1st4sport Level 2 Award in Instructing Cycle Training

Qualification Specification

About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced though the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

Our Mission: To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

Our Direction: We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

Qualification Specification

Title:	1st4sport Level 2 Award in Instructing Cycle Training
Qualification Overview:	Ensures that learners have the knowledge, skills and confidence to plan and deliver cycle training sessions to groups of adults and children in line with the National Standard for Cycle Training.
Qualification Code:	23QICTAWA2
Qualification Regulation Number:	610/3725/4
Guided Learning Hours (GLH):	71
Total Qualification Time (TQT):	92
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/04/2024
Qualification Review Date:	31/03/2026
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to become a Cycle Training Instructor delivering independent cycle training sessions to adults and children.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

The 1st4sport Level 2 Award in Instructing Cycle Training is designed for learners who wish to become a Cycle Training Instructor. This qualification develops a learner's knowledge and skills to independently deliver cycle training sessions to groups of adults and children as per the National Standard for Cycle Training.

Support for this qualification

The 1st4sport Level 2 Award in Instructing Cycle Training has been developed in partnership with The Bikeability Trust, the organisation responsible for providing and quality assuring national standard cycle training to children and adults in England on behalf of the Department for Transport.

Qualification Progression

Learners could go on to complete the:

- 1st4sport Level 3 Certificate for Tutors and Assessors in National Standard Cycle Training
- 1st4sport Level 2 Certificate in Coaching
- 1st4sport Level 3 Award in Education and Training

The knowledge and skills that learners develop through this qualification can also support them to progress onto qualifications within the sport and physical activity industry, including coaching, leadership, and sports development , as well as qualifications within the education and training sector, such as teaching.

This qualification may lead to paid or voluntary roles as a Cycle Training Instructor to groups of adults and/or children within various settings, such as:

- schools
- sports clubs
- community hubs
- leisure centres.

To deliver the Department for Transport approved National Standard Cycle training: Bikeability, learners must comply with the Bikeability Trust's instructor registration process and requirements.

Entry Requirements

Learners must be a minimum of 16 years old at registration and 18 years old at certification.

Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:
- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

Assessment Methods

The assessment methods used in this qualification are:
- Coursework (in 4 of 6 mandatory units),
- Practical Demonstration/Assignment (in 1 of 6 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement:Access Arrangments.

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

Mandatory Units

Unit ID	Unit Title	GLH
M/650/9932	Roles and Responsibilities of Cycle Training Instructors	3
R/650/9933	Developing Safe and Inclusive Cycle Training Environments and Practices	2
J/650/9976	Supporting Rider Development	2
K/650/9977	Plan Creative and Progressive Cycle Training Sessions	9
L/650/9978	Deliver Creative and Progressive Cycle Training Sessions	45
M/650/9979	Review Creative and Progressive Cycle Training Sessions	10

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Roles and Responsibilities of Cycle Training Instructors
Unit Aim	This unit develops a learner's understanding of the roles, responsibilities, and legislative guidance relating to Cycle Training Instructors while developing the knowledge and skills to develop their own professional practices and comply with Cycle Training Instructor registration requirements.
Unique Unit Number	M/650/9932
Unit Assessment Method(s)	Coursework
Assessment Specification	To compile the coursework. 1st4sport Recognised Centres can use the most appropriate assessment method(s) to support their own individual learners' needs. The terminology for Tutor Assessors should be confirmed as Competent and Not Yet Competent.

Learning Outcome: 1. Understand the key roles and responsibilities a Cycle Training Instructor	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Describe the roles of a Cycle Training Instructor	The roles applicable to a Cycle Training Instructor
1.2 Explain the responsibilities of a Cycle Training Instructor	The responsibilities associated with a Cycle Training Instructor, including safeguarding responsibilities

Learning Outcome: 2. Know instructor registration requirements	
Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Outline instructor registration requirements	The registration requirements for professional bodies related to cycle training

Learning Outcome: 3. Understand key legislation and delivery guidance	
Assessment Criteria The learner can:	**Indicative Delivery Content**
3.1 Summarise national legislation and regulatory requirements applicable to Cycle Training Instructors	National and overarching legislation and regulatory requirements which influence the roles and responsibilities of a Cycle Instructor, such as, Conflict of Interest, General Data Protection Regulation (GDPR), Data Protection, Confidentiality, Equality, Safeguarding etc.
3.2 Outline the key organisational policies and procedures that influence the responsibilities of a Cycle Training Instructor	Key organisational policies and procedures such as: • Normal Operating Plans (NOP) • Standard Operational Plans (SOP) • Emergency Action Plans (EAP) • Risk Assessment • Health and Safety policy • Admissions policy • Safeguarding policy • Equality and Diversity policy • Insurance requirements
3.3 Explain the key components of the National Standard for Cycle Training	Key components, content, and principles of the National Standard for Cycle Training, in terms of the different National Standard Roles, Units and Elements, what roles they are required to deliver and adhere to, where to access the National Standard, the scope for flexibility within the course while delivering National Standard outcomes and maximising learning opportunities.
3.4 Explain the key content of the Highway Code	The key content within the Highway Code that is applicable to cycling.
3.5 Summarise associated cycle training delivery guidance	Associated cycle training delivery guidance to support the role of a Cycle Instructor, such as the Cycle Training Delivery Guide.

