

CHILD CYCLIST TRAINING NATIONAL STANDARD AND GUIDELINES

Preface

This document complements and develops upon both "Adult Cycle Training, A Guide for Organisers and Instructors" (CTC, May 2003) and "Guidelines for the Management and Operation of Practical Cyclist Training Schemes" (RoSPA June 2000). The terminology used within this document is common to both these guides. Users will benefit by being familiar with their content.

Introduction

Setting a national standard for child cyclist training is crucial for the expansion of high quality training provision. This document consists of two sections. The first sets out a National Standard, which details the skills expected of children who have completed a training course. The second section sets out guidelines on current good and best practice in delivering training to achieve the standard. These guidelines are based on existing research and practice in training children to cycle.

While the primary purpose of the guidelines is to ensure that all children have the opportunity, through the provision of appropriate training, to improve as safe cyclists, the complementary aim is to promote cycling. The need to expand training provision is one element of a broader strategy to increase cycling and the wide range of benefits, such as to health, this will deliver. Increasing the level of cycling in itself can improve the safety of cyclists as other road users become more aware of their presence. Training should be seen as an opportunity to empower children to gain the full benefit from their cycling experience. The guidelines will therefore give advice on how training providers and their instructors can be ambassadors for the whole of cycling.

There is a growing recognition that good training not only improves the relative safety of young cyclists but also increases the amount that they cycle. Evidence from local authorities shows significant increases in the number of children cycling to school where training has been integrated with a full range of cycle promotion activities and infrastructure improvements.

Children want to cycle. In year 6 (age 10-11) at primary school, the time when most training is provided, surveys have shown that cycling is the mode of choice for the journey to school for nearly 50% of children (Young TransNet online database, www.youngtransnet.org.uk). Yet less than 2% of year 6 children actually cycled to school in 2001. Once in secondary school the desire to cycle rapidly reduces. To meet National Cycling Strategy targets to increase cycling journeys it will be necessary to enable the current generation of children to fulfil their desire to cycle in order that they become the future generation of adult cyclists. To give children the best opportunity to training should be offered at the earliest possible opportunity in primary school, i.e. at the youngest age at which they can reasonably achieve the National Standard.

Section 1: The National Standard for Child Cyclist Training

The principle focus of this document is child cyclist training that is mainly delivered in the final two years of primary school. [This generally covers level 2 training based on the classification set out as "Introduction to on road cycling". (Ref ACT)]

The national standard is the expected competency of the child cyclist upon completion of a training course. Children achieving the level 2 standard must also be able to achieve the level 1 standard as the latter is inherent in the former. They should be able to do the following consistently:

Level 1A

- A1 Get on and off the bike without help
- A2 Start off and pedal without help
- A3 Stop without help
- A4 Ride along without help for roughly one minute or more
- A5 Make the bike go where they want

Level 1B

- B1 Use their gears
- B2 Stop quickly with control

- B3 Manoeuvre safely to avoid objects
- B4 Look all around, including behind, without wobbling
- B5 Signal right and left without wobbling
- B6 Carry out a simple bike check

Level 2

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

Section 2: Guidelines for meeting the National Standard

1. Purpose

1.1 The purpose of these guidelines is to help training providers organise and structure their training so that children undertaking it will achieve the national standard. It is recognised that a broad range of training provision currently exists within the UK. These guidelines acknowledge the value of innovation and variety in training provision as well as the published research into cyclist training. As such, they attempt to reflect the best of current practice and give advice on how practice might be improved.

1.2 It is recognised that good practice is always developing. To ensure that training providers are informed of new developments and given the best support in improving and developing their courses, the National Cyclist Training Reference Group has been set up. This is a curriculum and standards body, facilitated jointly by the CTC, RoSPA and LARSOA, to review and sustain this work.

1.3 The guidelines describe both good and best practice in training. National Standard training providers will be expected to conform to the advice on "good practice". They may also choose to follow advice on "best practice" that is offered to enable training providers to go beyond the minimum good practice guidelines. Implementing "best practice" would require greater resources but should enable training providers to meet the national standard more easily.

2.0 Level 1- Basic Skills Training

2.1 While training providers who seek to deliver national standard training at level 2 need not offer level 1 training courses, there are definite advantages to be gained by those who do. Recent research by the English Regions Cycling Development Team (ERCDDT, January 2004), supported by the experience of instructors, has shown that children have better cycle control skills at the beginning of a level 2 course and achieve a higher standard by the end of the course if they have previously received level 1 training. Level 1 training enhances the development of skills and if well structured and fun can encourage children to cycle more on their own, thereby improving their skills further. The training can also be used to introduce children to leisure and sports cycling.

2.2 Many training providers already offer level 1 training. There are also existing packages that can deliver the level 1 standard. These may be available locally. This training will provide the greatest benefit when children undertake it some months before their level 2 course, so that they can practice and develop their skills between courses. Children are more likely to practice between

courses if the level one course has been fun and inspiring.

2.3 Good practice level one courses will include the following:

- basic bicycle set-up and limited maintenance (tailored appropriately to reflect the age of the child)
- use of gears, with appropriate fun exercises to practice this
- riding with one hand
- riding while looking behind
- close control skills
- slow riding and balance exercises
- use of brakes
- obstacle courses
- children will be advised on local opportunities for leisure and sport cycling
- there will be high quality information provided to parents/guardians who will also, within reason, be welcome to actively participate in the course

Good Practice

Training providers should make every effort to offer level 1 training courses for children. If there are existing local courses they should seek to take advantage of these to avoid duplication and build partnerships.

Best Practice

Training providers will offer level 1 national standard training courses to children either in partnership with other local providers or on their own if this is not possible. Ideally, these should be available at least several months in advance of level 2 training.

2.4 Other practical road awareness training, such as pedestrian skills, can help prepare children for both level 1 and 2 cyclist training. Some authorities use the same instructors to deliver both pedestrian and cyclist training which can benefit them in offering extra employment, where instructors are professionals, and extra experience.

3. Level 2, Introduction to On Road Cycling

3.1 There is no single format of level 2 course that will deliver the national standard. Differing local circumstances have meant that a range of courses have developed within the UK, all of which will be able to meet it. However, there are minimum parameters within which all of these courses operate. Courses which do not fall within these parameters will be most unlikely to be able to deliver training to meet the national standard. The parameters are:

A. Location of Training

3.2 RoSPA Guidelines (Guidelines for the Management and Operation of Practical Cyclist Training Schemes, June 2000) and TRL research (The Effectiveness of Child Cyclist Training Schemes, TRL 1996) unequivocally state that best practice in training is to place this predominantly on-road. The vast majority of current practice reflects these conclusions. However, there is still a wide range of practice on how on road training is organised.

