

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 through 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:	Prepares learners to deliver cycle training in line with the National Standard for Cycle Training
Qualification Code:	L2AICTR
Qualification Regulation Number:	603/3812/X
Guided Learning Hours (GLH):	32
Total Qualification Time (TQT):	108
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/05/2019
Qualification Review Date:	31/08/2024
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to become a cycle training instructor.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

This qualification is designed for learners who are wishing to become cycle training instructors with responsibility for delivering sessions to groups of adults and children in line with the National Standard for Cycle Training.

Qualification Progression

Learners could progress on to the 1st4sport Level 3 Award in Developing Cycle Training Instructors. The skills and knowledge developed through this qualification may also be used to progress to other industry-relevant qualifications in sport and physical activity including coaching and sports development. A list of our qualifications can be found at www.1st4sportqualifications.com/our_qualifications

This qualification may lead to paid or voluntary roles in instructing cycle training to groups of adults or children in line with the National Standard for Cycle Training. This could be in a variety of settings including schools, sports clubs and leisure centre provision.

Entry Requirements

Learners must be a minimum of 16 years old at registration and 16 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 5 of 5 mandatory units),
- Multiple Choice Examination (in 3 of 5 mandatory units),
- Practical Demonstration/Assignment (in 4 of 5 mandatory units)

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

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
A/617/3366	Understand the role and responsibilities of the cycle training instructor	32
F/617/3367	Plan cycle training and assessment	32
J/617/3368	Deliver cycle training and assessment	32
L/617/3369	Reviewing cycle training and assessment	32
F/617/3370	Plan to improve professional practice	32

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Understand the role and responsibilities of the cycle training instructor
Unit Aim	This unit aims to develop a cycle training instructor's understanding of their role and responsibilities and the roles of others, ensuring that cycle training promotes cycling, involves manageable risks and is inclusive.
Unique Unit Number	A/617/3366
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Multiple Choice Examination - Practical Demonstration/Assignment
Assessment Specification	Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4Sport and assessed by the learner's assessor.

Learning Outcome: 1. understand the role of the instructor

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify key elements of the role	<ul style="list-style-type: none"> • communicate enthusiasm for cycling • ride to the National Standard Roles 1-4 at all times • adhere to the National Standard and the Bikeability delivery guide when delivering cycle training • work with others to enable participant progression, including: <ul style="list-style-type: none"> - third party providers (e.g. adapted cycles suppliers) - educational institutions - co-instructors - accompanying riders - teaching assistants - parents and/or carers • provide accurate and instructive assessments for participant progression • appreciate the centrality of the 'plan-do-review' process in cycle training • understand and apply the good practice principles, practices and progression set out in the Bikeability delivery guide • commit to instructor continuing professional development (CPD) for improving the quality of cycle training, enhancing the learning experience, and securing learner progression towards cycling to the National Standard

Learning Outcome: 2. understand the role of the instructor

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 identify responsibilities related to regulations	<ul style="list-style-type: none"> • Be aware of overarching legal and cycle training instructor-specific responsibilities • be aware of regulatory relationships between stakeholders involved in the delivery of cycle training nationally and locally • comply with instructor registration requirements • distinguish forms of consent required before and during cycle training • ensure courses conform to the General Data Protection Regulation (GDPR)
2.2 identify responsibilities related to duty of care	<ul style="list-style-type: none"> • Adhere to the UK Coaching Code of Practice for Sports Coaches • ensure children and vulnerable adults are protected from any form of abuse during training • know how to recognise and respond to possible signs of abuse presented by children and vulnerable adults • create a cycle training environment where all participants feel at ease and safe • respond effectively to the needs of participants • encourage and reward positive behaviour • respond to discriminatory behaviour effectively

