Preamble

The draft revised National Standard for Cycle Training (the 'National Standard') is a statement of competent cycling and cycling instruction. It describes the skills and understanding needed to cycle safely and responsibly, and to enable others to cycle to the National Standard.

The National Standard describes the different 'roles' involved in cycling and cycling instruction. Each role is made up of 'units', and each unit has one or more 'elements'. These elements describe competent cycling and cycling instruction in detail.

The National Standard aligns with established national standards, including the national standards for driving and riding mopeds and motorcycles that underpin driver and rider training. Alignment with these standards will help communicate the National Standard to other road users, and encourage better shared road use. Like these national standards, it will evolve and develop over time and take into account changing cycling practices, environments and technologies.

The National Standard can be used by anyone, regardless of ability, but is particularly useful for cycle riders, other road users, cycling instructors, driving instructors, cycle training organisations, standard setting bodies, awarding organisations, education and training providers, and producers of learning resources.

The National Standard is a holistic statement of cycling competence for all people

- embracing all abilities
- who ride any type of cycle
- everywhere cycling is permitted
- in all weather and traffic conditions
- at any time of the day or night.

The National Standard makes reference to a 'systematic routine'. In all cases this involves independent decision making and includes the core functions of safe and responsible cycling: making good, frequent observations; communicating intentions clearly to other road users; choosing and maintaining the most suitable riding positions; and prioritising road use particularly at junctions.

The National Standard makes reference to being able to 'ask for assistance if required'. This is to ensure people who may otherwise be prevented by physical, coordination or cognitive restrictions are able to access the National Standard.

The National Standard makes reference to primary and secondary riding positions. These are defined by John Franklin in *Cyclecraft: the complete guide to safe and enjoyable cycling for adults and children* (4th edition, TSO, London, 2007, pp. 87, 88) as follows:

> *The primary position is in the centre of the leftmost moving traffic lane for the direction in which you wish to travel…. The secondary position … is about 1 metre (3 feet) to the left of the moving traffic lane if the road is wide, but not closer than 0.5 metre (1.5 feet) to the edge of any road…. The secondary riding position is always relative to the line of moving traffic, not the road edge.*

Bikeability and the National Standard

The National Standard provides learning outcomes for delivery through Bikeability cycle training:

- **Bikeability Level 1** training includes outcomes in National Standard Roles 1 and 2 delivered in motor-free environments, and is a prerequisite for Bikeability Level 2
- **Bikeability Level 2** training includes outcomes in National Standard Roles 1 to 4 delivered on simple roads and junctions with mostly moderate traffic flows, and is a prerequisite for Bikeability Level 3
- **Bikeability Level 3** training also includes National Standard Roles 1 to 4, but is delivered on more complex, often busier or faster roads and junctions
- **Instructor and instructor trainer training** may have National Standard Role 5 as a prerequisite, and delivers outcomes in National Standard Role 6
- **Bikeability Plus** Balance, Learn to Ride and Fix (certificated) modules deliver specific outcomes in National Standard Roles 1 and 2.

The table below aligns the current Bikeability awards with the National Standard units and elements, to show how the National Standard can be delivered through Bikeability training. Units and elements colour coded to more than one Bikeability award apply the same core functions to different cycling environments. These range from motor-free settings for Bikeability Plus and Bikeability Level 1 training, to simple roads and junctions with moderate traffic flows for Bikeability Level 2 training, to complex, often busier or faster roads and junctions for Bikeability Level 3 training. Elements without colour coding are not applicable to Bikeability in its current form.

For example, setting off (Element 2.1.1), slowing down and stopping (Element 2.1.2), and pedalling (Element 2.2.2) are core cycling functions that are performed on all types of cycle and in all cycling environments. In the table below, they are therefore aligned with Bikeability Plus (specifically Balance and Learn to Ride modules) and Bikeability levels 1, 2 and 3. The National Standard does not duplicate these core functions for different cycling environments. Instructors will assign trainees to appropriate cycles and cycling environments based on their assessment of trainees' abilities and learning needs, according to the level descriptors for Bikeability awards outlined above.