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

3.4 The TRL research shows that children learn more effectively in the real road environment. Experience of instructors would suggest that they will also learn more quickly in road environments where other traffic is present. Training providers should therefore be flexible in choosing sites for training. They will find value in choosing quieter sites for early training sessions and then moving to busier ones. However, geographical factors, particularly for rural schools, may mean that few sites are available locally. In larger cities it may be that quieter sites are some distance from schools accepting courses. In both these circumstances instructors may need to ride with pupils in a group

to reach sites that are beyond easy walking distance. Where this is necessary there should always be a minimum of two trained instructors present. Group riding can be instructive in itself.

Good Practice

Training providers will only offer courses where the bulk of training takes place on the road among real traffic. Any off-road element will be restricted to the assessment of children's cycle control skills, cycle maintenance and setup, and Highway Code instruction.

Best Practice

Training providers will use a range of on road sites for training. They will move to roads with more traffic as children's competence improves. Any off-road element will be restricted to the assessment of children's cycle control skills, cycle maintenance and setup, and Highway Code instruction.

B. Age of Children and Pupil/Instructor Ratios

3.5 As one of the key aims in offering training is to equip children with the safe cycling skills to enable them to cycle to school, it is most important that training is offered when the desire to cycle is at or approaching its height. As noted above, the peak of desire to cycle occurs in the final two years of primary school. The potential to increase cycling to primary school is very high, particularly if training is linked to other activities such as the provision of safe routes and secure cycle parking. Therefore courses should be organised so that children can be trained at the earliest opportunity. Schools and parents will feel more confident about encouraging children to cycle to school unaccompanied if they have received training. Ideally the latest that training should be offered is in the first term of year 6, giving children the opportunity to cycle to school unaccompanied for most of their final year.

3.6 Currently most training providers set the minimum age for level 2 training at 10 years. This should enable all children in the final term of year 5 to receive training. However, as the key factor in setting age limits should be the cognitive skills that children have on presenting for training, there can in some circumstances be good arguments for setting a lower minimum age. The 10 year minimum age has normally been set because by this age children's judgement of distance to and speed of approaching traffic should be well enough developed for them to cope safely with conditions on quieter roads. However, research, notably the Strathclyde study (Child Development and the Aims of Road Safety Education, Department for Transport, March 1996) shows that appropriate training can accelerate the development of these skills.

3.7 Where children are taught in larger groups the dynamic of group learning can be seriously affected by the balance of children's cognitive skills. If the majority of children in a group are competent cyclists with good cognitive skills, they will tend to lift the performance of the less competent children. Instructors will be able to give slightly more instruction time to the poorer performers without slowing the improvement of those with better skills. Where the majority of a group have poorer skills this can have a serious detrimental effect on the progress of the whole group, as instructors will need to spend more time on simpler tasks. Pupil/instructor ratios are thus very important in setting minimum ages for training provision. Earlier level 1 skills training can also enable a lower minimum age to be set.

3.8 Even where children are trained when aged 10 years or more, pupil/instructor ratios are crucial to the rate of learning. Ratios exceeding 6 to 1 are not advised as these will reduce the amount of riding time for each pupil and also reduce the individual instruction time that instructors will have to help pupils improve sufficiently to meet the standard. We recognise that existing RoSPA Guidelines recommend a ratio of 8 to 1. Providers operating at this ratio would not be exposing children to any unnecessary risk. The issue is that at ratios higher than 6 to 1 it would be much more difficult for children to consistently achieve the national standard unless course duration was significantly increased. This would most likely prove higher ratios to be a false economy.

3.9 If training providers set a lower minimum age for training they should be prepared to reduce pupil/instructor ratios. These will be further influenced by other factors such as the length and number of training sessions (see next section), however, the key determining factor will be whether the national standard can be met. Where ratios are higher than 3 to 1 it is also advisable that at

least two responsible adults are present, at least one of whom should be a trained instructor. In rural areas with small numbers presenting for training it is perfectly feasible for one instructor to run a course with adult volunteers assisting. However, untrained volunteers do not count as instructors when assessing the pupil/instructor ratio. This should remain as set out above.

Good Practice

Training providers should operate a maximum pupil/instructor ratio of 6 to 1. Where children younger than 10 years old are offered training, training providers should consider adjusting pupil/instructor ratios downward. Ideally, where pupil/instructor ratios are higher than 3 to 1, a minimum of 2 responsible adults should be present, at least one of whom must be a trained instructor. Training providers will make every effort to offer training to children no later than in the first term of year 6. Where this is not currently possible they will continue to press for change in the future.

Best Practice

This will be the same as good practice except that all children will receive their on road training no later than in the first term of year 6.

C. Course and training session duration

3.10 Research by the Transport Research Laboratory (The Effectiveness of Child Cyclist Training Schemes, TRL 1996) found that the most effective training courses were those that were spread over a number of weeks (commonly 4 or more). RoSPA best practice guidelines also reflect this finding, advising training providers to follow the findings of the TRL research. Current practice reflects this guidance, with most training providers offering courses with four or more weekly sessions.

3.11 Offering courses that are spread over a number of sessions reflects well researched knowledge of how children learn. Complex strategies, such as those required to cycle safely, are best acquired by training that is delivered in small doses, each of these building upon the previous. By spreading sessions over several weeks, children have an opportunity to practice what they have learnt in between. They should be given every encouragement to do so. At the beginning of each session there will usually be some revision of the previous session before moving on to new tasks. However, while this is the ideal, it is also recognised that circumstances may not allow service providers to offer more protracted courses. Where schools will not participate in training, holiday courses with sessions on consecutive days may be the only alternative. Conversely a gap between sessions of more than a week is likely to be less effective as more revision time may be needed before children can tackle new tasks.

3.12 The length of training sessions is also an important factor in children's learning. Children will not normally be able to concentrate for long periods of time, so very long training sessions can be unproductive if adequate breaks are not included. Training does tend to involve children waiting to have their turn to ride, so natural breaks are built in. Current practice most commonly has one hour or two to two and a half hour sessions, the latter with a mid session break.

3.13 All training sessions will lose some time at their beginning and end, as it will take time to gather the children and then take them to and from the site. This can be a particular problem with one hour sessions, where in some cases the actual training time may be reduced to as little as 30 minutes, which is highly unsatisfactory. Even where more than five sessions are offered, these courses will struggle to consistently deliver the national standard. Training providers should ensure that actual training time is maximised. They should be flexible and prepared to offer a range of courses with different lengths and numbers of training sessions.

3.14 Where courses have pupil/instructor ratios no higher than 6 to 1, the national standard should be achievable in a minimum of three sessions where these are of two hour duration and five sessions where these are of one hour duration. Some service providers may offer very low pupil/instructor ratios of 2 to 1. On these, a minimum of two, two hour sessions may be sufficient, but providers should use achievement of the national standard as the measure of whether their course structure is adequate.

