



## Guidelines for Child Cyclist Training

The main focus of child cycle training is to deliver it in its entirety during the last two years of primary school. This prepares the child to cycle to school independently during secondary school.

It is important that 'Level 2' training be completed by the end of year 6. The outcome is the expected competency of a child at the end of the training. There will be no test, but the assessment is down to the instructor. Level 2 training can only be delivered to a child competent to level 1.

### **Level 1 a**

1. Get on and off the bike without help
2. Start off and pedal without help
3. Stop without help

### **Level 1 b**

1. Ride along without help for roughly one minute or more
2. Make the bike go where they want
3. Use their gears
4. Stop quickly with control
5. Manoeuvre safely to avoid objects
6. Look all around, including behind, without wobbling
7. Signal right and left without wobbling
8. Carry out a simple bike check

Good practice level one courses will include the following:

1. Basic bicycle set-up and limited maintenance (tailored appropriately to reflect the age of the child)
2. Use of gears, with appropriate fun exercises to practice this
3. Riding with one hand
4. Riding while looking behind
5. Close control skills
6. Slow riding and balance exercises
7. Use of brakes
8. Obstacle courses
9. Children will be advised on local opportunities for leisure and sport cycling
10. There will be high quality information provided to parents/guardians who will also, within reason, be welcome to actively participate in the course

Level 1 courses should be informative yet fun.

## Level 2

Differing local circumstances may mean that different providers will offer slightly different courses. The important aspect is that children are trained to cycle safely within their own locality wherever that may be; however the following manoeuvres must be included.

1. Start an on-road journey
2. Finish an on-road journey
3. Be aware of everything around them, including behind, as they ride
4. Understand how and when to signal their intentions to other road users
5. Understand where to ride on the roads they are using
6. Pass parked or slower moving vehicles
7. Pass side roads
8. Turn right into a major road and left into a minor road
9. Turn left into a major road and right into a minor road
10. Be able to take the correct carriageway lane when they need to
11. Decide where cycle lanes can help their journey and demonstrate correct use (if cycle lanes can be incorporated within the training)
12. Explain why they have made decisions during riding and thereby demonstrate understanding of safe riding strategy
13. Demonstrate a basic understanding of the Highway Code, in particular how to interpret road signs

## Location of Training

Many training providers restrict the off-road training element of a course to an assessment of cycling control skills and bike check prior to moving on road. Others may decide that children can go directly onto quiet roads for this assessment. This may be determined by the nature of local roads.

Children learn more effectively in the real road environment and they will also learn more quickly in road environments where other traffic is present. Training providers should therefore be flexible in choosing sites for training. They will find value in choosing quieter sites for early training sessions and then moving to busier ones. To meet the National Standards, level 2 training must be on roads with some traffic and a continuing increase in traffic levels must be built in.

There is a differing of opinions whether tabards and signs should be used. The issues are that the use of safety equipment changes the issues around cycling, which may mean that the children do not get trained in a real situation. The RoSPA Guidelines 2000 state the following:

“The advantages are that it will increase trainees’ conspicuity and help reduce the risk of an accident. It may also encourage them to buy and wear their own bright clothing or accessories. The disadvantages are that motorists may behave differently from normal if they see a group all wearing high visibility garments, which may give a false impression to the trainees of the sort of driving behaviour to expect after the course. Managers may decide to provide high visibility garments in the early training sessions and then withdraw them later in the course as the trainees develop their skills”

The National Standards agree with this stance.

## **Age of Children and Pupil/Instructor Ratios**

As one of the key aims in offering training is to equip children with the safe cycling skills to enable them to cycle to school, it is most important that training is offered when the desire to cycle is at or approaching its height. The period that children are most keen to cycle occurs in the final two years of primary school.

The potential to increase cycling in the primary school years is very high, particularly if training is linked to other activities such as the provision of safe routes and secure cycle parking. Therefore courses should be organised so that children can be trained at the earliest opportunity.

Schools and parents will feel more confident about encouraging children to cycle to school unaccompanied if they have received training. Ideally the latest that training should be offered is in the first term of year 6, giving children the opportunity to cycle to school unaccompanied for most of their final year.

