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We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.

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Entry Guidance

There are no formal entry requirements for this qualification.

This qualification is suitable for those who work, or who are looking to work within the outdoor activity sector. It provides Learners with an opportunity to demonstrate their knowledge and skills in leading mountain bike activity sessions.

Progression Opportunities

Learners who achieve this qualification could progress into employment within an activity leadership role for mountain biking.

MIAS Ltd

When you work with the Mountain-Bike Instructors' Award Scheme (MIAS Ltd), you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at martin@mias.uk or call us on 07721628114

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found in our Instructor's Handbook.

Fees

Our fees structure is transparent and straightforward.

Enquiries and Appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process found in our Instructor's Handbook.

Data Protection

MIAS Ltd takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This can be found in our Instructor's Handbook.

Equality and Diversity

MIAS Ltd is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications.

Malpractice and Maladministration

MIAS Ltd has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available and found in our Instructor's Handbook.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Lifetime Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres and found in our Instructor's Handbook.

Please note the above is not a comprehensive guide to running MIAS qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

Mandatory units

| Unit title |
|---|
| Apply navigation techniques for mountain biking |
| Delivering sessions to develop mountain biking skills |
| Develop participants' knowledge and skills in mountain biking |
| Lead mountain bike sessions |
| Maintain safe practice during mountain bike activities |
| Personal development for the mountain bike leader |
| Prepare for mountain bike sessions |
| Prepare to lead mountain bike sessions |
| Leading a cycle ride on the road |

Optional Group

| Unit title |
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| Develop cycle patrol skills |
| Developing mountain bike expedition skills |

| Title: | Apply navigation techniques for mountain biking | |
|---|---|---------------------|
| Learning Outcomes | | Assessment Criteria |
| The learner will: | | The learner can: |
| 1. Know the different types of maps available | 1.1 Explain the advantages and disadvantages of: <ul style="list-style-type: none"> • types of map • map scales • map legends | |
| 2. Be able to use navigational tools when leading mountain bike sessions | 2.1 Navigate a mountain bike session using a: <ul style="list-style-type: none"> • map • compass 2.2 Use cycle navigational tools to lead mountain bike sessions | |
| 3. Understand how to inform participants of relief on a map | 3.1 Explain how to communicate land form information for a planned route to participants 3.2 Explain how to communicate the ground shapes from relief information on a map to participants 3.3 Describe the gradient of a section of a route | |
| 4. Understand how to plan accessible routes | 4.1 Analyse accessible routes which can be used by mountain bikers on: <ul style="list-style-type: none"> • map • ground 4.2 Explain to participants the rights of way which can be used by mountain bikers 4.3 Explain how to report inaccessible rights of way | |
| 5. Be able to apply navigational techniques when undertaking a mountain bike activity | 5.1 Estimate the: <ul style="list-style-type: none"> • conditions of a planned route | |

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| | <ul style="list-style-type: none"> • time required to cycle a planned route <p>5.2 Apply techniques to relocate back to planned route</p> |
| <p>Additional information about this unit</p> <p>Cycle navigational tools may include:</p> <ul style="list-style-type: none"> • GPS • Odometer • Mobile phone with appropriate mapping <p>Land form information must include:</p> <ul style="list-style-type: none"> • Hills • Valleys • Col • Plateau • Spur re entrant | |
| <p>Unit aim (s)</p> | <p>This unit gives learners the knowledge, understanding and skills to apply navigation techniques when leading mountain bike sessions.</p> |

| Title: | Delivering sessions to develop mountain biking skills | |
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| Learning Outcomes | Assessment Criteria | |
| The learner will: | The learner can: | |
| 1. Be able to deliver sessions to meet the needs of participants | 1.1 Outline the reasons for the format of learning sessions 1.2 Ensure learning environments support achievement 1.3 Ensure that participants are aware of the goals of a session 1.4 Deliver sessions at a pace that meets the needs of participants 1.5 Adapt learning sessions to meet the needs of participants 1.6 Maintain engagement of learners throughout sessions | |
| 2. Be able to provide opportunities to practice navigation on mountain bikes | 2.1 Implement monitored activities to enhance participants' understanding 2.2 Enable the practice of navigation techniques to take place on planned mountain bike rides | |
| 3. Be able to support participants' safety requirements for mountain bike rides | 3.1 Perform an ABC or M-Check on a bike 3.2 Perform a mountain bike helmet check 3.3 Implement guidance on suitable clothing for mountain bike rides 3.4 Support participants to understand food and drink requirements for mountain bike rides | |
| 4. Be able to ensure best practice for mountain biking | 4.1 Plan routes for mountain bike rides that challenge participants 4.2 Advise participants on best riding practice in line with current codes and guidelines | |
| 5. Be able to use feedback from participants to inform future sessions | 5.1 Summarise feedback to aid participants': <ul style="list-style-type: none"> • understanding • skill development | |