Good Practice

Training providers will offer courses held over a number of sessions, ideally with a gap of no more than a week between each. Each session should have the maximum actual training time, particularly where pupil/instructor ratios are higher.

Best Practice

This is as good practice except that pupils will receive a minimum of one hour actual training during each course session.

3.15 While the focus of these guidelines is on the practical aspects of training, appropriate classroom based activities in support of practical training can be beneficial. This is an area where the links to broader sustainable transport work can be made and expanded upon. The availability of high quality materials linked to the school curriculum can also be very useful carrots to persuade schools to take training.

4. Instructors

4.1 All instructors used by training providers wishing to meet the National Standard should have received thorough training on a structured instructor training course. The training body should formally monitor the performance of instructors at least annually.

A. Training

4.2 An instructor training course should last several days (likely to be a minimum of 15 hours) and include both classroom and practical activities. The following modules should be included:

Classroom

- Teaching/coaching methods
- Lesson structure and planning
- Course programmes
- Reporting and monitoring
- Site risk assessment and general health and safety procedures (including emergency/incident management procedures)
- Child protection policy and procedures
- Basic cycle maintenance checks and cycle set up
- Feedback and discussion on practical sessions

Practical

- Basic cycle maintenance checks and cycle set up
- Practical riding covering the whole course programme with trainee instructors taking it in turns to act as pupils and instructors
- Group riding techniques, if appropriate
- Site risk assessment

4.3 Advice for training providers on existing instructor training providers or on how to structure their own instructor training can be obtained from the National Cyclist Training Reference Group. Good and Best Practice

All instructors should complete a structured training course lasting several days and covering the topics set out above.

4.4 Extra training modules for instructors in addition to their initial training course should include first aid and more advanced cycle maintenance. These would normally be offered after instructors had completed a probationary period, as part of their further development. It may also be possible and appropriate to incorporate the British Cycling Go Ride coaching course as part of the initial instructor training course.

B. Recruitment

4.5 In good practice instructor training courses, trainee instructors will be required to cycle.

Therefore, in recruiting instructors training providers should ideally seek candidates who have recent cycling experience and who can demonstrate how to ride assertively in everyday traffic conditions. It is a distinct advantage for instructors to understand the problems and hazards faced from a first hand cyclist's perspective and that they are able to share this with the children in discussion. It is also helpful if instructors have experience as drivers. Children should be encouraged to visualise from a driver's perspective to appreciate how the driver might react to them when they are cycling. An instructor who is a driver can help give insight for the children. If courses require group cycling to reach training sites it is essential that all instructors are experienced and highly competent cyclists who can ride assertively.

4.6 Experience of teaching children would clearly be an advantage to instructors, although not essential. Many good teachers are yet to be discovered.

Good Practice

Training providers should seek to recruit instructors who have experience of cycling in traffic. This will be essential where courses require children to cycle in groups to reach training sites. It is also preferable, though not essential, that instructors have some experience of driving and of teaching children.

All instructors must be cleared by a criminal records check before they are permitted to train children without direct supervision.

Best Practice

All instructors will be very experienced, competent cyclists, who cycle regularly in current traffic conditions. It is also preferable, though not essential, that instructors have some experience of driving and of teaching children.

All instructors must be cleared by a criminal records check before they are permitted to train children without direct supervision.

C. Probation, Monitoring and Development

4.7 Service providers should ensure that all new instructors undergo a period of probation where they will shadow and be shadowed by experienced instructors. The experienced instructors should feed back to course managers who should decide when new instructors have reached an adequate standard to be able to deliver the national standard.

4.8 All instructors should be subject to ongoing monitoring with a formal assessment and appraisal carried out at least annually. Training managers should offer development and refresher training as well as feedback on monitoring.

4.9 The National Cyclist Training Reference Group will provide advice on best practice in instructor monitoring and development.

Good and Best Practice

All new instructors will undergo a probationary period when they will shadow and be shadowed by experienced instructors. This will last until they have reached a competence where it is deemed by course managers that they can deliver the national standard.

All instructors will be monitored at least annually in a formal procedure with feedback. They will be offered appropriate development and training opportunities.

4.10 The Adult Cyclist Training Guide (CTC) comprehensively sets out how organisers and instructors can deliver the National Standard in a manner which is fully relevant to child cyclist training.

Health and Safety

4.11 Full guidelines on risk assessment and other health and safety matters are given in the Adult Cyclist Training Guide. (Organiser's Guide pages 08-15, Appendix 2 & 5). Whilst this is not specifically for child cyclist training, the procedure is generic and therefore equally valid for adapting to children's training courses. "Guidelines for the Management and Operation of Practical Cyclist Training Schemes" (RoSPA June 2000) also contains useful guidance on risk assessment and

management.

5. Making the Links

5.1 To fulfil the twin aims of increasing the number of children cycling, particularly to school and increasing the safety of child cyclists, it is essential that training does not take place in a vacuum, but that it is linked to other related programmes. Most local authorities will not only offer training, but will also have safe routes to school programmes and school travel plan officers. The provision of training should be completely linked to this work and to programmes to provide cycle parking at schools and TravelWise promotion, if this is not already included. In short, where possible, training should be seamlessly integrated with safety and cycle promotion work. It is recognised that private service providers operating independently from Local Authorities may not be able to integrate training with other programmes.

5.2 Many schools participate in the National Healthy Schools Standard which encourages them to take a "whole school approach" to issues such as promoting physical activity. This could include cycling to school. Understanding this local context will enable trainers either to link to other existing school activities or to encourage the incorporation of cycle training into school planning.

5.3 Training courses should also incorporate advice on how children can deal with hazardous locations on their way to and from school. Schools may often use the presence of nearby hazards as a reason for not encouraging children to cycle. It may be that these hazards can be dealt with through future engineering as part of a safe routes programme. However, if no engineering solutions are planned or work will not be undertaken for some time, this need not preclude cycling to school. Instructors should be aware of local hazards and as part of training courses offer advice on how children can cope with them safely. This may mean route planning to avoid hazards or wheeling the bike past them.

5.4 Training also offers the opportunity to make direct and positive contact with parents and guardians. This can be an excellent opportunity to encourage adults to cycle by offering family and adult training and passing on TravelWise messages in a positive manner.

5.5 Training providers should also make every effort to link up with their local cycle clubs, British Cycling representatives and CTC groups. Making these links can maximise the opportunities for children and their parents/guardians to cycle. Developing relationships will also help encourage other cycling groups to create opportunities for new cyclists. Instructors may wish to train to become cycle leaders and coaches thereby broadening their own career opportunities and training providers should encourage them to do so.

Good Practice

Training providers will make continuing efforts to fully integrate training provision with other safety and cycle promotion programmes. They will similarly seek to make links and partnerships with other cycling groups to maximise the benefits that training can bring to cycling in their local area.