Pupil/instructor ratios must be within National Standard guidelines. Ratios must be 6 to 1 or less, this ratio can change downwards depending on differing local circumstances. Where ratios are higher than 3 to 1 it is also advisable that at least two responsible adults are present, at least one of whom should be a trained instructor. In rural areas with small numbers presenting for training it is perfectly feasible for one instructor to run a course with adult volunteers assisting. However, untrained volunteers do not count as instructors when setting the pupil/instructor ratio this should remain as stated above.

## **Course and training session duration**

The most effective training courses are those that are spread over a number of weeks (commonly 4 or more).

The length of training sessions is also an important factor in children's learning. Children will not normally be able to concentrate for long periods of time, so very long training sessions can be unproductive if adequate breaks are not included. Recommended is one and a half to two hour sessions. This will also take into account the amount of time lost at the beginning and the end of the session.

Where courses have pupil/instructor ratios no higher than 6 to 1, the National Standard should be achievable in a minimum of three sessions where these are of two hour duration. See Child Guidelines.

The course must also provide for a continuous increase in traffic levels, this is to improve the children's skills so that they are ready to face real conditions on the road.

## **Guidelines for Adult Cycle Training**

There must be an assessment procedure in place for the potential client; from this you will identify your client's needs, expectations, cycling ability, experience and special needs. This assessment should also include:

- The time the client has available
- What they can afford to spend
- Will they be riding between lessons
- What outcomes they require from the training
- If they have a specific goal like a holiday or ride that is date specific

This assessment should aid the organisation/ instructor to set the number and level of the course and sessions.

### **Structuring a course.**

An introduction to road cycling course should be around 8 hours long and could be split into four 2-hour lessons.

This can work for groups as well as individuals however groups can also be a lot slower to train because every drill has to be done by every member. However group dynamics can be positive in a number of situations.

If your sessions are longer than 2 hours long it is advisable to make a short break about half way through the session. These can take longer than intended if you let them and it's up to the instructor to get people up and moving again. When working in schools find out what break times are most convenient for the school and stick to them.

As no client is the same, they will improve at different rates, the 8 hour schedule will have to be flexible.

### **Starting**

Your first lesson will include a bike check and the on-bike assessment of the client which should be allowed for with all clients. If the client is a complete beginner the whole session is likely to be off road and take the full two hours. From this stage, clients who have cycled before should progress to level 2 training. Allow longer for complete beginners and assume at the start of a second lesson that some skills will have to be practiced again.

### **Level 2**

Level 2 can be completed in a single two hour session with clients who do not need confidence boosting in traffic and already drive or motorcycle.

If the purpose of training is to gain confidence and make limited journeys then a combination of a lesson teaching basic skills and a lesson making level 2 trips would be ideal. The second lesson could be a journey of the client's choice or structured by the instructor. For non-drivers allow at least another lesson to get used to a wider variety of traffic and to judge vehicle speeds and directions. This may need a 2-6 hour programme to achieve all level 2.

## **Level 3**

Level 3 training should be based on a journey but incorporate a wide range of roads. However single features such as roundabouts should be practised several times from different directions to build confidence.

It is unlikely that a client who has not yet experienced more complex road junctions will learn them all in one or two trips. You do get clients who are completely competent but just would like a guide to build confidence and this can be achieved in 1 or 2 lessons. If lessons are 2 hours long, assume you can complete 3 or 4 manoeuvres in some detail in each lesson. Hourly lessons may require a lot of time to get started and may only give limited options, especially if the training area needs to be travelled to.

A minimum of 4 hours will probably be needed to get a level 2 trainee to level 3, usually more when practice and repetition is allowed for. For many trainees allow more time.

## **How often to train**

This largely depends on the time available for both client and instructor. However the most effective training is when lessons are re-enforced regularly, before they are forgotten. More than a week between lessons is likely to be ineffective for clients, too much will have to be re-learned unless clients are actively cycling between lessons. Give the client specific practice drills to encourage learning between lessons. If the client does no cycling at all between lessons try to have a lesson twice a week.

## **Cycling for health and fitness**

Clients who say they are cycling for fitness or health may require significantly different approaches to those just riding for pleasure or transport. The role of the instructor becomes closer to that of a personal trainer, encouraging clients to go cycling regularly, either accompanied or giving them the confidence and discipline to go alone. The organisation's set up must be able to reflect this.



