



National 4
Unit
Specification



Unit title: Cycle Maintenance (SCQF level 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: H7KY 44

Unit outline

The general aim of this unit is to enable the learner to develop the skills and knowledge to identify both routine and non-routine maintenance/repair tasks required on a cycle. The learner will be required to develop and use a systematic method of checking the cycle to assist in the identification of faults. The learner will develop a maintenance and lubrication schedule designed to keep the cycle in optimum condition. This approach is designed to encourage a proactive rather than a reactive approach to cycle maintenance. The learner will also carry out a range of both routine and non-routine maintenance/ repair tasks to ensure the cycle is well maintained and safe to use. This will include disassembly and reassembly and the correct setting up of various sub systems of the cycle.

Learners who complete this Unit will be able to:

- 1 Carry out a safety cycle check and identify faults.
- 2 Develop and make use of a regular maintenance and lubrication schedule for a cycle.
- 3 Carry out a range of less frequent and specialised repair and maintenance tasks.

This Unit is a freestanding Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 3 Cycling Maintenance Unit

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Carry out a cycle safety check and identify faults by:

- 1.1 Developing a practical check system that will help to identify and record faults on a cycle.
- 1.2 Using this methodology is then able to carry out a systematic check on a cycle.
- 1.3 Recording the serviceability of the cycle after the checking procedure and comment on whether the cycle is safe to use or needs minor or major remedial maintenance or repair before use.

Outcome 2

The learner will:

2 Develop and make use of a regular maintenance and lubrication schedule for a cycle by:

- 2.1 Developing and constructing a maintenance and lubrication schedule for routine service tasks required by a cycle.
- 2.2 Be able to carry out this regular maintenance and lubrication schedule on a cycle.
- 2.3 Depending on application or procedure, select and use the correct tools, detergents, lubricants and greases while adhering to any health and safety requirements of these products and any environmental considerations.

Outcome 3

The learner will:

3 Carry out a range of less frequent and specialised repair and maintenance tasks on a cycle by:

- 3.1 Using the correct tools and procedures the learner can then disassemble and reassemble sub systems of the cycle.
- 3.2 Assessing components after disassembly for repair/replacement if necessary, and correct lubrication procedures before reassembly if required.
- 3.3 Setting up and adjusting correctly, sub systems of the cycle after reassembly.

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment through a range of linked activities. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Most, but not all of the evidence is likely to come from assessor observation of learners' participation in practical activities associated with carrying out:

Outcome 1

A systematic assessment of a cycle's serviceability including the identification and recording of faults then a comment on how these might be rectified. The learner is also required to make an appropriate judgement on the safety of the cycle based on the results of this assessment and whether it is safe to ride in its present condition.

Outcome 2

A proactive approach to cycle maintenance by planning and executing a regular maintenance and lubrication schedule. This includes identifying the regular maintenance and lubrication tasks first before selecting and using tools/equipment/materials appropriate to each task.

Outcome 3

Some inspection, repair and lubrication tasks require the disassembly and subsequent reassembly of sub systems of the cycle. These sub systems generally need setting up after reassembly to ensure they are working correctly. The learner will be able to correctly disassemble, reassemble and set up sub systems that require removal or disconnection from the cycle for maintenance issues identified and subsequently carried out by the learner.

Evidence is also required of the learner's ability to follow instructions to ensure safe working practices appropriate to the working environment and the task.

Evidence may take a variety of formats, such as observation checklists, written, oral or pictorial, and may be gathered using the learner's usual means of communication.

Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Listening

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and Talking

3 Health and Wellbeing

- 3.1 Personal Learning

5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

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Superclass: XX

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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