

National Standard for Cycle Training

NSIA to NSIP Conversion Course

April 2012

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Introduction

Background

This document provides the course structure and content for the National Standard for Cycle Training conversion course from assistant instructor (NSIA) to provisionally qualified full instructor (NSIP). The conversion course comprises nine course modules. Instructor trainers are provided with tutor notes on how to deliver each modules. A complete set of handouts for course participants are provided as appendices to support the delivery of the course modules.

The National Standard for Cycle Training

The National Standard was launched in 2005 and was designed by the leading experts in the fields of cycling and road safety. It is designed on similar principles to training for motorcycle riders and car drivers, teaching the importance of assessing risks and obstacles faced by cyclists.

Bikeability was launched in England in 2007 and is the Government approved and nationally recognised award scheme for National Standard cycle training. Bikeability 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 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 Instructor Training

National Standard/Bikeability training may only be delivered by National Standard Instructors (NSIs), who have successfully completed a DfT recognised instructor training course. Instructor Training Organisations (ITOs) are the only bodies recognised by Government as providers of training for National Standard Instructor Trainers, Instructors and Assistant Instructors. All NSIs are issued with an individual NSI number.

The NSI courses teach individuals to deliver National Standard training. There are three levels of NSI courses:

- Assistant
- Instructor
- Instructor-Trainer

Assistant Instructor

Delivery of the National Standard at Levels 1 and 2 can be supported by assistant instructors (NSIAs) who may teach Levels 1 and 2 if supervised on site by a fully qualified NSI. A maximum of two NSIAs can be supervised on site by one Instructor. The NSIA course is delivered over two days. Upon successful completion of the course assessment, the individual will achieve NSIA recognition.

Instructor

To lead and deliver National Standard cycle training sessions, instructors must have successfully completed a recognised National Standard Instructor course. The Instructor course is taught over four days. Candidates who complete the 4-day course successfully are recognised as provisional Instructors (NSIP). Within six months of completing the 4-day course, provisional instructors should undertake a post-course assessment. On successful completion of the post-course assessment, the instructor will become a fully qualified instructor (NSIQ).

Instructor Trainer

The National Standard Instructor Trainer (NSIT) course is taught over two days, with candidates achieving provisional NSIT recognition upon successful completion of the 2-day course. Like the NSI course, there is a post-course assessment element to be completed following the initial course. Course participants must be fully qualified NSIs (NSIQ) before they are eligible to undertake the NSIT course. NSITs may only deliver instructor training if they are working for a recognised ITO.

Aim of the Course

The aim of this course is to train assistant instructors (NSIAs) to become provisionally qualified full National Standard Instructors (NSIPs). To progress to fully qualified instructors (NSIQs), participants will need to undertake a post-course assessment, delivered by an ITO.

Only qualified NSIAs are eligible to participate on this conversion course.

Overarching Course Outcomes

By the end of the course, participants must be able to:

- Ride a bike at Level 3 of the National Standard for Cycle Training;
- Explain and demonstrate the various drills and outcomes of Level 1, Level 2 and Level 3;
- 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

A National Standard Instructor must be able to:

- 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; and
- have good communication skills.

Instructors must also be willing to undertake the appropriate disclosure checks. (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;

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

Course Delivery Options

The conversion course is designed to be delivered in two days; it is preferable but not essential that these two days are consecutive. Sessions separated by gaps of a week or more are likely to involve significant additional time recapping and setting up.

This course can only be delivered by qualified National Standard Instructor Trainers. The conversion 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 the appendices and the guide information on each module within the main document.

Course Learning Outcomes

The learning outcomes for the conversion of Assistant Instructor to 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 Level 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 will assess course participants' progress in achieving these outcomes as the course progresses and provide feedback on to individual participants in Module 10 (Review). Some of these learning outcomes will have been covered in the participants NSIA training course but

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overall competency against all the outcomes should be assessed. The additional outcomes in this course can be summarised as:

- knowledge, skills and teaching for Level 3;
- assessing and recording progress of trainees;
- planning and leading sessions including delivery options for training;
- selecting training sites and carrying out site risk assessments; and
- child protection awareness.

Course Structure

Day One

- Module 1 – Introduction to the Conversion Course
 - 1.1 Introduction
 - 1.2 The Different Responsibilities of Assistant and Full Instructors
- Module 2 – Risk Management and Assessment
 - 2.1 Theory and Practice of Risk Management and Assessment
 - 2.2 Emergency Procedure
- Module 3 – Planning and Leading Level 1 & Level 2 Courses and Sessions
 - 3.1 Responsibilities
 - 3.2 Leading Other Instructors and Supervising Assistant Instructors
 - 3.3 Assessing and Recording Trainee Progress in Achievement of Course Outcomes
- Module 4 – Leading Level 1 Training (Practical)
 - 4.1 Selection and Risk Assessment of Training Area
 - 4.2 Leading Level 1 drills
- Module 5 – Leading Level 2 Training (Practical)
 - 5.1 Selection and Risk Assessment of Training Sites
 - 5.2 Leading Level 2 Drills
- Module 6 – Delivery Options for Level 1 and Level 2 Training

Day Two

- Module 7 – Child Protection
 - 7.1 Forms of Abuse
 - 7.2 Instructor Responsibilities in Safeguarding Children, Vulnerable Adults and Themselves
- Module 8 – Level 3 Training
 - 8.1 Theory
 - 8.2 Content
- Module 9 – Practical Level 3 Training

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- 9.1 Level 3 Risk Assessment
- 9.2 Leading Level 3 Training
- Module 10 - Review
 - 10.1 Individual Performance Feedback
 - Closing

Module 1 – Introduction to the Conversion Course

Summary of the module

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

Handouts for participants:

- Course learning outcomes (page 5)
- Course structure and timetable (page 6)
- Appendix A2: Instructor Role - Specification
- Appendix A3: Record of Trainees' Progress (lists Level 1, 2 and 3 course outcomes)

1.1 Introduction

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

The course structure will then be explained. A copy of page 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.