<p>2.3 identify responsibilities related to safe training practice</p>	<ul style="list-style-type: none"> • Assess risks associated with cycling environments, equipment and participants • perform dynamic risk assessments during training sessions • set clear guidelines for acceptable participant behaviour and agree ground rules • respond appropriately to participants who are <ul style="list-style-type: none"> - not prepared for cycle training - unable to ride with control - unfit to continue during cycle training <ul style="list-style-type: none"> • apply health and safety operating policies and procedures, including first aid • appreciate the instructor's responsibilities for participants under Health and Safety at Work legislation • manage health and safety, including <ul style="list-style-type: none"> the Health and Safety Executive Five Steps for Risk Assessment preparing the cycling environment for training conducting risk assessments managing risks in the cycling environment planning for contingencies <ul style="list-style-type: none"> • identify how instructors' proactive approach to risk management increases participants' confidence • appreciate the importance of transferring risk assessment for cycling from the instructor to the participants during training • implement correct procedures for responding to and reporting accidents, emergencies and other incidents
<p>2.4 identify responsibilities related to inclusive training practice</p>	<ul style="list-style-type: none"> • Recognise physical, coordination and cognitive differences and their broad implications for cycle training • appreciate cultural and religious factors that may affect accessibility to cycle training • distinguish participants' diverse learning styles and preferences • describe how participants' age, experience and cycling ability may impact on their learning experience and progression • recognise possible barriers to learning and respond with appropriate action, including <ul style="list-style-type: none"> - varied delivery methods - flexible training locations, times, duration, pace and content - supporting participants with special needs - providing additional resources (e.g. adapted cycles) <ul style="list-style-type: none"> • understand how to manage external influences on participants' attitude to learning (e.g. peer pressure)

Unit Title	Plan cycle training and assessment
Unit Aim	This unit aims to develop a cycle training instructor's ability to plan cycle training sessions in a progressive module framework, including assessments, that meet participants' diverse needs and develop their skills and confidence for cycling to the National Standard.
Unique Unit Number	F/617/3367
Unit Assessment Method(s)	- Coursework - Multiple Choice Examination - Practical Demonstration/Assignment
Assessment Specification	<p>The learner is required to plan five cycle training sessions within a progressive module framework, including assessment, based on National Standard Roles 1-4 and the Bikeability delivery guide.</p> <p>Learners must plan:</p> <ul style="list-style-type: none"> -1 training session at Bikeability Level 1, min. of 6 participants -2 training sessions at Bikeability Level 2, min. of 6 participants -1 training session at Bikeability Level 3, min. of 3 participants -1 cycle training module for the post-course practical assessment, this is to be delivered under assessment conditions in their workplace, with live participants (simulation is not permitted). The plan must be for a full module (typically 90 minutes). <p>Sessions should be planned for learners with different needs and abilities and involve co-instructors.</p> <p>At least 3 sessions must involve on-road cycle training, and sessions should be delivered within progressive modules. Learners must provide a rationale for any planned sessions that do not fit within the module framework.</p>

Learning Outcome: 1. plan cycle training sessions

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify participants' needs	<ul style="list-style-type: none"> • Establish participants' cycle training needs, including any special needs • understand participants' different learning styles and preferences • assess participants' cycle skills, knowledge and understanding against the National Standard Roles 1 - 4 with reference to the Bikeability delivery guide • establish if participants are capable of on-road cycling, and if so which type of road • refer participants to competent third parties (e.g. assistants for riders with special needs) to meet their needs (if required)

<p>1.2 plan a series of progressive sessions</p>	<ul style="list-style-type: none"> • Understand the importance of exposing participants to more challenging cycling environments as they progress towards cycling to the National Standard • plan a series of training sessions with goals that are linked, progressive and consistent with the aims of the overall training programme • set clear and achievable goals for each session, to be confirmed with participants • adhere to training timing and ratios set out in the Bikeability delivery guide • apply the good practice principles, practices and progression set out in the Bikeability delivery guide
<p>1.3 plan sessions to meet session aims</p>	<ul style="list-style-type: none"> • plan sessions that enable participants to cycle to the National Standard Roles 1-4 • prepare sessions that enable participants' progression towards cycling to the National Standard, including: <ul style="list-style-type: none"> - specifying roles for instructors, teaching staff, accompanying riders/assistants, parents/carers, and others (if req'd) - sourcing and checking cycles and other equipment - risk assessing cycling environments - setting realistic session timing and duration to achieve at least 80% active learning time in which participants cycle independently and are engaged in active peer learning (i.e. peer demonstration, observation and feedback) - sequencing and pacing sessions to meet participants' needs planning for contingencies covering the above areas <ul style="list-style-type: none"> • adapt plans during the sessions whilst still delivering the National Standard outcomes and maximising participants' active learning time • meet the requirements of the Highway Code within planned sessions
<p>1.4 plan assessments</p>	<ul style="list-style-type: none"> • Decide how to assess participants' progression towards cycling to the National Standard Roles 1 - 4 • establish participants' prior cycling experience and ability • identify opportunities for formative assessment that encourage participant progression • prepare summative assessment records that identify precisely individual participants' ability to cycle to the National Standard, distinguishing assessment criteria participants have 'fully demonstrated' from those they have 'partially demonstrated', where 'fully demonstrated' means competent, consistent and confident performance to the National Standard • ensure sufficient time is provided for participants to receive accurate, concise, and constructive assessment feedback • prepare accurate assessment records for quality assurance and approval

