

1st4sport Level 3 Certificate for Tutors and Assessors in National Standard Cycle Training

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

Our Mission: To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

Our Direction: We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

Qualification Specification

Title:	1st4sport Level 3 Certificate for Tutors and Assessors in National Standard Cycle Training
Qualification Overview:	Prepares learners to develop and support cycle training instructors in line with the National Standard for Cycle Training
Qualification Code:	24QCTACT3
Qualification Regulation Number:	610/4036/8
Guided Learning Hours (GLH):	92
Total Qualification Time (TQT):	152
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/04/2024
Qualification Review Date:	31/03/2026
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to tutor and assess Trainee Cycle Instructors in delivering cycle training to the National Standard for Cycle Training..
Qualification Purpose:	Confirm competence in an occupational role to the standards required

Who is this qualification for?

The 1st4sport Level 3 Certificate for Tutors and Assessors in National Standard Cycle Training is designed for learners who aspire to tutor and assess Trainee Cycle Instructors in accordance with the National Standard for Cycle Training. Prior to commencing on this qualification, learners must already hold a regulated and recognised qualification for delivering national standard cycling training at level 2 and have evidence of current recent CPD relating to cycling training.

Qualification Progression

Learners could progress onto the: 1st4sport Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. The knowledge and skills learners develop through the 1st4sport Level 3 Certificate for Tutors and Assessors in National Standard Cycle Training can support learners to progress onto qualifications within the sport and physical activity industry, including coaching, leadership and sports development and qualifications within the education and training sector, including teaching and assessing.

This qualification may lead to paid or voluntary roles as a Tutor and/or as an Assessor for Trainee Cycle Instructors to ensure Trainee Cycle Instructors deliver in accordance with the National Standards for Cycle Training.

Entry Requirements

Learners must be a minimum of 18 years old at registration and 20 years old at certification.

Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 18 years of age
- be able to undertake this assessment in English or Welsh (if available)

Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 4 of 4 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

Mandatory Units

Unit ID	Unit Title	GLH
K/651/0531	Understanding the Tutor's roles, responsibilities, and relationships within the National Standard for Cycle Training	23
L/651/0532	Facilitating Learning and Development in groups when Tutoring the National Standard for Cycle Training	23
T/651/0553	Understanding the principles and practices of assessment for an Assessor for the National Standard for Cycle Training	23
R/651/0561	Assessing Vocational and Work-Related Environments within the National Standard for Cycle Training as a Tutor/Assessor	23

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Understanding the Tutor's roles, responsibilities, and relationships within the National Standard for Cycle Training
Unit Aim	This unit aims to develop a learner's understanding of the roles, responsibilities, and relationships between key professionals within National Cycle Training, including but not limited to Tutors, Assessors, Internal Quality Assurers (IQA), Provider Managers and The Bikeability Trust.
Unique Unit Number	K/651/0531
Unit Assessment Method(s)	Coursework
Assessment Specification	

Learning Outcome: 1. Understand the key professionals within the National Standard for Cycle Training

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Describe who the key professionals are within the National Standard for Cycle Training	Who the key professionals are within National Cycle Training, including Tutors, Assessors, Internal Quality Assurers, Trainee Cycle Instructors, Provider Managers and The Bikeability Trust.

Learning Outcome: 2. Understand the relationships and remit of key professionals within the National Standard for Cycle Training

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Explain the relationships between key professionals within the National Standard for Cycle Training	The relationships between key professionals within National Cycle Training, including Tutors, Assessors, Internal Quality Assurers, Trainee Cycle Instructors, Provider Managers and The Bikeability Trust.
2.2 Assess the remit of key professionals within the National Standard for Cycle Training	explaining the professional boundaries between and the scope of practice of key professionals, including Tutors, Assessors, Internal Quality Assurers, Trainee Cycle Instructors, Provider Managers and The Bikeability Trust within National Cycle Training.
2.3 Establish organisations for referrals to support individual needs	The key organisations and professionals to signpost Trainee Cycle Instructors to support individual needs and how to access these.