1.2 The Different Responsibilities of Assistant and Full Instructors

The instructor trainees may use the handouts suggested or develop their own to identify the different responsibilities of the full Instructor compared to the Assistant Instructor. A brief question and answer session should establish that that these can include:

- Planning and leading courses at all three levels of the National Standard which will include:
- Full responsibility for all risk management and assessment necessary during training;
- Leading and supervising assistant and other full instructors;
- Ensuring all course paperwork is completed accurately and on time; and
- Liaison with course managers and clients.

Module 2 – Risk Assessment and Management

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.

Principal learning outcomes covered in the module:

- 2. Understand the basic principles of risk assessment as applied to National Standard/Bikeability cycle training courses and can carry out site and dynamic risk assessments for Level 1, 2 and 3 courses.
- 3. Can to select appropriate training sites for the delivery of outcomes at Level 1, 2 and 3 of the National Standard.
- 4. Can plan and lead training sessions at Level 1, Level 2 and Level 3 of the National Standard
- 13. Can select the best positions from which to lead and observe course drills and exercises.

Handouts for participants:

- Appendix A4: Risk Assessment and Management
- Appendix A5: Generic Activity Risk Assessment Form
- Appendix A6: Issues to Consider in Risk Assessment (CTUK)
- Appendix A7: Blank Site Specific Risk Assessment Form
- Appendix A8: Example Incident Report Form

2.1 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

2.2 Emergency Procedure

Using Appendices 2.1 and 2.5 the instructor trainers should discuss the key issues of emergency procedure. They should discuss possible scenarios and draw on the trainees' own experience of incidents if these are relevant.

Module 3 – Planning and Leading Level 1 and 2 Courses

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.

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, 2 and 3 courses.
- 3. Can select appropriate training sites for the delivery of outcomes at Level 1, 2 and 3 of the National Standard;
- 4. Can plan and lead training sessions at Level 1, 2 and 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 A9: Responsibilities of Level 1 and 2 Course Leaders
- Appendix A10: Observational Outcomes for Level 1 (Course syllabus)
- Appendix A11: Observational Outcomes for Level 2 (Course syllabus)
- Appendix A2: Instructor Role - Specifications
- Appendix A3: Record of Trainees' Progress (lists Level 1, 2 and 3 course outcomes)

3.1 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 Assistant Instructors the experience of the group can be used to provide examples of good practice and practice from which lessons can be learnt.

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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 4 – Leading Level 1 Training

Summary of the module

This module will deliver the practical application of the theory for leading Level 1 training discussed in Module 3.

Principal learning outcomes covered in the module:

- 1. Understand the National Standard and have full knowledge of the Level 1, 2 and 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, 2 and 3 courses.
- 3. Can to select appropriate training sites for the delivery of outcomes at Level 1, 2 and 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.
- 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).
- 12. Demonstrate tasks (exercises and drills at Level 1).
- 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 courses

Handouts for participants:

- Appendix A3: Record of Trainees' Progress (lists core Level 1, 2 and 3 course outcomes)
- Appendix A10: Observational Outcomes for Level 1 (Course syllabus)

4.1 Selection and Risk Assessment of Training Area

Ideally the sites available from the training course centre will allow the trainee instructors to select from more than one option when choosing the 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 discussed with the course participants.

4.2 Leading Level 1 Drills

This part of the module must begin with a formal bike check, led by one or more of the trainee instructors. This need not take too much time. Following the bike check the course participants, working in pairs, should each have the opportunity to lead in the delivery of one or more Level 1 outcomes. In the context of the conversion course, 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. However, instructor trainers should make the decision about whether to cover all outcomes based on the competencies demonstrated by the course participants. To successfully complete the course, participants must demonstrate they can lead Level 1 sessions.

Instructor trainers should give clear and concise feedback to participants once they have completed delivery of their allocated outcome(s).

Module 5 – Leading Level 2 Training

Summary of the module

This module will deliver the practical application of the theory for leading Level 2 training discussed in Module 3. This is the key module for day 1 and as such it is recommended that it should be given the maximum time possible for delivery.

Principal learning outcomes covered in the module:

- 1. Understand the National Standard and have full knowledge of the Level 1, 2 and 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, 2 and 3 courses.
- 3. Can to select appropriate training sites for the delivery of outcomes at Level 1, 2 and 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.
- 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 2).
- 12. Demonstrate tasks (exercises and drills at 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 2 courses

Handouts for participants:

- Appendix A3: Record of Trainees' Progress (lists core Level 1, 2 and 3 course outcomes)
- Appendix A11: Observational Outcomes for Level 2 (Course syllabus)

5.1 Selection and Risk Assessment of Training Sites

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

5.2 Leading Level 2 Drills

All the core outcomes of Level 2 should be covered in this session with each of the course participants having the opportunity to lead two drills, working with another course participant to do so. The other course participant will act in the capacity of an assistant instructor.

