

National Standard for Cycle Training

National Standard Instructor (NSI) Course

March

2013

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1 Introduction

This document provides the structure and content for the National Standard for cycle training National Standard Instructor (NSI) course. Instructor trainers are provided with notes on how to deliver each of the 22 course units and a set of handouts for course participants to support the delivery of these units. Upon successful completion of this course, trainee instructors will receive provisional accreditation as National Standard Instructors (NSIP). They must successfully complete a Post Course Assessment (PCA) to achieve full accreditation (NSIQ).

Context for the National Standard Instructor Course

The National Standard for cycle training was reviewed and updated in 2012. This introduction sets the revised National Standard into context and presents the primary principles for the delivery of Bikeability cycle training.

The purpose of the National Standard

The primary purpose of the National Standard is to get more people cycling, more often and with less risk. It helps break down some of the biggest barriers to cycling, opening up opportunities for people to get on their bikes and enabling cycling to become a normal everyday activity.

The National Standard for cycling is designed to encourage and empower people of all ages to make independent cycle journeys in a wide range of road conditions. Launched in 2005, it was developed by over 20 organisations and is maintained by the Department for Transport (DfT). There are three levels and a series of progressive outcomes within each level which can be used in training to take the complete beginner all the way to being able to ride on any road where cycling is permitted.

In 2012, following consultation with stakeholders, the National Standard was revised and was re-launched alongside a new quality assurance framework.

What is the National Standard?

The National Standard comprises a set of outcomes which competent and confident cyclists should be able to demonstrate, accompanied by detailed guidance for training providers on the rationale for each outcome and how it should be demonstrated and assessed. National Standard outcomes are presented progressively at three levels:

Level 1 involves mastery and control of the bicycle in off-road settings and prepares the trainees for on-road cycling

Level 2 involves cycling on quieter roads and simple junctions and covers effective road positioning, communication with other road users and rights of way

Level 3 involves cycling on busier roads and more complex junctions, including hazard awareness and risk management on all roads where cycling is permitted.

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Additional sets of outcomes have also been developed for National Standard Instructors and Assistant Instructors (NSI/NSAIs) and National Standard Instructor Trainers (NSITs).

What is Bikeability?

The National Standard is promoted through Bikeability in England. Bikeability involves organisations registering with the DfT to become schemes that deliver National Standard training using registered NSI/NSIAs trained and assessed by NSITs and registered with Instructor Training Organisations recognised by the DfT. Only registered schemes and instructors are permitted to award Bikeability materials and awards. Scheme registration, instructor training and on-going internal and external monitoring, are part of a quality assurance framework designed to ensure good practice cycle training is delivered to the National Standard.

Good practice principles for training to the National Standard

In order to reach the aim of getting more people cycling, more often with less risk, the delivery of all training to the National Standard should adhere to the following principles, and be:

Realistic

Training at Levels 2 and 3 must be delivered in real road environments where trainees encounter other road users and use the variety of local road infrastructure available. In these environments, they are able to demonstrate the skills of observation and communication with other people, and become confident in sharing space with other road users.

Training can take place without needing specialised equipment or clothing as this encourages cycling as a normal activity.

Empowering

Training must empower trainees to make independent decisions in order to build their competence and confidence in a wide range of cycling environments.

Positive

Instructors should make the training a positive experience, helping make cycling practical and possible; the aim is to empower trainees to cycle to their full potential.

Progressive

Training must allow trainees to progress to more challenging environments and help them find practical techniques to master these.

Trainee led

Training must address individual trainees' development needs and aspirations, starting with a baseline assessment of their current areas of strength and priority areas for development against the National Standard.

Outcome orientated

The National Standard is outcome-orientated. That means the trainees are assessed on their achievement of the set outcomes. The amount of time required to achieve these outcomes may vary from person to person.

Continuous assessment

Training should progress through continual ongoing observation of the trainee outcomes using ongoing feedback to input into the development of the trainees riding. Trainees should not be expected to undergo a test at the end of training as instructors would have assessed their riding skills continuously.

The National Standard for cycle training

The National Standard for cycle training is broken down into a series of outcomes:

- i) Trainee Level 1 outcomes
- ii) Trainee Level 2 outcomes
- iii) Trainee level 3 outcomes
- iv) Instructor outcomes
- v) Assistant instructor outcomes
- vi) Instructor Trainer outcomes

Aim of the NSI Course

The aim of the NSI course is to train individuals to become provisionally recognised as National Standard Instructors. However, it is worth remembering that a good teacher can almost certainly learn to teach cycling skills but a good cyclist may not necessarily be a good teacher of cycling.

Pre-course requirements

Before the course, a trainee instructor must already:

- have good communication skills;
- ride confidently and cope with traffic (to Level 3 competency); and
- have a reasonable level of fitness as the course has a large practical component.

Delivery Options

The course must be delivered in no fewer than four days although these do not have to be consecutive. Alternative delivery methods may include splitting the course in two with each half a week apart and undertaken over two consecutive days. Sessions separated by gaps of more than a week are likely to involve significant additional time recapping and setting up and are therefore not recommended.

The NSI course may only be delivered by qualified National Standard Instructor Trainers working for a recognised Instructor Training Organisation (ITO). The NSI course is intended to involve mostly practical work designed to enable participants to gain a thorough understanding of the exercises they will be delivering to

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trainees once they have successfully completed the course. A maximum course size of 12 trainees with 2 instructor trainers is recommended.

Instructor trainers are expected to prepare their own lesson plans using a combination of the handouts contained in the learning resources section and the guide information provided with each module.

Course Outcomes

Table 1 shows the course aims, outcomes and how they are assessed.

The learning outcomes for the NSI course must be achieved by course participants for them to complete the course successfully. The outcomes are listed under 22 modules (including one optional module). To pass the course, trainees must demonstrate that they can achieve the outcomes with a tick under “course” in the “assessment” column. Some outcomes are only signed off at the post-course assessment stage - these are shown by ticks in the “PCA” column.

TABLE 1 NATIONAL STANDARD INSTRUCTOR OUTCOMES

Module	Aim	Detailed Outcomes	Assessment	
			Course	PCA
1 The National Standard & Bikeability	<p>The aim is to provide the trainee instructors with a full introduction to, and experience of, the National Standard for cycle training. Trainees should be provided with a copy of the published client National Standard and a delivery manual.</p> <p>The course must include sessions where the trainee instructors are taught the National Standard and assessed against its outcomes to ensure they can themselves cycle at the required standard and that they have a model of good practice delivery to follow.</p>	1.1 Must be taught and assessed against client standard and be able to demonstrate riding to Level 3 of the National Standard by the end of the course.	✓	
		1.2 Must be taught the structure of the National Standard and Bikeability and should be able to demonstrate this understanding when questioned.	✓	
		1.3 Must demonstrate an understanding of: <ul style="list-style-type: none"> i) The concept of outcome based training. ii) The progressive delivery of training, including increasing traffic and complexity through Levels 2 and 3. iii) The three levels, their outcomes and the importance of instructor to trainee ratios. 	✓	✓
		1.4 Must understand how the National Standard is delivered.	✓	✓

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Module	Aim	Detailed Outcomes	Assessment	
			Course	PCA
2 Risk management	<p>The aim is to give trainee instructors an understanding of the importance of risk management in cycle training. They should be taught how to undertake written risk assessments and introduced to dynamic risk assessment. Trainee instructors' understanding of how to minimise risk through the use of control measures should be developed.</p> <p>Trainee instructors should be taught how they can develop clients' skills by introducing risks in a controlled manner to their courses i.e. by progression to more complex training environments during the course.</p> <p>Trainee instructors should also understand health and safety processes and who they should report to if they are part of a larger organisation.</p> <p>Trainee instructors should develop an understanding of the importance of assessing clients' needs and capabilities prior to the session, including identifying any special needs or medical conditions their client(s) might have.</p>	2.1 Must demonstrate knowledge of risk management relevant to cycle training - this includes formal written risk assessments and dynamic risk assessment.	✓	✓
		2.2 Should understand the 5 steps of risk assessment: <ul style="list-style-type: none"> i) Identify the hazards. ii) Assess the likelihood and severity of harm. iii) Act to remove or minimise risk. iv) Record any actions or findings. v) Review. 	✓	
		2.3 Must understand how and what to risk assess, demonstrate knowledge of how to write risk assessments and put in place control measures to manage the risk.	✓	
		2.4 Must understand who manages risk in their organisation.	✓	
		2.5 Must demonstrate awareness that they have a duty of care for clients and all equipment.	✓	✓
		2.6 Must risk assess: <ul style="list-style-type: none"> i) The training environment and other people. ii) The clients and people involved in the training session. iii) The clients' bicycles. 	✓	✓

Module	Aim	Detailed Outcomes	Assessment	
			Course	PCA
		2.7 Should have a clear understanding of dynamic risk during training and how discussing this can help the trainees understanding.	✓	✓
3 Safeguarding children and vulnerable adults	In this module, trainee instructors should learn about safeguarding procedures and why they are important. They should also understand how this is relevant to cycle training.	3.1 Must demonstrate an understanding of the principal areas of safeguarding children and vulnerable adults that affects cycle training.	✓	
4 Site selection and risk assessment	The aim is to provide trainee instructors with an understanding of the selection of sites for cycle training, matching training sites to clients' abilities. They should be taught about having contingency plans for areas/sites and how the suitability of the environment can change.	4.1 Must demonstrate they can select appropriate sites at which to deliver training sessions.	✓	✓
		4.2 Must be able to demonstrate they have planned for alternative training areas in the event that their chosen site becomes unavailable on the day.	✓	✓
		4.3 Must write risk assessments of a variety of different training environments including actual examples for Level 1 and 2 sites.	✓	✓
		4.4 The written risk assessments must clearly list and assess the hazards and itemise the control measures.	✓	✓
5 Emergency procedures	Trainee instructors should learn about the theoretical response to an incident. Note: this outcome does not aspire to deliver first aid training. The aim is for trainee instructors to understand incident management rather than how to administer first aid.	5.1 Must show an understanding of the principal emergency procedures and why they are important.	✓	

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Module	Aim	Detailed Outcomes	Assessment	
			Course	PCA
6 Communication skills	The aim is to ensure that trainee instructors are able to communicate effectively with clients and colleagues.	6.1 Must be able to give clients clear instructions.	✓	✓
		6.2 Must be able to give appropriate feedback to clients and check for understanding.	✓	✓
		6.3 Must be able to motivate clients to take a full part in the course.	✓	✓
		6.4 Must be able to show a variety of communication techniques and exhibit judgement of which to use at key moments.		✓
		6.5 Must be able to manage clients' expectations.		✓
		6.6 Must be aware of published all ability National Standard Guidance.	✓	✓
		6.7 Must demonstrate effective communication with co-instructors and any other authorised assistants (e.g. school staff accompanying pupils).	✓	✓

Module	Aim	Detailed Outcomes	Assessment	
7 Cycle checking and fitting	Trainee instructors should learn about how to conduct cycle checks (such as M and ABC) and how checks can be taught to clients. Trainee instructors should be taught how to diagnose faults accurately, make basic adjustments and know when a bike is unsuitable for training. They should be taught that, where possible, they should try to help trainees participate in the session.	7.1 Must be observed assessing at least one bicycle. The assessment should follow a standard format and the trainee instructor must be able to teach a bike-check to clients.	✓	✓
		7.2 Must be able to diagnose the following faults and should demonstrate how to fix them: i) Low tyre pressure. ii) Poor braking. iii) Loose wheels or parts of the bicycle.	✓	
		7.3 Must fit at least one client to a bicycle. This can include the following: i) Saddle height and orientation. ii) Handlebar height. iii) Reach - the distance from seat to handlebars. iv) Brake lever reach.	✓	
		7.4 Must be able to adjust and fit cycle helmets and teach clients how to do this	✓	

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Module	Aim	Detailed Outcomes	Assessment	
8 Planning a session	Trainee instructors should be taught how to plan and prepare sessions including the production of written session plans.	8.1 Trainee instructors must demonstrate how to plan a session and a course.	✓	✓
		8.2 Should provide evidence of session plans for at least two outcomes from separate levels.	✓	✓
		8.3 Sessions should include: <ul style="list-style-type: none"> i) Setting up ii) Introduction (outcomes, assessments etc.) iii) Main part (theory, demonstrations and riding practice) iv) Feedback to clients 	✓	✓
9 Introducing a session	Trainee instructors should be able to make preparations for the delivery of a cycle training session.	9.1 Preparation of training environment and equipment and briefing any assistants (including NSIAs).	✓	✓
		9.2 Must demonstrate setting up a session and introducing the session to the clients. This can include (where appropriate): <ul style="list-style-type: none"> i) Linking to the previous session. ii) Getting to know the clients. iii) Agreeing ground rules. 	✓	✓
		9.3 Setting outcomes and aims.		

Module	Aim	Detailed Outcomes	Assessment	
10 Leading a session	The aim is for trainee instructors to learn how to lead National Standard training sessions. The course should equip trainee instructors with the knowledge and experience to deliver a wide range of National Standard outcomes from all three levels.	10.1 Must lead the delivery of at least two outcomes at each level, following their session plan.	✓	
		10.2 Must show competence in delivering all observed outcomes.		✓
		10.3 Must demonstrate effective use of assistants (including NSIA) and an understanding of their capabilities where they are used.	✓	✓
		10.4 Must demonstrate the ability to select appropriate positions from which to observe and lead the exercises and provide feedback to the clients.	✓	✓
11 Reviewing and closing a session	Trainee instructors should learn how to close a session and review it with the participants. This will include learning about the review process with clients and how it reaffirms the learning process. They should also be taught the importance of creating links to the next session, if appropriate. The session review should be taught as an integral part of the session planning process.	11.1 Must demonstrate how to review clients' achievements at the end of a session.	✓	✓
		11.2 In final sessions, instructors should be able to signpost clients onto relevant further activity, or where they should be able to cycle.	✓	✓
		11.3 Must demonstrate how to close a session and understand the importance of a clear handover of clients to course organisers or parents at the end of the session.	✓	✓

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Module	Aim	Detailed Outcomes	Assessment	
12 Client assessment	Trainee instructors should learn about how to assess clients' cycling abilities before, during and at the conclusion of sessions. They should also be shown how and when to 'sign off' clients' achievement of National Standard outcomes.	12.1 Must be able to assess clients' ability at start of the course and select appropriate exercises and locations for training based on their assessment.		✓
		12.2 Must demonstrate that they can assess clients against outcomes in each of the three levels of the National Standard (oral and written).	✓	✓
		12.3 Must allow clients to make their own decisions while riding with no input from the instructor, before moving on to the next outcome.	✓	✓
		12.4 Must be able to sign-off outcomes when they are achieved.	✓	✓
13 Moving a group of clients between training sites	The aim is that trainee instructors know how to walk and cycle a group of clients to a variety of locations, increasing the range of training locations that can be used and is beneficial to the participants.	<p>13.1 Must be able to demonstrate moving a group of clients by walking and cycling on the road as both a lead trainer and assistant.</p> <p>13.2 Must understand when group cycling is applicable and the advantages of moving groups of clients on road to the learning locations.</p>	✓	✓

Module	Aim	Detailed Outcomes	Assessment	
14 Teaching skills	Trainee instructors should be aware that different clients will learn in different ways and how to work with the client to find their best learning style/method.	14.1 Must be able to demonstrate a variety of teaching techniques and an understanding of different client learning styles: i) Auditory (listening) ii) Visual (seeing) iii) Kinaesthetic (doing)	✓	✓
		14.2 Must be able to help clients correct their performance on outcomes and give constructive feedback.	✓	✓
		14.3 Must demonstrate they can motivate clients and keep them engaged.	✓	✓
		14.4 Must show an understanding of how to teach groups, how to control them and how to deal with inappropriate behaviour.	✓	✓
15 Instructor conduct and professionalism	Trainee instructors should learn about what is considered professional behaviour within cycle training and in their role as an instructor; including interactions with course organisers, school staff and if appropriate other people that they encounter during the training session (bystanders etc.).	15.1 Must demonstrate professionalism throughout the course and eventual dealings with clients. This should include: i) Punctuality ii) Appropriate appearance iii) Professional demeanour in dealing with clients and other course organisers iv) Appropriate communication skills v) Appropriate use of client's facilities	✓	✓

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Module	Aim	Detailed Outcomes	Assessment	
16 Make and keep effective training records	Trainee instructors should learn how to keep basic notes as evidence and what forms can be used. Examples of training logs or records from a variety of providers will support trainees' understanding of the format and process.	16.1 Must provide a register, risk assessment documentation and any notes on clients' achievements.		✓
The following outcome is not compulsory				
17 Knowledge of cycling resources	<p>Trainee instructors should learn how to access or direct clients to other information about cycling or cycling resources.</p> <p>Through completion of this module trainee instructors will be expected to be provided with the knowledge, understanding and skills to be able to meet the outcomes that follow.</p>	<p>17.1 Should be able to inform clients (or direct them to appropriate resources) about a wide range of cycling issues. These should include:</p> <ul style="list-style-type: none"> i) Using a bike for leisure and transport; ii) Different types of cycles and their purposes; iii) Carrying luggage; iv) Riding at night, in poor visibility or wet weather; v) Combining cycling with public transport; vi) The different cycling organisations; vii) Local bike shop locations; or viii) Route planning. 	✓	✓

This course manual contains a programme for delivering an NSI course that covers the NSI course outcomes in a series of learning units and is structured to contain an appropriate mix of classroom and practical sessions. The instructor trainers leading the course will assess trainee instructors' progress in achieving the outcomes as the course progresses and provide formal feedback in unit 22 - Course Review. Each day should also contain an opportunity for instructor trainers and trainee instructors to provide feedback to each other.