Learning Outcome: 4. Know ways to develop Cycle Instructor practice

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Describe professional practices relating to Continual Professional Development (CPD)	professional and industry standards and practices, and provider requirements relating to the Continual Professional Development (CPD) of Cycle Training Instructors to include: • instructor registration CPD requirements • cycle training provider CPD requirements • National Standard for Cycle Training CPD requirements • Cycle training delivery guidance CPD requirements
4.2 Outline the benefits of undertaking Continual Professional Development (CPD)	The personal and professional benefits of undertaking Continual Professional Development (CPD) as a Cycle Training Instructor.
4.3 Explain ways to carry out a knowledge and skills analysis on self	Ways to carry out a knowledge and skills analysis on self to identify any gaps to work towards advancing, gaining an understanding of own current performance. This should be personalised to each learner and their individual needs.
4.4 Describe the key components of a self-development plan	The key components of a self-development plan ensuring it is achievable, setting realistic objectives and priorities.
4.5 Identify Continual Professional Development (CPD) opportunities for Cycle Instructor Development	Identifying Continual Professional Development (CPD) opportunities to help support own self-development as a Cycle Training Instructor at present and in the future.

Unit Title	Developing Safe and Inclusive Cycle Training Environments and Practices
Unit Aim	This unit develops the learner's knowledge and skills of ways to promote safe and inclusive Cycle Training practices and environments in terms of behaviour management strategies, communication methods and adopting safe working practices in accordance with current legislation and guidance
Unique Unit Number	R/650/9933
Unit Assessment Method(s)	Coursework
Assessment Specification	To compile the coursework. 1st4sport Recognised Centres can use the most appropriate assessment method(s) to support their own individual learners' needs. The terminology for Tutor Assessors should be confirmed as Competent and Not Yet Competent.

Learning Outcome: 01. Know ways to promote an inclusive learning Cycle Training environment

Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Give ways to promote an inclusive learning Cycle Training environment	Ways to promote an inclusive learning Cycle Training environment, to ensure that all activities are accessible to all, riders feel safe, can express themselves, support riders to take and manage risks, and have the opportunity to participate in the session activities and to contribute
01.2 Identify ways to support accessible learning	Ways to support learning is accessible to all riders, with consideration to delivery methods, style and approach of delivery, times, location, individual rider needs, resources, gaining additional support, etc.

Learning Outcome: 02. Understand communication methods

Assessment Criteria The learner can:	Indicative Delivery Content
02.1 Compare communication methods	Comparing different methods of communication methods to include but not limited to, verbal, non-verbal such as body language, eye contact, written, active listening, open/close questions, language used and visual aids.
02.2 Provide examples of when to use different communication methods	Giving examples of when to use different methods of communication while considering individual rider needs and the reason for the communication.

Learning Outcome: 03. Know ways to work with others

Assessment Criteria The learner can:	Indicative Delivery Content
03.1 Give ways to engage with stakeholders	Ways to engage with stakeholders, such as educational institutions, co-instructors, accompanying riders or assistants, and/or third-party providers.
03.2 Describe ways to maintain stakeholder relationships	Ways to maintain and foster effective relationships with schools and the legal guardian of riders to support riders' post training practice (if present).

Learning Outcome: 04. Know behaviour management strategies

Assessment Criteria The learner can:	Indicative Delivery Content
04.1 Identify behaviour management strategies	The different behaviour management strategies available and when to use them.
04.2 Give reasons for using behaviour management strategies	The reasons for using behaviour management strategies during delivery of Cycle Training sessions.
04.3 Describe ways to implement behaviour management strategies	Ways to implement behaviour management strategies to support inclusive learning environments during delivery of Cycle Training sessions.
04.4 Outline intervention methods	Intervention methods, and how to act, when intervention is necessary without undermining training messages or rider progression.
04.5 Explain when to use methods of intervention	When and how verbal or physical interventions may be used.

Learning Outcome: 05. Know when riders are unable to participate in Cycle Training Sessions	
Assessment Criteria The learner can:	**Indicative Delivery Content**
05.1 State behaviours that can prevent riders from participating in Cycle Training Sessions	The behaviours that can indicate a rider is not prepared to or can prevent a rider from participating in Cycle Training Sessions.
05.2 Describe ways to respond to riders who are unable to participate in Cycle Training Sessions	Ways to respond to riders who are not prepared or are unable to participate in Cycle Training Sessions.
05.3 Explain the process should a rider become unable to continue during a Cycle Training Session	The process of what to do when a rider becomes unfit to continue during a training session.

