

# **Cycling Award (National 2) 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).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Cycling Award (National 2). 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:

- ◆ understand the importance of carrying out regular cycle safety checks
- ◆ identify and carry out routine maintenance and basic repair tasks arising from a cycle safety check
- ◆ understand the importance of cycling safely
- ◆ develop responsible and careful attitudes when cycling

This Award provides a framework for learners to develop their cycling skills within the context of safe cycling and to develop the skills to carry out routine maintenance and basic repair tasks on a cycle.

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 awareness of the benefits of cycling in respect of 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 2.

### Experiences and outcomes

Experiences and outcomes from the early and first 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

- ◆ participate in physical activities, making use of available indoor and outdoor space
- ◆ experience positive aspects of healthy living and activity
- ◆ experience personal achievement and build resilience and confidence
- ◆ recognise skills and abilities through taking part in activities

## 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 and Maintenance	Cycling Safely
Ability to carry out a cycle safety check	■	□
Ability to carry out a range of routine maintenance and basic repair tasks on a cycle	■	□
Ability to plan a cycling journey		■
Ability to demonstrate safe cycling		■

**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 2 Personal Achievement Award or its component Units
- ◆ National 2 Personal Development Award or its component Units
- ◆ National 2 Practical Craft Skills Course or its component Units
- ◆ Other National 2 Units
- ◆ National 3 Personal Development Award or its component Units

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

### Personal Achievement Award at National 2

The Personal Achievement Award has three different stages of achievement — Bronze, Silver and Gold. 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.

### **Personal Development Award at SCQF level 3**

This Award has three mandatory Units: Personal Development: Self in Community, Personal Development: Self and Work and Personal Development: Practical Abilities. Learners are required to complete all three Units to obtain the Award.

### **Practical Craft Skills (National 2) Course**

This Course comprises three mandatory Units and provides opportunities for learners to develop practical skills in using a range of tools, equipment and materials, and to apply skills and knowledge to a range of practical tasks. Learners will also learn how to work effectively and safely alongside others in a shared working environment and to appreciate the importance of using materials efficiently.

Learners are required to complete all three Units to obtain the Award.

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

For more information on the Practical Craft Skills (National 2) Course refer to the relevant *Course Specification*, *Course 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 2 Cycling Award there is a direct hierarchy with the National 1 Cycling Award.

For more information on the National 1 Cycling Award please refer to the *Award Specification*, the *Unit Specifications* and the accompanying *Award* and *Unit Support Notes*.

# Approaches to learning and teaching

Effective learning and teaching 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 and teaching 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 CDs, 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 safety critical parts and systems of a cycle and the tasks involved in a safety check of same
- ◆ practical activities to carry out routine maintenance and repair tasks
- ◆ regular opportunities for participation in cycling activities
- ◆ a variety of cycling activities to allow development of a range of skills
- ◆ whole centre and/or social cycling events, for example picnics, 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, Practical Craft Skills, 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 2) and the Personal Development Award (National 2)

# 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>	
<b>1.3 Listening and talking</b> Listening means the ability to understand and interpret ideas, opinions and information presented orally.  Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.	<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.</p> <p>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>	
<b>3.3 Physical Wellbeing</b> 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>The Award provides opportunities for learners to participate in practical activities associated with cycling. This includes opportunities for learners to carry out cycle safety checks and to carry out routine maintenance and repair tasks on a cycle.</p> <p>There are also opportunities for learners to plan a cycling journey and to demonstrate safe cycling by obeying and responding to rules, instructions, signals, signs and actions of others.</p>

<b>5 Thinking skills</b>	
5.2 Understanding 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.	The Award provides opportunities for learners to participate in practical activities associated with cycling, including carrying out cycle safety checks and carrying out routine maintenance and repair tasks.
5.3 Applying Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.	The Award provides opportunities for learners to participate in practical activities associated with cycling, including planning a cycling journey and demonstrating safe cycling by obeying and responding to rules, instructions, signals, signs and actions of others.

