

National Standard for Cycle Training Instructor Trainer Qualification

September 2009

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INTRODUCTION

General

This document provides the full course structure and content for the National Standard for Cycle Training Instructor Trainer Qualification. Instructor Trainers are provided with tutor notes on how to deliver each of the seventeen course modules and a complete set of trainee handouts for course participants to support the delivery of these modules. Upon successful completion of this course participants will receive provisional accreditation as a National Standard Instructor Trainer (NSIT). It is anticipated that NSITs will need an observed session (Post Course Assessment) and that this will be whilst they are training NSIs to receive full accreditation but at present this is left to their training body to arrange.

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

National Standard Assistant Instructors are qualified to deliver Levels 1 and 2 of the National Standard when supervised on site by a fully qualified NSI at a ratio of 2 NSAs to 1 NSI or less.

Booking course places

To be able to book a place on the course prospective instructor trainers must complete an instructor trainer course booking form (Appendix A) confirming that they meet the minimum criteria for attending the course. The criteria are set out on page 5 below.

Aim of the Course

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

Key Outputs

- Instructor trainers must be to assess all the aspects of trainee instructor performance that contribute to successful delivery of National Standard training at all levels;
- Instructor trainers must be able train trainee instructors to be able to explain and demonstrate the various drills/outcomes of Level 1, Level 2 and Level 3;
- Instructor trainers must be able to plan and lead a complete range of National Standard instructor training courses.

Qualities of a National Standard Instructor Trainer

An Instructor trainer must:

- be a fully accredited National Standard instructor;
- have demonstrated exemplary instructor skills, and have appropriate experience of running cycle training sessions for both groups and individuals of varying ages at Levels 1, 2 and 3;
- have a good understanding of measuring learning outcomes;
- have a thorough knowledge of the National Standard, their background, ongoing development and the syllabus;
- be presentable, punctual, reliable, well organised, prepared and adaptable to the different working environments they find themselves in;
- have experience of supporting and mentoring new instructors;
- have excellent administration skills; and,
- be approachable and demonstrate a tactful and diplomatic manner.

An Instructor trainer is also expected to:

- have experience of delivering training in a classroom situation;
- have a reasonable appreciation of the variety of cycle training schemes in operation;
- have good group and self control;
- be up to date with developments in the National Standard, including best practice in its delivery.

Delivery Options

The course is designed to be delivered over two consecutive days. It can only be delivered by qualified National Standard Instructor Trainers. The course is intended to have a balance of practical and classroom work. The maximum course size is 10 trainees with 2 instructor trainers although a lower ratio of 6:2 is recommended.

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 tutors 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 (NSIT)
2. National Standard Instructor (NSI)
3. National Standard Assistant Instructor (NSAI)

The learning outcomes for the NSIT 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. fully understand the structure in place for delivery and management of the National Standard
2. know where to find information about the National Standard and definitive documents
3. know the content of the National Standard and its outcome centred approach
4. know the roles of the NSIT, NSI and NSAI and how these relate to each other
5. know the core range of courses that the NSIT will be required to deliver and the course learning outcomes for each of these
6. have a good understanding of risk assessment and management and how these are applied at a course and training scheme level
7. can prepare and deliver both classroom and practical instructor course modules
8. can use a range of teaching techniques
9. can assess the ability and performance of instructor trainees and sign off learning outcomes
10. can give appropriate feedback to encourage instructor trainees
11. are aware of, and can use a variety of groupwork techniques
12. know the principles of mentoring and can effectively mentor instructors
13. know the range of different delivery methods most commonly used by National Standard for Cycle Training providers and can explain these accurately and objectively to instructor trainees
14. fully understand the process and scope of instructor post course assessment (PCA) and be able to deliver PCA sessions
15. can accurately record the progress of trainee instructors during an instructor training course and after PCA sessions
16. can effectively communicate trainees' achievement at the end of instructor training courses and explain the process of post course assessment to successful trainees
17. are aware of essential course documentation and can complete this accurately and punctually

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 10 - Review.

COURSE STRUCTURE

DAY ONE

Module 1 - Introduction to the Course

Introduction

Ice breaker

NSIT Role

Module 2 - Basics of the National Standard

Basics of the National Standard

Structure for the delivery and management of the National Standard

Accessing information about the National Standard, including definitive documents

Module 3 - Risk Management and Assessment

Theory and practice of Risk Management and Assessment. What must be covered in National Standard Instructor Training courses. How risk assessment and management is applied to a cycle training scheme.

Module 4 - Teaching Techniques and Trainee Assessment

Teaching Techniques

Trainee Assessment

Module 5 - Mentoring

Theory and practice of mentoring. How mentoring is used to develop techniques and manage consistency in an organisation.

Module 6 - Practical Delivery of NSI Course Modules

Trainee delivery and assessment

DAY TWO

Module 6 - Continued

Module 7 - Post Course Assessment

Structure and delivery

Module 8 - Getting the best out of your group

How groupwork techniques can be used to get the best from your group especially where there are particularly diverse opinions

Module 9 - Administration

Forms and procedures for training NSIs and NSAls

Module 10 - Review

Individual Performance Feedback

Closing

Pre-Course Preparation

As nominees attending the course should meet the minimum criteria set out on page 4 they should all be experienced instructors who have been judged capable of becoming instructor trainers by their employer or training body. This means that all the candidates should have a considerable degree of prior knowledge. The instructor trainer course is therefore designed to give the trainees attending it as much time as possible to demonstrate their capabilities. The majority of the course time will be given to observing and assessing trainees delivering modules that they would be required to deliver when leading instructor training courses. For this to be successful the trainees will be required to plan and prepare modules that they will present prior to joining the course.

All trainees attending the course will be sent a copy of the National Standard Instructor (NSI) Training Course (Appendix C) and required to prepare a classroom and a practical section of an NSI course module. They will then be expected to deliver what they have prepared on the Instructor Trainer course. The course tutors will contact the trainees prior to the course to confirm that they have received the appropriate pre-course information and to tell them the module sections they will be expected to present. These will be selected by the tutors. The trainees may request visual aids and/or equipment and should communicate what they require to the course organiser in advance so that these can be provided. The venue for the course must therefore be conducive to the use of appropriate visual aids.

The course module sections that trainees will be asked to present are:

1. Module 3.1 Theory and Practice of Risk Management and Assessment & Module 5.1 Teaching Drills and Practical Delivery - Bike checking and fitting
2. Module 6.2 Group Control & Module 11.2 Teaching Drills and Practical Delivery - Left turns
3. Module 12 Delivery Options for Level 1 and 2 Training & 11.2 Teaching Drills and Practical Delivery - Starting and finishing an on road journey
4. Module 8.2 Leading other instructors and supervising Assistant Instructors & Module 11.2 Teaching Drills and Practical Delivery - Passing side roads and overtaking parked or slower moving vehicles
5. Module 14.1 Child Protection - Forms of Abuse & Module 7.2 Teaching Drills and Practical Delivery - Stop quickly with control (emergency stop)
6. Module 3.4 Emergency Procedure & Module 11.2 Teaching Drills and Practical Delivery - Right turns

Ideally all these modules should be delivered during the course. Where less than six trainees are attending the course some may be asked to deliver more than two presentations. The first part of option 3, Module 12 Delivery Options for Level 1 and 2 Training, must be included, as the discussion this should generate is essential to assessing achievement of one of the course outcomes.

Trainees who do not carry out the pre-course preparation will have demonstrated failure to meet one of the essential requirements of an instructor trainer, reliability, and are likely to fail the course.

DAY ONE

Module 1: Introduction to the Course

Principal learning outcomes covered in the module:

Introduction to all the course outcomes

Handouts for participants:

Course structure and timetable.

Appendix 1.2: Ice Breakers

Appendix 1.3: Instructor Trainer - Specifications

Page 5 of NSI course: Course learning outcomes

Page 6 above: Course learning outcomes

Summary of the Module

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

1.1 Introduction

The tutors will make any necessary safety and domestic announcements before introducing themselves. The course structure will then be explained. A copy of page 7 above can be given to each of the course participants or the tutors may wish to prepare their own handout including start and finish times for each module and for breaks.

1.2 Ice Breaker

The tutors will lead an ice breaker in which all the trainees will be given an opportunity to get to know more about each other and also have an early opportunity to speak and present in a classroom situation.

This will be followed by a discussion about the role of introductions and ice breakers. The tutors will emphasise how the ice breaker can help to create a friendly learning atmosphere and also how it enables assessment of each trainee's abilities and needs from the outset of the course. The chance for each participant to introduce themselves can be useful in ensuring that everyone is starting from a shared base and is working towards the same goals.

1.3 Instructor Trainer Role

Using Appendix 1.3 and the course learning outcomes the tutors will discuss the instructor trainer role. They will particularly emphasise that a successful instructor trainer must:

- Have an excellent understanding of the National Standard syllabus and the range of ways National Standard outcomes can be delivered
- Demonstrate outcome thinking at all times during courses they are leading
- Be able to adapt to changing environments, course participants, colleagues, external events and read their own performance to maximise the success of the courses they deliver
- Have excellent communication skills

Module 2: Basics of the National Standard

Principal learning outcomes covered in the module:

1. fully understand the structure in place for delivery and management of the National Standard
2. know where to find information about the National Standard and definitive documents
3. know the content of the National Standard and its outcome based approach

Handouts for participants:

Course structure and timetable.

Appendix 2.1: Basics of the National Standard

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. The complete module should take no longer than 15 minutes to deliver as the trainees should already know most of what is being covered.

2.1 Basics of the National Standard

This section will enable the background of the development of the National Standard to be outlined very briefly but more importantly it will review the basics of what the standard is. It should be possible to elicit this information from the trainees.

2.2 Structure for the delivery and management of the National Standard

This will follow on, and potentially merge with the previous section. Instructor trainers need to know how the National Standard is managed and the structure within which it is delivered. This again leads on to the following section.

2.3 Accessing information about the National Standard, including definitive documents

Instructor trainers need to be aware of where to find the definitive documents that govern the National Standard and be able to update their knowledge to pass on to trainee instructors. The DfT publishes National Standard documents through its appointed contractors.

Module 3: Risk Management and Assessment

Principal learning outcomes covered in the module:

6. have a good understanding of risk assessment and management and how these are applied at a course and training scheme level

Handouts for participants:

Appendix 3.1: Risk Management and Assessment. What must be covered in National Standard Instructor Training Courses

Summary of the Module

In this module the tutors will outline the key elements of risk assessment and management that the trainees must understand and able to teach in instructor training courses. As the trainees' practical sessions in Module 6 will include part of the Risk Assessment and Management Module from the NSI course there is no need to go into great detail.