Learning Outcome: 06. Know ways to check cycle equipment is safe to use	
Assessment Criteria The learner can:	**Indicative Delivery Content**
06.1 Give ways to assess training cycles are roadworthy	Ways to check, assess and ensure the roadworthiness of training cycles.
06.2 Outline ways to make minor cycle adjustments	Ways to rectify faults and make minor adjustments to cycles.
06.3 Summarise key organisational policies and procedures for maintaining training equipment	The key topics of the policies and procedures for maintaining training equipment applicable to the learners' organisation/training provider.
06.4 Explain the procedure for reporting faulty equipment	The procedure when identify training equipment is faulty or not fit for purpose. Learners' answers to reflect their organisations policies and procedures for reporting faulty equipment.
06.5 Describe when to seek assistance from a qualified cycle mechanic	When to seek professional assistance, such as a qualified cycle mechanic, in relation to checking training equipment and making cycle adjustments.

Learning Outcome: 07. Be able to carry out minor cycle adjustments

Assessment Criteria The learner can:	Indicative Delivery Content
07.1 Carry out minor cycle adjustments	make minor adjustments and rectify faults to training equipment within their ability and scope of practice. Including the following: • Adjust saddle/seat height and position • Check and secure handlebar height and position • Adjust the angle of brake levers and gear shifters • Adjust the alignment of brakes and brake tension • Adjust brake lever reach • Loosen/tighten wheels • Increase/decrease tyre pressure • Fix a puncture

Learning Outcome: 08. Know how to fit cycle equipment safely to riders

Assessment Criteria The learner can:	Indicative Delivery Content
08.1 Describe how to fit a cycle to the rider	How to fit a cycle to the rider.
08.2 State how to fit a helmet to the rider	How to fit a helmet to the rider.

Learning Outcome: 09. Know safe working practices	
Assessment Criteria The learner can:	**Indicative Delivery Content**
09.1 Explain the remit of a Cycle Instructor in relation to health and safety	The remit of a Cycle Instructor as set out in the Health and Safety legislation, the responsibilities of Cycle Instructors in relation to the health and safety of themselves and others during delivery of Cycle Training Sessions.
09.2 Summarise key content within organisational health and safety policies	The key content of own cycle training provider's health and safety policy and procedures.
09.3 Explain ways to implement health and safety regulations during delivery	Ways to implement health and safety regulations in any enclosed premises in order to comply with these during delivery.
09.4 Give reasons for continually monitoring health and safety risks	The reasons for remaining alert to and always monitoring health and safety risks without undermining training messages or rider progression.
09.5 Summarise ways managing risk can influence the learning environment	How to manage risk in real cycling environments, and ways this management of risk can influence the delivery of training messages and learner progression during delivery. how a managed exposure to risk will allow a rider to learn to manage situations for themselves
09.6 Explain how to report faulty training equipment	Explain the process of reporting faulty, inadequate training equipment that is not fit for purpose or use in accordance with their organisation's policies and procedures.

Learning Outcome: 10. Be able to conduct safety checks on cycle equipment	
Assessment Criteria The learner can:	**Indicative Delivery Content**
10.1 Assess the roadworthiness of training cycles	Assessing the roadworthiness of training cycles ensuring the cycle meets legal requirements and is appropriate for and fits the rider before delivery.
10.2 Assess training helmets are fit for purpose	Assessing training helmets to ensure they are fit for purpose, in good working order, meet legal requirements and are appropriate for the rider, in terms of fitting before delivery.
10.3 Carry out safety checks on training equipment	Conducting safety checks on associated training equipment to assess whether equipment is in good working order and fit for purpose before delivery.

Learning Outcome: 11. Know organisational emergency procedures	
Assessment Criteria The learner can:	**Indicative Delivery Content**
11.1 Outline their organisation's emergency evacuation procedure	The emergency evacuation procedure applicable to own training location(s) and environment(s) and in accordance with own cycle training provider's policies.
11.2 State their organisation's procedure for activating the fire alarm	The procedure to activate the fire alarm applicable to their own training location(s) and environment(s) and in accordance with their own cycle training provider's policies.
11.3 Outline how to report risks and hazards	How and when to report risks and hazards, including the reporting of any actual or potential health and safety risks that arise, in line with own cycle training provider's policy and procedures.
11.4 Explain the organisational procedure for recording incidents	The procedure of recording incidents, including when and how, and what details are required in accordance with own cycle training providers' requirements, policies, and procedures.

Unit Title	Supporting Rider Development
Unit Aim	This unit develops a learner's understanding and skills to identify riders' individual needs and know learning strategies to support rider development, learning, progression, and performance.
Unique Unit Number	J/650/9976
Unit Assessment Method(s)	
Assessment Specification	To compile the coursework. 1st4sport Recognised Centres can use the most appropriate assessment method(s) to support their own individual learners' needs. The terminology for Tutor Assessors should be confirmed as Competent and Not Yet Competent.