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| | <p>5.2 Provide information about future learning opportunities</p> <p>5.3 Use feedback to enhance the structure of sessions</p> |
| <p>Additional information about this unit</p> <p>ABC check covers Air, Brakes and bolts, Chains and controls.</p> | |
| <p>Unit aim (s)</p> | <p>The unit aim is to provide learners with the knowledge and skills required to develop personal mountain biking skills.</p> |

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| Title: | Develop participants' knowledge and skills in mountain biking |
| Learning Outcomes | Assessment Criteria |
| The learner will: | The learner can: |
| 1. Be able to lead sessions that develop participants' knowledge and skills of mountain biking | 1.1 Identify the learning needs of participants 1.2 Plan sessions to meet participants' needs, considering: <ul style="list-style-type: none"> • experience of mountain biking • fitness levels • terrain • weather conditions • length of ride 1.3 Lead sessions that meet the learning needs of a group 1.4 Use communication to support needs of participants 1.5 Reinforce safety procedures with participants during a session 1.6 Manage any new risks as they occur during sessions |
| 2. Be able to monitor participants' learning throughout a mountain bike session | 2.1 Evaluate participants' knowledge and understanding throughout sessions 2.2 Ensure feedback methods meet the needs of participants 2.3 Review and revise sessions |
| 3. Be able to evaluate mountain biking sessions | 3.1 Evaluate own role as leader of a session 3.2 Identify areas for improvement in future sessions |
| Additional information about this unit | |

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| Unit aim (s) | The unit provides learners with the knowledge and skills to lead sessions that develop participants' understanding and competence in mountain biking |
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| Title: | Lead mountain bike sessions | |
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| Learning Outcomes | | Assessment Criteria |
| The learner will: | | The learner can: |
| 1. Understand how to apply the principles of leadership when leading mountain bike activities | 1.1 Describe different leadership styles 1.2 Explain how to adapt leadership styles to meet the needs of: <ul style="list-style-type: none"> • participants • circumstances 1.3 Explain the roles and responsibilities of a mountain bike leader 1.4 Explain ways to motivate participants in mountain bike activities | |
| 2. Be able to lead mountain bike sessions | 2.1 Explain how group management principles are effective in creating safe mountain bike rides 2.2 Use effective group management techniques 2.3 Implement changes according to: <ul style="list-style-type: none"> • participants' needs • the environment • session timings 2.4 Assess participants': <ul style="list-style-type: none"> • pace • energy conservation • riding skills 2.5 Apply leadership styles to a planned route or contingencies | |
| 3. Be able to communicate with participants throughout sessions | 3.1 Explain the effect of communication tools to include: <ul style="list-style-type: none"> • words • tone | |

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| | <ul style="list-style-type: none"> • non-verbal cues <p>3.2 Explain key communication points to participants during session briefings</p> <p>3.3 Apply communication methods that are applicable:</p> <ul style="list-style-type: none"> • to participants • for the environment • when riding • when not riding |
| <p>4. Be able to take responsibility for the environment when leading mountain bike sessions</p> | <p>4.1 Explain the:</p> <ul style="list-style-type: none"> • countryside code • mountain bike code <p>4.2 Discuss the impact of mountain bike activities on the environment</p> <p>4.3 Apply the countryside and mountain bike codes to sessions</p> <p>4.4 Show how to minimise impact on the environment whilst mountain biking</p> |
| <p>5. Be able to apply safety measures during a mountain bike ride</p> | <p>5.1 Explain safety measures to implement during mountain bike activities</p> <p>5.2 Apply safety measures during mountain bike activities</p> <p>5.3 Ensure that base contact is aware of group's return</p> |
| <p>6. Be able to conclude mountain bike sessions</p> | <p>6.1 Allow sufficient time to conclude sessions by following procedures when returning equipment to storage</p> <p>6.2 Review sessions with participants, to include feedback</p> <p>6.3 Provide information to participants about future sessions or opportunities</p> |
| <p>7. Be able to evaluate a mountain bike session</p> | <p>7.1 Analyse own performance as a mountain bike leader</p> |

