



Department
for Transport



Driver & Vehicle
Standards
Agency

National Standard for Cycle Training

Moving Britain Ahead



Introduction

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

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

The National Standard aligns with established national standards, including the national standards for driving and riding mopeds and motorcycles that underpin driver and rider training. Alignment with these standards provides a platform for communicating the National Standard to other road users, and encouraging better shared road use.

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

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

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

The National Standard promotes the use of systematic routines. In all cases this involves independent decision making when performing the core functions that underpin safe and responsible cycling:

- making good and frequent observations
- communicating intentions clearly to other road users
- choosing and maintaining the most suitable riding positions
- prioritising road use particularly at junctions.

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

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

Rationale

The National Standard:

- is a comprehensive guide to cycling well, not a mandatory pre-requisite for cycling
- focuses on how well people cycle, not how many or how often people cycle
- recognises that other interventions also encourage cycling, including education, engineering and enforcement
- is competence based, describing the skills and understanding required to cycle well
- includes observable performance ('I can' statements) and demonstrable comprehension ('I understand' statements)
- aims to increase clarity, minimise duplication, and reduce inconsistent interpretation
- provides the basis for a range of different cycle training programmes, including Bikeability
- supports the development of learning resources and other communications to help riders cycle well.

Bikeability and the National Standard

The National Standard is not the Bikeability cycle training programme. It includes units and elements that will be not found in Bikeability in its current form. The National Standard does not include training and assessment advice, good practice training principles or training ratios required for Bikeability delivery. These will be found in the Bikeability Delivery Guide for training providers and instructors.

The National Standard does provide learning outcomes for Bikeability cycle training:

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

The table below aligns the current Bikeability awards at levels 1, 2 and 3 with the National Standard units and elements to illustrate how the National Standard will be delivered through Bikeability. Units and elements colour coded to more than one Bikeability level are applicable to different cycling environments. Elements without colour coding are not applicable to Bikeability in its current form.

Aligning Bikeability with the National Standard

BIKEABILITY LEVELS 1 - 3			NATIONAL STANDARD ROLES 1 - 5										
LEVEL 1	LEVEL 2	LEVEL 3											
			ROLE 1	PREPARE FOR A JOURNEY - How to prepare myself and the cycle, and plan a journey.									
				<i>Unit 1.1 Prepare myself for a journey</i>									
				<i>Unit 1.2 Prepare the cycle for a journey</i>									
				Element 1.2.1 Check the cycle is ready for a journey									
				Element 1.2.2 Repair a puncture									
				Element 1.2.3 Conduct routine maintenance checks									
				<i>Unit 1.3 Plan a journey</i>									
			ROLE 2	RIDE WITH CONTROL - How to set off, ride and stop the cycle.									
				<i>Unit 2.1 Set off and stop the cycle</i>									
				Element 2.1.1 Set off									
				Element 2.1.2 Slow down and stop									
				<i>Unit 2.2 Ride safely and responsibly</i>									
				Element 2.2.1 Glide									
				Element 2.2.2 Pedal									
			ROLE 3	USE ROADS IN ACCORDANCE WITH THE HIGHWAY CODE - How to negotiate roads and junctions and comply with signals, signs and road markings.									
				<i>Unit 3.1 Negotiate roads safely and responsibly</i>									
				Element 3.1.1 Maintain a suitable riding position									
				Element 3.1.2 Negotiate road junctions									
				<i>Unit 3.2 Comply with signals, signs and road markings</i>									
			ROLE 4	RIDE SAFELY AND RESPONSIBLY IN THE TRAFFIC STREAM - How to share the road with others.									
				<i>Unit 4.1 Interact with other road users</i>									
				Element 4.1.1 Communicate with other road users									
				Element 4.1.2 Cooperate with other road users									
				<i>Unit 4.2 Minimise risk when cycling</i>									
				Element 4.2.1 Identify and respond to hazards									
				Element 4.2.2 Ride assertively									
			ROLE 5	IMPROVE CYCLING - Learn from experience and keep up to date with changes.									
				<i>Unit 5.1 Review and improve cycling practice</i>									

Glossary

- **Bikeability** – the government’s cycle training programme based on the National Standard
- **Bikeability delivery guide** – detailed guidance for Bikeability schemes and instructors delivering cycle training based on the National Standard
- **Elements** – parts of Units containing performance and understanding statements
- **Levels** – award levels within the Bikeability cycle training programme
- **National Standard** – National Standard for Cycle Training describing competent cycling and cycling instruction
- **Roles** – broad functions within the National Standard
- **Units** – areas of competence within functional Roles

ROLE 1: PREPARE FOR A JOURNEY - How to prepare myself and the cycle, and plan a journey.