Learning Outcome: 3. Understand the roles and responsibilities of key professionals within the National Standard for Cycle Training

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Explain the roles and responsibilities of the Tutor within the National Standard for Cycle Training	The main roles and responsibilities of Tutors within cycle training in alignment with the Highway Code and the National Standard for Cycle Training.
3.2 Explain the roles and responsibilities of a Training Provider Manager within the National Standard for Cycle Training	The Provider Manager's role and responsibilities in supporting the development of Trainee Cycle Instructors to deliver the National Standard for Cycle Training.
3.3 Explain the roles and responsibilities of Internal Quality Assurers within the National Standard for Cycle Training	The roles and responsibilities of the Internal Quality Assurance Lead and support staff, such as Internal Quality Assurers within National Cycle Training.
3.4 Explain the roles and responsibilities of Trainee Cycle Instructors within the National Standard for Cycle Training	The roles and responsibilities of Trainee Cycle Instructors, their relationships with Training Providers, school representatives and riders and their responsibilities including the duty of care of riders, delivery of safe training and completing assessment outcomes.

Learning Outcome: 4. Understand key National Standard Cycle Training legislation and delivery guidance

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Clarify the key content of The Highway Code in relation to Role 6 of the National Standard for Cycle Training	Explaining and clarifying the key content within The Highway Code that is applicable to cycling and Role 6 of the National Standard clearly and concisely.
4.2 Analyse the key components of the National Standard for Cycle Training	The principles of the National Standard for Cycle Training, in terms of the different National Standard Roles, units and elements, what roles they are required to deliver and adhere to, where to access the National Standard, the scope for flexibility within the course while delivering National Standard outcomes and maximising learning opportunities
4.3 Critically review associated cycle training delivery guidance	Identifying elements to support the role of a Trainee Cycle Instructor, such as: <ul style="list-style-type: none"> • The Cycle Training Delivery Guide • The Activity Templates • The Ride Guide

Learning Outcome: 5. Understand core organisational policies and procedures that influence the practices of Trainee Cycle Instructors within the National Standard Cycle Training

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Describe the key organisational policies and procedures that influence the practices of Trainee Cycle Instructors within the National Standard Cycle Training	The key organisational policies and procedures applicable to their organisations that influence the roles and responsibilities of Cycle Training Instructors, including but not limited to: <ul style="list-style-type: none"> • health and safety • equality and diversity • Data Protection • GDPR • child and adult safeguarding organisational policies and handbooks

Learning Outcome: 6. Be able to comply with National Standard Cycle Training registration requirements

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Clarify the registration requirements for Tutor and Assessors within National Cycle Training	The registration requirements and associated processes for professional bodies related to National Cycle Training, specifically to the roles of a Tutor and Assessors.
6.2 Comply with the registration requirements for Tutor and Assessors within National Cycle Training	Complying with the associated processes and registration requirements for Tutors and Assessors within National Cycle Training.

Unit Title	Facilitating Learning and Development in groups when Tutoring the National Standard for Cycle Training
Unit Aim	This unit develops the learner's understanding of how to plan and facilitate safe and inclusive group learning and development activities congruent with the National Standard for Cycle Training requirements and ways to adapt these to support individual needs, styles, and preferences.
Unique Unit Number	L/651/0532
Unit Assessment Method(s)	Coursework
Assessment Specification	<p>Learners must carry out a minimum of:</p> <ul style="list-style-type: none"> • 1 x 30-minute micro-teach in a peer-to-peer simulated environment • 1 x 60-minute micro-teach in a work-based environment, which comprises of • a 15-minute micro-teach and 45 minutes of practical observation

Learning Outcome: 1. Understand the key principles of facilitating learning and development in groups

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Explain the purposes of group learning and development	The purpose and aims of group learning and development in cycle training and in different environments.
1.2 Critically review the strengths and limitations of facilitating learning and development in groups	The strengths and limitations of group learning and development, implications of facilitating learning and development in groups in cycle training and in different environments.
1.3 Explain the importance of reflecting group dynamics when facilitating learning and development in groups	<p>The importance of group dynamics and reflecting this when delivering learning and development in groups, including,</p> <ul style="list-style-type: none"> • group norms and individual personalities • group relationships and influence of power • group development - forming, storming, norming, performing • social influences <p>effects on interaction and behaviour</p>

Learning Outcome: 2. Understand how to prepare to facilitate group learning and development activities