## **Guidelines for Establishing a National Standard Instructor Training Organisation**

### **Introduction**

A potential National Standard Cycle Training Provider must be able to develop their infrastructure at several different levels. Becoming a National Standard Training Provider is not simply about providing training. The outcomes must be itemised, what exactly does the cycle training organisation wish to achieve? The final product must have infrastructure and training programmes set up the whole way through from Instructor Training provision, to child cycle training at all National Standard levels and adult cycle training. These must be in line with the Published National Standard Guidelines.

The recommended source books to obtain detailed information are; Adult Cycle Training, a guide for organisers and instructors, CTC the national cyclists' organisation, Cyclecraft by John Franklyn and Instructor Training Manual by Simeon Bamford and Vicky Carnegie.

The cycle training organisation may be a Local Authority, a Primary Care Trust, a charity dealing with health, training and cycle re-cycling or simply a private training organisation. Some types of organisations will find achieving the objectives laid out in this document easier than others.

### **Guidelines for Implementing an Instructor Training Course**

The instructor training course should last four complete days, not including two mentoring sessions. The final length of the course could take into account varying factors such as; level of the trainee instructors, outcomes to train them to, amount of pre course study and assessment of the trainee instructors on the course. The course may be extended to facilitate these requirements but must not be shortened to less than four days.

The modules that the course must include are:

1. Cycling assessment of the trainee instructors prior to the course
2. Explanation and development of the National Standard levels
3. Safety and risk assessment
4. Teacher training
5. Communication skills – the ability to listen as well as to impart knowledge
6. Explanation and demonstration of varying cycle drills for each manoeuvre and each level
7. Practise and demonstration of the above
8. Assessment of instructor's cycling ability at end of course
9. Assessment of the instructor's teaching ability at end of course
10. Child protection awareness
11. Basic cycle maintenance and adjustment course
12. Two mentoring sessions
13. Mentoring and guidance by telephone and email
14. Business advice on working as cycle instructor

## National Standard Instructor Training – Course Content

### **1. Instruction will take place in a high quality, safe environment**

Unit CQ2 Promote safety in cycle activities:

- CQ 2.1 Identify and deal with hazards, reduce risks in the training environment
- CQ 2.3 Deal with emergencies, injuries and signs of illness

### **2. Be an effective instructor**

#### **Before training.**

Unit CI1 Prepare for a session:

- CI 1.1 Plan and prepare yourself for the session
- CI 1.3 Prepare equipment and facilities for the session (Optional)
- CT 1.1 Assess clients cycling experience & skills prior to training
- CT 1.2 Advise clients on an appropriate course of training

Also

Unit CT3 Use of training equipment & environment:

- CT 3.1 Be able to select training areas appropriate for clients needs
- CT 3.2 Use of alternative environments such as classrooms (optional)

#### **During training**

Unit CT2 Examine the client's cycle and prepare for training and use:

- CT 2.1 Assess the roadworthiness of a clients' cycle
- CT 2.2 Set up a cycle to fit the build and requirements of clients
- CT 2.3 Make adjustments to enable a cycle to be used for training

Unit CI2 Lead a session:

- CI 2.2 Prepare participants and introduce to activities
- CI 2.3 Lead activities in the session
- CI 2.4 Maintain and encourage effective working relationships

#### **After training**

Unit CI3 Conclude and review a session:

- CI 3.2 Bring the session to an end and review with participants
- CT 1.3 Assess clients' progress against training goals and standards

### **3. Deliver the National Cycle Training Standards**

Unit CT4 Components of the Cycle Training Certificate:

- CT 4.1 Level 1
- CT 4.2 Level 2
- CT 4.3 Level 3
- CT 4.4 Supplementary information

*See following pages for detail on each of these modules.*

## **Instruction will take place in a high quality, safe environment**

### **Reducing risks in the training environment.**

(Page 8 Instructor's Guide, Adult Cycle Training a guide for organisers and instructors. CTC 2003)

#### **A. Identify and deal with hazards, reduce risks in the training environment.**

##### **To meet the National Standard you must:**

1. Follow procedure for cycle training risk assessment in CTC instructor's guide or equivalent risk assessment process
2. Get additional advice if you are unable to assess a specific risk
3. Take action to control risks, including implementation of all items in CTC National Cycle training instructor's guide
4. Obtain up to date information on health and safety procedures for cycle training and for any facilities or location you are to use
5. Follow the CTC health and safety guidelines for cycle training
6. Complete any required documents
7. Encourage your colleagues and clients to behave safely explaining the reasons for safe behaviour and what might happen if they do not behave safely
8. Pass on suggestions for improving safety and procedures on to course organisers and or CTC

