

# **Cycling Award (National 1) Award Support Notes**

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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Contents

Introduction	1
General guidance on the Award	2
Approaches to learning and teaching	5
Developing skills for learning, skills for life and skills for work	6
Approaches to assessment	8
Equality and inclusion	11
Appendix 1: Suggested examples of learning, teaching and assessment activities	12
Appendix 2: Reference documents	17

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Cycling Award (National 1). They are intended for teachers and lecturers who are delivering the Award and its Units. They should be read in conjunction with the *Award Specification* and the *Unit Specifications* for the Units in the Award.

All the information needed for the Award is contained in this document but for ease of use the same information relating to learning, teaching and assessment has also been included in the *Unit Support Notes*.

# General guidance on the Award

## Aims

As stated in the Award Specification, the aims of the Award are to enable learners to:

- ◆ develop an understanding of the importance of cycle safety
- ◆ carry out a simple cycle safety check and identify the repair tasks arising from this check
- ◆ carry out a cycling activity
- ◆ follow basic rules and practices for responsible cycling during the activity

This Award provides a framework for learners to develop their cycling skills at their own pace within the context of safe cycling and a secure environment.

The widest definition of two and three wheeled cycles is covered by this Award. The cycle can be motorised and/or adapted to suit the needs of the individual learner.

This Award will also give learners the opportunity to develop a lifelong learning approach to cycling, including participation in cycling activities as part of a healthy lifestyle and developing an increased awareness of issues associated with sustainability and the environment.

In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work including literacy, health and wellbeing and thinking skills in a contextualised, engaging and enjoyable way.

## Progression into this Award

Entry to this Award is at the discretion of the centre.

This Award is suitable for learners who want to develop their cycling skills. It is suitable for learners with a general interest in the subject and for those wishing to progress to higher levels of study. It takes account of the needs of all learners by providing sufficient flexibility to enable learners to achieve in different ways and at a different pace.

This Award would be suitable for learners who have successfully completed qualifications in related areas at SCQF level 1.

### Experiences and outcomes

Experiences and outcomes from the early level health and wellbeing curriculum area may provide an appropriate basis for doing this Award. The following experiences and outcomes are particularly relevant:

- ◆ experience challenge and enjoyment
- ◆ experience positive aspects of healthy living and activity

- ◆ experience personal achievement and build resilience and confidence
- ◆ participate in activities which promote a healthy lifestyle

## Skills, knowledge and understanding covered in this Award

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Award. Some Units may offer more opportunities than others for the development of skills, knowledge and understanding. The table below shows where there are opportunities to develop these within the individual Units.

Skills, knowledge and understanding	Cycle Safety Checks	Cycling Safely
Ability to carry out a simple cycle safety check under instruction	■	□
Ability to identify the repair tasks required on a cycle	■	
Ability to prepare for a cycling activity		■
Ability to participate in a cycling activity		■
Ability to respond to instructions and signals	□	■

**Key:** ■ = significant opportunities to develop within the Unit  
 □ = some opportunities to develop within the Unit

Suggested learning and teaching approaches for the development of the skills, knowledge and understanding for each Unit can be found in the *Unit Support Notes* and in the 'Approaches to learning and teaching' section of this document.

## Progression from this Award

On successful completion of this Award, the learner could progress to:

- ◆ National 1 Personal Achievement Award or its component Units
- ◆ National 2 Personal Achievement Award or its component Units
- ◆ National 2 Personal Development Award or its component Units
- ◆ National 2 Cycling Award or its component Units

Learners may progress to the full Award or to individual Units within same.

### Personal Achievement Award at National 1 and National 2

The Personal Achievement Award has three different stages of achievement — Bronze, Silver and Gold. The Unit contexts within the Awards are exactly the same for both National 1 and National 2.

However, the Outcomes and Assessment Standards for the Units in the National 1 Personal Achievement Award qualification are at SCQF level 1 and the Outcomes and Assessment Standards for the Units in the National 2 Personal Achievement Award qualification are at SCQF level 2.

### **Personal Development Award at SCQF level 2**

This Award consists of nine Units, under three groupings: Self in Community, Practical Abilities and Self and Work. Learners are required to select one Unit from each grouping in order to obtain an Award.

For more information on the Personal Development Award and/or Personal Achievement Awards refer to the relevant *Award Specification*, *Award Support Notes* and accompanying *Unit Specifications* and *Unit Support Notes*.

## **Hierarchies**

**Hierarchy** is the term used to describe Awards and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in an Award and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

In the case of the National 1 Cycling Award there is a direct hierarchy with the National 2 Cycling Award.