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Describe how to prepare to facilitate group learning and development activities	<p>How to prepare to deliver and facilitate group learning and development activities in cycle training and in different environments., e.g.,</p> <ul style="list-style-type: none"> • setting clear goals • structuring discussions • using appropriate questioning techniques <p>Using varied resources and delivery methods, e.g., group work and discussion.</p>
2.2 Analyse delivery methods for facilitating learning and development in groups	<p>The different delivery methods, including role play, used for facilitating learning and development in groups, when to use each method, and how each method can support meeting the needs of different groups in cycle training and in different environments.</p>

Learning Outcome: 3. Understand how to facilitate inclusive group learning and development activities

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Discuss the importance of communication in group learning and development activities	<p>The importance of communication, types of verbal and non-verbal communication, and when to use different communication methods in group learning and development in cycle training and in different environments</p>
3.2 Describe ways to promote inclusive group learning and development activities	<p>The importance of and ways to promote inclusive group learning and development activities to include:</p> <ul style="list-style-type: none"> • appropriate behaviour • respect for others • ground rules • safe • supportive • professional boundaries • setting out objectives • listen to others
3.3 Explain the reasons for complying with professional and industry standards and practices	<p>The importance of aligning practice to professional and industry standards and practices, relevant organisational codes of practice (National Standard - Role 6/UK Coaching Code of Conduct), highlighting aspects relating to behaviour and respect. The typical consequences of not complying with professional and industry standards and practices.</p>

<p>3.4 Explain the importance of identifying and meeting the needs of Trainee Cycle Instructors</p>	<p>Why it is important to identify the individual needs of Trainee Cycle Instructors and how identifying their needs, preferences, and styles can enhance group learning and development activities, an explanation of how to identify needs, such as using initial assessments, interviews, and discussions, and where to signpost them to access appropriate support.</p>
<p>3.5 Explain ways to include all Trainee Cycle Instructors within group learning and development activities</p>	<p>How to include and involve all Trainee Cycle Instructors within group learning and development activities, and how to maintain a supportive and inclusive learning environment. An explanation of what a safe and supportive learning environment is, i.e., Maslow hierarchy of needs. When and how to use groups to support individual learning when delivering the Level 2 in Cycle Training course.</p>
<p>3.6 Analyse ways to promote equality and diversity in group learning and development activities</p>	<p>What the terms inclusive, equitable, equality and diversity mean. Different ways to promote equitable, inclusive, diversity and equality when facilitating learning and development in groups, in accordance with the National Standard for Cycle Training and giving examples and within different environments. A summary of equality legislation and how it could impact upon teaching, learning and assessment.</p>
<p>3.7 Explain how different theories of learning can influence group learning</p>	<p>The importance of and the different theories of learning, and how these can support personalised and group learning. Learners compare a minimum of two learning theories, such as but not limited to, behaviourism, cognitivism, constructivist, and how these can influence personalised and group learning and the learning process.</p>
<p>3.8 Discuss ways to give feedback</p>	<p>What constructive feedback is and its key features, ways to give different types of constructive feedback on an individual one-to-one basis and to a group, including the different questioning techniques, different ways of testing skills and knowledge acquired by individuals.</p> <ul style="list-style-type: none"> • giving feedback, including how, when, where and why • records of feedback given • how feedback supports learning and motivation <p>how to obtain feedback on performance in a non-defensive way</p>
<p>3.9 Provide feedback to support trainee cycle instructors' progression</p>	<p>Providing constructive, concise, clear, and accurate feedback to Trainee Cycle Instructors, using examples to support their application of learning, development, and progression.</p>

Learning Outcome: 4. Understand how to safely facilitate group learning and development activities

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Explain ways to manage risks when facilitating group learning and development activities	<p>How to maintain a safe and supportive learning environment, including risk assessments.</p> <p>ways to manage risks without undermining training messaging or hindering instructor progression when facilitating learning and development in groups and in real indoor (enclosed spaces) and outdoor (open spaces) cycling environments.</p> <p>To include:</p> <ul style="list-style-type: none"> • the potential risks to individuals and how to manage them • the potential risks to the group and how to manage them <p>The potential risks to learning in real cycling environments</p>
4.2 Describe how to safeguard others when facilitating group learning and development activities	How to safeguard others, including Trainee Cycle Instructors, when facilitating learning and development in groups and how to maintain these.

