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# MTB LEADERSHIP COURSE

## Mandatory Units

Evidence generated from this course will count as completed units.

| Unit title   | Completed |
|--|-----------|
| Leadership of mountain bike activities that promote environment responsibility |           |
| Leadership of mountain bike activity sessions                                  |           |
| Developing mountain bike leadership skills                                     |           |
| Personal journeying skills for the mountain bike leader                        |           |
| Train bike maintenance for the mountain bike leader                            |           |

| Title:  | Leadership of mountain bike activities that promote environmental responsibility   |          |
|---|--|----------|
| Learning Outcomes<br>The learner will;                                    | Assessment Criteria<br>The learner can;  | Evidence |
| 1. Know the current codes of conduct for use of the countryside           | 1.1 Identify current codes of conduct for use of the countryside<br>1.2 Describe the principles of a code of conduct for using the countryside<br>1.3 Describe the differences between the countryside code and the mountain bike countryside code |          |
| 2. Know the access issues related to mountain bike activities             | 2.1 Identify sources of information on access to the countryside<br>2.2 Describe access issues relevant to mountain biking<br>2.3 Outline the issues regarding other users of the countryside  |          |
| 3. Be able to plan mountain bike activities within permitted access areas | 3.1 Plan mountain bike routes that follow public rights of way<br>3.2 Produce route plans within access areas  |          |
| 4. Understand the environmental impact of mountain biking                 | 4.1 Describe the environmental impact of a mountain bike activity<br>4.2 Describe how to minimise the environmental impact of a mountain bike activity   |          |
| 5. Be able to lead  | 5.1 Conduct mountain bike activities that follow the   |          |

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| mountain bike sessions that promote environmental responsibility | <p>relevant codes of conduct</p> <p>5.2 Conduct mountain bike activities within defined access boundaries</p> <p>5.3 Conduct mountain bike activities that minimise the environmental impact</p> |  |
| <b>Additional information about this unit</b>                    |  |  |
| <i>Unit aim (s)</i>  | This unit provides learners with the knowledge and skills to assist the leadership of mountain bike activities with minimal impact on the environment  |  |

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| <b>Additional Evidence:</b> |
|-----------------------------|

| <b>Title:</b>                                  | <b>The leadership of mountain bike activity sessions</b>   |                 |
|--|--|-----------------|
| <b>Learning Outcomes<br/>The learner will;</b> | <b>Assessment Criteria<br/>The learner can;</b>  | <b>Evidence</b> |
| 1. Be able to plan a mountain bike session     | <p>1.1 Collect information to plan a session</p> <p>1.2 Outline the health and safety issues related to a planned session</p> <p>1.3 Select the organisational guidelines related to a planned session</p> <p>1.4 Produce a session plan</p> <p>1.5 Complete a specific risk assessment for a session</p> <p>1.6 Identify contingency plans for a session</p> <p>1.7 Obtain approval of a session plan from the responsible person or supervisor</p> |                 |
| 2. Be able to prepare a mountain bike session  | <p>2.1 Select equipment suitable for the:</p> <ul style="list-style-type: none"> <li>• group</li> <li>• activity</li> </ul> <p>2.2 Check that the equipment is fit for use</p>   |                 |

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| <p>3. Be able to lead a mountain bike session</p>                     | <p>3.1. Perform an introduction of a mountain bike session to a group</p> <p>3.2 Assess the suitability of a group's:</p> <ul style="list-style-type: none"> <li>• equipment</li> <li>• clothing</li> </ul> <p>3.3 Describe the safety procedures to be followed during a mountain bike session</p> <p>3.4 Describe how to adapt a planned session according to the:</p> <ul style="list-style-type: none"> <li>• environment</li> <li>• participants' needs</li> </ul> <p>3.5 lead of an activity to meet the session's aims</p> <p>3.6 Take action to ensure all participants are engaged in the activity</p> <p>3.7 Describe what action to take to minimise any risks as they occur</p> <p>3.8 Describe how to deal with any accidents or incidents that might occur during a session</p> |  |
| <p>4. Be able to review a mountain bike session with participants</p> | <p>4.1 Allow sufficient time to review a session</p> <p>4.2 Outline the range of methods that can be used to review a session</p> <p>4.3 Use a range of methods to review a session</p> <p>4.4 Give constructive feedback to participants on their performance in a session</p> <p>4.5 Reflect on the learning from a session with participants</p>   |  |