Best Practice

Training will be totally integrated within safe routes, school cycle parking, school travel plan and TravelWise programmes and local Healthy Schools Standard work. There will be active links with a range of local cycle groups including shared promotional activities. Some instructors will be trained as cycle leaders for sports and leisure cycling, providing links for children and their families to participate in these activities.

6. Advanced/Adult Training

6.1 The TRL research (The Effectiveness of Child Cyclist Training Schemes, TRL 1996) noted that children who had received advanced training in secondary school as a follow up to primary training, exhibited the safest riding. Provision of such training is currently very rare. However, there is much to be gained by offering advanced training. The aims of advanced courses may vary depending on local circumstances. They can be developed to support other programmes of work, in particular safe routes and school travel plans.

6.2 Most current practice in level 2 training does not provide an opportunity for children to undertake a cycle journey. By offering follow up advanced training either before the end of primary

school or early in secondary school, children can have the opportunity to practice planning and riding a journey. If training is based at school they can plan and ride their safest journey to school. Such training is an excellent way of encouraging parents/guardians to allow their children to cycle to school. It can also be an opportunity to promote innovative practice such as introducing cycle permit schemes.

6.3 Advanced training will have pupil instructor ratios no greater than 2 to 1. Providers should also consider the child protection issues of 1 to 1 training. The course structure and organisation will be roughly the same as an adult training session. Full guidance on adult training is contained in "Adult Cyclist Training" (CTC).

6.4 Training providers who deliver the National Standard should be able to offer a range of adult cyclist training courses. For example, where parents present children for training who are too young for courses they can be offered "family" training, where the parent is trained with the child. The key factor in being able to offer adult training is the availability of trained instructors. Best practice training courses for child instructors should cover adult cycle training adequately enough to enable instructors completing this to carry out adult training sessions. With competent instructors, training providers have scope to innovate and tailor courses to meet a full range of customer needs.

6.5 Where advanced training for school pupils will differ from adult training is that all pupils should already have achieved level 2 of the National Standard. The measure of advanced courses should therefore be that they deliver training based on the Level 3 standard. At the completion of a course students should normally have developed skills that would enable them to demonstrate the following safely:

- 1 How to use roundabouts
- 2 How to use junctions controlled by traffic lights
- 3 How to use multi lane roads and turn off into them
- 4 An understanding of filtering and an ability to decide when to filter and when to wait
- 5 How to use both on and off-road cycle facilities
- 6 Hazard perception and strategy to deal with hazards
- 7 An understanding of route planning

6.6 Few courses offered at secondary school will be able to incorporate all the above elements. Indeed where advanced training is offered in more rural locations it may only be possible to incorporate a few. Training providers may offer advanced courses to fulfil specific aims. As long as these aims are clear and support the overall aim of increasing the amount and safety of cycling to school then there should be no need to make excessive efforts to complete all the elements of the level 3 standard.

Good Practice

Training providers should seek to offer advanced level 3 training as a follow up to level 2 training for primary school children. They should also seek to expand their training services to include a range of adult and other training courses.

Best Practice

Training providers will offer advanced level 3 training to children as a direct follow up to their level 2 training. They will also offer a full range of adult and other cyclist training courses, constantly seeking to innovate and expand the range of courses that they offer.

7. National Standard Training Providers

7.1 The National Cyclist Training Reference Group is working to introduce formal independent assessment and accreditation of the courses offered by training providers. This will enable training providers to have their training courses formally acknowledged as meeting the National Standard.

7.2 Until assessment and accreditation is introduced providers can and should assess how their training measures against the national standard and these guidelines. Through self audit they can then improve their training provision in preparation for formal accreditation.

7.3 Separate, detailed guidance on self audit is contained in the Annex to this document. This states that training providers should satisfy the following requirements if their courses are to deliver

the National Standard:

- by the end of a course children will have been given the opportunity to meet the National Standard. (Assessment of instructors will establish that they are of sufficient competence that most children should be able to reach the national standard under their instruction)
- all instructors will receive training on a comprehensive instructor training course and be subject to continued monitoring and assessment by the training course managers
- course management and structure will meet guidelines for good practice

Acknowledgements

The development of the National Standard and Guidelines has been overseen by the steering whose members are listed below. A smaller working group drawn from the steering group (members identified with an asterix) carried out more detailed work. All those from local authorities will also be representative of the Local Authority Road Safety Officers Association (LARSOA).

Ken Spence*	English Regions Cycling Development Team
Phillip Darnton	Chair, National Cycling Strategy Board
Fred Offen	National Cycling Strategy Board
Chris Watts	Department for Transport, Cycling & Walking policy
David Padfield	Department for Transport, Road Safety
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Hugh Jackson	Department for Education & Skills
Hugo Crombie*	Health Development Agency
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Annex

The National Standard for Child Cyclist Training
Guidelines on Self Audit for Training Providers

The National Standard for Child Cyclist Training
Guidelines on Self Audit for Training Providers

Introduction

This Annex gives guidance on how providers of child cyclist training can audit their courses to meet the new National Standard. As the standard becomes established independent assessment and accreditation of courses will be introduced. Providers who follow these guidelines should be able to undergo a successful future assessment and receive formal accreditation as National Standard Training Providers.

National Standard Training Providers

National Standard Training Providers will fulfil the following conditions for their courses:

- by the end of a training course children will have been given the opportunity to meet the National Standard. (Assessment of instructors will establish that they are of sufficient competence that most children should be able to reach the national standard under their instruction)
- all instructors will receive training on a comprehensive instructor training course and be subject to continued monitoring and assessment by the training course managers
- course management and structure will meet the guidelines for good practice as set out in "Child Cyclist Training, National Standard and Guidelines"

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1. How to use these guidelines

1.1 Those wishing to use these guidelines should be fully familiar with the content of "Child Cyclist Training, National Standard and Guidelines", on which they are based. This explains that the

National Standard is the expected competency of a cyclist upon completion of a training course. As set out in the next section, meeting the standard is demonstrated by the ability of pupils to complete a series of tasks. There are three levels to the standard:

1. Beginner/basic skills
2. Introduction to on-road cycling
3. Advanced cycling

1.2 The guidelines deal with courses for each of these levels separately, although they acknowledge that training providers may cover more than one level in a single course. For each level, and the other sections, the guidelines are based around complying with the "good practice" statements taken from "Child Cyclist Training, National Standard and Guidelines". There are also helpful questions that course managers should ask about how their courses might comply with both the statements and the broader guidelines. These should help training providers to understand the principles of self audit. Appendix A contains the standard assessment sheets that should be used for its practical application.

1.3 To determine whether courses are delivering the National Standard, course managers should assess a reasonable cross section of training. As instructor monitoring is an integral part of the assessment process, broader assessment can be carried out at the same time. Above all, course managers should be honest in assessing their training set up and seek help where they feel this may be needed. A list of contacts is contained in Appendix B specifically for this purpose. Where the assessments show that courses comply, managers can be confident that they deliver the National Standard.

