



National Unit Specification: general information

UNIT Automotive Skills: The Garage (SCQF level 4)

CODE F8MW 10

SUMMARY

This Unit has been designed as a mandatory Unit of the Skills for Work: Automotive Skills Course at SCQF level 4 and can also be taken as a free-standing Unit.

The Unit introduces candidates to the structure and organisation of the retail automotive industry and the range of job roles and responsibilities within it.

Candidates will use a range of research sources and activities to help develop their knowledge and understanding of the automotive industry, the businesses within it, and the diversity of job roles it offers. The Unit also provides an opportunity to understand some of the health and safety legislation applicable to vehicle service and repair workshops.

Candidates will have the opportunity to review and develop their own employability skills throughout this Unit.

This Unit is suitable for those who have no previous qualifications or experience and wish to gain an introductory qualification as part of their general education or in preparation for more specialised study.

OUTCOMES

- 1 Demonstrate knowledge and understanding of the structure of the retail automotive industry and the roles and responsibilities of individuals working within it.
- 2 Demonstrate knowledge and understanding of the relevant health and safety requirements in an automotive service and repair workshop.
- 3 Review and evaluate own employability skills profile.

Administrative Information

Superclass: XS

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National Unit Specification: general information (cont)

UNIT Automotive Skills: The Garage

RECOMMENDED ENTRY

While entry is at the discretion of the centre, it would be advantageous for candidates to have attained or be working towards one or more of the following Skills for Work units, or equivalent:

F8MY 10 *Automotive Skills: The Technician*
F8MX 10 *Automotive Skills: The Car*

CREDIT VALUE

1 credit at SCQF level 4 (6 SCQF credit points at SCQF level 4*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit Specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit Specification: statement of standards

UNIT Automotive Skills: The Garage (SCQF level 4)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Demonstrate knowledge and understanding of the structure of the retail automotive industry and the roles and responsibilities of individuals working within it.

Performance Criteria

- (a) Research and identify the different types of business which make up the automotive industry.
- (b) Describe the organisational structure of an automotive dealership.
- (c) List the responsibilities relating to specific job roles within the automotive industry.
- (d) Identify a range of career opportunities within the automotive industry.
- (e) Gather information on training, qualifications and experience needed for these careers.

OUTCOME 2

Demonstrate knowledge and understanding of the relevant health and safety requirements in an automotive service and repair workshop.

Performance Criteria

- (a) Explain the difference between hazards and risks.
- (b) Identify potential hazards in an automotive repair workshop.
- (c) Recognise safety signage relevant to an automotive repair workshop.
- (d) Identify legislation relevant to health and safety in an automotive repair workshop.
- (e) Demonstrate a practical understanding of safe working within an automotive repair workshop.

OUTCOME 3

Review and evaluate own employability skills profile.

Performance Criteria

- (a) Identify own strengths and weaknesses.
- (b) Seek and record feedback from teacher/lecturer on own performance.
- (c) Identify action points for improvement in relation to employability skills.

National Unit Specification: statement of standards (cont)

UNIT Automotive Skills: The Garage (SCQF level 4)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Product, written/oral recorded and performance evidence which covers all the Outcomes and Performance Criteria are required for this Unit.

Outcomes 1 and 2 — Folio

An assignment will be set which the candidate will complete in open-book conditions. Evidence may be gathered throughout the Unit and final selection of items for inclusion in a folio should take place towards the end of the Unit under supervision.

The folio should contain:

- ◆ a description of the different businesses which make up the retail automotive industry
- ◆ a description of the organisational structure of an automotive vehicle dealership
- ◆ a list of the roles and responsibilities of specified jobs in an automotive workshop
- ◆ a list with a minimum of three career opportunities in the automotive industry with an explanation of the training, qualifications and experience needed for these careers
- ◆ a list (or completed form) that accurately identifies risks and hazards in an automotive workshop
- ◆ an example of the location and meaning of a minimum of four safety signs found in an automotive workshop
- ◆ a description of the four main pieces of legislation relating to health and safety as applied in an automotive workshop:
 - Health and Safety at Work Act
 - Personal Protective Equipment (PPE) Regulations
 - Control of Substances Hazardous to Health (COSHH) Regulations
 - Provision and Use of Work Equipment (PUWER) regulations

As part of this assignment candidates will be required to carry out an inspection of a vehicle workshop and demonstrate their health and safety awareness. Using a prescribed checklist they will show that they are able to:

- ◆ identify hazards and risks within automotive workshops
- ◆ recognise appropriate safety signs and notices
- ◆ identify good working practices

Practical activities must be carried out in a realistic working environment or real workplace where the candidate is able to not only recognise hazards and risks, but also identify good working practices.

