

National Standard for Cycle Training

Assistant Instructor Qualification

June 2009

CONTENTS

Introduction	2
General	2
Aim of the Assistant Instructor Course	3
Key Outputs	3
Qualities of an Assistant Cycle Instructor	3
Delivery Options	3
Learning Outcomes	4
 Course Structure	 5
 Day One	 6
Module 1: Basics of the National Standard	7
Module 2: Essential Safety Preparation and Risk Management	9
Module 3: Level 1 Training	10
Module 4: Practical Level 1 Training (Part 1)	11
Module 5: Teaching Skills	12
Module 6: Practical Level 1 Training (Part 2)	13
 Day Two	 14
Module 7: Level 2 Training	15
Module 8: Level 2 Training (Part 2)	16
Module 9: Review	17
 Appendices	
Appendix 1: Glossary of Terms	
Appendix 1.1: Assistant Instructor Role - Specifications	
Appendix 1.2: Record of Trainees' Progress (lists Level 1 and 2 course outcomes)	
Appendix 2.1: Safety and Risk Assessment	
Appendix 2.2: Fitting Helmets	
Appendix 2.3: Bike Checks	
Appendix 2.4: Example Accident/Incident Report Form	
Appendix 3.1: Theory of Level 1 - Basic Riding Skills	
Appendix 3.2: Observational Outcomes for Level 1 (Level 1 Syllabus)	
Appendix 4.1: Theory of Level 1 - Basic Riding Skills	

Appendix 5.1: Teaching Methods

Appendix 5.2: Group Control Techniques

Appendix 5.3: Working with Children

Appendix 7.1: Theory of Level 2, On-road Cycling

Appendix 7.2: Observational Outcomes for Level 2 (Course Syllabus)

Appendix 7.3: Further Tips for Instructors Delivering Level 1 & 2 Courses

Appendix 9.1: Assistant Instructor Progress and Assessment Sheet

INTRODUCTION

General

This document provides the full course structure and content for the National Cycle Training Standard Assistant Instructor Qualification. Instructor Trainers are provided with tutor notes on how to deliver each of the nine course modules and a complete set of trainee handouts for course participants to support the delivery of these modules.

Context of the Assistant 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 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 Assistant Instructors (NSAIs) should only assist with the delivery Level 1 and 2 courses under the direct supervision of a fully qualified National Standard Instructor (NSI). A maximum of two NSAIs can be supervised on site by one NSI.

NSIs take overall responsibility for leading the course, conducting risk assessments and signing off trainee outcomes.

A glossary of terms used within this document is provided in Appendix 1.

Aim of the Course

The aim of this course is to train individuals as National Standard Assistant Instructors.

Key Outputs

- Assistant Instructors must be able to ride a bike at Level 2 of the National Cycle Training Standard;
- Assistant Instructors must be able to explain and demonstrate the various drills/outcomes of Level 1 and Level 2;
- Assistant Instructors must understand when they should seek the advice of the fully qualified Instructor who will be present at all times during the course;

Qualities of an Assistant Instructor

An Assistant Instructor must:

- ride confidently and cope with traffic (to Level 2 competency);
- demonstrate a thorough understanding of Level 1 and Level 2 of the National Standard;
- have good communication skills; and
- be willing to be subject to Independent Safeguarding Authority (ISA) / Criminal Records Bureau (CRB) and any other checks as appropriate. (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 Assistant 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 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 two days and although these do not have to be consecutive, this would be preferable. Alternative delivery methods spread over a longer period have not been trialled. Sessions separated by gaps of a week or more in particular 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.

The content of this course (the syllabus) is contained within the handouts that are found in the appendices. Using these and the guide information on each module within the main document instructor trainers delivering the course are expected to prepare their own lesson plans.

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

The learning outcomes for the Assistant 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 and 2 syllabus;
2. understand the basic principles of risk assessment as applied within Level 1 and 2 National Standard cycle training courses;
3. understand how to assess the ability of their trainees;
4. understand how to manage a group of trainees successfully;
5. understand how to encourage and motivate trainees;
6. understand how to give positive feedback to trainees;
7. understand how to help trainees correct their performance;
8. understand how to evaluate trainee performance on outcomes;
9. can introduce tasks (exercises and drills at Level 1 and Level 2);
10. demonstrate tasks (exercises and drills at Level 1 and Level 2);
11. understand how to select the best positions from which to lead and observe course drills and exercises.