Learning Outcome: 01. Understand ways to manage key rider information

Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Summarise the rider consent process	The rider consent process, including rider consent forms required before and during training and any other rider-required information and documentation.
01.2 Identify key information Instructors should know of their own riders	The key information a Cycle Training Instructor should obtain and know about their own riders before delivery and what rider information needs to be continually kept up to date.
01.3 Give ways to manage rider data	Ways to record, monitor and manage rider data in accordance with legislative guidance, such as General Data Protection Regulation (GDPR), confidentiality, cyber security and in alignment with own organisational policies and procedures

Learning Outcome: 02. Know ways to identify individual needs of riders	
Assessment Criteria The learner can:	**Indicative Delivery Content**
02.1 Differentiate between types of individual rider needs	The different types of development needs riders may have, to include, physical, coordination and cognitive development needs and the broad implications of these for cycle training.
02.2 Describe ways the individual needs of riders can influence learning	How the individual needs of riders can influence learning opportunities, with emphasis on how different riders learn, depending on the riders age and stage.

Learning Outcome: 03. Know methods to support the individual needs of riders to maximise learning	
Assessment Criteria The learner can:	**Indicative Delivery Content**
03.1 Explain theories of learning	The different styles and theories of learning that can support personalised learning and develop these theories throughout the qualification. Theories of learning can include but are not limited to: • Behaviourism • Cognitive Information Processing (Cognitivism) • Constructivist
03.2 Explain ways to implement rider-centred learning techniques to maximise learning	Ways to implement rider-centred learning techniques to manage risk and to support engagement, learning and development, maximising learning opportunities
03.3 Summarise strategies to support the learning and development of riders	Ways to support the learning of riders, for example suggesting strategies, methods and/or techniques that are appropriate to the riders age and stage, considering the riders learning preferences, styles, and individual needs, supporting them to achieve riding to the National Standard for Cycle Training, with particular consideration to the explanations and demonstrations of skills and techniques to suit individual rider needs.
03.4 Outline ways individual rider needs may influence Cycle Training Session designs	Ways the different development types, learning preferences and individual needs of riders may influence Cycle Training Sessions designs and planning, i.e. the types of activities included, duration of activities, etc.

Learning Outcome: 04. Know resources to support the individual needs of riders

Assessment Criteria The learner can:	Indicative Delivery Content
04.1 Explain learning resources to support individual rider needs	Different learning resources to support the individual needs of riders. Learners state where to access these resources within their responses.
04.2 Identify adaptive cycles to support individual rider needs	Types of adaptive cycles to support individual rider needs. Learners stated adaptive cycle must be suitable for the individual need of the rider.
04.3 Discuss ways riders can support session delivery	Ways accompanying riders or assistants (or equivalent) can support own session delivery. (where appropriate)

Learning Outcome: 05. Be able to assess the individual needs of own riders

Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Assess individual needs of own riders	Identifying and assessing the individual needs of own riders, including • Behaviourism • Cognitive Information Processing (Cognitivism) • Constructivist

Learning Outcome: 06. Know factors that may influence a riders learning

Assessment Criteria The learner can:	Indicative Delivery Content
06.1 Explain ways a rider's demographic can influence learning	Ways a rider's demographic can influence learning, such as how riders of different ages learn and how these can influence the design, planning and delivery of Cycle Training Sessions.
06.2 Distinguish factors that may influence a rider's learning	Internal and external factors that may influence a rider's learning. Internal factors to include riders' level of confidence, self-belief, state of mental health and wellbeing, etc. External factors include peer pressure, location, socio-economic, etc.
06.3 Describe ways to manage factors that can influence a rider's learning	Ways to manage and monitor the internal and external factors that may influence a rider's learning to support progression and development and maximise learning.
06.4 State ways stakeholders can support rider learning and development	Ways that stakeholders such as legal guardian and school staff can support rider learning and practising what they have learnt.

Learning Outcome: 07. Know ways to support rider progression

Assessment Criteria The learner can:	Indicative Delivery Content
07.1 Describe ways to check a rider's understanding	Ways to check a rider's understanding, such as asking them to confirm what is expected of them or relaying the task back, ensuring and affirming riders' understanding through given explanations and demonstrations.
07.2 Give reasons for progressing the practical skills of riders	The reasons for focusing on the progression on a rider's practical skills of riders during the delivery of Cycle Training Sessions.
07.3 Give reasons for exposing riders to more challenging training locations	The reasons for exposing riders to more challenging training locations as they progress
07.4 Provide ways to empower riders	Ways to promote empowerment to riders to take ownership of their own learning to support progression

Learning Outcome: 08. Know methods to monitor rider progress

Assessment Criteria The learner can:	Indicative Delivery Content
08.1 Discuss methods to record and monitor rider progress	Methods to record and monitor rider progress, such as using IT equipment and software, printed documents, adhering to organisational procedures and how to monitor these
08.2 Describe methods to assess individual rider progress when in a group environment	Methods and ways to assess and record an individual rider's progression within a group environment.