2. The National Standard

Level 1

A Pupils should be able to:

- A1 Get on and off the bike without help
- A2 Start off and pedal without help
- A3 Stop without help
- A4 Ride along without help for roughly one minute or more
- A5 Make the bike go where they want

Level 1

B Pupils should be able to:

- B1 Use their gears
- B2 Stop quickly with control
- B3 Manoeuvre safely to avoid objects
- B4 Look all around, including behind, without wobbling
- B5 Signal right and left without wobbling
- B6 Carry out a simple bike check

Level 2 Pupils should be able to:

- 1 Start an on-road journey
- 2 Finish an on-road journey
- 3 Be aware of everything around them, including behind, as they ride
- 4 Understand when and how to signal their intentions to other road users
- 5 Understand where to ride on the roads they are using
- 6 Pass parked or slower moving vehicles
- 7 Pass side roads
- 8 Turn right into a major road and left into a minor road
- 9 Turn left into a major road and right into a minor road
- 10 Be able to take the correct carriageway lane when they need to
- 11 Decide where cycle lanes can help their journey and demonstrate correct use (if cycle lanes can be incorporated within the training)

- 12 Explain why they have made decisions during riding and thereby demonstrate understanding of safe riding strategy
- 13 Demonstrate a basic understanding of the Highway Code, in particular how to interpret road signs

Level 3 Pupils should be able to demonstrate:

- 1 How to use roundabouts
- 2 How to use junctions controlled by traffic lights (where these are sited locally)
- 3 How to use multi lane roads and turn off into them (where these are sited locally)
- 4 An understanding of filtering and an ability to decide when to filter and when to wait
- 5 How to use both on and off-road cycle facilities (where these are sited locally)
- 6 Hazard perception and strategy to deal with hazards
- 7 An understanding of route planning
3. Course Management

3.1 An effective and clear course management structure is essential to ensure the consistent delivery of the National Standard. Training course managers need to be fully conversant with how courses operate and proactive in pursuing improvements in practice. The National Cyclist Training Reference Group, facilitated by LARSOA, the CTC and RoSPA, has been established to help training providers by reviewing training practice and resources and sharing good practice (see Appendix B for contact information). Course managers should ask the following questions regarding their management structure:

- a) Do clear lines of command exist both between course managers and instructors and with higher management and are all involved aware of their place and responsibilities within this hierarchy?
- b) Are there written descriptions of the course management structure, course structures and organisation, course curricula, instructor monitoring procedures, codes of practice and health and safety information that are readily available and understood by all relevant parties?
- c) In case of emergencies, is there a well understood reporting mechanism to enable instructors to contact course or higher management?
- d) Is there active regular dialogue between course managers and instructors regarding training to encourage innovation and continuing improvement of current practice?

3.2 Further important information regarding course management is contained within sections 5 Instructors and 6 Health and Safety.

Making the links

Good Practice

Training providers will make continuing efforts to fully integrate training provision with other safety and cycle promotion programmes. They will similarly seek to make links and partnerships with other cycling groups to maximise the benefits that training can bring to cycling in their local area.

3.3 It is the responsibility of course managers that every reasonable effort is made to link training provision to other programmes of work and to form partnerships to achieve this. Training providers should ask:

- a) How are cyclist training courses integrated with other safety and cycle promotion programmes and could the links be improved?
- b) What partnerships/relationships does the training provider have with local cycling clubs/organisations, health and education bodies and businesses and how could these be improved to the mutual advantage of all parties?

4a Level 1- Beginner/Basic Skills Training

Good Practice

Training providers should make every effort to offer level 1 training courses for children. If there are

existing local courses, they should seek to take advantage of these to avoid duplication and build partnerships.

4a.1 The level 1 standard is split into two parts 1a and 1b. Level 1a is more relevant for pupils who are complete beginners. The vast majority of children presenting for training will already be able to achieve level 1a, however, there will always be exceptions. A typical level 1 course will contain all or most of the following elements:

- basic bicycle set-up and limited maintenance (tailored appropriately to reflect the age of the child)
- use of gears, with appropriate fun exercises to practice this
- riding with one hand
- riding while looking behind
- close control skills
- slow riding and balance exercises
- use of brakes
- obstacle courses
- children will be advised on local opportunities for leisure and sport cycling
- there will be high quality information provided to parents/guardians who will also, within reason, be welcome to actively participate in the course

4a.2 Training providers offering or considering offering level 1 courses should ask the following questions:

- a) Are there any other local providers of training that is roughly to level 1 standard and if yes can we work with them to improve standards and increase the availability of training? (A contact list of potential local providers is included in Appendix B)
- b) Is the course structure adequate enough to give all children sufficient opportunity to meet the National Standard and are there any changes that might improve it?
- c) Is the quality of instruction good enough to enable all children adequate opportunity to meet the National Standard?

4b Level 2 - Introduction to On Road Cycling

4b.1 Training providers may use more than one course structure. If this is the case they should assess each course structure separately and be prepared to adjust each so that the National Standard is delivered. Each course should be subject to two assessments. The first assessment should be during an early on road session to enable the assessor to see the quality of instruction and to ascertain how instructor/pupil ratios, pupil age and training time affect training delivery. The second assessment should be during the final course session to see if children have achieved the standard. It is the combination of these two assessments that will determine whether the current course structure and its operation deliver the National Standard.

Location of Training

Good Practice

Training providers will only offer courses where the bulk of training takes place on the road among real traffic. Any off-road element will be restricted to the assessment of children's cycle control skills, cycle maintenance and setup, and Highway Code instruction.

4b.2 Training providers should ask the following regarding the location of training:

- a) Is training in the practical elements contained within the level 2 standard carried out completely on road?
- b) Are the sites chosen for on road training adequate to deliver all practical elements of the standard and if not are there other nearby sites that might be better suited?
- c) Can more than one site be found for courses that would enable pupils to graduate from quiet to busier roads as they progress through training?
- d) If good local sites are not available, would it be possible to reach better ones further away by

riding with pupils in a group? (Instructors would require special training to make this possible and routes to be ridden to sites would require planning and risk assessment)

e) How is Highway Code instruction delivered within the course?

Age of Children and Pupil/Instructor Ratios

Good Practice

Training providers should operate a maximum pupil/instructor ratio of 6 to 1. Where children younger than 10 years old are offered training, training providers should consider adjusting pupil/instructor ratios downward. Ideally, where pupil/instructor ratios are higher than 3 to 1, a minimum of 2 responsible adults should be present, at least one of whom must be a trained instructor.

Training providers will make every effort to offer training to children no later than in the first term of year 6 (age 10-11 years). Where this is not currently possible they will continue to press for change in the future.