##### **The instructor must be able to complete all of the following:**

1. Identify potential hazards
2. Decide whether a hazard poses significant risk of harm
3. Minimize or remove that risk
4. Provide adequate records

##### **The instructor will be required to demonstrate a practical risk assessment:**

1. Prior to an instruction session
2. Dynamically during instruction
3. For the environment in which they will be working
4. For the activity to be carried out

##### **The instructor must be able to demonstrate for a range of clients and locations an assessment of:**

1. The clients' health and ability
2. The clients' cycle and clothing/equipment
3. Risk to the public/other road users/property
4. The environment for training – specific venues & proposed journeys
5. Identified and dealt with unsafe client behaviours during training

The instructor must have delivered safe cycling information to clients in a manner that does not discourage them from cycling or recommending cycling to others.

## **B. Deal with emergencies, injuries and signs of illness.**

1. Remain calm and follow your organisation's procedures carrying out your role calmly and correctly
2. Protect the casualty and other people involved from further risk and give clear instructions
3. Call for qualified assistance that is appropriate to the casualty's condition.
4. Provide reassurance and comfort to those involved.
5. Have the knowledge to call emergency assistance
6. Give the qualified assistance clear and accurate information about what happened
7. Follow the accident reporting procedures for the location, the organisation and the CTC National Training Scheme
8. Report any problems with the emergency procedures to the relevant colleague (Health & Safety rep or Appointed Person)
9. Demonstrate that you have the knowledge to enable you to assist a potential casualty

## **Be an Effective Instructor**

(Page 16 Instructor's Guide, Adult Cycle Training a guide for organisers and instructors. CTC 2003)

### **Before Training**

#### **A. Plan and prepare yourself for the session**

1. Collect the necessary information about the subject
2. Have a session plan that meets the aims of the programme and the needs and the potential of the individual participants drawn from client assessment
3. Make sure that the plan has realistic objectives, sequences and timings
4. Make sure the plan satisfies health and safety requirements
5. Adapt the plan to take account of available equipment, facilities and time
6. Identify any circumstances that may change and plan how to deal with these
7. Get approval from the colleague responsible for the programme
8. Ensure the National Standards for ratios of instructors / assistants to participants are at or below the recommended number
9. Make sure that your own personal competence and qualifications meet the requirements of leading the session and the participants
10. Make sure that you are physically and mentally prepared for the session
11. Make sure that you have the correct equipment ready for the session
12. Choose a style of leadership that is appropriate to the aims of the session and the needs and potential of the participants

#### **Information required about the session**

1. Time and location
2. Expected participants
3. Participant needs and potential from the client assessment
4. Aims of the programme
5. Health and safety requirements
6. Available equipment and facilities, including bikes and tools
7. Evaluations of similar sessions

#### **Plan aims of the programme**

1. Recreational cycling
2. Curriculum based cycle training certificate
3. Encourage future participation in cycling

### **Do all the above for the differing client base**

1. Adults
2. Children
3. People with particular needs (optional)

### **B. Prepare Equipment And Facilities For The Session**

1. Select and obtain equipment and a location that are suitable
2. Make sure that the equipment and facilities meet health and safety requirements and local codes of practice
3. Identify any unsafe or unserviceable equipment and facilities and follow the correct procedure for dealing with those
4. Encourage and help the participants to prepare equipment and facilities in line with your organisation's procedures
5. Prepare equipment and facilities in a way that reduces harm to the local environment and injury to self and others

### **Type of Session**

1. Recreational cycling
2. Curriculum based i.e. Cycle Training Certificate
3. Encouraging future participation and progress in cycling

### **C. Assess clients cycling experience and skills prior to training**

1. Know the difficulties and advantages of training adults in cycle use
2. Know the needs of your client
3. Know the expectations of your client
4. Know the training courses and methods you can offer your client
5. Be able to assess your client's cycling ability and experience
6. Identify issues arising from your client's background, age, gender, health, disabilities, race/language or any other characteristic/special needs that need to be taken account of when preparing training
7. Gain your clients confidence that they can complete a course of cycle training
8. Make sure you can answer client's questions about training and cycling
9. Decide whether your clients will benefit from group or one to one training
10. Use the above to prepare a course of training for your clients