The box below explains the terminology used in this training guide.

Instructor trainers	The people who are delivering the training on how to be an instructor
Trainee instructors	The people who are receiving the training on how to be an instructor
Trainees	Refers to the people who would attend a National Standard or Bikeability training course and who would be taught by an NSI

Structure of this Document

Chapter 2 provides a structure for the four day course with a recommended duration for each learning unit. The contents of each unit are then presented in more detail in chapters 3-6. The techniques required to deliver cycle training are summarised within the description of each unit, though some are presented as standalone learning resources. For each unit, there are suggestions of learning resources to be provided as handouts and a description of which National Standard outcomes are covered by the unit.

2 Course Structure

Day 1

Unit	Session time	Session type	Location	Trainee instructors assessed?
1. Introduction to the course	30 minutes	Presentation and discussion	Classroom	No
2. National Standard & Bikeability	30 minutes	Presentation and discussion	Classroom	No
3. Risk management	45 minutes	Presentation, discussion and exercises	Classroom	No
4. Introduction to Level 1 (theory)	20 minutes	Presentation and discussion	Classroom	No
5. Checking bikes and safety equipment	1 hour	Instructor demonstration and trainee instructor delivery	Level 1 Training area	Yes
Break	1 hour			
6. Teaching and communication skills	30 minutes	Presentation and discussion	Classroom	No
7. Level 1 demonstration	1 hour 30 minutes	Instructor demonstration of how to teach Level 1	Level 1 Training area	No
8. Consolidation, feedback and planning for day 2	20 minutes	Discussion	Classroom	No
Total (excluding break)	5 hours 30 minutes			

Day 2

Unit	Session time	Session type	Location	Trainees assessed?
9. Planning Level 1 training	30 minutes	Presentation and discussion	Classroom	No
10. Delivering Level 1 training	2 hours	Delivery of Level 1 training by trainee instructors	Level 1 training area	Yes
Break	1 hour			
11. Introduction to Level 2 (theory)	40 minutes	Presentation and discussion	Classroom	No
12. Level 2 demonstration	2 hours	Instructor demonstration of how to teach Level 2	Level 2 training area	No
13. Safeguarding children and vulnerable adults	30 minutes	Presentation and discussion	Classroom	No
14. Consolidation, feedback and planning for day 3	20 minutes	Discussion	Classroom	No
Total (excluding break)	6 hours			
Homework	<i>Prepare session plan for Level 2</i> <i>Read about Level 3</i> <i>Self-assess progress against NSI outcomes</i>			

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Day 3

Unit	Session time	Session type	Location	Trainees assessed?
15. Review of session plans	30 minutes	Discussion, Q&A	Classroom	Yes
16. Delivering Level 2 training	2 hours 30 minutes	Delivery of Level 2 training by trainee instructors	Level 2 training area	Yes
Break	1 hour			
17. Introduction to Level 3 (theory)	30 minutes	Presentation and discussion	Classroom	No
18. Demonstration of Level 3	1 hour 30 minutes	Instructor demonstration of how to teach Level 3	Level 3 training area	No
19. Consolidation, feedback and planning for day 4	20 minutes	Discussion	Classroom	No
Total (excluding break)	5 hours 20 minutes			
Homework	<i>Prepare session plan for Level 3</i>			

Day 4

Unit	Session time	Session type	Location	Trainees assessed?
20. Review of session plans and course progress	30 minutes	Discussion, Q&A	Classroom	Yes
21. Delivering Level 3 training	2 hours	Delivery of Level 3 training by trainee instructors	Level 3 training area	Yes
Break	1 hour			
22. Course review	2 hours	Discussion, feedback and results of assessment	Classroom	No
Total (excluding break)	4 hours 30 minutes			

3 Day One - Session Content

Unit 1: Introduction to the course

About the unit

In this session, the instructor trainers introduce themselves, set the scene for the course and outline its content. Time should also be made for the trainee instructors to get to know each other.

Content

The instructor trainers should make any necessary safety and domestic announcements in this session and there should then be an 'ice breaker' exercise that will enable all the trainees to be introduced.

The instructor trainers should then explain the course structure. A copy of the course structure should be given to each of the course participants or the instructor trainers may wish to prepare their own handout including start and finish times for each module and for breaks.

The instructor trainers should then introduce the role of National Standard Instructors, explaining what instructors will be responsible for and to whom they will be responsible.

Unit 1, handout 1 and the list of course outcomes in Table 1 should be used to support delivery of this unit.

Suggested duration

30 minutes

Learning resources

- 1: Instructor Role - Specifications
2. National Standard Instructor learning outcomes

Unit 2: National Standard & Bikeability

About the unit

The unit provides the trainee instructors with a full introduction to, and experience of, the National Standard for cycle training and outlines what will be expected of them as instructors.

Content

To deliver the National Standard at all levels, an instructor must understand the outcome-based approach. Each level of the standard is defined by a set of outcomes that trainees must be able to demonstrate to complete the level successfully. This is also the case for the assistant instructor, instructor and instructor trainer courses, an example being the learning outcomes for this course as described in handout 2 for Unit 1.

There is a natural progression in the way National Standard outcomes should be delivered, with these becoming gradually more complex throughout each course. Like building blocks, the less complex outcomes are the foundations that should be achieved by trainees before they attempt the more complex outcomes. As trainees achieve outcomes, instructors should note this on a record sheet (Unit 2, Handout 1).

Although trainee instructors should be provided with a handout containing the full Level 1, 2 and 3 course outcomes, this is not discussed in detail at this stage - reading of these documents is given as homework throughout the course. The delivery rules and ratios should be included in this.

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

“Outcome thinking” is shown by instructors who continually assess the performance of their trainees, the training environment and their own performance and who are able to change any of these three factors in order to maximise the achievement of course outcomes. This understanding of the outcomes and the ability to assess will be supported by good communication skills. Outcome thinking, assessment, adaptation and communication will be constant themes that the instructor trainers should repeat throughout this course. National Standard Instructors must be flexible and adaptable - they must never simply do things “*because that is how we always do it*”, but always be prepared to learn and adapt.

The Record of Trainees’ Progress (Unit 2, handout 1) can be used to both introduce the course outcomes and to emphasise how these should be delivered and achieved sequentially.

Trainee instructors should learn about what is considered professional behaviour within cycle training and in their role as an instructor; including interactions with course organisers, school staff and if appropriate other people whom they

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encounter during the training session (bystanders etc.). This should include guidance on punctuality, appropriate appearance, professional demeanour in dealing with clients and other course organisers, appropriate communication skills and appropriate use of the client's facilities.

Trainee instructors should learn how to keep records of trainees' progress and the forms can be used to help this. Examples of training logs or records from the training provider should be used to support trainees' understanding of the format and process. This should include a register, risk assessment documentation and any notes on clients' achievements.

Suggested duration

30 minutes

Learning resources

Unit 2, handout 1: record of trainees' progress

Unit 2, handout 2: National Standard outcomes (Levels 1, 2 and 3)

National Standard outcomes covered

1 National Standard and Bikeability

- 1.1 Must be taught and assessed against client standard and be able to demonstrate riding to Level 3 of the National Standard by the end of the course.
- 1.2 Must be taught the structure of the National Standard and Bikeability and should be able to demonstrate this understanding when questioned.
- 1.3 Must demonstrate an understanding of:
 - i) The concept of outcome based training.
 - ii) The progressive delivery of training, including increasing traffic and complexity through Levels 2 and 3.
 - iii) The three levels, their outcomes and the importance of instructor to trainee ratios.
- 1.4 Must understand how the National Standard is delivered.

6 Communication skills

- 6.6 Must be aware of published all ability National Standard Guidance.

15 Instructor Conduct and Professionalism

- 15.1 Must demonstrate professionalism throughout the course and eventual dealings with clients. This should include:
 - I. Punctuality
 - II. Appropriate appearance
 - III. Professional demeanour in dealing with clients and other course organisers
 - IV. Appropriate communication skills
 - V. Appropriate use of client's facilities

Unit 3: Risk Management

About the unit

Trainee instructors gain an understanding of the importance of risk management in cycle training using the Instructor Training Organisation's own risk assessment materials to understand the processes and procedures.

Content

This course should provide the trainees with the skills they need to manage risk when leading training at all levels of the National Standard.

Risk will always be present in activities like cycle training. The task of the instructor is to identify any possible risks and respond appropriately to either eliminate or minimise these to an acceptable level. The first step is to understand who or what may be at risk during the training. The principal 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; and
- failure to adequately achieve course outcomes - risk to the National Standard.

Every employer has a duty to provide leadership on health and safety at work. Training providers should provide their instructors with the relevant health and safety information including any supporting documentation. This should include a summary or information on the training provider's Health and Safety Policy and appropriate documentation on risk assessment.

Trainee instructors will be taught:

- How to undertake written risk assessments;
- Principles and techniques of dynamic risk assessment;
- How to minimise risk through the use of control measures;
- How they can develop clients' skills by introducing risks in a controlled manner to their courses i.e. through progression to more complex training environments during the course;
- Health and safety processes and who they should report to if they are part of a larger organisation;
- The importance of assessing clients' needs and capabilities prior to the session, including identifying any special needs or medical conditions their client(s) might have;
- Incident management; and
- The importance of conducting cycle checks at the start of training sessions.

Theory and Practice of Risk Management and Assessment

The instructor trainers will cover the key issues of risk assessment and management. This should include:

- The five steps of risk assessment:

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1. Identify the hazards.
2. Assess the likelihood and severity of harm.
3. Act to remove or minimise risk.
4. Record any actions or findings.
5. Review.

I Generic risk assessments

- All National Standard training providers are expected to carry out a generic risk assessment for cycle training as an activity, which is reviewed annually. Training providers may use their own risk assessment forms and their guidance on the types of risk to consider as examples. 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.

I Site-specific risk assessments

- On Level 1 and Level 2 training courses, the locations at which training is planned to take place 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. Instructors working at sites should be provided with a copy of the site risk assessment for that site by the training provider and should refer to this when checking the site during training.
- In some cases, area risk assessments are used in Level 2 and Level 3 courses, and these may detail an area that will be used and in some cases roads that will not be used.

I Dynamic risk assessments

- Instructors should be assessing risk constantly once training has begun and adapting the training in response to this assessment. This is known as dynamic risk assessment. For Level 3 training courses it is usual to rely only on dynamic risk assessment, as the training is likely to cover a considerable distance and area.
- In carrying out dynamic risk assessment instructors will consider three things, all of which will interact and can affect the delivery of safe and effective training. These are:
 1. The trainees. Their performance in achieving course outcomes, their behaviour, their fitness for training, their clothing and their bicycles (including possible maintenance issues).
 2. The environment. The site being used, the behaviour and presence of other road users or third parties. The weather and the condition of the road surface, background noise or activity.
 3. Themselves. Their performance as an instructor; how they interact with the trainees, their language and the progress towards each course outcome.

I Emergency Procedures

- The instructor trainers should discuss the procedures for handling emergencies. They may use example scenarios and draw on the trainees'

own experience of incidents where relevant to aid discussion. Each training provider will have their own procedures for dealing with incidents and emergencies. However, there are things that should be common to all:

1. 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.
2. 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
3. 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.
4. Names and contact details of witnesses should be taken.
5. The designated training provider contact should be informed at the earliest opportunity and an incident report form completed.

When instructors are fully in control of the risks as described 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 of not achieving the National Standard outcomes.

Suggested duration

45 minutes

Learning resources

For the following handouts, Instructor Training Organisations should use the relevant material from within their own organisation:

- Risk Assessment Form
- Incident Report Form
- Any further guidance on risk assessment

National Standard outcomes covered:

2 Risk Management

- 2.1 Must demonstrate knowledge of risk management relevant to cycle training - this includes formal written risk assessments and dynamic risk assessment.
- 2.2 Should understand the 5 steps of risk assessment:
- 2.3 Must understand how and what to risk assess, demonstrate knowledge of how to write risk assessments and put in place control measures to manage the risk.
- 2.4 Must understand who manages risk in their organisation.
- 2.5 Must demonstrate awareness that they have a duty of care for clients and all equipment.

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2.7 Should have a clear understanding of dynamic risk during training and how discussing this can help the trainees understanding.

5 Emergency procedures

5.1 Must show an understanding of the principal emergency procedures and why they are important.

Unit 4: Introduction to Level 1 (theory)

About the unit

This unit is a classroom-based session in which instructors introduce Level 1 training including who it is usually provided for, its aims and how it should be delivered.

Content

Theory of Level 1

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

Level 1 training

Essential elements of a Level 1 course:

- basic skills taught in a traffic free environment;
- teaching is based on learning to balance and the basic skills that follow on naturally from there (e.g. steering, pedalling, stopping);
- advice will be given on the basics needed to keep a bike roadworthy;
- skills, whilst still basic, become progressively more advanced as the session goes on.

The aims of the Level 1 course are to:

- introduce cycling as an enjoyable healthy activity;
- make trainees Confident, Competent and Consistent (the three C's) in achieving the Level 1 outcomes;
- address any unsafe habits; and
- ensure trainees clearly understand the workings of their bikes.

The Level 1 training course is suitable for:

- a trainee wanting to learn how to cycle for the first time;
- primary school children - normally 7 to 9 year olds;
- a cyclist lacking confidence; and
- a cyclist with poor co-ordination and balance.

The Instructor is required to:

- know the requirements of the Level 1 trainee;
- assess the trainees' needs individually at the beginning of the course;

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- know the training tools required for Level 1;
- be able to train in both the theory and practice of cycling;
- demonstrate all skills and ideas;
- give feedback on progress towards Level 1 standards; and
- assess achievement.

After the instructor trainers have introduced the Level 1 course, they should run briefly through the outcomes using the Unit 2, handout 1: record of trainees' progress.

Suggested duration

20 minutes

Learning resources:

None

National Standard Outcomes covered

1 The National Standard and Bikeability

1.2 Must be taught the structure of the National Standard and Bikeability and should be able to demonstrate this understanding when questioned.