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 - The Basics of the National Standard

Introduction

Basics of the National Standard

Module 2 - Essential Safety Preparation and Risk Management

Safety and Risk Assessment

Fitting Helmets

Bike Checks

Module 3 - Level 1 Training

Theory of Level 1

Content

Module 4 - Practical Level 1 Training, Part 1

Teaching Drills and Practising Delivery (Assessed)

Module 5 - Teaching Skills

Teaching Methods

Group Control

Working with Children

Module 6 - Practical Level 1 Training, Part 2

Teaching Drills and Practising Delivery (Assessed)

Homework - Prepare for Level 2

DAY TWO

Module 7 - Level 2 Training

Theory

Instructor Positioning

Assessing Trainees and Giving Feedback

Module 8 - Level 2 Training, Part 2

Teaching Drills and Practising Delivery (Assessed)

Module 9 - Review

Individual Performance Feedback

Closing

DAY ONE

Module 1: The 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 syllabus;

Handouts for participants:

Course structure and timetable.

Appendix 1.1: Assistant Instructor Role - Specifications

Appendix 1.2: Record of Trainees' Progress (lists Level 1 and 2 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.

1.1 Introduction

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

The course structure will then be explained. A copy of page 5 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 Assistant Instructor role, explaining what Assistant Instructors will be responsible for and who they will be responsible to. Handout Appendix 1.1 should be used to support this.

1.2 Basics of the National Standard

To deliver the National Standard all levels of 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 foundation 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 1.2).

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 1.2, 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 2: Essential Safety Preparation and Risk Management

Principal learning outcomes covered in the module:

1. Understand the basic principles of risk assessment as applied within Level 1 and 2 National Standard cycle training courses

Handouts for participants:

Appendix 2.1: Safety and Risk Assessment

Appendix 2.2: Fitting Helmets

Appendix 2.3: Bike Checks

Appendix 2.4: Example Accident/Incident Report Form

Summary of the Module

This module will cover essential pre course preparation and how risk is assessed and dealt with during training courses.

2.1 Safety and Risk Assessment

The trainers will explain the role of the Assistant Instructor in assessing and dealing with risk in the training environment. There will be a basic introduction to the principles of risk assessment and the responsibilities of the Assistant Instructor in relation to fully qualified NSIs.

Trainers must ensure that course participants understand that during Level 1 and 2 training they must continually assess both the training environment and their trainees' interaction with it, taking action to reduce risk whenever this is necessary.

2.2 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.

2.3 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.

Module 3: 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 syllabus;

Handouts for participants:

Appendix 3.1: Theory of Level 1 - Basic Riding Skills

Appendix 3.2: 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

3.1 Theory of Level 1

Using handout Appendix 3.1, 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.

3.2 Content of Level 1

The trainers will introduce the Level 1 course syllabus, handout Appendix 3.2. This explains how each of the Level 1 course outcomes should be demonstrated by trainees who have achieved them, 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 4: 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 syllabus;
9. Introduce tasks (exercises and drills at Level 1 and Level 2);
10. 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 Level 1 drills of bike checking and fitting.

4.1 Teaching Drills and Practice Delivery

As this is the first practical session it is an 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 drills 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 5: Teaching Skills

Principal learning outcomes covered in the module:

4. Understand how to manage a group of trainees successfully;
5. Understand how to encourage and motivate trainees;

Handouts for participants:

Appendix 5.1: Teaching Methods

Appendix 5.2: Group Control Techniques

Appendix 5.3: Working with Children

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.

5.1 Teaching Methods

In conjunction with the handout (Appendix 5.1) 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.

5.2 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.

5.3 Working with Children

Assistant Instructors are most likely to work almost exclusively on training courses for children. While this course does not include a specific child protection module (this must be dealt with by the participants' own training organisations) in this section the trainers will use the handout to cover some practice that is child protection related in addition to other issues specific to working with children. In particular it is important for Assistant Instructors to know the rules on disclosure and how they can organise training in line with the ISA (Independent Safeguarding Authority).

Children on cycle training courses will perform best in a training environment where they are supported and encouraged. This section will therefore look at the specific issues in working with children that instructors can manage to create the best training environment and delivery for the children in their care.

Module 6: 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 syllabus;
9. Introduce tasks (exercises and drills at Level 1 and Level 2);
10. 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 dealt with in Module 4.

