## Delivery Quality: EQA visits

|  |
| --- |
| **Visit details** |
| Bikeability training provider name |
| Date of observation |
| Quality consultant name(s) |
| Names of instructors observed |
| Level delivered: |
| Instructor / rider ratio |
| Timing and duration of the observed activities |
| Activity location/s (school and roads used) |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summary practical delivery** | **Evident** | **Not evident** | | **Evidence/Details** |
| Movement of groups is well managed, ridden where possible. (CTDG p. 51) |  |  | |  |
| Training sites and routes to sites are risk assessed and appropriate for training (CTDG p. 46) |  |  | |
| Instructor positions enable accurate rider observation and dynamic risk management (CTDG p.35) |  |  | |
| Demonstrations are accurate and observed by all riders (CTDG p. 31) |  |  | |
| Discussions are engaging, and questions are used to check rider understanding (CTDG p. 28) |  |  | |
| Instructor communications are clear, concise and understood by the riders (CTDG p. 28) |  |  | |
| Activities are delivered in logical sequences and combinations (CTDG p. 28 and activity templates) |  |  | |
| Teaching results in rider improvement (CTDG p.25 and activity templates) |  |  | |
| Feedback is interactive, positive and improves performance (CTDG p. 25 - 43) |  |  | |
|  |  | | | |
| **Delivery management** | **Evident** | | **Not evident** | **Evidence/Details** |
| All paperwork is in place (registers, consent, risk assessments, incident reporting procedures) (CTDG p. 28 and 46) |  | |  |  |
| All cycles, helmets and clothing have been checked and are appropriate (CTDG p. 29) |  | |  |
| Instructors are well organised and professional (CTDG p. 25) |  | |  |
| Instructors always manage rider behaviour effectively (CTDG p. 25 - 43) |  | |  |
| Rider assessments against National Standard criteria are signed off accurately (CTDG p. 62 and activity templates) |  | |  |

|  |  |
| --- | --- |
| **Maximising active learning**  (CTDG p. 29-30) |  |
| **Strengths** | **Evidence** |
|  |  |
|  |  |
|  |  |
| **Areas for improvement** | **Evidence** |
|  |  |
|  |  |
|  |  |

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 key skills
3. Discussing – asking and answering questions, receiving and giving feedback focused on the four key skills

|  |  |  |  |
| --- | --- | --- | --- |
| The four key skills and independent decision making are communicated throughout Bikeability delivery | Evident | Not evident | Evidence/Details |
| Making good and frequent observations |  |  |  |
| 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 way to others or take priority |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Delivery principles  Instructors embed the delivery principles in delivery practice (CTDG p. 26) | Evident | Not evident | Evidence/Details |
| **Realistic:** was road training delivered in real environments with sufficient traffic to require the four key skills? |  |  |  |
| **Empowering:** Did riders have sufficient opportunity to demonstrate independent decision making, including reflecting on theirs and others decisions? |  |  |  |
| **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 the instructors coach riders to perform each activity well (following the instructing points in activity templates)? |  |  |  |
| **Continuous assessment**: did riders receive continuous assessment and feedback that transferred responsibility for progression to the rider? |  |  |  |

|  |  |
| --- | --- |
| **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 and safety procedures) * Bikeability in general, the Bikeability Trust |  |

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

**Level 1 Activities**

Please refer to the delivery guide and activity templates for more information

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Seen by consultants** | **Strengths** | **Areas for improvement** |
| Preparing for cycling |  |  |  |
| Pushing your cycle |  |  |  |
| Getting on and off your cycle |  |  |  |
| Starting stopping and controlling your cycle |  |  |  |
| Stopping quickly and managing hazards |  |  |  |
| Using gears |  |  |  |
| Looking behind riding with 1 hand and signaling |  |  |  |
| Sharing space off road with pedestrians and other riders |  |  |  |
| Planning for and planning a journey |  |  |  |

**Level 2 Activities**

Please refer to the delivery guide and activity templates for more information

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Seen by consultants** | **Strengths** | **Areas for improvement** |
| Starting and finishing an on-road journey |  |  |  |
| Cycling in suitable riding positions and passing parked vehicles |  |  |  |
| Passing minor roads and crossroads |  |  |  |
| Turning left into a minor road and right into a major road |  |  |  |
| Turning right into a minor road and left into a major road |  |  |  |
| Using roundabouts |  |  |  |