1.4 Must understand how the National Standard is delivered.

Unit 5: Checking bikes and safety equipment

About the unit

Trainee instructors learn how to deliver the first outcomes of a Level 1 session. This unit is the first practical session where the participants will be able to practise delivery of the “understanding of safety equipment and clothing” and “carrying out a simple bike check” outcomes.

Content

Trainee instructors will be taught how to conduct cycle checks (such as the M and ABC checks) and how such checks can be taught to trainees.

They will be taught how to diagnose faults accurately, make basic adjustments and know when a bike is unsuitable for training. They should also be taught that, where possible, they should try to help trainees participate in the session.

The trainee instructors must be shown how to check and correct helmet fitting.

Instructor trainers should remind trainee instructors of the need to be aware that clothing is one more item that should be observed in dynamic risk assessment e.g. baggy clothing or long shoe laces that might get caught in the bike.

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

While the participants are practising their delivery of the exercise the trainers should offer prompting, encouragement and praise as appropriate.

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

Suggested exercises

The instructor trainers provide a faulty bicycle and ask the trainee instructors to diagnose the faults.

Trainee Instructors work in pairs demonstrating to each other how to fit a helmet.

Learning resources

Unit 5, handout 1 Helmets and clothing

Unit 5, handout 2 Bike Checks

Suggested duration

1 hour

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National Standard outcomes covered

Module 7 Cycle checking and fitting

- 7.1 Must be observed assessing at least one bicycle. The assessment should follow a standard format and the trainee instructor must be able to teach a bike-check to clients.
- 7.2 Must be able to diagnose the following faults and should demonstrate how to fix them:
- i) Low tyre pressure.
 - ii) Poor braking.
 - iii) Loose wheels or parts of the bicycle.
- 7.3 Must fit at least one client to a bicycle. This can include the following:
- i) Saddle height and orientation.
 - ii) Handlebar height.
 - iii) Reach - the distance from seat to handlebars.
 - iv) Brake lever reach.
- 7.4 Must be able to adjust and fit cycle helmets and teach clients how to do this.

Unit 6: Teaching and communication skills

About the unit

This classroom-based unit introduces the teaching and communication skills that are appropriate for National Standard training courses and covers group management and working with children.

Content

Teaching Methods

Instructor trainers should be able to use the experience of the practical unit 5 preceding this as a first demonstration by the instructor trainers of the teaching methods to be used in practical Level 1, 2 and 3 training.

The instructor trainers should introduce the trainee instructors to three key learning styles:

- i) Auditory (listening);
- ii) Visual (seeing); and
- iii) Kinaesthetic (doing).

Trainee instructors should learn how to assess clients' cycling abilities before, during and at the conclusion of sessions. Throughout the course, they should also be shown how and when to 'sign off' trainees' achievement of National Standard outcomes - they should be looking for competence, confidence and consistency. Trainee instructors should be made aware that different trainees learn in different ways and how to work with the trainee to find their best learning style/method.

The easy way to remember teaching methods:

Instructor	Trainees
EXPLANATION	LISTEN
DEMONSTRATION	WATCH
REPLICATION/IMITATION	DO

Instructors must use interactive methods of teaching (sometimes referred to as discovery learning). "Explanation" and "listen" should be expanded to mean that they allow the trainees to provide the explanation (and so demonstrate understanding) by asking them appropriate questions. Instructors can then consolidate the answers to provide an explanation that they then repeat back to the trainees.

Generally, the approach to instructing will be the same for exercises on the playground and on road:

1. The instructor will outline the main teaching points for that particular activity, involving the trainees by asking questions and expanding upon their answers.

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2. They will then explain what to do and get the trainees to repeat the instructions back to ensure they have understood them.
3. The instructor or assistant will then demonstrate the activity, ideally with another instructor or assistant giving a commentary.
4. After checking again that everyone understands what to do, the instructor will observe the trainees practising the activity.

One important technique to encourage is the effective use of questioning with trainees. The instructor trainers can lead by example by using open questions to the trainee instructors to elicit information and check understanding.

When the trainees are taking turns those waiting should be encouraged to watch the others practising. One instructor may stay with those who are waiting and use the examples demonstrated by others on the course to highlight teaching points. In this way, the waiting trainees can see how the manoeuvre should be done or learn from watching other trainees.

If a trainee makes a mistake while practising, the instructor must correct them as soon as possible. Repetition will only reinforce the mistake.

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

Managing Groups

The unit also covers teaching groups, how to control them and how to deal with inappropriate behaviour. It will cover the key issues faced in controlling groups and the steps that instructors can take to prevent problems arising and to ensure that group learning is effective, with a particular focus on managing groups of children.

Managing groups requires basic ground rules to be established for the session as set out below.

Basic ground rules

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

Rules for riding

- ! Hands on handlebars unless told otherwise, no skidding, wheelies, endos;
- ! Do not cycle on the pavement;

- No overtaking except as part of a set exercise;
- No racing; and
- Do not shout out or distract others.

Instructors should be aware of the potential for the following to cause distraction amongst the group:

- hunger - trainees can bring a snack with them and if possible allow time for snack if after school course or eat before start;
- thirst - allow trainees to get drinks, especially in hot weather, possibly have their own water bottle;
- heat - let them sit down, preferably in shade;
- tiredness - have regular short breaks;
- cold - get extra clothing, gloves, jacket; and
- outside noise - this can distract and cause their attention to drift elsewhere.

Tips for delivering a successful group session

- Look at each member of the group, keep turning head to keep their attention;
- It is difficult to make eye contact if anyone is wearing sunglasses or if the instructor or group has the sun in their eyes;
- Keep a steady pace, not so slow that the trainees lose interest or so fast that they cannot all keep up or absorb information (maximum 30% time for explanation/discussion, minimum 70% trainees practising outcomes);
- Try to elicit information from the trainees, rather than telling them everything and then expand as this will keep their attention;
- If trainees get bored, they will switch off and not listen. This is when trouble can start - talking among themselves, playing about etc. Instructors should monitor the trainees' level of engagement throughout the session;
- Use trainees for demonstrations;
- If a problem persists recap ground rules;
- Remind trainees that they may have to return to school if behaviour is continually disruptive; and
- Make sure trainees get plenty of riding time - aim for 80% riding to 20% discussion time.

Dealing with problems

- Manage group dynamics 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 an exercise can speed the learning of the others.

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- Instructors can provide commentary on trainees' riding or get other trainees to make comment.
- Splitting trainees who are arguing or chatting may also be necessary.
- Instructors should be aware of the balance of abilities in smaller groups if they split a large group into smaller groups. 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 switch trainees between groups as the session progresses. Changing the gender balance can also help with group dynamics.

Communication

The important of communicating effectively with trainees and colleagues should be covered in this session, and be observed by the instructor trainers throughout the course.

Suggested duration

30 minutes

Learning resources

Instructor trainers may hand out the tips contained within the boxes above.

National Standard outcomes covered

14 Teaching skills

14.1 Must be able to demonstrate a variety of teaching techniques and an understanding of different client learning styles:

- i) Auditory (listening)
- ii) Visual (seeing)
- iii) Kinaesthetic (doing)

14.3 Must demonstrate they can motivate clients and keep them engaged.

14.4 Must show an understanding of how to teach groups, how to control them and how to deal with inappropriate behaviour.

6 Communication skills

6.1 Must be able to give clients clear instructions.

6.2 Must be able to give appropriate feedback to clients and check for understanding.

6.3 Must be able to motivate clients to take a full part in the course.

Unit 7: Level 1 demonstration

About the unit

The instructor trainers deliver a Level 1 course to the trainee instructors.

Content

The instructor trainers must demonstrate delivery of Level 1 training, including the teaching techniques, communication skills and positioning used at Level 1.

Trainee instructors will be shown how to select appropriate positions from which to observe and lead the exercises and provide feedback to the trainees.

The unit will include a feedback session at the end when the participants can discuss their Level 1 practical session.

Suggested duration

1 hour 30 minutes

National Standard outcomes covered

Module 1 National Standard and Bikeability

1.1 Must be taught and assessed against client standard and be able to demonstrate riding to Level 3 of the National Standard by the end of the course.

1.2 Must be taught the structure of the National Standard and Bikeability and should be able to demonstrate this understanding when questioned.

Unit 8: Consolidation, feedback and planning for day 2

About the unit

This is a day 1 debrief session to enable reflection on the day's content and an opportunity for the instructor trainers to give a brief overview of the next day's training.

Content

The instructor trainers should seek feedback from the trainees about day 1, encouraging them to raise any questions or concerns they have at this stage.

There should be a recap on the learning outcomes covered so far and a check that all trainee instructors understand what they have been taught. This is an opportunity to identify any trainee instructors who may require additional support on subsequent days.

The instructors will outline the content of day 2.

Reading of the Level 1 and 2 courses will be given as homework.

Suggested duration

20 minutes

Homework

Read Level 1 and Level 2 course details (Unit 2, handout 2).

4 Day Two - Session Content

Unit 9: Planning Level 1 and Level 2 Courses and Sessions

About the unit

This unit explains the responsibilities of the National Standard Instructor, the theory of planning courses and supervising other instructors and assistant instructors.

Content

Trainee instructors are taught how to plan and prepare sessions including the production of written session plans. They are shown how to make preparations for the delivery of a cycle training session including setting up, introduction (outcomes, assessments etc.), main part (theory, demonstrations and riding practice) and feedback to clients.

Pre-session planning

1. Communicate with any fellow other instructors / assistant instructors to ensure you arrive on time at the right location

If you or your colleagues are late, the lead instructor will be required to decide whether 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 they can contact each other if delayed or unable to attend a session at short notice.

2. Allocate tasks between you and your colleague(s)

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

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

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

4. Undertake a risk assessment

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 exercises are undertaken on them.

5. Complete all necessary paperwork

Ensure you have the appropriate forms for recording progress of trainees, and recording attendance. The course organiser may have other standard paperwork, such as local cycle maps, that are given to all trainees.

If it is the first session of a children's course it may be necessary to collect completed parental consent forms

The instructor trainers should establish and facilitate discussion among the trainee instructors about the responsibilities of instructors. As all the trainee instructors will be assisting instruction, the experience of the group can be used to provide examples of good practice and practice from which lessons can be learnt.

Instructor responsibilities during a session

- 1. Maintain adequate safety throughout the training session**
Once the session has begun, the lead instructor must ensure that the safety of the trainees, instructors and third parties is maintained throughout.
- 2. Ensure National Standard course outcomes are being achieved effectively and progress recorded**
Instructors must ensure that training sessions are delivered in a manner that allows trainees to practise and demonstrate achievement of National Standard outcomes most effectively. Instructors must therefore know the course outcomes, how these should be delivered and be aware of the importance of monitoring and signing-off trainees' progress.
- 3. Continuously assess risk**
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 trainees can achieve outcomes safely and as quickly as possible.
- 4. Work as a team**
Instructors and assistant instructors should work as a team, supporting each other and making sure that nothing is forgotten. 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 way possible.
- 5. Continually assess their own performance**
Instructors need to be aware of how their own performance may affect the trainees' ability to achieve the course outcomes. For example, is the instructor talking too much? Do the trainees understand the language they are using? Is the position they take up to observe and coach trainees helping or slowing the achievement of course outcomes?

An integral part of the session planning process is closing the session and reviewing it with the participants. Trainee instructors will learn about the process of reviewing the session with trainees and how it reaffirms the learning process. They should also be taught the importance of creating links to the next session, if appropriate.

An instructor's session plan should include time set aside at the end of the session for review and feedback and closing the session

Suggested duration

30 minutes

Learning resources

The tips contained in the above boxes may be handed out.

National Standard Instructor outcomes covered

8 Planning a session

8.3 Sessions should include:

- i) Setting up
- ii) Introduction (outcomes, assessments etc.)
- iii) Main part (theory, demonstrations and riding practice)
- iv) Feedback to clients

9 Introducing a session

9.3 Setting outcomes and aims

Unit 10: Delivering Level 1 Training

About the unit

Trainee instructors deliver Level 1 training and are assessed by the instructor trainers.

Content

Trainee instructors are selected to perform different aspects of leading the session including:

Risk Assessment of Training Area

Trainee instructors will undertake a brief risk assessment of the training location - to aid learning, the instructor trainers may cross-reference with a risk assessment that has already been produced for the site. The instructor trainers must ensure that the risk assessment of the site is carried out fully and any options are discussed with the trainees.

Delivering outcomes

The trainee instructors then each have the opportunity to lead in the delivery of at least two Level 1 outcomes (with the other trainee instructors acting as trainees). The trainee instructors will cover all stages of teaching an outcome:

- Introducing the outcome
- Performing a demonstration
- Engaging trainees in brief discussion of the reasoning for how it is done
- Observing demonstrations by the trainees
- Providing feedback to the trainees

The group should cover every Level 1 outcome during this session, although not every trainee instructor will have time to lead every outcome.

Outcome-thinking

At this stage, trainees should be reminded of the importance “outcome-thinking”. National Standard course outcomes should be achieved in a logical sequential order. Outcomes should increase in difficulty as the training progresses. Trainees will progress to more difficult outcomes once they have achieved easier ones. In this way, 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 their planned sessions to the abilities and progress of the trainees.

Learning resources

The training provider may hand out any materials it uses when delivering Level 1 training (such as a list of outcomes).

Suggested duration

2 hours

National Standard outcomes covered

1 The National Standard & Bikeability

1.1 Must be taught and assessed against client standard and be able to demonstrate riding to Level 3 of the National Standard by the end of the course.

1.2 Must demonstrate an understanding of:

- i) The concept of outcome based training.
- ii) The progressive delivery of training, including increasing traffic and complexity through Levels 2 and 3.
- iii) The three levels, their outcomes and the importance of instructor to trainee ratios.

1.4 Must understand how the National Standard is delivered.

2 Risk management

2.3 Must understand how and what to risk assess, demonstrate knowledge of how to write risk assessments and put in place control measures to manage the risk.

2.6 Must risk assess:

- i. The training environment and other people.
- ii. The clients and people involved in the training session.
- iii. The clients' bicycles.

2.7 Should have a clear understanding of dynamic risk during training and how discussing this can help the trainees understanding.

4 Site selection and risk assessment

4.3 Must write risk assessments of a variety of different training environments including actual examples for Level 1 and 2 sites.

4.4 The written risk assessments must clearly list and assess the hazards and itemise the control measures.

6 Communication skills

6.7 Must demonstrate effective communication with co-instructors and any other authorised assistants (e.g. school staff accompanying pupils).

9 Introducing a session

9.1 Preparation of training environment and equipment and briefing any assistants (including NSIAs).

10 Leading a session

10.1 Must lead the delivery of at least two outcomes at each level, following their session plan.

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10.2 Must show competence in delivering all observed outcomes.

10.3 Must demonstrate effective use of assistants (including NSIA) and an understanding of their capabilities where they are used.

10.4 Must demonstrate the ability to select appropriate positions from which to observe and lead the exercises and provide feedback to the clients.

11 Reviewing and closing

11.1 Must demonstrate how to review clients' achievements at the end of a session.

12 Client assessment

12.2 Must demonstrate that they can assess clients against outcomes in each of the three levels of the National Standard (oral and written).

14 Teaching skills

14.1 Must be able to demonstrate a variety of teaching techniques and an understanding of different client learning styles:

- i) Auditory (listening)
- ii) Visual (seeing)
- iii) Kinaesthetic (doing)

14.3 Must demonstrate they can motivate clients and keep them engaged.

14.3 Must show an understanding of how to teach groups, how to control them and how to deal with inappropriate behaviour.

Unit 11: Introduction to Level 2 (theory) and Moving Groups Between Sites

About the unit

This unit is a classroom-based session in which the Level 2 training outcomes are introduced, the aims of Level 2 training and how it should be delivered.

Content

There should be a discussion of the Level 2 syllabus that trainee instructors were given to read as homework at the end of Day 1.