6.1 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 handouts Appendix 7.1 Theory of Level 2, On-road Cycling, Appendix 7.2 Observational Outcomes for Level 2 (Course Syllabus) and Appendix 7.3 Further Tips for Instructors Delivering Level 1 & 2 Courses and asked to read these before day two.

DAY TWO

Module 7: 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;
3. Understand how to assess the ability of their trainees;
4. Understand how to manage a group of trainees successfully;
8. Understand how to evaluate trainee performance on outcomes;
11. Understand how to select the best positions from which to lead and observe course drills and exercises.

Handouts for participants:

Appendix 7.1: Theory of Level 2, On-road Cycling

Appendix 7.2: Observational Outcomes for Level 2 (Course Syllabus)

Appendix 7.3: Further Tips for Instructors Delivering Level 1 & 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

7.1 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 8: Level 2 Training, Part 2

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 have the opportunity to deliver all the Level 2 outcomes.

8.1 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.

Module 9: 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 9.1 Assistant 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.

9.1 Individual Performance Feedback

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

9.2 Closing

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

Appendix 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 1.1: Assistant Instructor Role - Specifications

Job Specification

An Assistant Instructor will:

- work with, and be responsible to, a fully qualified National Standard Instructor;
- assist with the delivery, under supervision, 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;
- assist with the delivery, under supervision, of Level 2 National Standard cycle training sessions to groups of trainees at suitable on-road locations maintaining good control and ensuring safe behaviour.

Their Level 2 responsibilities will include:

- supervising the trainees when out on the road, ensuring that they do not put themselves or others at risk;
- supporting the fully qualified Instructor in maintaining a safe training environment;
- explaining the theory of safe cycling as appropriate;
- conducting cycle checks to ensure that the cycles used are safe to ride and correctly adjusted to fit their riders; and
- contributing to the fully qualified Instructor's assessment of the trainee's progress through the observable outcomes.

Qualities of an Assistant Instructor

An Assistant Instructor must:

- ride confidently and cope with traffic (to Level 2 competency);
- demonstrate a thorough understanding of Level 1 and Level 2 of the National Standard;
- have good communication skills; and
- be willing to be subject to Independent Safeguarding Authority (ISA) / Criminal Records Bureau (CRB) or any other appropriate 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 Assistant 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 1.2: 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 (emergency stop)							
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
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)							

Appendix 2.1: Safety & Risk Assessment

Every employer has a duty to provide leadership on health and safety at work. Whoever the Assistant Instructor is working for should provide them with the relevant documentation. This should include a summary or information on Health & Safety Policy and appropriate documentation on risk assessment. This course should provide them with training as to how to carry out their work although there may be additional training and guidance that is provided.

It is important for Assistant Instructors to be active participants in health and safety both by contributing to risk assessments and actively managing the environment that they train in and the trainees that they work with.

Introduction to a Risk Assessment

Activity - Listing of all possible incidents 10 mins

Classifying severity and likelihood 10 mins

Measures to Reduce Risk

Training ratios

Only NSIs and NSAls can contribute to the following maximum ratios

- 1:15 in the playground
- 1:6 on road

Your supervising NSI is ultimately responsible for maintaining the ratios, but you must not allow them to be exceeded. NSAls will always be working with an NSI so the overall ratios must not exceed 2:30 for Level 1 and 2:12 or 3:18 for Level 2.

Helmets

Instructors and Assistant Instructors should be aware some training organisations, Local Authorities and schools, will have their own requirements for safety equipment which could include mandatory helmet wearing by trainees. Assistant Instructors must be able to check and correct helmet fitting in cases where trainees are wearing helmets.

Supervision

Good session planning and group control will also contribute to the smooth running of a training course. Trainees must be closely supervised at all times during training by the Instructor or Assistant Instructor. In turn, all Assistant Instructors will be supervised by an Instructor. A maximum of two Assistant Instructors can be supervised by an Instructor.

Accident Procedures

Your scheme or supervising instructor should provide you with their own accident procedures. However, it is important to make sure that the following happen:

- The area is made safe for you and your trainees
- Anyone who is injured is dealt with and help obtained
- The incident or accident is reported to the school and parents if necessary and your employer. Try and write a full account in your own words as soon as possible.

An example accident report form is included in Appendix 2.4.

