

## Cycling Safely (Alternative Context) Unit

**SCQF:** level 2 (6 SCQF credit points)

**Unit code:** HJ6A 42

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words “Alternative Context”. There should be at least one year between the delivery of the original Unit and the delivery of the “Alternative Context” version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

### Unit outline

The general aim of this Unit is to enable the learner to develop knowledge and understanding of safe cycling and to help the learner prepare for a journey and carry this out safely.

Learners who complete this Unit will be able to:

- 1 Plan a cycling journey.
- 2 Demonstrate safe cycling.

This Unit is a mandatory Unit of the Cycling Award (SCQF level 2) and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work.

### Recommended entry

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

## **Equality and inclusion**

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

# Standards

## Outcomes and assessment standards

### Outcome 1

#### 1 Plan a cycling journey by:

- 1.1 Choosing a route
- 1.2 Ensuring the cycle is ready for the journey
- 1.3 Selecting clothing, equipment and resources appropriate to the journey

### Outcome 2

The learner will:

#### 2 Demonstrate safe cycling by:

- 2.1 Obeying rules, practices and codes of conduct for safe cycling
- 2.2 Responding to instructions, signals and signs as appropriate
- 2.3 Responding to actions of others

## Evidence Requirements for the Unit

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

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

Evidence is likely to come from assessor observation of learners' participation in practical activities associated with planning for and then participating in a cycle journey. This will include deciding the route to be cycled, choosing what is needed for the journey, and checking that the cycle is ready to use.

The learner is also required to follow practices and codes for safe cycling when carrying out the journey, including complying with and responding to, instructions, signals, signs and the actions of others during the journey.

It is expected that learners will receive support to achieve the Outcomes of this Unit.

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

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

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

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

## **1 Literacy**

1.3 Listening and talking

## **3 Health and Wellbeing**

3.3 Physical Wellbeing

## **5 Thinking skills**

5.2 Understanding

5.3 Applying

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

# Administrative information

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**Superclass:** ZH

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## History of changes to Award Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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