

National Standard for Cycle Training - NSI

The National Standard for cycle training was reviewed and updated in 2012. This introduction sets the revised National Standard into context and presents the primary principles for the delivery of Bikeability cycle training. After this introduction, the National Standard Instructor (NSI) outcomes are presented.

The purpose of the National Standard

The primary purpose of the National Standard is to get more people cycling, more often and with less risk. It helps break down some of the biggest barriers to cycling, opening up opportunities for people to get on their bikes and enabling cycling to become a normal everyday activity.

The National Standard for cycling is designed to encourage and empower people of all ages to make independent cycle journeys in a wide range of road conditions. Launched in 2005, it was developed by over 20 organisations and is maintained by the Department for Transport (DfT). There are three levels and a series of progressive outcomes within each level which can be used in training to take the complete beginner all the way to being able to ride on any road where cycling is permitted.

In 2012, following consultation with stakeholders, the National Standard was revised and re-launched alongside a new quality assurance framework.

The National Standard is promoted through Bikeability in England. Bikeability involves organisations registering with the DfT to become schemes that deliver National Standard training using registered NSI/NSIAs trained and assessed by NSITs and registered with Instructor Training Organisations recognised by the DfT. Only registered schemes and instructors are permitted to award Bikeability materials and awards. Scheme registration, instructor training and on-going internal and external monitoring, are part of a quality assurance framework designed to ensure good practice cycle training is delivered to the National Standard.

What is the National Standard?

The National Standard comprises a set of outcomes which competent and confident cyclists should be able to demonstrate, accompanied by detailed guidance for training providers on the rationale for each outcome and how it should be demonstrated and assessed. National Standard outcomes are presented progressively at three levels:

Level 1 involves mastery and control of the bicycle in off-road settings and prepares the trainees for on-road cycling

Level 2 involves cycling on quieter roads and simple junctions and covers effective road positioning, communication with other road users and rights of way

Level 3 involves cycling on busier roads and more complex junctions, including hazard awareness and risk management on all roads where cycling is permitted.

Additional sets of outcomes have also been developed for National Standard Instructors and Assistant Instructors (NSI/NSAIs) and National Standard Instructor Trainers (NSITs).

What is Bikeability?

The National Standard is promoted through Bikeability in England and Scotland. Bikeability was launched in 2007 and refers to schemes registered with the DfT delivering National Standard training using NSI/NSIAs trained and assessed by NSITs and registered with

Instructor Training Organisations accredited by the DfT. Only registered schemes and instructors are permitted to award Bikeability materials and awards. Scheme registration, instructor training and on-going internal and external monitoring, are part of a quality assurance framework designed to ensure good practice cycle training is delivered to the National Standard.

Good practice principles for training to the National Standard

In order to reach the aim of getting more people cycling, more often with less risk, the delivery of all training to the National Standard should adhere to the following principles, and be:

Realistic

Training at Levels 2 and 3 must be delivered in real road environments where trainees encounter other road users and use the variety of local road infrastructure available. In these environments, they are able to demonstrate skills of observation and communication with other people, and become confident in sharing space with other road users.

Training can take place without needing specialised equipment or clothing as this encourages cycling as a normal activity.

Empowering

Training must empower trainees to make independent decisions in order to build their competence and confidence in a wide range of cycling environments.

Positive

Instructors should make the training a positive experience, helping make cycling practical and possible; the aim is to empower trainees to cycle to their full potential.

Progressive

Training must allow trainees to progress to more challenging environments and help them find practical techniques to master these.

Trainee led

Training must address individual trainees' development needs and aspirations, starting with a baseline assessment of their current areas of strength and priority areas for development against the National Standard.

Outcome orientated

The National Standard is outcome-orientated. That means the trainees are assessed on their achievement of the set outcomes. The amount of time required to achieve these outcomes may vary from person to person.

Continuous assessment

Training should progress through continual ongoing observation of the trainee outcomes using ongoing feedback to input into the development of the trainees riding. Trainees should not be expected to undergo a test at the end of training as instructors would have assessed their riding skills continuously.