3.1 Theory and Practice of Risk Management and Assessment. What must be covered in National Standard training courses

The tutors will prompt the trainees to make a list of the essential elements of risk management and assessment that should be covered in National Standard instructor training courses. They will also explain how the differing requirements of the Assistant Instructor course.

The tutors will then facilitate a discussion of how incidents and accidents should be recorded and how these should influence future activity. A generic activity risk assessment should be used for this. The principles of severity and likelihood in assessing risk should be covered.

The tutors should also introduce a discussion of how incidents and accidents should be reported to employers and administrators of the National Standard.

Module 4: Teaching Techniques and Trainee Assessment

Principal learning outcomes covered in the module:

7. can prepare and deliver both classroom and practical instructor course modules
8. can use a range of teaching techniques
9. can assess the ability and performance of instructor trainees and sign off learning outcomes
10. can give appropriate feedback to encourage instructor trainees

Handouts for participants:

Appendix 4.1: Teaching Techniques

Appendix 4.2.1: Trainee Assessment

Appendix 4.2.2: National Standard Instructor Training Course - Trainee's Progress and Assessment Sheet

Summary of the Module

In this module the tutors will outline the key elements of teaching techniques and trainee assessment that the trainees must understand and able to teach in instructor training courses. Once again there will be no need to go into great detail as much of this should be included in the trainees' presentations.

4.1 Teaching Techniques

The tutors will prompt the trainees to list the key elements that must be included in instructor training courses before giving them handout 4.1.

4.2 Trainee Assessment

The tutors will prompt the trainees to discuss the key elements of trainee assessment before giving them handouts 4.2.1 and 4.2.2. As the National Standard is assessment based the tutors should use this section to emphasise how they have been assessing the trainees from the beginning of the course and even before it formally began.

Module 5: Mentoring

Principal learning outcomes covered in the module:

12. know the principles of mentoring and can effectively mentor instructors

Handouts for participants:

Appendix 5.1.1: National Standard Mentoring Guidance

Appendix 5.1.2: Mentoring Form

Summary of the Module

This module will explain the principles of mentoring and how it should be delivered. It will also help explain the differences between mentoring in this specific context and more general mentoring, post course assessment and continual professional development.

5.1 Theory and practice of mentoring

As mentoring will form a considerable portion of this course the instructors will use this module to discuss in detail the theory and practice of mentoring. Handout 5.1 gives detailed information on mentoring including a mentoring form that instructor trainers can use when delivering mentoring in the field.

Much of this course will involve observation of each other and feedback on performance. It will therefore be useful to use the mentor guidance above as background to this and to talk about how the trainees on the course are giving and receiving feedback.

Module 6: Practical Delivery of NSI Course Modules

Principal learning outcomes covered in the module:

All NSIT course learning outcomes will be covered in this module.

Handouts for participants:

Appendix C: National Standard Instructor Training Course

Summary of the Module

This module forms the bulk of the instructor trainer course. In it the trainees will deliver many of the modules included in NSI (and NSAI) training courses. In doing so they will be assessed and mentored by their fellow trainees and the tutors.

6.1 Practical Delivery of NSI Course Modules

The trainees will now present the modules that they have prepared prior to the course. For the classroom modules the trainees will present to the whole group and each will be mentored by the tutors on their presentation. For the practical riding outcomes the trainees will split into two groups, each with a separate tutor. Each trainee will then take a turn to deliver their practical module, mentor and feedback to each other. Tutors should ensure that trainees participate fully in this process (see preceding module on mentoring)

DAY TWO

Module 6 Continued

The module will continue until all the trainees have delivered their presentations.

Module 7: Post Course Assessment

Principal learning outcomes covered in the module:

3. know the content of the National Standard and its outcome centred approach
4. know the roles of the NSIT, NSI and NSAI and how these relate to each other
12. know the principles of mentoring and can effectively mentor instructors
13. know the range of different delivery methods most commonly used by National Standard for Cycle Training providers and can explain these accurately and objectively to instructor trainees
14. fully understand the process and scope of instructor post course assessment (PCA) and be able to deliver PCA sessions
15. can accurately record the progress of trainee instructors during an instructor training course and after PCA sessions
16. can effectively communicate trainees' achievement at the end of instructor training courses and explain the process of post course assessment to successful trainees
17. are aware of essential course documentation and can complete this accurately and punctually

Handouts for participants:

Appendix 7.1: National Standard for Cycle Training - Instructor Training Post Course Assessment

Appendix 7.2: Post Course Instructor Assessment Form

Summary of the Module

The module will explain the scope of post course assessment and how it should be organised and delivered.

7.1 Post Course Assessment

In this module the tutors will use the handouts to discuss thoroughly how post course assessment should be conducted and its scope. They will particularly emphasise the need for instructor trainers to carry out post course assessment objectively, accepting that there are a range of delivery methods that instructors can use to deliver course outcomes.

The tutors will also guide the group in a discussion of the variety of PCA situations that they might come across and include that there may occasionally be requests from lapsed instructors or instructors that have been trained elsewhere.

Module 8: Getting the Best from your Group

Principal learning outcomes covered in the module:

11. are aware of, and can use a variety of groupwork techniques

Handouts for participants:

Appendix 8.1: Getting the Best from your Group

Summary of the Module

This module will look at how different groupwork techniques may be used during instructor training courses. It will also give an opportunity to look at how to deal with any challenging situations that may arise during a course and how these might be dealt with.

8.1 Getting the best from your group

Using the handout the group examines group dynamics and facilitating groups. This can be augmented by a discussion about what has happened on previous courses, but be mindful of slipping into anecdotes and losing focus.

Module 9: Administration

Principal learning outcomes covered in the module:

15. can accurately record the progress of trainee instructors during an instructor training course and after PCA sessions
16. can effectively communicate trainees' achievement at the end of instructor training courses and explain the process of post course assessment to successful trainees
17. are aware of essential course documentation and can complete this accurately and punctually

Handouts for participants:

Appendix 4.2.2: National Standard Instructor Training Course - Trainee's Progress and Assessment Sheet

Appendix 9.1: National Standard Instructor Training - Trainee Notification Form

Appendix 7.2: Post Course Instructor Assessment Form

Summary of the Module

This module will look at the documentation that instructor trainers will be expected to complete during and after an instructor training course.

9.1 Essential course paperwork

The tutors will use the handouts to discuss the documentation that instructor trainers will be expected to complete during instructor training courses and in post course assessment. This will include the documentation that must be completed and returned to the DfT and the process for doing this.

The course tutors will also inform the group about procedures for registering instructors on the national database and any other local quality management systems.

Module 10: Review

Principal learning outcomes covered in the module:

All learning outcomes will be covered.

Handouts for participants:

Each trainee will be given a written assessment of their performance on the course. Appendix 4.2.2 National Standard Instructor Training Course - Trainee's Progress and Assessment Sheet can be used for this.

Summary of the Module

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

10.1 Individual Performance Feedback

The progress and assessment sheet (Appendix 4.2.2) can be used by trainers to feedback to each participant.

10.2 Closing

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

National Standard for Cycle Training Instructor Qualification

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Course Structure 6

Day One

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Module 3: Risk Assessment and Management	11
Module 4: Level 1 Training	12
Module 5: Practical Level 1 Training (Part 1)	13
Module 6: Teaching Skills	14
Module 7: Practical Level 1 Training (Part 2)	15

Day Two

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

Day Three

Module 12: Delivery Options for Level 1 and 2 Training	22
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Module 14: Child Protection	25
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Appendices

Appendix 1.1: Glossary of Terms

Appendix 1.2: Instructor Role - Specifications

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

Appendix 3.1: Risk Assessment and Management

Appendix 3.2: Generic Activity Risk Assessment Form

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

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

Appendix 3.5: Fitting Helmets

Appendix 3.6: Bike Checks

Appendix 3.7: Example Accident/Incident Report Form

Appendix 4.1: Theory of Level 1, Basic Riding Skills

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

Appendix 6.1: Teaching Methods

Appendix 6.2: Group Control Techniques

Appendix 8.1: Responsibilities of Level 1 and 2 Course Leaders

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

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

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

Appendix 12.1: Delivery Options for Level 1 and 2 Training

Appendix 14.1: Protection of Children and Vulnerable Adults

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

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

Appendix 17.1: Trainee Instructor Progress and Assessment Sheet

INTRODUCTION

General

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

Context of the National Standard Instructor Qualification

The National Standard was launched in 2005 and was designed by the leading experts in the fields of both cycling and road safety who were part of the Cycle Training Reference Group (CTRG). It is designed on similar principles to lessons for motorcycle riders and car drivers teaching the importance of assessing the likely risks and obstacles faced by cyclists.

The UK Department for Transport (DfT) is committed to the maintenance and development of the National Standard.

Bikeability¹ was launched in England in 2007 and is the government approved and nationally recognised award for cycle training. It is underpinned by the National Standard, and it is both a quality control procedure for training schemes and the consumer facing brand for delivery of the National Standard.

The National Standard consists of three levels of training:

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

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

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

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

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

Aim of the Course

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

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

Key Outputs

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

Qualities of a National Standard Instructor

An Instructor must:

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

An Instructor is also expected to:

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

Delivery Options

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

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

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

Course Learning Outcomes

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

4. National Standard Assistant Instructor
5. National Standard Instructor
6. National Standard Instructor Trainer

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

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

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

COURSE STRUCTURE

DAY ONE

Module 1 - Introduction to the Course

Introduction

Module 2 - Basics of the National Standard

Basics of the National Standard

Module 3 - Risk Management and Assessment

Theory and practice of Risk Management and Assessment

Clothing and Equipment for Safe Cycling

Bike Check

Emergency Procedures

Module 4 - Level 1 Training

Theory of Level 1

Content

Module 5 - Practical Level 1 Training (Part 1)

Selection and Risk Assessment of Training Area

Teaching Drills and Practising Delivery (Assessed)

Module 6 - Teaching Skills

Teaching Methods

Group Control

Module 7 - Practical Level 1 Training (Part 2)

Selection and Risk Assessment of Training Area

Teaching Drills and Practising Delivery (Assessed)

DAY TWO

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

Responsibilities

Leading Other Instructors and Supervising Assistant Instructors

Assessing and Recording Trainee Progress in Achievement of Course Outcomes

Module 9 - Practical - Leading Level 1 Training

Leading Level 1 drills

Module 10 - Level 2 Training

Theory of Level 2

Content

Module 11 - Practical Level 2 Training

Selection and Risk Assessment of Training Area

Teaching Drills and Practising Delivery (Assessed)

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

Delivery Options for Level 1 and 2 Training

Module 13 - Practical - Leading Level 2 Training

Selection and Risk Assessment of Training Area

Leading Level 1 Drills

DAY FOUR**Module 14 - Child Protection**

Forms of Abuse

Instructor Responsibilities in Safeguarding Children, Vulnerable Adults and Themselves

Module 15 - Level 3 Training

Theory

Content

Module 16 - Practical Level 3 Training

Level 3 Risk Assessment

Leading Level 3 Training

Module 17 - Review

Individual Performance Feedback

Closing

DAY ONE

Module 1: Introduction to the Course

Principal learning outcomes covered in the module:

Introduction to all the course outcomes

Handouts for participants:

Course structure and timetable.