Learning Outcome: 5. Understand ways to monitor Trainee Cycle Instructors progress when facilitating group learning and development activities

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Explain ways to monitor Trainee Cycle Instructors progress when facilitating group learning and development activities	Ways to monitor and record Trainee Cycle Instructors progress within group learning and development activities.
5.2 Describe how to check the understanding of Trainee Cycle Instructors	How to check and record the understanding of Trainee Cycle Instructors and affirm understanding through demonstrations and explanations.

Learning Outcome: 6. Understand how to adapt group learning and development activities

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Analyse ways to overcome barriers to learning when facilitating group learning and development activities	Identifying potential and actual barriers when facilitating group learning and development activities and analysing different methods to overcome these barriers.
6.2 Explain how to adapt delivery based on feedback	How to adapt delivery based on evidence and feedback from Trainee Cycle Instructors in groups and on a one-to-one basis.

Learning Outcome: 7. Be able to facilitate group learning and development activities

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Justify chosen delivery methods	Justifying their selected delivery methods when facilitating group learning and development activities, such as Tutor Led, Learner centred, and learner-driven, to ensure learner progress with the group dynamics, learning objectives and individual needs of learners.
7.2 Engage with others to set out group and individual learning objectives	Engaging with others to share and clarify the chosen delivery methods and activities with Trainee Cycle Instructors to facilitate group learning and development activities, ensuring they meet individual and group learning aims and objectives.
7.3 Implement facilitating group learning and development activities	Implementing the facilitation of group learning and development activities to meet learning aims and objectives and individual Trainee Cycle Instructors needs, while enabling them to demonstrate National Role 6 (Unit 6.1 to 6.4) and deliver National Standard Role 1 to 4
7.4 Demonstrate National Standard for Cycle Training skills and techniques to others	Demonstrating and explaining skills and techniques contained within the National Standard for Cycle Training identified in Unit 1, Learning Outcome 4, Assessment Criteria 4.2, to others during delivery to groups and individuals.
7.5 Monitor risks while facilitating group learning and development activities	Continually monitoring and managing individual and group risks during delivery in real cycling environments and in enclosed premises.
7.6 Develop environments to promote learning	Developing an environment which promotes learning for all.

Learning Outcome: 8. Be able to instruct Trainee Cycle Instructors

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 Provide instructions to Trainee Cycle Instructors in the delivery of the National Standard for Cycle Training	Providing instructions to Trainee Cycle Instructors clearly, accurately, fairly, and respectfully to demonstrate Role 6 (Units 6.1 to 6.4) and deliver Roles 1 to 4 of the National Standards for cycle training.
8.2 Supervise Trainee Cycle Instructors in the delivery of the National Standard for Cycle Training	Supervising Trainee Cycle Instructors to demonstrate Role 6 (Units 6.1 to 6.4) and deliver Roles 1 to 4 of the National Standards for cycle training.
8.3 Monitor Trainee Cycle Instructors' progress in the delivery of the National Standard for Cycle Training	Monitoring Trainee Cycle Instructors progress, learning and development to demonstrate Role 6 (Units 6.1 to 6.4) and deliver Roles 1 to 4 of the National Standards for cycle training.

Learning Outcome: 9. Be able to engage with groups to reflect on their individual progress in group learning and development activities

Assessment Criteria The learner can:	Indicative Delivery Content
9.1 Engage with Trainee Cycle Instructors to support self-evaluation	Engaging with Trainee Cycle Instructors to support self-reflection and self-evaluations on their learning and development undertaken in groups and the learning process as a whole.
9.2 Critically review individual responses to group learning and development activities	What reflective practice is, and how it supports learning. Critically reviewing the responses from individuals to their learning and development in a group environment.
9.3 Supervise Trainee Cycle Instructors to improve future self	Supervising Trainee Cycle Instructors to improve their future self in terms of: <ul style="list-style-type: none"> • setting out objectives for improving professional practice • identifying continual Professional Development (CPD) opportunities to help support own self-development to address any developmental needs • conducting a learning needs analysis • the aims and objectives of the organisation (The Cycle Training Provider) <p>creating action plans using SMART objectives</p>

