



Australian Government

Department of Education, Employment and Workplace Relations

AURB354601A Conduct cycling proficiency training

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency describes the skills and knowledge required to conduct individual and group instruction in safe cycling techniques. Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.
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Application of the Unit

Application of the unit	This unit applies to individuals who deliver cycling training in the community to promote safe and effective cycling in a road environment. It includes bicycle safety principles and bicycle handling skills, road safety skills and traffic awareness. The unit covers risk management processes, instructional methods and planning for trainers.
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan an instructional session for teaching cycling proficiency	1.1. Identify safe cycling techniques 1.2. Determine client needs and assess current skill level and experience of client group 1.3. Identify cycling skills to be taught or developed 1.4. Select a suitable site for the instructional session based on client needs and session aims 1.5. Plan appropriate instructional activities and sequence of instruction to facilitate and enhance the learning process 1.6. Access and prepare learning resources, equipment and technological aids to supplement instruction 1.7. Prepare contingency plans to cope with inclement weather and other factors that may affect the session 1.8. Conduct a risk assessment of the instructional activities and location and implement a risk management plan
2. Prepare for instructional session	2.1. Select and prepare equipment and other resources suitable for the instructional activities 2.2. Fit and adjust equipment, where appropriate, to suit the needs of individual clients 2.3. Check all equipment for compliance with safety and road use regulations and good working order 2.4. Ensure first aid and repair kits are suitably stocked 2.5. Arrange protective and safety clothing and equipment for each client, where required 2.6. Brief the clients on the aim of the session, safety practices and appropriate behaviour
3. Conduct drills, activities and games to instruct cycling proficiency	3.1. Select instructional methods to match client readiness, the learning environment, the activity and equipment available 3.2. Allocate sufficient space and resources for the drill, activity and/or game 3.3. Constantly monitor potential hazards and risks during instruction, and implement appropriate risk management processes to avoid hazards 3.4. Deliver clear, relevant and concise information, explanations and demonstrations to ensure drills, activities and games are in accord with best practice principles of cycling activities 3.5. Communicate clearly in a style appropriate to the

ELEMENT	PERFORMANCE CRITERIA
	client 3.6. Use learning resources and materials and technological aids where appropriate to supplement presentations 3.7. Observe clients to ensure the drills, activities and games are conducted in the correct manner 3.8. Observe client's skill execution and apply correctional techniques where required 3.9. Provide constructive feedback and encouragement 3.10. Perform demonstrations, where required, with a high level of technical correctness 3.11. Maintain group control to ensure a safe and enjoyable learning experience
4. Evaluate and review instruction methods	4.1. Use questioning techniques to monitor client understanding during instruction 4.2. Seek client feedback and provide opportunity for clients to comment and ask questions 4.3. Implement modifications to the instructional method in response to monitoring and feedback 4.4. Identify aspects needing further emphasis and attention for intervention in future sessions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- technical skills to the level required to safely control and manoeuvre a bicycle in road traffic, to adjust a bicycle to fit the rider and to operate audiovisual and technical equipment
- communication skills to the level required to ask relevant and appropriate questions, provide clear information and explanations, organise and give demonstrations, use listening skills, engage, motivate and connect with learners, and provide constructive feedback
- literacy skills to the level required to complete and maintain documentation, read and follow learning program/plan, and read and analyse learner information

REQUIRED SKILLS AND KNOWLEDGE

- interpersonal skills to the level required to maintain appropriate relationships, establish trust, use appropriate body language, maintain humour, demonstrate tolerance, manage a group and to relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- observation skills to the level required to monitor learner acquisition of new skills, assess learner communication and interaction with others, identify learner concerns, and recognise learner readiness to take on new skills/tasks
- problem-solving skills to the level required to plan and organise activities, identify potential hazards, and modify activities to suit client group
- reflection skills to the level required to identify areas for improvement and maintain personal skill development

Required knowledge

Required knowledge includes:

- characteristics and needs of various client groups
- content and requirements of best practice cycling proficiency programs, including safe cycling techniques, traffic rules and road use regulations
- drills, activities and games to develop cycling proficiency
- sources and availability of relevant learning resources and learning materials
- training techniques which enhance learning and when to use them, such as:
 - instruction and explanation
 - questioning
 - practice
 - written information
 - group/pair/team activities
 - individual activities
 - coaching skills
 - demonstration
- basic learning principles and different learning styles of children and adults
- applicable commonwealth, state or territory legislation, regulations, standards and codes of practice, including occupational health and safety (OHS), road traffic rules and environment, relevant to cycling proficiency training
- organisational policies and procedures, including quality requirements, reporting and recording procedures, and work organisation and planning processes, related to cycling proficiency training

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessors must be satisfied that the candidate can competently and consistently:

- observe safety procedures and requirements, including evaluating whether conditions are suitable to commence the session
- determine the range and type of activities, drills and games required to develop cycling proficiency skills appropriate to the client/group
- conduct activities, drills and games to develop cycling proficiency skills in accordance with accepted industry best practice
- instruct cycling proficiency skills over a minimum of three (3) occasions to different clients
- observe clients and recognise when and how intervention should take place to improve performance
- analyse client's skills and provide constructive feedback
- modify instructional methods and activities in response to observations and feedback
- review own performance and evaluate program outcomes.