Appendix 1.2: Instructor Role - Specifications

Page 5 of NSI course: Course learning outcomes

Summary of the module

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

1. Introduction

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

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

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

Module 2: Basics of the National Standard

Principal learning outcomes covered in the module:

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

Handouts for participants:

Course structure and timetable.

Appendix 1.2: Instructor Role - Specifications

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

Page 4 of Assistant Instructor course: Course learning outcomes

Summary of the module

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

2.1 Basics of the National Standard

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

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

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

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

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

Module 3: Risk Assessment and Management

Principal learning outcomes covered in the module:

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

Handouts for participants:

Appendix 3.1: Risk Assessment and Management

Appendix 3.2: Generic Activity Risk Assessment Form

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

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

Appendix 3.5: Fitting Helmets

Appendix 3.6: Bike Checks

Appendix 3.7: Example Accident/Incident Report Form

Summary of the module

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

3.1 Theory and Practice of Risk Management and Assessment

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

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

3.2 Clothing and Equipment for Safe Cycling

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

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

3.3 Bike Checks

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

3.4 Emergency Procedures

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

Module 4: Level 1 Training

Principal learning outcomes covered in the module:

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

Handouts for participants:

Appendix 4.1: Theory of Level 1 - Basic Riding Skills

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

Summary of the module

This module will explain:

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

4.1 Theory of Level 1

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

4.2 Content of Level 1

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

Module 5: Practical Level 1 Training (Part 1)

Principal learning outcomes covered in the module:

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

Handouts for participants:

Appendix 4.1: Theory of Level 1 - Basic Riding Skills

Summary of the module

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

5.1 Teaching Drills and Practice Delivery

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

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

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

Module 6: Teaching Skills

Principal learning outcomes covered in the module:

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

Handouts for participants:

Appendix 6.1: Teaching Methods

Appendix 6.2: Group Control Techniques

Summary of the module

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

6.1 Teaching Methods

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

6.2 Group Control Techniques

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

Module 7: Practical Level 1 Training (Part 2)

Principal learning outcomes covered in the module:

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

Handouts for participants:

None

Summary of the module

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

7.1 Selection and Risk Assessment of Training Area

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

7.2 Teaching Drills and Practice Delivery

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

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

Homework

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

DAY TWO

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

Principal learning outcomes covered in the module:

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

Handouts for participants:

Appendix 8.1: Responsibilities of Level 1 and 2 Course Leaders

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

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

Appendix 1.1: Instructor Role - Specifications

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

Summary of the module

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

8.1 Responsibilities of Course Leaders

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

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

Module 9: Practical - Leading Level 1 Training

Principal learning outcomes covered in the module:

All learning outcomes will be covered in this module.

Handouts for participants:

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

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

Summary of the module

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

9.1 Leading Level 1 Drills

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

Module 10: Level 2 Training

Principal learning outcomes covered in the module:

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

Handouts for participants:

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

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

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

Summary of the module

This module will explain:

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

10.1 Theory of Level 2

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

Module 11: Practical Level 2 Training

Principal learning outcomes covered in the module:

All learning outcomes will be covered.

Handouts for participants:

None

Summary of the module

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

11.1 Selection and Risk Assessment of the Training Area

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

11.2 Teaching Drills and Practice Delivery

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

Homework

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

DAY THREE

Module 12: Delivery Options for Level 1 and 2 Training

Principal learning outcomes covered in the module:

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

Handouts for participants:

Appendix 12.1: Delivery Options for Level 1 and 2 Training

Summary of the module

This module will enable the instructor trainers to present some of the delivery options that are available to instructors.

12.1 Delivery Options for Level 1 and 2 Training

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

Module 13: Leading Level 2 Training (Practical)

Principal learning outcomes covered in the module:

All learning outcomes will be covered in this module.

Handouts for participants:

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

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

Summary of the module

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

13.1 Selection and Risk Assessment of Training Sites

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

13.2 Leading Level 2 Drills

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

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

Homework

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

DAY FOUR

Module 14: Child Protection

Principal learning outcomes covered in the module:

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

Handouts for participants:

Appendix 6.1: Protection of Children and Vulnerable Adults

Summary of the module

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

Forms of Abuse

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

Instructor Responsibilities in Safeguarding Children, Vulnerable Adults and Themselves

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

Module 15: Level 3 Training

Principal learning outcomes covered in the module:

All learning outcomes will be covered in this module.

Handouts for participants:

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

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

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

Summary of the module

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

15.1 Theory of Level 3

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

15.2 Content of Level 3 Training

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

Module 16: Practical Level 3 Training

Principal learning outcomes covered in the module:

All learning outcomes will be covered.

Handouts for participants:

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

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

Summary of the module

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

16.1 Level 3 Risk Assessment

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

16.2 Leading Level 3 Training

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

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

Module 17: Review

Principal learning outcomes covered in the module:

All learning outcomes will be covered.

Handouts for participants:

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

Summary of the module

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

17.1 Individual Performance Feedback

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

17.2 Closing

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

Appendix 1.1: Glossary of Terms

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

Appendix 1.2: Instructor Role - Specifications

Job Specification

An Instructor will:

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

Their responsibilities will include:

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

Qualities of an Instructor

An Instructor must:

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

An Instructor is also expected to:

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

Appendix 2.1: Record of Trainees' Progress

Level 1: Cycling Outcomes

Course location: _____

Instructor: _____

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

Level 2: Cycling Outcomes

Course location: _____

Instructor: _____

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

Level 3: Cycling Outcomes

Client Name: _____

Instructor Name: _____

Date: _____

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

Appendix 3.1: Risk Assessment and Management Incident and Emergency Procedure

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

Risk in National Standard Training

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

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

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

The Five Steps of Risk Assessment

The five steps of risk assessment are:

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

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

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

Generic Risk Assessment

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

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

Site Specific Risk Assessment

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

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

Dynamic Risk Assessment

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

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

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

Risk to the National Standard

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

Incident and Emergency Procedure

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

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

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

Appendix 3.2: Generic Activity Risk Assessment Form

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

Description of **TASK / PROCESS / EQUIPMENT** being assessed

1	Off-road (playground) cyclist training (Level 1)	5	
2	On-road cyclist training (Basic Level 2)	6	
3	On-road cyclist training (Advanced Level 3)	7	
4		8	

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

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

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

Appendix 3.3: Issues to Consider in Risk Assessment

Introduction

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

Risk assessment for cycle training activities

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

I. General risks

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

The risk of this is very low.

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

II. Risks while riding

Instructors and trainees are jointly referred to as riders.

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

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

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

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

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

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

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

3. A rider may fall from their bike.

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

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

4. Two riders may collide.

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

5. A rider may collide with a pedestrian.

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

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

6. A rider may collide with another road user.

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

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

Use of safety equipment

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

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

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

III. Risks during bike maintenance

1. Injury due to incorrect use of tools

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

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

2. Injury due to incorrect use of chemicals

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

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

Appendix 3.4 Hertfordshire CC Blank Site Specific Risk Assessment Form

To be completed and returned to by completion of course.

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

Sites

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

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

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

Route 1 Assessment

Route 2 Assessment

Route 3 Assessment

School

Instructor

date

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

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

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

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

Appendix 3.5: Helmets and Clothing

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

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

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

Fitting Helmets

Good fit:

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



Poor fit:

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

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

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

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

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

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

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

Appendix 3.6: Bike Checks

Safe Cycle Check

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

How to Check a Bike: The M-Check

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



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

Points to Consider whilst Carrying Out a Bike Check

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

Appendix 3.7: Example Accident/Incident Report Form

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)

[illegible]

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

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8. Further comments

Signed _____ Date _____
(Manager)

Appendix 4.1: Theory of Level 1 - Basic Riding Skills

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

The Level 1 training course is suitable for:

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

Aims of the Level 1 Course

The aims of the Level 1 course are to:

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

What is Required from the Instructor

The Instructor is required to:

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

Main Points of Level 1

The main points of the Level 1 course include:

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

- 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 trainees 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 4.2: Observational Outcomes for Level 1 (Course Syllabus)

LEVEL 1

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

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

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

All essential outcomes are shaded.

Outcome	Observed Demonstration	Reasoning
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.

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

Introduction

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

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

Teaching Methods

The easy way to remember teaching methods:

<i>Instructor and Assistant</i>	<i>Trainees</i>
EXPLANATION	LISTEN
DEMONSTRATION	WATCH
REPLICATION/IMITATION	DO

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

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

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

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

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

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

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

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

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

Appendix 6.2: Group Control Techniques

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

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

Specific rules for riding could include:

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

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

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

Other causes for distraction may include:

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

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

Appendix 8.1: Responsibilities of Level 1 and 2 Course Leaders

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

Before training commences:

1. That other instructors / Assistant Instructors are present.

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

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

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

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

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

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

4. That all necessary risk assessment is undertaken.

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

5. That all necessary paperwork is present.

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

During the training session

1. That adequate safety is maintained throughout the training session

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

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

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

Instructor responsibilities

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

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

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

Trainees

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

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

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

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

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

Environment / Third Parties

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

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

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

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

Instructors

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

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

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

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

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

The Level 2 training course is suitable for:

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

Aims of the Level 2 Course

The aims of the Level 2 course are to ensure:

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

What is Required from the Instructor

The Instructor is required to:

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

Main Points of Level 2

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

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

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

Outcomes of the Level 2 Course

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

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

Teaching Drills and Practising Delivery

During the Level 2 course candidates should:

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

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

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

LEVEL 2

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

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

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

All essential outcomes are shaded

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

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

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

Outcome	Observed Demonstration	Reasoning
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</p>

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

slower moving vehicles	<p>then if safe to do so move out smoothly (they should not be so close as to need to swerve) into a position a car door's length from the vehicle they intend to overtake. Once past, they should move smoothly back into their normal riding position unless there are other vehicles nearby ahead that they will overtake, in which case they must stay out until they have passed all of these.</p>	<p>out between parked cars. They should rather stay where they can see and be clearly seen by other drivers and riders even if this means that vehicles behind are prevented from overtaking them.</p> <p>When a cyclist is riding steadily and confidently there should be no need to signal when overtaking. It should be obvious from their position and riding that they will be carrying on past the vehicles.</p> <p>On approaching parked vehicles they also be checking if there is anyone in the vehicles, if the motor is running and if the vehicle is about to set off (indicating) so that they can take appropriate avoiding action.</p> <p>It may be necessary in some instances when overtaking a line of parked cars for the cyclist to move closer to these, for example if the street is narrow and there is an oncoming car that approaches after they have begun the overtaking manoeuvre. In cases like this observation into the parked cars they are overtaking is essential as they will have no room to manoeuvre and must therefore be ready to stop and wait until safe to ride further out again.</p>
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</p>	<p>The left shoulder look will be appropriate in certain conditions where undertaking is possible.</p> <p>The technique of moving out into the primary position prior to turning is to prevent following vehicles overtaking and cutting up</p>