Learning Outcome: 09. Understand how to assess a rider

Assessment Criteria The learner can:	Indicative Delivery Content
09.1 Explain how to assess a rider	How to assess the ability of a rider, to include, the riders' skills, knowledge and understanding against the current National Standard for Cycle Training.
09.2 Identify signs that a rider is unable to ride with control	the signs and indicators that a rider is unable to ride with control.
09.3 Give examples of ways to respond to riders who are unable to ride with control	Examples of ways to respond to riders who are unable to ride with control including recommendations for how to improve riding style and directing to alternative training.

Learning Outcome: 10. Know ways to obtain and give feedback

Assessment Criteria The learner can:	Indicative Delivery Content
10.1 Describe ways to give one-to-one feedback	Methods and ways to provide feedback on a one-to-one basis to riders and to stakeholders.
10.2 Outline ways to give rider feedback when in a group	Ways to give feedback to riders when facilitating group learning.
10.3 Give reasons for providing continual feedback to riders	The reasons for providing and maintaining regular formative feedback to riders to support development and progression.
10.4 State ways to obtain rider feedback	The different ways to obtain rider feedback and to gather their view of the learning process

Unit Title	Plan Creative and Progressive Cycle Training Sessions
Unit Aim	This unit equips learners with the knowledge and skills to design and plan a series of linked, progressive, safe and inclusive Cycle Training Sessions adhering to organisational and legislative guidance while meeting individual participant needs.
Unique Unit Number	K/650/9977
Unit Assessment Method(s)	Coursework
Assessment Specification	To compile the coursework. 1st4sport Recognised Centres can use the most appropriate assessment method(s) to support their own individual learners' needs. The terminology for Tutor Assessors should be confirmed as Competent and Not Yet Competent.

Learning Outcome: 1. Understand key principles of Cycle Training session planning and design	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain ways to assess the suitability of a training location	Ways to assess whether a training location is suitable for delivering a Cycle Training session, including demonstrating a skill or technique
1.2 Give reasons for including a range of activities within Cycle Training Sessions	The reasons for and importance of including a range of learning activities that involve all riders, so they gain the maximum learning benefit.
1.3 State reasons for maximising riding time during sessions	The reasons for maximising riding time for riders when planning and delivering Cycle Training Sessions.
1.4 Describe factors which may influence Cycle Training Sessions design	Internal and external factors that can influence the design, planning and delivery of Cycle Training sessions. To include socio-economic, cultural, environmental, economic, religious factors.

Learning Outcome: 2. Be able to produce Cycle Training Session Plans	
Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Produce Cycle Training Session plans	Produce a minimum of two Cycle Training Session Plans that • adhere to National Standard for Cycle Training and associated cycle training delivery guidance • meets with individual rider needs • include activities where all riders can participate • are progressive • adhere to health and safety legislation • adhere to safeguarding and duty of care requirements • adhere to training providers' policies and procedures

Learning Outcome: 3. Be able to prepare Risk Assessments	
Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Prepare Risk Assessments	Prepare at least two formal risk assessments for training locations and cycle routes for a range of settings, activities, and environments

Learning Outcome: 4. Be able to adapt Cycle Training Sessions	
Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Use rider data to adapt Cycle Training Sessions	Use rider data, such as a progress data, to adapt own Cycle Training Sessions, to promote learning, development, inclusivity, and accessibility.
4.2 Agree adaptions with stakeholders	Agreeing adaptions of own Cycle Training Sessions to overcome limitations and barriers to riders with others before implementation.
4.3 Make adaptions to Cycle Training Sessions	Adapting own Cycle Training Sessions to overcome barriers, meeting the individual needs of riders to maximise development and learning, while maintaining compliance to National Standard for Cycle Training.

Learning Outcome: 5. Be able to make alternative provision	
Assessment Criteria The learner can:	**Indicative Delivery Content**
5.1 Make alternative provisions	Make alternative provisions should training equipment be unsafe and not fit to use, change in training location, consideration of environmental factors, i.e. weather

Unit Title	Deliver Creative and Progressive Cycle Training Sessions
Unit Aim	This unit develops the learner's knowledge and skills to be able to deliver linked, progressive, safe and inclusive series of Cycle Training sessions while adhering to legislative guidelines, developing rider performance and meeting individual rider needs.
Unique Unit Number	L/650/9978
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	Practical Demonstration(s) must be conducted using real-life situations in situ with the assessor present and not be conducted or assessed via a simulation. To compile the coursework. 1st4sport Recognised Centres can use the most appropriate assessment method(s) to support their own individual learners needs. The terminology for Tutor Assessors should be confirmed as Competent and Not Yet Competent.