Unit Title	Understanding the principles and practices of assessment for an Assessor for the National Standard for Cycle Training
Unit Aim	This unit develops a learner's understanding of the principles and requirements of assessment, the assessment processes, different assessment methods, how to plan assessments and ways to adapt assessments to meet individual learner needs within National Cycle Training and within different environments.
Unique Unit Number	T/651/0553
Unit Assessment Method(s)	Coursework
Assessment Specification	

Learning Outcome: 1. Understand the principles and requirements of assessment

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain the purpose of assessment	The purpose and function of assessment within different environments and within cycle training.
#Error	<p>The key concepts and principles of assessment that underpin all assessments within different environments and within cycle training. At a minimum, this must include:</p> <ul style="list-style-type: none"> • Valid • Authentic • Sufficient • Reliable • Current • Fair • Realistic.
1.3 Explain the roles and responsibilities of an Assessor	The role and responsibilities of an Assessor, such as working in line with an organisation, i.e. The Bikeability Trust, Awarding Organisation; working with the Internal Quality Assurer (IQA); attending standardisation events. Creation of assessment plans, providing information and guidance.
1.4 Analyse the key regulations relevant to the assessment of National Standard Cycle Training	The Codes of Practice (COPs) or Standing Operating Procedures (SOPs) relevant to their workplace and explain why these are important (such as Disclosure and Barring Service (DBS) or First Aid)
1.5 Evaluate assessment requirements	The different assessment requirements, including equality, diversity, language of assessment, Trainee Cycle Instructor needs, compliance with qualification requirements, and accessibility guidance.
1.6 Explain the key considerations when designing accessible assessments	The importance of designing accessible assessments and the key considerations, such as, the various learning styles, individual needs and preferences, how to design inclusive and accessible assessments and sources of information to support assessment design.

Learning Outcome: 2. Understand the different types of assessment used within simulated and work-related environments

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Differentiate between types of assessment within different environments	The different types and characteristics of assessment used within simulated and work-related environments within different environments and within cycle training. the suitability and use of different assessment methods to assess set criteria within different environments and within cycle training, such as, formative, summative, formal, and informal which can be applied within course delivery and assessment.
2.2 Critically compare the strengths and limitations of different assessment methods within simulated and work-related environments	The strengths and limitations of a minimum of eight assessment methods used in simulated and work-related environments within different environments and within cycle training.

Learning Outcome: 3. Understand how to plan assessment

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Analyse key factors to consider when planning assessment	The key internal and external factors and identifying the key considerations when planning assessments to develop and plan assessments with achievable objectives and priorities. The initial assessment or training needs analysis prior to learners coming onto an L2 Instructor Cycle Training course.
3.2 Explain how to plan a holistic approach to assessment	The planning process and approach an Assessor would go through when prescribed assessment tasks which involve a range of units and potential subjects, as with the delivery of the Level 2 Instructor Cycle Training course and within different environments.
3.3 Evaluate the benefits of using a holistic approach to assessment	The benefits of using a holistic approach to assessment, and how the Evidence Triangle can be applied within the Level 2 Instructor Cycle Training course: Performance; Knowledge and Understanding; Products of Work.
3.4 Summarise the risks associated with assessment activities	Summarising potential and actual risks relating to their planned assessment activities, such as health and safety and equipment, facilities, environment, and people, which may impact the integrity of assessment(s).

Learning Outcome: 4. Be able to implement strategies to mitigate risks when planning assessment

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Record risks associated with their assessment activities	Recording a minimum of three potential or actual risks associated with their chosen assessment activities
4.2 Produce mitigation strategies to mitigate risks when planning assessment	Producing mitigation strategies for a minimum of three potential or actual risks associated with their chosen assessment activities, as recorded in AC4.1.
4.3 Implement strategies to mitigate risks when planning assessment	Implementing mitigation strategies to overcome the risks associated with their chosen assessment activities

Learning Outcome: 5. Understand how to involve Trainee Cycle Instructors and others in the planning of assessment