Unit 1.1: Prepare myself for a journey

I can:

- recognise if I am able to ride independently or require assistance
- ensure I have appropriate clothing or accessories to help me ride comfortably and safely
- fasten a helmet correctly (if present), with assistance if necessary.

I understand:

- how being ill, tired, upset, medicated or intoxicated may affect my ability to ride safely
- the range of support I might need to ride (e.g. adapted cycles, a riding assistant)
- how to dress to be comfortable on any ride, in any weather
- how clothing and accessories can make me more visible to other road users
- what the law says about wearing a helmet.

ROLE 1: PREPARE FOR A JOURNEY - How to prepare myself and the cycle, and plan a journey.

Unit 1.2: Prepare the cycle for a journey

Element 1.2.1: Check the cycle is ready for a journey

I can:

- name the main parts of the cycle
- check all the tyres are inflated correctly
- check all the brakes are working properly
- check the chain is in good working order (if present)
- check the handlebars are fitted correctly (if present)
- check the cycle fits me
- ask for assistance if necessary.

I understand:

- how the main parts of the cycle work
- how to carry out a basic cycle check
- how the cycle should fit me.

Element 1.2.2: Repair a puncture

I can:

- identify a suitable place to repair a puncture
- use basic cycle maintenance tools
- release a brake and remove a wheel
- remove a tyre and tube
- check the tyre for damage and remove any debris
- find and patch a puncture in the tube
- fit a tube and tyre to a wheel
- put a wheel back on
- pump a tyre to the correct pressure
- adjust a brake if necessary
- ensure the wheel rotates freely.

I understand:

- how to reduce the risk of puncture
- how basic puncture repair and brake adjustment tools work
- the routine for removing and fitting wheels, tyres and tubes
- the rim and tyre clearances required for brake blocks, stays and mudguards (where present).

ROLE 1: PREPARE FOR A JOURNEY - How to prepare myself and the cycle, and plan a journey.

Unit 1.2: Prepare the cycle for a journey

Element 1.2.3: Conduct routine maintenance checks

I can:

- use basic cycle maintenance tools for making small adjustments
- check there is no damage that would affect my ability to cycle safely
- check headset and handlebars are fitted correctly (if present)
- check brake blocks or pads for wear (if present)
- check brake and gear cables for wear (if present)
- check the chain, chainring/s and sprockets for wear (if present)
- check gears shift effectively (if present)
- check wheel hubs, spokes, rims and tyres for alignment and wear
- check bottom bracket, cranks and pedals for alignment or wear (if present)
- check reflectors and lights are legal, clean and in good working order (if present)
- check batteries are charged (if present)
- check mudguards, racks and other fittings are secure (if present).

I understand:

- how the different parts of the cycle work
- how to identify wear and damage to cables, brake blocks or pads, gear sprockets, chainrings and chains (if present)
- how to adjust brakes, gears, and fittings (if present)
- how to lubricate and replace cables (if present)
- the legal requirements for reflectors and lights
- how to charge batteries (if present)
- when to seek assistance from a qualified cycle mechanic.

ROLE 1: PREPARE FOR A JOURNEY - How to prepare myself and the cycle, and plan a journey.

Unit 1.3: Plan a journey

I can:

- plan suitable routes to my destination, including alternative routes
- estimate the time needed to complete my journey, including any breaks
- plan where to lock or store the cycle securely
- use maps or electronic journey planners to plan my route (if required)
- choose and pack suitable clothing, equipment, food and drink for my journey (if required)
- select and fit equipment for carrying loads or passengers (if required)
- select and fit lights (if required)
- ask for assistance (if required).

I understand:

- where cycling is permitted
- how changing traffic, weather and lighting conditions, my cycling ability and the cycle I ride, may affect the choice of suitable routes
- the need to build in extra time to allow for unforeseen delays
- how to choose a secure lock
- where to get information on likely weather and traffic conditions (if required)
- the legal requirements for carrying loads or passengers (if required)
- the legal requirements for lights (if required)
- where to report a stolen cycle (if required).

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

Unit 2.1: Set off and stop the cycle

Element 2.1.1: Set off

I can:

- apply brakes before getting on the cycle
- sit securely on the seat
- look for hazards ahead and behind before setting off
- set off straight ahead.

I understand:

- the advantages of getting on the cycle from the left
- likely hazards that could delay setting off.