The Bikeability Delivery Guide and instructor and instructor trainer qualifications will provide further information about how the National Standard can be delivered through Bikeability training, and how instructors assess trainees and teach core cycling functions at different Bikeability levels.

Aligning Bikeability with the National Standard

BIKEABILITY					NATIONAL STANDARD
Plus	Level 1	Level 2	Level 3	NSI/T	
					ROLE 1 PREPARE FOR A JOURNEY - How to prepare myself and the cycle, and plan a journey.
	red				*Unit 1.1 Prepare myself for a journey*
	red				*Unit 1.2 Prepare the cycle for a journey*
					Element 1.2.1 Check the cycle is ready for a journey
purple					Element 1.2.2 Repair a puncture
					Element 1.2.3 Conduct routine maintenance checks
	red	orange	green		*Unit 1.3 Plan a journey*
					ROLE 2 RIDE WITH CONTROL - How to set off, ride and stop the cycle.
					Unit 2.1 Set off and stop the cycle
purple	red	orange	green		Element 2.1.1 Set off
purple	red	orange	green		Element 2.1.2 Slow down and stop
					Unit 2.2 Ride the cycle safely and responsibly
purple					Element 2.2.1 Glide
purple	red	orange	green		Element 2.2.2 Pedal
					ROLE 3 USE ROADS IN ACCORDANCE WITH THE HIGHWAY CODE - How to ride on the road.
					Unit 3.1 Negotiate roads safely and responsibly
		orange	green		Element 3.1.1 Maintain a suitable riding position
		orange	green		Element 3.1.2 Negotiate road junctions
					Unit 3.2 Comply with signals, signs and road markings
					ROLE 4 RIDE SAFELY AND RESPONSIBLY IN THE TRAFFIC SYTEM - How to share the road with others.
					Unit 4.1 Interact with other road users
		orange	green		Element 4.1.1 Communicate with other road users
		orange	green		Element 4.1.2 Cooperate with other road users
					Unit 4.2 Minimise risk when cycling
		orange	green		Element 4.2.1 Identify and respond to hazards
		orange	green		Element 4.2.2 Ride assertively
					ROLE 5 IMPROVE CYCLING - Learn from experience and keep up to date with changes.
					Unit 5.1 Review and improve cycling practice
					Element 5.1.1 Learn from experience
					Element 5.2.2 Keep up to date with changes
					ROLE 6 DELIVER CYCLE TRAINING - Enable others to cycle safely and responsibly.
					Unit 6.1 Prepare to train learners
				dark	Element 6.1.1 Comply with instructor registration requirements and national guidance
				dark	Element 6.1.2 Check training equipment is fit for purpose
					Unit 6.2 Design training courses
					Unit 6.3 Enable safe and responsible cycling
				dark	Element 6.3.1 Create a climate that promotes learning
				dark	Element 6.3.2 Explain and demonstrate skills and techniques
				dark	Element 6.3.3 Coach learners
				dark	Element 6.3.4 Facilitate group learning
					Unit 6.4 Manage risk to maximise learning
				dark	Element 6.4.1 Manage risk to maximise learning in real cycling environments
					Element 6.4.2 Manage health and safety in enclosed premises
					Unit 6.5 Improve professional practice
				dark	*Unit 6.6 Train instructors to deliver cycle training*

ROLE 1: PREPARE FOR A JOURNEY - How to prepare myself and the cycle, and plan a journey.	
Unit 1.1: Prepare myself for a journey	
I can:	I understand:
- recognise if I am able to ride independently or require assistance - ensure I have appropriate clothing or accessories to help me ride comfortably and safely - fasten a helmet correctly, with support if necessary - ask for assistance if required.	- how being ill, tired and/or upset may affect my ability to ride safely - what the law says about riding while I have particular substances in my system (e.g. medication) - the range of support I might need to ride (e.g. adapted cycles, a riding assistant) - how to dress to be comfortable on any ride, in any weather - how clothing and accessories may make me more visible to other road users - what the law says about wearing a helmet.

