistent (the 3 C's).

### **What is Required from the Instructor**

The Instructor is required to:

- know the requirements of the Level 3 trainee;
- assess the needs of trainees individually before the course;
- know the training tools required for Level 3;
- be able to train in both the theory and practice of cycling as required by trainee;
- demonstrate all skills and ideas;
- give feedback on progress towards Level 3 standards; and
- assess achievement through a variety of methods.

### **Main Points of Level 2**

The main points of the Level 3 course will ensure that:

- training will be carried out on roads in the area where the trainee is likely to ride in future;
- the theory of Level 3 cycling, becoming part of the traffic, is covered;
- trainees Level 2 skills will already be in place;
- issues of clothing, health, bike set up and confidence will also have been addressed.

### **Outcomes of the Level 3 Course**

Level 3 training should where possible include a range of complex junctions and highway features. However, it is recognised that in some area, particularly rural ones, such junctions and features are unlikely to be present locally. The core Level 3 outcomes are therefore limited to the following that Level 3 trainees should be able to undertake:

- all Level 2 manoeuvres;
- hazard perception and strategy to deal with hazards;
- understanding of route planning.

In addition, where these can be included the trainees should be able to demonstrate:

- how to use roundabouts;
- how to use junctions controlled by traffic lights;
- how to use multi-lane roads and turn off and into them
- an understanding of filtering and an ability to decide when to filter and when to wait
- how to use both on and off-road cycle facilities

### **Teaching Drills and Practising Delivery**

During the Level 3 course candidates should:

- demonstrate practical experience;
- provide an assessment of participants; and
- undertake reflective practice and provide feedback.

## Appendix 15.2: Observational Outcomes for Level 3 (Course Syllabus)

### LEVEL 3

**Over-riding outcome:** *The trainee will be able demonstrate the skills and understanding to be able to make a trip safely to school, work or leisure on busy roads and using complex junctions and road features.*

The National Standard is the expected competency of the cyclist upon completion of a training course. The trainee should be able to demonstrate the outcomes below consistently.

**Environment:** Busy roads and advanced traffic features. Note that the environment may depend on the trainee's needs analysis.

**All essential outcomes are shaded.**

The key issues that instructors must be aware of in delivering Level 3 training is that trainees need to learn a strategy by which they can deal with more complex junctions and road features where higher volumes of traffic will be experienced. Level 3 cyclists will not simply be able to cycle in all traffic conditions but will know when to cycle or when the level of risk is so high that a junction or feature should be avoided or negotiated on foot.

<u>Outcome</u>	<u>Observed Demonstration</u>	<u>Reasoning</u>
<b>1. All Level 2 manoeuvres</b>	Before progressing to Level 3 outcomes the trainee must be able to demonstrate that they are competent in the Level 2 outcomes. They will demonstrate this on roads appropriate to Level 2 by riding a circuit that includes all the relevant manoeuvres, accompanied by their instructor.	
<b>2. How to use roundabouts</b>	<p>The technique for using large roundabouts will normally be the same as that described for mini-roundabouts in Level 2. Where there are two lanes or more on a roundabout the cyclist should always take the lane that is appropriate for the exit they are intending to use, checking for traffic and signalling as necessary when progressing between lanes as they negotiate the roundabout. They will therefore use the roundabout in the same way that any other vehicles would and when using a lane they have chosen should take up position in the middle of it as a car would. However, with very large multi-lane roundabouts and high traffic speeds the cyclist can also choose to negotiate these as a pedestrian.</p> <p>Another alternative is to treat each exit as a separate side road junction which they will pass until they reach their chosen exit. In this case they will take the left hand lane throughout the manoeuvre, paying particular attention for vehicles that may wish to exit by turning across them from their behind and right at each exit. Just prior to exiting they should also carry out the left shoulder final check for undertaking vehicles.</p>	<p>Large, high speed roundabouts can be one of the most threatening places for cyclists and as such are often best avoided unless no other viable alternative for a journey can be found. Even then, negotiating them as a pedestrian may be the best option. A cyclist should not unnecessarily expose themselves to a risk that they feel uncomfortable with.</p> <p>Good route planning (see outcome below) can enable cyclists to avoid situations such as large roundabout that they feel unsafe using.</p> <p>If they choose to negotiate the roundabout using the lanes drivers would, the following are the key points to observe to maximise the safety of the manoeuvre. Cyclists should:</p> <ol style="list-style-type: none"> <li>Position themselves where cars would be positioned. Observing how cars use the roundabout can help them understand this</li> <li>Know where the danger will come from at all points during the manoeuvre</li> <li>Make eye contact with drivers who need to be aware of them and/or signal clearly</li> </ol>
<b>3. An understanding of filtering and an ability to decide</b>	Filtering is moving up the inside or outside of slow moving or stationary queuing traffic. The choice of whether to filter on the inside, outside or at all rests with the cyclist who must	Filtering gives the cyclist a great advantage over other traffic in busy urban conditions when carried out carefully. It enables the cyclist to legitimately jump queues and is one reason why