Instructor trainers should give clear and concise feedback to participants once they have completed delivery of their allocated outcome(s).

Homework

The participants should be given Appendix A14, Theory of Level 3; On-road Cycling and Appendix A15, Observational Outcomes for Level 3 (Course Syllabus) and asked to read these before day two.

Module 6 – Delivery Options for Level 1 and Level 2 Training

Summary of the module

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

Principal learning outcome 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 Level 2.

Handouts for participants:

Appendix A12: Delivery Options for Level 1 and 2 Training

6.1 Delivery Options for Level 1 and Level 2 Training

The course participants should be encouraged to discuss when different delivery options might be used and the potential advantages and disadvantages these could offer. Participants may use these delivery options in the practical sessions of the course.

Module 7 – Child Protection

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.

Principal learning outcomes covered in the module:

- 16. Understand the principles of child protection and how these should be applied in the delivery of National Standard/Bikeability cycle training.

Handouts for participants:

- Appendix A13: Protection of Children and Vulnerable Adults

7.1 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.

7.2 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 8 – Level 3 Training Theory

Summary of the module

This module introduces course participants to the theory of Level 3 cycling and the delivery of Level 3 cycle training.

Principal learning outcomes covered in the module:

- 1. Understand the National Standard and have full knowledge of the Level 1, 2 and 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 to 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.
- 13. Can select the best positions from which to lead and observe course drills and exercises.

Handouts for participants:

- Appendix A14: Theory of Level 3, On-road Cycling
- Appendix A15: Observational Outcomes for Level 3 (Course Syllabus)
- Appendix A3: Record of Trainees' Progress (lists Level 1, 2 and 3 course outcomes)

8.1 Theory of Level 3

The Instructor Trainers should use Appendix A13 to introduce and discuss the theory of Level 3 training.

8.2 Content of Level 3 Training

Using Appendix A14, the Instructor Trainers should discuss the syllabus for Level 3 training.

Module 9 – Level 3 Training Practical

Summary of the module

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

Principal learning outcomes covered in the module:

- 1. Understand the National Standard and have full knowledge of the Level 1, 2 and 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 to 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.
- 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.
- 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 A3: Record of Trainees' Progress (lists Level 1, 2 and 3 course outcomes)
- Appendix A15: Observational Outcomes for Level 3 (Course Syllabus)

9.1 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.

9.2 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.

Instructor trainers should give clear and concise feedback to participants once they have completed delivery of their allocated outcome(s).

Module 10 – Review

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. Each will be given a written assessment of their performance on the course.

Handouts for participants:

- Appendix A16 NSIA to NSIP Conversion Course – Participant Progress and Assessment Sheet.

10.1 Individual Performance Feedback

The progress and assessment sheet 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.

APPENDIX

A

SUPPORTING COURSE MATERIALS

A1 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 (NSIA)	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.
CTSB	Cycle Training Standards Board – a consultative body to the Department for Transport.
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 (ITO)	A training provider recognised by Government to train cycling instructors.
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.

A2 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. (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.

A3 RECORD OF TRAINEES' PROGRESS

The tables on the following pages provide templates for recording trainee progress against National Standard outcomes.

Level 1: Cycling Outcomes

Course Location:	Instructor:
------------------	-------------

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

Level 2: Cycling Outcomes

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

Course Location:	Instructor:
------------------	-------------

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	

A4 RISK ASSESSMENT AND MANAGEMENT: INCIDENT AND EMERGENCY PROCEDURE

Introduction

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 & Safety Policy and appropriate documentation on risk assessment. This course should provide instructor trainees with 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 site 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.

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 dynamic risk assessment only may be undertaken 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 interacting 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.

A5 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

A6 ISSUES TO CONSIDER IN RISK ASSESSMENT (CTUK)

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 assaulted 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 not to respond inappropriately to any abuse from other road users so as to defuse the possibility of road rage.

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 off a bike of their own accord.

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. The training programme described in sections 6 and 7, the Road Cycling Syllabus, is incremental in that each new exercise builds on the skills learned in previous exercises.

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.
- Snaking is practised off road, before the trainees are taken on road.
- When running mass rides the ride is kept at low speed, and where there is a large number of trainees, instructors pay attention to the behaviour of trainees within the mass, particularly their speed.

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 riding style we teach is the style that minimises the possibility of such a collision.

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:

- We take on instructors who have lots of experience of 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. The style of riding we teach is the style that minimises this risk.
- 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. Note that instructors can safely move trainees through almost any location, providing the trainees have a minimum level of control and that the instructor rides protectively as described in section 2(w) Positioning for pairs and groups or, if in a

group, that the group is managed as described in section 3(b) Running group rides.

- Avoid arranging work for instructors that would involve them rushing between jobs, so there is no pressure on them to cycle faster than is safe.