National Unit Specification: statement of standards (cont)

UNIT Automotive Skills: The Garage (SCQF level 4)

Outcome 3

Candidates must identify their own strengths and weaknesses using a self evaluation review and obtain feedback from their teacher/lecturer in relation to a specified list of employability skills. Candidates must also identify action points for improvement.

A signed record of the review must be retained by the assessor as assessment evidence.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes candidate assignments and checklists for Outcomes 1 and 2 assessor checklists for Outcomes 1 and 2 and a candidate self evaluation review record for Outcome 3. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Automotive Skills: The Garage (SCQF level 4)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is designed to provide candidates with an introduction to the retail automotive industry and the job roles within it. Candidates will have the opportunity to discover the different businesses that make up the industry and the diverse range of job roles within it. They will also develop an understanding of the training and qualifications required for those working in the automotive industry and recognize how these relate to career opportunities. Basic health and safety requirements are also included as candidates will need to understand the importance of adhering to safe working practices and complying with health and safety legislation.

The Outcomes of this Unit can be integrated with *Automotive Skills: The Car* and *Automotive Skills: The Technician* allowing the candidate to better understand the content as applied in a practical automotive context.

Essential areas of knowledge are:

- ◆ types of businesses within the automotive industry
- ◆ organisational structure of a vehicle dealership
- ◆ roles and responsibilities of employees in a vehicle dealership
- ◆ career opportunities within the automotive industry
- ◆ training and qualifications required for specific job roles
- ◆ difference between risks and hazards
- ◆ recognising current health and safety legislation relevant to working in the automotive industry and where further information is available on:
 - Health and Safety at Work Act
 - Personal Protective Equipment Regulations (PPE)
 - COSHH (Control of Substances Hazardous to Health) Regulations
 - Provision and Use of Work Equipment Regulations (PUWER)
- ◆ safe working practices
- ◆ safety signage
- ◆ importance of appropriate personal protective equipment

Candidates will use a variety of resources to research the structure and organisation of the industry and focus on specified job roles. Discovering what qualifications, training and skills are required to work in these jobs will develop a better understanding of the mix of skills and knowledge needed to allow a modern automotive business to function efficiently.

An awareness of basic health and safety legislation is essential. Although candidates are not required to know the detail of the legislation they should understand their responsibilities within it particularly with regard to their own health and safety as well as that of others. This gives an excellent opportunity to integrate health and safety across the other Units within this award where practical activities are more evident. They will check working areas for potential and actual hazards and identify associated risks and how to deal with them.

National Unit Specification: support notes (cont)

UNIT Automotive Skills: The Garage (SCQF level 4)

In addition to the specific vocational skills and knowledge developed and assessed the candidate will have the opportunity to develop their employability skills profile.

The following list of employability skills and behaviours have been identified by employers in the automotive industry and are an important part of the content of this Unit.

- ◆ positive attitude towards learning:*
 - showing commitment and flexibility
 - showing an interest in the automotive industry
 - showing a willingness to learn
- ◆ good timekeeping and attendance
- ◆ following instructions*
- ◆ awareness of the implications of health and safety requirements*
- ◆ importance of appropriate dress code*
- ◆ good communication skills*
- ◆ preparing and planning for work
- ◆ awareness of the monetary value of the vehicles being worked on and their importance to the customer
- ◆ ability to work in a team
- ◆ flexible approach to solving problems
- ◆ adaptability to change
- ◆ confidence to provide and to seek feedback*
- ◆ understanding the workplace, the job roles and the career paths within it*
- ◆ awareness of environmental issues affecting the automotive industry

Assessment activity for this Unit will clearly identify a number of employability skills (marked with an asterisk*). However there are opportunities throughout this Unit to develop the remaining skills.

Every opportunity should be taken during this Unit to highlight that the Employability and Core Skills developed not only apply in the automotive workplace but in many other aspects of life and work.