For more information on the National 2 Cycling Award please refer to the *Award Specification*, *Award Support Notes* and accompanying *Unit Specifications* and *Unit Support Notes*.

# Approaches to learning and teaching

Effective learning, teaching and assessment will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge learners.

The skills based focus of the Award readily lends itself to a variety of approaches to learning, teaching and assessment which reflect those used within broad general education and the values and principles of Curriculum for Excellence. Cycling activities may occur in a variety of contexts, for example: extra-curricular, fitness, health and wellbeing, transport and social. Teachers/lecturers could therefore consider interdisciplinary and cross-curricular approaches to learning and teaching and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Learning and teaching approaches should provide a supportive learning environment to enable the learner to achieve the best they can. This environment should, for example, include learning and teaching approaches that are appropriately paced and that actively involve learners in their own learning. Wherever possible learning should be contextualised and connected in order to optimise successful learning outcomes. Assessment should at all times support learning and should as far as possible occur naturally as part of the learning and teaching activities.

The range of learning and teaching approaches might include:

- ◆ active learning and participation
- ◆ co-operative learning to develop skills for learning, life and work
- ◆ using technology effectively to support learning and support learners
- ◆ allowing learners to demonstrate understanding
- ◆ using review and recall learning approaches to support consolidation
- ◆ capitalising where possible on the potential to experience learning and new challenges in the outdoor environment and outwith the centre, for example making a journey

To support learning and teaching approaches, teachers/lecturers should also consider the use of resources and activities that help to enhance the learning experience. These might include, for example:

- ◆ the use of cameras (stills, digital, film) to record learning
- ◆ the use of DVDs and television
- ◆ guest speakers and/or demonstrators
- ◆ external visits (both physical and virtual tours)
- ◆ interactive smartboards
- ◆ peer example and support
- ◆ environmental resources, outdoor and out-of-centre learning
- ◆ e-resources and ICT to support learning
- ◆ interactive games, practical quizzes and challenges

- ◆ using people as a resource (eg parents, carers, other young people, local businesses and groups, other staff within the centre, members of the community)

Group work approaches can be used within Units where it is helpful to simulate real-life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that the learner has met the required assessment standards for the Unit and/or the Award.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in the real-life situations in which the activity is being carried out.

The distribution of time between the Units is a matter of professional judgement and is entirely at the discretion of the centre. Each Unit is likely to require an approximately equal time allocation, although this may depend on the learners' prior learning, the learning and teaching methods adopted and the design of the Award.

The framework of the Award is sufficiently flexible to allow centres to develop relevant and engaging teaching and learning approaches within practical learning contexts related to the learners' day-to-day lives. These will provide learners with wide-ranging opportunities to individualise learning and to add breadth and depth to their learning.

The following examples provide an illustration of how these opportunities might be developed:

- ◆ practical activities to identify the component parts of a cycle
- ◆ regular opportunities for participation in cycling activities
- ◆ a variety of cycling activities to allow development of a range of skills
- ◆ social cycling events, for example picnics
- ◆ whole centre events such as outings, sponsorship and fundraising
- ◆ using cycles for recreation and leisure, transport and as part of a healthy lifestyle
- ◆ links to other subject areas for example, PE, Health and Wellbeing, Science, Mathematics (including following best practice for cycle routines such as cleaning and storing cycles after use)
- ◆ links to other qualifications for example, the Personal Achievement Award (National 1)

# Developing skills for learning, skills for life and skills for work

The *Award Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Award. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Award where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Award.

For this Award, there are significant opportunities to develop the following skills for learning, skills for life and skills for work, which should form a key part of learning and teaching approaches.

Skills for learning, skills for life and skills for work	Examples of learning and teaching approaches
<b>1 Literacy</b>	
<p>1.3 Listening and talking</p> <p>Listening means the ability to understand and interpret ideas, opinions and information presented orally.</p> <p>Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.</p>	<p>The Award provides opportunities for teacher/lecturer/learner interaction, in terms of explaining the activity, inviting and answering questions, and eliciting from the learner the reasons for their choices, activities and actions.</p> <p>There are also opportunities for learner interaction with others through collaborative activities which could require input from others or, alternatively, provide opportunities for others to comment on the learner's activities, and vice versa. Learners should be provided with opportunities to listen to the views of others and to express their views in an appropriate manner and within appropriate contexts.</p> <p>Learners should also be given opportunities to ask and answer questions.</p>
<b>3 Health and wellbeing</b>	
<p>3.3 Physical Wellbeing</p> <p>Physical wellbeing means recognising the importance and benefits of healthy and active living and practising skills to make the most of positive aspects of activity, such as enjoyment and challenge.</p>	<p>The Award provides opportunities for learners to participate in practical activities associated with cycling, including carrying out simple cycle safety checks, and preparing for and participating in a cycling activity.</p>
<b>5 Thinking skills</b>	
<p>5.2 Understanding</p> <p>Understanding is the ability to demonstrate the meaning of items of information, to explain the order of events in a sequence and to interpret in a different setting or context.</p>	<p>The Award provides opportunities for learners to participate in practical activities associated with cycling, including carrying out simple cycle safety checks, and preparing for and participating in a cycling activity.</p>