Element 2.1.2: Slow down and stop

I can:

- find an appropriate place to stop
- look for hazards ahead and behind when preparing to stop
- apply brakes to bring the cycle to a smooth stop
- apply brakes to bring the cycle to a quick stop
- apply brakes before getting off the cycle.

I understand:

- how to maintain control when stopping smoothly and quickly
- the advantages of getting off the cycle to the left.

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

Unit 2.2: Ride safely and responsibly

Element 2.2.1: Glide

I can:

- propel the cycle forward
- remain seated securely
- look up in the direction of travel
- make the cycle go where I want
- cover the brake levers
- control my speed
- cooperate and communicate with others.

I understand:

- how to maintain momentum without pedalling
- how to make the cycle change direction at different speeds
- when standing up might be appropriate.

Element 2.2.2: Pedal

I can:

- set pedals at the start position
- look behind over each shoulder while pedalling in a straight line
- turn left and right, and make U turns
- pedal one handed in a straight line
- pedal steadily, using gears (if present)
- cover brake levers while pedalling
- control my speed
- avoid hazards
- share space with pedestrians and other riders.

I understand:

- the pedal start position for my cycle
- why I should cover my brakes
- when standing up on the pedals (if present) to pedal might be appropriate
- how gears (if present) assist steady pedalling
- how an electrical motor (if present) can assist steady pedalling
- how cycling near vulnerable pedestrians (e.g. with physical, sight or hearing impairments) requires particular attention and care.

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

Unit 3.1: Negotiate roads safely and responsibly

Element 3.1.1: Maintain a suitable riding position

I can:

- choose and maintain suitable riding positions
- apply a systematic routine when changing riding position
- pass stationary or slower moving vehicles
- make flowing and stopping U-turns
- decide whether or not cycling infrastructure can help a journey (if present).

I understand:

- how riding position can improve visibility
- why primary position (centre of the lane) is suitable for negotiating junctions, where roads narrow, on bends, where there is not enough room for to be overtaken, and when I am riding at the speed of other traffic
- why secondary position (to the left of the stream of traffic) is suitable where there is time and space to be overtaken
- how to change position using a systematic routine
 - look behind for following vehicles
 - communicate intentions to other road users ahead or behind if necessary
 - change position when there is time and space to do so
- why I should cover my brakes
- the importance of riding at least a door's length away from stationary vehicles
- where and when flowing and stopping U-turns are suitable
- the strengths and weaknesses of cycling infrastructure (if present).

Element 3.1.2: Negotiate road junctions

I can:

- decide my direction of travel before arriving at junctions
- apply a systematic routine when negotiating junctions
- pass and turn left and right into and out of side roads
- go left, right and straight ahead at cross roads and roundabouts (if present)
- emerge into the stream of traffic when exiting junctions.

I understand:

- how to negotiate junctions using a systematic routine
 - look behind for following vehicles
 - communicate intentions to other road users ahead or behind if necessary
 - choose a suitable riding position
 - prioritise who goes first at the junction
- where and when to look for hazards when negotiating road junctions
- where to position myself to maximise visibility
- priorities and rules that apply to junctions
- how the way other road users negotiate junctions may affect me
- what to do if I am not confident negotiating a junction.

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

Unit 3.2: Comply with signals, signs and road markings

I can:

- respond to all permanent and temporary traffic signals, traffic light signals, signs and road markings on my journey
- respond to signals given by authorised persons on my journey
- respond to signals given by other road users on my journey.

I understand:

- the meaning of, and how to respond to, mandatory traffic signs, warning signs and road markings
- how to act when approaching pedestrian crossings
- the meaning of, and how to respond to, signals given by police officers, school crossing wardens, or others authorised to control traffic
- the meaning of signals that other road users use and how to respond to them
- the meaning of traffic light signals and how to respond to them (if present).

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

Unit 4.1: Interact with other road users

Element 4.1.1: Communicate with other road users

I can:

- apply a systematic routine for communicating my intentions to other road users
- identify other road users ahead or behind who need to know my intentions (if present)
- signal my intentions before performing a manoeuvre if necessary
- use arm signals, riding position and eye contact to communicate my intentions to other road users
- see that other road users have responded to my signals, particularly when filtering through queuing traffic (if present).

I understand:

- when and where to communicate my intentions
- how to use a systematic routine when communicating my intentions
 - look behind for following vehicles
 - communicate intentions to other road users ahead or behind if necessary
 - see they have responded to my signal
 - perform the manoeuvre
- the risks associated with giving arm signals, such as reduced stability
- the importance of making eye contact with other road users.