Unit Title	Deliver cycle training and assessment
Unit Aim	This unit aims to develop a cycle training instructor’s ability to both lead and assist the delivery of cycle training sessions in a progressive module framework, including assessments, that meet participants’ diverse needs and develops their skills and confidence for cycling to the National Standard.
Unique Unit Number	J/617/3368
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Multiple Choice Examination - Practical Demonstration/Assignment
Assessment Specification	<p>The learner is required to deliver 3 pre-planned cycle training sessions and assist with delivering a further 2 led by other learners.</p> <p>Learners must:</p> <ul style="list-style-type: none"> -assist in the delivery of 2 sessions led by another learner -deliver at least two 20 min. sessions (one at Bikeability level 2 and one at Bikeability level 1 or 3). These must be delivered within 90 min. progressive modules and include feedback and assessment of participants. Sessions should involve learners with different needs and abilities and utilise co-instructors. All levels will be covered in the delivery of this unit. Sessions will be observed for assessment and can involve role play with other participants, but must take place in real cycling environments -deliver a further cycle training module as part of their post-course practical assessment. Deliver a full module (typically 90 mins) under assessment conditions in their workplace whilst working with live participants (simulation is not permitted) and be observed by the assessor.

Learning Outcome: 1. prepare the cycling environment and equipment

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 assess risks	<ul style="list-style-type: none"> • Assess riders and cycling environments in line with National Standard Roles 1 – 4 • assess risks associated with = <ul style="list-style-type: none"> - motor traffic-free cycling environments (e.g. playground, closed car park) - on-road cycling environments, including simple and complex junctions with moderate and heavy or fast traffic flows - cycles and other equipment (e.g. adapted cycles, helmets, bibs) <ul style="list-style-type: none"> • assess suitability of cycling environments for riders to practice cycling to the National Standard Roles 1 – 4 • apply dynamic risk assessment as required
1.2 assess equipment	<ul style="list-style-type: none"> • Assess cycles and other training equipment • confirm all resources identified in the session plan are available • check cycles conform with relevant standards, policies and procedures, including <ul style="list-style-type: none"> - are roadworthy - fit participants <ul style="list-style-type: none"> • check other training equipment is in good working order (e.g. helmets, tools, pumps, cones, bibs) • apply dynamic risk assessment as required
1.3 perform minor adjustments	<ul style="list-style-type: none"> • Adjust saddle/seat height to maximise rider effectiveness where necessary and with participant consent • make minor adjustments to fit or rectify faults to cycles, helmets and other equipment where necessary and with participant consent • follow relevant adjustment and maintenance policies and procedures • report faults beyond own level of competence to the responsible person • seek assistance from qualified cycle mechanics if required