### **Types of pre-assessment:**

1. Verbal (face to face and telephone)
2. Written questionnaire/application form
3. On the bike

### **Know sufficient of the following information to prepare client programme.**

1. Why client is taking training
2. Client health
3. Special needs
4. Client's opinion of their own abilities, strengths and weaknesses
5. Client's experiences/attitudes to cycling
6. Experience of using other transport modes
7. Experience of outdoor sports
8. Current cycling ability & skills

**Be competent to assess clients in each of the following categories**

1. Beginner (almost non cyclist)
2. Intermediate (rides bike but does not make trips)
3. Competent/confident

**D. Advise clients on an appropriate course of training**

1. Know the difficulties and advantages of training adults in cycle use
2. Respond to your assessment of your client's needs, expectations, cycling ability, experience and any special needs, be prepared to seek advice
3. Know the training courses and methods you can offer your client
4. Gain your clients' confidence that they can complete a course of cycle training
5. Use the above to prepare a course of training for your clients
6. With your course organiser agree likely timing, cost, duration and location of training

**Be competent to devise a training programme in each of the following categories:**

1. Beginner (almost non cyclist)
2. Intermediate (rides bike but does not make trips)
3. Competent/confident

**Be competent to devise a programme to allow a client to achieve their different goals:**

1. To take a full course of cycle training up to certificate level 3
2. To learn to use a bike
3. To make a specific journey
4. To build confidence in traffic or after an accident
5. To improve health or fitness
6. To cycle with family or friends

Demonstrate that your programme will result in a client increasing cycle use as a result of training.

**Train the Candidate to be an Effective Instructor:**

(Page 33 Instructor's Guide, Adult Cycle Training a guide for organisers and instructors. CTC 2003)

**During Training**

**A. Assess the roadworthiness of client's cycle**

1. Check the cycle following the CTC Cycle Check guidelines or similar approved document
2. Use the cycle check to educate the client in examination of their cycle
3. Identify the components that need maintenance, adjustment or replacement
4. understand why and when you should not allow an unsafe cycle to be used
5. Demonstrate any unsafe conditions to the client and if appropriate client's parent, teacher or leader
6. Recommend corrective action required and the competence needed to take such action
7. Record the check you have made and any action taken
8. Repeat all of the above for additional equipment supplied by the course or the client including safety clothing
  - A range of cycles and accessories most commonly in use
  - Different gearing systems
  - Different braking systems

## **B. Set up a cycle to fit the build and requirements of client**

1. Know the different types of cycle available and be able to explain their use to clients
2. Check the client against the cycle statically and while riding and make necessary adjustments to facilitate comfortable and safe riding
3. Know how to use and have to hand any tools needed to make adjustments
4. Advise client on the appropriateness of their cycle for their aspirations and advise modifications, accessories etc that will improve client's participation in cycling
5. Where a cycle is unsuitable to not allow it to be used and to agree a course of action with the client (and parent/teacher or leader)
6. Record the checks made and the work carried out
7. Have the knowledge to be able to deal with:
  - A range of cycles most commonly in use
  - A range of clients using each type of bike
8. Have correctly identified an unsafe/unsuitable bike because of size and agree a plan of action with client

## **C. Make adjustments to enable a cycle to be used for training**

1. Have carried out appropriate cycle checks
2. Identify the components that need maintenance, adjustment or replacement
3. Have to hand the appropriate tools to make corrections and adjustments to cycle and know their safe use
4. Carry out adjustments for the safety and comfort of clients to allow activity to take place
5. Not allow an unsafe cycle to be used and demonstrate any unsafe conditions to the client and if appropriate client's parent, teacher
6. Recommend further corrective action required and the competence needed to take such action
7. Record the adjustments you have made and any action taken
8. Repeat all of the above for additional equipment supplied by the course or the client including safety clothing
9. Know and understand the following:
  - Set up and adjust a range of cycles most commonly in use using appropriate tools and methods
  - Different gearing systems
  - Different braking systems