Element 4.1.2: Cooperate with and respect other road users

I can:

- anticipate the likely actions of other road users ahead and behind
- take particular care when riding near pedestrians, especially vulnerable pedestrians with physical, sight or hearing impairments (if present)
- give other road users enough time and space to perform their manoeuvres
- monitor and manage my own reactions to other road users
- identify blind spots for drivers of large vehicles in particular (if present)
- make progress in the traffic stream, including filtering through queuing traffic (if necessary).

I understand:

- where cycling is permitted
- pedestrians have priority on shared use paths
- how to cooperate with vulnerable pedestrians (e.g. with physical, sight or hearing impairments)
- how traffic and weather conditions may affect other road users and how to allow for this
- the rules that apply to drivers of large vehicles (if present), and the position they may select on the road as a result
- where and how to filter past stationary or slow-moving vehicles in the traffic stream (if present)
- the particular hazards associated with filtering (if present), such as
 - other road users may not be expecting me to be in a position between lines of stationary vehicles
 - vehicles may obstruct my view of junctions and pedestrian crossings
- how to act when emergency service vehicles are responding to incidents (if present).

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

Unit 4.2: Minimise risk when cycling

Element 4.2.1: Identify and respond to hazards

I can:

- continually scan the riding space ahead and behind, close to the cycle and into the distance
- anticipate possible hazards and prepare to respond to them
- judge the significance of possible hazards and prioritise my response
- respond to hazards effectively.

I understand:

- other road users may make unexpected movements
- hazardous road conditions may include potholes, tram tracks, glass, oil, gravel, metal, paint, ice and kerb edges
- how distractions may impede my ability to identify hazards
- how weather, traffic and lighting conditions may affect my ability to identify hazards
- what can affect my field of vision, such as stationary vehicles, and how to allow for this
- how a helmet and eyewear may affect my peripheral vision, and how to overcome this.

Element 4.2.2: Ride assertively

I can:

- create and maintain a safe riding space
- scan my riding space ahead and behind
- position myself to maximise visibility to other road users
- manage my own physical and emotional state
- ride at such a speed that I can always stop with control
- assess my own riding behaviour and identify areas for improvement.

I understand:

- the importance of using systematic routines when cycling
- the importance of keeping a safe riding space ahead and behind
- the importance of riding assertively to maximise others' awareness of my presence and intentions.

ROLE 5: IMPROVE CYCLING – Learn from experience and keep up to date with changes.

Unit 5.1: Review and improve cycling practice

I can:

- continue to develop my cycling ability
- recognise when my ability to cycle safely and responsibly is affected by factors such as health, having a break from cycling, or changing to an unfamiliar cycle
- assess the risks associated with these factors and plan to improve my cycling ability
- participate in cycle training (if necessary)
- continue to respond correctly to current road signs and markings
- continue to cycle according to current law on the use of a cycle on public roads
- operate any technology that is fitted to my cycle.

I understand:

- how to assess my ability to cycle safely and responsibly
- the advantages of cycle training with a qualified instructor
- where to find information about changes to road signs, markings and legislation
- where to find information about changes to cycle technologies.

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

Unit 6.2: Design cycle training sessions

I can:

- confirm learners consent to participate in training
- identify the needs of learners, including any special needs
- refer learners to a competent third party if their needs exceed my competence
- create training session plans that comply with National Standard cycle training delivery guidance
- prepare formal risk assessments for training locations and routes
- specify how learner progress and training course effectiveness will be recorded and reviewed
- ensure all resources identified in the plan will be available, including e-learning resources and third-party providers (if required)
- agree roles and responsibilities of co-instructors and third-party providers, including how they will record and pass on relevant information (if required), in compliance with the General Data Protection Regulation
- specify how accompanying riders or assistants can best support training sessions (if required)
- specify how schools and parents/carers can support learners practising what they have learned (if present).

I understand:

- the forms of consent required before and during training
- safeguarding policies and procedures
- the content and principles of the National Standard and associated cycle training delivery guidance
- how to assess learners' cycling skills, knowledge and understanding against the National Standard
- the range of physical, coordination and cognitive needs that learners may have and their broad implications for cycle training
- how cultural and religious factors may affect the options available for delivering cycle training
- how to gather learners' views on the learning process while maintaining confidentiality and trust
- how learners of different ages learn
- how to manage confidentiality and data security requirements for training courses in compliance with the General Data Protection Regulation
- how to engage third-party providers (if required)
- the learning resources and adaptive cycles available to support cycle trainees in general and those with special needs in particular (if required)
- how to manage effective working relationships with educational institutions, co-instructors, accompanying riders or assistants, and third-party providers (if required)
- how to foster effective relationships with schools and parents/carers to support learners' post-training practice (if present).