7. Use of safety equipment

Using warning signs or making trainees wear fluorescent tabards can produce unrealistic behaviour from other road users. It is preferable to teach a style of riding that emphasises good positioning for best visibility.

Whether one should wear a crash helmet while cycling is a contentious issue and there are good reasons for and against. Here is a selection of those reasons:

- Helmets are known to reduce the severity of head injuries resulting from a direct low-speed blow to areas of the head, such as might result from a fall or glancing collision.
- The actual protection offered is much lower than is commonly thought. Helmets provide no protection for significant regions of the head nor any other part of the body, and do nothing to prevent damage due to torsional forces that usually cause more severe brain damage than concussive forces. Helmets increase the diameter of the head, making it more likely to be contacted and sent into a spin during a fall or collision, leading to possible torsional brain damage and damage to the neck and spinal cord.
- Helmets can cause the wearer's head to overheat, especially in hot weather, leading to a reduction in concentration.
- Wearing a helmet can give the wearer undue confidence and affect their risk-taking behaviour so as to make a fall or collision more likely. It is thought that drivers may also increase the risks they take with cyclists if they perceive them to be protected because of helmet use. Following the introduction of a mandatory helmet law in the Australian state of New South Wales, the rate of cycling head injuries reduces only slightly and the overall rate of cycling injuries increased.
- Wearing a helmet is recommended in the Highway Code, and not doing so may leave cyclist vulnerable to claims of contributory negligence if they are injured, although such claims failed in a recent notable case.
- The countries with the highest levels of cycle use and the lowest risks per kilometre cycled have chosen to create safer road conditions rather than promote the wearing of helmets. Any emphasis on the use of protective equipment for vulnerable road users necessarily detracts from all other road users' responsibility for their actions in preventing harm to vulnerable road users, as evidenced by claims of contributory negligence mentioned above.

Given the high level of disagreement on this issue, Cycle Training UK endorses the policy of the European Cyclists Federation: 'ECF is not opposed to the wearing of bicycle helmets, but firmly believes that this should be a decision for each individual cyclist' and 'parents should be allowed to make an informed choice as to whether or not their child wears a helmet'.

This policy of choice is applied throughout CTUK, and CTUK instructors are not required to wear helmets. You should ascertain your employer's policy on wearing of helmets and abide by it. Trainees are advised in advance of training courses to consider wearing helmets and are given advice on what to look for when buying one. Where trainees choose to wear helmets, instructors make sure that they are fitted correctly. Where this is not possible, the ill-fitting

helmet is removed.

Health and Safety law states that personal protective equipment should only be considered as a last resort where risks cannot be controlled in any other way, and if the risk of blows to the head were not controllable then it would be unacceptable for training to take place at all.

'The last thing the HSE wants you to wear is Personal Protective Equipment (PPE). PPE should always be regarded as a last resort to protect against risks to health and safety. There is a hierarchy of control measures, and safe systems of work should always be considered first.

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 taking knives/blades or tools that could be used as such into sessions as part of their tool kit. A knife/blade is used only when there is no other possible tool to carry out a task effectively. Knives/blades are kept apart from the tools that are made available to trainees so that there is no possibility of them being lost or stolen.

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, notably white spirit or methylated spirit, can be harmful if they are swallowed or make contact with eyes, or their fumes are inhaled. Oil in an aerosol spray has a higher chance of being inhaled.

- 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.

A7 EXAMPLE SITE SPECIFIC RISK ASSESSMENT

Copy of 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			

A8 EXAMPLE INCIDENT REPORT FORM

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

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

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

[illegible]

8. Further comments

[illegible]

Signed _____

(Manager)

Date _____

A9 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 Begins

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.

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 may forget things and will 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 children 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. Mixing the sexes can also reduce the tendency for inattention.

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.

A10 OBSERVATIONAL OUTCOMES FOR LEVEL 1 TRAINING

Level 1

Overarching 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 trainee should be able to demonstrate the outcomes in the table below consistently by the end of the course.

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.

TABLE 1: OBSERVATIONAL OUTCOMES FOR LEVEL 1

National Standard Level 1 Outcome	Observed Demonstration	Reasoning
1 - Carry out a simple bike check	<p>Trainees must be able to carry out a simple check of 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>Trainees (particularly children) are not necessarily be expected to make repairs to their bicycle but are expected to be able to spot simple faults.</p> <p>Some trainees may 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	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>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>Trainees must keep their brakes applied until ready to go.</p> <p>Trainees must keep both feet on the pedals while in motion and should pedal with the balls of their feet.</p> <p>Trainees 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 trainees will habitually get their pedal ready with their left foot and should not be discouraged from doing so as the key advantage (setting off quickly) is maintained whether the right or left foot is used.</p> <p>Peddalling with the ball of the foot 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</p>	Trainees should understand that braking with the front brake only could cause them to lose control (and potentially go over the handlebars) and with the back brake only the rear wheel might skid.