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| | 7.2 Summarise session in own event log |
| Additional information about this unit | |
| Unit aim (s) | This unit aims to give learners knowledge of the principles of leadership and how to apply these to mountain bike activities. |

| Title: | Maintain safe practice during mountain bike activities | |
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| Learning Outcomes | | Assessment Criteria |
| The learner will: | | The learner can: |
| 1. Be able to assess risks when planning mountain bike activities | 1.1 Explain the importance of having up to date risk assessments 1.2 Carry out risk assessments 1.3 Implement control measures to mitigate identified risks 1.4 Record risk assessment for activities | |
| 2. Be able to monitor safety during mountain bike activities | 2.1 Apply a prepared risk assessment to a chosen activity 2.2 Review risk assessment during activity 2.3 Explain when a hazard becomes a risk | |
| 3. Understand how to deal with accidents, incidents and near misses | 3.1 Describe what is meant by a “near miss” 3.2 Explain procedures to follow for: <ul style="list-style-type: none"> • accidents • incidents • near misses 3.3 Describe how to ensure the safety of self and others in the case of an: <ul style="list-style-type: none"> • accident • incident • near miss 3.4 Explain the legal requirements for first aid provision | |
| 4. Be able to report incidents, accidents and near misses | 4.1 Explain how accidents, incidents and near misses are recorded 4.2 Explain the procedures to follow to comply with current regulations for the reporting of injuries, dangerous diseases and occurrences | |

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| | 4.3 Complete an incident, accident or near miss report form |
| 5. Understand the safe use of emergency equipment | 5.1 Use of emergency calls to services i.e. mobile phones, internet, texting 5.2 Use of rope to self rescue 5.3 Use of flares 5.4 Helicopter extraction 5.5 Aftermath |
| <p>Additional information about this unit</p> <p>Risk assessments must cover:</p> <ul style="list-style-type: none"> • equipment • facilities • participants • ability levels • route • activities • weather conditions • emergency escape • communication (mobile phone, two way radios, emergency contact) <p>Learning outcome 4.3 – simulation permitted</p> | |
| Unit aim (s) | This unit aims to give learners the understanding and skills to maintain safe practice during mountain bike sessions, including how to undertake risk assessments, monitor safety and deal with accidents, incidents and near misses. |

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| Title: | Personal development for the mountain bike leader | |
| Learning Outcomes | Assessment Criteria | |
| The learner will: | The learner can: | |
| 1. Be able to review personal performance as a mountain bike leader | 1.1 Analyse feedback of own performance collected from: <ul style="list-style-type: none"> • self • participants • assistants • others 1.2 Evaluate own: <ul style="list-style-type: none"> • leadership ability • knowledge • fitness 1.3 Explain the value of self-reflection 1.4 Reflect on own: <ul style="list-style-type: none"> • personal development • learning • leadership skills | |
| 2. Be able to produce a personal action plan as a mountain bike leader | 2.1 Summarise all activities which maintain or improve personal competence 2.2 Develop an action plan for own personal performance 2.3 Apply the action plan to develop own personal performance | |
| Additional information about this unit | | |
| Unit aim (s) | To provide learners with the knowledge and skills to review and evaluate their own performance and produce a plan for personal development. | |

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| Title: | Prepare for mountain bike sessions |
| Learning Outcomes | Assessment Criteria |
| The learner will: | The learner can: |
| 1. Understand the range of clothing and equipment available for mountain biking | <p>1.1 Explain the advantages and disadvantages of different:</p> <ul style="list-style-type: none"> • clothing • equipment <p>1.2 Explain the use of:</p> <ul style="list-style-type: none"> • personal safety equipment • carrying of additional equipment • accessories • cycle specific drinking methods |
| 2. Be able to assess the impact of fitness levels of participants' ability to undertake a mountain bike ride | <p>2.1 Describe how fitness levels can affect the ability to participate in a mountain bike ride</p> <p>2.2 Plan mountain bike routes to meet different fitness levels</p> <p>2.3 Explain ways to assist mountain biking fitness</p> |
| 3. Understand the nutritional requirements for a mountain bike ride | <p>3.1 Explain the nutritional requirements for a mountain bike ride</p> <p>3.2 Summarise suitable foods and drinks for a mountain bike ride</p> |
| 4. Understand how to maintain body condition during a mountain bike session | <p>4.1 Explain how to condition the body:</p> <ul style="list-style-type: none"> • before a session • during a session • after a session |
| Additional information about this unit | |

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| Unit aim (s) | To develop the knowledge and skills required to advise participants on how to prepare themselves for mountain biking sessions. |
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| Title: | Prepare to lead mountain bike sessions | |
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| Learning Outcomes | Assessment Criteria | |
| The learner will: | The learner can: | |
| 1. Understand current legislation applicable to mountain bike activities | 1.1 Summarise the relevance of regulatory bodies for mountain biking 1.2 Explain current legislation applicable to planning mountain bike activities 1.3 Explain how current legislation impacts upon the role of the mountain bike leader | |
| 2. Understand how to prepare best practice guidelines when arranging mountain bike sessions | 2.1 Explain the role of the mountain bike leader 2.2 Summarise the use of insurance policies 2.3 Explain the requirements for mountain bike centres for: <ul style="list-style-type: none"> • policies and procedures • information provision | |
| 3. Be able to gather information to implement mountain bike sessions | 3.1 Summarise the information required to plan a mountain bike session 3.2 Gather information to prepare session planning 3.3 Prepare session plans for mountain bike activities 3.4 Prepare contingency plans 3.5 Implement plans for mountain bike sessions | |
| 4. Be able to prepare equipment to lead mountain bike sessions | 4.1 Describe the different equipment requirements as session leader 4.2 Risk assess the equipment required for a mountain bike session 4.3 Inspect: <ul style="list-style-type: none"> • leader's equipment • group equipment | |