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

Unit 6.3: Enable safe and responsible cycling

Element 6.3.1: Create a climate that promotes learning

I can:

- establish an effective communication strategy that is free from discrimination, does not exploit learners, and does not encourage risky behaviour or attitudes
- ensure learners fully understand the objectives, structure and formal assessment requirements of the training course
- explain how I expect to work with learners, and understand how learners expect to work with me
- agree details of learning plans with learners and explain how their plans will be reviewed
- ensure learners understand what other opportunities, methods and resources may contribute to their learning
- collaborate effectively with co-instructors, accompanying riders or assistants, and third-party providers (if required)
- explain how schools and parents/carers can support learners to practise what they have learned (if required).

I understand:

- good verbal and non-verbal communication, such as using good eye-contact (where this is culturally acceptable), using consistent language and visual aids
- the National Standard and associated training delivery guidance
- safeguarding good practice
- how to set clear guidelines for acceptable learner behaviour
- how different learners learn, with particular reference to the age and stage of the learner
- how to identify and deal with possible barriers to learning, including delivery methods, times, location, lack of support for learners with special needs, lack of resources
- the scope for flexibility within the course while delivering National Standard outcomes and maximising learning opportunities
- external influences on learners' attitude to training, such as peer pressure, and how to manage them.

Element 6.3.2: Explain and demonstrate skills and techniques

I can:

- select and risk assess training locations and routes, including contingency locations
- move learners safely between training locations by foot and cycle
- provide timely and appropriate explanations and demonstrations
- encourage learners to ask questions and, where necessary, repeat or alter the answer so they understand
- ensure learners have enough opportunities to practise the skill demonstrated in order to demonstrate National Standard outcomes consistently, competently and confidently
- give feedback to learners that helps them progress
- identify, understand and help learners overcome barriers to progression
- encourage learners to apply their practical skills and understanding.

I understand:

- the importance of exposing learners to more challenging training locations as they progress
- different learning styles
- how to ensure learners understand explanations and demonstrations
- how to assess whether a location is suitable for the demonstration of a skill or technique
- how to avoid excessive explanation or demonstration that some learners may find demotivating
- the content of The Highway Code, the National Standard and associated cycle training delivery guidance
- the importance of maximising riding time during training sessions
- the importance of progressing learners' practical skills as quickly as possible
- how to check and record learners' understanding and progression.

Element 6.3.3: Instruct learners

I can:

- listen to what learners say about the obstacles they experience that prevent them from applying practical skills or understanding of theory
- work with learners to help them reflect on feedback they have received, including from co-instructors and third-party providers (if required)
- work with learners to identify obstacles to their ownership of the learning process, and find strategies for overcoming them
- transfer the balance of responsibility for learning to the learner as soon as they are ready to take it
- at all times, exercise responsibility for the safety of the instructor, the learner and other road users.

I understand:

- how to use a range of techniques to help learners identify and overcome barriers to cycling to the National Standard
- how an instructor's willingness to transfer ownership of the learning process to the learner improves the effectiveness of training
- the importance of providing regular formative feedback for learner progression
- how to use learner-centred techniques to manage risk so that learning opportunities are maximised.

Element 6.3.4: Facilitate group learning

I can:

- ensure all learners feel comfortable and able to express themselves
- encourage all learners to ask questions and modify delivery to ensure understanding
- ensure all learners understand the purpose, processes and intended outcomes of each group activity
- support all learners to make an active contribution to the learning activities
- ensure individual behaviours or group dynamics do not isolate individuals or distract from the desired learning outcomes
- discourage inappropriate attitudes to other group members or to safe and responsible cycling (if required)
- promptly and clearly interrupt behaviour that is discriminatory, oppressive, or preventing any learner from benefiting from the training session (if required)
- monitor and record learner progress and provide feedback to individual learners, schools, parents/carers, co-instructors and third-party providers (if required).
- collaborate effectively with co-instructors and third-party providers (if required)

I understand:

- how to ensure learners feel at their ease and safe within the group, and able to take an active part in the learning process
- how to use a range of learning activities that involve all members of the group so they gain the maximum learning benefit
- how to assess and record an individual learner's progression within a group
- how to give feedback in a group and on a one-to-one basis.

