

## National Standard for cycle training - NSIT

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. After this introduction, National Standard Instructor Trainer (NSIT) outcomes are presented.

### *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 re-launched alongside a new quality assurance framework.

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.

### *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.

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 and Scotland. Bikeability was launched in 2007 and refers to schemes registered with the DfT delivering National

Standard training using NSI/NSIAs trained and assessed by NSITs and registered with Instructor Training Organisations accredited 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 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 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

## National Standard for cycle training

### National Standard Instructor Trainer Outcomes

Module	Aim	Detailed Outcomes	Assessment	
			Course	PCA
1 Introduction to the course	The aim is to explain the course structure to trainee National Standard Instructor Trainers (NSITs).	1.1 Trainee NSITs should understand how the course will progress and how post course assessment (PCA) will be used to complete the qualification.	✓	✓
2 The National Standard	<p>NSITs need to exhibit a full understanding of the National Standard and a full understanding of the structure in place for its delivery and management. Central to this is understanding who signs off outcomes and how these processes ensure quality is maintained and risk minimised.</p> <p>The module will also inform them about where to find information about the National Standard and definitive documents.</p>	2.1 Trainee NSITs must demonstrate excellent understanding of the National Standard syllabus.	✓	✓
		2.2 Trainee NSITs must fully understand the structure in place for delivery and management of the National Standard.	✓	
		2.3 They must know the roles of the NSIT, NSI and NSIA and how these relate to each other.	✓	✓
		2.4 They must know the core range of courses that the NSIT will be required to deliver and the course learning outcomes for each of these.	✓	✓
		2.5 Trainee NSITs must be aware of where to find the definitive documents that govern the National Standard and be able to update their knowledge to pass on to trainee instructors.	✓	

Module	Aim	Detailed Outcomes	Assessment	
			Course	PCA
3 Risk management	NSITs must demonstrate higher levels of risk assessment and management and understand risk to schemes, to the industry and government.	3.1 Must demonstrate a detailed understanding of risk as outlined in the NSI course, and how to teach risk management.	✓	✓
		3.2 Must demonstrate detailed knowledge of the 5 steps of risk assessment and produce a risk assessment for a relevant course		✓
		3.3 Must understand how schemes and Instructor Training Organisations (ITOs) manage risk and how this affects cycle training.	✓	
		3.4 Must understand the role that local and national government plays in cycle training and how to manage risk on their behalf.	✓	
4 Teaching techniques and trainee assessment	The aim is to outline the key elements of teaching techniques and trainee assessment that the trainee NSITs must understand and be able to teach in instructor training courses.	4.1 Must demonstrate a range of small and larger group teaching techniques both in the classroom and outside.	✓	✓
		4.2 Must engage the group and check for achieving learning outcomes. Must oversee participants effectively when leading courses.	✓	✓
		4.3 They must be able to assess the ability and performance of instructor trainees and sign off learning outcomes.		✓
		4.4 They must be able to give appropriate and accurate feedback to individuals.	✓	✓

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			Course	PCA
5 Practical delivery of NS Instructor course modules	NSITs must be able to deliver all the approved courses to trainee instructors and assistants.	5.1 Must be able to prepare sessions and learning materials for the participants.	✓	✓
		5.2 Must lead the delivery of at least 3 NSI outcomes.	✓	
		5.3 Must be able to deliver all modules of NSI and NSIA courses.		✓
		5.4 Should demonstrate an in-depth knowledge of National Standard material and be able to explain it, especially in response to questions.	✓	✓
		5.5 Should understand and be able to deliver NSIT course material.		✓
6 Mentoring	<p>The aim is to explain in detail the principles of mentoring and how it should be delivered to NSIs.</p> <p>The course will also explain the differences between mentoring in this specific context and more general mentoring, post course assessment and continual professional development.</p>	6.1 Trainee NSITs must know the principles of mentoring and be able to mentor trainee instructors effectively.	✓	✓
		6.2 They must be able to prepare and deliver a mentoring session.		✓
		6.3 They must understand when it is appropriate to intervene during a training session.	✓	
		6.4 They must be able to identify the common issues and instructor faults, and be able to provide appropriate feedback to instructors and course providers.	✓	✓
		6.5 They must be able to complete a mentoring form containing constructive feedback and an action plan.	✓	✓

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7 Post Course Assessment (PCA)	The aim is to explain thoroughly how post course assessment should be conducted and its scope. The module will also emphasise the need for instructor trainers to carry out PCAs objectively.	7.1 Trainee NSITs must fully understand the process and scope of PCA.	✓	
		7.2 They must prepare, run and complete 2 observed PCA sessions.		✓
		7.3 They must analyse practical performance against outcomes and either sign off outcomes or give written feedback on action plans and evidence required.		✓
		7.4 They must demonstrate an understanding of the effect they have on training sessions and how their conduct and positioning can lessen their influence.	✓	✓
8 Administration	This module aims to ensure that trainee NSITs are aware of the documentation that they will be expected to complete and are able to complete it.	8.1 Trainee NSITs must be able to demonstrate accurate record keeping for instructor training courses and PCA.	✓	✓
		8.2 They must be able to communicate effectively trainees' achievement at the end of instructor training courses and explain the process of post course assessment to successful trainees.		✓
		8.3 They must be aware of other National Standard documentation and be able to complete this accurately and punctually.	✓	✓