The instructors will then outline the principal techniques taught in Level 2 training (positioning, signalling, observation) but will not discuss each outcome in detail at this stage.

Level 2 training - the key points

Level 2 training aims to equip trainees with the skills and understanding to be able to make a trip safely to school, work or for leisure on quiet roads.

- It is suitable for trainees who have completed Level 1 or have demonstrated that they have Level 1 skills. In schools, it is usually delivered to year 5-6 school pupils.
- Level 2 training must be undertaken in real conditions within a geographically compact area. Very quiet roads may be used for training early in the course but as the trainees' skill level increases so should traffic levels.
- Tracking the progress of trainees is essential as this determines when instructors can move on in the programme.
- The trainees must leave the course with the knowledge of where they can cycle and where they are not trained to cycle, i.e. where they should get off the bike and walk.

By the end of the course, Level 2 trainees should:

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

Moving Groups

The instructor trainers will outline the different techniques for moving groups of Level 2 trainees between training areas (practical demonstration will follow in Unit 11). This may include walking and cycling between sites.

Moving Groups

When delivering Level 2 training, it can be advantageous to cycle to and from training sites. This not only saves time which can be better spent delivering training, it also increases the geographical area from which suitable training sites may be selected. However, instructors do need to be aware that Level 2 trainees may never have previously cycled on the road and instructors should always assess competency before choosing this option. However, instructors must not assess trainees' achievement of outcomes while they are riding as a group. The options for moving groups are:

Walking

When walking to the training site, instructors should brief the trainees about:

- the route they are going to take;
- how roads will be crossed (see below); and
- how to push a bike along safely (i.e. keep away from the pedals, push with both hands on the handlebars or one hand on the handlebars, one on the seat, cover your brakes in case of needing to stop suddenly, particularly when walking down a slope).

The instructors should make sure that the group does not cause an obstruction on the footway. With large groups, instructors may choose to split the group.

Crossing roads

There are two options for crossing roads:

1. Instructors may choose to assemble the trainees at the side of the road before crossing together as a group. If doing this, when the road is clear of traffic one instructor may step into the road and hold a position in the centre of the road while the group crosses. The other instructor should wait with the group and lead them across showing them which way to go once they have crossed.
2. Instructors may choose to cross the group members one-by-one (e.g. if there is not enough space to assemble the group on the footway). The first instructor should wait until the road is clear of traffic then step into the road and to a position in the centre of the road then ask each trainee to cross in turn. The other instructor must wait with the other trainees, making sure they do not cross until asked.

Cycling

A common method for riding with a group 'snaking' or a 'bike train'. One instructor cycles at the front (the head of the snake) with trainees (the body) following behind in single file, generally in the secondary position. The lead instructor should ride on the road exactly where the trainees should follow. The other instructor rides as tail of the snake adopting a position further out towards the primary position, helping to ensure that overtaking traffic gives trainees space.

At junctions where giving way is required, the instructor at the rear should move

forwards to wait at the junction alongside their colleague at the head of the snake. When it is clear to set off again, the lead rider sets off but the other instructor waits until each trainee has set off, advising them on whether it is safe to do so. It may be necessary to give way again before each trainee has set off. If the group splits in this way, the lead instructor should slow down or stop with the other trainees and wait until the group can re-assemble. As with walking, the group should be briefed beforehand about the route being taken, how to behave in the snake and what to do at junctions.

Learning resources

Training providers may hand out the overview contained in the above box.

Suggested duration

40 minutes

National Standard outcomes covered

1 The National Standard and Bikeability

1.1 Must be taught and assessed against client standard and be able to demonstrate riding to Level 3 of the National Standard by the end of the course.

1.2 Must be taught the structure of the National Standard and Bikeability and should be able to demonstrate this understanding when questioned.

1.4 Must understand how the National Standard is delivered.

13 Moving a group of clients between training sites

13.2 Must understand when group cycling is applicable and the advantages of moving groups of clients on road to the learning locations.

Unit 12: Level 2 demonstration

About the unit

The instructor trainers deliver the whole Level 2 course to the trainee instructors.

Content

Instructor trainers will demonstrate delivery of Level 2 training, demonstrating the teaching techniques, communication skills and positioning they will use throughout the session, and engaging the trainee instructors in discussion about how to achieve each outcome.

Instructor trainers will use practical demonstrations to show trainee instructors how to assess trainees' cycling abilities before, during and at the conclusion of sessions. They will be shown how and when to 'sign off' trainees' achievement of National Standard outcomes.

Instructor trainers will select appropriate positions from which to observe and lead the exercises and provide feedback to the trainee instructors.

Level 2 Delivery Options

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

- One instructor can teach a group of trainees on their own although they may be operating with other instructors in the area.
- Two instructors can 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 a variety of ways in which outcomes can be combined, especially if 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.
- A number of schemes use group cycling and there are usually additional training packages for this. In some cases, this can be as simple as two trainees riding together for a particular junction. The most common kind of group cycling is when instructors move a group to the training site at the start of, and occasionally during, a training session.
- The choice of on road training sites may also vary. Quiet sites with few parked cars may be selected early in courses with progression to busier sites. However, some training providers may start at busier sites if quieter ones are not available.

Instructor positioning for on-road training

Choosing a good position from which to instruct and observe during on-road training is essential for effective delivery. Instructors should continually assess their own position and ask themselves “*Is it really helping?*” If the answer is no then they should move. Poor instructor positioning is an example of an absence of real “outcome thinking”.

Instructors must also consider how they have positioned the group of trainees while they are waiting to practise and manoeuvre and once they have completed a manoeuvre.

General points about group positioning

- Trainees should never obstruct the footpath or the road. Trainees should always be either standing on the footpath or sitting on their bicycles by the kerb, ready to set off, when taking instruction. They should only stand in the road when they are crossing or if they have to set off from outside a line of parked cars. Cyclists under training should never be an unnecessary hazard to others. Obstructing the footpath sets a poor example to trainees and other road users.

Positioning of trainees to start manoeuvres

- Starting manoeuvres far enough away from hazards, junctions and previous manoeuvres is important. Sometimes the limitations of the site may make this difficult, but where this is not the case there is no excuse for asking trainees to start a manoeuvre from a poor position.
- An “outcome thinking” instructor will understand that trainees, particularly children may not have the experience yet to interpret the road environment in the same way as an instructor.
- Early in a course, each manoeuvre must be distinct from others if observation, signalling etc. are to be meaningful and make sense to the trainee.

Positioning of the instructor

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

unnecessary element of falseness that can prevent outcomes being achieved.

Standing in the road

The instructor should avoid obstructing other road users. They must understand that they have no particular status on the highway and should avoid standing in the road wherever possible. However, occasionally it may be advantageous to the delivery of outcomes for an instructor to stand in a position on the road when explaining position. Instructors should not stand in the road while trainees are practising, as they may not be able to assess if the trainees have achieved the outcome in question.

In all cases, where an instructor deems it necessary to stand in the road, he/she should be continually risk assessing the environment to decide when it is necessary to return to the footpath either to prevent obstruction or to guard safety. A well-executed ride through demonstration by the instructor is often the best way to illustrate positioning.

Learning resources

None

Suggested duration

2 hours

National Standard outcomes covered

1 National Standard and Bikeability

1.1 Must be taught and assessed against client standard and be able to demonstrate riding to Level 3 of the National Standard by the end of the course.

1.2 Must be taught the structure of the National Standard and Bikeability and should be able to demonstrate this understanding when questioned.

Unit 13: Safeguarding children and vulnerable adults

About the unit

The unit aims to ensure trainee instructors understand safeguarding procedures, why they are important and how this is relevant to cycle training.

Content

The principal areas of safeguarding children and vulnerable adults that are applicable to cycle training will be covered. These include:

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:

- Emotional;
- Verbal;
- Physical;
- Neglect; and
- Sexual.

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. The instructor trainers may describe various scenarios and ask trainees how they would respond.

Disclosure and Barring Service

The Criminal Records Bureau (CRB) is now called the Disclosure and Barring Service (DBS) - CRB checks are now called DBS checks. In December 2012 the Criminal Records Bureau and Independent Safeguarding Authority merged to become the DBS. The purpose of the DBS is to provide a joined up service combining criminal records checking and barring functions.

Anyone applying for work as a cycle instructor may be required to undergo a criminal record check (standard or enhanced disclosure). This will be arranged by the employer. The employer will give the individual a form to complete and return to them along with documents proving identity.

Individuals cannot do a DBS check on themselves.

Where instructors are sole traders they may still organise their own criminal record check. Individuals can apply for a 'basic disclosure', which gives details of any unspent convictions. Individuals may request a basic disclosure either through Disclosure Scotland (Executive Agency of the Scottish Government covering the entire UK) or through an agency.

The basics of safeguarding children and vulnerable adults in cycle training

- Abuse takes many forms:
 - Emotional: showing anger towards the trainee(s)
 - 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
- To safeguard children, vulnerable adults and themselves, instructors 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.
 - 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.
 - 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 that if any child confides that they have been abused, the instructor 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.

Following these principles will not only protect trainees from abuse but also protect instructors from the risk of being subject to allegations of abuse.

Learning resources:

The ITO may use their own safeguarding policies and procedures as examples when teaching this unit.

Suggested duration

30 minutes

National Standard outcomes covered

3 Safeguarding children and vulnerable adults

3.1 Must demonstrate an understanding of the principal areas of safeguarding children and vulnerable adults that affects cycle training.

15 instructor conduct and professionalism

15.1 Must demonstrate professionalism throughout the course and eventual dealings with clients. This should include:

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- iv) Appropriate communication skills
- v) Appropriate use of client's facilities

Unit 14: Consolidation, feedback and planning for day 3

About the unit

The trainee instructors gather in the classroom for a discussion about the course so far and the instructors outline day 3.

Content

The instructor trainers will seek feedback from the trainees about day 2, encouraging them to raise any questions or concerns they have at this stage.

They will recap on the learning outcomes covered so far and check that all trainee instructors understand what they have been taught. This is an opportunity to identify any trainee instructors who may require additional support on subsequent days.

The instructors will outline the content of day 3.

Suggested duration

20 minutes

Homework

Prepare a Level 2 session plan

Read the Level 3 course (Unit 2, handout 2)

Self-assess progress against the NSI outcomes (Table 1).

5 Day Three - Session Content

Unit 15: Review of session plans

About the Unit

An interactive session where trainee instructors can get feedback on their session plans from the instructor trainers and raise any questions they may have before the Level 2 assessment.

Suggested duration

30 minutes

National Standard outcomes covered

4 Site selection and risk assessment

4.2 Must be able to demonstrate they have planned for alternative training areas in the event that their chosen site becomes unavailable on the day.

8 Planning a session

8.1 Trainee instructors must demonstrate how to plan a session and a course.

8.2 Should provide evidence of session plans for at least two outcomes from separate levels.

8.3 Sessions should include:

- i) Setting up
- ii) Introduction (outcomes, assessments etc.)
- iii) Main part (theory, demonstrations and riding practice)
- iv) Feedback to clients

9 Introducing a session

9.3 Setting outcomes and aims

Unit 16: Delivering Level 2 training

About the unit

Trainee instructors deliver Level 2 training and are assessed by the instructor trainers.

Content

The group will walk or cycle to and from the site. Trainee instructors will be observed using appropriate techniques for moving groups.

Selection and Risk Assessment of Training Sites

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

Leading Level 2 Exercises

All the core outcomes of Level 2 should be covered in this session with each of the instructor trainees having the opportunity to lead at least two exercises. Trainee instructors should be given the opportunity to deliver a full range of Level 2 outcomes and exercises with the opportunity to select and demonstrate a range of delivery options.

Trainee instructors will lead delivery of outcomes, provide feedback to trainees and assess whether the outcome can be signed off.

Smart site selection

The choice of training sites will be crucial in enabling effective achievement of Level 2 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 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 if this factor starts to 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. For example, other children who are not taking training may be present and act as a distraction to the group.

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 lean against the property of third parties.

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Reviewing and closing the session

At the end of this unit, trainee instructors should be given the opportunity to practise closing a session and reviewing it with the participants.

Suggested duration

2 hours 30 minutes

National Standard outcomes covered

1 The National Standard & Bikeability

1.1 Must be taught and assessed against client standard and be able to demonstrate riding to Level 3 of the National Standard by the end of the course.

1.3 Must demonstrate an understanding of:

- i) The concept of outcome based training.
- ii) The progressive delivery of training, including increasing traffic and complexity through Levels 2 and 3.
- iii) The three levels, their outcomes and the importance of instructor to trainee ratios.

1.4 Must understand how the National Standard is delivered.

2 Risk management

2.3 Must understand how and what to risk assess, demonstrate knowledge of how to write risk assessments and put in place control measures to manage the risk.

2.6 Must risk assess:

- iv. The training environment and other people.
- v. The clients and people involved in the training session.
- vi. The clients' bicycles.

2.7 Should have a clear understanding of dynamic risk during training and how discussing this can help the trainees understanding.

4 Site selection and risk assessment

4.1 Must demonstrate they can select appropriate sites at which to deliver training sessions.

4.3 Must write risk assessments of a variety of different training environments including actual examples for Level 1 and 2 sites.

4.4 The written risk assessments must clearly list and assess the hazards and itemise the control measures.

6 Communication skills

6.7 Must demonstrate effective communication with co-instructors and any other authorised assistants (e.g. school staff accompanying pupils).

9 Introducing a session

9.1 Preparation of training environment and equipment and briefing any assistants

(including NSIAs).

10 Leading a session

10.1 Must lead the delivery of at least two outcomes at each level, following their session plan.

10.2 Must show competence in delivering all observed outcomes.

10.3 Must demonstrate effective use of assistants (including NSIA) and an understanding of their capabilities where they are used.

10.4 Must demonstrate the ability to select appropriate positions from which to observe and lead the exercises and provide feedback to the clients.

11 Reviewing and closing

11.1 Must demonstrate how to review clients' achievements at the end of a session.

12 Client assessment

12.2 Must demonstrate that they can assess clients against outcomes in each of the three levels of the National Standard (oral and written).

14 Teaching skills

14.1 Must be able to demonstrate a variety of teaching techniques and an understanding of different client learning styles:

- i) Auditory (listening)
- ii) Visual (seeing)
- iii) Kinaesthetic (doing)

14.3 Must demonstrate they can motivate clients and keep them engaged.

14.4 Must show an understanding of how to teach groups, how to control them and how to deal with inappropriate behaviour.

Unit 17: Introduction to Level 3 (theory)

About the unit

This unit is a classroom-based session in which the Level 3 training outcomes are introduced, the aims of Level 3 training and how it should be delivered.

Content

Theory of Level 3

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

Teaching skills for Level 3

Instructor trainers will discuss the techniques for delivering cycle training one-to-one or to a small group. They will discuss how to observe demonstrations of outcomes by cycling behind the trainee.

Site selection

Trainee instructors will be taught about selecting suitable routes for Level 3 training and how to involve the trainee in defining the route to be cycled during the course. They will also cover the selection of suitable locations to stop and discuss particular junctions with the trainee before proceeding with outcomes.

Session planning

The instructor trainers will describe how Level 3 courses are tailored to the individual. They will cover how to communicate with the trainee prior to the course to define the optional outcomes to be included in the session (which will then influence the structure of the session and the route to be used).

Optional outcomes

Instructor trainers will explain the structure of the Level 3 course and discuss how to integrate optional Level 3 outcomes into the delivery of compulsory outcomes. Trainee instructors should be encouraged to read the Level 3 course thoroughly prior to day 4 and to raise any questions about it in Unit 18 at the start of day 4.

Level 3 training

Level 3 training should ideally be carried out on busy roads in the area where the trainee is likely to ride in future.

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.

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).