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

Unit 6.4: Manage risk to maximise learning

Element 6.4.1: Manage risk to maximise learning in real cycling environments

I can:

- ensure all learners, including children and vulnerable adults, and their cycles are prepared for cycle training
- ensure all learners, including children and vulnerable adults, can ride with control before they participate in on-road training
- ensure all learners fully understand the shared responsibility for managing risk to themselves, the instructor and others
- give clear and timely instructions and ensure learners understand the instructions
- explain when and how verbal or physical interventions may be used to ensure safety
- select optimal instructor positions to maintain clear lines of sight for observing learners
- scan the environment and assess hazards while observing learners and providing training inputs
- take suitable and timely action if hazards are identified that learners may not be aware of, or are unable to respond to effectively
- take suitable and timely action, including stopping the session, if learners become unfit to continue or behave in a way that places the instructor, the learners or third parties at unacceptable risk
- comply with my cycle training provider's requirement to record details of incidents.

I understand:

- signs that a learner is not prepared for cycle training, and how to respond
- signs that a learner is unable to ride with control, and how to respond
- what to do if a learner becomes unfit to continue during a training session
- how far instructors are responsible for the health and safety of themselves and others in the learning environment
- how to take action when intervention is necessary without undermining training messages or learner progression
- the impact of instructors' attitudes towards risk on learners' ability to manage risk effectively
- how managing risk in real cycling environments contributes to the delivery of training messages and learner progression.

Element 6.4.2: Manage health and safety in enclosed premises

I can:

- follow general health and safety procedures and requirements for the delivery of services to the public
- follow any specific health and safety procedures and requirements that apply to buildings used for training
- ensure learners understand the operation of health and safety and emergency procedures that apply in any enclosed premises
- in the event of an emergency, carry out the responsibilities set out in my cycle training provider's policy and procedures
- report details of any actual or potential health and safety risks that arise, in line with my cycle training provider's policy and procedures.

I understand:

- local health and safety operating procedures
- the extent of instructors' responsibility for learners as set out in the relevant Health and Safety at Work legislation
- the application of health and safety regulations in any enclosed premises
- the content of my cycle training provider's health and safety policy and procedures
- the operation of fire alarm and emergency evacuation procedures
- the importance of remaining alert to health and safety issues at all times
- the importance of managing health and safety risks in enclosed premises without undermining training messages or learner progression.

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

Unit 6.5 Improve professional practice

I can:

- evaluate individual performance and working practices against the National Standard and associated cycle training delivery guidance, instructor registration requirements, and my cycle training provider's policies and procedures
- keep up to date with changes to these documents, and recognise when continuing professional development is required
- actively make use of all sources of feedback (such as feedback from cycle training provider managers, co-instructors, schools, trainees, parents/carers) to identify gaps in skills, knowledge or understanding
- set out objectives for improving professional practice and identify relevant continuing professional development opportunities
- comply with instructor registration and cycle training provider requirements to evaluate the impact of continuing professional development on individual performance and working practices.

I understand:

- the personal and professional benefits of continuing professional development
- the National Standard and associated cycle training delivery guidance
- instructor registration and cycle training provider requirements for continuing professional development
- how to obtain feedback on performance in a non-defensive way
- new developments in cycle training practice
- how to evaluate individual performance against the National Standard
- how to recognise where gaps in skills, knowledge or understanding affect performance
- opportunities for continuing professional development
- how to build an achievable development plan and set realistic objectives and priorities.

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

Unit 6.6: Train instructors to deliver cycle training

I can:

- enable instructors to demonstrate National Standard Role 6 (Units 6.1 to 6.4) and deliver National Standard Roles 1 to 4
- comply with the National Standard and associated cycle training delivery guidance, instructor trainer registration requirements, and delivery centre policies and procedures
- create a climate that promotes learning
- explain and demonstrate skills and techniques
- instruct instructors
- facilitate group learning
- manage risk to maximise learning in real cycling environments
- manage health and safety in enclosed premises.

I understand:

- The Highway Code, the National Standard and associated cycle training delivery guidance, instructor trainer registration requirements, and delivery centre policies and procedures
- the importance of good verbal and non-verbal communication
- the importance of different learning styles
- how to check and record instructors' understanding and progression
- how to use role play, and when it can aid instructor learning
- how to involve all members of the group in learning activities
- how to give feedback to the group and on a one-to-one basis
- the importance of managing risks in real cycling environments and enclosed spaces without undermining training messages or instructor progression.