Learning Outcome: 01. Be able to conduct risk assessments	
Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Carry out risk assessments	Conducting risk assessments on training locations and contingency locations and selected cycle routes.

Learning Outcome: 02. Be able to manage session resources	
Assessment Criteria The learner can:	Indicative Delivery Content
02.1 Manage Cycle Session resources	Managing the session resources, including e-learning resources and third-party providers stated in own Cycle Training Session plans ensuring their availability.

Learning Outcome: 03. Be able to prepare others for Cycle Training Sessions

Assessment Criteria The learner can:	Indicative Delivery Content
03.1 Use professional practices to prepare riders for Cycle Training Sessions	Preparing riders, for own Cycle Training Session professionally and in accordance with associated delivery guidance.
03.2 Assess a rider's readiness to participate	Assessing riders' physical and mental readiness to participate in the Cycle Training Session.
03.3 Use professional practices to prepare others for Cycle Training Sessions	Preparing others, such as co-instructors, assistants, volunteers, etc., to participate in the Cycle Training Session.
03.4 Share course information to riders	Sharing course and session information to riders, to include objectives, structure, activities, and assessment requirements

Learning Outcome: 04. Be able to deliver Cycle Training Sessions

Assessment Criteria The learner can:	Indicative Delivery Content
04.1 Demonstrate delivery of Cycle Training Sessions	Delivering Cycle Training Sessions in accordance with their prepared plans and legislative and organisational guidance demonstrating compliance to National Standard Role 6 (Units 6.1 to 6.5) and delivering to National Standard Roles 1 to 4.

Learning Outcome: 05. Be able to comply with legislative requirements

Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Comply with the National Standard cycle training delivery guidance during delivery	Complying with the National Standard cycle training delivery guidance.
05.2 Confirm riders' consent to participate	Confirming and evidence each riders' consent to participate in Cycle Training Sessions
05.3 Comply with legislation and regulatory requirements	Complying with general health and safety procedures and requirements for the delivery of services to the public, following any specific health and safety procedures and requirements that apply to buildings used for training as well as safeguarding and equality legislation.

Learning Outcome: 06. Be able to maintain the safety of others during delivery

Assessment Criteria The learner can:	Indicative Delivery Content
06.1 Confirm riders understand organisational emergency procedures	Sharing emergency procedures to riders and others, such as co-instructors, while confirming riders understand the operation of health and safety and emergency procedures that apply in any enclosed premises.
06.2 Comply with delivery guidance when moving groups	Complying with delivery guidance when moving riders safely between training locations when on foot and on cycle during delivery.
06.3 Agree with others to manage risks	Agreeing with others that all are responsible for managing risk during delivery, including Cycle Instructors, co-instructors, riders, assistants, etc.
06.4 Maintain the safety of others and self	Maintaining the safety of self and others, including the rider, instructor, other road users, co-instructors and assistance, at all times during delivery.
06.5 Respond to health and safety emergencies	Responding to, in the event of an emergency, carrying out the responsibilities set out in own cycle training provider's policy and procedures
06.6 Support rider referrals	Support rider referrals to a third party or professional where their needs exceed the remit of a Cycle Instructor.

Learning Outcome: 07. Be able to manage risks and hazards

Assessment Criteria The learner can:	Indicative Delivery Content
07.1 Assess hazards and risks continually	Continually monitor and assess risks and hazards while observing riders' performance and providing training inputs
07.2 Manage hazards and risks	Managing hazards and risks taking suitable and timely action if hazards are identified that riders may not be aware of or are unable to respond to themselves effectively.

Learning Outcome: 08. Be able to engage with riders during delivery	
Assessment Criteria The learner can:	**Indicative Delivery Content**
08.1 Promote an inclusive learning environment	Encouraging and promoting an inclusive learning environment to enable riders feel, safe and can express themselves.
08.2 Agree Instructor and rider expectations	Agreeing expectations, in terms of ground rules, and what riders expect from the Cycle Instructor and what expectations the Cycle Instructor has of own riders.
08.3 Interact with riders to support engagement	Engaging with each rider in a safe and inclusive way • Build rapport (be welcoming and have a friendly approach) • Lead by example • Show empathy and understanding • Communicate appropriately, i.e. verbal / non-verbal • appropriate use of language used
08.4 Encourage rider participation	Encouraging and inviting riders to ask questions and, where necessary, repeat or alter the answer so they understand and encourage riders to contribute to the session and activities.
08.5 Monitor rider interactions	Monitoring rider interactions when working alone or in groups to ensure behaviour and group dynamics are inclusive and promote learning.
08.6 Respond to riders	Responding to rider questions regarding their learning plans, resources and assessment, listen and respond to riders, experience of learning and how to help them
08.7 Work with riders to maximise learning	Working with riders to identify and overcome barriers and obstacles which may reduce learning opportunities, preventing them from taking ownership of their own learning, the learning process to support rider development and progression.

