

Unit Support Notes — Cycle Safety Checks (National 1)

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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).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Cycle Safety Checks (National 1) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Award Specification*
- ◆ the *Award Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to involve the learner in carrying out regular safety checks before using a cycle. The learner will follow instructions to check the main parts of a cycle, identify any faults and identify how these faults can be remedied to ensure the cycle is safe to use.

Learners who complete this Unit will be able to:

- 1 Carry out a simple cycle safety check under instruction
- 2 Identify the repair tasks required on a cycle

In addition, the following skills for learning, skills for life and skills for work will be developed: literacy, health and wellbeing and thinking skills.

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

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

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

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the *Award Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units within the National 1 Cycling Award
- ◆ the National 2 Cycling Award
- ◆ other Units and Awards at National 1
- ◆ other related Units, Awards and Courses at National 2

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Award Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Award Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible it is important that learners have the opportunity to experience a range of cycling activities and that those opportunities for assessment and feedback to learners are provided within the learning and teaching activities.

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ active learning including activities which provide opportunities for learners to observe, explore and participate in a variety of cycling activities
- ◆ individual and collaborative working which provides learners with the opportunity to share in, and develop ideas for, cycling activities
- ◆ thematic or interdisciplinary approaches which build on the relationship between cycling and other curriculum areas such as PE, Health and Wellbeing, Mathematics
- ◆ using 'real-life' and/or simulated environments to provide contexts for cycling activities
- ◆ extra-curricular activities (in the centre and/or in the community)
- ◆ using visual media (including film, DVDs) to help learners visualise contexts for learning
- ◆ portfolios, journals and workbooks compiled by the learner to keep track of evidence
- ◆ using ICT and other technologies (including computer games, simulations and/or interactive programmes, virtual learning environments)
- ◆ using adaptive and assistive technologies as appropriate to support learners' participation in cycling activities
- ◆ other specific opportunities for integrated learning identified and developed by centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and across Awards 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 they have met the required Assessment Standards for the Unit or Award.

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more

manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages, and this could be provided as part of the on-going assessment process to inform learning. It is therefore recommended that teachers/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer 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 and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 1 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification*. Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation during practical tasks and activities (using an observation checklist, visual recording, photography or equivalent)
- ◆ oral questioning before, during and on completion of tasks (for example using a recording or transcript as evidence)
- ◆ using a project/extended activity to assess a range of Outcomes or Units together
- ◆ integrating assessment across curriculum areas, for example PE
- ◆ visual recording of the learner's activities
- ◆ using photographs or film to record milestone achievements

Information about approaches to gathering evidence can also be found in the *Award Support Notes*.

It is recommended that all evidence generated by the learner is kept together in a secure place. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learner and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit

This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways.

However, it is suggested that the Outcomes could be delivered and assessed sequentially, following the logical order of undertaking a cycle safety check under instruction, identifying any faults and/or problems arising from this check (Outcome 1) and then identifying the repair tasks required to rectify these faults and/or problems (Outcome 2).

There is no specific amount of time set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers/lecturers consider the following issues when developing their approach to learning, teaching and assessment:

- ◆ the resources available to the centre
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

Examples of learning, teaching and assessment approaches and ways of recording evidence are provided in *Appendix 1*.

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

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Award Support Notes*.

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved.

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 Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

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

Assessment Standard	Explanation of Standard	The range of possible learning, teaching and assessment activities could include:
Outcome 1: The learner will carry out a simple cycle safety check under instruction by:		
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"> ◆ Matching and/or labelling exercise to identify the main parts of the cycle (using pictures and/or actual cycle parts). ◆ Quizzes and games, for example spotting the differences between two cycles, or spotting the missing part.
1.2 Identifying the tasks to be carried out for the safety check	<p>The learner should be able to identify at least two different tasks for a basic cycle safety check.</p> <p>These could include:</p> <ul style="list-style-type: none"> ◆ Checking that a main part of the cycle is there: for example, handlebars, pedals, seat, wheels, frame ◆ Checking that the tyres are inflated ◆ Checking that the the saddle is at the right height ◆ Checking that the cycle can move ◆ Any other appropriate activity 	<ul style="list-style-type: none"> ◆ Learner responses to prompt questions about the condition of the cycle, for example: Can I hold on? Are there two pedals? Can I sit on the cycle? Does the cycle go? Is the saddle wobbly? ◆ Games where a deliberate fault is 'planted' or where a component part of the cycle is removed. <p>This could be a pictorial and/or a 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 faults during the cycle safety check.</p> <p>This could include:</p> <ul style="list-style-type: none"> ◆ something is missing ◆ the tyre is flat ◆ the saddle is at the wrong height ◆ the cycle won't go 	<ul style="list-style-type: none"> ◆ Learner responds to prompt questions and/or images to explain what is wrong with the part and/or cycle. ◆ Learner shows the problem on a cycle by pointing and/or signing and/or demonstrating on the cycle itself. ◆ This could include the cycle is dirty.
<i>Outcome 2: The learner will identify the repair tasks required on a cycle by:</i>		
2.1 Identifying the tasks required	<p>The learner should be able to explain two different repairs which are required.</p> <p>This could include:</p> <ul style="list-style-type: none"> ◆ getting the missing part ◆ straightening the handlebars ◆ altering saddle height ◆ pumping up a tyre ◆ getting help from the teacher/lecturer/others ◆ any other appropriate activity 	<ul style="list-style-type: none"> ◆ Learner responds to prompt questions and/or images to explain the repair tasks which are needed — for example, need to pump up the tyre, need to get help to sort the saddle height. ◆ Learner shows what repairs are needed by pointing and/or signing and/or demonstrating on the cycle itself. <p>This could also include washing the cycle.</p>
2.2 Identifying what is needed to complete the tasks	<p>The learner should be able to identify at least one thing needed to help with the task.</p> <p>This could include:</p>	<ul style="list-style-type: none"> ◆ Matching exercise and/or game (using pictures and/or physical) to recognise assistance from others is required ◆ Learner responds to prompt questions and/or images to explain what is needed for each repair. ◆ Learner shows what is needed for each repair by pointing

	<ul style="list-style-type: none"> ◆ get missing part (for example, new saddle) ◆ quick release lever ◆ pump for tyres ◆ getting assistance from teacher/lecturer/others 	<p>and/or signing and/or demonstrating on the cycle itself.</p> <p>This could also include washing the cycle.</p> <p>The learner is not required to carry out the repair tasks.</p>
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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 on SQA’s website: <http://www.sqa.org.uk/sqa/14976.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](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ SCQF Handbook: User Guide (*published 2009*) and SCQF level descriptors (to be reviewed during 2011 to 2012): 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](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

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Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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