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 2 Awards. All Units are internally assessed against the requirements outlined and described in the Unit Specifications. To achieve the National 2 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 2, 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 an 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 PE could provide the opportunity to generate evidence for the Cycling Award
- ◆ visually recording or photographing the learner's tasks and 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-line 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 2 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 and Maintenance		
Outcome 1: Carry out a cycle safety check by:	Explanation of Standard	The range of possible learning, teaching and assessment activities could include:
1.1 Identifying the components to be included in this safety check	<p>The learner should be able to identify at least four component parts of a cycle.</p> <p>These could include:</p> <ul style="list-style-type: none"> <li>◆ wheels</li> <li>◆ tyres</li> <li>◆ handlebars</li> <li>◆ pedals</li> <li>◆ frame</li> <li>◆ brakes</li> <li>◆ chain</li> <li>◆ saddle</li> </ul> <p>It is suggested that teachers/lecturers use a simple and systematic framework to allow learners to follow a logical route around a cycle (for example the 'M' check system or equivalent).</p>	<ul style="list-style-type: none"> <li>◆ Labelling or matching exercise to identify the main parts of a cycle.</li> <li>◆ Learner recognises the function of each main part by responding to images and/or prompt questions.</li> <li>◆ Demonstration by teacher/lecturer/others of safety critical parts of a cycle and how they affect the overall safety of the cycle and rider when in use.</li> <li>◆ Learner constructs their own cycle safety checklist system that includes parts to be checked, the tasks to be carried out and the procedures to be used. This could be achieved by using images and/or using an actual cycle.</li> </ul> <p>It is suggested that AS 1.1 and AS 1.2 could be combined to form a cycle safety checklist which includes the parts to be checked, the tasks to be carried out and the procedures to be used.</p>

<p>1.2 Identifying the tasks to be carried out for the safety check</p>	<p>The learner should be able to identify at least one task to be carried out for each of the four component parts identified in AS 1.1.</p> <p>The learner should also be able to identify the procedures to be used to carry out the safety check tasks (for example, the need to spin the wheel to ensure it moves freely),</p> <p>It is suggested that teachers/lecturers use a simple and systematic framework to allow learners to follow a logical route around a cycle, for example the 'M' check system or equivalent.</p>	<ul style="list-style-type: none"> <li>◆ Learner's participation in a safety check system which is simple and systematic and follows a logical route around the safety critical systems of a cycle (this can include responding to prompt questions, using images or practical activity using an actual cycle).</li> <li>◆ Learner constructs their own cycle safety checklist system that includes parts to be checked, the tasks to be carried out and the procedures to be used.</li> <li>◆ Learner carries out a cycle safety check which includes: the parts to be checked, how they will be checked and what will be used to make the check (for example, tools and/or equipment)</li> <li>◆ Learner carries out a short 'road test' after a static check to assess if everything is working correctly</li> </ul> <p>The list of tasks could include:</p> <ul style="list-style-type: none"> <li>◆ checking tyre pressure and tyre condition (tread and damage)</li> <li>◆ wheels are secure, turn freely and spokes are tensioned</li> <li>◆ handlebars/controls are secure and straight</li> <li>◆ both front and rear brakes operate correctly</li> <li>◆ pedals turn freely and are secure</li> <li>◆ chain is lubricated and runs freely through drive train</li> <li>◆ saddle is adjusted to correct height for rider and is secure</li> </ul>
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		<p>This could also include the cleanliness of the cycle, or the consequences of the cycle not being stored properly (wet from rain, has a rusty chain).</p> <p>It is suggested that AS 1.1 and AS 1.2 could be combined to form a cycle safety checklist which includes the parts to be checked, the tasks to be carried out and the procedures to be used.</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 provide a list of at least three faults and/or parts that require remedial action and which arise from the safety check.</p> <p>The learner should be able to describe what needs to be done to rectify each fault and/or part identified.</p>	<ul style="list-style-type: none"> <li>◆ Learner completes their cycle safety checklist and reports on the fault(s)/parts requiring attention.</li> <li>◆ Learner explains what is required to rectify the fault(s)/parts including whether these are maintenance and/or repair tasks (this can be responding to prompt questions and/or physical activity using an actual cycle).</li> </ul> <p>The list of faults could include:</p> <ul style="list-style-type: none"> <li>◆ low tyre pressure</li> <li>◆ worn tyres</li> <li>◆ broken/slack wheel spokes</li> <li>◆ buckled wheel rim</li> <li>◆ loose wheel nuts</li> <li>◆ loose or twisted handlebars</li> <li>◆ brakes not working</li> </ul>