Learning Outcome: 09. Be able to carry out technical demonstrations	
Assessment Criteria The learner can:	**Indicative Delivery Content**
09.1 Provide clear instructions to riders	Providing clear and concise instructions to riders during delivery
09.2 Provide technical explanations	Providing concise and appropriate technical explanations.
09.3 Present technical demonstrations	Providing concise and appropriate technical demonstrations

Learning Outcome: 10. Be able to confirm riders' understanding	
Assessment Criteria The learner can:	**Indicative Delivery Content**
10.1 Confirm riders understanding of course information	Confirming riders understanding of the course information, answering any questions riders may have.
10.2 Confirm riders understand instructions	Confirming riders comprehend the instructions given by the Cycle Instructor.
10.3 Confirm rider understanding for each activity	Confirming and ensuring all riders understand each group activity's purpose, processes and intended outcomes within the Cycle Training Session.

Learning Outcome: 11. Be able to support rider progression

Assessment Criteria The learner can:	Indicative Delivery Content
11.1 Encourage riders to use their knowledge and skills	Encouraging riders to apply their practical skills and understanding during delivery.
11.2 Record and monitor rider progress	Recording and continually monitoring rider progress throughout delivery.
11.3 Give feedback to riders	Providing feedback to riders in a positive, encouraging way to motivate them to progress and develop.
11.4 Support riders to become reflective	Supporting riders to adopt reflective practices and to reflect on feedback they have received from co-instructors and third-party providers (where applicable).
11.5 Support riders to take responsibility for their own learning	Supporting riders to take ownership and responsibility for their learning when they are mentally and physically ready.

Learning Outcome: 12. Be able to assess a rider's competency

Assessment Criteria The learner can:	Indicative Delivery Content
12.1 Assess riders' ability before participating in on-road training	Assessing riders' ability, ensuring all riders, including children and vulnerable adults, can ride with control before participating in on-road training.
12.2 Enable riders to demonstrate their skills	Ensuring riders have enough opportunities to practice and demonstrate their skills during delivery in order to develop their confidence, competency and ride consistency with the National Standard for Cycle Training.
12.3 Use optimal instructor positions to observe riders	Using optimal instructor positions to maintain clear lines of sight for observing riders.
12.4 Observe riders' performance	observing a rider's performance, deciding whether to engage, giving constructive feedback, adaption, and modification if required. Skilful neglect of behaviour issues, positive reinforcement, questioning, and participant challenges.
12.5 Assess riders' competency	Assessing the competency of riders against the National Standard for Cycle Training.

Learning Outcome: 13. Be able to implement behaviour management strategies	
Assessment Criteria The learner can:	**Indicative Delivery Content**
13.1 Apply behaviour management strategies	Applying behaviour management strategies to prevent and to discourage inappropriate behaviour and attitudes during delivery.

Learning Outcome: 14. Be able to agree rider learning plans	
Assessment Criteria The learner can:	**Indicative Delivery Content**
14.1 Share learning plans with riders	Sharing learning plans with riders.
14.2 Discuss review methods of riders learning plans with riders	The methods and schedule for when rider learning plans will be reviewed with riders.
14.3 Support the learning of riders	Signposting riders to other organisations, and resources of support to contribute to their learning and development, advising where to access these opportunities and materials.

Learning Outcome: 15. Be able to work with others	
Assessment Criteria The learner can:	Indicative Delivery Content
15.1 Use different methods of communication	Using different methods of communication and language to engage with stakeholders, such as legal guardians, third parties, school staff co-instructors, accompanying riders or assistants, etc before, during and after delivery.
15.2 Agree roles and responsibilities of stakeholders	Agreeing on the roles and responsibilities of stakeholders, including co-instructors and third-party providers.
15.3 Share information with stakeholders	Sharing information with stakeholders, such as co-instructors and third parties in compliance with, data protection, General Data Protection Regulation (GDPR) and confidentiality legislation.
15.4 Provide feedback to stakeholders	Providing feedback to schools, parents/carers, co-instructors and third-party providers (if required) on rider progress, and stage of development, to include areas for improvement and strengths.
15.5 Encourage stakeholders to support riders learning	Encouraging stakeholders to support riders to practise what they have learned, giving ideas and suggestions to do this.
15.6 Work with riders to support session delivery	Working with accompanying riders or assistants (or equivalent) to support own session delivery.

Unit Title	Review Creative and Progressive Cycle Training Sessions
Unit Aim	This unit develops the learner's understanding and ability to review rider progress, own Cycle Training Sessions and performance while identifying areas for self-development.
Unique Unit Number	M/650/9979
Unit Assessment Method(s)	Coursework
Assessment Specification	To compile the coursework. 1st4sport Recognised Centres can use the most appropriate assessment method(s) to support their own individual learners' needs. The terminology for Tutor Assessors should be confirmed as Competent and Not Yet Competent.

