**INSTRUCTOR OBSERVATION FORM.v1.1**

This instructor observation form is to be used by all Bikeability Training providers when observing their instructors. Each instructor should receive as a minimum one observation per year. Training providers may find it useful to first observe and then fill in the form on reflection before meeting with the instructor to give feedback. Each section has a reference to the Bikeability Delivery Guide (BDG) where appropriate.

This form is intended to guide the Training provider in highlighting which areas an instructor need to work on and in which areas they are excelling. The observation should be used to guide professional development plans and the Training provider’s Quality Assessment Plan. All forms must be discussed in a supportive manner.

|  |
| --- |
| Instructor name and registration number: |
| Observer name: |
| Date of observation: |
| Level and module/s being delivered: e.g. Level 2 module 1.1 |
| Instructor / rider ratio: |
| Module’s location (school and roads used): |

|  |  |  |
| --- | --- | --- |
| **OBSERVATION FEEDBACK** | | |
|  | Instructor comment on delivery | Observer comment on delivery |
| What went well? |  |  |
| Areas to be improved? |  |  |

|  |  |  |
| --- | --- | --- |
| **ACTION PLAN** | | |
| Agreed actions for improving instruction | By whom? | By when? | |
|  |  |  | |
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|  |
| --- |
| **Signature instructor**  **Date** |
| **Signature observer**  **Date** |

**BIKEABILITY PRACTICAL DELIVERY**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Shown | Not shown | Evidence |
| Groups are moved by riding in a well-managed snake whenever possible (BDG p. 8) | ☐ |  |  |
| Training sites and routes to sites are risk assessed (BDG p. 10) |  |  |  |
| Instructor positions enable accurate rider observation and dynamic risk management (with swift intervention if necessary) (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) |  |  |  |

**DELIVERY MANAGEMENT**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Shown | Not shown | Evidence |
| All paperwork is in place (registers, consent, risk assessments, incident reporting) |  |  |  |
| All cycles, helmets and clothing have been checked and are appropriate |  |  |  |
| Instructors are well organised and professional |  |  |  |
| Instructors always manage rider behaviour effectively |  |  |  |
| Rider assessments against National Standard criteria are signed off accurately at the end of each module |  |  |  |

**FOUR CORE FUNCTIONS AND SYSTEMATIC ROUTINES**

Instructors should communicate these throughout Bikeability delivery

|  |  |  |  |
| --- | --- | --- | --- |
|  | Shown | Not shown | Evidence |
| **FOUR CORE FUNCTIONS** |  |  |  |
| 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 |  |  |  |
| **SYSTEMATIC ROUTINES** |  |  |  |
| Planning well in advance, anticipating and responding |  |  |  |
| Choosing the most suitable riding positions for different parts of the journey |  |  |  |
| Looking behind before communicating intentions and changing riding position |  |  |  |
| Knowing when to give way to others or take priority assertively |  |  |  |

**DELIVERY PRINCIPLES**

Instructors should embed these throughout Bikeability delivery

|  | Shown | Not shown | Evidence |
| --- | --- | --- | --- |
| **REALISTIC**: was road training delivered in real environments with sufficient traffic to require demonstration of 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 road 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 demonstrate National Standard assessment criteria before moving to the next module? |  |  |  |
| **CONTINUOUS ASSESSMENT**: did riders receive continuous assessment and feedback that transferred responsibility for progression to the rider? |  |  |  |

**INACTIVE LEARNING TIME LOG**

This is to be used in all observations.

Active learning involves riders:

* DISCUSSING – asking and answering questions, receiving and giving feedback focused on the four core functions
* WATCHING - actively observing demonstrations, looking for the four core functions
* DOING - cycling independently, remaining fully engaged throughout the training activity
* Instructors must engage riders in active learning for at least 80% of the delivery time, in which independent cycling is the predominant learning activity

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| --- | --- | --- |
|  | **TIME** | **NOTES** |
| **Total duration of session (min)** |  |  |
| One child’s ‘wheels moving time’ excluding snaking –  actual 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) |  |  |

**LEVEL 1 OBSERVATIONS**

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

|  | Told | Shown | Practiced | Min. no. rider turns | Error Corrections | Evidence |
| --- | --- | --- | --- | --- | --- | --- |
| 1.1 PREPARE MYSELF AND THE CYCLE | | | | | | |
| 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 |  |  |  |  |  |  |

**LEVEL 2 OBSERVATIONS**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Told | Shown | Practised | Min. no. rider turns | Error Corrections | Evidence |
| 2.1 CYCLE SAFELY AND RESPONSIBLY | | | | | | |
| 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 | | | | | | |
| 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 | | | | | | |
| 2.3a Negotiate junctions (turn at T Junctions, and at crossroads and roundabouts if present) |  |  |  |  |  |  |

**LEVEL 3 OBSERVATIONS**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Told | Shown | Practiced | Turns | Error Corrections | Evidence |
| 3.1 PLAN TO RIDE ASSERTIVELY (Mandatory) | | | | | | |
| 3.1a Plan a journey |  |  |  |  |  |  |
| 3.1b Ride assertively |  |  |  | NA |  |  |
| 3.2 RIDE EVERYWHERE CYCLING IS PERMITTED | | | | | | |
| 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 |  |  |  |  |  |  |