## **D. Prepare Participants and Introduce to Activities**

1. Be there prior to the participants
2. Help the participants feel welcome and at ease
3. Follow your organisation's procedures for checking the participants are present
4. Make sure the participants dress and equipment are safe and appropriate
5. Explain the aims, objectives and content of the session to all the participants and assure them that we are inline with the client's expectations
6. Find out if the participants have any relevant experience you can build on
7. Make sure the participants are mentally and physically prepared for the planned activities

8. Explain and demonstrate key points to the participants, using methods appropriate to their needs
9. Encourage the participants' questions
10. Answer the participants' questions helpfully and clearly
11. Check the participants' comprehension
12. Motivate the participants without putting them under undue stress
13. Organise the participants so that you can communicate effectively with them

## **E. Lead Activities in the Session**

### **Lead activities**

1. Make sure the participants are following your instructions throughout the session.
2. Follow your planned procedures for health and safety and environmental protection.
3. Develop the session at a pace suited to the participants and in a way that meets its aims and objectives
4. Give the participants clear and supportive feedback at appropriate stages
5. Provide the participants with additional explanations and demonstrations when necessary
6. Encourage the participants to say how they feel about the session and respond to their feelings appropriately
7. Vary your session plan to meet new needs and opportunities
8. Identify any new risks during the session and respond to these correctly

### **Aims and objectives of the session.**

1. Recreation
2. Curriculum based; i.e. The Certificate of Cycle Training
3. Encouraging future participation and progress in cycling.

### **Feedback during the session.**

1. To individuals
2. To groups

## **F. Maintain And Encourage Effective Working Relationships During The Session.**

1. Communicate and interact with participants in a way that is appropriate to their needs
2. Maintain a relationship with participants that is in line with good practice, industry values and ethical requirements
3. Give adequate attention to each participant in the group, according to their needs.
4. Encourage effective communication and interpersonal skills between participants and between participants and staff
5. Make clear to participants the effect their behaviour has on others
6. Highlight types of behaviour that have a positive effect on the group as a whole
7. Identify and challenge discriminatory and other unacceptable behaviour in a way that maintains the emotional welfare of the participants and follows agreed procedures
8. Identify and deal with disagreements between participants or between participants and staff promptly and fairly

## **Train The Candidate To Be An Effective Instructor:**

(Page 53 Instructor's Guide, Adult Cycle Training a guide for organisers and instructors. CTC 2003)

### **After Training**

#### **A. Bring the Session to an End and Review with Participants.**

1. Manage your time effectively to bring the session to an end
2. Prepare the participants emotionally and physically to complete the activities safely
3. Encourage and help the participants to clear up at the end of the session
4. Give the participants any further information they might need
5. Make sure the participants leave the session in a safe and orderly manner
6. Follow your organisation's procedures for reporting and recording incidents during the session
7. Encourage and help the participants to give open and honest feedback about the session
8. Make sure that the review process takes full account of what happened during the session and the participants' feedback
9. Summarise with the participants how well the session achieved its planned aims
10. Identify with the participants what has been achieved and learnt during the session and encourage a sense of achievement
11. Identify with the participants how well the session met their needs and expectations
12. Explore with the participants how any unmet needs and expectations could be met
13. Discuss the outcomes of the review with the colleague responsible for the programme and agree future actions
14. be able to achieve this with different types of session and participants

#### **B. Assess client's progress against training goals and standards.**

1. Understand the purpose of assessment and feedback to clients
2. Be able to use a range of methods to carry out assessment and feedback
3. Where appropriate give feedback to parents, teachers or other responsible person
4. Complete any administration required to determine client progress for client, your organisation or national standards
5. Assess clients against levels of the National Cycle Training Certificate
6. Apply for national awards on behalf of clients
7. Advise clients of other awards, training and opportunities to develop their cycling and the methods of assessment used
8. Review a session with clients
9. Respond to clients' progress and adapt training appropriately

The instructor must be able to use following approaches to assess and feed back progress to clients:

1. Continuous assessment
2. Combination of testing and continuous assessment
3. Certificates & awards

Complete an assessment of clients for the CTC Cycle Training Certificate at each level

1. Level 1
2. Level 2
3. Level 3

Complete feedback after a session for clients from the range below;

1. Client not achieving goals
2. Over-confident client
3. Client lacking confidence
4. Client lacking motivation
5. Client whose training needs modification
6. Client not needing further training at this level

### **C. Use of equipment and facilities for the session**

Be able to select and obtain equipment and a location that are suitable for the participants.