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Award. These will vary from centre to centre depending on the approaches being used to deliver the Award.

### **3 Health and wellbeing**

#### 3.5 Relationships

Opportunities to build the learner's social and working relationships, allowing them to practise their interpersonal skills, can be provided through collaborative cycling activities.

### **4 Employability, enterprise and citizenship**

#### 4.3 Working with others

Cycling activities can be devised to provide opportunities for learners to develop their skills in working with others, which can include activities which require working co-operatively in the use of resources, sharing resources, and encouraging consideration of other learners' activities and skills. This can also include peer example, review and support.

# Approaches to assessment

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

## Assessment strategies and methods

There is no external assessment for National 1 Awards. All Units are internally assessed against the requirements outlined and described in the Unit Specifications. To achieve the National 1 Cycling Award learners must pass all of the required Units.

The Unit Outcomes are integrated with the activity chosen. There is no specific amount of time set aside for the delivery of each Unit or Outcome as this is likely to depend on the needs of the learners and their prior skills, knowledge and understanding.

At SCQF level 1, it is anticipated that most evidence for assessment purposes will be gathered on a naturally occurring, on-going basis, rather than from more formal assessment methods. There are many contexts that might be used for gathering of evidence. These might include, for example, extra-curricular and/or outdoor learning.

Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be gathered for assessment purposes in a variety of ways. Examples might include:

- ◆ observation during practical tasks and activities (using an observation checklist, visual recording, photography or equivalent)
- ◆ peer review during and after preparing for a cycling activity
- ◆ oral questioning during and on completion of tasks (for example using a recording or transcript as evidence)
- ◆ learning and teaching activities that provide naturally occurring opportunities for assessment (for example demonstration of skills, knowledge and understanding during the learning process)
- ◆ using a project/extended activity to assess a range of Outcomes or Units together
- ◆ integrating assessment across curriculum areas, for example cycling activities carried out in P.E. could provide the opportunity to generate evidence for the Cycling Award
- ◆ visually recording or photographing the learner's cycling activities
- ◆ identifying opportunities to record evidence within other school or centre activities such as picnics, outings, sponsorship and fundraising events

Whatever assessment method is used, teachers/lecturers are encouraged to be as inclusive as possible taking into account the needs and experiences of their learners. In particular, internal assessment should:

- ◆ use content, resources and materials that recognise different groups and avoid bias or stereotyping

- ◆ where possible provide a balance of assessment methods and adopt alternative approaches to gather evidence which build in opportunities for personalisation and choice

### **Authentication**

For guidance on authentication of evidence that is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school, college or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the Equality and inclusion section.

### **Combining assessment across Units**

When the Units are delivered as part of an Award, assessment can be combined.

The pattern of combined assessment can mirror that for integrated delivery as suggested in the 'Approaches to learning and teaching' section of this document.

A combined approach to assessment is recommended because it has the potential to:

- ◆ enrich the assessment process for learners and teachers/lecturers by bringing together elements of different Units
- ◆ improve the relevance and coherence of the programme of learning

Opportunities for cross-curriculum working can provide a framework for integrated approaches to assessment. For example, learners could be involved in cycling activities linked to:

- ◆ Environmental weeks and eco-School projects
- ◆ Sports Day
- ◆ Health and Wellbeing including P.E.
- ◆ Science and Mathematics

### **Gathering evidence**

One approach to gathering evidence might involve creating a portfolio or workbook for each learner for the Award as a whole, or for each Unit.

The portfolio, workbook or similar method of collating evidence could include the following types of evidence. Please note this list of suggestions is not exhaustive:

- ◆ Written evidence
- ◆ Results of tests, quizzes, challenges or competitions
- ◆ Oral evidence from discussions between the teacher/lecturer and the learner or between learners
- ◆ Observation notes and/or checklists used during practical activities including group and collaborative activities
- ◆ Extracts from workbooks which show a collection of evidence generated during day-to-day teaching and learning activities
- ◆ Computer generated assessment records or printouts from games, on-lines tests and/or simulations
- ◆ Photographs of cycling activities to record milestone achievement
- ◆ Video recordings of practical activities
- ◆ Diagrams, pictures or illustrations

Centres are encouraged to develop criteria for success which focus on small, well-defined steps in learning. In this way the learner is more likely to achieve success in the Units, the Award and in any subsequent learning.

# Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials that reflect an inclusive view.

Learners undertaking qualifications at SCQF level 1 are likely to require more support with their learning than at other levels, and learners should be given as much support as they need to engage with learning, teaching and assessment activities whilst maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ practical helpers under direct learner instruction to assist with practical activities (this could include a cycling partner, a reader or scribe as appropriate)
- ◆ the use of specialised and adapted equipment including cycles
- ◆ the use of ICT and other assistive technologies (for example word processing, technology-assisted communication)
- ◆ communication of instructions using pictures and or symbols, signing or other appropriate approach

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Award Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Award.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).

# Appendix 1: Suggested examples of learning, teaching and assessment activities

Cycle Safety Checks		
Outcome 1: Carry out a simple cycle safety check under instruction by:	Explanation of Standard	The range of possible learning, teaching and assessment activities could include:
1.1 Identifying the main parts of a cycle	The learner should be familiar with and be able to identify at least three main parts of their cycle. These could include: handlebars, pedals, seat, wheels, frame.	<ul style="list-style-type: none"> <li>◆ Matching and/or labelling exercise to identify main parts of a cycle: wheels, handlebars, saddle pedals, tyres (using pictures and/or physical parts).</li> <li>◆ Quizzes and games, for example spotting the difference/missing part (eg the saddle or wheel is missing on one cycle but not on another).</li> </ul>
1.2 Identifying the tasks to be carried out for the safety check	The learner should be able to identify at least two different tasks for a basic cycle safety check.  These could include: <ul style="list-style-type: none"> <li>◆ checking that a main part of the cycle is there, for example: handlebars, pedals, seat, wheels, frame</li> <li>◆ checking that the tyres are inflated</li> <li>◆ checking that the saddle is at the right height</li> <li>◆ checking that the cycle can move</li> </ul>	<ul style="list-style-type: none"> <li>◆ Learner responds to prompt questions about the condition of the cycle, for example: Can I hold on? Are there two pedals? Can I sit? - Does the cycle go?</li> <li>◆ Games where a deliberate fault is 'planted' or where a component part of the cycle is removed.</li> </ul> <p>This could be a pictorial and/or physical activity.</p> <p>(Note: it is the responsibility of the teacher/lecturer to ensure that a cycle is safe to use).</p>

1.3 Identifying any faults	<p>The learner should be able to identify at least two different faults during the cycle safety check.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>◆ something is missing</li> <li>◆ the tyre is flat</li> <li>◆ the saddle is at the wrong height</li> <li>◆ the cycle won't go</li> </ul>	<ul style="list-style-type: none"> <li>◆ Learner responds to prompt questions and/or images to explain what is wrong with the part and/or cycle:</li> <li>◆ Learner shows the problem on a cycle by pointing and/or signing and/or demonstrating on the cycle itself (for example, saddle is loose, not enough wheels, nowhere to sit, can't hold on, cycle not moving). This could include the cycle is dirty.</li> </ul>
<b>Outcome 2: Identify the repair tasks required on a cycle by:</b>	<b>Explanation of Standard</b>	<b>The range of possible learning, teaching and assessment activities could include:</b>
2.1 Identifying the tasks required	<p>The learner should be able to explain two different repairs which are needed.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>◆ getting the missing part</li> <li>◆ straightening the handlebars</li> <li>◆ altering the saddle height</li> <li>◆ pumping up a tyre</li> <li>◆ getting help from the teacher/lecturer/others as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ Learner responds to prompt questions and/or images to explain what is needed to sort the problem, for example need to pump up the tyre.</li> <li>◆ Learner shows what repairs are needed by pointing and/or signing and/or demonstrating on the cycle itself. This could also include washing the cycle.</li> </ul>
2.2 Identifying what is needed to complete the tasks	The learner should be able to identify at least one thing needed to help with the repair task.	<ul style="list-style-type: none"> <li>◆ Matching exercise and/or game (using pictures and/or physical) to: get missing part, get assistance from others, identify equipment needed (for example pump, quick release lever)</li> </ul>