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| 5. Be able to conclude a mountain bike session | 5.1 Allow sufficient time to conclude a session<br>5.2 Follow organisational procedures to: <ul style="list-style-type: none"> <li>• return all equipment</li> <li>• check all equipment</li> <li>• report faults in equipment</li> <li>• ensure the activity site is not damaged</li> </ul> |  |
| 6. Be able to evaluate own performance         | 6.1 Collect information to be able to evaluate own performance with a supervisor<br>6.2 Identify areas for improvement<br>6.3 Describe how to produce a personal action plan for future development with a supervisor  |  |
| <b>Additional information about this unit</b>  |  |  |
| <i>Unit aim (s)</i>                            | This unit provides learners with the knowledge and skills to assist the leadership of mountain bike activities. Learners will develop skills to plan, run and evaluate activities.   |  |

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|---|--|-----------------|
| <b>Title:</b>   | <b>Developing mountain bike leadership skills</b>  |                 |
| <b>Learning Outcomes<br/>The learner will;</b>                                      | <b>Assessment Criteria<br/>The learner can;</b>  | <b>Evidence</b> |
| 1. Know the roles and responsibilities of a mountain bike leader                    | 1.4 Describe the roles of a mountain bike leader<br>1.5 Describe the responsibilities of a mountain bike leader  |                 |
| 2. Understand how to work as part of a mountain bike activity leadership team       | 2.1 Describe how to work as part of a team with: <ul style="list-style-type: none"> <li>• participants</li> <li>• <b>other organisations</b></li> </ul> 2.2 Describe the importance of teamwork in mountain bike activity leadership |                 |
| 3. Understand how to deal with the behaviour of participants during a mountain bike | 3.1 Outline the behaviours to model as a mountain bike leader<br>3.2 Outline how to agree expectations of behaviour with participants<br>3.3 Describe how to deal with behaviour of participants                                     |                 |

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| activity   | that does not meet the agreed expectations of the group  |  |
| 4. Be able to apply the skills of a mountain bike leader   | 4.1 Describe the skills required of a mountain bike leader<br>4.2 Outline the importance of developing the skills required of a mountain bike leader<br>4.3 Apply the skills of a mountain bike leader during mountain bike activities |  |
| <b>Additional information about this unit</b><br><b>2.1 Other organisations</b> may include: schools, colleges, youth services, emergency services, forestry commission, mountain bike clubs |  |  |
| <i>Unit aim (s)</i>  | This unit provides learners with the knowledge and understanding of the skills required of an assistant mountain bike leader and how they can apply these in practice.   |  |

| Title:  | Personal journeying skills for a mountain bike leader   |          |
|---|---|----------|
| Learning Outcomes<br>The learner will;          | Assessment Criteria<br>The learner can;   | Evidence |
| 1. Know how to interpret a map                  | 1.1 Outline the purpose of a map<br><br>1.2 Identify symbols used on maps<br><br>1.3 Describe the scale on different types of maps<br><br>1.4 Describe how contours are used to show the level of the land<br><br>1.5 Outline how the grid system can be used to identify a location on a map |          |
| 2. Be able to use basic navigational techniques | 2.1 Use a compass to orientate a map<br><br>2.2 Use an oriented map to identify features of a landscape<br><br>2.3 Plan the direction of travel using an oriented map   |          |

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|   | <p>2.4 Navigate a journey using:</p> <ul style="list-style-type: none"> <li>• linear features</li> <li>• collecting features</li> <li>• catching features</li> </ul> <p>2.5 Estimate the distance of a journey using timing:</p> <ul style="list-style-type: none"> <li>• on the map</li> <li>• on the ground</li> </ul> <p>2.6 Use a map to produce a route card for a mountain bike journey</p>            |  |
| <p>3. Know how to undertake a mountain bike journey</p> | <p>3.1 State how to obtain a weather forecast for the area of a journey</p> <p>3.2 Identify the clothing required for a mountain bike journey</p> <p>3.3 Outline the use of a route card when planning a journey</p> <p>3.4 Describe how to deal with any unexpected risks during a journey</p> <p>3.5 Outline the preparation required to deal with accidents and incidents that may occur on a journey</p> |  |
| <p>4. Be able to undertake a mountain bike journey</p>  | <p>4.1 Obtain a weather forecast for the area for a journey</p> <p>4.2 Use correct equipment for the:</p> <ul style="list-style-type: none"> <li>• weather conditions</li> <li>• length of journey</li> </ul> <p>4.3 Complete a journey following a pre-prepared route plan</p> <p>4.4 Take action to deal with incidents or accidents that might occur during the journey</p>                               |  |
| <p><b>Additional information about this unit</b></p>    |  |  |
| <p><i>Unit aim (s)</i></p>                              | <p>This unit introduces learners to the knowledge and personal journeying skills required to plan and undertake mountain bike activities</p>   |  |