National Standard Level 1 Outcome	Observed Demonstration	Reasoning
	get their pedal ready to set off again with the right foot.	Trainees must not brake by using their feet on the ground.
5 - Ride along without help for roughly one minute or more	Trainees 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	Trainees must be able to manoeuvre with control turning both right and left.	
7 - Use gears correctly (where bicycle has gears)	Trainees should cycle at a steady cadence. Trainees should be able to stop in a low gear, ready to start again. Trainees 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 appropriate gears during training.
8 - Stop quickly with control	Trainees 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. Trainees should also be able to manoeuvre around 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 whilst manoeuvring.	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	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, helping the trainee to achieve most other outcomes

National Standard Level 1 Outcome	Observed Demonstration	Reasoning
loss of control	This can be demonstrated by an instructor holding up a number of fingers behind the trainee as they cycle and asking the trainee to tell the instructor how many fingers they see.	easily.
11 - Signal right and left without loss of control	While riding along the trainee must be able to give clear right and left hand signals, without loss of control. These should always be preceded by a rear observation. The trainee should signal by holding their arm at ninety degrees from their body with the palm of the hand held flat in a vertical position.	<p>Trainees need to understand that the training is a preparation for learning to ride on the road. Observation and signalling are essential on road skills. Trainees should understand that the decision to signal is made following all round observation as the cyclist needs to know if there are others who need to be made aware of their intentions.</p> <p>Signals need to be clear and long enough for others, who need to, to see. The flat vertical palm maximises the area of signalling arm visible and in many cases may also offer a distinctive contrast to dark sleeves that may reduce the effectiveness of the signal.</p>

A11 OBSERVATIONAL OUTCOMES FOR LEVEL 2 TRAINING

Overarching 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 trainee should be able to demonstrate the outcomes in the table below consistently by the end of the course.

Environment: Level 2 training must be undertaken in real road 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 in the table below.

The key factor to remember while teaching Level 2 is that the outcomes must be achieved. Instructors must consider the amount of time needed to teach all outcomes and be sure to select an appropriate training environment.

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.

TABLE 2: OBSERVATIONAL OUTCOMES FOR LEVEL 2

National Standard Level 2 Outcome	Observed Demonstration	Reasoning
1 - All Level 1 outcomes	Trainees must demonstrate Level 1 outcomes.	Instinctive cycle control will enable trainees to undertake the more advanced tasks expected at Level 2.
2 - Start an on road journey	<p>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>	<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</p>

National Standard Level 2 Outcome	Observed Demonstration	Reasoning
		<p>slowing down and stopping will make the cyclist safer when stopping.</p> <p>Checking to the left will also enable the rider to see if anyone else is about to enter the space they are about to occupy, particularly if the trainee is pulling off the road.</p>
4 - Be aware of everything around, including behind, while riding	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>Good observation improves hazard perception allowing for good forward planning. Preparing for hazards in advance helps the rider to reduce their exposure to risk.</p> <p>Good observation will alert them to any hazards ahead. Therefore the trainee 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 preceded by 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>	Signalling should only be used when necessary, as the act of removing a hand from the bars to signal can reduce the rider's cycle control.
6 - Understand where to ride on roads being used	Riders 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.	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 may actually

National Standard Level 2 Outcome	Observed Demonstration	Reasoning
	<p>Where the road is narrow and two-way traffic would make it dangerous for the rider to be overtaken by a following vehicle they may choose to ride in the primary position.</p> <p>If the rider is cycling at the speed of other traffic then they should do so in the primary position.</p>	<p>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 slower moving vehicles	<p>On approach to the vehicle the rider must observe behind and then if safe to do so move out smoothly (they should not be so close as to need to swerve) into a position a car door's length from the vehicle they intend to overtake. Once past, they should move smoothly back into their normal riding position unless there are other vehicles nearby ahead that they will overtake, in which case they must stay out until they have passed all of these.</p>	<p>Inexperienced riders may be tempted to weave in and out between parked cars. Instead they should cycle 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 rider is cycling steadily and confidently there may 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 riders should 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 (e.g. if a car door opens) 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</p>	<p>The further out that a rider can cycle the more visible they will be to drivers wishing to exit the side road.</p>

National Standard Level 2 Outcome	Observed Demonstration	Reasoning
	<p>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 road. 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 rider will be less likely to be cut up by vehicles turning across their path into the side road, either from in front or from behind.</p> <p>Drivers exiting side roads may be looking for cars (rather than cycles) 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 rider must observe behind and if necessary signal their intention to turn left.</p> <p>As they approach the junction they must check for hazards in the minor road they are turning into and for pedestrians who might be about to cross at the head of the junction.</p> <p>Just before turning they may choose to carry out a final check over their left shoulder for undertaking cyclists or motorcyclists.</p> <p>Following the first rear observation and signal (in this case signalling will probably be necessary) a rider 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 rider is turning left at a crossroads they must also check for traffic emerging from the minor road on their right.</p>	<p>The left shoulder look will be appropriate in certain conditions where undertaking is possible.</p> <p>Moving into the primary position prior to turning is to help prevent the rider being cut-up by following vehicles that might overtake the rider and turn into the side road ahead of them. Moving into primary position prior to turning may be appropriate in busier traffic where there is a greater risk of a rider being cut-up, but doing so does increase the risk of the rider being undertaken by another rider or motorcyclist – hence the final check over the left shoulder.</p> <p>As with the right turn, trainees should understand that signalling is not just for the benefit of those behind. The presence of pedestrians who may be about to cross the minor road or oncoming drivers, particularly those who may be turning right into the same minor road, will both warrant a signal.</p>
10 - Turn left into a major road	<p>In advance of the junction the trainee must observe behind and if necessary signal left. Riders should then take up the appropriate position to prevent vehicles from behind moving up alongside at the junction. As riders approach the head of the junction they should</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 offer them greater protection when they are most vulnerable. However, this does increase the small risk of being</p>