		<ul style="list-style-type: none"> <li>◆ pedals do not rotate freely</li> <li>◆ chain is rusty/ needs lubrication</li> <li>◆ saddle is loose, too high or too low</li> </ul> <p>This could also include the cleanliness of the cycle, or the consequences of the cycle not being stored properly (wet from rain, still dirty from previous use).</p> <p>Note: It is ultimately the responsibility of teachers/lecturers to ensure that a cycle is safe to use.</p>
1.4 Making an appropriate judgement about whether the cycle is safe to use	<p>The learner should be able to assess whether the fault(s)/parts identified in AS 1.3 need immediate attention before the cycle can be used or whether these can be dealt with at a later date.</p> <p>The learner should then be able to make a recommendation as to whether the cycle is safe to use in its current condition.</p>	<ul style="list-style-type: none"> <li>◆ Learner uses their findings from AS 1.2 and AS 1,3 to decide whether the faults need to be dealt with before the cycle can be used or whether these can be carried out at a more convenient time</li> <li>◆ Learner decides whether the cycle can be used in its current condition on a 'go/no go' basis.</li> </ul> <p>Note: It is ultimately the responsibility of teachers/lecturers to ensure that a cycle is safe to use.</p>
<b>Outcome 2: Carry out a range of routine maintenance and repair tasks 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 identify at least three different routine maintenance and/or basic repair tasks which are carried out on a cycle.</p> <p>These can all be maintenance-related,</p>	<ul style="list-style-type: none"> <li>◆ Demonstration by teacher/lecturer/others of the techniques used to carry out routine maintenance and basic repair tasks including opportunities for learners to practise these (linked to AS 2.2).</li> <li>◆ Demonstration by teacher/lecturer/others of the range of tools, equipment and materials used for routine</li> </ul>

	<p>repair-related or a combination, provided a total of three tasks are identified.</p> <p>The teacher/lecturer/others could firstly demonstrate the proper techniques and tasks then provide opportunities for the learner to practise these.</p>	<p>maintenance and repair, including how they are used (linked to AS 2.2).</p> <ul style="list-style-type: none"> <li>◆ Learner carries out a visual/manual inspection of a cycle to identify at least three routine maintenance and/or basic repair tasks.</li> <li>◆ Learner uses their cycle checklist to identify the tasks to be carried out and the procedures to be used.</li> </ul> <p>The tasks could include:</p> <ul style="list-style-type: none"> <li>◆ front/rear wheel removal and re-assembly</li> <li>◆ tyre/tube removal and re-assembly</li> <li>◆ puncture repair</li> <li>◆ saddle height adjustment and retighten</li> <li>◆ brake cable adjustment</li> <li>◆ brake pad alignment</li> <li>◆ clean and lubricate chain</li> </ul> <p>This could also include general washing, cleaning, other after-use care and storage requirements.</p>
<p>2.2 Choosing tools/equipment/materials appropriate to the task</p>	<p>The learner should be able to select at least one correct tool/piece of equipment/material as appropriate for each of the maintenance and/or repair tasks identified in AS 2.1.</p> <p>The teacher/lecturer/others could firstly demonstrate how these</p>	<ul style="list-style-type: none"> <li>◆ Demonstration by teacher/lecturer/others of the range of tools, equipment and materials used for routine maintenance and basic repair tasks, including how they are used (linked to AS 2.1).</li> <li>◆ Teacher/lecturer/others provide opportunities for learners to experience using these tools, equipment and materials (linked to AS 2.1).</li> </ul>

	<p>tools/equipment/materials are used then provide opportunities for the learner to practise using these.</p>	<ul style="list-style-type: none"> <li>◆ Practical activity where the learner chooses the correct tools/equipment/materials for each of the maintenance and/or repair tasks.</li> </ul> <p>The tasks could include:</p> <ul style="list-style-type: none"> <li>◆ front/rear wheel removal and re-assembly</li> <li>◆ tyre/tube removal and re-assembly</li> <li>◆ puncture repair</li> <li>◆ saddle height adjustment and retighten</li> <li>◆ brake cable adjustment</li> <li>◆ brake pad alignment</li> <li>◆ clean and lubricate chain</li> </ul> <p>This could also include general washing, cleaning, other after-use care and storage requirements.</p>
<p>2.3 Using selected tools/equipment/materials to carry out the task</p>	<p>The learner should be able to use each of the chosen tools/pieces of equipment/materials for each of the maintenance and/or repair tasks identified in AS 2.1.</p>	<ul style="list-style-type: none"> <li>◆ Practical activity where the learner carries out the maintenance and/or repair tasks on a cycle using the correct tools/equipment/materials.</li> </ul> <p>The tasks could include:</p> <ul style="list-style-type: none"> <li>◆ front/rear wheel removal and re-assembly</li> <li>◆ tyre/tube removal and re-assembly</li> <li>◆ puncture repair</li> <li>◆ saddle height adjustment and retighten</li> <li>◆ brake cable adjustment</li> <li>◆ brake pad alignment</li> </ul>