#### **Participants**

1. Adults
2. Children and young people
3. People with particular needs (optional)

#### **Equipment**

1. Make sure that any equipment and facilities used meet health and safety requirements and local codes of practice
2. Identify any unsafe or unserviceable equipment and facilities and follow the correct procedure for dealing with those

#### **Session**

1. Recreational cycling
2. Curriculum based i.e. Cycle Training Certificate
3. Encouraging future participation and progress in cycling
4. Encourage and help the participants to prepare equipment and facilities in line with your organisation's procedures
5. Prepare equipment and facilities in a way that reduces harm to the local environment and injury to self and others

## **Delivering The National Cycle Training Standards**

(Page 59 Instructor's Guide, Adult Cycle Training a guide for organisers and instructors. CTC 2003)

### **A. Level 1 National Standard Cycle Training Certificate**

You must demonstrate by your work that you have been trained to take Level 1 clients with both, basic skills and some experience, male/female and different ages.

1. Know the likely requirements of clients requiring Level 1 training
2. Have assessed the needs of clients individually and have a programme of training to achieve Level 1
3. Know methods, techniques and exercises to deliver the Level 1 training
4. Be able to train in both the theory and practice of cycling as required by clients
5. Demonstrate all skills and activities
6. Be able to give feedback on progress towards level 1 standard
7. Assess achievement by a variety of methods

#### **Train and assess clients in:**

- The theory of how to stay upright
- Stopping
- Getting on and off
- Starting off
- Pedalling
- Steering and maintaining forward progress
- Use of gears
- Cycling one handed / signalling
- Looking behind

#### **Initial training on:**

- Different types of cycle and their purpose
- Keeping a bicycle roadworthy
- Clothing for cycling (including relevant safety equipment)
- Relevant Accessories

By the end of the training programme clients will be able to ride a bicycle.

## **B. Level 2 National Standard Cycle Training Certificate**

You must demonstrate by your work that you have been trained to take clients from Level 1 standard to Level 2, or introduced clients directly to the skills of level 2.

1. Know the likely requirements of clients requiring Level 2 training
2. Have assessed the needs of clients individually and have a programme of training to achieve Level 2
3. Know methods, techniques and exercises to deliver the Level 2 training
4. Be able to train in both the theory and practice of cycling as required by clients
5. Demonstrate all skills and activities
6. Be able to give feedback on progress towards level 2 standards
7. Assess achievement of standard by a variety of approaches

### **Train and assess clients in:**

1. The theory of on-road cycling as described in John Franklyn's Cyclecraft
2. Getting on and off your bicycle and starting off
3. Stopping
4. Use of gears
5. Cycling one handed / signalling
6. Looking behind
7. Turning right, left and overtaking parked vehicles on a variety of quiet roads
8. Using cycling facilities on and off road

### **Supporting clients needs for training in the following areas:**

1. Different types of cycle and their purpose
2. Keeping a bicycle roadworthy
3. Clothing for cycling (including relevant safety equipment)
4. Relevant Accessories

## **3. Level 3 National Standard Cycle Training Certificate**

You must demonstrate by your work that you have been trained to take clients from Level 2 standard to Level 3, or introduce clients directly to the skills of Level 3.

1. Know the likely requirements of clients requiring Level 3 training
2. Have assessed the needs of clients individually and have a programme of training to achieve Level 3
3. Know methods, techniques and exercises to deliver the Level 3 training
4. Be able to train in both the theory and practice of cycling as required by clients
5. Demonstrate all skills and activities and accompany clients on all trips
6. Be able to give feedback on progress towards level 3 standards
7. Assess achievement of standard by a variety of approaches

### **Train and assess clients in:**

1. The theory of on-road cycling; as level 2 with additional theory as required to support the more advanced road work being undertaken, as stated in John Franklyn's Cyclecraft
2. The cycle as a vehicle
3. Positioning & observation
4. Use of gears, braking, cycling one handed / signalling and looking behind
5. Busier roads
6. Complex turns, roads and junctions
7. Roundabouts
8. Signal controlled junctions
9. Filtering
10. Using cycling facilities on and off road
11. Different types of cycle and their purpose
12. Keeping a bicycle roadworthy
13. Clothing for cycling (including relevant safety equipment)
14. Relevant accessories
15. Using a cycle as everyday transport

By the completion of training clients will have the skills to attempt most cycling situations encountered in a normal journey.