National Standard Level 2 Outcome	Observed Demonstration	Reasoning
	<p>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 rider has moved out into the primary position). Riders should also be aware of pedestrians stepping out into the road to their left.</p> <p>Where the rider is turning left at a crossroads they must also check for traffic emerging and turning right from the minor road ahead of them.</p>	<p>undertaken by 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>
11 - Turn right from a minor to a major road	<p>As they approach the junction, but still well in advance of it, riders 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 look 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</p>	<p>Getting into position to turn sufficiently in advance of the junction enables the rider 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 make completion of the turn safer as cars will not be able set off alongside the rider 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, trainees should be able to</p>

National Standard Level 2 Outcome	Observed Demonstration	Reasoning
	<p>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>explain their actions. Trainees 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 trainee 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 rider 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. Riders may also carry out a right shoulder final check, for example if there was any risk of drivers attempting to overtake on their right as the rider turned.</p> <p>If trainees 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 trainees complete the turn they should return to their normal riding position in the minor road, taking into account any hazards in that road.</p> <p>Riders 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</p>	<p>The right shoulder final check before completing a turn is for vehicles that may be attempting to overtake the rider during the turn. It should not be necessary if the cyclist has just allowed oncoming motor vehicles to pass.</p> <p>Signalling while waiting to turn right will make the cyclist more visible to oncoming drivers.</p>

National Standard Level 2 Outcome	Observed Demonstration	Reasoning
	<p>the manoeuvre either on their bicycle or on foot, once it is safe to cross the road.</p> <p>Where the cyclist is turning right at a crossroads they must also check for traffic emerging from the minor road on their left.</p>	
<p>13 - Be able to take the correct carriageway lane when needed</p> <p>Not an essential outcome</p>	<p>If this can be observed, trainees must be seen to make good observations and signals (if necessary) when changing lanes, for example on approach to a junction. Riders 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.</p>
<p>14 - Decide where cycle lanes can help a journey and demonstrate correct use</p> <p>Not an essential outcome</p>	<p>Riders should always take the position that will be safest for them. In judging this riders should consider the manoeuvre they are undertaking and, in light of the guidance on individual outcomes, decide whether an available cycle lane could enhance or detract from their safety in each instance. Trainees should be aware that it is their choice whether or not they use cycle lanes or facilities and that there may be occasions when it is safer not to use such facilities.</p>	<p>The quality of cycle lanes and facilities varies greatly. For example, where lanes are wide, (1.5 metres or more) these should be adequate for. Where lanes are narrow, unless the cyclist can use them to filter past queuing traffic (taking appropriate care as they do so), riders may be safer riding outside the cycle lane. Riders should also avoid cycling in lanes where the surface is poor.</p> <p>Cycle lanes might be blocked by parked vehicles and other obstructions or can be so short and/or narrow that their use would be unreasonable.</p>
<p>15 - Explain decisions made while riding, thereby demonstrating understanding of safe riding strategy</p>	<p>If a trainee is stopped by the instructor following a manoeuvre, the trainee must be able to explain why they have decided to undertake the manoeuvre in the way they did. It should be clear from the trainee's explanation 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</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 seen 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</p>

National Standard Level 2 Outcome	Observed Demonstration	Reasoning
	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.	or adapt their handling of it to be consistently safe.
16 - Demonstrate a basic understanding of the Highway Code, particularly how to interpret road signs	<p>Trainees should be able to interpret road signs and lines if questioned.</p> <p>Trainees should also know about and demonstrate appropriate cycling behaviour, not riding on the pavement or through red lights etc.</p>	The Highway Code can be dealt with in breaks from riding and 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.
17 - Demonstrate understanding of safety equipment and clothing	<p>While riding in a manner that makes the rider more visible may be the most effective way of making other road users aware of their presence, riders 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>Trainees must also understand how their choice of clothing may have implications on their ability to cycle.</p> <p>Trainees must understand that if they wear a helmet it should be fitted and worn correctly.</p> <p>Trainees may also understand that there are safer ways to carry things whilst cycling, such as panniers.</p>	<p>It is may be unrealistic to expect trainees to arrive for training 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 driver behaviour in the presence of a training course.</p>
The following outcomes are not part of the core National Standard and are therefore not compulsory; however they may be delivered at Level 2.		
18 - Make a U-turn	Approaching the point where the trainees intend to turn, trainees must look behind over their right shoulder and, if there is a safe gap	Riders, particularly children, will often carry out u-turns so it is advisable, although not essential, that u-turns are taught to trainees.

