

Unit Support Notes — Cycling Safely (National 2)

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

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 Unit	2
Approaches to learning, teaching and assessment	4
Equality and inclusion	8
Appendix 1: Suggested examples of learning, teaching and assessment activities	9
Appendix 2: Reference documents	13
Administrative information	14

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Cycling Safely (National 2) 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 enable the learner to develop knowledge and understanding of safe cycling, including developing a responsible attitude to cycling and to help the learner prepare for a cycling journey and carry this out safely.

Learners who complete this Unit will be able to:

- 1 Plan a cycling journey
- 2 Demonstrate safe cycling

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 2.

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 2 Cycling Award
- ◆ other Units, Awards and Courses at National 2
- ◆ other Units, Awards and Courses at National 3

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, Science, 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 2 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 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 are delivered and assessed sequentially, following the logical order of planning a cycle journey including choosing the route and appropriate clothing, equipment and resources, and ensuring the cycle is ready (Outcome 1) then demonstrating safe cycling by carrying out the cycle journey including obeying the 'rules of the road', codes of conduct and responding to instructions, signals, signs, and actions of others during the journey (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 could 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, 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 where 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	Possible learning, teaching and assessment activities
Outcome 1: <i>The learner will plan a cycling journey by:</i>		
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 agreed 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. 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 to end of trail path.</p>	<ul style="list-style-type: none"> ◆ Practical activity where the learner decides on the cycling journey. ◆ Practical activity where the learner identifies the starting and finishing points for the journey. ◆ Practical activity where the learner plans the route for the journey. <p>Examples of a cycling route could include:</p> <ul style="list-style-type: none"> ◆ a cycle path ◆ an off-road trail ◆ cycling to a destination (shops, park) ◆ participating in a group cycling outing ◆ 'commuting' to the centre from home using roads ◆ any other appropriate activity
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"> ◆ Learner constructs their own cycle safety checklist system that includes the parts/items to be checked. ◆ Learner carries out a pre-journey cycle check of the safety-critical parts of the cycle using the cycle safety checklist.

		<ul style="list-style-type: none"> ◆ Learner carries out a short 'road test' after a static check to assess if everything is working correctly. <p>The list of tasks could include checking:</p> <ul style="list-style-type: none"> ◆ tyre pressure and tyre condition ◆ wheel(s) spin freely ◆ handlebars are straight ◆ brakes/controls are working ◆ pedals rotate freely ◆ chain is free from rust and is lubricated ◆ saddle is at right height and is secure. ◆ any other appropriate activity <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 recognise the need to wear a helmet for any cycling journey.</p> <p>The learner should be able to determine what is required for their chosen cycling journey.</p> <p>The learner should also be able to select clothing,</p>	<ul style="list-style-type: none"> ◆ Learner chooses appropriate clothing to suit the nature of the 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.

	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.	<ul style="list-style-type: none"> ◆ Learner chooses equipment appropriate to their journey, for example taking a puncture repair kit, taking a mobile phone, taking a first aid kit. ◆ Learner selects resources appropriate to the journey, for example, taking a bottle of water, taking a picnic lunch if on an outing.
Assessment Standard	Explanation of Standard	Possible learning, teaching and assessment activities
Outcome 2: <i>The learner will demonstrate safe cycling by:</i>		
2.1 Obeying rules, practices and codes of conduct for safe cycling	<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, cycle 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), any other appropriate activity.</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</p>	<ul style="list-style-type: none"> ◆ Learner follows cycling 'etiquette' (for example slowing down for pedestrians, other cyclists) when cycling. ◆ Learner maintains safe distance when riding in a group. ◆ Cyclists in front point out hazards to following riders. ◆ Learner follows rules of the Highway Code for cyclists when using segregated/unsegregated cycle lanes, trails, paths ◆ Learner follows rules of Highway Code for cyclists when using roads (for example, stopping at 'Stop' signs and 'Give Way' signs)

	<p>'etiquette'.</p> <p>The learner should be able to demonstrate compliance with these when carrying out a cycling journey.</p>	
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 the nature of, the cycling activity.</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"> ◆ Learner follows instructions given by teacher/lecturer/others during the cycling journey (for example, leaving spacer between self and other cyclists, starting trail at designated time). ◆ Learner responds appropriately to signals and signs encountered during the cycle journey. <p>These can be verbal, pictorial and/or official (for example cycle lane markings, traffic lights including cycle lights).</p>
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: pedestrians, other cyclists, other road users, officials (for example traffic wardens and police) and animals as appropriate to the context for, and nature of, the chosen journey.</p>	<ul style="list-style-type: none"> ◆ 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). ◆ Learner responds correctly to actions taken by other road users (for example, alerting drivers to their presence, using cycle lanes to avoid traffic)

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

Published: April 2013 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

© Scottish Qualifications Authority 2013

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.