### **4. Supplementary Training/ Information.**

You must demonstrate by your work that you have the necessary knowledge not only to carry out cycle journeys but to do so legally, safely and comfortably.

1. Be able to train in both the theory and practice of cycling as required by clients
2. Demonstrate all skills and activities and accompany clients on all trips
3. Assess achievement of standard by a variety of approaches

### **Train and assess clients in:**

1. Cycle security
2. Cycle luggage
3. Cycling at night
4. Cycle organisations and forums
5. Using your bicycle with public transport

Information may be provided in a variety of forms but the instructor must demonstrate the ability to support the client's needs.

## **INFRASTRUCTURE OF A NATIONAL STANDARD CYCLE TRAINING ORGANISATION.**

### **Management infrastructure**

There will be an integrated assessment, of the entire instructor training organisation.

#### **Programme manager**

There must be a clearly defined line of command, from the trainee to the head of training. It is not essential to have a dedicated cycle training manager, but there must be a manager with clear overall authority and who possesses the knowledge to be able to deal with any issues that may arise.

### **Training infrastructure**

1. There must be a clear training programme laid out for the potential cycle training instructor. It must clarify the stages to becoming a qualified cycle training instructor and then highlight ways of getting work.
2. The training infrastructure must also give sample course plans and sample session plans for the instructor to follow if required. It must recommend methods of training both for adults and children including school training, workplace training and facilities for bike buddying.
3. The National Standard Cycle Training manual and also a copy of John Franklyn's Cyclecraft must be available for use. Both publications are available from CTC the national cyclists' organisation.
4. The National Standard states that there must be a clear training programme available both for children and adults.
5. There will need to be in place a cycle training development plan.

### **Outcomes**

There must be clearly defined outcomes. These must specify what a qualified cycle instructor should be able to accomplish by the end of any course offered to clients. The principal outcome for the Cycle Training National Standards is to increase cycling; the organisation's cycle training plan must show how they intend to accomplish that.

### **Charging Structure**

There needs to be in place a clear and simple charging structure for all aspects of cycle training.

## **Safety procedures**

Manageable and sensible safety procedures must be written down and available to all. There must be risk assessment and incident forms, a clear reporting process and guidelines on the use of safety clothing and helmets available to instructors and clients. The organisation's training programme must include safety and risk assessment training.

## **Organisational procedures**

The following procedures need to be in place and clearly monitorable:

1. Complaints procedure
2. Grievance/disciplinary procedure
3. Normal Operating Procedures
4. Emergency Operating Procedures
5. First aid qualifications
6. Booking procedures
7. Parental consent forms and procedures
8. Adequate insurance
9. Equal opportunities policy that complies with the Disability Discrimination Act, 2004
10. Data protection procedures

## **Continued professional development**

A CPD model must be in place and it must be monitorable internally and by the CTC.

## **Disability Discrimination Act**

Management procedures and access to the courses must meet the terms of the DDA, and have procedures in place to allow people with disabilities to access the training.

## **Child Protection**

All instructors and instructor trainers that may have to deal with children and vulnerable adults, must have undergone an advanced criminal records check and also gone through child protection training.

## Requirements for an Instructor Trainer

A potential accredited National Standard cycle training organisation may have as many instructor trainers as they require. To reach the National Standard, each instructor trainer must reach the following minimum requirements.

### **Essential**

1. Competent cyclist
2. Competent teacher and one who enjoys teaching children and adults
3. Good in depth knowledge of the Highway Code and road rules
4. Good command of the English language, written and spoken
5. Excellent communication skills
6. Good working bike
7. Attended an internal or external recognised course
8. The candidate must be trained have been by a competent National Standard instructor trainer
9. In depth understanding of the National Standards
10. Good knowledge of Cyclecraft and or CTUK Instructor Training Manual
11. Training background
12. Instructing for at least 1 year

### **Recommended**

1. Commitment
2. An in depth knowledge of the training organisation such as the local authority and its procedures
3. Employment continuity

There needs to be two instructor trainers for each course and a coherent written strategy for the recruitment and training of new instructor trainers.