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Explain the importance of involving Trainee Cycle Instructors and others in the planning of assessment	How working in partnership with others, such as Trainee Cycle Instructors, other Instructors and/or employers, can support the assessment process and planning.
5.2 Summarise types of information that should be made available to Trainee Cycle Instructors and others involved in the planning of assessment	The types and sources of information which details the learning outcomes and assessment criteria of the qualification (Level 2 Instructing Cycle Training course), including what Trainee Cycle Instructors need to understand, the assessment process and the assessment methods to be used.
5.3 Explain how peer and self-assessment can support the assessment process	What peer and self-assessment are, the rationale behind peer and self-assessment and how each can support the assessment planning and associated processes.
5.4 Describe how peer and self-assessment can support the learning of Trainee Cycle Instructors	How peer and self-assessment can help to promote trainee cycle instructor, learning, and involvement while encouraging personal responsibility within the assessment of a Level 2 Instructing Cycle Training course.

Learning Outcome: 6. Understand how to make and evidence assessment decisions

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Assess how to make assessment decisions	<p>How to make assessment decisions, and how to judge whether evidence is:</p> <ul style="list-style-type: none"> • valid • authentic • reliable • current • sufficient • realistic <p>How each principle relates to the context of a Level 2 Instructing Cycle Training course.</p>
6.2 Evaluate how to evidence assessment decisions	<p>Evidencing and justifying assessment decisions, ensuring decisions are:</p> <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair <p>What data can be used to evidence assessment decisions.</p> <p>How each principle relates to the context of a Level 2 Instructing Cycle Training course.</p>
6.3 Analyse how feedback and questioning can contribute to the assessment process	<p>The types of feedback and questioning, and how these can be evidenced and contribute to the assessment process, activities, and assessment decision-making process. how both formal and informal assessment and questioning/answer can check for learning, understanding and progress. a Feedback model (e.g. GROW).</p>
6.4 Critically compare the strengths and challenges of using technology in the assessment process	<p>The strengths and challenges of technology in the assessment process use of technology, online learning and assessment systems, Artificial Intelligence (AI), e-portfolios, livestream video assessment and recorded video evidence.</p>

Learning Outcome: 7. Understand the role of quality assurance within assessment activities

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Evaluate the role of quality assurance within assessment activities	The different forms of quality assurance that apply to cycle training; this should include Internal/external/moderation. The importance of quality assurance processes within assessment activities, how the quality assurance process supports the integrity of the assessments and qualifications - i.e. the Internal Quality Assurance (IQA) strategy.
7.2 Explain the role of standardisation within quality assurance	What standardisation is, its role within the assessment process, and how standardisation relates to quality assurance activities, policies and procedures
7.3 Describe the organisational quality assurance and standardisation procedure	Their own organisational quality assurance and standardisation procedure of assessment.
7.4 Describe the organisational procedure to follow should assessments be disputed	The organisational procedures regarding assessment disputes, appeals and complaints procedures and how to follow these.

Learning Outcome: 8. Understand the key legislative and industry requirements associated with assessment

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 Explain the key legislative and industry requirements associated with assessment	The key national legislation and industry requirements associated with assessment including data protection, equality and diversity, health and safety at work, and safeguarding and associated industry assessment requirements.
8.2 Clarify the importance of following procedures for managing data and information relating to assessment	The importance of following procedures to manage data and information relating to assessment, and the key principles of handling records to meet auditing and regulatory requirements. Include General Data Protection Regulations and how this relates to the role of a Tutor/Assessor
8.3 Explain the importance of keeping Trainee Cycle Instructor assessment records	The importance of retaining, recording, and maintaining Trainee Cycle Instructor assessment records and achievements
8.4 Summarise organisational procedures relating to managing Trainee Cycle Instructor assessment records	Explanation of organisational procedures for storing and maintaining Trainee Cycle Instructor records

Learning Outcome: 9. Understand how to adapt assessment

Assessment Criteria The learner can:	Indicative Delivery Content
9.1 Explain ways assessment methods can be adapted	How different assessment methods can be adapted to meet individual Trainee Cycle Instructor needs, styles and preferences.