Learning Outcome: 2. deliver cycle training sessions

Assessment Criteria The learner can:	Indicative Delivery Content

<p>2.1 prepare participants</p>	<ul style="list-style-type: none"> • Confirm all participants consent to participate • agree ground rules for the sessions with the participants • explain health and safety responsibilities and how participants should manage risk to themselves, instructors and others • agree session objectives, duration, location and content with participants • explain how and when participants' progression will be assessed • agree roles and responsibilities with contributing instructors, teaching staff, accompanying riders or assistants, parents/carers, and others (if present)
<p>2.2 deliver sessions in accordance with associated delivery guidance</p>	<ul style="list-style-type: none"> • Present self professionally, punctually and with instructor identification • select optimal instructor positions to maintain participant sight lines, enable dynamic risk assessment, and facilitate participant instruction and feedback • enable kinaesthetic, visual and auditory learning to meet participants' needs and accommodate their learning preferences • facilitate positive and cooperative interaction and peer learning between participants • aim to have participants cycling independently and engaged in active peer learning (i.e. peer demonstration, observation and feedback) for 80% of the session time • aim to spend no more than 20% of session time explaining cycling to the National Standard to participants • vary the sequence, duration and pace of sessions to meet participants' needs • give concise, clear and timely instructions and ensure these are understood by participants • ask concise questions to confirm participants' understanding • provide sufficient opportunity for all participants to demonstrate cycling to the National Standard competently, consistently and confidently
<p>2.3 develop participants' cycling skills and understanding</p>	<ul style="list-style-type: none"> • Demonstrate cycling to the National Standard accurately using explicit, unambiguous actions • regard every participant's cycling as an opportunity for peer demonstration, active observation and feedback • ask concise questions to confirm participants' understanding • ensure all participants engage in demonstration, active observation and feedback for their peers throughout the session

<p>2.4 facilitate group learning</p>	<ul style="list-style-type: none"> • Ensure all participants feel comfortable and are able to express themselves • ensure all participants understand the purpose, processes and intended outcomes of each group session • ensure individual behaviours or group dynamics do not isolate individuals or distract from the desired learning outcomes • promptly and clearly interrupt behaviour that is discriminatory, oppressive, or preventing any participants from benefiting from the training (if required) • monitor and record participant progress and provide feedback to individual participants, co-instructors, schools, parents/carers, and third-party providers (if present) • collaborate effectively with co-instructors and third-party providers (if present)
<p>2.5 assess participants cycling to the National Standard</p>	<ul style="list-style-type: none"> • Communicate info about planned assessments to participants and confirm understanding • make formative and summative assessments that measure participants' progression towards cycling to the National Standard • apply the 3 Cs competence, consistency, confidence - when assessing whether participants have fully demonstrated cycling to the National Standard • provide constructive feedback based on accurate formative and summative assessment that enables progression towards cycling to the National Standard • populate summative assessment records that identify precisely individual participants' ability to cycle to the National Standard, distinguishing outcomes they have fully demonstrated (3 Cs), partially demonstrated and not demonstrated • make assessment decisions that are valid, reliable and verifiable using planned methods • record assessment decisions accurately and make records available for quality assurance
<p>2.6 manage risk to maximise learning</p>	<ul style="list-style-type: none"> • Follow health and safety operating policies and procedures, including first aid • move participants between training locations preferably by cycle (on foot only where cycling is not possible) using snaking techniques set out in the Bikeability delivery guide • scan the training environment and assess hazards, taking appropriate action if hazards are identified • adapt sessions to manage risks to instructors, participants, equipment and other road users • manage risk in cycling environments in a way that contributes to the delivery of training messages and participant progression • intervene using verbal or physical methods to reduce risk to participants (if required) • respond appropriately to any incidents, accidents or emergencies that may arise during sessions, including stopping a session if risk levels become unacceptable

Unit Title	Reviewing cycle training and assessment
Unit Aim	This unit aims to develop a cycle training instructor’s ability to review cycle training sessions including assessment that meet participants’ needs and develop their skills and confidence for cycling to the National Standard.
Unique Unit Number	L/617/3369
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment
Assessment Specification	<p>The learner is required to review the delivery of 2 of their cycle training sessions (lead role only) for Deliver cycle training and assessment and plan future improvements. The planning and delivery of the sessions for review must be completed within the Plan cycle training and assessment and Deliver cycle training and assessment units. Reviews must clearly relate to these sessions. As part of their post-course practical assessment, learners will also be required to review the module delivered under assessment conditions in their workplace, working with live participants (simulation is not permitted). This review will be of the full module (typically 90 minutes) that has been observed by the assessor.</p>

