## Delivery Quality: EQA visits

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| **Visit details** |
| Bikeability training provider name |
| Date of observation |
| Quality consultant name(s) |
| Names of instructors observed |
| Level and module/s being delivered: e.g. Level 2 module 1.1 |
| Instructor / rider ratio |
| Timing and duration of the observed module/s |
| Module/s location/s (school and roads used) |

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| Special points to look out for/raise (as communicated from the Bikeability Trust) |

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| **Summary practical delivery** | **Evident** | **Not evident** | | **Evidence/Details** |
| Movement of groups is well managed, ridden where possible. (BDG p. 8) |  |  | |  |
| Training sites and routes to sites are risk assessed and appropriate for training (BDG p. 10) |  |  | |
| Instructor positions enable accurate rider observation and dynamic risk management (BDG p. 10) |  |  | |
| Demonstrations are accurate and observed by all riders (BDG p. 5) |  |  | |
| Discussions are engaging, and questions are used to check rider understanding (BDG p. 5) |  |  | |
| Instructor communications are clear, concise and understood by the riders (BDG p. 5) |  |  | |
| Activities are delivered in logical sequences and combinations (BDG p. 6) |  |  | |
| Teaching results in rider improvement (BDG p.5) |  |  | |
| Feedback is interactive, positive and improves performance (BDG p.5) |  |  | |
|  |  | | | |
| **Delivery management** | **Evident** | | **Not evident** | **Evidence/Details** |
| All paperwork is in place (registers, consent, risk assessments, incident reporting procedures) (BDG p. 6) |  | |  |  |
| All cycles, helmets and clothing have been checked and are appropriate (BDG p. 6) |  | |  |
| Instructors are well organised and professional (BDG p. 6) |  | |  |
| Instructors always manage rider behaviour effectively (BDG p. 7) |  | |  |
| Rider assessments against National Standard criteria are signed off accurately (BDG p. 11) |  | |  |

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| **Active learning time log** | **Mins** | **Notes** |
| Total duration of session – minutes |  |  |
| One child’s ‘wheels moving time’ excluding snaking - estimate minutes (BDG p. 6) |  |
| Supplementary active learning time –  estimate minutes (BDG p. 6) |  |
| Instructor ‘talk time’ –  estimate minutes (BDG p. 6) |  |
| Active learning time (wheels moving + supplementary active learning):  instructor talk time – ratio (BDG p. 6) |  |  |

Active learning involves riders:

1. DOING - cycling independently, remaining fully engaged throughout the training activity (predominant activity)
2. WATCHING - actively observing demonstrations, looking for the four core functions
3. DISCUSSING – asking and answering questions, receiving and giving feedback focused on the four core functions

| Core functions/systematic routines  Instructors communicate the four core functions and systematic routines throughout bikeability delivery | Evident | Not evident | Evidence/Details |
| --- | --- | --- | --- |
| Making good and frequent observations |  |  |  |
| Planning well in advance, anticipating and responding |  |  |
| Choosing and maintaining the most suitable riding positions |  |  |
| Communicating intentions clearly to others |  |  |
| Understanding priorities on the road, particularly at junctions and knowing when to give wat to others or take priority |  |  |

| Delivery principles  Instructors embed the delivery principles in delivery practice | Evident | Not evident | Evidence/Details |
| --- | --- | --- | --- |
| **REALISTIC**: was road training delivered in real environments with sufficient traffic to require the four core functions? |  |  |  |
| **EMPOWERING**: did riders have sufficient opportunity to demonstrate National Standard assessment criteria independently? |  |  |  |
| **POSITIVE**: was the learning experience positive and enjoyable for all riders? |  |  |  |
| **PROGRESSIVE**: did riders move to more challenging cycling environments as their skills and confidence grew:   * More complex junctions * Increasing levels of traffic * Increasing range of hazards? |  |  |  |
| **RIDER-LED:** was the learning experience focused on riders’ current cycling level and priority areas for development? |  |  |  |
| **OUTCOME ORIENTATED**: did riders fully demonstrate National Standard assessment criteria before moving to the next activity? |  |  |  |
| **CONTINUOUS ASSESSMENT**: did riders receive continuous assessment and feedback that transferred responsibility for progression to the rider? |  |  |  |