4b.3 Training providers should ask the following regarding the age of children and pupil/instructor ratios:

- a) Is the maximum pupil/instructor ratio 6 to 1 or less and if yes what is it?
- b) Are different pupil/instructor ratios set for different ages of children and if so what are they?
- c) What is the minimum age at which children will be offered training?
- d) Do the pupil/instructor ratios used provide sufficient opportunity for all children to achieve the National Standard?

Course and training session duration

Good Practice

Training providers will offer courses held over a number of sessions, ideally with a gap of no more than a week between each. Each session should have the maximum actual training time, particularly where pupil/instructor ratios are higher.

4b.4 Training providers should ask the following regarding course and training session duration:

- a) How many training sessions are there in each course?
- b) How long is each training session and how much of this is "real" training time (i.e. on site under instruction)?
- c) What gap is there between training sessions and are children encouraged to practice what they have learnt between sessions?
- d) Does the training time during the course provide sufficient opportunity for all children to achieve the National Standard?

4c Level 3 - Advanced Cycling

Good Practice

Training providers should seek to offer advanced level 3 training as a follow up to level 2 training for primary school children. They should also seek to expand their training services to include a range of adult and other training courses.

4c.1 Advanced cyclist training will be delivered to enable children to experience cycling in the context of a journey in typical traffic conditions. This should include the use of major local roads. On completion of a course, students should be able to plan and make safe cycle journeys to local venues of their own choice. Local road environments may mean that in some areas it will not be possible to include all the elements included in the full level three standard. However, training providers should try to include as many of the following elements as are possible in their locality.

- I. Roundabouts both mini and major
- II. Junctions controlled by traffic lights
- III. Use of multi lane roads and how to turn off and into them
- IV. An understanding of filtering and an ability to decide when to filter or to wait
- V. How to use both on and off-road cycle facilities
- VI. Hazard perception and strategy to deal with hazards
- VII. An understanding of route planning

4c.2 Where advanced training is delivered at schools, it need not be the aim to deliver the whole of the level 3 standard. Indeed training is likely, in the majority of cases, to be delivered for other complementary but less demanding reasons. An example is where the principal aim is to plan and ride safest routes to and from school in order to increase the number of children cycling to school. In this context training should include, where possible, elements of the level 3 standard. Where time and proximity within the local environment allow, every effort should also be made to include other elements that may not be on the direct route to and from school. Indeed for a small number of rural schools it may only be possible to include elements VI and VII.

4c.3 Level 3 courses will require instructors to cycle in company with pupils so it is essential that all instructors are very competent and experienced cyclists who can expertly demonstrate the full level 3 standard. Pupil/instructor ratios should also be low and no greater than 2 to 1 where instruction by means of accompanied on road journeys is undertaken.

4c.4 Training providers wishing to deliver children's courses at the level 3 standard should ask themselves the following questions:

- a) Have the children received level 2 training on a previous course and if not can the course be extended to ensure that children have achieved the level 2 standard before concentrating on level 3 tasks?
- b) What is the maximum pupil/instructor ratio for elements of the course delivered by means of accompanied riding?
- c) Does the course have clear aims and are all participants made aware of these?
- d) Does the course structure give children sufficient opportunity to develop and demonstrate correctly the elements of the level 3 standard included within the course curriculum?

5 Instructors

5a Recruitment

Good Practice

Training providers should seek to recruit instructors who have experience of cycling in traffic. This will be essential where courses require children to cycle in groups to reach training sites. It is also preferable, though not essential, that instructors have some experience of driving and of teaching children.

All instructors must be cleared by a criminal records check before they are permitted to train children without direct supervision.

5a.1 Training providers should ask the following regarding recruitment of instructors:

- a) Is there a formal procedure for the recruitment of instructors and is this closely adhered to?
- b) Is an assessment of candidates' cycling included as part of the selection process? (This is particularly relevant where instructors will be required to cycle during training courses)

5b Training

Good and Best Practice

All instructors should complete a structured training course lasting several days and covering the topics set out above.

5b.1 "Child Cyclist Training, National Standard and Guidelines" states that "an instructor training course should last several days (likely to be a minimum of 15 hours) and include both classroom and practical activities." This should include the following modules:

Classroom

- Teaching/coaching methods
- Lesson structure and planning
- Course programmes
- Reporting and monitoring
- Site risk assessment and general health and safety procedures (including emergency/incident management procedures)

- Child protection policy and procedures
- Basic cycle maintenance checks and cycle set up
- Feedback and discussion on practical sessions

Practical

- Basic cycle maintenance checks and cycle set up
- Practical riding covering the whole course programme with trainee instructors taking it in turns to act as pupils and instructors
- Group riding techniques, if appropriate
- Site risk assessment

5b.2 There are currently a number of providers who can be contracted to deliver instructor training conforming to the above criteria. Alternatively packages that training providers can use to deliver their own "in-house" courses can also be purchased. Information on these options is included in Appendix B. Training providers should ask the following questions regarding the training of their instructors:

- a) Have all instructors, both new and existing, undergone training that fulfils the above criteria?
- b) If training is offered in-house, who is delivering it and have they received training to do so?
- c) Where courses require instructors to cycle, is their riding assessed and are measures in place to give them practical training, where required, to bring their cycling up to the minimum desired standard to be able to demonstrate adequate riding skills to clients?

5c Probation, Monitoring and Development

Good and Best Practice

All new instructors will undergo a probationary period when they will shadow and be shadowed by experienced instructors. This will last until they have reached a competence where it is deemed by course managers that they can deliver the national standard.

All instructors will be monitored at least annually in a formal procedure with feedback. They will be offered appropriate development and training opportunities.

5c.1 The effective probation, monitoring and development of instructors is a crucial element in ensuring that self regulation of training leads to delivery of the National Standard. Training providers should ask the following questions:

- a) Do all new instructors undergo a supervised probationary period following their initial training which lasts until they are assessed as sufficiently competent or have been cleared in a criminal records check, whichever is the longer?
- b) Are all instructors subject to an at most annual, formal, structured monitoring and appraisal process with written and verbal feedback carried out by training managers or competent agents employed on their behalf, the purpose of which is to ensure that the quality of instruction will give children sufficient opportunity to achieve the National Standard?
- c) Do training providers provide opportunities for instructors to receive development training to broaden their skills e.g. first aid, advanced cycle maintenance?

6 Health and Safety

6.1 It is the responsibility of course managers to ensure that adequate health and safety procedures are in place, understood by all relevant parties and fully adhered to. Training providers should ask the following:

- a) Is there a written code of practice for training courses that is openly available and enforced?
- b) Is training adequately insured for third party liability and for the personal indemnity of instructors?
- c) Are all parties involved in training provision fully aware of their health and safety responsibilities?

7 Appendices

7.1 The following appendices provide the tools and information needed to carry out self audit.

Appendix A contains a series of assessment sheets for this purpose. If all the elements covered in these assessments are in place, training providers should be offering courses that deliver the National Standard. Where elements are not in place, assessors are asked to give a date when they will be implemented and then complete the sheet by entering the date when actual implementation takes place. Appendix B contains contact information to support training providers. This includes information on instructor training packages.