	<p>This could include:</p> <ul style="list-style-type: none"> <li>◆ getting missing part (for example, a new saddle)</li> <li>◆ quick release lever</li> <li>◆ pump for tyres</li> <li>◆ seeking assistance from teacher/lecturer/others</li> </ul>	<ul style="list-style-type: none"> <li>◆ Learner responds to prompt questions and/or images to explain what is needed for each repair.</li> <li>◆ Learner shows what is needed for each repair by signing and/or demonstrating on the cycle itself.</li> </ul> <p>This could also include washing the cycle.</p> <p>The learner is not required to carry out the repair tasks.</p>
<b>Cycling Safely</b>		
<b>Outcome 1: Prepare for a cycling activity by:</b>	<b>Explanation of Standard</b>	<b>The range of possible learning, teaching and assessment activities could include:</b>
1.1 Agreeing to a cycling activity	<p>The learner should be able to agree to participate in at least one cycling activity.</p> <p>The context for and nature of the cycling activity should be discussed with the learner. This can be a short activity, a longer trip or a repetitive 'practising' activity as appropriate.</p> <p>The environment for the cycling activity should be suitable for the learner. For example, the playground, a local park, a cycle path or other traffic free area.</p>	<ul style="list-style-type: none"> <li>◆ Learner agrees to participate in a cycling activity.</li> </ul> <p>Examples of cycling activity could include:</p> <ul style="list-style-type: none"> <li>◆ laps of the playground</li> <li>◆ simple cycling games and races</li> <li>◆ cycling to a destination (shop, park)</li> <li>◆ making a journey from a) to b)</li> <li>◆ a personal cycling challenge ( trying a simple obstacle course)</li> </ul>
1.2 Choosing clothing and equipment	The learner should be able to choose at least one piece of clothing and at least one	◆ Matching and/or labelling exercise using pictures, photographs or pieces of equipment/clothing/other resources

appropriate to the activity	<p>piece of equipment appropriate for the chosen activity.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>◆ wearing a helmet</li> <li>◆ wearing a jacket if it is raining</li> <li>◆ wearing gloves in the cold</li> <li>◆ wearing high-vis clothing if cycling in the dark</li> <li>◆ taking a bottle of water if cycling on a hot day</li> <li>◆ taking picnic lunch if going on an outing</li> <li>◆ identifying what is required in case of emergencies (mobile phone, safety bag, first aid kit)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Interactive game where learner has to choose from a range of appropriate and inappropriate clothing provided (for example, high heeled shoes and flat shoes, long skirt and short trousers)</li> <li>◆ Quiz where learner has to respond to short questions about what would be required in different conditions (for example, cycling in the dark, in the rain, on a hot day)</li> <li>◆ Practical activities to explore the differences between reflective and non-reflective clothing (for example a 'torch test')</li> </ul>
<b>Outcome 2: Participate in a cycling activity by:</b>	<b>Explanation of Standard</b>	<b>The range of possible learning, teaching and assessment activities could include:</b>
2.1 Carrying out the cycling activity	<p>The learner should be able to participate in at least one agreed cycling activity.</p> <p>The activity duration, location and timing of the cycling activity will be as agreed by the teacher/lecturer and the learner.</p>	<ul style="list-style-type: none"> <li>◆ Learner participates in agreed activity including starting at the agreed point.</li> <li>◆ Learner wears appropriate clothing.</li> <li>◆ Learner follows agreed route.</li> </ul>
2.2 Responding to instructions and to signals given by others during the activity	<p>The learner should be able to respond to at least one instruction and at least one signal.</p> <p>These could be instructions and/or signals</p>	<p>The instructions given should be appropriate to the context for, and the nature of, the agreed cycling activity.</p> <p>For example these could include:</p>

	<p>given by the teacher/lecturer, other cyclists, or official signage.</p> <p>These instructions can be verbal ('stop at the bridge', pictorial (landmarks, 'the big bridge') and/or official (cycle lane markings and cycle traffic lights).</p>	<ul style="list-style-type: none"><li>◆ leaving space between self and other cyclists</li><li>◆ following instructions given by the teacher/lecturer and responding to other signals, signs, symbols during the cycling activity</li><li>◆ following instructions for cycling 'etiquette' (for example, slowing down for pedestrians, alerting pedestrians and other cyclists to their presence)</li></ul>
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## Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa//14977.html](http://www.sqa.org.uk/sqa//14977.html).
- ◆ Building the Curriculum 4: Skills for learning, skills for life and skills for work
- ◆ Building the Curriculum 5: A framework for assessment
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ SCQF Handbook: User Guide (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*

## Administrative information

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**Superclass:** to be advised

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### History of changes to Award Support Notes

Award details	Version	Description of change	Authorised by	Date

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