Risk Assessments

Cycle training has a good safety record. However, no scheme is completely safe, as most cycling activities take place in public areas and cycling instructors are usually working in a dynamic environment. Risks can always be reduced and controlled through best practice, although, it is very important that good working practices do not create a situation that deters trainees from encountering real cycling conditions. A key risk

assessment in cycle training is the instructor's dynamic risk assessment. This will always be supported by a written risk assessment.

Carrying out a (Written) Risk Assessment

Your scheme will provide you with a copy of a completed risk assessment for Levels 1 and 2 for your reference. These are the standard forms used by National Standard Instructors to help them assess risk.

Dynamic Risk Assessment

Dynamic risk assessment is the process by which NSIs and NSAs evaluate and control risk whilst actively training on the road. It involves evaluating road danger as traffic approaches or as situations change, such as the weather. It is especially important for Level 2 training, as a previous risk assessment may indicate that a junction is ideal for training but changing circumstances, such as vehicles parking etc, may make use of the junction far more risky.

Level 1 is also dependent on dynamic risk assessment, although the most important variable is usually the trainees' ability and behaviour.

The teaching of dynamic risk assessment is aimed at encouraging NSAs to take an active part in looking at risk and changing activities accordingly. Thus, dynamic risk assessment includes a subjective assessment of the level of risk that the individual instructor is comfortable with. The process should also involve discussions with other course staff during and after the course.

Appendix 2.2: Helmets and Clothing

Assistant 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.

Assistant 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 2.3: 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 2.4: Example Accident/Incident Report Form

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

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 3.1: Theory of Level 1 - Basic Riding Skills

Assistant Instructors should only deliver Level 1 courses under the direct supervision of a fully qualified NSI. The Instructor and the Assistant Instructor should work with the same group, 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 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 Assistant 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);

- advice will also be given on essential information for anyone taking up cycling;
- advice will be given on the basics needed to keep a bike roadworthy; and
- 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:

- 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 (emergency stop);
- manoeuvre safely to avoid objects;
- look all around, including behind, without loss of control; and
- signal right and left without loss of control.

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

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

Appendix 3.2: 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
1 - Carry out a simple bike check	<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>
2 - Get on and off the bike without help	<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>
3 - Start off and pedal without help	<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>
4 - Stop without help	<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>

5 - Ride along without help for roughly one minute or more	Trainee must cycle along observing ahead and steering to keep their balance. They should continue to cover their brakes while riding along.	
6 - Make the bike go where they want	Trainee must be able to manoeuvre with control turning both right and left.	
7 - Use gears correctly (where cycle has gears)	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.
8 - Stop quickly with control	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.
9 - Manoeuvre safely to avoid objects	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.
10 - Look all around, including behind, without loss of control	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.
11 - Signal right and left without loss of control	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>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>

Appendix 4.1: Teaching Drills and Practising Delivery

Exercise One: Is the bike suitable for the training?

Part		Check	Safe	Unsafe
1	Front quick release	Ensure it is closed tightly, flat against frame		
2	Front hub	Cones adjusted properly, no sideways play		
3	Front brake	Stops bike, brake blocks in line with rim.		
4	Front wheel	No cracks, no loose or broken spokes		
5	Front tyre	Good tread, correct pressure		
6	Headset	No play, turns freely		
7	Handlebars	Ensure they are tight		
8	Brake/gear levers	Ensure they are tight and at the correct height for the rider		
9	Stem	Ensure it is tight		
10	Pedals	Should turn freely		
11	Cranks	Ensure they are not loose		
12	Bottom bracket	Turns freely, no play		
13	Seat post	Not loose or over maximum limit		
14	Saddle	Not loose, must be straight and roughly horizontal and at the correct height for the rider		
15	Back brake	Stops bike. Brake blocks in line with rim		
16	Back tyre	Good tread on tyre and at correct pressure		
17	Back wheel	No cracks in rim, no loose or broken spokes		
18	Accessories	All fitted tightly to bicycle		
19	Cables	Should not be frayed		
20	Chain	Should be oiled, no stiff links		
21	Lights/Reflectors	If fitted, should be clean and in good working order		
Overall Comments				

Exercise Two: Fitting a Trainee to their Bike

REACH: Trainees should feel balanced on their bikes. Not stretching too far forward yet not too close to their handlebars. The rider should be able to comfortably reach and operate the brake levers on the handlebars.

SADDLE HEIGHT:

With the pedal at its lowest point (see picture), place heel on the pedal. The leg should be straight.



HANDLEBAR HEIGHT:

The lower the handlebars, the more weight goes forward and vice versa. The angle of the saddle has a similar effect.