<p><b>when to filter and when to wait</b></p>	<p>judge if there is sufficient space to do so safely. If filtering on the left of a queue they must make careful observations and be prepared to stop for:</p> <ul style="list-style-type: none"> <li>• traffic in the queue that may turn left across them</li> <li>• nearside doors opening in queuing cars so that passengers can get out</li> <li>• oncoming traffic that drivers in the queue allow to turn right through a gap in the queue</li> <li>• vehicles from the left pulling out of side roads or driveways etc into their path</li> </ul> <p>Where the cyclist chooses to filter on the right of the traffic they must check for motorcyclists or cyclists moving up on the right from behind before moving out and also ensure that oncoming traffic will not squeeze them as they cycle ahead. They also need to watch for traffic in the queue pulling across to the right either to park or for access or to change lane.</p> <p>Cyclists must never filter up the left of a long vehicle, bus/lorry at the head of a junction where the vehicle could turn left, even if the driver is not indicating left.</p>	<p>cycling is quicker in many cities.</p> <p>Not filtering up the left of large vehicles at junctions is the main proviso that a cyclist should make. Drivers of large vehicles have a blind spot on their nearside that a filtering cyclist will fill. Should the vehicle then turn left, the space that the cyclist is in will then be quickly squeezed as might the cyclist. This is one of the major causes of cycle fatalities in the UK. Cyclists should never rely on signalling or non-signalling as a guide to whether or not they should filter in these circumstances. The unbreakable rule is “DON’T”!</p>
<p><b>4. How to use junctions controlled by traffic lights</b></p>	<p>When using a junction with traffic lights cyclists should always take the lane that is appropriate for the manoeuvre they wish to carry out whether or not the traffic is flowing or stationary as they approach the lights. They must therefore carry out observations and signalling as necessary in the same manner that they would for an ordinary junction.</p> <p>Where the lights change to red they should stop in the lane of traffic, taking their chosen lane, unless it is safe to filter to the head of the queuing traffic and then retake the lane at the front of the queue.</p> <p>Where there is an advance stop line (ASL) at the junction the</p>	<p>Confident and competent cyclists should always be able to set off more quickly than motorists. This is not only because they can accelerate more quickly over the first 20-30 metres but because they can also see more and therefore be better prepared for setting off. The provision of advance stop lines (ASLs) with cycle boxes (reservoirs) is a recognition of this and also the fact that the cyclist is safer when they can set off ahead of other traffic rather than alongside it. An ASL makes it easier for the cyclist to take the lane they have chosen.</p> <p>The downside of some ASL designs is that the lights may change as the cyclist filters up on the left and they may be trapped there and unable to move across safely into the lane from</p>

	<p>cyclist may choose to use the filter lane to access this if the light is at red and they can filter to the front. If the lights change to green while they are in the filter lane they will need check for a gap that will enable them to move out into the stream of traffic in order to negotiate the junction safely. This may require them to move out across more than one lane of traffic. If they judge that this is not safe they can stop on the left by the cycle reservoir and take up the position they want in it when the traffic has stopped again for the next red light.</p> <p>They may also choose to filter to the cycle reservoir on the outside of the queue, or between lanes of traffic, particularly where they wish to turn right at the junction. This will require careful observation.</p> <p>If they can filter to the cycle reservoir before the lights change they should stop in it in a position taking the lane they wish to use when proceeding through the junction.</p> <p>If they are turning left at the junction they may need to carry out a left shoulder final check for undertaking traffic before completing their turn.</p> <p>When cycling across the junction to complete the manoeuvre must continue to carry out observations as appropriate for traffic that might not stop at the red light and cross their path.</p>	<p>which they want to exit the junction. In this case cyclists may feel forced to move across lanes of traffic moving at different speeds and expose themselves to additional risk. If the cyclist is uncomfortable with using the ASL and its filter lane they should simply carry out the manoeuvre as if the ASL was not there.</p>
<p><b>5. How to use multi lane roads and turn off or into them</b></p>	<p>Where the cyclist can match the speed of the traffic flow they should take the lane that will facilitate the manoeuvre they intend to carry out.</p> <p>Where there is a long length of multilane carriageway before a turning that the cyclist wishes to make and the traffic speed is faster, they can choose to stay in the left hand lane until nearing the point where lane selection is necessary and then move across making appropriate observations and signals (see other outcomes for appropriate methods).</p>	<p>Lane discipline exists on many urban roads and on many of these it will be safe for the cyclist to take the lane and cycle with the traffic. However, where speed limits are 40 mph or more they will be unlikely to feel safe in doing so. They may therefore take up a position slightly left of the secondary position.</p> <p>Where frequent changes of lane in fast moving traffic would be required to undertake a journey on a chosen route this might be a case where an alternate, quieter route might be chosen.</p>