		<ul style="list-style-type: none"> <li>◆ clean and lubricate chain</li> </ul> <p>This could also include general washing, cleaning, other after-use care and storage requirements.</p>
<p>2.4 Using tools/equipment/materials in accordance with safe working practices appropriate to the environment and task</p>	<p>The learner should be able to use the tools/equipment/materials chosen in AS 2.3 safely and correctly.</p> <p>The learner should be aware of their immediate environment and be able to work in a manner which is safe and appropriate.</p> <p>The learner should be aware of hazard issues when working with lubricants, detergents and solvents (for example, degreasers and glues).</p>	<ul style="list-style-type: none"> <li>◆ Teacher/lecturer provides opportunities for learners to use a variety of locations to effect repairs, for example: in the workshop, off road trail, roadside.</li> <li>◆ Demonstration by teacher/lecturer to highlight the hazard issues when working with lubricants, detergents and solvents (degreasers and glues).</li> <li>◆ Learner follows instructions for using tools/equipment/materials safely and correctly.</li> </ul> <p>The tasks could include:</p> <ul style="list-style-type: none"> <li>◆ front/rear wheel removal and re-assembly</li> <li>◆ tyre/tube removal and re-assembly</li> <li>◆ puncture repair</li> <li>◆ saddle height adjustment and retighten</li> <li>◆ brake cable adjustment</li> <li>◆ brake pad alignment</li> <li>◆ clean and lubricate chain</li> </ul> <p>This could also include general washing, cleaning, other after-use care and storage requirements.</p>

<b>Cycling Safely</b>		
<b>Outcome 1: Planning a cycling journey by:</b>	<b>Explanation of Standard</b>	<b>The range of possible learning, teaching and assessment activities could include:</b>
1.1 Choosing a route	<p>The learner should be able to decide on a route for the cycling journey.</p> <p>The context for, and nature of, the cycling journey should be negotiated with the learner. This can be a short activity or a longer trip as appropriate.</p> <p>This should include the starting and finishing points.</p> <p>The start and finish points for the cycling journey will be determined by the nature of the chosen cycling journey, for example home to centre, beginning and end of trail path,</p>	<ul style="list-style-type: none"> <li>◆ Practical activity where the learner decides on the type and duration of the cycling journey.</li> <li>◆ Practical activity where the learner plans the route for the journey.</li> <li>◆ Practical activity where the learner identifies the starting and finishing points for the journey.</li> </ul> <p>Examples of a cycling route could include:</p> <ul style="list-style-type: none"> <li>◆ a cycle path</li> <li>◆ an off-road trail</li> <li>◆ cycling to a destination (shop, park)</li> <li>◆ participating in a group cycling outing</li> <li>◆ 'commuting' to the centre from home using roads</li> </ul>
1.2 Ensuring the cycle is ready for the journey	<p>The learner should be able to carry out a check to ensure that the cycle is ready to use.</p> <p>This could include determining the 'roadworthiness' and the cleanliness of the cycle prior to use.</p>	<ul style="list-style-type: none"> <li>◆ Learner constructs their own cycle safety checklist system that includes parts/items to be checked.</li> <li>◆ Learner carries out a pre-journey cycle check of the safety-critical parts of the cycle using the cycle safety checklist.</li> <li>◆ Learner carries out a short 'road test' after a static check to assess if everything is working correctly.</li> </ul>