Learning Outcome: 1. review cycle training sessions

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 review participants' progression	<ul style="list-style-type: none"> • Identify barriers to learning and strategies for participants to overcome them • review participants' progression towards cycling to the National Standard • identify how instructors, school staff, accompanying riders/assistants, parents/carers and others (if present) can support participants' continuing development
1.2 review session delivery and outcomes	<ul style="list-style-type: none"> • Review the effectiveness of their own cycle training sessions including: <ul style="list-style-type: none"> - session planning and resources - the quality of the learning experience for the riders - the cycling environment - cycles, helmets and any other equipment used - the sequence, duration, pace and technical content of sessions - the role of instructors, school staff, accompanying riders/assistants, parents/carers and others (if present) <ul style="list-style-type: none"> • review learning from any incidents that may have occurred during the session • prioritise review outcomes for action when planning future sessions
1.3 revise session plans to incorporate review	<ul style="list-style-type: none"> • Agree review outcomes with co-instructors, school staff, accompanying riders/assistants, parents/carers and others (if present) • advise participants on strategies to overcome barriers to learning and continue their development • plan implementing priority review actions to future cycle training and assessment sessions

Unit Title	Plan to improve professional practice
Unit Aim	This unit aims to develop a cycle training instructor's ability to identify areas of their own professional practice for improvement and create a six-to-twelve-month plan for developing their professional practice in delivering cycle training to the National Standard. This unit will assist new instructors preparing for post-course practical assessment, and experienced instructors assembling evidence for recognition of prior learning in preparation for practical assessment and continuing professional development.
Unique Unit Number	F/617/3370
Unit Assessment Method(s)	Coursework
Assessment Specification	The learner is required to prepare a gap analysis identifying areas of professional practice requiring development and develop a 6-to-twelve-month plan for developing their professional practice in delivering cycle training to the National Standard and the Bikeability delivery guide.

Learning Outcome: 1. develop a professional development plan	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 identify areas of professional practice for improvement	<ul style="list-style-type: none"> Map current skills, knowledge and understanding against the National Standard and the Bikeability delivery guide identify strengths and areas for improvement confirm mapping results with mentor, peers or line manager (if present)
1.2 set realistic goals for professional development	<ul style="list-style-type: none"> Reflect on feedback from mentor, peers or line manager (if present) identify resource requirements (e.g. mentoring, work experience, peer feedback) prioritise and set realistic goals that are achievable within six-to-twelve months share plan with others who can support its implementation

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.

The recognised centre is required to ensure that the learners who are unsuccessful in any aspect of assessment are offered two opportunities to re-sit or resubmit the appropriate assessment component within their registration period.

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):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

- hold, or be working towards, the 1st4sport Level 3 Award in Developing Cycle Training Instructors
- AND
- currently deliver Bikeability, and have at least two years' continuous experience successfully delivering Bikeability
- AND
- hold, or be working towards, QTS status or have a PGCE or the 1st4sport Level 3 Award for Tutors and Assessors in Sport
- OR
- hold, or be working towards, a level 3 or above, regulated qualifications in delivering education and assessment.
 - Signed letter from the centre director confirming unqualified tutors/assessors will register for the 1st4Sport Level 3 Award in Developing Cycle Training Instructors within six months of the date on the centre recognition application.

Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

- hold, or be working towards, the 1st4sport Level 3 Award in Developing Cycle Training Instructors
- AND
- currently deliver Bikeability, and have at least two years' continuous experience successfully delivering Bikeability

AND

- hold, or be working towards, QTS status or have a PGCE or the 1st4sport Level 3 Award for Tutors and Assessors in Sport

OR

- hold, or be working towards, a level 3 or above, regulated qualifications in delivering education and assessment.
- Signed letter from the centre director confirming unqualified tutors/assessors will register for the 1st4Sport Level 3 Award in Developing Cycle Training Instructors within six months of the date on the centre recognition application.

Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

- hold, or be working towards, a level 4 or above, regulated qualification in internal quality assurance
- Whilst Bikeability experience is not a requirement for the internal quality assurer, it is recommended they have recognised or appropriate cycling experience and complete the Bikeability Level 3. Internal Quality Assurers must familiarise themselves with the content of the National Standard for Cycle Training, paying particular attention to Role 6.

Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

All delivery sites must include the following:

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

The 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 wear one)
- access to cycles for learners if requested
- flip chart and a selection of coloured pens
- an overhead projector and a laptop/computer or equivalent

This qualification is regulated by Ofqual (603/3812/X) and QiW (C00/4455/8 - Designated).

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