**Observation of Performance**

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| Instructor name | | |  | | | |
| 1st4sport learner number | | |  | | | |
| Name and job description of person carrying out the observation | | |  | | | |
| Date of observation | | |  | | | |
| If delivering Bikeability: level being delivered | | |  | | | |
| Activities observed | | |  | | | |
| Instructor: rider ratio | | |  | | | |
| Duration of observed session | | |  | | | |
| Location of session and confirmation that RBA has been conducted | | |  | | | |
| **Cycle training delivery practice** | | | | | | |
| **Session Management** | | | **Outcome**   * Met   X Not met | | **Comments on what is seen/heard to meet the criteria**  Incorporating the Bikeability principles:  realistic, empowering, positive, progressive, rider led, outcome orientated, continuous assessment | |
| 1. All paperwork is in place (registers, rider progress tracking, consent, risk benefit assessments, incident reporting) | | |  | |  | |
| 1. All cycles, helmets and clothing have been checked and are appropriate | | |  | |
| 1. Instructors are well organised and professional | | |  | |
| 1. Training sites and routes to sites are risk benefit assessed | | |  | |
| 1. Movement of groups is well managed, ridden where possible. | | |  | |
| 1. Appropriate sites are used for training | | |  | |
| **Teaching skills** | | | **Outcome**   * Met   X Not met | | **Comments on what is seen/heard to meet the criteria**  Incorporating the Bikeability principles:  realistic, empowering, positive, progressive, rider led, outcome orientated, continuous assessment | |
| 1. Demonstrations are accurate to the National Standard and observed by all riders | | |  | |  | |
| 1. Training activities are appropriate for riders’ ability and development needs, by applying differentiation strategies | | |  | |
| 1. Trainee riders are given opportunity for self-reflection and are supported to increasing independence of decision making | | |  | |
| 1. Teaching results in rider improvement | | |  | |
| 1. Instructors manage rider behaviour appropriately at all times | | |  | |
| 1. Activities are delivered in logical sequences and combinations | | |  | |
| **Communication skills** | | | **Outcome**   * Met   X Not met | | **Comments on what is seen/heard to meet the criteria**  Incorporating the Bikeability principles:  realistic, empowering, positive, progressive, rider led, outcome orientated, continuous assessment | |
| 1. Instructor communications are clear, concise and understood by the riders | | |  | |  | |
| 1. Discussions are engaging, with questions used to check understanding | | |  | |
| 1. Feedback is interactive, positive and improves performance | | |  | |
| **Observation skills** | | | **Outcome**   * Met   X Not met | | **Comments on what is seen/heard to meet the criteria**  Incorporating the Bikeability principles:  realistic, empowering, positive, progressive, rider led, outcome orientated, continuous assessment | |
| 1. Rider learning needs are identified/met through reasonable adjustments | | |  | |  | |
| 1. The four core functions and systematic routines are embedded | | |  | |
| 1. Instructor positions enable accurate rider observation and dynamic risk management (with intervention if necessary) | | |  | |
| 1. Riders demonstrate National Standard assessment criteria independently | | |  | |
| 1. Riders continue to demonstrate National Standard assessment criteria from earlier training activities (progression is cumulative) | | |  | |
| **Reviewing skills** | | | **Outcome**   * Met   X Not met | | **Comments on what is seen/heard to meet the criteria**  Incorporating the Bikeability principles:  realistic, empowering, positive, progressive, rider led, outcome orientated, continuous assessment | |
| 1. Rider is assessed against National Standard criteria and this is recorded accurately at the end of each session. | | |  | |  | |
| **Timings** | **Outcome** | | | **Comments** | | |
| **80%** active learning achieved?  Does the session allow enough active learning time?  i.e. minimise time wastage; increase independent cycling time; reduce rider waiting time; teaching techniques; peer feedback; rider demonstrations etc. |  | | |  | | |
| **Cycle maintenance** | **Outcome** | | | **Comments** | | |
| Instructor is observed carrying out a cycle check and performing any necessary minor adjustments |  | | |  | | |
| **Questions asked during feedback session by observer** | | | | | | |
| 1 Question  Answer  2 Question  Answer  3 Question  Answer | | | | | | |
| **Feedback** | | **Instructor comments** | | | | **IQA comments** |
| **What went well?** | |  | | | |  |
| **Areas for improvement**  To inform Personal Development Plan | |  | | | |  |

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| **Outcome of Final Assessment:** | **Competent / Not yet competent** | | |
| **Learner signature:** |  | **Date:** |  |
| **Form completed by (signature):** |  | **Date:** |  |
| **Tutor/Assessor signature:** |  | **Date:** |  |

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| **Tutor/Assessor comments (if observation completed by IQA lead)** |  |

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| **Details of Referral** |
| *To include:*   * *Reason for referral* * *Evidence of reason* * *Specific areas where outcome has not yet been evidenced* * *Actions required in order to demonstrate outcome* * *Next steps for the instructor* |