		<p>The list of tasks could include checking:</p> <ul style="list-style-type: none"> <li>◆ tyre pressure and tyre condition</li> <li>◆ wheel(s) spin freely</li> <li>◆ handlebars are straight</li> <li>◆ brakes/controls are working</li> <li>◆ pedals rotate freely</li> <li>◆ chain is free from rust and is lubricated</li> <li>◆ saddle is at right height and is secure</li> </ul> <p>This could also include the cleanliness of the cycle or the consequences of the cycle not being stored properly (wet from rain, has a rusty chain).</p> <p>Note: It is ultimately the responsibility of teachers/lecturers to ensure that a cycle is safe to use.</p>
<p>1.3 Selecting clothing, equipment and resources appropriate to the journey</p>	<p>The learner should be able to determine what is required for their chosen cycling journey.</p> <p>The learner should be able to select clothing, equipment and resources for the prevailing conditions, their own circumstances and personal comfort appropriate to their chosen cycling journey and what will be needed in case of emergency.</p>	<ul style="list-style-type: none"> <li>◆ Learner chooses appropriate clothing to suit the nature of their journey and the conditions, for example wearing a jacket if it is raining or cold, wearing high-vis clothing if cycling in the dark, ensuring none of their clothing can become entangled or trapped in the drive chain, wearing suitable footwear. The learner must select a cycle helmet.</li> <li>◆ Learner chooses equipment appropriate to their journey, for example taking a puncture repair kit, taking a mobile phone, taking a first aid kit.</li> <li>◆ Learner selects resources appropriate to their journey, for example, taking a bottle of water, taking a picnic lunch if on an outing.</li> </ul>

<b>Outcome 2: Demonstrate safe cycling by:</b>	<b>Explanation of Standard</b>	<b>The range of possible learning, teaching and assessment activities could include:</b>
<p>2.1 Obeying rules, practices and codes of conduct for safe cycling</p>	<p>The rules, practices and codes of conduct for safe cycling will be determined by the chosen cycling journey.</p> <p>The emphasis here is the learner's development of responsible cycling practices, appropriate to the nature and environment of the chosen cycling journey.</p> <p>For example, cycling journeys could include: off-road activities in a secure environment, on-road activities in a traffic environment, off-road activities in a public space (park, trail, cycle path).</p> <p>The learner should be able to explain the main rules for cycling safely. This includes the requirements of the Highway Code, specific codes of conduct applicable to the chosen cycle route/location (for example, the Scottish Outdoor Access Code) and general cycling 'etiquette'.</p>	<ul style="list-style-type: none"> <li>◆ Learner follows cycling 'etiquette' (for example slowing down for pedestrians, other cyclists) when cycling.</li> <li>◆ Learner maintains safe distance when riding in a group.</li> <li>◆ Cyclists in front point out hazards to following riders.</li> <li>◆ Learner follows rules of the Highway Code for cyclists when using segregated/unsegregated cycle lanes, trails, paths.</li> <li>◆ Learner follows rules of the Highway Code for cyclists when using roads (for example, stopping at 'Stop' signs and 'Give Way' signs).</li> </ul>

	The learner should be able to demonstrate compliance with these when carrying out a cycling journey.	
2.2 Responding to instructions, signals and signs as appropriate	<p>The learner should be able to demonstrate appropriate responses to a range of different instructions, signals and signs encountered during the cycling journey.</p> <p>The instructions, signals and signs should be appropriate to the context for, and nature of, the cycling journey.</p> <p>It is suggested that the teacher/lecturer/others assists the learner in choosing a route for the journey which includes a range of different instructions, signals and signs.</p>	<ul style="list-style-type: none"> <li>◆ Learner follows instructions given by teacher/lecturer/others during the cycling journey (for example, leaving space between self and other cyclists, starting trail at designated time).</li> <li>◆ Learner responds to signals and signs during the cycle journey. These can be verbal, pictorial and/or official (for example cycle lane markings, traffic lights including cycle lights).</li> </ul>
2.3 Responding to actions of others	<p>The learner should be able to demonstrate appropriate response(s) to actions by others encountered during the cycle journey.</p> <p>This can include actions by: pedestrians, other cyclists, other road users, officials (for example traffic wardens and police) and animals as appropriate to the context</p>	<ul style="list-style-type: none"> <li>◆ Learner responds correctly to actions taken by others (for example avoiding another cyclist who swerves into their path, alerting pedestrians walking ahead to their presence, slowing down and passing safely).</li> <li>◆ Learner responds correctly to actions taken by other road users, (for example, alerting drivers to their presence, using cycle lanes to avoid traffic).</li> </ul>

	for, and nature of, the chosen journey.	
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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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