Notes

Appendix 5.1: Teaching Skills

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.

Assistant Instructors should only deliver sessions from pre-prepared session plans provided by an fully qualified Instructor.

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 5.2: 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
- not obstructing 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;
- don't 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 5.3: Working with Children

Here are a few reminders to safeguard both you and the children in your care.

Child Protection Policy

Assistant Instructors should be aware of their organisation's child protection policy and abide by it at all times. Everyone working with children needs to know the practical application of the policies e.g. what to do if a child discloses information that may be evidence of abuse.

Anyone over the age of 16 must successfully complete Independent Safeguarding Authority (ISA) / Criminal Records Bureau (CRB) and any other appropriate checks if they wish to work with children whether in a paid or voluntary capacity.

Watch your Language

Do not use any inappropriate words or phrases. What may be OK with your friends may not necessarily be suitable for younger children. Do not swear or use similarly inappropriate expressions.

Give Clear Instructions

Do not use complicated vocabulary, explain words and phrases that they might not understand, e.g. priority junction. Keep it simple and give the children the opportunity to ask questions. It may be annoying to have to repeat what you have just told them but it will save confusion later.

Check that they understand your instructions by having them repeat them back to you. Remember that it is difficult for children to ride and listen to instructions at the same time. There is often a time delay before any reaction and sometimes there is no response at all. Explain before they ride. Stop them riding if you need to discuss things further.

Try to avoid phrases that might frighten children. You do not want to give the impression that cycling is too dangerous. There are dangers when out on the road but the training course is to help them recognise what dangers there are and how to avoid them or cope with them. Motorists are not out to get them, they want to avoid accidents/crashes just as much as the trainees. Refer to drivers rather than cars or traffic.

Demonstrate

You have your cycle, be prepared to use it to demonstrate an exercise or drill. Instructors and Assistants may take turns to give explanations and demonstrations. One may give a commentary, while the other is riding. If you ask them to spot what is wrong, finish by demonstrating it correctly. Hopefully that is what they will remember.

You can then ask a child to demonstrate.

Encourage the children to watch the others while waiting their turn.

When teaching Level 2 ensure the children remain on the pavement. **Never** put yourself at risk or cause any problem for nearby traffic. Ask the children to leave their cycles safely and listen to instructions, possibly by the junction.

Have Patience

Some children are very nervous or afraid of making a mistake in front of others. Be patient. Once they know exactly what you want them to do, they will try their best to do it.

Encourage

Please give lots of encouragement and be as positive as possible with any criticism. Some children get upset very easily so give as much genuine praise as you can. However, do correct any faults promptly otherwise practice will perpetuate, not make perfect.

Do Not Shout

Try not to shout at them! You obviously need to make yourself heard on the playground and sometimes on the road, especially if something dangerous is happening. Children do not always appreciate this and think you are cross with them. Gather them round you in a group so that you can talk easily and avoid shouting unnecessarily. Save your voice for an emergency.

Warn the children that if you do shout out “STOP”, that is what you want them to do immediately.

Be Sensitive

Be sensitive when dealing with children particularly when telling them they have done something incorrectly. Try to follow any criticism with a positive compliment and praise.

The main instructor will probably be the one to tell a child that they have not achieved course outcomes or completed that level. No instructor or assistant must credit a child with achieving course outcomes just because they feel the child will be upset. Many will cry despite trying hard not to. Make sure a member of staff knows in case they start crying later when back in class.

Tell them the reason for the decision, but again try your best to be positive and emphasise all the points they have achieved.

Additional Support Needs

Assistant Instructors must remember to be considerate of and to their trainees. It is best practice to seek advice from teaching staff, other care professionals or parents before undertaking the training of children with additional support needs. There is no reason why a child cannot receive cycle training up to their own competency level, but it is important that instructors and assistants understand the nature of an individual’s additional needs and how the cycle training can be adapted to support these needs.

If a child has a support person they should be in attendance. The main instructor may need to suggest ways in which support personnel can be a positive help to their charge.