	<p>When turning into a multi lane road the same will apply. If they can match the speed of the traffic then they should take the lane appropriate to the manoeuvre they intend to carry out ahead. If not, they should use the left hand lane until they need to move across and then do so when it is safe.</p> <p>If traffic is extremely heavy and fast moving and the cyclist is not confident that they can take their lane safely, they may choose to complete a manoeuvre as a pedestrian.</p>	<p>This is learnt by the taught risk assessment of traffic conditions.</p>
<b>6. How to use both on and off road cycle facilities</b>	<p>In the UK no cycle facilities are compulsory for cyclists to use. Therefore the choice over whether to use any facilities provided should be on the basis of whether or not they will give the cyclist any advantage in terms of safety and/or access. This will be for the individual cyclist to decide. Staying in the normal flow of traffic rather than use a cycle facility is therefore a valid choice.</p> <p>The key at all times should be good observation, signalling and clear, confident positioning by the cyclist.</p>	<p>Cycle facilities are of varying quality. These can range from the very good to the very hazardous. The choice of whether to use facilities should always lie with the cyclist. If they feel confident and safe using a facility then they need to use it as appropriate. Many off road facilities, while free from road danger, take cyclists away from other road users and may be unlit at night making them feel unsafe for use. There may also be inadequate provision where these routes have to cross roads exposing the cyclist to greater risk than they would have faced staying on the road.</p>
<b>7. Hazard perception and strategy to deal with hazards</b>	<p>A safe cycling strategy, which will include hazard perception, must be acquired by a cyclist if they are to complete Level 3 of the National Standard. They must understand that a safe strategy is founded on excellent observation and planning, confident clear road positioning and good communication with other road users.</p> <p>This can be assessed watching practical cycling and careful questioning of the cyclist. They should demonstrate from their observations, positioning and signalling that they are in total, confident control of their cycling. If stopped and questioned they should be able to name hazards ahead and around them and explain how they would deal with these.</p>	<p>While an explicit strategy might not necessarily be taught, a simplified version of the “system”, as used by advanced motorists and the Police could be used.</p> <p>An example, breaking the system into three parts, used by one cyclist training provider, is as follows:</p> <ol style="list-style-type: none"> <li>1. Where am I going? <p>Look ahead and identify the course needed to avoid hazards and make manoeuvres.</p> </li> <li>2. What do I need to know? <p>Observe all around for other road users (including pedestrians) who may cause obstruction in the course</p> </li> </ol>

		<p>selected or who need warning of intentions (a signal).</p> <p>3. What do I need to do?</p> <p>This will depend on the information gathered in the previous part. It may mean stop, signal, before taking up the position required and/or completion of the manoeuvre. Completing a manoeuvre as a pedestrian is a valid choice.</p>
<b>8. Understanding of route planning</b>	<p>Cyclists will usually want to take the quickest as well as the safest route to their destination. However, if there are particular junctions or road features where they feel unsafe they can plan their route to avoid these. However, a key part of Level 3 training is to stretch the trainee's ability, so where the instructor feels the trainee is capable of dealing with difficult junctions safely they should not unnecessarily avoid these.</p>	<p>The ultimate example of thinking ahead is doing it before you set off. This enables you to edit out hazards and prepare better for those you know you will have to face.</p>

## Appendix 17.1: National Standard Instructor Course - Trainee's Progress and Assessment Sheet

Trainee Name \_\_\_\_\_

Course Dates \_\_\_\_\_

Learning Outcome		Achieved	Comments			
1.	Understand the National Standard and have full knowledge of the Level 1 and 2 syllabus					
2.	Understand the basic principles of risk assessment as applied to National Standard cycle training courses and can carry out site and dynamic risk assessments for Level 1, Level 2 and Level 3 courses;					
3.	Can select appropriate training sites for the delivery of outcomes at Level 1, Level 2 and Level 3 of the National Standard;					
4.	Can plan and lead training sessions at Level 1, Level 2 and Level 3 of the National Standard;					
5.	Are able to supervise Assistant Instructors in the delivery of Level 1 and Level 2 National Standard courses;					
6.	Are aware of and can use a range of delivery options for practical National Standard training, particularly at Level 1 and 2;					
7.	Can assess the ability of their trainees;					
8.	Can manage a group of trainees successfully;					
9.	Can encourage and motivate trainees;					
10.	Can give positive feedback to trainees;					
11.	Can help trainees correct their performance;					
12.	Can evaluate trainee performance on outcomes;					
13.	Can introduce tasks (exercises and drills at Level 1 and Level 2);					
14.	Demonstrate tasks (exercises and drills at Level 1 and Level 2);					
15.	Can select the best positions from which to lead and observe course drills and exercises;					
16.	Can monitor and record the progress of trainees on Level 1, Level 2 and Level 3 courses;					
17.	Understand the principles of child protection and how these should be applied in the delivery of National Standard cycle training.					
		Overall outcome	Pass		Fail	

On successful completion of this course your name and email address will be passed to a DfT appointed contractor to enter onto the National Instructor Database. Please contact your training establishment for full details of data protection and instructor registration procedures.

Signed by Instructor Trainer \_\_\_\_\_

Print Name \_\_\_\_\_ Date \_\_\_\_\_