ROLE 1: PREPARE FOR A JOURNEY - How to prepare myself and the cycle, and plan a journey.	
Unit 1.2: Prepare the cycle for a journey	
Element 1.2.1: Check the cycle is ready for a journey	
I can:	I understand:
- name the main parts of the cycle - check all the tyres are inflated correctly - check all the brakes are working properly - check the chain is in good working order (if present) - check the handlebars are fitted correctly - check the cycle fits me - ask for assistance if required.	- how to tell if tyres are inflated correctly - how to tell if brakes are working properly - how to tell if a chain is in good working order (if present) - how to tell if handlebars are fitted correctly - how a cycle should fit me.
Element 1.2.2: Repair a puncture	
I can:	I understand:
- identify a suitable place to repair a puncture - use basic cycle maintenance tools - release the brake and remove a wheel - remove a tyre and tube - check inside the tyre for damage and remove any debris - find and patch a puncture in the tube - fit a tube and tyre to a wheel - put a wheel back on - pump a tyre to the correct pressure - adjust the brake if necessary - ensure the wheel rotates freely - ask for assistance if required.	- how weather and traffic conditions can affect my ability to carry out roadside adjustments and repairs - how to reduce the risk of puncture - how basic puncture repair and brake adjustment tools work - the routine for removing and fitting wheels, tyres and tubes - how to remove a tyre effectively - how to release and tighten a brake - how to apply patches and glue - how inflate a tyre to the correct pressure - the rim and tyre clearances required for brake blocks pads (where fitted), stays and mudguards (where fitted).

ROLE 1: PREPARE FOR A JOURNEY - How to prepare myself and the cycle, and plan a journey.	
Unit 1.2: Prepare the cycle for a journey	
Element 1.2.3: Conduct routine maintenance checks	
I can:	I understand:
- use basic cycle maintenance tools for making small adjustments - check there is no damage that would affect my ability to cycle safely - check headset and handlebars are fitted correctly - check brake blocks or pads for wear (if present) - check brake and gear cables for wear - check the chain, chainring/s and sprockets for wear (if present) - check gears shift effectively (if present) - check wheel hubs, spokes, rims and tyres for alignment and wear - check bottom bracket, cranks and pedals for alignment or wear - check reflectors and lights are legal, clean and in good working order (if present) - check batteries are charged (if present) - check mudguards, racks and other fittings are secure (if present) - make small adjustments - ask for assistance if required.	- how the different parts of the cycle work - how to identify wear and damage to cables, brake blocks or pads, gear sprockets, chainrings and chains (if present) - how to adjust brakes, gears, and fittings (if present) - how to lubricate and replace cables - the legal requirements for reflectors and lights - how to charge batteries (if present) - when to seek assistance from a qualified cycle mechanic.

ROLE 1: PREPARE FOR A JOURNEY - How to prepare myself and the cycle, and plan a journey.	
Unit 1.3: Plan a journey	
I can:	I understand:
- plan suitable routes to my destination, including alternative routes - estimate the time needed to complete my journey, including any breaks - use maps or electronic journey planners to plan my route (if required) - choose and pack suitable clothing, equipment, food and drink for my journey (if required) - select and fit equipment for carrying loads or passengers (if required) - select and fit lights (if required) - plan where to lock or store the cycle securely - ask for assistance if required.	- where I am not allowed to ride - how changing traffic, weather and lighting conditions, my cycling ability and the cycle I ride, may affect the choice of suitable routes - the need to build in extra time to allow for unforeseen delays - where to get information on likely weather and traffic conditions (if required) - the legal requirements for carrying loads or passengers (if required) - the legal requirements for lights (if required) - how to choose a secure lock - where to report a stolen cycle (if required).