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| 5. Be able to apply mountain bike skills | 5.1 Explain the competences required for a leader to ride a mountain bike 5.2 Demonstrate mountain bike riding skills 5.3 Model fitness levels for mountain biking |
| Additional information about this unit | |
| Unit aim (s) | This unit provides learners with the knowledge and skills required to plan mountain bike sessions. |

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| Title: | Leading a cycle ride on the road | |
| Learning Outcomes The learner will: | Assessment Criteria The learner can: | |
| 1. Understand the differences between road cycling and off road cycling | 1.1 Analyse the variation between road cycling and off road cycling 1.2 Justify clothing requirements for road cycling 1.3 Explain how to prepare a strategic route plan to lead a cycle ride | |
| 2. Know the current National Standards that apply to cycling on the road | 2.1 Explain how current legislation and regulations inform cycling practice on the road 2.2 Explain how to inform others of the principles of cycling to the current National Standard when riding on a road | |
| 3. Be able to resolve maintenance issues when cycling on a road | 3.1 Educate participants on the required equipment for cycle maintenance 3.2 Carry out risk assessments for cycles to be used by participants 3.3 Perform an 'M' check on a road cycle | |
| 4. Be able to lead a cycle ride on the road | 4.1 Follow a route plan when leading a road cycling event | |

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| | <p>4.2 Inform participants of any legislative requirements that apply to a cycling event</p> <p>4.3 Apply the principles of current National Standards for cycling when leading a road cycling event</p> |
| Additional information about this unit | |
| Unit aim (s) | The aim of the unit is to apply the principles of cycle leadership when undertaking a ride on the road. |

OPTIONAL UNITS

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| Title: | Develop cycle patrol skills |
| Learning Outcomes | Assessment Criteria |
| The learner will: | The learner can: |
| 1. Be able to prepare for a cycle patrol | <p>1.1 Analyse the use of equipment for cycle patrol</p> <p>1.2 Estimate weight and volume ratios for required equipment</p> <p>1.3 Develop a strategic plan for cycle patrols</p> |
| 2. Be able to participate in a cycle patrol | <p>2.1 Explain strategies used for:</p> <ul style="list-style-type: none"> • conflict resolution • approach of public • health and safety issues <p>2.2 Conduct strategically planned cycle patrols</p> <p>2.3 Demonstrate techniques to be used when biking on different terrain</p> |
| Additional information about this unit | |
| <p>Cycle patrols must include:</p> <ul style="list-style-type: none"> • on road | |

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| <ul style="list-style-type: none"> • off road • search • search and rescue <p>Different terrain must include:</p> <ul style="list-style-type: none"> • on road • off road | |
| Unit aim (s) | This unit helps learners to develop the knowledge and skills required to prepare and participate in a cycle patrol. |

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| Title: | Developing mountain bike expedition skills | |
| Learning Outcomes | Assessment Criteria | |
| The learner will: | The learner can: | |
| 1. Be able to prepare for a mountain bike expedition | 1.1 Identify the equipment required for an expedition, including: <ul style="list-style-type: none"> • camping • mountain biking 1.2 Develop an equipment check list that is relevant to a mountain bike expedition 1.3 Develop a menu plan for the duration of a mountain bike expedition 1.4 Pack for a mountain bike expedition | |
| 2. Be able to plan the route for an expedition on a mountain bike | 2.1 Analyse what factors are to be considered when planning the route of an expedition 2.2 Develop a plan for a mountain bike expedition | |
| 3. Be able to maintain camping equipment | 3.1 Explain how to maintain camping equipment following an expedition | |

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| | <p>3.2 Follow organisational procedures in relation to equipment</p> <p>3.3 Explain how to report any damaged or faulty equipment</p> |
| 4. Be able to complete a mountain bike expedition | <p>4.1 Describe the factors to consider when planning locations of overnight stays</p> <p>4.2 Conduct a mountain bike expedition including:</p> <ul style="list-style-type: none"> • a journey to and from a camping area • an overnight stay at a campsite <p>4.3 Demonstrate the techniques to be used when mountain biking on different terrain</p> <p>4.4 Evaluate the mountain bike expedition</p> |
| <p>Additional information about this unit</p> <p>Procedures in relation to equipment must include:</p> <ul style="list-style-type: none"> • return all equipment • check all equipment • clean all equipment • store all equipment | |
| Unit aim (s) | The learners will develop the knowledge and skills required to prepare and undertake a mountain bike camping expedition. |