Level 3 training is more tailored towards the needs of the trainee:

- It is delivered on-road over a route agreed with the trainee and may start at the trainee's house covering a route, or routes that the trainee wants to cycle (e.g. home to school).
- Training is usually delivered in a 2-hour session, although in some circumstances extra sessions may be required to meet the standard.
- A Level 3 course is conducted predominantly with the instructor cycling immediately behind the trainee.
- Prior to the session, the instructor should have some briefing about the trainee and the optional outcomes the trainee would like to include in the training session. Knowing which optional outcomes will be included in the training session enables the instructor to incorporate appropriate discussion points into the observed demonstration of compulsory outcomes.
- An essential part of the session is to discuss what the trainee is hoping to get from the course, where they plan to cycle, and what they think their current ability is. This first contact is important to instil confidence in the trainee and to build a trusting relationship.

Learning resources

Unit 2, handout 2: National Standard outcomes (Level 3)

Suggested duration

30 minutes

National Standard outcomes covered

1 The National Standard and Bikeability

1.1 Must be taught and assessed against client standard and be able to demonstrate riding to Level 3 of the National Standard by the end of the course.

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1.4 Must understand how the National Standard is delivered.

2 Risk assessment

2.7 Should have a clear understanding of dynamic risk during training and how discussing this can help the trainees understanding.

Unit 18: Demonstration of Level 3

About the unit

The instructor trainers deliver a Level 3 course to the trainee instructors.

Content

Instructor trainers will demonstrate delivery of Level 3 training, demonstrating the teaching techniques, communication skills, positioning that they use throughout the session, and engaging the trainee instructors in discussion about how to achieve each outcome.

Instructor trainers will use practical demonstrations to show trainee instructors how to assess trainees' cycling abilities before, during and at the conclusion of sessions. They will be shown how and when to 'sign off' trainees' achievement of National Standard outcomes.

Instructor trainers will select appropriate positions from which to observe and lead the exercises and provide feedback to the trainee instructors.

There should be a brief session at the end of this module to confirm the trainee instructors' understanding of Level 3 training and to give them the opportunity to provide feedback to the instructor trainers. The instructor trainers should discuss the risk assessment of the training sites with the trainee instructors.

Suggested duration

1 hour 30 minutes

National Standard outcomes covered

1 The National Standard and Bikeability

1.1 Must be taught and assessed against client standard and be able to demonstrate riding to Level 3 of the National Standard by the end of the course.

1.4 Must understand how the National Standard is delivered.

2 Risk assessment

2.7 Should have a clear understanding of dynamic risk during training and how discussing this can help the trainees understanding.

Unit 19: Consolidation, feedback and planning for day 4

About the unit

The trainee instructors gather in the classroom for a discussion about the course so far and the instructors outline day 4.

Content

The instructor trainers will seek feedback from the trainees about day 3, encouraging them to raise any questions or concerns they have at this stage.

The instructor trainers will recap on the learning outcomes covered so far and check the trainee instructors' understanding.

The instructors will outline the content of day 4.

Day 4 will include assessment of Level 3 delivery. Instructor trainers will brief the trainee instructors on how this will be done and the nature of the session plan that will be required as homework. If the Level 3 delivery is to be done in pairs, the trainee may be put into pairs at this stage, to enable them to choose which outcomes they will deliver in the assessment and think about suitable sites at which to deliver these.

Suggested duration

30 minutes

Homework

Prepare session plan for Level 3

6 Day Four - Session Content

Unit 20 Review of session plans and course progress

About the unit

A classroom session to introduce the day's training briefly and then review the Level 3 session plans the trainee instructors have prepared as their homework.

Content

The instructor trainers and the group review the session plans for Level 3 training.

Suggested duration

30 minutes

Unit 21 Delivering Level 3 Training

About the unit

Trainee instructors deliver Level 3 training and are assessed by the instructor trainers.

Content

All trainee instructors must be observed delivering at least two outcomes. Working in pairs, the trainee instructors deliver outcomes to their partner, most likely using the Level 3 training routes that they were shown in the demonstration on day 3. The instructor trainers must assess each of the trainee instructors delivering at least two Level 3 outcomes to their partner.

Pairs may be changed so that each trainee instructor can experience leading and being led by a number of others.

It may be necessary to allow the trainee instructors to perform some of the delivery unsupervised provided risk can be managed appropriately, so the instructor trainers can assess each the delivery of each pair. Instructor trainers must have a process in place for ensuring that all trainee instructors are observed delivering outcomes (e.g. set meeting points and times for each pair).

Selection and Risk Assessment of Training Area

Level 3 risk assessment is a dynamic process. Trainee instructors should be questioned about risk at the training location by instructor trainers when they are observed delivering outcomes. To aid learning, the instructor trainers may cross-reference with a site specific risk assessment that has already been produced for the location if available.

The trainee instructors' demonstrations of delivering outcomes will cover all stages of teaching an outcome:

- Introducing the outcome;
- Performing a demonstration (if appropriate);
- Engaging trainees in a discussion of the reasoning for how it is done;
- Observing demonstrations by the trainees;
- Providing feedback to the trainees; and
- Deciding whether the outcome can be signed off.

Reviewing and closing the session

At the end of this unit, trainee instructors should be given the opportunity to practise closing a session and reviewing it with the participants.

Suggested duration

2 hours

National Standard outcomes covered

1 The National Standard & Bikeability

1.1 Must be taught and assessed against client standard and be able to

demonstrate riding to Level 3 of the National Standard by the end of the course.

1.3 Must demonstrate an understanding of:

- i) The concept of outcome based training.
- ii) The progressive delivery of training, including increasing traffic and complexity through Levels 2 and 3.
- iii) The three levels, their outcomes and the importance of instructor to trainee ratios.

1.4 Must understand how the National Standard is delivered.

2 Risk management

2.3 Must understand how and what to risk assess, demonstrate knowledge of how to write risk assessments and put in place control measures to manage the risk.

2.6 Must risk assess:

- vii. The training environment and other people.
- viii. The clients and people involved in the training session.
- ix. The clients' bicycles.

2.7 Should have a clear understanding of dynamic risk during training and how discussing this can help the trainees understanding.

4 Site selection and risk assessment

4.1 Must demonstrate they can select appropriate sites at which to deliver training sessions.

4.3 Must write risk assessments of a variety of different training environments including actual examples for Level 1 and 2 sites.

4.4 The written risk assessments must clearly list and assess the hazards and itemise the control measures.

6 Communication skills

6.7 Must demonstrate effective communication with co-instructors and any other authorised assistants (e.g. school staff accompanying pupils).

9 Introducing a session

9.1 Preparation of training environment and equipment and briefing any assistants (including NSIAs).

10 Leading a session

10.1 Must lead the delivery of at least two outcomes at each level, following their session plan.

10.2 Must show competence in delivering all observed outcomes.

10.3 Must demonstrate effective use of assistants (including NSIA) and an understanding of their capabilities where they are used.

10.4 Must demonstrate the ability to select appropriate positions from which to

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observe and lead the exercises and provide feedback to the clients.

11 Reviewing and closing

11.1 Must demonstrate how to review clients' achievements at the end of a session.

12 Client assessment

12.2 Must demonstrate that they can assess clients against outcomes in each of the three levels of the National Standard (oral and written).

14 Teaching skills

14.1 Must be able to demonstrate a variety of teaching techniques and an understanding of different client learning styles:

- i) Auditory (listening)
- ii) Visual (seeing)
- iii) Kinaesthetic (doing)

14.3 Must demonstrate they can motivate clients and keep them engaged.

14.4 Must show an understanding of how to teach groups, how to control them and how to deal with inappropriate behaviour.

Unit 22: Course Review

About the unit

In this unit, the instructor trainers will provide private feedback to the trainee instructors on their performance including whether they have successfully completed the course and explain post-course assessment. Instructor trainers will then close the training course.

Content

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

Individual Performance Feedback

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

Closing

Instructor trainers may wish to include a final closing session for all participants.

Learning resources:

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

Unit 22, handout 1 Trainee Instructor Progress and Assessment Sheet can be used for this.

Suggested duration

2 hours

UNIT 1 LEARNING RESOURCES

UNIT 1, HANDOUT 1: INSTRUCTOR ROLE SPECIFICATION

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Unit 1, Handout 1: 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 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; and
- 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.

An instructor's responsibilities will include:

- assessment and management of risk to trainees, themselves, other, and third parties at all times while training is underway;
- maintaining a safe training environment;
- assessment and recording of the trainee's progress through the course outcomes; and
- 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; and
- have strong communication skills.

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.

UNIT 2 LEARNING RESOURCES

UNIT 2, HANDOUT 1: RECORD OF TRAINEES' PROGRESS

UNIT 2, HANDOUT 2: NATIONAL STANDARD COURSE OUTCOMES (LEVELS 1, 2 AND 3)

Unit 2, handout 1: Record of trainees' progress

Level 1

Course location:

Instructor:

Outcome	Names of trainees						Comments
1. Demonstrate understanding of safety equipment and clothing							
2. Carry out a simple bike check							
3. Get on and off the bike without help							
4. Start off and pedal without help							
5. Stop without help							
6. Ride along without help for roughly one minute or more							
7. Make the bike go where they want							
8. Use gears (where present)							
9. Stop quickly with control							
10. Manoeuvre safely to avoid objects							
11. Look all around, including behind, without loss of control							
12. Control the bike with one hand							
13. Share space with pedestrians and other cyclists (optional)							

Level 2

Course location:

Instructor:

Outcome	Names of trainees						Comments
1. All Level 1 outcomes							
2. Start an on road journey							
3. Finish an on road journey							
4. Understand where to ride on roads being used							
5. Be aware of potential hazards							
6. Make a U-turn							
7. Pass parked or slower moving vehicles							
8. Pass side roads							
9. Understand how and when to signal intentions to other road users							
10. Turn left into a minor road							
11. Turn left into a major road							
12. Turn right into a major road							

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13. Turn right from a major to minor road							
14. Demonstrate decision-making and understanding of safe riding strategy							
15. Demonstrate a basic understanding of the Highway Code.							
16. Decide where cycle infrastructure can help a journey and demonstrate correct use (optional)							
17. Go straight on from minor road to minor road at a crossroads (optional)							
18. Use mini-roundabouts and single lane roundabouts (optional)							

Level 3

Course location:

Instructor:

Outcome	Names of trainees		
	Comments		
1. All Level 2 manoeuvres			
2. Preparing for a journey			
3. Understanding advanced road positioning			
4. Passing queuing traffic			
5. Hazard perception and strategy to deal with hazards			
6. Understanding driver blind spots, particularly for large vehicles			
7. Reacting to hazardous road surfaces			
8. How to use roundabouts (optional)			

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9. How to use junctions controlled by traffic lights (optional)			
10. How to use multi-lane roads (optional)			
11. How to use both on and off road cycle infrastructure (optional)			
12. Dealing with vehicles that pull in and stop front of you (optional)			
13. Sharing the road with other cyclists (optional)			
14. Cycling on roads with a speed limit above 30 mph (optional)			
15. Cycling in bus lanes (optional)			
16. Cycling in pairs or groups (optional)			
17. Locking a bike securely (optional)			

Unit 2, handout 2: National Standard Course Outcomes (levels 1, 2 and 3)

Level One

Outcome	Observed Demonstration	Reasoning
1 Demonstrate understanding of safety equipment and clothing	1.1 Trainees must demonstrate an understanding of how their choice of clothing may have an impact on their cycling and the training session ahead, and that their clothing and equipment must be fitted and worn correctly.	<p>Trainees should understand what type of clothing may be potentially hazardous.</p> <p>Trainees wearing a helmet should understand how to fit and adjust it.</p> <p>These demonstrations may take place indoors before moving to the training area.</p>
2 Carry out a simple bike check	<p>2.1 Trainees must be able to carry out a simple check on their bike's brakes, tyres, wheels, steering and chain.</p> <p>2.2 Trainees should understand that a bike should be set up to fit them (but can expect the instructor to ensure the bike is correctly set up).</p>	<p>While we would not necessarily expect trainees, particularly children, to make repairs to their bike, we should expect that they are able to spot simple faults that need to be dealt with.</p> <p>Some trainees will also have bikes 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>
3 Get on and off the bike without help	3.1 The trainee must get on and off the bike with control. While doing so they should be applying the brakes.	<p>Applying the brakes while mounting and dismounting will hold the bike steady.</p> <p>Trainees should mount from the left (unless they have a particular problem with doing so). This is usually the pavement side and away from the chain and may be useful for later on-road sessions.</p>

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Outcome	Observed Demonstration	Reasoning
4 Start off and pedal without help	<p>4.1 With one foot on the ground, the trainee should find the 'pedal ready' position (pedal above horizontal in roughly the 2 o'clock position) with their foot on the pedal.</p> <p>4.2 They should keep their brakes applied until ready to go.</p> <p>4.3 They must keep both feet on the pedals while in motion and should pedal with the balls of their feet.</p> <p>4.4 They must look up while riding along.</p>	<p>The 'pedal ready' position is the most effective in enabling a cyclist to set off quickly and with control.</p> <p>Peddalling with the ball of the foot allows the greatest control and power to be applied when cycling.</p>
5 Stop without help	<p>5.1 The trainee must be able to demonstrate an ability to use the brakes effectively to come to a controlled stop.</p> <p>5.2 The trainee must slow down by using their brakes but not by using their feet on the ground.</p> <p>5.3 On stopping, they should put a foot down on the ground.</p>	<p>Trainees should understand that braking with the front brake only could cause them to lose control and fall over the handlebars.</p> <p>They should also understand that braking with the back brake only may result in a rear wheel skid.</p>
6 Ride along without help for roughly one minute or more	<p>6.1 Trainees must cycle along observing ahead and steering to keep their balance. They should continue to cover their brakes while riding along.</p>	<p>This outcome does not need to be taught separately but may be observed during other outcomes throughout the training session.</p> <p>Trainees should cover their brakes while riding at this stage in order to be able to stop the bicycle quickly in case they are unable to steer or balance correctly.</p>
7 Make the bike go where they want	<p>7.1 Trainees must be able to manoeuvre with control turning both right and left.</p>	

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Outcome	Observed Demonstration	Reasoning
8 Use gears (where present)	<p>8.1 Trainees should cycle at a steady cadence. They should be able to stop in a low gear, ready to start again.</p> <p>8.2 They should be able to make smooth gear changes.</p>	<p>Trainees should be able to understand how to use the gears they have on their bike.</p> <p>Where riding a multi-gear bike, they should be able to select an appropriate gear while training.</p>
9 Stop quickly with control	9.1 The trainee must use both brakes together to come to a sharp controlled stop. While doing so they should brace their arms and keep both feet on the pedals.	During an emergency stop the trainee's weight will be thrown forward, therefore they should brace their arms. They can also be taught to move their weight back in the saddle.
10 Manoeuvre safely to avoid objects	10.1 The trainee must be able to manoeuvre with control to avoid objects at a range of speeds.	Manoeuvring with control is gained through practice. Manoeuvring at low speed is an important skill as it requires greater balance than at higher speeds.
11 Look all around, including behind, without loss of control	11.1 The trainee must demonstrate an ability to look behind (over both shoulders) and take in information while riding in a straight line, without loss of control.	Good rear observation a key competence to be learnt, enabling the trainee to achieve most other outcomes more easily. However this outcome includes all round observation and making sure the trainee has 'seen' rather than just looked.
12 Control the bike with one hand	12.1 While riding along the trainee must be able to control the bike with one hand, for both right and left hands, without loss of control.	<p>The ability to control the cycle with one hand is an important element and prepares the trainee to be able to signal their intentions in a variety of ways.</p> <p>Trainees should be taught that having both hands on the handlebars is important for turning and stopping.</p> <p>Although this outcome is about balance and control it can be used to develop signalling.</p>