ROLE 2: RIDE WITH CONTROL - How to set off, ride and stop the cycle.	
Unit 2.1: Set off and stop the cycle	
Element 2.1.1: Set off	
I can:	I understand:
- apply brakes before getting on the cycle - sit securely on the saddle - look for hazards before setting off - set off straight ahead - ask for assistance if required.	- why applying brakes is necessary before getting on the cycle - the advantages of getting on the cycle from the left - where and when to look for hazards before setting off.
Element 2.1.2: Slow down and stop	
I can:	I understand:
- look for hazards when preparing to stop - apply brakes to bring the cycle to a smooth stop - apply brakes to bring the cycle to a quick stop - apply brakes before getting off the cycle - ask for assistance if required.	- where and when to look for hazards when preparing to stop - how to maintain control when stopping smoothly and quickly - the advantages of getting off the cycle to the left - why applying brakes is necessary for getting off the cycle.

ROLE 2: RIDE WITH CONTROL - How to set off, ride and stop the cycle.

Unit 2.2: Ride safely and responsibly

Element 2.2.1: Glide	
I can:	I understand:
- sit securely on the saddle - make the cycle move forward by striding - make the cycle glide forward at different speeds - look up in the direction of travel - make the cycle go where I want to go at different speeds - cover brakes while gliding - control my speed while gliding - communicate and cooperate with others - ask for assistance if required.	- how to maintain momentum without pedalling - how to make the cycle change direction at different speeds - how to share space with other people.

Element 2.2.2: Pedal	
I can:	I understand:
- set a pedal while seated securely before setting off - look in the direction of travel, and behind over each shoulder while pedalling - maintain a steady cadence pedalling with the balls of my feet - pedal in a straight line, turn left and right, and make U turns - cycle one handed at different speeds - use gears effectively (if present) - cover brakes while pedalling - control my speed while pedalling - avoid hazards, including pedestrians and other riders - ask for assistance if required.	- how to set a pedal while seated - why I have more control pedalling with the balls of my feet - why I have more stamina when pedalling steadily - why covering my brakes gives me more control - how gears can help be to pedal steadily at different speeds (if present).

ROLE 3: USE THE ROAD IN ACCORDANCE WITH THE HIGHWAY CODE - How to negotiate roads and junctions and comply with signals, signs and road markings.

Unit 3.1: Negotiate roads safely and responsibly

Element 3.1.1: Maintain a suitable riding position

I can:	I understand:
- choose a suitable riding position - apply a systematic routine when changing position - pass parked or slower moving vehicles - make flowing and stop U-turns - use suitable cycle infrastructure to help my journey (if present).	- the importance of maintaining a position so I am seen by other road users - why primary position is suitable for use negotiating junctions, on narrow roads and bends, where there is not enough room for me to be overtaken, and when I am riding at the speed of other traffic - why secondary position is suitable where there is plenty of room to be overtaken - how to change position using a systematic routine - look behind for following vehicles - communicate intentions to other road users if necessary - change position when there is time and space to do so - when and why I should cover my brakes when changing riding position - the importance of riding at least a door's length away from parked vehicles - where and when flowing and stop U-turns are suitable - when cycle infrastructure can help a journey.

Element 3.1.2: Negotiate road junctions

I can:	I understand:
- choose direction of travel before reaching junctions - apply a systematic routine when negotiating junctions - turn left, right and go straight ahead at junctions - emerge into the stream of traffic when exiting junctions - cross the opposing lane when turning right.	- how to negotiate junctions, roundabouts and crossings using a systematic routine - look behind for following vehicles - communicate intentions to other road users if necessary - choose a suitable riding position - prioritise who goes first - where and when to look for hazards when negotiating road junctions - how to position myself to maximise visibility to other road users - priorities and the rules that apply to junctions, roundabouts and crossings in the Highway Code - how different vehicles negotiate junctions, and how this may affect me.

ROLE 3: USE THE ROAD IN ACCORDANCE WITH THE HIGHWAY CODE - How to negotiate roads and junctions and comply with signals, signs and road markings.	
Unit 3.2: Comply with signals, signs and road markings	
I can:	I understand:
- respond to all permanent and temporary traffic signals, signs and road markings on my journey - respond to signals given by authorised persons on my journey - respond to signals given by other road users on my journey.	- the meaning of, and how to respond to, mandatory traffic signs, warning signs and road markings included in the Highway Code - how to act when approaching pedestrian crossings - the meaning of, and how to respond to, signals given by police officers, school crossing wardens, or others authorised to control traffic - signals that other road users are likely to use and how to respond to them.