Learning Outcome: 1. Know ways to review their own performance	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain ways to evaluate their own performance	Ways to evaluate one's own performance against the National Standard for Cycle Training
1.2 Give ways to obtain feedback on one's own performance	Ways to obtain constructive feedback on one's own performance.

Learning Outcome: 2. Be able to evaluate own performance

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Evaluate own performance	Evaluating their own performance and practices as a Cycle Instructor against the National Standard Role 6 (Units 6.1 to 6.5) and deliver National Standard Roles 1 to 4 and associated cycle training delivery guidance, instructor registration requirements, and own cycle training provider's policies and procedures.
2.2 Carry out performance feedback from others	Gathering feedback from others, such as co-instructors and riders on own performance.
2.3 Use feedback from others to inform one's own self-evaluation	Using the feedback from others, such as co-instructors and riders, when completing their own self-evaluation on their performance.

Learning Outcome: 3. Be able to identify areas for self-development

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Indicate areas for self-development	Using the outcomes of their evaluation on their own performance and ensuring their performance meets with current industry standards, identifying areas of self-development for immediate and future action.
3.2 Record their own self-development goals	Learners record self-development goals and objectives to improve their own professional practice, including Continuing Professional Development (CPD) opportunities.
3.3 Confirm self-development goals meet with industry legislation and guidance	Confirming one's own self-development goals, meeting with industry legislation and guidance such as cycle instructor registration, and cycle training provider requirements, making amends to ensure compliance.
3.4 Maintain self-development in accordance with industry updates	Maintaining and ensuring that one's own personal development goals are in accordance with new developments in cycle training practice and industry standards and monitoring any updates and changes to these.

Learning Outcome: 4. Be able to review their own Cycle Training sessions	
Assessment Criteria The learner can:	**Indicative Delivery Content**
4.1 Establish methods to review Cycle Training sessions	The methods to record and review the effectiveness of own Cycle Training sessions.
4.2 Review own Cycle Training Sessions	Reviewing their own cycle training sessions to identify strengths, areas for improvement, and any adjustments and additions that would improve future cycle training sessions.

Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

Tutor(s):
- hold, or be working towards a recognised and regulated level 3 qualification for developing cycle training instructors
- be working towards or hold a regulated and recognised teaching qualification for any Tutor roles
- Have a regulated and recognised qualification for delivering national standard cycling training at level 2 for a minimum of 2 years and have evidence of current recent CPD relating to cycling training. For those who completed their delivery of initial cycling training prior to it being regulated qualification, evidence of recent Bikeability Trust approved CPD must be provided to allow recognition

where a tutor is working towards a qualification, an approval will be for a maximum of 6 months at any time before evidence of progress and/or completion is required. It is expected that the IQA risk rating and monitoring reflects this

Assessor(s):
- hold, or be working towards a recognised and regulated level 3 qualification for developing cycle training instructors
- be working towards or hold a regulated and recognised assessor qualification for any assessor roles
- Have a regulated and recognised qualification for delivering national standard cycling training at level 2 for a minimum of 2 years and have evidence of current recent CPD relating to cycling training. For those who completed their delivery of initial cycling training prior to it being regulated qualification, evidence of recent Bikeability Trust approved CPD must be provided to allow recognition

where an assessor is working towards a qualification, an approval will be for a maximum of 6 months at any time before evidence of progress and/or completion is required. It is expected that the IQA risk rating and monitoring reflects this

Internal Verifier(s) and Quality Assurer(s):
- hold, or be working towards, a level 4 or above regulated qualification in internal quality assurance. Whilst Bikeability specific experience is not a requirement for the internal quality assurer, it is recommended they have recognised or appropriate cycling experience and complete training to an advanced on-road (Bikeability Level 3) standard.

Internal Quality Assurers must familiarise themselves with the content of the National Standard for Cycle Training, paying particular attention to Role 6 of the National Standard.

where an IQA is working towards a qualification, an approval will be for a maximum of 6 months at any time before evidence of progress and/or completion is required.

Additional Qualification Requirements

All delivery sites must include the following:

- a practical space for cycle instructing activities. This must include access to a motor traffic-free environment (e.g. playground, tennis courts, coned-off area within a car park) and a variety of road environments with motorised traffic, including single lane roads, junctions and more complex, often busier or faster, cycling environments.

In deploying the workforce, the recognised centre must ensure that each course operates with a maximum of 6 learners to one approved tutor/ assessor. Learning programmes are based on having two assessors for a cohort of 12 learners.

The observed/practical assessments must be conducted on a 1:1 basis.

The minimum venue, facility and requirements stated in the centre handbook apply. In addition, the 1st4sport Recognised Centre is required to have equipment in place to facilitate the full programme of learning and assessment which must include:

- hi-visibility tabards (minimum of one per learner)
- protective cycling helmet (minimum of one per learner, although learners may supply their own, or choose not to wear one)
- access to cycles for learners if requested
- flip chart and a selection of coloured pens
- an overhead projector, laptop and/or computer facilities or equivalent

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