The National Standard for cycle training is broken down into a series of outcomes:

- i) Trainee Level 1 outcomes
- ii) Trainee Level 2 outcomes

- iii) Trainee level 3 outcomes
- iv) Instructor outcomes
- v) Assistant instructor outcomes
- vi) Instructor Trainer outcomes

National Standard for Cycle Training

National Standard Instructor Outcomes

Module	Aim	Detailed Outcomes	Assessment	
			Course	PCA
1 The National Standard & Bikeability	<p>The aim is to provide the trainee instructors with a full introduction to, and experience of, the National Standard for cycle training. Trainees should be provided with a copy of the published client National Standard and a delivery manual.</p> <p>The course must include sessions where the trainee instructors are taught the National Standard and assessed against its outcomes to ensure they can themselves cycle at the required standard and that they have a model of good practice delivery to follow.</p>	1.1 Must be taught and assessed against client standard and be able to demonstrate riding to Level 3 of the National Standard by the end of the course.	✓	
		1.2 Must be taught the structure of the National Standard and Bikeability and should be able to demonstrate this understanding when questioned.	✓	
		1.3 Must demonstrate an understanding of: <ul style="list-style-type: none"> i) The concept of outcome based training. ii) The progressive delivery of training, including increasing traffic and complexity through Levels 2 and 3. iii) The three levels, their outcomes and the importance of instructor to trainee ratios. 	✓	✓
		1.4 Must understand how the National Standard is delivered.	✓	✓

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2 Risk management	<p>The aim is to give trainee instructors an understanding of the importance of risk management in cycle training. They should be taught how to undertake written risk assessments and introduced to dynamic risk assessment. Trainee instructors' understanding of how to minimise risk through the use of control measures should be developed.</p> <p>Trainee instructors should be taught how they can develop clients' skills by introducing risks in a controlled manner to their courses i.e. by progression to more complex training environments during the course.</p> <p>Trainee instructors should also understand health and safety processes and who they should report to if they are part of a larger organisation.</p> <p>Trainee instructors should develop an understanding of the importance of assessing clients' needs and capabilities prior to the session, including identifying any special needs or medical conditions their client(s) might have.</p>	2.1 Must demonstrate knowledge of risk management relevant to cycle training – this includes formal written risk assessments and dynamic risk assessment.	✓	✓
		2.2 Should understand the 5 steps of risk assessment: <ul style="list-style-type: none"> i) Identify the hazards. ii) Assess the likelihood and severity of harm. iii) Act to remove or minimise risk. iv) Record any actions or findings. v) Review. 	✓	
		2.3 Must understand how and what to risk assess, demonstrate knowledge of how to write risk assessments and put in place control measures to manage the risk.	✓	
		2.4 Must understand who manages risk in their organisation.	✓	
		2.5 Must demonstrate awareness that they have a duty of care for clients and all equipment.	✓	✓
		2.6 Must risk assess: <ul style="list-style-type: none"> i) The training environment and other people. ii) The clients and people involved in the training session. iii) The clients' bicycles. 	✓	✓
		2.7 Should have a clear understanding of dynamic risk during training and how discussing this can help the trainees understanding.		

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3 Safeguarding children and vulnerable adults	In this module trainee instructors should learn about safeguarding procedures and why they are important. They should also understand how this is relevant to cycle training.	3.1 Must demonstrate an understanding of the principal areas of safeguarding children and vulnerable adults that affects cycle training.	✓	
4 Site selection and risk assessment	The aim is to provide trainee instructors with an understanding of the selection of sites for cycle training, matching training sites to clients' abilities. They should be taught about having contingency plans for areas/sites and how the suitability of the environment can change.	4.1 Must demonstrate they can select appropriate sites at which to deliver training sessions.	✓	✓
		4.2 Must be able to demonstrate they have planned for alternative training areas in the event that their chosen site becomes unavailable on the day.	✓	✓
		4.3 Must write risk assessments of a variety of different training environments including actual examples for Level 1 and 2 sites.	✓	✓
		4.4 The written risk assessments must clearly list and assess the hazards and itemise the control measures.	✓	✓
5 Emergency procedures	Trainee instructors should learn about the theoretical response to an incident. Note: this outcome does not aspire to deliver first aid training. The aim is for trainee instructors to understand incident management rather than how to administer first aid.	5.1 Must show an understanding of the principal emergency procedures and why they are important.	✓	