ROLE 4: RIDE SAFELY AND RESPONSIBLY IN THE TRAFFIC SYSTEM - How to share the road with others.

Unit 4.1: Interact with other road users

Element 4.1.1: Communicate with other road users

I can:	I understand:
- apply a systematic routine for communicating my intentions - identify other road users who need to know my intentions, especially following vehicles - communicate my intentions to other road users using arm signals, riding position or eye contact - see that other road users respond to my signals.	- when and where to communicate my intentions - how to use a systematic routine when communicating my intentions - look behind for following vehicles - communicate intentions to other road users if necessary - see they have responded to my signal - the importance of identifying other road users who need to know my intentions - the risks associated with giving arm signals, such as reduced stability.

Element 4.1.2: Cooperate with other road users

I can:	I understand:
- be aware of and anticipate the likely actions of other road users - give other road users enough time and space to perform manoeuvres - monitor and manage my own reactions to other road users - make progress in the traffic stream, including overtaking and filtering if necessary.	- how to scan the road ahead to gather useful information - the importance of predicting the likely actions of other road users - the importance of always keeping a safe stopping distance from other road users - how traffic and weather conditions may affect other road users and how to allow for this - how to make progress in the traffic stream. - the rules that apply to drivers of large vehicles, and the position they may select on the road as a result - the importance of making eye contact with other road users when passing and filtering - where and how to filter past stationary or slow-moving vehicles in the traffic stream - the particular hazards associated with filtering, such as - other road users may not be expecting me to be in a position between lines of stationary vehicles - vehicles may obstruct my view of junctions and pedestrian crossings - how to act when emergency service vehicles are responding to incidents.

ROLE 4: RIDE SAFELY AND RESPONSIBLY IN THE TRAFFIC SYSTEM - How to share the road with others.	
Unit 4.2: Minimise risk when cycling	
Element 4.2.1: Identify and respond to hazards	
I can:	I understand:
- continually scan the riding space close to the cycle and into the distance - anticipate possible hazards and prepare to respond to them - judge the significance of possible hazards and prioritise my response - respond to hazards effectively.	- how to scan my riding space effectively, both close to and into the distance - how distractions may impede my ability to identify hazards - how to read the route ahead and anticipate the unexpected - how weather, traffic and lighting conditions may affect my ability to identify hazards - what can affect my field of vision, such parked vehicles, and how to allow for this - how helmets and eyewear may affect my peripheral vision, and how to overcome this - road conditions that might cause me to skid, such as oil or gravel on the road, metal or painted surfaces, ice and kerb edges.
Element 4.2.2: Ride assertively	
I can:	I understand:
- create and maintain a safe riding space - scan and check my surroundings, especially blind spots - position myself to maximise visibility to other road users - manage my own physical and emotional state to ensure I can manage risks to my safety - ride at such a speed that I can always stop with control - assess my own riding behaviour and identify areas for improvement.	- the importance of using systematic routines when cycling - the importance of keeping a safe separation distance in all weather, traffic and lighting conditions - the importance of riding assertively but not aggressively, to maximise others' awareness of my presence - how to assess my own ability to ride safely and responsibly.

ROLE 5: IMPROVE CYCLING – Learn from experience and keep up to date with changes.	
Unit 5.1: Review and improve cycling practice	
I can:	I understand:
- continue to develop my cycling ability - recognise when my ability to cycle safely and responsibly is affected by factors such as health, having a break from cycling, or changing to an unfamiliar cycle - assess the risks associated with these factors and plan to improve my cycling ability - participate in cycle training (if necessary) - continue to respond correctly to current road signs and markings - continue to cycle according to current law on the use of a cycle on public roads - operate any technology that is fitted to my cycle.	- how to assess my ability to cycle safely and responsibly - the advantages of cycle training with a qualified instructor - where to find information about changes to road signs, markings and legislation - where to find information about changes to cycle technologies.