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

	check for traffic emerging and turning right from the minor road ahead of them.	
11 - Turn right from a minor to a major road	<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>
12 - Turn right from a major to minor road	<p>Approaching the junction, the cyclist must observe behind and, if safe to do so, start to move out to a position about an arm's length to the left of the centre line, signalling if necessary as they do so prior to and while moving out. If there is oncoming traffic they should stop opposite the centre line of the minor road, take up the pedal ready position and then, once the traffic has passed, complete their turn. While waiting they may also choose to signal. They may also carry out a right shoulder final check if there were any risk of drivers attempting to overtake on their right as they turned.</p>	<p>The right shoulder final check before completing a turn is for vehicles that may be attempting to overtake the cyclist on their outside. It should not be necessary if the cyclist has just allowed oncoming motor vehicles to pass. Any overtaking of the cyclist by vehicles behind should be prevented by the oncoming vehicle unless this were a cycle or motorcycle.</p> <p>Signalling while waiting to turn right will make the cyclist more visible to oncoming drivers.</p>

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

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

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

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

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

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

Element 1. Understanding the outcome based approach

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

Element 2. Group learning (additional tips)

Riding order

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

Group balance

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

Element 3. Positioning of trainees and the instructor

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

Positioning of trainees receiving verbal instruction

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

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

Positioning of trainees to start manoeuvres

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

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

Positioning of the instructor

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

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

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

Element 4: Assessing and making progress through course outcomes

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

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

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

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

Appendix 12.1: Delivery Options for National Standard Training

The National Standard is all about outcomes and is not prescriptive about how these are achieved. For instance all levels can be taught 1:1 to both adults and children. There are however some important delivery rules that have to be observed.

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

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

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

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

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

Instructor Training Providers and Bikeability Schemes

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

Level 1 Options

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

Level 2 Options

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

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

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

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

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

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

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

Appendix 14.1: Protection of Children and Vulnerable Adults

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

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

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

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

Forms of Abuse

Abuse takes many forms

Emotional: Showing anger to trainee / trainees

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

Physical: Inflict pain or injury

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

Sexual: No touching, sexually explicit language

Instructor Responsibilities in Safeguarding Children, Vulnerable Adults and Themselves

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

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

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

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

The Level 3 training course is suitable for:

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

Aims of the Level 3 Course

The aims of the Level 3 course are to ensure:

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

What is Required from the Instructor

The Instructor is required to:

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

Main Points of Level 2

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

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

Outcomes of the Level 3 Course

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

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

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

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

Teaching Drills and Practising Delivery

During the Level 3 course candidates should:

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

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

LEVEL 3

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

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

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

All essential outcomes are shaded .

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

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

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

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

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

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

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

Trainee Name _____ Course Dates _____

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

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

Signed by Instructor Trainer _____

Print Name _____ Date _____

Appendix 1.2: Ice Breakers

Ice breakers are commonly used in training courses with small training groups. They can serve a number of purposes, particularly when used in National Standard Instructor training. They can:

Break the Ice

Particularly where trainees and/or course tutors do not know each other well the ice breaker can be an opportunity to enable course participants to find out more about each other in a non threatening and fun way. This will enable some of the normal reserve between strangers to be reduced, an effect which should then continue to be felt throughout the remainder of the course and during breaks.

Tutors should participate fully in ice breakers. Their full participation sets a good example and tone for the course.

Involve Everyone

An ice breaker should involve all trainees from the start. A well structured ice breaker will force even the reluctant to participate and may include elements that enable their involvement to then be continued through the remainder of the course.

In this way the ice breaker can bring relief in helping some get over initial shyness and challenge for others who have no alternative but to get involved.

Enable Early Assessment

The tutors can choose to use ice breakers that will make the trainees exhibit some of the skills that they will be tutored in during the course. In this way the ice breaker can provide an early opportunity for tutors to assess the abilities of their trainees.

Be Fun

Ice breakers should be enjoyable and set the tone for an enjoyable course. It is probably worth noting that sometimes participants find it challenging or uncomfortable to fully participate in games and that in a few occasions this can have an adverse effect on the group.

Appendix 1.3: Instructor Trainer - Specifications

Job Specification

An instructor trainer will:

- be directly responsible to Instructor Training Provider (ITP) managers
- work with, and may be responsible for, other fully qualified National Standard Instructor Trainers and provisionally accredited National Standard Instructor Trainers;
- lead in the planning and delivery of approved National Standard Instructor Training courses. These currently include assistant instructor, assistant instructor consolidation, full instructor and instructor trainer courses;
- carry out post course assessment of provisionally accredited instructors and instructor trainers.

Their responsibilities will include:

- assessment and management of risk to trainees, themselves, other instructor trainers, and to third parties at all times while training is underway;
- maintaining a safe training environment;
- assessment and recording of the trainee's progress through the course learning outcomes;
- preparing the classroom for course sessions and ensuring that all paperwork and handouts are available;
- ensuring that all course paperwork is completed accurately and promptly at the end of each course.

Qualities of an Instructor Trainer

An Instructor Trainer must:

- have demonstrated exemplary skills as a fully accredited National Standard Instructor
- ride confidently and cope with traffic (to Level 3 competency);
- have a thorough understanding of the Level 1, Level 2 and Level 3 syllabus of the National Standard and be able to demonstrate all course outcomes in an exemplary manner;
- have excellent communication skills; and
- be reliable in completing course administration promptly and accurately.

An Instructor is also expected to:

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

Appendix 2.1: Basics of the National Standard

A Short History

The National Standard has been developed from the late 1990's although the history of cycle training goes back a further 50 years. A detailed understanding of this history is not necessary to teach National Standard although it is expected that Instructor Trainers have knowledge that extends beyond their training provider and that they are aware of the national significance and the key national organisations involved in its development.

Milestone	Date	Comments
National Cycling Strategy	1996	National Cycling Strategy Board - publishes targets for increasing cycling.
Gearing up for Cycling conference (York)	June 1998	Closing speech calls for establishment of the National Standard.
Consultation into the 'State of Cycletraining' by CTC	2000 - 2001	Further calls for establishment of the National Standard.
Adult Cycle Training Standard	2002	The DfT funds the CTC to prepare an Adult Cycle Training Standard. This creates the course outcomes that form the basis of the 'National Standard'.
Establishment of first Instructor Training Providers	2003	The DfT funds the CTC to deliver training of 100 instructors able to deliver the 'National Standard'. First four ITPs are accredited to provide this training.
English Region's Cycling Development Team (ERCDT) survey of cycle training in England	2003	A comprehensive survey of cycle training in England and comparison with the National Standard.
Child Cyclist Training best practice guidance	2004	Following a wide consultation managed by the ERCDT, this guidance adapted the Adult Standard to children's training.
Establishment of the Cycle Training Reference Group	2004	The steering groups involved in development of the adult standard and child guidance are expanded to become a guiding body for the further development and expansion of National Standard training.
Formation of Cycling England	2005	Cycling England is given an annual budget of £5 million to create a programme to promote cycling in England
Launch of National Standard	2005	The official launch of the National Standard to the public. Cycling England allocates up to £1.5 million of its annual budget for the delivery of National Standard training.
Launch of Bikeability	2007	Bikeability (Cycling England brand name for National Standard training) is launched with increased funding for its delivery.
Creation of the Cycle Training Standards Board (CTSB)	2007	Created by the DfT, the CTSB replaces the CTRG as the consultative group for the National Standard.

The National Standard

The National Standard has three levels and each of these is basically a set of learning outcomes with one over-riding outcome. The National Standard syllabus describes how each of these outcomes should be taught. Further guidance sets clear rules for how training at each level should be delivered in terms of group sizes, instructor qualification, instructor to trainee ratios, session lengths and course duration.

The core of the standard is its outcomes. In delivering National Standard training instructors must be fully focussed on enabling their trainees to achieve these outcomes, displaying “outcome thinking”. The full details of the National Standard structure and outcomes is contained in both the introduction to the Instructor Trainer Course and Appendix C, National Standard for Cycle Training - Instructor Qualification, which trainees should already have been given.

The National Standard and Bikeability

Bikeability has been designed as the public face of the National Standard by Cycling England. Bikeability is also a quality assurance process for individuals, companies and institutions and designed to give the public confidence in the product. Bikeability is underpinned by the National Standard as the technical basis for its delivery. Therefore only NSIs and NSAs can delivery Bikeability training.

While Bikeability is an English brand it is not exclusive to England. Schemes in other parts of the UK or even outside can register with Bikeability but must meet the conditions of registration. Details of registration can be found on the Bikeability website: www.bikeability.org.uk.

Managing the National Standard

Department for Transport (DfT)

The UK Department for Transport (DfT) has funded much of the development of the National Standard and leads in this process. However it has sought and been given advice by a number of individuals and organisations during the development. Although some of this has been through contracted work, it is important to recognise that a number of individuals and organisations have given their time freely and helped with the development of the Standard.

Cycle Training Standards Board (CTSB)

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.

Appendix 3.1: Risk Assessment and Management - What must be covered in National Standard Instructor Training Courses

Instructor trainers must be fully conversant with and able to teach a range of topics related to risk assessment and management. These topics will be covered in different degrees of detail within approved instructor and assistant instructor training courses. They are:

The Five Steps of Risk Assessment

The five steps of risk assessment are:

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

Types of Risk Assessment

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

* Examples of Generic and Site Specific risk assessment forms are included in Appendix C

For each type of risk assessment the instructor trainers must be able to list all the elements that must be assessed.

Incident and Emergency Procedure

The instructor trainers should be able to list the elements that will be common to each training provider's incident and emergency procedure. A sample emergency reporting form is included in Appendix C.

Appendix 4.1: Teaching Techniques

Instructor trainers must have full knowledge of the different learning styles of trainees. There are three distinctive forms of learning and in training they must be able to appeal to all of these. Often a combination of styles will prove the most effective way of teaching course outcomes.

The easy way to remember the three teaching/learning methods is:

<i>Teaching</i> <i>Instructor and Assistant</i>	<i>Learning</i> <i>Trainees</i>
EXPLANATION	LISTEN
DEMONSTRATION	WATCH
REPLICATION/IMITATION	DO

Language

Instructors must be able to give clear instruction. Clear means using language that trainees can understand. As previously discussed National Standard training commonly uses discovery learning techniques.