Unit Title	Assessing Vocational and Work-Related Environments within the National Standard for Cycle Training as a Tutor/Assessor
Unit Aim	This unit develops a learner's skills to prepare, plan, and conduct individual Trainee Cycle Instructors assessments in accordance with legislative and organisational requirements within National Cycle Training.
Unique Unit Number	R/651/0561
Unit Assessment Method(s)	Coursework
Assessment Specification	<p>Learners must be observed assessing Trainee Cycle Instructors in real-life environments; simulated environments are not accepted. The Trainee Cycle Instructor must be assessed whilst completing assessments on a Level 2 Instructing Cycle Training course. The assessment decisions must contribute to the unit/qualification/standard being awarded to the Trainee Cycle Instructor.</p> <p>There must be evidence of carrying out at least two assessments with two different learners (four assessments in total); within this, the learner must use a minimum of three industry-recognised assessment methods.</p> <p>Learners can select from the following assessment methods:</p> <ul style="list-style-type: none"> • Coursework • Professional Discussion • Observation of Performance <ul style="list-style-type: none"> ◦ Trainee Cycle Instructor final assessment ◦ Assessment of tutor assessor delivering the Level 2 Award in Instructing Cycle Training • Portfolio of evidence <ul style="list-style-type: none"> ◦ Assessment of support for learners during the cour

Learning Outcome: 1. Be able to prepare assessments

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Evaluate chosen assessment methods	Evaluation and justifications for the chosen assessment methods in relation to ensuring assessments meet requirements and legislation such as equality, diversity, the language of assessment, individual learner needs, compliance with qualification requirements, align with accessibility and legislative guidance. Evidence that their assessment methods are valid, authentic, current, sufficient reliable, fair, and realistic and achieve the assessment criteria.
1.2 Prepare resources and conditions required for assessments	Preparing resources and conditions required for cycle training assessment, such as equipment, materials, instruction sheets, online logins, booking rooms, question papers, instruction sheets, etc. the environment for the assessment and any controlled conditions, for example, those required for simulations.
1.3 Coordinate others to support assessment activities	Coordinating other staff, i.e. Tutors, Internal Quality Assurers, and organisation managers, in relation to conducting the cycle training assessment and activities.

Learning Outcome: 2. Be able to produce individual assessment plans

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Produce individual assessment plans	producing detailed individual assessment plans for cycle training, ensuring the plans clearly set out the purpose, the method of assessments used to meet individual needs congruent with the qualification specification requirements, organisational policies, and procedures, and aligns with the National Standard of Cycle Training Role 6 (Units 6.1 to 6.4) and the Cycle Training Delivery Guide.
2.2 Discuss the assessment process and activities with Trainee Cycle Instructors	Discussing and explaining the cycle training assessment process to Trainee Cycle Instructors ahead of the assessment, confirming their understanding of what is expected of them, the assessment requirements, schedule, and individual assessment plans.

Learning Outcome: 3. Be able to conduct assessments

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Carry out assessments	Carry out cycle training assessments on Trainee Cycle Instructors as per individual assessment plans.
3.2 Comply with legislation and regulatory guidance to meet assessment requirements	Complying with assessment, regulatory and legislative guidance to meet assessment requirements, authentic identification of Trainee Cycle Instructors, the assessment was conducted in the expected conditions with no malpractice or maladministration, started and finished at the correct time, correct assessment paper issued to candidates, etc.
3.3 Engage with Trainee Cycle Instructors to give support during assessments	Supporting Trainee Cycle Instructors when undertaking assessments, such as replacing a faulty item of equipment and overseeing reasonable adjustments (where permitted/applicable) Use of Q&A to close gaps in performance evidence.

Learning Outcome: 4. Be able to make assessment decisions

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Analyse evidence of assessment practice	Assessing Trainee Cycle Instructors assessment evidencing compliance with the required standards/criteria, grading scheme, organisational policies and procedures.
4.2 Provide assessment feedback	<p>Providing clear, constructive, and accurate feedback continually to Trainee Cycle Instructors regarding their assessments.</p> <p>The feedback must:</p> <ul style="list-style-type: none"> • include assessment outcomes/achievements • identify progress • any further learning and assessment requirements • areas for improvements
4.3 Provide evidence to support assessment decisions	Providing evidence to support and justify assessment decisions against the required standards/criteria, grading scheme, organisational policies and procedures.
4.4 Undertake standardisation processes and procedures	Complying with standardisation processes and procedures as set out by the Internal Quality Assurer and own organisation before, during and after assessing assessment.