ROLE 6: DELIVER CYCLE TRAINING - Enable others to cycle safely and responsibly.	
Unit 6.1: Prepare to train learners	
Element 6.1.1: Comply with instructor registration requirements and national guidance	
I can:	I understand:
- confirm current registration with a cycle training organisation and national registration body - comply with registration requirements to report any changes that may affect instructor registration - comply with National Standard cycle training guidance issued by government - display current instructor registration identification when training.	- the registration requirements for National Standard instructors - the National Standard and associated national guidance issued by government.
Element 6.1.2: Check training equipment is fit for purpose	
I can:	I understand:
- check training cycles are roadworthy, meet legal requirements and fit learners - check training helmets are in good working order, meet legal requirements and fit learners - check associated training equipment is in good working order - report faults in line with the cycle training organisation's policies and procedures - make minor adjustments and rectify faults to training equipment within my competence - make other arrangements if training equipment is not fit for purpose - ask for assistance if required.	- how to assess the roadworthiness of training cycles - how to fit cycles and helmets for learners - how to rectify faults and make minor adjustments to cycles - the cycle training organisation's policies and procedures for maintaining training equipment - what action to take if training equipment is not fit for purpose - when to seek assistance from a qualified cycle mechanic.

ROLE 6: DELIVER CYCLE TRAINING - Enable others to cycle safely and responsibly.	
Unit 6.2: Design training courses	
I can:	I understand:
- confirm learners consent to participate in training - identify the needs of learners, including any special needs - refer learners to an a competent third party if their needs exceed my competence - plan outline courses that meets learners' needs - create training session plans that identify National Standard outcomes to be delivered and all resource requirements - prepare formal risk assessments for training locations and routes that optimise learning opportunities - ensure all resources identified in the plan will be available, including e-learning resources and third-party providers (if required) - agree roles and responsibilities of co-instructors and third-party providers, including how they will record and pass on relevant information (if required) - specify how accompanying riders or assistants can best support training sessions (if required) - specify how schools and parents/carers can support learners to practice what they have learned (if required) - specify how learner progress and training course effectiveness will be recorded and reviewed.	- the forms of consent required before and during training - the range of physical, coordination and cognitive needs that learners may have and their broad implications for cycle training - the content and principles of the National Standard and associated national guidance issued by government - how to assess learners' cycling skills, knowledge and understanding against the National Standard - how cultural and religious factors may affect the options available to delivery cycle training - how to engage third-party providers (if required) - the learning resources available to support cycle trainees in general and those with special needs in particular (if required) - how to manage effective working relationships with educational institutions, co-instructors, accompanying riders or assistants, and third-party providers (if required) - how to foster effective relationships with schools and parents/carers to support learners' post-training practice (if required) - how to gather learners' views on the learning process while maintaining confidentiality and trust - how to manage confidentiality and data security requirements for training courses.

ROLE 6: DELIVER CYCLE TRAINING - Enable others to cycle safely and responsibly.

Unit 6.3: Enable safe and responsible cycling

Element 6.3.1: Create a climate that promotes learning	
I can:	I understand:
- establish an effective communication strategy that is free from discrimination, does not exploit learners, and does not encourage risky behaviour or attitudes - ensure learners fully understand the objectives, structure and formal assessment requirements of the training course - explain the instructor is expected to work with learners, and understand how learners expect to work with the instructor - ensure learners understand what other opportunities, methods and resources are available and how these may contribute to their learning - collaborate effectively with co-instructors, accompanying riders or assistants, and third-party providers (if required) - explain how schools and parents/carers can support learners to practise what they have learned (if required) - explain how to monitor and review learners' progress agree details of learning plans with learners and agree any changes.	- good verbal and non-verbal communication, such as by using good eye-contact (where this is culturally acceptable), using consistent language, breaking things into manageable pieces, using visual aids to reinforce words - the National Standard - how to set clear guidelines for acceptable learner behaviour - how to identify and deal with possible barriers to learning, including delivery methods, times, location, lack of support for learners with special needs, lack of resources - the scope for flexibility within the course while delivering National Standard outcomes and maximising learning opportunities - external influences on learners' attitude to training, such as peer pressure, and how to manage them.