In delivering drills directive language will be used to explain what is in the drill. The instructor must be able to give clear and unambiguous instruction to trainees about **what** they want them to do. The instructor can then use open and leading questions to elicit from trainees **how** the outcomes for the drill should be done.

Instructors should be aware of the different types of questions they can ask, (open, closed, leading and checking) and when it would be appropriate to use these.

Assessment

In applying any teaching techniques instructors must always be aware how these are being received by trainees, assessing their response, or lack of it. If something is not working instructors should be aware of it through their assessment and ready to change the teaching method.

Appendix 4.2.1: Trainee Assessment

The ability to assess the performance of trainees against course outcomes is at the heart of successful delivery of National Standard training. Each type of National Standard course mirrors the other courses in the techniques used by trainers in delivering instruction and assessment. The same teaching techniques are used and the progress of trainees is measured against a set of course outcomes. For each the assessment of trainees by tutors is constant from the moment the course begins.

Appendix 4.2.2 list the outcomes of the Instructor Trainer course against which the trainees on the course are measured. Tutors begin assessing trainees from their first contact. Even the layout of the course classroom may be deliberately tailored to observe trainee's reactions before the course formally begins. Instructor Trainers must be assessing from the moment they arrive at a training centre or site. Even before pupils arrive bicycles can be checked and this can tell instructors useful things about their trainees. Continual assessment will inform instructors how their trainees are progressing and enable them to adapt and change to help them progress more quickly.

Instructor trainers must recognise and be able to express the importance of accurately recording achievement of course outcomes during National Standard training courses. Every training provider should provide their instructors with assessment forms, similar to Appendix 4.2.2, that enable accurate recording of trainee progress.

Appendix 4.2.2: National Standard Instructor Trainer Course - Trainee's Progress and Assessment Sheet

Trainee Name _____ Course Dates _____

Learning Outcome		Achieved	Comments			
1.	Fully understand the structure in place for delivery and management of the National Standard					
2.	Know where to find information about the National Standard and definitive documents					
3.	Know the content of the National Standard and its outcome centred approach					
4.	Know the roles of the NSIT, NSI and NSAI and how these relate to each other					
5.	Know the core range of courses that the NSIT will be required to deliver and the course learning outcomes for each of these					
6.	Have a good understanding of risk assessment and management and how these are applied at a course and training scheme level					
7.	Can prepare and deliver both classroom and practical instructor course modules					
8.	Can use a range of teaching techniques					
9.	Can assess the ability and performance of instructor trainees and sign off learning outcomes					
10.	Can give appropriate feedback to encourage instructor trainees					
11.	Are aware of, and can use a variety of groupwork techniques					
12.	Know the principles of mentoring and can effectively mentor instructors					
13.	Know the range of different delivery methods most commonly used by National Standard for Cycle Training providers and can explain these accurately and objectively to instructor trainees					
14.	Fully understand the process and scope of instructor post course assessment (PCA) and be able to deliver PCA sessions					
15.	Can accurately record the progress of trainee instructors during an instructor training course and after PCA sessions					
16.	Can effectively communicate trainees' achievement at the end of instructor training courses and explain the process of post course assessment to successful trainees					
17.	Are aware of essential course documentation and can complete this accurately and punctually					
		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 Tutor _____

Print Name _____ Date _____

Appendix 5.1.1: National Standard Mentoring Guidance

1.0 Introduction

- 1.1 The purpose of this guidance is to assist cycle training providers and the mentors that they use to better understand the role of mentoring and how this specifically applies to cycle training and in particular to level 2 training of children. It explains what mentoring is and suggests a format for how this can be applied within cycle training. It then discusses some of the common problems that mentors are likely to have to deal with when viewing training delivery. As such, the guidance should also be useful for instructors in assessing their own performance.

2.0 What is Mentoring?

- 2.0.1 Mentoring is the process by which experienced mentors have responsibility for overseeing the career and development of other people. This is a wholly supportive process where career and development goals are identified by the mentor in discussion with those they are mentoring and training and support put in place to enable those goals to be met.

2.1 Mentoring in Cycle Training

- 2.1.1 In the context of cycle training a mentor should be an experienced instructor who has a proven ability to deliver National Standard training.
- 2.1.2 Training providers should provide formal mentoring support for provisionally accredited instructors immediately upon their commencement of practical training. This may be sourced from an outside provider or ideally from within the training provider's own staff. Initial mentoring of new instructors will require regular observation and support for the duration of at least one full course of instruction for each level of training course they will deliver. The exact amount of mentoring required for each instructor will depend on their needs, how long it takes for the mentor to be confident that the "mentee" can consistently deliver the National Standard.
- 2.1.3 In addition to formal mentoring, new, inexperienced instructors should ideally be teamed with experienced instructors, at least until they have received full accreditation.
- 2.1.4 While mentoring is particularly important for new instructors, all instructors must receive formal mentoring at least once each year. This will form part of their ongoing career development. A sample mentoring form is provided in Appendix A.

2.2 Mentoring Technique

- 2.2.1 Mentoring is in effect the key means that a training provider has for implementing individual staff training and development. The training method used should therefore be similar to that used for training clients. Discovery learning, using leading questions, should form the core of mentoring feedback although there is scope for more directive feedback. However, there are some clear differences in how a mentor should work with an instructor compared with the instructor/trainee relationship. In particular, before observing, the mentor and instructor should have discussed the format of the mentoring and any particular needs that the instructor is aware of. There is a degree of prior knowledge that the instructor should have. The mentor should also only intervene where there may be risk to trainees as to do otherwise could undermine the instructor's confidence.
- 2.2.2 A typical mentoring session would take the following form.

1. **Pre-observation preparation.** Prior to the practical observation the mentor will discuss the format of the mentoring with the instructor. They will show them the mentoring form and ask if there are any particular concerns that the instructor would

like help with. If this is a follow on from a previous mentoring session they will discuss any action points that should carry forward. Prior to the observation the trainees should also be informed about the mentor and what they are doing. The mentor will also discuss the planned content of the training session to be observed and find out how the course has progressed up to this point.

2. **Observation.** The mentor will observe the instructor, making notes as they do so. They will only intervene to give advice if there is a clear risk to trainees or if there is an opportunity to give subtle prompts on action points discussed prior to the session.
3. **Feedback.** Ideally this should follow immediately after the observation. It should also take as long as is needed to cover all necessary issues. This may necessitate more than one session. A further mentoring session may be necessary and action points agreed to be taken forward to this. The feedback form, including action points, should be completed by the mentor and a copy given to the instructor prior to any further mentoring session.

In giving feedback the mentor should first of all ask the instructor how they felt the session went and what effect being observed had on them. The mentor will then use the notes they have taken on the session to ask the instructor questions that will enable them to analyse their own performance and establish where they felt they did well and where they could have done better.

Where there are specific issues from a previous mentoring session the mentor will ask how the instructor performed on these. In all questioning and comment the mentor will seek to be positive emphasising good points before moving to those where improvement could still be made. Only where the instructor fails to identify issues after leading questions should the mentor give direct feedback on both negative and positive issues observed.

Using the mentoring form the mentor will make note of any agreed action points that will be carried forward to the instructor's next mentoring session.

4. **Record keeping.** Copies of all written feedback forms should be retained by the training provider. The instructor should also retain a copy of their completed mentoring form.

3.0 Common Issues that Arise in Mentoring

- 3.0.1 There are a number of common instruction issues that are repeatedly observed in practical delivery of training. Most of these occur because instructors are still developing their understanding of the National Standard and their experience of instruction. However, some are also rooted in the structure of courses and the guidance given by training providers. The action points that result from mentoring may therefore also be directed at the training provider and how they manage training.
- 3.0.2 The main issues and how to address them are discussed in the following sections. None of these issues are mutually exclusive. Indeed most problems in delivery of the National Standard will arise though a combination of issues.

3.1 Understanding the Outcome Based Approach of the National Standard

- 3.1.1 A good instructor will not only appreciate that the National Standard is about the delivery of outcomes, they will totally absorb this and "think outcomes", demonstrating what we will call "outcome thinking". This may take some time and there are many pressures on instructors that may divert them from gaining the understanding of the outcome based approach. Put simply, the overall outcome of training a client to become a safe, regular cyclist can only be achieved by their achieving a sequence of lesser outcomes, each more complex than those preceding it. If these lesser outcomes are taught in the wrong order or if trainees are asked to progress to complex outcomes before sufficiently mastering less complex ones, then the overall outcome will not be achieved or will take much longer to deliver.

- 3.1.2 An instructor should continually assess the performance of their trainees on the outcome they are learning. They should assess how the choice of site, behaviour of trainees and any other factors are affecting delivery of the outcome and if there is anything that could be changed to improve delivery. Failure to react to obvious problems with any of these factors demonstrates a lack of “outcome thinking” and will undoubtedly be at the heart of any other weaknesses observed. Full understanding of the individual outcomes will be demonstrated by the instructor progressing through outcomes as each is sufficiently demonstrated by their trainees. Instructors should be fully conversant with the National Standard syllabus.
- 3.1.3 Pressure for instructors to progress through outcomes too quickly may inadvertently come from the training provider. The instructor manual they provide may suggest times for each outcome and/or the outcomes that might be tackled in specific course sessions. As a result instructors may feel that they have to cover these outcomes in the time or session suggested rather than taking the time they judge necessary for their trainees to achieve them.
- 3.1.4 Further pressure on instructors to deviate from “outcome thinking” may occur where it is practice for trainees to undertake riding in pairs or group rides as part of their course. Where such activities are undertaken for anything other than moving trainees to and from good training sites, they should ideally be included when trainees have individually achieved the core outcomes.

Mentor response

Unless the lack of “outcome thinking” is placing trainees at risk, the mentor should wait until the end of the session before giving any feedback. They should also consult the instructor manual to see if this may have had any bearing on what was observed. It may then be necessary to question the instructor to assess their understanding of the outcomes and their grasp of “outcome thinking”. From this the mentor should assess what action points need to be given to the instructor and/or the training provider.

3.2 Group learning and control

- 3.2.1 The bulk of National Standard training will be delivered to groups of children. If instructors do not establish good control of the children for whom they are responsible it will be very difficult for those children to achieve the outcomes in the time allotted. Keeping all the group involved is also important at all times, particularly for children, whose minds will quickly wander. Many problems will arise where an instructor has not set clear ground rules for the training session, or having set them has failed to enforce them.
- 3.2.2 Involving the group as much as possible at all times will improve learning and achievement of each outcome. Where the instructor positions the group when talking to them and where they themselves stand is crucial. They should always stand facing all the children when questioning them. There will usually be at least one child who is loud and wants to give all the answers and in such circumstances it is easy for others to be overlooked. Learning children’s names is essential and enables the instructor to direct questions to all. They should also enforce the rule that anyone who shouts out will not be asked to answer.
- 3.2.3 Too much talking by the instructor will also result in children losing concentration. **Children learn best by doing** and good instructors will get the children riding as quickly and as often as possible during a training session.