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The following outcome is not compulsory		
Outcome	Observed Demonstration	Reasoning
13 Share space with pedestrians and other cyclists	<p>13.1 Trainees must demonstrate an ability to share space with pedestrians and other cyclists.</p> <p>13.2 They should demonstrate this with pedestrians and cyclists going in the same direction, approaching from the opposite direction and crossing their path. They should demonstrate:</p> <ul style="list-style-type: none"> i) slowing down ii) making their presence known iii) signalling their intention. <p>13.3 Trainees should not pass too close or too quickly.</p>	<p>It is important that trainees demonstrate courteous and considerate cycling in areas where other pedestrians and other cyclists are present. In most cases, this requires slowing their speed.</p> <p>The trainee should clearly communicate their intended action when encountering pedestrians. They may communicate through verbal and non-verbal communication (such as eye contact and smiling). Where there is limited space trainees may need to wait until there is sufficient space to pass.</p> <p>When approaching a pedestrian or cyclist from behind, the trainee should alert them to their presence (by ringing their bell or using their voice for example calling out “excuse me”).</p> <p>The trainee should be aware of possible hesitation, stopping, or a sudden change of course by other pedestrians and other cyclists.</p>

Level 2

Outcome	Observed Demonstration	Reasoning
2 All Level 1 outcomes	2.1 Trainees must demonstrate all compulsory Level 1 outcomes.	Level 1 is a precursor to Level 2.
3 Start an on road journey	<p>3.1 Trainees should start from the kerb (or from the outside of parked vehicles where such vehicles would obscure visibility at the kerb).</p> <p>3.2 They must observe behind for traffic approaching from the rear. Then, if a suitable gap is available behind and if no vehicle(s), pedestrian(s) and/or other blockages are in their path in front, they should set off into the stream of traffic.</p>	<p>When cycling on the road trainees should always set off from a position where they can see and be seen. It is important that the trainee sets off in a clear and assertive manner.</p> <p>Trainees should be aware of traffic approaching from behind, approaching traffic that may turn across their path and pedestrians that may step off the kerb in front of them.</p>
4 Finish an on road journey	<p>4.1 While riding along the trainee must look behind for close following traffic that may be about to overtake or undertake, before pulling in to the left to stop.</p> <p>4.2 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 and signal if appropriate.</p> <p>4.3 Trainees should perform a final check over the left shoulder before coming to a stop.</p>	<p>Checking behind before stopping is essential 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. Eye contact is particularly important on narrow streets where there is not enough space for a following driver to overtake.</p>

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Outcome	Observed Demonstration	Reasoning
<p>5 Understand where to ride on roads being used</p>	<p>5.1 Trainees must understand the primary and secondary positions.</p> <p>5.2 Trainees must position themselves where they can be seen and should not cycle in the gutter.</p> <p>5.3 Where there is little other traffic and/or there is plenty of room to be overtaken they may ride in the secondary position.</p> <p>5.4 Where the road is narrow and two-way traffic would make it hazardous for the trainee to be overtaken by a following vehicle they must be observed to ride in the primary position.</p> <p>5.5 If the trainee is riding at the speed of other traffic then they should do so in the primary position.</p>	<p>Trainees may be wary of cycling in the primary position as this will put them in the stream of traffic when their natural instinct might be to keep away from it. However, where appropriate, it will actually offer them more protection as they will be able to see more, be seen more easily by other road users and most importantly it will prevent drivers from attempting to overtake them where the road is too narrow.</p>
<p>6 Be aware of potential hazards</p>	<p>6.1 The trainee must be aware of other road users at all times, both in front and behind, as they ride along.</p> <p>6.2 They should be looking for hazards.</p> <p>6.3 They must also be aware of pedestrians and others on the pavement ahead of them who might step into their path and of driveways and other entrances from which vehicles might emerge into their path.</p>	<p>Good observation improves hazard perception allowing for good forward planning. By preparing for hazards in advance the trainee reduces their risk.</p> <p>Regular rear observation also ensures that following drivers know that the trainee is aware of the driver. This may prevent drivers passing close and at high speed.</p> <p>Good observation and listening will alert trainees to any hazards. 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 or heard.</p>

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Outcome	Observed Demonstration	Reasoning
7 Make a U-turn	<p>7.1 Approaching the point where they intend to turn, the trainee must look behind over their right shoulder and, if there is a safe gap behind and in front, complete the turn, slowing down if necessary to do so and taking up the correct cycling position on the opposite carriageway.</p> <p>7.2 They should be covering their brakes as they make the turn. They must not leave the carriageway while performing the u-turn.</p>	<p>Children, particularly, and adults will often carry out u-turns and should be taught how. They are also very useful in Level 2 training as they can be used to increase the frequency with which trainees can practice manoeuvres and to enable trainees to ride complete circuits in a training area. As a tool, the u-turn is extremely useful in speeding up the rate at which trainees can achieve the compulsory outcomes.</p>
8 Pass parked or slower moving vehicles	<p>8.1 On approach to the vehicle the trainee must observe behind. They may also check 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>8.2 They should move out smoothly into a gap in the traffic (they should not be so close as to need to swerve) a car door's length from the vehicle they intend to overtake.</p> <p>8.3 Trainees must not cycle close to vehicles where they could be hit by an opening door.</p> <p>8.4 Once past, they should perform a final check over their left shoulder before moving smoothly back into the secondary position. If there are other vehicles to overtake ahead, they should stay in the primary position until they have passed all of these.</p> <p>8.5 Trainees should not pass to the left of slower moving vehicles.</p>	<p>It is a great temptation for inexperienced cyclists to weave in and out between parked cars. They should rather stay where they can see and be clearly seen by other drivers and riders even if this means that vehicles behind are prevented from overtaking them.</p> <p>It is important that the trainee cycles a car door's length away from parked vehicles. Where this is not possible slowing down and observation into the parked cars they are overtaking is essential.</p> <p>For Level 2 training, trainees should not pass to the left of queuing traffic and if this situation occurs they should be taught about the risks of traffic turning across their path.</p>

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Outcome	Observed Demonstration	Reasoning
9 Pass side roads	<p>9.1 On approaching a side road trainees should look over their shoulder then move into the primary position . They must look 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 side road.</p> <p>9.2 At a crossroads junction they must also check for traffic emerging from the minor road on their right.</p> <p>9.3 After passing the side road, trainees should perform a final check over their left shoulder before moving back into their normal riding position</p>	<p>Riding in the primary position when passing a side road makes trainees more visible to drivers wishing to exit the side road and avoids the need to swerve protruding vehicles. Trainees will also be less likely to be cut up by vehicles turning into or emerging from the side road, this is particularly important for following traffic that may turn left across their path.</p> <p>A final check before moving back into the secondary position is important as there may be following cyclists who have passed the side road in the secondary position.</p>

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Outcome	Observed Demonstration	Reasoning
<p>10 Understand how and when to signal intentions to other road users</p>	<p>10.1 Where trainees are seen to signal this should always be following a rear observation. However, this does not mean that the signal is solely for those behind. Trainees must look for other road users in front and to the side.</p> <p>10.2 If they choose to make a signal it must be a clear signal with the arm extended as far from the body as possible, pointing in the direction they intend to turn, with the palm facing.</p> <p>10.3 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 to.</p>	<p>It is important that the trainee demonstrates that they can signal at some point during the course for this outcome to be properly signed off.</p> <p>Signalling should always be combined with observation. This enables the trainee to judge whether a signal is necessary and in some cases whether the driver/rider has seen their signal.</p> <p>With all turns trainees should understand that signalling is not just for the benefit of those behind. Pedestrians and oncoming drivers should warrant a signal.</p> <p>Where there are particular hazards controlling the cycle is more important than signalling.</p>

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Outcome	Observed Demonstration	Reasoning
11 Turn left into a minor road	<p>11.1 In advance of the junction, trainees must look behind and then should move into the primary position.</p> <p>11.2 As they approach the junction the trainee 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>11.3 The trainee should signal if necessary.</p> <p>11.4 Just before turning, trainees should perform a final check over their left shoulder for anyone trying to undertake them.</p> <p>11.5 Where the trainee is turning left at a crossroads they must also check for traffic emerging from the minor road on their right.</p> <p>11.6 Trainees should complete the turn in the primary position.</p>	<p>The technique of moving out into the primary position prior to turning is to prevent following vehicles overtaking and cutting up the cyclist when turning into the side road. It is appropriate in busier traffic where this is more likely to occur but does increase the potential for the cyclist to be undertaken, hence the final check over the left shoulder.</p>

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Outcome	Observed Demonstration	Reasoning
<p>12 Turn left into a major road</p>	<p>12.1 In advance of the junction, the trainee must observe behind, move into the primary position and, if necessary, signal their intention to turn left.</p> <p>12.2 As they approach the head of the junction they should start checking for traffic on the major road, particularly from their right, adjusting their speed appropriately as they do so.</p> <p>12.3 They should stop or give way as appropriate and once there is a gap in traffic from their right, the trainee should perform a final check and set off and complete their turn.</p> <p>12.4 Where the trainee 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>Maintaining the primary position away from the kerb at a junction will keep drivers behind the trainee as they are setting off and most likely to be unsteady. This will therefore offer them greater protection when they are most vulnerable. However, this does increase the small risk of being undertaken by cyclists and motorcyclists in the secondary position as they will have the space to get past. This is why a left shoulder final check is appropriate just before turning.</p> <p>Should there be any queuing traffic at the junction this should be used to teach the importance of not passing to the left of vehicles when turning left (this is a Level 3 outcome).</p> <p>Trainees should only stop at the junction if it is necessary to do so.</p>

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Outcome	Observed Demonstration	Reasoning
<p>13 Turn right into a major road</p>	<p>13.1 In advance of the junction, the trainee must observe behind, identify a suitable gap in following traffic then move into the appropriate position. They should approach the junction in this position and must observe for traffic from both sides on the major road.</p> <p>13.2 If signalling is necessary they should also continue to signal while pulling out and approaching the junction. The trainee should return both hands to the handlebars in time to brake or manoeuvre.</p> <p>13.3 They should stop or give way as appropriate and once there is a gap in the traffic, the trainee should perform a final check and complete their turn.</p> <p>13.4 Where the trainee is turning right at a crossroads they must also check for traffic emerging from the minor road ahead of them.</p>	<p>Getting into the primary position to turn in advance of the junction enables the trainee to then start concentrating on conditions and traffic on the major road. Riding to the junction in this position can prevent drivers from passing them on either side as they approach the junction. Taking a position that will prevent vehicles overtaking from behind will also make completion of the turn safer as drivers will not be able set off alongside them when the trainee is at their slowest and least stable.</p> <p>Seeing a trainee choose not to signal or stop at a give way, after appropriate observation, should be evidence that the trainee understands what they are doing. If questioned, the trainee should be able to explain their actions. Trainees who stop at every give way, regardless of traffic on the main road, have not demonstrated that they understand and could be putting themselves at greater risk as following vehicles may not stop.</p>

Outcome	Observed Demonstration	Reasoning
<p>14 Turn right from a major to minor road</p>	<p>14.1 Approaching the junction, the trainee must observe behind before moving into an appropriate position.</p> <p>14.2 They should signal if necessary prior to and while moving out.</p> <p>14.3 If there is oncoming traffic they should stop (in the appropriate position) and once the traffic has passed, complete their turn. While waiting they may also choose to signal.</p> <p>14.4 Before turning, they should also carry out a right shoulder final check for any drivers attempting to overtake on their right as they turn.</p> <p>14.5 If they have not had to stop for oncoming traffic at the junction they should carry out a right shoulder final check just before completing the turn.</p>	<p>The appropriate position to wait for oncoming traffic to pass is dependent on the width of the road and the confidence of the trainee. Trainees may prefer to hold a primary position which prevents traffic undertaking to the left.</p> <p>If trainees are comfortable with traffic passing them on both sides while waiting, they may take up a position about an arm's length to the left of the centre line.</p> <p>Whichever position is chosen, the trainee should make themselves visible and communicate with drivers going in both directions.</p> <p>The right shoulder final check before completing a turn is for vehicles that may be attempting to overtake the trainee on their outside. It may not be necessary if the trainee has just allowed oncoming motor vehicles to pass.</p> <p>Signalling while waiting to turn right will make the trainee more visible to oncoming drivers.</p> <p>Where the trainee is turning right at a crossroads they must also check for traffic emerging from the minor road on their left.</p>

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Outcome	Observed Demonstration	Reasoning
<p>15 Demonstrate decision-making and understanding of safe riding strategy</p>	<p>15.1 Trainees must be able to explain why they have decided to carry out a manoeuvre in the manner observed. It should be clear from this that they have a good understanding of safe cycling strategy, namely good observation, positioning and communication.</p> <p>15.2 They should demonstrate a basic knowledge of the types of clothing they could wear to make themselves more visible.</p>	<p>Understanding and being able to demonstrate safe riding strategy is a key outcome for trainees on a Level 2 course.</p> <p>A trainee may be observed to carry out a manoeuvre safely but unless it can be determined they did so using an effective strategy it is not possible to be confident that when faced with the same manoeuvre again and/or different circumstances that they will be able to repeat or adapt their handling of it to be consistently safe.</p> <p>Correct demonstration of the give way and the choice of when not to signal can be good examples of an understanding of safe riding strategy. During a course trainees should therefore be expected to demonstrate manoeuvres where they correctly choose not to stop at a give way and not to signal.</p> <p>While riding in a manner that makes the trainee more visible is the most effective way of making other road users aware of their presence, trainees should also understand how appropriate clothing may enhance their conspicuousness. Scheme organisers and instructors must understand how the use of high visibility clothing can change the parameters of driving behaviour in the presence of a training course.</p>

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Outcome	Observed Demonstration	Reasoning
<p>16 Demonstrate a basic understanding of the Highway Code.</p>	<p>16.1 Trainees must understand who goes first in a variety of situations and should continually demonstrate this as they go through the outcomes.</p> <p>16.2 The main areas that the trainees need to understand are:</p> <ul style="list-style-type: none"> i) where to ride ii) when to give way and when to stop iii) the relevant road signs and markings that are present in the training area. <p>16.3 Trainees should be able to interpret road signs and lines if questioned.</p>	<p>Relevant parts of the Highway Code should be dealt with during the course. On the way to and at training sites the trainees are likely to see signs and behaviour that can raise Highway Code issues and instructors should take advantage of these wherever possible.</p> <p>It is also advisable that other Highway Code material is taught prior to the course, in breaks, or is part of information handed out.</p>
<p>The following outcomes are not compulsory.</p>		
<p>17 Decide where cycle infrastructure can help a journey and demonstrate correct use</p>	<p>17.1 The trainee should decide whether or not to use cycle infrastructure and explain their decisions whether they are for reasons of safety or convenience.</p> <p>17.2 When using cycle infrastructure they should take up a position that makes them visible to other road users.</p>	<p>The quality of design of cycle lanes and facilities varies greatly. For example, where lanes are wide, (1.5 metres or more) these should be adequate for use when riding ahead. Riding on the right edge of a cycle lane will make the trainee more visible. Where lanes are narrow, they will undoubtedly be safer riding in the primary position outside the cycle lane. Trainees should also avoid cycling in lanes where the surface is poor. Cycle lanes can often be blocked by parked vehicles and other obstructions or be so short and/or narrow that their use would be unreasonable and getting in and out of them expose the cyclist to more risk.</p>

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Outcome	Observed Demonstration	Reasoning
<p>18 Go straight on from minor road to minor road at a crossroads</p>	<p>18.1 As they approach the junction the trainee must check behind and, when safe to do so, move into the primary position.</p> <p>18.2 As soon as possible on the approach to the head of the junction, they must start checking for traffic from the right and left on the major road. They must also check for traffic that may emerge from the minor road ahead that they intend to ride into.</p> <p>18.3 They must give way or stop as appropriate. When safe to do so, they should cycle ahead into the other minor road and then resume their normal riding position.</p>	<p>This manoeuvre should be included in a course if possible. Many housing estates are designed with crossroads and therefore trainees should ideally have an opportunity to practise using them.</p> <p>At a crossroads the cyclist has to take account of three different lanes of traffic that may present a hazard to them. Using the primary position should eliminate a fourth by preventing vehicles behind attempting to overtake them as they negotiate the junction.</p> <p>Trainees should seek eye contact with drivers of vehicles that may emerge from the side road ahead that they intend to ride into. The Highway Code does not contain clear guidance on who has priority so the trainee must communicate effectively so the driver knows who is going first.</p> <p>If a crossroads junction is available, the full range of left and right turns could also be practised on it.</p>