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| **Instructor feedback** | Evidence to be gathered at end of session **away from training provider manager** |
| Ask the instructors about:   * the session delivered * their training provider (observations, work conditions) * training provider policies (incident reporting, safeguarding and health & safety procedures) * Bikeability in general, the Bikeability Trust |  |

**REMOVE AS NECESSARY DEPENDING ON THE LEVELS OBSERVED**

**Level 1 Modules and Activities**

Please refer to the delivery guide for details on the modules and activities.

| 1.1 Prepare myself and the cycle | Told | Shown | Practiced | Min. no. rider turns | Error Corrections | Evidence/Details |
| --- | --- | --- | --- | --- | --- | --- |
| 1.1a Prepare myself for a journey |  |  |  |  |  |  |
| 1.1b Check the cycle is ready for a journey |  |  |  |  |  |
| **1.2 Set off, pedal, slow down & stop** |  |  | | | |  |
| 1.2a Set off slow, down and stop |  |  |  |  |  |  |
| 1.2b Pedal |  |  |  |  |  |

**Additional Comments/Space for Diagrams**

**Level 2 Modules and Activities**

Please refer to the delivery guide for details on the modules and activities.

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| 2.1 Cycle safely and responsibly | Told | Shown | Practised | Min. no. rider turns | Error Corrections | Evidence |
| 2.1a Identify and respond to hazards |  |  |  | NA |  |  |
| 2.1b Start and stop on-road journeys |  |  |  |  |  |
| 2.1c Maintain suitable riding positions |  |  |  | NA |  |
| 2.1d Negotiate junctions (pass side roads) |  |  |  |  |  |
| **2.2 Share roads with others** | **Told** | **Shown** | **Practised** | **Min. no. rider turns** | **Error Corrections** | **Evidence** |
| 2.2a Comply with signals, signs and other road markings |  |  |  |  |  |  |
| 2.2b Communicate with other road users |  |  |  |  |  |
| 2.2c Negotiate junctions (turn at T junctions) |  |  |  |  |  |
| **2.3 Manage risk when cycling** | **Told** | **Shown** | **Practised** | **Min. no. rider turns** | **Error Corrections** | **Evidence** |
| 2.3a Negotiate junctions (turn at T Junctions, and at crossroads and roundabouts if present) |  |  |  | NA |  |  |
|  | | | | | | |

**Additional Comments/Space for Diagrams**

**Level 3 Modules and Activities**

Please refer to the delivery guide for details on the modules and activities.

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| 3.1 Plan to ride assertively (mandatory) | Told | Shown | Practised | Min. no. rider turns | Error Corrections | Evidence |
| 3.1a Plan a journey |  |  |  |  |  |  |
| 3.1b Ride assertively |  |  |  | NA |  |
| **3.2 Ride everywhere cycling is permitted** | **Told** | **Shown** | **Practised** | **Min. no. rider turns** | **Error Corrections** | **Evidence** |
| 3.2a Maintain suitable riding positions (optional, minimum of 2) | | | | | | |
| Pass queuing traffic |  |  |  |  |  |  |
| Use junctions controlled by traffic lights |  |  |  |  |  |
| Use multi-lane roads and roundabouts |  |  |  |  |  |
| Use cycle infrastructure |  |  |  |  |  |
| Use bus lanes |  |  |  |  |  |
| 3.2b Cooperate with and respect other road users (optional, minimum of 2) | | | | | | |
| Avoid driver blind spots |  |  |  |  |  |  |
| Negotiate vehicles that pull in ahead |  |  |  |  |  |
| Ride with other cyclists |  |  |  |  |  |
| Ride on roads with a speed limit above 30 mph |  |  |  |  |  |