Mentor response

Group control

As with the previous section, unless a lack of control of the group is likely to put trainees at risk, the mentor should not intervene during the training session. However, where the instructor has clearly lost control the mentor must take over the session, restating the ground rules and then demonstrating good practice to complete the session.

Involving the whole group

In the feedback session the mentor should use questioning to remind the instructor that they should not have their back turned to any members of a group they are addressing. While each trainee is riding the instructor should also seek to involve the rest of the group by asking them questions about the ride in progress (particularly in early course sessions).

Challenging behaviour and riding order

The order in which children are placed to ride in the group can affect group learning and control. Loud children will probably want to go first so the instructor can control this by making them go later. 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.

Too much talk

During a National Standard course children should have the opportunity to practice each core outcome at least ten times. This means a lot of riding. However, as adults, instructors can easily forget that children do not have the road user experience to translate verbal instruction easily into riding practice. While the early stage of a course will include more instruction, the instructor should always seek to get children riding as quickly as possible. Use of the u-turn and closed riding loops for outcomes can be introduced at the earliest opportunity to facilitate this. A good rule should be never to have more than five minutes of talking before any element of riding, with at least a 70% to 30% split of riding to talking time. When children endure too much talking they quickly stop taking instruction in and outcomes are not delivered.

3.3 Learning for individual trainees, correcting faults, reinforcing instruction, giving encouragement

- 3.3.1 Failure to be consistent in challenging errors is a common issues observed in instructor mentoring. While some elements of individual outcomes are open to choice (position and signalling), others (observations) are not. Where trainees miss essential elements of an outcome, instructors must make them aware of this promptly. Repetition of errors only makes them permanent. Instructors must consistently challenge serious errors. Missing rear observations and failure to check for traffic before proceeding through a give way junction are probably the two most common errors that children in particular will make. Instructors must pick up on these consistently, but in a positive manner.
- 3.3.2 Instructors should reinforce instruction by praising trainees for carrying out elements of outcomes correctly. This will help to embed understanding of good riding. However, on occasion instructors may give praise when it is not warranted and this can have the opposite effect of confusing trainees and embedding errors.

Mentor response

Unless safety is compromised, the mentor should wait until the end of the session before giving feedback. They should then check the instructor’s understanding of the essential elements of the outcomes covered in the session. From this they can remind the instructor which errors must be challenged and make appropriate action points to be observed in the next mentoring session.

3.4 Positioning of Trainees and the Instructor

- 3.4.1 Where the instructor gets trainees to position themselves when instructing them, when waiting their turn to ride and to begin each manoeuvre will all contribute to the achievement of National Standard outcomes. We would expect that a trainee successfully completing a

National Standard course should demonstrate a style of riding that is neat 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 run a very “neat” session in terms of positioning and control. Poor, slack positioning of trainees is a common issue with instructors that contributes to many of the other issues already listed.

Positioning of trainees receiving verbal instruction

- 3.4.2 A simple rule, that many instructors fail to enforce, is that trainees should never obstruct either the pavement or the road. Indeed trainees should always be either stood on the pavement 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. Some instructors may appear oblivious of the needs of other road users. Cyclists under training should never be an unnecessary hazard to others. Obstructing the footpath, the most common fault, sets a very poor example to trainees and if persistent allowed to occur demonstrates a fundamental lack of “outcome thinking” from the instructor. Obstruction of the footpath can also be an issue in instructor training courses. Instructor trainers should remember that it is not only children who will follow a bad example. Instructor trainees can also be set a bad example by their tutors who should ensure that their charges do not become a hazard for others.

Mentor response

It may be possible during the observation for the mentor to give a quiet hint to the instructor, particularly if the trainees are posing a serious obstruction to other road users. This should then be raised again during the feedback session. The training provider’s instructor manual should cover this area clearly and the instructor should be asked what it says about positioning of trainees. If the manual does not cover this adequately this is an action point for the training provider to correct. Otherwise the mentor should use leading questions to help the instructor understand how poor positioning affects the achievement of outcomes and make action points for future training sessions.

Positioning of trainees to start manoeuvres

- 3.4.3 One of the most common failings of instructors with a lack of grasp of “outcome thinking” is that they get their trainees to start manoeuvres much too close to hazards/junctions, previous manoeuvres etc. Sometimes the limitations of a site may contribute to this but where this is not the case the instructor has no excuse for poor positioning. This may again occur when an instructor fails to appreciate that children do not have the experience to interpret the road environment in the same way as an adult. Each manoeuvre must be distinct from others in a drill if observation, signalling etc are to be meaningful and make sense to the trainee.
- 3.4.4 An example, commonly observed, is of a drill where the trainee is asked to set off in a minor road, turn left into a major road, carry out a u-turn and then stop at the kerb. This drill has four distinct manoeuvres, setting off, left turn, u-turn and stopping. This means that there are four opportunities for the trainee to practice rear observation prior to a manoeuvre and to make this habit. However, if the trainee sets off from a point very close to the junction the rear observation in preparation for the left turn may be missed, after all they have just looked behind to set off. What is more the instructor may, thinking adult, not challenge the missed observation because “after all they’ve just done one”. If the u-turn is carried out a few metres after the left turn with a stop a few metres later, further observations may be missed and not challenged. This type of training cannot successfully deliver understanding of outcomes for trainees and delays or prevents achievement of the National Standard.
- 3.4.5 The instructor may also simply choose a very poor place to undertake a manoeuvre when better options are available close by. Often this may be because “they always do it there”. Choice of position should always be outcome driven with the instructor asking “where is the best place for trainees to learn this outcome?”

Mentor response

Poor positioning is possibly the clearest evidence of a lack of “outcome thinking”. Instructors who persist in allowing trainees to start manoeuvres too close to hazards and practice manoeuvres too close together will never be able to deliver the National Standard consistently. Mentors must give very clear advice and action points to instructors who demonstrate this weakness. A distance of at least 20 metres between start point and hazard or between each manoeuvre is a good rule of thumb. However, if a longer distance is possible this will make drills even more realistic.

The mentor should also check the guidance given in the training provider’s instructor manual. This should be clear in explaining the reasons for good positioning and how to achieve it. If not the training provider must be given the action point of improving their guidance.

Positioning of the instructor

- 3.4.6 Where the instructor stands to give instruction and to observe trainees when riding is also very important. Children in particular will be tempted to look at the instructor rather than for other road users so it is important that the default position for an instructor should be, **on the footpath**, where they will not interfere with the trainee’s line of sight to other road users. The purpose of training on the road is so that trainees learn in the real environment. The nature of level 2 training introduces an element of falseness as trainees will be undertaking drills rather than learning manoeuvres in the context of a journey, therefore we should do nothing that makes the experience any less real. Instructors standing in the road add an unnecessary element of falseness that can prevent outcomes being achieved.
- 3.4.7 The instructor must not become an obstruction to other road users. They must understand that they have no status on the highway and should avoid standing on it if possible. However, having said this there are clearly some instances, and these may be prolonged, where the instructor has little alternative but to stand in the road. Firstly, a position standing on the road may be the only one from which the instructor can see their trainees well enough throughout a drill. Secondly, in some instances, e.g. where footpaths are narrow, it may be necessary to stand on the road to address children. Thirdly it may be advantageous to the delivery of outcomes for an instructor to stand in a position on the road early in a drill as a guide to position for some trainees that they have assessed as needing extra guidance. Instructors should seek to draw back from this position as soon as possible because unless they do so they may not be able to assess if the children have achieved the outcome. In all cases, where an instructor deems it necessary to stand in the road, he/she should be continually risk assessing the environment to decide when it is necessary to return to the footpath either to prevent obstruction or to guard safety.
- 3.4.8 The practice of standing in the road is common where instructors are teaching a right turn and where they feel trainees need a guide position to aim at. However, for right turns from minor to major roads a position on the footpath opposite on the major road may achieve the same, as could a well executed walk or ride through demonstrations by the instructor. For right turns from major to minor roads such a position on the footpath is not possible and it is understandable that instructors may wish to give a guide for their weakest trainees by standing on the road. The question the instructor should continually ask themselves about their position is “Is it really helping?” If the answer is no then they should move. Poor instructor positioning is yet another example of an absence of real “outcome thinking”.

Mentor response

The mentor should only intervene if the instructor’s positioning is posing real risk to them or their trainees, otherwise feedback should be left until after the observation. As with positioning of children, instructors need clear guidance on where best to position themselves. This should be in their instructor manual and if not must be raised as an action point for the training provider to address. The mentor should, however, be able to give clear guidance and set action points for any instructor who demonstrates weakness in this area.

Appendix 5.1.2: Mentoring Form

1. Name of instructor: _____

2. Date of mentoring: _____

3. Mentor: _____ 4. Job Title: _____

5. Type of Course on which instructor is mentored (tick):

Level 1 _____ Level 2 _____ Level 3 _____

For each of the following topic areas please list any action points from previous mentoring, how the instructor has followed these, any further comments on current performance and action points to be carried forward.

6. Understanding of the National Standard and demonstration of an outcome based approach:

Action points from previous mentoring:

Comments on implementation of actions points and session observed:

Further action points to take forward:

7. Group Control

Action point from previous mentoring:

Comments on implementation of action points and session observed:

Further action points to take forward:

8. Balance of riding and instruction:

Action points from previous mentoring:

Comments on implementation of action points and session observed:

Further action points to take forward:

9. Communication, use of language, challenging errors, praise and reinforcing instruction:

Action points from previous mentoring:

Comments on implementation of action points and session observed:

Further action points to take forward:

10. Positioning of trainees, choice of drills:

Actions from previous meeting:

Comments on implementation of action points and session observed:

Further action points to take forward:

11. Positioning of instructor:
Actions from previous meeting:

Comments on implementation of action points and session observed:

Further action points to take forward

12. Describe below any good practice demonstrated by the instructor that should be shared with other instructors:

13. List any action points for the training provider that have been highlighted from this mentoring session:

Signed by:

Instructor: _____ Date: _____

Mentor: _____ Date: _____

**National Cycle Training Standard Instructor Training Post Course
Assessment
Guidance Notes for Assessors**

1. Introduction

This document has been prepared for the DfT (UK Department for Transport) by Steer Davies Gleave and is intended for use by National Standard Instructor Training Providers (ITP). These guidance notes set out how the Post Course Assessment of Provisionally Accredited National Standard Instructors should be delivered.

Post Course Assessment (PCA) is the mechanism by which provisionally accredited National Standard Instructors (NSIs) become fully accredited. However, it is also an important process for observing and judging the delivery of the National Standard by any instructor who has previously undergone the four day NSI course. In this way it may be appropriate in future for assessment of any instructor who has been inactive for some time or whose provisional accreditation has lapsed.