National Standard Level 2 Outcome	Observed Demonstration	Reasoning
	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. Trainees should be covering their brakes as they make the turn. Trainees must not leave the carriageway while undertaking the u-turn.	U-turns are also very useful in Level 2 training as they can be used to increase the frequency with which trainees can practise 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.
19 - Go straight on from minor road to minor road at a crossroads	<p>As they approach the junction the cyclist must check behind and if safe to do so move out to take the lane if they are not already doing so.</p> <p>As soon as possible on the approach to the head of the junction, trainees 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 riders must stop at the stop line and check for traffic from right, left and ahead. If safe to do so they should cycle ahead into the other minor road and then resume their normal riding position.</p> <p>If the junction is a give way, they should only stop if necessary before completing their manoeuvre.</p>	<p>This manoeuvre should be included in a course if possible. Many estates are designed with crossroads and therefore trainees should ideally have an opportunity to experience using them.</p> <p>At a crossroads the rider has to take account of three different lanes of traffic that may present a hazard to them. Taking their lane should eliminate a fourth by preventing vehicles behind attempting to overtake them as they negotiate the junction.</p> <p>As with right turns, trainees must also be made aware of, and in some cases might demonstrate, that they can get off and carry out this manoeuvre as a pedestrian.</p> <p>If a crossroads is available, the full range of left and right turns should also be practised.</p>
20 - Turn left at a mini/single lane roundabout	<p>As trainees approach the roundabout they must check behind and, if necessary, signal their intention to turn left. Riders should take the lane (in the left hand lane if there are two lanes on the approach) as they approach the give way line, checking for traffic from the right on the roundabout as they do so.</p> <p>Riders 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</p>	Some mini roundabouts 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. Riders need therefore to be aware that other road users may not use the roundabout as intended and be prepared for this.

National Standard Level 2 Outcome	Observed Demonstration	Reasoning
	<p>necessary riders should signal left again once they have set off before leaving to the left, in their normal riding position, at the first exit.</p>	
<p>21 - Go straight ahead at a mini/single lane roundabout</p>	<p>As the rider approaches the roundabout they must check behind and take the lane (in the left hand lane if there are two lanes on the approach) as they approach the give way line, checking for traffic from the right on the roundabout as they do so.</p> <p>Riders 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 riders should check left and behind for undertaking traffic.</p>	
<p>22 - Turn right at a mini/single lane roundabout</p>	<p>As the rider approaches the roundabout they must check behind and take the lane, signalling right if necessary to move across (to the right hand lane if there are two lanes on the approach) as they approach the give way line, checking for traffic from the right on the roundabout as they approach.</p> <p>Riders 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</p>	<p>The right turn will expose the cyclist to most risk where the conditions are as described in 20. Good observation is essential to protect the cyclist and enable them to be ready to take evasive action if necessary.</p>

National Standard Level 2 Outcome	Observed Demonstration	Reasoning
	<p>they must check to the left and behind and signal left, if necessary, before exiting the roundabout. Just before exiting riders 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>Riders must also be aware and prepared for vehicles entering the roundabout from their left whilst on the roundabout.</p>	

A12 DELIVERY OPTIONS FOR NATIONAL STANDARD TRAINING

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

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

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

- Level 1 a maximum ratio of 1 NSI or NSIA : 15 trainees. 1 NSI can supervise a maximum of 2 NSIAs
- Level 2 For Level 1 a maximum ratio of 1 NSI or NSIA : 6 trainees. 1 NSI can supervise a maximum of 2 NSIAs
- 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 Organisations and Bikeability Schemes

All ITOs and Bikeability schemes have been quality assured against the

National Standard. Often the approaches used by schemes are quite different in their methods of training. NSIs are encouraged to look at these approaches 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 that may be used if there is sufficient time. It is 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 is a 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 is 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 may be used; some ITOs may offer additional training on moving groups of trainees. Group cycling in some cases can be as simple as two trainees riding together for a particular junction.

The most common kind of group cycling is often 1 or 2 instructors moving a group of trainees to different training sites at the start, and during a training session. It should be noted that instructors may not sign-off trainees against outcomes during when shepherding a group of trainees to a different site.

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.

A13 PROTECTION OF CHILDREN AND VULNERABLE ADULTS

The majority of National Standard/Bikeability 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. This section refers to children (under 18 years of age) 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.

Cycle instructors, although working with children, are likely to be in contact with the children for relatively short periods over a brief time scale. The information provided here follows 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 disclosure check. 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.

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.

A14 THEORY OF LEVEL 3 TRAINING

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 3

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 Level 3 Training

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; and
- 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; and
- how to use both on and off-road cycle facilities.

Teaching Drills and Practising Delivery

During the Level 3 course instructor training course, participants should:

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

A15 OBSERVATIONAL OUTCOMES FOR LEVEL 3 TRAINING

Overarching 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 use complex junctions and road features.**

The trainee should be able to demonstrate the outcomes in the table below consistently by the end of the course.

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

All essential outcomes are shaded in the table below.

A key issue that instructors must be aware of in delivering Level 3 training is that trainees need to learn a strategy to deal with more complex junctions and road features where higher volumes of traffic will be encountered. 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.