Context of, and specific resources for assessment

- The application of competency is to be assessed in the workplace or a simulated environment that reflects as far as possible the actual working environment.
- Assessment is to occur using standard and authorised work practices, safety requirements and environmental constraints.
- Assessment is to comply with relevant regulatory requirements, including specified Australian standards.
- Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
- The following resources should be made available:
 - mechanically sound bicycle and helmet for each client
 - personal protective equipment, if needed
 - non-traffic areas and quiet roads

EVIDENCE GUIDE	
	• learning resources and materials.
Method of assessment	• Assessment must satisfy the endorsed Assessment Guidelines of this Training Package. • Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of Required Skills and Knowledge. • Assessment methods must be by direct observation of tasks and include questioning on Required Skills and Knowledge to ensure its correct interpretation and application. • Assessment may be applied under project-related conditions (real or simulated) and require evidence of process. • Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances. • Competence in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role.
Guidance information for assessment	Assessment processes and techniques must be culturally sensitive and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Safe cycling techniques	Safe cycling techniques include: • bicycle safety principles and bicycle handling skills • cycling skill and confidence • control techniques in relation to riding on the

RANGE STATEMENT	
	road • road safety skills and traffic awareness • road use regulations and traffic rules • advanced bike handling and traffic skills • all-round observation, signalling and manoeuvring • identifying and responding appropriately to hazards • safe cycling manoeuvres on busy roads using complex intersections and road features • adapting to weather conditions • correct bike set-up, saddle and headset adjustments
Best practice principles of cycling proficiency	Best practice examples include: • AustCycle teacher training program • National Coaching Accreditation Scheme (NCAS) CycleSkill coach training program • the codes of behaviour for trainers developed by industry peak bodies, including Cycling Australia, the Amy Gillett Foundation (AGF) and the Bicycle Federation of Australia (BFA) • overseas programs, such as the National Standard for Cycle Training (UK), CAN-BIKE (Canada) and BikeEd (USA)
Client characteristics	Client characteristics may include: • age, ethnicity, gender and disability • physical fitness and body type • cycling experience and skills level • language, literacy and numeracy levels • learning styles • specific needs
Safe learning environment	Safe learning environment may include: • mechanically sound bicycle and helmet • personal protective equipment and clothing, if needed • non-traffic areas and quiet roads • gradual progression to busier roads • suitable maximum group size
Learning resources and	Learning resources and materials may include:

RANGE STATEMENT	
materials	• CDs and audiotapes • commercially available materials • learning resources produced in languages other than English • organisational learning resources • record/log books • references and texts • videos • handouts for learners • prepared activity sheets • prepared presentations and overheads
Instructional methods	Instructional methods may include: • warm up and introductory activities • practice and repetition of skills • demonstration of skills • break down of complex skills into component parts • identification and correction of faults • constructive feedback • questioning • demonstrate, explain, demonstrate, instruct, critique, test (D.E.D.I.C.T.) • explain, demonstrate, instruct, critique, test (E.D.I.C.T.) • introduce, demonstrate, explain, apply (I.D.E.A.)
Information/documents	Information/documents may include: • verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets (MSDS), diagrams or sketches • safe work procedures related to cycling proficiency training • regulatory/legislative requirements pertaining to road and bicycle safety • engineer's design specifications and instructions • organisation work specifications and requirements • instructions issued by authorised enterprise or external persons

RANGE STATEMENT	
	• Australian standards
OHS requirements	OHS requirements are to be in accordance with applicable commonwealth, state or territory legislation and regulations, and organisational safety policies and procedures, and may include: • personal protective equipment and clothing • safety equipment • first aid equipment • hazard and risk control • elimination of hazardous materials and substances • manual handling, including shifting, lifting and carrying • emergency procedures
Legislative requirements	Legislative requirements are to be in accordance with applicable commonwealth, state or territory legislation, regulations, certification requirements and codes of practice, and may include: • award and enterprise agreements • industrial relations • road traffic rules • Australian standards • Australian Design Rules • road rules • confidentiality and privacy • OHS • the environment • equal opportunity • anti-discrimination • relevant industry codes of practice • duty of care
Organisational policies and procedures	Organisational policies and procedures may include: • quality policies and procedures, including Australian standards • OHS, sustainability, environment, equal opportunity and anti-discrimination • manufacturer specifications and industry codes of practice • safe work procedures

RANGE STATEMENT	
	reporting and recording procedures
Quality requirements	Quality requirements may include: - regulations, including Australian standards - internal organisational quality policies and procedures - enterprise operations and procedures

Unit Sector(s)

Unit sector	Bicycle
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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