As most NSI courses only involve practical sessions with other trainee NSIs it is important for provisional NSIs to have some experience of delivering to trainees in a variety of settings (including teaching to groups). Observation of this practical delivery to trainee cyclists is the core aspect of PCA.

Assessors delivering Post Course Assessment will use this guidance in conjunction with the 'National Cycle Training Standard Instructor Training - Post Course Trainee Assessment Form' (Appendix 1) when carrying out assessments.

2. Basic Questions Answered

What is Post Course Assessment?

Post Course Assessment (PCA) is the process by which a provisionally accredited National Standard Instructor (NSI) will be assessed in order to receive full accreditation as a NSI.

Who is eligible to receive PCA?

Only instructors who have successfully completed a four day National Standard instructor training course delivered by an approved ITP are eligible.

When should PCA take place?

Ideally PCA should be carried out within six months of the instructor completing the four day NSI course. It is helpful if the instructor has had some experience of training in the interim.

How many assessments are there?

There is currently no limit to the number of assessments an instructor may have before receiving full accreditation. Normally the agreement with the ITP will cover up to two PCA sessions, however, if an instructor is deemed sufficiently competent they could be accredited at the end of the first PCA session.

What is being assessed?

The assessment is to establish whether or not the instructor assessed can deliver National Standard course outcomes effectively and safely. In most cases the training body that conducted the four day course will have highlighted some instructor outcomes that should be evidenced during PCA.

3. Setting up Post Course Assessments

Responsibility for setting up and timing of assessment

At present it is the responsibility of the instructor, or the training provider they are employed by, to set up the PCA. However this process should be co-operative and the training body should be pro-active in making sure provisional NSIs are processed within the correct timeframe. PCA should be arranged when the instructor or training provider believes the instructor is competent enough to pass the assessment. This should normally be within six months of the instructor completing the NSI course.

If the instructor or their training provider has not contacted the ITP to arrange a PCA within 12 months the ITP should then send them a reminder. A further reminder should be sent if there is still no contact after 21 months.

When and what to assess

In setting up the assessment the assessor should seek to arrange observation of a training session which is representative of the type of training that the instructor will normally deliver. Where the instructor mainly delivers Level 2 training to groups of children the PCA should be arranged so that a Level 2 group training session is observed. Where the instructor mainly or only delivers one to one training the assessment should observe this. The training observed must be of delivery of Level 2 or higher outcomes for the instructor to be able to be accredited.

In most cases the training body that conducted the four day course will have highlighted some instructor outcomes that should be evidenced during PCA.

The assessor should observe a full session of training delivered by the instructor and this must include the preparation at the site and with the trainee(s) prior to formal instruction beginning. Where the observation is to be of a group of Level 2 trainees, the assessor should seek to arrange to observe a more advanced session where turns are being taught. In booking the assessment time must also be arranged for discussion and feedback with the instructor after the observation of the training session.

Ideally ITPs should discuss post course assessment arrangements with trainee instructors or their training provider when booking the instructors onto NSI courses.

4. Carrying Out a Post Course Assessment

As stated in Section 2 the purpose of the PCA observation is to establish that the instructor is capable of delivering National Standard course outcomes effectively and safely. The assessor is not there to assess the delivery methods of the instructor's training provider, although they should mention these in their report afterwards if these are deemed to be seriously impeding the delivery of National Standard outcomes.

Instructors will not be expected to deliver outcomes perfectly, or in the same manner as the assessor. Indeed the very fact that they are being observed will affect how the instructor performs and the assessor must make allowance for this. Experienced assessors will be able to detect the effect their own presence has and see beyond this to measure the instructor's true competency. Good preparation can also minimise the negative effects of the assessor's presence. What happens before the training observation formally begins is therefore very important.

Before the training observation

The assessor should use the 'National Cycle Training Standard Instructor Training - Post Course Trainee Assessment Form', to record the outcomes of the PCA. For second assessments the same form used for the first assessment should be used. The assessor should also have any relevant paperwork from the four day NSI course although in some cases this may not be available. Where paperwork from the original NSI course is missing PCA may take more sessions to complete.

The assessor should arrange to meet the instructor in sufficient time prior to the training to discuss fully how the observation will be undertaken (i.e. will the instructor be working alone or in partnership with one or more other instructors), how the training session is organised, the health and safety practice followed (are high visibility bibs used, helmet policy), what outcomes are planned for the session and some background on what has gone before. The assessor should try to encourage the instructor and put them at ease about the assessment, making clear that they only wish to see exactly how the instructor normally gives instruction. The demeanour of the assessor should be similar to that of a mentor. Indeed the feedback to the instructor at the end of the session should be delivered as mentoring (see below).

If the instructor is working in partnership with one or more other instructors it will be made clear that they must be observed leading in the delivery of one or more drills during the training session.

Ground rules

The assessor will inform the instructor that during the session they will not interfere with or make any comments about the training delivery. The assessor will only intervene if a situation arises where there is real risk of injury to a trainee or any third party. The instructor will be informed that they may ask the assessor to move if at any time they feel they are in a position that is unnecessarily affecting the delivery of instruction or the trainees' performance.

The assessor will inform the instructor that while they will try to stay close enough to hear the instruction for the majority of the training session, they may also move out of sight occasionally (e.g. to check alternative training sites in the vicinity).

5. Assessment Observation

Having completed a new Section 1 of the Post Course Trainee Assessment Form, the assessor will be ready to observe an instructor deliver practical training. The assessment of this is split into seven subject areas that the assessor must observe. The instructor must pass each of these areas to achieve full accreditation.

5.1 Preparation

It is essential that an instructor can be relied upon to be punctual, appropriately presentable and adequately prepared to lead training.

Punctual

The instructor should arrive at the time arranged for the PCA, as should the assessor, unless there is good reason that they cannot. If an instructor cannot be relied upon to arrive in time for a PCA it is unlikely that they will be reliable at other times.

Presentable

The instructor should be appropriately dressed and presented to deliver training. A wide range of clothing is acceptable; if any issues (such as personal hygiene) are noted these should be clearly indicated at the end of the session. Drinking alcohol prior to training is unacceptable.

Prepared

The instructor should have all the correct paperwork and equipment required by their training provider to deliver the training. They must have copies of site risk assessments for the sites to be used in the training session (for Level 2 group training) and trainee progress sheets, and show these to the assessor. They must also have all the safety equipment e.g. bibs and signs that the policy of their training provider requires to be present.

5.2 Before reaching the training site

Before reaching the training site the instructor must ensure that both the trainees and their bicycles are adequately prepared for the training session. They must also ensure that the trainees travel to and between training sites with adequate safety.

Trainees

The instructor should check that all the trainees are appropriately dressed and prepared for the training session. If high visibility bibs and/or helmets are provided/required these must be put on and fitted appropriately according to the training provider's policy (some instructors may not be permitted to adjust helmets). Ground rules for the training session may also need to be repeated.

If the session is in hot weather the instructor may wish to ensure trainees have access to drinks. Although providing drinks is not essential, the instructor should be aware of the condition of the trainees throughout the session and respond appropriately to any problems they may have. Heat, rain and cold may all be reasons for curtailing a session.

Bicycles

An adequate bicycle check of all trainee bicycles must be carried out at the

beginning of the session. This may or may not be interactive. The instructor must take appropriate action in response to the bicycle check where necessary. Where bicycles are not safe and cannot be made safe trainees may not use them but may be able to share, again dependent on local policy.

Travel to and between training sites

Whether walking or cycling to and between training sites, the safety of the trainees must be paramount and risk adequately managed. If group cycling techniques (such as snaking) are used then the assessor may request information about any training that the instructor has received. If the assessor finds fault with the group cycling that they observe this may be as much to do with the training scheme as the instructor. Such issues should be clarified at the end of the session.

5.3 Site selection and risk assessment

The sites used for training should be adequate and properly risk assessed.

Training sites chosen

These need only be adequate to deliver the outcomes intended. If trainees are achieving the session outcomes then this is sufficient. However, if other sites nearby might be better the assessor may discuss this with the instructor in the feedback session at the end of the assessment.

Risk assessment

The instructor should be dynamically risk assessing throughout the session and responding to this if necessary. Adequate safety must be maintained at all times.

5.4 Positioning of the trainees and the instructor

The position from which the instructor asks trainees to watch or to start drills and the positions taken by the instructor to observe and instruct can play a crucial role in the delivery of outcomes.

Trainees

When delivering instruction to trainees as a group the instructor must ensure that the trainees are in a position where they can all hear and where they do not create an obstruction to other road and pavement users. When waiting for their turn to ride trainees must be where they can be adequately involved and controlled.

The point from which trainees are asked to begin drills and the distance allowed between different course outcomes can affect how outcomes are achieved. Once again the assessor need only see that the instructor asks trainees to start drills in an adequate position for outcomes to be achieved. If better options were available these can be discussed in the feedback afterwards.

Instructor

The instructor must also choose positions from which to observe and instruct where they can see the trainees adequately and also be heard when giving instruction. They should never be an obstruction to other road and path users.

If they stand in the road this should only be to effectively further the achievement of course outcomes by the trainees. Once again the assessor should not be seeking perfection. The instructor may sometimes take positions that are not ideal or even poor, however, as long as they move to a better position, demonstrating dynamic risk assessment, their performance should be deemed as adequate.

5.5 Communication

The instructor must communicate adequately with the trainees throughout the training session. Their instruction should be clear enough and understood by the trainees. They should be encouraging and give feedback and praise where it is necessary or deserved. Adequate attention and discipline of the trainees should be maintained. The real measure of this is that the trainees continue to achieve the outcomes set for the session.

Once again the assessor should not expect perfection. When being observed, instructors will most commonly talk too much during a training session. Assessors must recognise this and make allowance for it. It is something that can be discussed afterwards.

5.6 Delivery of National Standard outcomes

The key measure of the competence of the instructor will be that as a result of their instruction and leading trainees are able to achieve outcomes set for the training session. During the session the assessor should see instances where the instructor, interacting with the environment and the trainees, will make changes to enhance the achievement of the outcomes. This may mean moving site, moving the trainees slightly or adapting their own instruction. In doing so the instructor will demonstrate “outcome thinking”.

5.7 Recording of achievement

The instructor must be seen to accurately record the trainees’ progress in achieving National Standard outcomes during the training session.

6. Post Observation Feedback and the Assessor's Decision

The assessor should not normally make a final decision about the outcome of the assessment until they have had the opportunity to discuss the session with the instructor. The exception would be where the instructor was clearly sufficiently competent or incompetent for there to be no doubt about the assessment outcome. Even where the outcome is clear, the assessor should provide valuable feedback and mentoring to the instructor that will help them continue to progress either as an accredited instructor or towards a later assessment if they have failed.