TABLE 3: OBSERVATIONAL OUTCOMES FOR LEVEL 3

National Standard Level 3 Outcome	Observed Demonstration	Reasoning
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. Riders 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 riders will pass until they reach their chosen exit. In this case riders will take the left hand lane throughout the manoeuvre. Riders should look out for vehicles that may wish to exit the roundabout by turning across the rider from behind. Just prior to exiting riders 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. Riders should not unnecessarily expose themselves to a level of risk that makes them feel uncomfortable.</p> <p>Good route planning (see outcome below) can enable riders to avoid situations such as large roundabout that they feel unsafe using.</p> <p>If riders choose to negotiate the roundabout using the lanes drivers would, the following are the key points to observe to reduce risk during the manoeuvre. Riders should:</p> <ol style="list-style-type: none"> Position themselves where cars would be positioned. Observing how cars use the roundabout can help riders understand this. Know where hazards may 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	Filtering is moving up the inside or outside of slow moving or stationary queuing traffic. The choice of whether to filter on the	When carried out carefully, filtering gives riders a great advantage over other traffic in busy urban conditions. Filtering

National Standard Level 3 Outcome	Observed Demonstration	Reasoning
decide when to filter and when to wait	<p>inside, outside or at all rests with the rider who must judge if there is sufficient space to do so safely. If filtering on the left of a queue the rider 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 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. Riders 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>Riders 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>enables riders to jump queues legitimately and is one reason why cycling is quicker in many cities.</p> <p>Riders should be sure not to filter to the left of long or large vehicles at junctions. Drivers of large vehicles have a blind spot on their nearside that a filtering rider will occupy. Should the vehicle then turn left, the space that the rider is in will then be squeezed, posing a considerable risk to the cyclist. Riders should never rely on other vehicles signalling or non-signalling as a guide to whether or not they should filter in these circumstances.</p>
4 - How to use junctions controlled by traffic lights	<p>When using a junction with traffic lights riders 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. Riders must therefore carry out observations and signalling as necessary in the same manner that they would for an ordinary junction.</p> <p>If the traffic signals change to red the rider should stop in the lane of traffic, taking their chosen lane, unless it is safe to filter</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 the fact that the rider may be safer when they can set off ahead of other traffic rather than alongside it. An ASL makes it easier</p>

National Standard Level 3 Outcome	Observed Demonstration	Reasoning
	<p>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 rider 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 to 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 the rider judges that this is not safe they can stop on the left by the ASL and take up the position they want when the traffic has stopped again for the next red traffic signal.</p> <p>The rider may also choose to filter to the ASL on the outside of the queue, or between lanes of traffic, particularly where they wish to turn right at the junction. Filtering in this way will require careful observation.</p> <p>If the rider can filter to the ASL before the traffic signals change ,they should stop at the line, adopting the position they wish to use when proceeding through the junction.</p> <p>If the rider is 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 signal and cross their path.</p>	<p>for the rider to take the lane they have chosen.</p> <p>The downside of some ASL designs is that the traffic signal may change as the rider filters up on the left and they may be trapped there and unable to move across safely into the lane from which they want to exit the junction. In this case riders 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>
5 - How to use multi lane roads and turn off or into	Where a rider can match the speed of the traffic flow they should take the lane that will facilitate the manoeuvre they intend to carry out.	Lane discipline exists on many urban roads and on many of these it will be safe for the rider to take the lane and cycle with the traffic. However, where speed limits are 40 mph or more

National Standard Level 3 Outcome	Observed Demonstration	Reasoning
them	<p>Where there is a long length of multilane carriageway before a turning 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>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 rider is not confident they can take their lane safely, they may choose to complete a manoeuvre as a pedestrian.</p>	<p>they may 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>
6 - How to use both on and off road cycle facilities	<p>In the UK it is not compulsory for riders to use cycle facilities. Therefore the choice over whether to use any facilities provided should be on the basis of whether or not they will give the rider any advantage in terms of safety and/or access. This will be for the individual rider to decide. Staying in the normal flow of traffic rather than use a cycle facility is therefore a valid choice.</p> <p>The rider should maintain good observation, signalling and a clear, confident position on the road.</p>	<p>Cycle facilities are of varying quality. The choice of whether to use facilities lies with the rider. If the rider feels confident and safe using a facility then they need to use the facility as appropriate. Off road facilities, while free from road danger, may take riders away from other road users and may be unlit at night. 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 trainee 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</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</p>

National Standard Level 3 Outcome	Observed Demonstration	Reasoning
	<p>other road users.</p> <p>Instructors can assess this by watching the a trainee's practical cycling and through careful questioning of the trainee. Trainees should demonstrate from their observations, positioning and signalling that they are in total, confident control of their cycling. If stopped and questioned trainees should be able to name hazards ahead and around them and explain how they would deal with these.</p>	<p>training provider is as follows:</p> <p>Where am I going?</p> <p>Look ahead and identify the course needed to avoid hazards and make manoeuvres.</p> <p>What do I need to know?</p> <p>Observe all around for other road users (including pedestrians) who may cause obstruction in the course selected or who need warning of intentions (a signal).</p> <p>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 a 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>

A16 NSIA TO NSIP CONVERSION COURSE – PARTICIPANT 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, 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 Level 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.					
		Overall outcome	Pass		Fail	

CONTROL SHEET

Project/Proposal Name National Standard for Cycle Training
Document Title NSIA to NSIP Conversion Course
Client Contract/Project No. -
SDG Project/Proposal No. 22386101

ISSUE HISTORY

Issue No.	Date	Details
1	29 July 2011	Draft for Client review
2	05 April 2012	Final

REVIEW

Originator Simon Hollowood
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Review by: Print Instructor Training Organisations
 Sign By email

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DISTRIBUTION

Client: Department for Transport
Steer Davies Gleave: Simon Hollowood, Pete Zanzottera



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