

Notes: Tabs Conference May 12th 2015 “What is the role of an NSIT” workshop (14.00-15.00)

Facilitators: Jackie Bratley, Durham Country Council, Jackie Eason, Cycle Training Cornwall
Handouts provided

Attendees: Ian Hutchinson, Robin Lapworth, Lorraine Doren, Elaine Swallow, Terry Nye, Christopher Johnson, Angela Highman, Louise Gray, Steve Rose, Simon Smith,

Item	Actions
<p>1. Welcome and introductions</p> <ul style="list-style-type: none"> • Aims of the session • What does the role entail? • NSIT role in upholding the standards • Common misunderstandings • The 7 principles of delivery • Training and professional development for NSITs 	<p>Jackie E</p>
<p>2. What does the role entail</p> <ul style="list-style-type: none"> • Group discussions - Delivery of NSI, NSIA and NSIT courses, post course assessments, CPD, mentoring and refresher training. <p>Ian Hutchinson (Nottingham) raised a point regarding Upholding the NS early on in the discussion, he flagged up and wanted Jackie E to make the point that he hoped was going to confirm new information released by TABS that stated:</p> <ul style="list-style-type: none"> • Primary position is now the default position • In delivery it is now compulsory to use secondary and primary <p>Jackie E replied, with a copy of the NS in hand, that this is clearly not the case and is not stated in the NS, however he was absolutely insistent. Jackie B and Jackie E both agreed that we would clarify this point with TABS after the session and circulate a definitive answer that would confirm that</p> <ul style="list-style-type: none"> 1. The NS cannot be changed by TABS 2. The NS states that trainees should understand the primary and secondary position but does not state that trainees need to refer to those positions by those exact names 3. The NS states that secondary and primary positions should be used appropriately and neither is set as a “default” position 	<p>Jackie E</p> <p>Isobel Stoddart, Helen Bonner, David Dansky and Simon Hollowood have all been contacted and agreed our response was correct and confirmed our actions.</p>
<p>3. Upholding the NS</p> <p><i>The above took an awful lot of time from our workshop and therefore our continued topics discussions became diluted.</i></p> <ul style="list-style-type: none"> • Group discussions followed covering – cascade effect of an accurately delivered NSI courses...and the opposite • Common misinterpretations • Documents a NSIT should know 	<p>Jackie E</p>

<ul style="list-style-type: none"> Delivering the NS; not adding to it, amending it or missing bits out. 	
<p>4. Good Practice Principles</p> <ul style="list-style-type: none"> Realistic. Empowering, Positive, Progressive, Trainee led, Outcome orientated and continuous assessment. <p>Delegates were split into three groups and given a good practice principle to think about related to being an NSIT or to the scheme. Good interaction from the group board paperwork was left in the room.</p>	<p>Group practical interaction</p>
<p>5. CPD for NSIT'S</p> <ul style="list-style-type: none"> How to become an NSIT Attend a 2 day course – Terry Nye (Brighton & Hove) raised the point regarding final assessment to become an NSIT(Q) when the ITO who delivered the two day course doesn't mentor or support you afterwards. Jackie B advised you need to be employed or self employed by an ITO to enable you to deliver NSIC, NSIAC and ITTC and become fully accredited . Support required post qualification- discussions included, observing, being mentored, peer mentoring to enhance understanding of mentoring and inconsistencies, mentored delivering NSIC, reflective learning and continued assessment. Any other CPD – Suggestions from Simon Smith (Bikeright) Mentor to Mentor development and support works well. 	<p>Jackie B</p>
<p>6. Apologies</p> <p>Running late and not having enough time to discuss in detail CPD for NSIT'S post 2 day course.</p>	<p>Jackie B</p>
<p>7. Close session – Thanks and informing delegates we would be in touch to address issues raised in section 2.</p>	<p>Jackie B Jackie E</p>