Learning Outcome: 5. Be able to maintain learner assessment information and records

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Monitor Trainee Cycle Instructor assessment records	Continually monitor, record, and manage Trainee Cycle Instructor assessment records, including Trainee Cycle Instructor outcomes and progress records.
5.2 Comply with legislative and organisational guidance when recording and sharing Trainee Cycle Instructor achievements	Complying with GDPR, confidentiality, Data Protection, organisational policies and procedures when recording and sharing learning achievements and progress of Trainee Cycle Instructors with others.
5.3 Provide others with Trainee Cycle Instructor assessment records	Providing authorised colleagues with the assessment information of Trainee Cycle Instructors, such as, assessment outcomes and progress, in accordance with organisational policies and procedures.

Learning Outcome: 6. Be able to comply with legislation and organisational policies and procedures when assessing

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Comply with legislative guidance when assessing	Complying with legislation such as: <ul style="list-style-type: none"> • equality and diversity • health and safety • confidentiality • welfare
6.2 Comply with organisational guidance when assessing,	Complying with organisational policies and procedures such as: <ul style="list-style-type: none"> • Internal Quality Assurance (IQA) • safeguarding • wellbeing
6.3 Apply legal requirements when assessing	Applying legal requirements for equality, diversity, and all relevant organisational policies and procedures

Learning Outcome: 7. Be able to evaluate own role as an assessor

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Explain the contribution of reflective practice and continuing professional development in the assessment process	The value and importance of reflective practice and continuing professional development in the assessment process.
7.2 Evaluate own role as an Assessor	Reviewing evidence from different perspectives on their conduct as an Assessor and come to a valid conclusion or reasoned judgment of what worked well and areas for improvement, how they have evaluated the four assessments they have carried out and what learning points they have identified.
7.3 Record own self-development goals	Record self-development goals and objectives to improve their own professional practice, including Continuing Professional Development (CPD) opportunities.
7.4 Undertake Continuing Professional Development (CPD) opportunities	Undertaking Continuing Professional Development (CPD) opportunities, ensuring that one's own personal development goals are in accordance with new developments in cycle training practice and industry standards, and monitoring any updates and changes to these.

Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

Tutor(s):

- hold or be working towards a Level 4 Certificate in Education and Training or equivalent
- hold a minimum of 2 years experience as a Tutor/Assessor
- be current in role of a Tutor and hold appropriate Continuing Professional Development (CPD)
- where an individual is working towards a qualification, an approval will be for a maximum of 6 months at any time before evidence of progress and/or completion is required. It is expected that the IQA risk rating and monitoring reflects this

Assessor(s):

- hold, or be working towards at a minimum, a Level 3 Assessor Qualification or equivalent
- hold a minimum of 2 years experience as an Assessor
- be current in role of an Assessor and hold appropriate Continuing Professional Development (CPD)
- where an individual is working towards a qualification, an approval will be for a maximum of 6 months at any time before evidence of progress and/or completion is required. It is expected that the IQA risk rating and monitoring reflects this

Internal Verifier(s) and Quality Assurer(s):

- hold, at a minimum, a Level 4 Internal Quality Assurance qualification or equivalent
- hold a minimum of 2 years experience as an Internal Quality Assurer (IQA)
- be current in role of an Internal Quality Assurer (IQA) and hold appropriate Continuing Professional Development (CPD)

Additional Qualification Requirements

The 1st4sport Level 3 Certificate for Tutors and Assessors in National Standard Cycle Training has been developed in partnership with The Bikeability Trust, the organisation responsible for providing and quality-assuring national standard cycle training to children and adults in the UK on behalf of the Department for Transport.

In deploying the workforce, the recognised centre must ensure that each course operates with a maximum of **SIX** learners to one approved tutor/ assessor. Centres must be mindful of the time required to conduct assessments when allocating the workforce to a course and, depending on learner numbers may find it beneficial to have additional tutors/assessors available for the Practical Demonstration and Observations. Learning programmes are based on having **TWO** assessors for a cohort of **TWELVE** learners.

The observed assessments must be conducted on a 1:1 basis.

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