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6 Communication skills	The aim is to ensure that trainee instructors are able to communicate effectively with clients and colleagues.	6.1 Must be able to give clients clear instructions.	✓	✓
		6.2 Must be able to give appropriate feedback to clients and check for understanding.	✓	✓
		6.3 Must be able to motivate clients to take a full part in the course.	✓	✓
		6.4 Must be able to show a variety of communication techniques and exhibit judgement of which to use at key moments.		✓
		6.5 Must be able to manage clients' expectations.		✓
		6.6 Must be aware of published all ability National Standard Guidance.	✓	✓
		6.7 Must demonstrate effective communication with co-instructors and any other authorised assistants (e.g. school staff accompanying pupils).	✓	✓

Module	Aim	Detailed Outcomes	Assessment	
7 Cycle checking and fitting	Trainee instructors should learn about how to conduct cycle checks (such as M and ABC) and how checks can be taught to clients. Trainee instructors should be taught how to diagnose faults accurately, make basic adjustments and know when a bike is unsuitable for training. They should be taught that, where possible, they should try to help trainees participate in the session.	<p>7.1 Must be observed assessing at least one bicycle. The assessment should follow a standard format and the trainee instructor must be able to teach a bike-check to clients.</p> <p>7.2 Must be able to diagnose the following faults and should demonstrate how to fix them:</p> <ul style="list-style-type: none"> i) Low tyre pressure. ii) Poor braking. iii) Loose wheels or parts of the bicycle. 	✓	✓
		<p>7.3 Must fit at least one client to a bicycle. This can include the following:</p> <ul style="list-style-type: none"> i) Saddle height and orientation. ii) Handlebar height. iii) Reach - the distance from seat to handlebars. iv) Brake lever reach. 	✓	
		<p>7.4 Must be able to adjust and fit cycle helmets and teach clients how to do this</p>	✓	

Module	Aim	Detailed Outcomes	Assessment	
8 Planning a session	Trainee instructors should be taught how to plan and prepare sessions including the production of written session plans.	8.1 Trainee instructors must demonstrate how to plan a session and a course.	✓	✓
		8.2 Should provide evidence of session plans for at least two outcomes from separate levels.	✓	✓
		8.3 Sessions should include: i) Setting up ii) Introduction (outcomes, assessments etc.) iii) Main part (theory, demonstrations and riding practice) iv) Feedback to clients	✓	✓
9 Introducing a session	Trainee instructors should be able to make preparations for the delivery of a cycle training session.	9.1 Preparation of training environment and equipment and briefing any assistants (including NSIAs).	✓	✓
		9.2 Must demonstrate setting up a session and introducing the session to the clients. This can include (where appropriate): i) Linking to the previous session. ii) Getting to know the clients. iii) Agreeing ground rules.	✓	✓
		9.3 Setting outcomes and aims.		

Module	Aim	Detailed Outcomes	Assessment	
10 Leading a session	The aim is for trainee instructors to learn how to lead National Standard training sessions. The course should equip trainee instructors with the knowledge and experience to deliver a wide range of National Standard outcomes from all three levels.	10.1 Must lead the delivery of at least two outcomes at each level, following their session plan .	✓	
		10.2 Must show competence in delivering all observed outcomes.		✓
		10.3 Must demonstrate effective use of assistants (including NSIA) and an understanding of their capabilities where they are used.	✓	✓
		10.4 Must demonstrate the ability to select appropriate positions from which to observe and lead the exercises and provide feedback to the clients.	✓	✓
11 Reviewing and closing a session	Trainee instructors should learn how to close a session and review it with the participants. This will include learning about the review process with clients and how it reaffirms the learning process. They should also be taught the importance of creating links to the next session, if appropriate. The session review should be taught as an integral part of the session planning process.	11.1 Must demonstrate how to review clients' achievements at the end of a session.	✓	✓
		11.2 In final sessions instructors should be able to signpost clients onto relevant further activity, or where they should be able to cycle.	✓	✓
		11.3 Must demonstrate how to close a session and understand the importance of a clear handover of clients to course organisers or parents at the end of the session.	✓	✓