Element 6.3.2: Explain and demonstrate skills and techniques	
I can:	I understand:
- select and risk assess training locations and routes, including contingency locations - move learners safely between training locations by foot and cycle - provide timely and appropriate explanations and demonstrations - encourage learners to ask questions and, where necessary, repeat or alter the answer so they understand - ensure learners have enough opportunities to practise the skill demonstrated in order to cycle to the National Standard consistently, competently and confidently - give feedback to learners that helps them identify, understand and overcome obstacles to the application of new skills	- the importance of exposing learners to more challenging training locations as they progress - different learning styles - how to ensure learners understand the purpose and content of any explanation or demonstration - how to assess whether a location is suitable for the demonstration of a skill or technique - that while frequent explanations and demonstrations can be supportive for some learners, for others this may be demotivating - the content of The Highway Code, the National Standard and associated national guidance issued by government - the importance of maximising riding time during training sessions

• encourage learners to practise new skills in a structured way after training.	• the importance of progressing learners' practical skills as quickly as possible from active effort to implicit or procedural memory • how to check and record learners' understanding and progression.

Element 6.3.3: Coach learners	
I can:	**I understand:**
• listen to what learners say about the obstacles they experience that prevent them from applying practical skills or understanding of theory • work with learners to help them reflect on feedback they have received, including from co-instructors and third-party providers (if required) • work with learners to identify obstacles to their ownership of the learning process, and find strategies for overcoming them • transfer the balance of responsibility for learning to the learner as soon as they are ready to take it • at all times, exercise responsibility for the safety of the instructor, the learner and other road users.	• how to use a range of techniques to help the learner identify and overcome barriers to cycling to the National Standard • how an instructor's willingness to transfer ownership of the learning process to the learner improves the effectiveness of training • the importance of providing regular formative feedback for learner progression • how to use learner-centred techniques to manage risk while maximising learning.

Element 6.3.4: Facilitate group learning	
I can:	**I understand:**
• ensure all learners feel comfortable and able to express themselves • collaborate effectively with co-instructors and third-party providers (if required) • encourage all learners to ask questions and modify delivery to ensure understanding • ensure all learners understand the purpose, processes and intended outcomes of each group activity • support all learners to make an active contribution to the learning activities • ensure individual behaviours or group dynamics do not isolate individuals or distract from the desired learning outcomes • discourage inappropriate attitudes to other group members or to safe and responsible cycling (if required) • promptly and clearly interrupt behaviour that is discriminatory, oppressive, or preventing any learner from benefiting from the training session (if required)	• how to ensure learners feel at their ease within the group, safe, and able to take an active part in the learning process • how to use a range of learning activities that involve all members of the group so they gain the maximum learning benefit • the risk of unconsciously encouraging inappropriate behaviours or attitudes • the risk of being diverted from the intended learning outcomes by group dynamics • how to assess and record an individual learner's progression within a group • how to give feedback in a group and on a one-to-one basis.

• monitor and record learner progress and provide feedback to individual learners, schools, parents/carers, co-instructors and third-party providers (if required).	

ROLE 6: DELIVER CYCLE TRAINING - Enable others to cycle safely and responsibly.
Unit 6.4: Manage risk to maximise learning
Element 6.4.1: Manage risk to maximise learning in real cycling environments