Appendix A

Self Audit Assessment Sheets

Contents:

1. Course Management

Course Structures

2a. Level 1

2b. Level 2

2c. Level 3

3. Instructor Assessment

4. Health & Safety, Emergency & Child Protection Procedures

Child Cyclist Training National Standard, Self Regulation Assessment Sheet 1

Course Management

1. Completed by: _____ 2. Job title: _____

2. Telephone no: _____ 4. Email: _____

5. Date completed: _____

6. The following elements relating to course management need to be in place and understood by all parties. Where written documentation is required, copies should be readily available if requested. Separate documentation may not necessarily be required for each element as some documents may cover more than one and duplication should be avoided.

Element (tick if yes)	In place Date to be implemented
--------------------------	---------------------------------------

- | | |
|---|--|
| a. A written management structure with clearly defined lines of command across all levels of management | |
| b. Written course structures for all courses offered, including descriptions of their organisation, their curricula and codes of practice for their operation | |
| c. Written instructor recruitment, | |

training and monitoring procedures that conform fully with the guidance in section 5 of the guidelines on self assessment

- d. Written health and safety procedures including full details of risk assessment practice and insurance provision
- e. Clear written emergency reporting procedures that enable quick contact with management in the event of incidents
- f. Regular dialogue between course managers and instructors to encourage innovation and the continual review and improvement of training practice

7. How are cyclist training courses integrated with programmes of work for each of the following and in each case how might integration be improved?

a. Safe routes to school

b. Cycling promotion

c. Health promotion

d. Other

8. What partnerships/relationships are you involved in with outside bodies such as cycling clubs and organisations, health and education bodies, public transport providers and local businesses that might enable training and broader cycling aims to be promoted? Describe these below, including details of partners, aims of each partnership and what improvements might be made.

- g. Riding while looking behind *
 - h. Close control *
 - i. Slow riding and balance exercises
 - j. Obstacle courses
 - k. Advise for children on local opportunities for leisure and sport cycling *
 - l. High quality information about courses and local cycling for children and families provided for parents/guardians *
11. At what age/school year do the majority of children attending courses receive training? (i.e. beginning of year 5)

12. Is the course structure adequate to give all children the opportunity to achieve the National Standard and are there any changes that could be implemented to improve it?

13. Are there any local providers of training that is roughly to level 1 standard and if yes how could you work with them to improve standards and increase the availability of training?

Child Cyclist Training National Standard, Self Regulation Assessment Sheet 2b

Level 2 - Introduction to On-road Cycling, Course Structure

- 1. Completed by: _____
- 2. Job title: _____
- 2. Telephone no: _____
- 4. Email: _____
- 5. Date completed: _____

6. How many training sessions are included in the course? _____
7. How long is each training session? _____
8. What is the maximum number of children that will be trained on a course? _____
9. What is the maximum pupil/instructor ratio operated during the course _____ to 1

10. The following elements should, where possible, be included in a level 2 course. Those marked with an asterisk are essential and if not currently in place assessors should indicate when they will be introduced and the actual date of introduction. Elements b, c, d, e, f, g, h, i, j, k, l, m and n must be delivered on-road.

Element (tick if yes)	In place Tick if carried out on-road	Date to be introduced
--------------------------	---	--------------------------

- | | | |
|----|---|--|
| a. | Cycle check and basic cycle set up and maintenance * | |
| b. | Initial assessment of children's level 1 riding skills * | |
| c. | Starting an on-road journey * | |
| d. | Finishing an on-road journey * | |
| e. | Awareness of road environment and other traffic, particularly behind * | |
| f. | Signalling * | |
| g. | Understanding of where to ride on the roads used * | |
| h. | Passing parked or slower moving traffic* | |
| i. | Pass side roads * | |
| j. | Turning right into a major road and left into a minor road * | |
| k. | Turning left into a major road and right into a minor road * | |
| l. | Ability to take the correct carriageway lane when required | |
| m. | Deciding where cycle lanes can help journeys and demonstrating correct use | |
| n. | Explaining riding decisions thereby demonstrating understanding of safe riding strategy * | |
| o. | Understanding of basic Highway Code particularly interpreting road signs * | |

11. a. How many sites are used for training? _____

b. Can all the essential elements above be delivered adequately at the site/sites used for training?

Yes _____ No _____

12. What is the minimum age at which children will be accepted for training?

13. At what age/school year group, do children mostly receive training?

14. Is the maximum instructor/pupil ratio 6 to 1 or less?

Yes _____ No _____

15. Are differing instructor/pupil ratios used depending on the age of trainees?

Yes _____ No _____

If yes, describe how these work:

16. Do the instructor/pupil ratios used provide sufficient riding time for each child to have an adequate opportunity to achieve the National Standard?

Yes _____ No _____

17. Does the overall course length and the duration of individual training sessions allow enough time for each child to have an adequate opportunity to achieve the National Standard?

Yes _____ No _____

Questions 11b, 16 and 17 must be answered yes for the course to be considered to be delivering the level 2 standard.

Child Cyclist Training National Standard, Self Regulation Assessment Sheet 2c

Level 3 - Advanced Cycling, Course Structure

1. Completed by: _____ 2. Job title: _____

2. Telephone no: _____ 4. Email: _____

5. Date completed: _____

6. How many training sessions are included in the course? _____

7. How long is each training session? _____

8. What is the maximum number of children that will be trained on a course? _____

9. What is the maximum pupil/instructor ratio operated during the course _____ to 1

10. For what age/school year group is training mainly delivered?

11. The following elements may be included in a level 3 course. Those marked with an asterix are essential for the course to be at level 3 standard. Where they can be included in a course, the practical road riding aspects of all but element 'a' must be carried out on-road.

Element (tick if yes) introduced	In place Tick if carried out on-road Date	Date to be introduced
--	---	--------------------------

- a. Cycle check, cycle set up and basic maintenance *
- b. Initial assessment of children's level 1 and 2 riding skills *
- c. How to use roundabouts
- d. How to use junctions controlled by Traffic lights
- e. How to use multi lane roads and turn off into them
- f. An understanding of filtering, when to filter and when to wait
- g. How to use on and off-road cycle facilities
- h. Hazard perception and strategy to deal with hazards *
- i. An understanding of route planning demonstrated by making a journey in normal traffic conditions *

12. What are the aims of the course?

13. Are all participants made fully aware of the course aims?

Yes _____ No _____

14. Does the course structure and delivery enable the aims to be met?

Yes _____ No _____

15. Are the instructors all competent cyclists who can clearly demonstrate the level 3 elements included in the course?

Yes _____ No _____

16. Do trainees have sufficient opportunity to develop and demonstrate the level standard elements included within the course curriculum?