Regardless of the outcome, the assessor should use the time set aside after the training session observation in the same manner that they would in a mentoring session. They should ask the instructor how they felt the session went and particularly how they reacted to being observed and the effect they felt this had on their performance. The assessor should then ask questions about specific things observed during the session and give the instructor the opportunity to identify where they did well and where they could have done better. If the instructor is clearly aware of faults and how they could correct these, this may enable them to pass sections of the assessment where the assessor was in doubt.

At the end of the feedback session the assessor should inform the instructor whether or not they have passed or failed. If possible the assessment form should be completed then and a copy made for the instructor to keep. If copying facilities are not available the instructor or their training provider must be sent a copy of the assessment form within one week of the assessment.

If the instructor or their training provider is unhappy with the assessor's decision they may appeal. In the first instance any appeal should be sent to the training body that carried out the PCA. However, further appeals may be sent to the DfT through their appointed contractors by emailing ctsb@sdgworld.net.

National Cycle Training Standard Instructor Training Post Course Trainee Assessment Form

Section 1. Trainee Instructor, Assessor and Assessment Details

A copy of Section 1 should be completed for each assessment (1st & 2nd) as the course dates and details will be different and a different assessor may also be present.

Name of instructor: _____

Name of Instructor's Training Provider: _____

Details of Instructor's 4 day instructor training course:

Dates: _____ Instructor Training Provider: _____

Date of assessment: _____

Assessor: _____ Assessor's ITP: _____

Assessment (tick): First: _____ Second: _____

Details of course, structure, session (e.g. 3rd of four two hour sessions) etc. on which instructor assessed:

Level: _____ Number of trainees: _____

Details and role of other _____
instructors or assistant
instructors present: _____

Session: _____

Outcomes taught: _____

Section 2. Instructor Assessment

The Instructor will be assessed on each of the following seven subject areas. They must pass all of these to receive accreditation. *Further information on what is being assessed in each area is contained in the document “National Cycle Training Standard Instructor Training Post Course Assessment - Guidance Notes for Assessors”. The assessor should use the back of the form if insufficient space is available for making notes on any of the subject areas.*

1. Preparation. Is the instructor punctual and fit to instruct? Do they have all the necessary materials and equipment (bibs if used, trainee record sheets)? If delivering level 2 training they should be able to show the assessor a copy of the site risk assessments for the training sites that will be used during the session.

Assessor notes on first assessment:

Pass: ____ Fail: ____

Assessor notes on second assessment:

Pass: ____ Fail: ____

2. Before reaching the training sites. Is an adequate bike check carried out? Are the trainees' fitness and preparedness for the training session adequately assessed? Is travel to the training site and between sites delivered in a safe manner?

Assessor notes on first assessment:

Pass: ____ Fail: ____

Assessor notes on second assessment:

Pass: ____ Fail: ____

3. Site selection and risk assessment. Are the training sites used appropriate for the outcomes being delivered and the competency of the trainees? Is adequate dynamic risk assessment undertaken throughout the session?

Assessor notes on first assessment:

Pass: ____ Fail: ____

Assessor notes on second assessment:

Pass: ____ Fail: ____

4. Positioning of the trainees and the instructor. Does the instructor make the trainees watch drills and wait for their turn in appropriate positions? Are drills started from appropriate positions? Does the instructor choose appropriate positions to instruct, observe and give feedback to trainees?

Assessor notes on first assessment:

Pass: ____ Fail: ____

Assessor notes on second assessment:

Pass: ____ Fail: ____

5. Communication. Does the instructor communicate clearly and well with the trainees? Does he/she keep the trainees' attention and discipline? Does he/she give appropriate instruction, feedback and encouragement?

Assessor notes on first assessment:

Pass: ____ Fail: ____

Assessor notes on second assessment:

Pass: ____ Fail: ____

6. Delivery of National Standard outcomes. Does the instructor effectively deliver the National Standard outcomes included in the training session - demonstrated by trainees improving performance and achieving outcomes? Does the instructor demonstrate "outcome thinking", assessing the training environment, the trainees' and their own performance, and adapting to enhance delivery of the outcomes?

Assessor notes on first assessment:

Pass: ____ Fail: ____

Assessor notes on second assessment:

Pass: ____ Fail: ____

7. Recording of achievement. Does the instructor accurately record trainees' achievement of National Standard outcomes achieved during the session?

Assessor notes on first assessment:

Pass: ____ Fail: ____

Assessor notes on second assessment:

Pass: ____ Fail: ____

Result 1st Assessment - Pass: ____ Fail: ____ 2nd Assessment Pass: ____ Fail: ____

Signed by:

1st assessment - Assessor _____ Date _____

2nd assessment - Assessor _____ Date _____

Appendix 7.3: Assessing Achievement of National Standard Instructor (NSI) Course Learning Outcomes

The following table lists the learning outcomes for the NSI courses and indicates where the majority of the observation and sign off for the course outcomes should occur - either during the NSI course or during Post Course Assessment (PCA). Final sign off for these outcomes is the responsibility of the instructor trainer and it is expected that in some cases the outcome is left for final sign off during PCA.

No	Learning outcomes The instructor will be able to demonstrate that they:	Observed demonstration	When observed	
			NSI Course	PCA
1	Understand the National Standard and have full knowledge of the Level 1, Level 2 and Level 3 syllabus;	The instructor will be able to explain that the National Standard is outcome based with each training level comprised of a set of learning outcomes to be taught sequentially, trainees moving to more complex outcomes once they have achieved earlier less complex ones. They will confirm their understanding in effective practical delivery of learning outcomes to clients.	X	
2	Understand the basic principles of risk assessment as applied to National Standard cycle training courses and can carry out site and dynamic risk assessments for Level 1, Level 2 and Level 3 courses;	In delivering training the instructor will manage effectively all risk within the training environment. This will include checking and continued monitoring of bicycles, clients, the training environment and their own safety. The instructor should be seen to take appropriate action where necessary in response to their risk assessment. Where appropriate they should also be in possession of a site risk assessment form for the training area in use.	X	X
3	Can select appropriate training sites for the delivery of outcomes at Level 1, Level 2 and Level 3 of the National Standard;	The instructor will choose training sites where learning outcomes can be effectively delivered to the clients they are training.		X
4	Can plan and lead training sessions at Level 1, Level 2 and Level 3 of the National Standard;	The instructor will be observed leading in the effective delivery of course learning outcomes. They will be clear about the outcomes that are planned to be taught in the session they are leading and how these will be delivered.	X	X
5	Are able to supervise Assistant Instructors in the delivery of Level 1 and Level 2 National Standard courses;	The instructor will lead in the effective delivery of National Standard outcomes assisted by an assistant/trainee instructor over whom they will have responsibility and control.	X	
6	Are aware of and can use a range of delivery options for practical National Standard training, particularly at Level 1 & 2;	The instructor will either demonstrate different delivery methods or will be able to explain other options available to them in delivery of course outcomes.	X	X
7	Can assess the ability of their trainees;	This can be demonstrated in a range of ways. In delivering course outcomes to clients the instructor will progress at a rate trainees can cope with. This will be shown by either the instructor pitching the		X

No	Learning outcomes The instructor will be able to demonstrate that they:	Observed demonstration	When observed	
			NSI Course	PCA
		training at the level the trainees are capable of and moving to outcomes when trainees are ready for them. The order in which trainees are asked to ride can also show the instructor's grasp of ability. Selecting pupils who are competent to ride drills first in order to show a good example to others will be an example of good assessment.		
8	Can manage a group of trainees successfully;	The instructor will keep adequate control of trainees at all times during training.		X
9	Can encourage, motivate and give positive feedback to trainees;	The instructor will be friendly and retain the attention of trainees encouraging them with appropriate and positive feedback.	X	X
10	Can help trainees correct their performance;	The instructor will use language and strategies that will help trainees to correct their mistakes and improve their performance.		X
11	Can introduce tasks (exercises and drills at Level 1 and Level 2)	The instructor will give clear instruction on what is expected in drills when introducing them.	X	X
12	Demonstrate tasks (exercises and drills at Level 1 and Level 2);	The instructor can demonstrate correctly what trainees will be expected to do in a drill.	X	
13	Can select the best positions from which to lead and observe course drills and exercises	During drills and exercises the instructor will stand in positions where they can see adequately and give adequate instruction and feedback.	X	X
14	Can assess and accurately record the progress of trainees on Level 1, Level 2 and Level 3 courses;	The instructor will complete trainee progress forms accurately, recording the outcomes that have been achieved by each trainee.		X
15	Understand the principles of child protection and how these should be applied in the delivery of National Standard cycle training.	The instructor should be able to explain how the principles of child protection should be applied during training and demonstrate this in practice.	X	

Appendix 8.1: Getting the Best from your Group

Introduction

A training course is a particular occasion where a group of people come together to learn. The members of the group may come from diverse backgrounds and organisations and this can often enhance the learning experience. On some occasions the differing personalities and experiences can lead to misunderstandings or conflict. Managing group dynamics and using a variety of group work techniques can help the group learn from each other and value each other's experience. An NSIT will have to be able to facilitate learning and use a variety of techniques to keep a course progressing. One of the most important things for a facilitator to recognise is when they become personally involved in an activity and stop serving the whole group.

Whole group exercises

At the start of the course it is usually good to let each person speak and to ask them to give some information:

Who they are

What they bring to the course (who they work for etc)

What they are expecting (this can unearth any unexpected agendas)

Whole group exercises are very good for collecting experience and passing on information (teaching), however in some cases people can get frustrated if they are not heard or their standpoint not valued. Spending all of a training course in one particular group dynamic can intensify these issues - sometimes just changing seats can help.

Pairs or smaller groups

Smaller groups contain more space for listening and contributing and can be a more supportive learning environment. Where pairs are used the learning environment is far more intimate. This can be more difficult to collate experience and for the NSIT to keep control. Where small groups are being used it is important to have an evaluation or feedback session at the end of the day.

Practical Activity

NSI and NSAI courses involve a good deal of practical activity and this is an excellent way of breaking up whole group learning. However some participants may be less confident or be less fit than other participants. It is important to monitor how everyone is doing and be flexible with the amount of time people spend cycling.

Group Exercise

List all of the different types of group techniques that the participants know. (Use a large piece of paper or white-board.)

Ask the group to apply techniques or resolve particular things that may happen on an NSI or NSAI course. (Please add to this list or use your own)

- The helmet debate
- A trainee NSI is struggling with the amount of cycling
- Evaluating the end of a day
- When talking about a health and safety issue a member of the group discloses that a close friend was injured in a similar circumstance
- One member of the group dominates all of the group discussion
- A pair of trainees get on particularly well and always sit together and work together
- An NSIT becomes personally involved in a disagreement about cycling