Module	Aim	Detailed Outcomes	Assessment	
12 Client assessment	Trainee instructors should learn about how to assess clients' cycling abilities before, during and at the conclusion of sessions. They should also be shown how and when to 'sign off' clients' achievement of National Standard outcomes.	12.1 Must be able to assess clients' ability at start of the course and select appropriate exercises and locations for training based on their assessment.		✓
		12.2 Must demonstrate that they can assess clients against outcomes in each of the three levels of the National Standard (oral and written).	✓	✓
		12.3 Must allow clients to make their own decisions while riding with no input from the instructor, before moving on to the next outcome.	✓	✓
		12.4 Must be able to sign-off outcomes when they are achieved.	✓	✓
13 Moving a group of clients between training sites	The aim is that trainee instructors know how to walk and cycle a group of clients to a variety of locations, increasing the range of training locations that can be used and is beneficial to the participants.	<p>13.1 Must be able to demonstrate moving a group of clients by walking and cycling on the road as both a lead trainer and assistant.</p> <p>13.2 Must understand when group cycling is applicable and the advantages of moving groups of clients on road to the learning locations.</p>	<p>✓</p> <p>✓</p>	<p>✓</p>

Module	Aim	Detailed Outcomes	Assessment	
14 Teaching skills	Trainee instructors should be aware that different clients will learn in different ways and how to work with the client to find their best learning style/method.	14.1 Must be able to demonstrate a variety of teaching techniques and an understanding of different client learning styles: i) Auditory (listening) ii) Visual (seeing) iii) Kinaesthetic (doing)	✓	✓
		14.2 Must be able to help clients correct their performance on outcomes and give constructive feedback.	✓	✓
		14.3 Must demonstrate they can motivate clients and keep them engaged.	✓	✓
		14.4 Must show an understanding of how to teach groups, how to control them and how to deal with inappropriate behaviour.	✓	✓
15 Instructor conduct and professionalism	Trainee instructors should learn about what is considered professional behaviour within cycle training and in their role as an instructor; including interactions with course organisers, school staff and if appropriate other people that they encounter during the training session (bystanders etc.).	15.1 Must demonstrate professionalism throughout the course and eventual dealings with clients. This should include: i) Punctuality ii) Appropriate appearance iii) Professional demeanour in dealing with clients and other course organisers iv) Appropriate communication skills v) Appropriate use of client's facilities	✓	✓

Module	Aim	Detailed Outcomes	Assessment	
16 Make and keep effective training records	<p>Trainee instructors should learn how to keep basic notes as evidence and what forms can be used.</p> <p>Examples of training logs or records from a variety of providers will support trainees' understanding of the format and process.</p>	16.1 Must provide a register, risk assessment documentation and any notes on clients' achievements.		✓
The following outcome is not compulsory				
17 Knowledge of cycling resources	<p>Trainee instructors should learn how to access or direct clients to other information about cycling or cycling resources.</p> <p>Through completion of this module trainee instructors will be expected to be provided with the knowledge, understanding and skills to be able to meet the outcomes that follow.</p>	<p>17.1 Should be able to inform clients (or direct them to appropriate resources) about a wide range of cycling issues. These should include:</p> <ul style="list-style-type: none"> i) Using a bike for leisure and transport; ii) Different types of cycles and their purposes; iii) Carrying luggage; iv) Riding at night, in poor visibility or wet weather; v) Combining cycling with public transport; vi) The different cycling organisations; vii) Local bike shop locations; or viii) Route planning. 	✓	✓