Yes _____ No _____

Questions 13, 14, 15 and 16 must be answered yes for the course to be considered to be delivering at the level 3 standard.

Child Cyclist Training National Standard, Self Regulation Assessment Sheet 3

Instructor Assessment Form

1. Name of instructor assessed: _____

2. Date of assessment: _____

3. Assessed by: _____ 4. Job title: _____

5. Type of course on which instructor assessed (tick):

Level 1 _____ Level 2 _____ Level 3 _____

6. Has the instructor completed a training course complying with the guidelines in section 5 of "Guidelines on Self Regulation for Training Providers"?

Yes _____ No _____

7. Has the instructor completed a period of probation under the supervision of more experienced staff?

Yes _____ No _____ Currently under probation _____

8. a. Does the instructor demonstrate an adequate understanding of the course curriculum?

Yes _____ No _____

b. Describe how the instructor might improve their understanding of the course curriculum and/or any good practice they employ that could be shared with _____ other instructors.

9. a. Does the instructor communicate clearly and effectively with pupils, using language that they can easily understand?

Yes _____ No _____

b. Describe how the instructor might improve communication and/or any good practice they employ that could be shared with other instructors.

10. a. Does the instructor provide an adequate balance between verbal instruction and practical riding by pupils? (Ideally pupils should spend at most 30% of training time listening to instruction)

Yes _____ No _____

b. Describe how the instructor might improve the balance between riding and instruction and/or any good practice they employ that could be shared with other instructors.

11. a. Does the instructor maintain adequate control and discipline of pupils at all times?

Yes _____ No _____

b. Describe how the instructor might improve discipline and/or any good practice they employ that could be shared with other instructors.

12. a. Is the instructor fully conversant with and demonstrating compliance with course health and safety and emergency procedures?

Yes _____ No _____

b. How might understanding and compliance with health and safety and emergency procedures be improved?

17. Signed by:

Instructor _____ Date _____

Assessor _____ Date _____

Child Cyclist Training National Standard, Self Regulation Assessment Sheet 4

Health and Safety, Emergency and Child Protection Procedures

1. Completed by: _____ 2. Job title: _____

2. Telephone no: _____ 4. Email: _____

5. Date completed: _____

6. The following elements must all be in place to meet the national standard.

Element (tick if yes)	In place Date to be implemented
--------------------------	---------------------------------------

- a. Third party liability insurance. The insurer should be supplied with codes of practice for all courses offered
- b. Written risk assessments of all fixed sites/specific road areas used for training courses. These must be made available to all trainers training at these sites who must be fully conversant with their health and safety responsibilities
- c. Instructors must be able to carry out generic risk assessments where training is carried out over spontaneously selected routes. They must be aware of their responsibility to minimise risk to a level with which trainees can cope
- d. Adequate supplies of safety equipment will be made available to comply with course procedures. Instructors must be fully aware of and comply with these procedures
- e. Instructors must be fully conversant with emergency procedures, know who to contact and be able to make contact quickly in the case of an emergency
- f. All instructors must be checked for criminal records and only allowed to train children without direct supervision once this check has been satisfactorily completed

Appendix B

Contacts and other
useful documents

Government and Local Government

Department for Transport
Great Minster House
76 Marsham Street
London SW1P 0AA

0207 944 2052
www.dft.gov.uk

Local Authority Road Safety Officers Association (also National Cyclist Training Reference Group)

C/o Steve Whitehouse
Sefton Met B C
Technical Services
5th Floor,
Balliol House,
BOOTLE L20 3NJ

0151 934 4231
www.larsoa.org.uk
National Cycling Strategy Board
C/o Department for Transport
Zone 3/15
Great Minster House
76 Marsham Street
London SW1P 4DR

0207 944 2977
www.nationalcyclingstrategy.org.uk

Transport for London
Cycling Centre of Excellence
Ground Floor
25 Eccleston Place
London SW1 9NF

0207 941 4500
www.tfl.gov.uk

Cycling and Road Safety Organisations

CTC (also National Cyclist Training Reference Group)
69 Meadrow
Godalming
Surrey GU7 3HS

01483 520 744
www.ctc.org.uk

CTC currently accredit instructor training courses based on the National Standard. They also supply “Adult Cycle Training, A Guide for Organisers and Instructors”, which is a core document for training providers.

English Regions Cycling Development Team (Road Safety & Cycling Training)
C/o AEA Technology
26 North Street
Rawdon
Leeds LS19 6JE

01132 505369
www.nationalcyclingstrategy.org.uk
British Cycling
National Cycling Centre
Stuart Street
Manchester M11 4DQ

0870 871 2000
www.britishcycling.org.uk

British Cycling run “Go Ride” courses, a level 1 standard skills course with excellent support resources.

Cycling Scotland
The Pentagon Centre
Washington Street
Glasgow G3 8AZ

0141 229 5355
www.cyclingscotland.org

Cycling Scotland provide a range of materials and courses, including instructor training, that can be easily adapted to meet the National Standard.

Sustrans
35 King Street
Bristol BS1 4DZ

0117 926 8893
www.sustrans.org.uk

Sustrans provide a range of materials to support cycling including, route maps, leaflets and support materials for “safe routes” projects.

Cycle Campaign Network
C/o John Franklin
201 Prestbury Road
Cheltenham
Gloucester GL52 3ES

01242 512 881
www.lesberries.co.uk

John is author of "Cyclecraft", considered the definitive guide to safe and confident cycling. It is essential reading for trainees on accredited instructor training courses. Royal Society for the Prevention of Accidents (RoSPA)

Edgbaston Park
353 Bristol Road
Birmingham B5 7ST

0121 248 2000
www.rospa.com

RoSPA produce a range of materials to support cyclist training. This includes "Guidelines for the Management and Operation of Practical Cyclist Training Schemes", a core document for training providers. "RoSPA, Right Track" is a useful resource for training providers that can easily be adapted to deliver the National Standard.

Accredited Instructor Training Providers

BikeRight
Unit 8, 877 Ashton Old Road
Openshaw
Manchester M11 2NA

0161 230 7007

BikeRight carry out child and adult training for a number of local authorities.

Cycle Training UK Ltd
83 Lambeth Walk
London SE11 6DX

0207 582 3535
www.cycletraining.co.uk

Cycle Training UK provide a range of materials that support the National Standard including instructor manuals and classroom resources. They also carry out cyclist training for a number of local authorities. City of York Council

Road Safety
9 St Leonard's Place
York YO1 7ET

01904 613161
www.york.gov.uk

York provide instructor manuals and the "Bike to Basics" video that will support National Standard courses.

Life Cycle UK
86 Colston Street
Bristol BS1 5BB

0117 929 0440
www.lifecycleuk.org.uk

Lifecycle UK carry out child and adult training for a number of local authorities.