Outcome	Observed Demonstration	Reasoning
<p>19 Use mini-roundabouts and single lane roundabouts</p>	<p>19.1 As the trainee approaches the roundabout they must check behind and move into the primary position when safe to do so, signalling if necessary.</p> <p>19.2 They should stop at the give way line if it is necessary to give way to traffic on the roundabout.</p> <p>19.3 They should carry out a final check behind before setting off. They should maintain the primary position while on the roundabout.</p> <p>19.4 Before exiting the roundabout, they must check to the left and behind and signal left, if necessary.</p>	<p>The primary position should be used on mini-roundabouts as it makes the trainee more visible and prevents vehicles from overtaking.</p> <p>Trainees should be aware that some drivers may drive over the central island of a mini-roundabout to pass them. Good observation is essential to protect the trainee and enable them to be ready to take evasive action if necessary.</p>

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Level 3

Outcome	Observed Demonstration	Reasoning
1 All Level 2 manoeuvres	1.1 All compulsory Level 2 outcomes	They should demonstrate Level 2 on roads appropriate to Level 2 by riding a circuit that includes all the relevant manoeuvres, accompanied by their instructor.
2 Preparing for a journey	2.1 The trainee should demonstrate an awareness of how to prepare for a cycling journey. This may include: <ul style="list-style-type: none"> i) route planning using maps or electronic journey planners ii) an awareness of how weather conditions can affect their cycling and choice of clothing/equipment iii) an awareness of options for carrying luggage safely when cycling iv) an understanding of how to carry a child safely on a bike v) equipment and techniques for cycling at night. 	<p>Cyclists may want to take the quickest as well as the safest route to their destination. If there are particular junctions or road features that they would prefer not to use, trainees can plan their route to avoid these using maps or electronic journey planners. However, a key part of Level 3 training is to stretch the trainee’s ability, so where the instructor feels the trainee is capable of dealing with difficult junctions safely they should not unnecessarily avoid these.</p> <p>It is important that both the instructor and trainee are prepared for their cycle trip in the prevailing and forecast conditions. This may involve carrying luggage or additional clothing, locks or accessories. It is also important to make the trainee aware that some conditions raise the risk of injuring themselves, such as snow and ice.</p> <p>Lights must be used at night and reflective clothing is recommended, though good positioning remains an important way of making themselves visible when cycling at night. In poor visibility, all movements should be made more cautiously and the trainee should allow greater time for other road users to see them and understand their intentions.</p>

Outcome	Observed Demonstration	Reasoning
<p>3 Understanding advanced road positioning</p>	<p>3.1 The trainee must demonstrate confident use of the primary position in a variety of traffic environments.</p> <p>3.2 They must also demonstrate an understanding of when other positions in the road may be more suitable and be able to explain why.</p>	<p>The primary position is the default position for negotiating Level 3 junctions but there are some circumstances when a different position may be taken:</p> <ol style="list-style-type: none"> 1. A trainee waiting in a traffic queue may position themselves to the right of the lane to be visible in the wing mirrors of queuing vehicles, particularly when queuing behind HGVs. 2. When waiting behind or in front of large vehicles such as HGVs, trainees must not wait or cycle too close. 3. At junctions where there are many cyclists present, trainees should find a safe place to wait in situations where they are unable to position themselves in their preferred position (e.g. when the cycle box is full). This should be a position where they are visible to other drivers – it may be in the primary position within the traffic queue or between lanes.

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Outcome	Observed Demonstration	Reasoning
<p>4 Passing queuing traffic</p>	<p>4.1 Upon encountering queuing traffic, the trainee may pass it (on the right or left) or may choose to wait in the queue.</p> <p>4.2 Trainees who choose to pass queuing traffic must do so with care and make frequent observations.</p> <p>4.3 If traffic speed changes while they are passing, trainees will need to check for a gap that will enable them to move into the stream of traffic in order to negotiate junctions safely. This may require them to move out across more than one lane of traffic.</p> <p>4.4 Trainees who choose to wait in the queue should take the primary position in the centre of the lane.</p> <p>4.5 Upon completing the manoeuvre, trainees must be able to explain the reason for their choice, identify any hazards they may have encountered and explain how they dealt with them.</p> <p>4.6 Where there is a left turn trainees must never pass to the left of a long vehicle, bus/lorry at the head of a junction. (See outcome 6 understanding driver blind spots.)</p>	<p>Passing queuing traffic gives the cyclist a great advantage in busy urban conditions but must be carried out carefully. The choice of whether to pass or wait rests with the trainee who must judge if there is sufficient space and time to do so safely. Their choice should also be informed by whether they are turning left or right or going straight on.</p> <p>Whichever option the trainee chooses, they should communicate with drivers in the queue to make them aware of their presence and their intended manoeuvre.</p> <p>Trainees should be able to demonstrate patience and a willingness to wait if passing the queue does not help their journey.</p> <p>Trainees should be able to change their riding strategy if the situation in the queue changes (e.g. the queue starts to move or a vehicle starts to signal).</p> <p>Trainees who choose to pass queuing traffic should be encouraged to pass on the right where they are more visible to drivers and other road users. All round observation and awareness is essential as other vehicles may move unexpectedly or be hidden from view.</p> <p>If passing a queue, trainees must make careful observations and be prepared to stop for:</p> <ul style="list-style-type: none"> • traffic in the queue that may turn across them • nearside doors opening in queuing cars so that passengers can get out • oncoming traffic that drivers in the queue allow to turn right through a gap in the queue • vehicles from the left pulling out of side roads or driveways etc. into their path.

Outcome	Observed Demonstration	Reasoning
<p>5 Hazard perception and strategy to deal with hazards</p>	<p>5.1 Trainees must understand that a safe strategy is founded on good observation and planning, confident clear road positioning and good communication with other road users.</p> <p>5.2 They should demonstrate from their observations, positioning and signalling that they are confident and in control of their cycling.</p> <p>5.3 If stopped and questioned, they should be able to name hazards ahead and around them and explain how they would deal with these.</p>	<p>A safe cycling strategy, which will include hazard perception, must be acquired by a cyclist if they are to complete Level 3 of the National Standard. This can be assessed watching practical cycling and careful questioning of the cyclist.</p> <p>An example, breaking the system into three parts, used by one cyclist training provider, is as follows:</p> <p>Where am I going? - Look ahead and identify the course needed to avoid hazards and make manoeuvres.</p> <p>What do I need to know? - 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? - 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>

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Outcome	Observed Demonstration	Reasoning
<p>6 Understanding driver blind spots, particularly for large vehicles</p>	<p>6.1 The trainee must demonstrate an ability to avoid cycling or waiting in driver blind spots, particularly the blind spots of drivers of large vehicles.</p> <p>6.2 They must demonstrate an understanding of what a blind spot is, identify vehicles for which blind spots are a particular problem (large vehicles such as Heavy Goods Vehicles (HGVs) and buses) and the danger that cycling in a driver’s blind spot poses.</p> <p>6.3 To avoid cycling or waiting in a driver’s blind spot at a junction, the trainee may choose to wait behind or overtake but should only overtake on the right, not on the left.</p> <p>6.4 When waiting behind a large vehicle or overtaking a large vehicle, trainees should position themselves where the driver can see them.</p> <p>6.5 Trainees must never cycle up the left side of a large vehicle stopped at a junction.</p>	<p>This may be combined with the passing queuing traffic outcome, or as a separate demonstration. Cycling in the blind spot of a driver of a large vehicle is extremely hazardous and should always be avoided. Particular hazards are when large vehicles turn left or when cyclists stop too close to the front of a stopped large vehicle.</p> <p>The 'stay safe, stay back' advice applies to cyclists when cycling near to a moving large vehicle or approaching a stationary one on the road, at junctions, traffic lights or in slow moving traffic.</p> <p>Whether they choose to overtake a large vehicle or wait behind, trainees should look into the driver’s mirror and seek to make eye contact so that the driver is aware of the trainee and the trainee’s intention. Trainees who choose to overtake a large vehicle should look over their shoulder and seek to make eye contact with the driver once they are past.</p>

Outcome	Observed Demonstration	Reasoning
7 Reacting to hazardous road surfaces	<p>7.1 Trainees must be able to identify potentially hazardous surfaces and make appropriate responses.</p> <p>7.2 On encountering a potentially hazardous surface, the trainee may choose to:</p> <ul style="list-style-type: none"> i) cycle over the hazardous surface ii) avoid the hazardous surface <p>7.3 The trainee should be encouraged to explain the reason for their choice and any other actions they take.</p>	<p>Surfaces that are particularly hazardous to cyclists include:</p> <ul style="list-style-type: none"> • Slippery surfaces (ice, water, oil, wet leaves etc.) • Roads with potholes • Uneven surfaces (such as cobbles) • Metal surfaces (grids, manhole covers) • Poorly maintained surfaces (e.g. unswept cycle lanes) • Tram lines • Level crossings • Speed humps and cushions <p>Trainees should spot the hazardous surface early and decide their course of action well in advance.</p> <p>If trainees encounter a slippery surface, they should reduce their speed and take extra care turning or braking. They should not brake or steer suddenly. Trainees who choose to cycle over a hazardous surface should steer as straight as possible and meet the defect square-on, take their weight off the saddle (to reduce discomfort) and release the brakes.</p> <p>When crossing a tramline, trainees must do so at as close to a 90 degree angle as possible.</p>

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Outcome	Observed Demonstration	Reasoning
The following outcomes are not compulsory.		
<p>8 How to use roundabouts</p>	<p>8.1 As the trainee approaches the roundabout they must check behind and move into the primary position when safe to do so, signalling if necessary.</p> <p>8.2 They should stop at the give way line, if it is necessary to give way to traffic on the roundabout.</p> <p>8.3 They should carry out a final check behind before setting off. They should maintain the primary position while on the roundabout.</p> <p>8.4 Before exiting the roundabout, they must check to the left and behind and signal left, if necessary.</p>	<p>The primary position should be used on roundabouts as it makes the trainee more visible and prevents vehicles from overtaking.</p> <p>Trainees 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 the primary position. Observing how cars use the roundabout can help them understand this. This position should be maintained throughout the manoeuvre.</p> <p>Trainees need to identify the hazard spots at all points during the manoeuvre. They should make eye contact with drivers who need to be aware of them and/or signal clearly.</p>

Outcome	Observed Demonstration	Reasoning
<p>9 How to use junctions controlled by traffic lights</p>	<p>9.1 When using a junction with traffic lights trainees should always take up a position in the centre of the lane that is appropriate for the manoeuvre they wish to carry out whether or not the traffic is flowing or stationary as they approach the lights. They must carry out observations and signalling as necessary in the same manner that they would for an ordinary junction.</p> <p>9.2 Where the lights change to red they should stop in the appropriate position (see outcome 3), unless it is safe to move to the head of the queuing traffic (see outcome 4).</p> <p>9.3 If they are turning left at the junction, they must carry out a left shoulder final check for undertaking traffic before completing their turn.</p> <p>9.4 When cycling across the junction to complete the manoeuvre, trainees must continue to carry out observations as appropriate for traffic that might not stop at the red light and cross their path.</p>	<p>To ensure they are visible to other road users, trainees should use traffic lights 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. This position should be maintained throughout the manoeuvre.</p> <p>If present in the training area, trainees should also be observed using toucan crossings and/or cycle-only traffic lights.</p>

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Outcome	Observed Demonstration	Reasoning
<p>10 How to use multi-lane roads</p>	<p>10.1 Where the trainee can match the speed of the traffic flow they should take the lane that will facilitate the manoeuvre they intend to carry out.</p> <p>10.2 Where there is a long length of multi-lane carriageway before a turning that the trainee wishes to take 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>10.3 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.</p>	<p>Lane discipline exists on many urban roads and on many of these it is usually best for the cyclist to take the lane and cycle with the traffic. However, where speed limits are above 30 mph, they will be unlikely to feel safe in doing so and they may therefore take the secondary or other appropriate 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 alternative, quieter route might be chosen.</p>

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Outcome	Observed Demonstration	Reasoning
<p>11 How to use both on and off road cycle infrastructure</p>	<p>11.1 The trainee must demonstrate good observation, signalling and clear, confident positioning when cycling in areas with on and off road cycle facilities.</p> <p>11.2 Trainees must demonstrate how to use advance stop lines (ASLs), cycle boxes and knowledge of how they might help their journey.</p>	<p>In the UK, no cycle facilities are compulsory for cyclists to use. Therefore, the choice over whether to use any facilities provided should be on the basis of whether or not they will give the cyclist any advantage in terms of safety and/or access. This will be for the individual cyclist to decide. Staying in the normal flow of traffic rather than use a cycle facility is therefore a valid choice.</p> <p>Cycle facilities are of varying quality. The choice of whether to use facilities should always lie with the cyclist. If they feel confident and safe using a facility then they should use it as appropriate. Trainees should, however, be aware that some drivers may not know that cycle lanes are optional for cyclists. In this case, the trainee should take extra caution when moving to a position outside the cycle lane that drivers may not expect them to take.</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 is a recognition of this and also the fact that the cyclist is safer when they can set off ahead of other traffic rather than alongside it. An ASL makes it easier for the cyclist to take the lane they have chosen.</p> <p>The downside of some ASL designs is that the lights may change as the cyclist filters up on the left and they may be trapped there and unable to move across safely into the lane from which they want to exit the</p>
		<p>junction. In this case, cyclists may feel forced to move across lanes of traffic moving at different speeds and expose themselves to additional risk. If the cyclist is uncomfortable with using the ASL and its filter lane, they should simply carry out the manoeuvre as if the ASL was not there.</p>

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Outcome	Observed Demonstration	Reasoning
<p>12 Dealing with vehicles that pull in and stop front of you</p>	<p>12.1 Trainees must demonstrate an ability to deal with vehicles that may stop in front of them such as buses, taxis and delivery vehicles.</p> <p>12.2 Trainees must be able to decide whether to overtake the vehicle once it has stopped in front of them and, if appropriate, demonstrate overtaking it safely.</p> <p>12.3 Trainees should allow extra room when passing and ensure that they have sufficient time and space to overtake, particularly when passing long vehicles.</p> <p>12.4 If questioned, the trainee should be able to explain the reason for their choice of manoeuvre.</p>	<p>Cyclists are likely to encounter vehicles that stop or turn in front of them on most urban journeys and in most cases, will be required to overtake such vehicles.</p> <p>The technique for safely overtaking is the same as the Level 2 outcome 7 – ‘pass parked or slower moving vehicles’, but with the additional skills of:</p> <ul style="list-style-type: none"> • identifying when a vehicle is likely to stop (e.g. buses approaching bus stops, taxis approaching ranks) • reacting to vehicles which stop suddenly • overtaking vehicles which may start to move off shortly before or while the trainee is overtaking. • good decision-making skills when choosing whether or not to overtake, bearing in mind that the vehicle may move off at any moment. <p>Vehicles that stop or turn suddenly in front of cyclists include (but are not limited to) taxis / private hire vehicles, buses and delivery vehicles.</p> <p>Trainees do not need to give way to vehicles trying to pull out but must take extra care when passing such vehicles and should seek to ensure that the driver has seen them. However, trainees should give priority to buses when they signal to pull away from stops, if they can do so safely.</p> <p>If a vehicle starts to move during the overtaking manoeuvre, the trainee may choose to slip back behind the vehicle if it is the safest thing to do.</p>