Appendix 7.1: 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 1 and 2 courses under the direct supervision of a fully qualified NSI. The Instructor and the Assistant Instructor should work with the same group, 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 7.2: 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
1 - All Level 1 outcomes	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.
2 - Start an on road journey	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>
3 - Finish an on road journey	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 (pedestrian, dog) is about to step into the space they are about to occupy, particularly if they are pulling off the road.</p>
4 - Be aware of	The rider must be aware of other road users at all times,	Good observation improves hazard perception allowing for good forward

everything around, including behind, while riding	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.	planning. By preparing for hazards in advance the rider reduces their risk. 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.
5 - Understand how and when to signal intentions to other road users	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. If they choose to make a signal it must be clear (as described in outcomes for Level 1). 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.	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.
6 - Understand where to ride on roads being used	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. 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. If the cyclist is riding at the speed of other traffic then they should do so in the primary position.	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. If unsure, the default position is the primary position.
7 - Pass parked or slower moving vehicles	On approach to the vehicle the cyclist must observe behind and 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	It is a great temptation for inexperienced cyclists to weave in and 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. 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 have passed all of these.	<p>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>
8 - Pass side roads	<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>
9 - Turn left into a minor road	<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 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</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 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>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>10 - Turn left into a major road</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 check for traffic emerging and turning right from the minor road ahead of them.</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>

<p>11 - Turn right from a minor to a major road</p>	<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>
<p>12 - Turn right from a major to minor road</p>	<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</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>right as they turned.</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>	
<p>13 - Be able to take the correct carriageway lane when needed</p>	<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 two 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>

14 - Decide where cycle lanes can help a journey & demonstrate correct use	<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>
15 - Explain decisions made while riding, thereby demonstrating understanding of safe riding strategy	<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 two 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>
16 - Demonstrate a basic understanding of the Highway Code, particularly how to interpret road signs	<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>
17 - Demonstrate understanding of safety equipment and clothing	<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.</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</p>

	<p>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>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>The following outcomes are not part of the Core Standard and are therefore NON-COMPULSORY, however, they may be delivered at Level 2.</p>		
18 - Make a U-turn	<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 two 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>
19 - Go straight on from minor road to minor road at a crossroads	<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>If the junction is a give way, they should only stop if necessary before completing their manoeuvre.</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 should also be practiced on it.</p>

<p>20 - Turn left at a mini/single lane roundabout</p>	<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>	<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.</p>
<p>21 - Go straight ahead at a mini/single lane roundabout</p>	<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>	
<p>22 - Turn right at a mini/single lane roundabout</p>	<p>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 traffic from the right on the roundabout as they approach it.</p>	<p>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 action if necessary.</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>	
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Appendix 7.3: Further Tips for Instructors Delivering Level 1 & 2 Courses

In addition to the elements covered in Module 5 on teaching skills there are a number of other key elements instructors can control in order to deliver Level 1 & 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 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 each 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. Anything that makes the experience any less real should therefore be avoided. 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 whenever 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, and be seen by them, 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 as a guide to some trainees early in a drill, however, this should only be undertaken in relation to individual trainees’ abilities as a last resort, with the instructor risk assessing each to decide who might benefit.

The instructor should never stand in the road throughout a drill, particularly at the head of a junction. Where instructors do this children will tend to drift towards them, no matter what manoeuvre they are supposed to be undertaking and outcomes are unlikely to be properly achieved. In all cases where an instructor deems it necessary to stand in the road they 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.

Standing in the road is likely to be appropriate 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 could achieve the same, as could 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. This should only ever be the exception rather than the rule and instructors must be clear on this point. Where instructors have begun to use this practice of

standing on the road it can easily become habit for all trainees at all turns. This can actually hinder trainees' achievement of outcomes. Trainees are most likely to struggle with positioning where they have poor Level 1 skills and the question should then be whether they are ready to undertake complex manoeuvres such as the right turn. Good instructor positioning is yet another example of real "outcome thinking".

Element 4: Assessing and making progress through course outcomes

As the time available in Level 1 & 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 (Handout Appendix 1.2).

Appendix 9.1: National Standard Assistant 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 within Level 1 and 2 National Standard cycle training courses					
3.	Understand how to assess the ability of their trainees					
4.	Understand how to manage a group of trainees successfully					
5.	Understand how to encourage and motivate trainees					
6.	Understand how to give positive feedback to trainees					
7.	Understand how to help trainees correct their performance;					
8.	understand how to evaluate trainee performance on outcomes					
9.	Can introduce tasks (exercises and drills at Level 1 and Level 2)					
10.	Demonstrate tasks (exercises and drills at Level 1 and Level 2)					
11.	Understand how to select the best positions from which to lead and observe course drills and exercises					
		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 _____