I can:	I understand:
• ensure all learners, including children and vulnerable adults, are prepared for cycle training • ensure all learners, including children and vulnerable adults, can ride with control before they participate in on-road training • ensure all learners fully understand the shared responsibility for managing risk to themselves, the instructor and others • give clear and timely instructions (such as when and where to start, stop or turn), and ensure learners understand the instructions • explain when and how verbal or physical interventions may be used to ensure safety • select optimal instructor positions to maintain clear lines of sight for observing learners at all times • scan the environment and assess hazards while observing learners and providing training inputs • take suitable and timely action if hazards are identified that learners do not appear to be aware of, or are unable to respond to effectively • take suitable and timely action, including stopping the session, if learners become unfit to continue or behave in a way that places the instructor, the learners or third parties at unacceptable risk • comply with the cycle training organisation's requirement to record details of situations in which specific risks arise.	• signs that a learner is not prepared for cycle training, and how to respond • signs that a learner is unable to ride with control, and how to respond • what to do if a learner becomes unfit to continue during a training session • why real cycling environments offer optimal opportunities for trainees to learn about managing cycling risks • how far instructors are responsible for the health and safety of themselves and others in the learning environment, including children and vulnerable adults • how far the learner is responsible for health and safety in the learning environment • how to take action when intervention is necessary without undermining training messages or learner progression • how to give feedback about risk-related issues so learners are motivated to change their behaviour without increasing fear-based responses • the impact of instructors' attitudes towards risk on learners' ability to manage risk effectively • the importance of managing risks in real cycling environments without undermining training messages or learner progression.

Element 6.4.2: Manage health and safety in enclosed premises	
I can:	I understand:
• follow general health and safety procedures and requirements for the delivery of services to the public • follow any specific health and safety procedures and requirements that apply in buildings used for training • ensure learners understand the operation of health and safety and emergency procedures that apply in any enclosed premises • in the event of an emergency, carry out the responsibilities set out in the cycle training organisation's policy and procedures • report details of any actual or potential health and safety risks that arise, in line with the cycle training organisation's policy and procedures.	• the extent of instructors' responsibility for learners as set out in the relevant Health and Safety at Work legislation • the application of health and safety regulations in any enclosed premises • the content of the cycle training organisation's health and safety policy and procedures • the operation of fire alarm and emergency evacuation procedures • the importance of remaining alert to health and safety issues at all times • the importance managing health and safety risks in the enclosed premises without undermining training messages or learner progression.

ROLE 6: DELIVER CYCLE TRAINING - Enable others to cycle safely and responsibly.	
Unit 6.5 Improve professional practice	
I can:	I understand:
• evaluate individual performance and working practices against the National Standard and associated government guidance, instructor registration requirements, and cycle training organisation polices and procedures • keep up to date with changes to these documents, and recognise when continuing professional development is required • actively make use of all sources of feedback (such as feedback from cycle training organisation managers, co-instructors, schools, trainees, parents/carers) to identify gaps in skills, knowledge or understanding • set out objectives for improving professional practice and identify relevant continuing professional development opportunities • comply with instructor registration and cycle training organisation requirements to evaluate the impact of continuing professional development on individual performance and working practices.	• the personal and professional benefits of continuing professional development • the requirements of the National Standard and associated national guidance issued by government • instructor registration and cycle training organisation requirements for continuing professional development • how to obtain feedback on performance in a non-defensive way • current developments in cycle training practice • how to evaluate individual performance against the National Standard • how to recognise where gaps in skills, knowledge or understanding affect performance • opportunities for continuing professional development • how to build an achievable development plan and set realistic objectives and priorities.

ROLE 6: DELIVER CYCLE TRAINING - Enable others to cycle safely and responsibly.	
Unit 6.6: Train instructors to deliver cycle training	
I can:	I understand:
- enable instructors to demonstrate National Standard Role 6 (Units 6.1 to 6.4) and deliver National Standard Roles 1 to 4 - comply with instructor trainer registration requirements, delivery centre policies and procedures, and national guidance issued by government - deliver approved instructor training courses and assessments leading to instructor qualifications - create a climate that promotes learning - explain and demonstrate skills and techniques - coach instructors - facilitate group learning - manage risk to maximise learning in real cycling environments - manage health and safety in enclosed premises.	- The Highway Code, the National Standard, instructor trainer registration requirements, delivery centre policies and procedures, and associated national guidance issued by government - good verbal and non-verbal communication - different learning styles - how to check and record instructors' understanding and progression - how to use role play, and when it can aid instructor learning - how involve all members of the group in learning activities - how to give feedback to the group and on a one-to-one basis - the importance of managing risks in real cycling environments and enclosed spaces without undermining training messages or instructor progression.