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Outcome	Observed Demonstration	Reasoning
<p>13 Sharing the road with other cyclists</p>	<p>13.1 Trainees must demonstrate effective communication and positioning techniques when cycling in areas where other cyclists are present.</p> <p>13.2 This includes:</p> <ul style="list-style-type: none"> i) Awareness of other cyclists passing inside them - this is demonstrated by making appropriate observations over the left shoulder. ii) An ability to overtake a cyclist and awareness of when it is safe to overtake and when they should wait. iii) Taking an appropriate position at junctions where the ASL reservoir (cycle box) is congested with other cyclists. This may be in the primary position within the traffic queue, in the filter lane, or on the line between lanes. 	<p>When overtaking a cyclist, trainees should use the same technique as for the Level 2 outcome 'passing parked cars or slow-moving vehicles'.</p> <p>When overtaking a cyclist using a cycle lane, the trainee must combine the techniques for the Level 2 outcome 'passing parked cars or slow-moving vehicles' with the Level 3 technique 'how to use multi-lane roads'. Trainees should be aware that overtaking a cyclist in a cycle lane is effectively the same as changing traffic lanes. They should be aware that following drivers may not expect a cyclist to leave the cycle lane and make appropriate observations to ensure following drivers have understood their intention to overtake.</p> <p>When using the primary position at junctions in areas where other cyclists are present, trainees should be aware of other cyclists using the secondary position. They should look over their left shoulder frequently.</p>
<p>14 Cycling on roads with a speed limit above 30 mph</p>	<p>14.1 The trainee should demonstrate that they allow more time before manoeuvring and that they can judge the speed and distance of vehicles around them. They should be able to explain the reasoning for the decisions that they make.</p>	<p>On roads with higher speed limits, trainees should be aware that drivers have less time to react and stopping distances are greater.</p> <p>Whilst the principles of positioning remain the same on faster roads, cyclists may opt to take the secondary position more often. When using the primary position, trainees should take greater care to ensure that drivers have enough time and space to see them. When manoeuvring, trainees should signal earlier (where necessary), move out earlier and allow more time to complete the manoeuvre.</p>

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Outcome	Observed Demonstration	Reasoning
15 Cycling in bus lanes	15.1 Trainees must be able to interpret bus lane signage and understand how it affects their journey. 15.2 When cycling in a bus lane, trainees should take the centre of the lane unless it is safe to let vehicles pass. Trainees should demonstrate an ability to decide when to allow a vehicle to pass them when cycling in a bus lane.	<p>Cyclists are permitted to use most bus lanes but there are some which do not permit cyclists. Bus lanes may operate at different times of the day and may also be shared with taxis and motorcycles.</p> <p>As with cycle lanes, the trainee should not allow the presence of a bus lane to influence their positioning.</p> <p>Buses should normally overtake a cyclist by straddling the lane line but this may not always be possible. Trainees should not allow a bus to pass them if they feel there is insufficient room to do so.</p> <p>Trainees should take particular care where bus lanes cross side roads, in case drivers cut across them to turn left. Trainees should also be aware of illegal use of bus lanes by unauthorised vehicles trying to jump a queue of traffic; they may not be looking out for a cyclist.</p>

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Outcome	Observed Demonstration	Reasoning
<p>16 Cycling in pairs or groups</p>	<p>16.1 Level 3 training itself requires cycling in a group or a pair so the trainee will gain an understanding of group cycling techniques during the session.</p> <p>16.2 Trainees should demonstrate taking responsibility for their own positioning, signalling and communication when riding in a group.</p> <p>16.3 If the training session has more than one trainee they should demonstrate that they can effectively communicate to cycle together safely.</p>	<p>Each cyclist remains responsible for their own positioning, signalling and communication with other road users but cyclists may help each other by calling out any hazards such as potholes or other vehicles. In general, cyclists should not ride so close to each other that they cannot react to a sudden movement or stopping of the cyclist in front. It is up to the trainee to determine the appropriate distance based on how experienced the other members of the group are, how effectively they communicate with each other and how well they know each other's style of riding.</p> <p>Although cyclists may ride two abreast, trainees should be aware that this may aggravate some other road users. When riding two abreast, trainees should make extra effort to communicate with following traffic and be aware when they might need to move back into single file.</p>

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Outcome	Observed Demonstration	Reasoning
<p>17 Locking a bike securely</p>	<p>17.1 Trainees should demonstrate an understanding of safer places to lock their bike (busy, overlooked cycle parking) and the preferred type of cycle stand to use (i.e. those which allow both wheels and the frame to be secured).</p> <p>17.2 They should be aware of the pros and cons of different types of lock and which parts of the bicycle to lock to the stand.</p> <p>17.3 They should also demonstrate awareness of different parts of a bicycle that can be removed by thieves (saddles and wheels with quick release catches, lights and light brackets, pannier bags etc.)</p>	<p>Cycle parking in busy areas or areas overlooked by people in buildings is generally safer than more isolated cycle parking areas. Bikes that are parked overnight in a public area are particularly vulnerable to theft.</p> <p>Cycle stands which allow both wheels and the frame to be secured to the stand are preferable to cycle stands which allow only one wheel to be secured. The trainee may choose to remove any parts of the bike that a thief may be able to detach easily.</p> <p>Recommended locks are rigid steel locks in a D or U shape (and therefore known as D-locks or U-locks) which are generally more difficult to cut. Cable locks tend to be less strong and easier to cut. Trainees should fill the D part of a lock with as much of the cycle as possible to reduce the chance of it being smashed open.</p> <p>Where a cycle parking area is poorly located in an isolated area, the trainee may choose to lock their bike to an immovable object (e.g. railings or a road sign) in a more visible area where this does not obstruct pedestrians. In such cases, the trainee should look out for any signage prohibiting cycle parking.</p>

UNIT 5 LEARNING RESOURCES

UNIT 5, HANDOUT 1: HELMETS AND CLOTHING

UNIT 5, HANDOUT 2: BIKE CHECKS

Unit 5, handout 1: Helmets and Clothing

Instructors should be able to judge and advise clients whether their clothing, together with any safety equipment, is appropriate for cycling.

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

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

Fitting Helmets

Good fit:

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



Poor fit:

- loose straps;
- helmet pushed up, exposing the hairline above forehead; and
- straps are over the ears.

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

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

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

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

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

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

Unit 5, Handout 2: Bike Checks

Safe Cycle Check

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

How to Check a Bike: The M-Check

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



Note: this is an adult bike. There are no reflectors or lights shown in the picture as it is for illustration purposes only. As a minimum requirement a bike must have reflectors.

Checklist for a standard M-check

Starting from the bottom left of the “M”:

Rear wheel

- Is the wheel nut fully tightened?
- Are the tyres split or cracked?
- Is there tread remaining on the tyre?
- Is the tyre inflated to the recommended pressure shown on the tyre?
- Are there any defects to the rim?
- Are the spokes all in place and tight?
- Does the wheel spin freely and straight?

Rear derailleur

- Is the rear derailleur correctly positioned away from the spokes?

Rear brakes

- Check that brake blocks are correctly positioned and not worn beyond the wear indicators.

Saddle

- Is the saddle secure and at a correct angle?
- Check that the minimum insertion marker is not visible.

Pedals and cranks

- Are the pedals are fastened securely.
- Is the bottom bracket secure? Hold the cranks and rock the bike back and forth to check.

Chain

- Is the chain rusty?
- Does the chain turn easily?

Handlebars

- Is the handlebar stem correctly aligned and tight? Hold the front tyre between your knees and turn gently to check.
- Check that the stem 'minimum insertion' marker is not visible.

Front and rear brakes

- Check that the front brake blocks are correctly positioned and not worn beyond the wear indicators.
- Can the brake levers be reached?
- Are the levers sufficiently tight? Check that there is no risk of trapping your finger between the lever and the hand grip.
- Are the brakes working correctly? Will they stop you in an emergency?

Front wheel & tyres

- Repeat rear wheel checks.
- Are any gear cables obstructing the steering?

Frame

- Is the frame free from rust damage or cracks?

Points to Consider whilst Carrying Out a Bike Check

- use the cycle checklist to educate the trainee on how to examine their cycle;
- identify the components that need maintenance, adjustment or replacement;

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- demonstrate any unsafe conditions to the trainee;
- recommend corrective action and the competence needed to take such action;
- record the check you have made and any action taken; and
- do not allow an unsafe cycle to be used.

UNIT 22 HANDOUT

UNIT 22, HANDOUT 1 TRAINEE PROGRESS AND ASSESSMENT SHEET

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Unit 22, Handout 1 - Trainee instructor progress and assessment sheet

Trainee instructor name _____ Course Date _____

1 The National Standard & Bikeability	✓	Comments
1.1 Must be taught and assessed against client standard and be able to demonstrate riding to Level 3 of the National Standard by the end of the course.		
1.2 Must be taught the structure of the National Standard and Bikeability and should be able to demonstrate this understanding when questioned.		
1.3 Must demonstrate an understanding of: i) The concept of outcome based training. ii) The progressive delivery of training, including increasing traffic and complexity through Levels 2 and 3. iii) The three levels, their outcomes and the importance of instructor to trainee ratios.		
1.4 Must understand how the National Standard is delivered.		
2 Risk management	✓	Comments
2.1 Must demonstrate knowledge of risk management relevant to cycle training - this includes formal written risk assessments and dynamic risk assessment.		
2.2 Should understand the 5 steps of risk assessment: i) Identify the hazards. ii) Assess the likelihood and severity of harm. iii) Act to remove or minimise risk. iv) Record any actions or findings. v) Review.		
2.3 Must understand how and what to risk assess, demonstrate knowledge of how to write risk assessments and put in place control measures to manage the risk.		
2.4 Must understand who manages risk in their organisation.		
2.5 Must demonstrate awareness that they have a duty of care for clients and all equipment.		
2.6 Must risk assess: i) The training environment and other people. ii) The clients and people involved in the training session. iii) The clients' bicycles.		
2.7 Should have a clear understanding of dynamic risk during training and how discussing this can help the trainees understanding.		

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3 Safeguarding children and vulnerable adults	✓	Comments
3.1 Must demonstrate an understanding of the principal areas of safeguarding children and vulnerable adults that affects cycle training.		
4 Site selection and risk assessment	✓	Comments
4.1 Must demonstrate they can select appropriate sites at which to deliver training sessions.		
4.2 Must be able to demonstrate they have planned for alternative training areas in the event that their chosen site becomes unavailable on the day.		
4.3 Must write risk assessments of a variety of different training environments including actual examples for Level 1 and 2 sites.		
4.4 The written risk assessments must clearly list and assess the hazards and itemise the control measures.		
5 Emergency procedures	✓	Comments
5.1 Must show an understanding of the principal emergency procedures and why they are important.		
6 Communication skills	✓	Comments
6.1 Must be able to give clients clear instructions.		
6.2 Must be able to give appropriate feedback to clients and check for understanding.		
6.3 Must be able to motivate clients to take a full part in the course.		
6.4 Must be able to show a variety of communication techniques and exhibit judgement of which to use at key moments.		
6.5 Must be able to manage clients' expectations.		
6.6 Must be aware of published all ability National Standard Guidance.		
6.7 Must demonstrate effective communication with co-instructors and any other authorised assistants (e.g. school staff accompanying pupils).		

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7 Cycle checking and fitting	✓	Comments
7.1 Must be observed assessing at least one bicycle. The assessment should follow a standard format and the trainee instructor must be able to teach a bike-check to clients.		
7.2 Must be able to diagnose the following faults and should demonstrate how to fix them: <ul style="list-style-type: none"> i) Low tyre pressure. ii) Poor braking. iii) Loose wheels or parts of the bicycle. 		
7.3 Must fit at least one client to a bicycle. This can include the following: <ul style="list-style-type: none"> i) Saddle height and orientation. ii) Handlebar height. iii) Reach - the distance from seat to handlebars. iv) Brake lever reach. 		
8 Planning a session	✓	Comments
8.1 Trainee instructors must demonstrate how to plan a session and a course.		
8.2 Should provide evidence of session plans for at least two outcomes from separate levels.		
8.3 Sessions should include: <ul style="list-style-type: none"> i) Setting up ii) Introduction (outcomes, assessments etc.) iii) Main part (theory, demonstrations and riding practice) iv) Feedback to clients 		
9 Introducing a session	✓	Comments
9.1 Preparation of training environment and equipment and briefing any assistants (including NSIAs).		
9.2 Must demonstrate setting up a session and introducing the session to the clients. This can include (where appropriate): <ul style="list-style-type: none"> i) Linking to the previous session. ii) Getting to know the clients. iii) Agreeing ground rules. 		
9.3 Setting outcomes and aims.		

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9.4 Preparation of training environment and equipment and briefing any assistants (including NSIAs).		
10 Leading a session	✓	Comments
10.1 Must lead the delivery of at least two outcomes at each level, following their session plan.		
10.2 Must show competence in delivering all observed outcomes.		
10.3 Must demonstrate effective use of assistants (including NSIA) and an understanding of their capabilities where they are used.		
10.4 Must demonstrate the ability to select appropriate positions from which to observe and lead the exercises and provide feedback to the clients.		
11 Reviewing and closing a session	✓	Comments
11.1 Must demonstrate how to review clients' achievements at the end of a session.		
11.2 In final sessions, instructors should be able to signpost clients onto relevant further activity, or where they should be able to cycle.		
11.3 Must demonstrate how to close a session and understand the importance of a clear handover of clients to course organisers or parents at the end of the session.		
12 Client assessment	✓	Comments
12.1 Must demonstrate that they can assess clients against outcomes in each of the three levels of the National Standard (oral and written).		
12.2 Must allow clients to make their own decisions while riding with no input from the instructor, before moving on to the next outcome.		
12.3 Must be able to sign-off outcomes when they are achieved.		
13 Moving a group of clients between training sites	✓	Comments
13.1 Must be able to demonstrate moving a group of clients by walking and cycling on the road as both a lead trainer and assistant.		

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13.2 Must understand when group cycling is applicable and the advantages of moving groups of clients on road to the learning locations.		
14 Teaching skills	✓	Comments
14.1 Must be able to demonstrate a variety of teaching techniques and an understanding of different client learning styles: i) Auditory (listening) ii) Visual (seeing) iii) Kinaesthetic (doing)		
14.2 Must be able to help clients correct their performance on outcomes and give constructive feedback.		
14.3 Must demonstrate they can motivate clients and keep them engaged.		
14.4 Must show an understanding of how to teach groups, how to control them and how to deal with inappropriate behaviour.		
15 Instructor conduct and professionalism	✓	Comments
15.1 Must demonstrate professionalism throughout the course and eventual dealings with clients. This should include: i) Punctuality ii) Appropriate appearance iii) Professional demeanour in dealing with clients and other course organisers iv) Appropriate communication skills v) Appropriate use of client's facilities		
16 Make and keep effective training records	✓	Comments
16.1 Must provide a register, risk assessment documentation and any notes on clients' achievements.		
The following outcome is not compulsory		
17 Knowledge of cycling resources	✓	Comments

17.1 Should be able to inform clients (or direct them to appropriate resources) about a wide range of cycling issues. These should include:

- i) Using a bike for leisure and transport;
- ii) Different types of cycles and their purposes;
- iii) Carrying luggage;
- iv) Riding at night, in poor visibility or wet weather;
- v) Combining cycling with public transport;
- vi) The different cycling organisations;
- vii) Local bike shop locations; or
- viii) Route planning.

National Standard Instructor (NSI) Course

CONTROL SHEET

Project/Proposal Name National Standard for Cycle Training
Document Title National Standard Instructor (NSI) Course
Client Contract/Project No. .
SDG Project/Proposal No. 22386111

ISSUE HISTORY

Issue No.	Date	Details
1	21/12/12	First draft internal review
2	12/01/13	Second internal circulation
3	16/12/13	Draft for industry comments
4	05/02/13	Comments incorporated
5	28/03/13	Further comments incorporated

REVIEW

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