| Title:  | <b>Trail bike maintenance for the mountain bike leader</b>   |          |
|---|--|----------|
| Learning Outcomes<br>The learner will;            | Assessment Criteria<br>The learner can;  | Evidence |
| 1. Know how to risk assess trail bike maintenance | 1.1 Identify what risk assessments need to be in place to keep participants safe<br>1.2 List how to control risk   |          |
| 2. Be able to do an "M check" on a bike           | 2.1 Outline why it is important to use Personal Protective Equipment<br>2.2 Identify the parts of a bike which need to be checked<br>2.3 Outline the actions to take if faults are identified on a bike<br>2.4 Test bike systems to ensure that they are functioning safely            |          |
| 3. Be able to make repairs to a bike on the trail | 3.1 Select the correct method of repair for: <ul style="list-style-type: none"> <li>• broken or loose parts</li> <li>• damaged tyres</li> </ul> 3.2 Complete repairs on the trail using the correct tools<br>3.3 Test repairs to ensure safety<br>3.4 Record details of a trail repair |          |
| <b>Additional information about this unit</b>     |  |          |
| <i>Unit aim (s)</i>                               | This unit aims to provide learners with the knowledge and skills to carry out bike repairs on the trail safely.  |          |

### ASSESSORS SKILL LEVEL SHEET Personal Skills - matrix

| Personal Riding skills         | Non-Technical   | Technical   | Mountainous  | YES<br>NT / T / M |
|--------------------------------|---|---|--|-------------------|
| Safe and correct use of brakes | Use of both brakes with rear applied slightly before front, modulation of power to avoid skidding                       | Complete use of brakes to full potential showing control when using maximum power                           | As technical plus full control of individual brakes applying 75% front 25% rear                              |                   |
| Correct use of gear selection  | Appropriate selection of gears to suit terrain. No cross chaining   | Appropriate selection of gears to suit terrain with proactive selection and smooth shifting                 | As technical with complete proactive and smooth shifting. Understanding of Cadence and gear ratios           |                   |
| Pedal kick                     | Lift wheel clear of ground  | Lift front wheel 30cm from ground   | Lift front wheel 50cm from ground  |                   |
| Track stand                    | Hold balance for up to 5 seconds  | Hold balance for 5 – 10 seconds   | Hold balance comfortably for 5 – 10 seconds  |                   |
| Front wheel lift               | Lift wheel over 10cm high object  | Lift wheel over 15cm high object  | Lift wheel over 20cm high object   |                   |
| Small drop-offs                | Drop-off up to 15cm   | Drop-off between 15 & 50cm  | Drop-off over to 50cm  |                   |
| Short down-hill descents       | Up to 30°   | Between 30° & 45°   | Over 45°   |                   |
| Short up-hill climbs           | Up to 20°   | Between 20° & 30°   | Over 30°   |                   |
| Balance                        | Show movement of weight around the bike to keep balance   | Movement of weight from side to side and front to back without hesitation as required by the terrain        | Extreme movement of weight as required by the terrain e.g. Body completely over rear wheel on steep descent  |                   |
| Hopping                        | Demonstrate understanding of principles   | Stationary hop with both wheels clear of ground   | Stationary hop, both wheels clear of ground with turning or side movement                                    |                   |
| Bunny hop                      | Demonstrate understanding of principles   | Hop a 7.5cm high object   | Hop a 7.5cm high object clearing with ease   |                   |
| Speed jumps                    | Demonstrate understanding of principles   | Clear a 7.5cm high object   | Clear a 10cm high object   |                   |
| Obstacles                      | Most small obstacles such as roots, logs under 12cm and "ruts" can be cleared without posing much of a problem.         | Most medium sized obstacles such as roots, logs 12-15cm and "ruts" can be cleared without posing a problem. | Most large sized obstacles such as roots, logs over 15cm and "ruts" can be cleared without posing a problem. |                   |
| Cornering                      | Inside pedal up, weight on outside foot, knee pointing into corner, wide entrance hitting apex and accelerating on exit | As non-technical but applied through switchback corners   | As technical but applied through a complex series of turns   |                   |



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## ADDITIONAL NOTES