Delivery of this Unit will involve both classroom based and practical activities in either a real workplace, or a realistic working environment, which will develop the candidate's overall knowledge and understanding of the automotive industry.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

An induction to the Unit should include a discussion with the candidate on the requirements of the Unit and how these will be achieved. Candidates should be encouraged to use a variety of resources and activities designed to enhance their awareness of the automotive industry and approaches to learning and teaching should be practical and experiential wherever possible.

Each part of learning and teaching should incorporate both theory and practice to facilitate learning. Integration with other Units within this Course will allow the candidate to understand the practical application of what they have learned.

National Unit Specification: support notes (cont)

UNIT Automotive Skills: The Garage (SCQF level 4)

In Outcome 1 candidates will be required to know about the types of businesses that make up the automotive industry and the requirements of the people working within it. The learning and teaching should be based around candidate centred activity which allows the candidate to build a portfolio of information. Research on particular job roles could be completed on an individual basis which is then shared with other students or as part of a group or class activity. The latter encourages working with others and raising awareness of the need to work cooperatively, an attribute critical in the automotive industry.

Links with industry representatives as well as colleges or training centres delivering automotive training can enhance the learning experience by providing site visits and/or visiting speakers who can offer a realistic view of the industry and its career opportunities. Centres are encouraged to develop such links to help candidates build their knowledge and understanding.

Time can also be spent looking at the entry requirements and progression routes for individuals considering a future in the automotive industry and what training and qualifications would be required to follow a particular career path. Useful material and employment requirements can be sourced from industry bodies, trade magazines, vehicle manufacturers and automotive dealer group websites as well as the wider internet.

Although candidates are not expected to know the detail of health and safety requirements they do need to have an awareness of the four main pieces of legislation. In Outcome 2 the learning and teaching should integrate this knowledge with an understanding of how it applies to the automotive industry. Simulated activities and role play exercises could be set up which enable candidates to carry out simple risk assessments on specific pieces of equipment and procedures in a vehicle workshop environment and identify control measures to minimise the risks. This activity could be integrated with the other Units within this Course allowing the candidate to apply the knowledge in a practical context. An example may be an analysis of the risks and how to minimise them when carrying out the wheel change activity in the vehicle Unit, encouraging good working practices. Candidates can also provide evidence of carrying out a safety audit on a workshop, identifying areas such as hazards, health and safety signage, emergency procedures, restrictions and both good and bad working practices. This information could be reported back to a class, developing presentation skills and encouraging discussion activity based around the findings.

Throughout delivery of the Unit candidates should be encouraged to seek advice and guidance which encourages them to evaluate their progress and set personal goals and objectives.

The Unit incorporates the opportunity to employ a number of teaching and learning approaches such as:

- ◆ Teacher/lecturer presentations
- ◆ Video presentations
- ◆ Visiting speakers
- ◆ Site visits
- ◆ Media and internet research
- ◆ Group and class discussion
- ◆ Individual and group research
- ◆ Practical activities
- ◆ Simulated activities

National Unit Specification: support notes (cont)

UNIT Automotive Skills: The Garage (SCQF level 4)

- ◆ Handouts
- ◆ Reflection and evaluation

Achievement of this Unit will be dependent on the candidate being able to demonstrate both knowledge and practical application of the skills and understanding needed to work in the automotive industry.

At this level it is expected candidates will be given support and guidance from the assessor/teacher/lecturer prior to progressing to assessment.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will carry out activities both in a classroom and a workshop situation both as an individual and as a group. These activities will involve listening, collecting information and seeking advice, providing good opportunities for developing aspects of Core Skills in the areas of *Information and Communication Technology, Communication and Working with Others*.

The investigations included within the Unit will demand a degree of numeracy skills combined with a problem solving ability.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements for this Unit are fully expressed in the mandatory section of this Unit Specification.

Evidence to be included in the folio should be gathered by the candidate on an ongoing basis and gathered at different points throughout the Unit. The final selection for inclusion in the folio of evidence should be conducted under supervision, allowing a final submitted folio of evidence without the need for re-assessment.

In Outcome 1 PC (c) candidates should provide information on different job roles to reflect the size of the organisation selected.

Evidence should be gathered over a realistic timeframe, providing the candidate with the opportunity to witness good working practices during the health and safety inspection. The recognition of the application of health and safety legislation could be integrated with the other Units of this Course.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

National Unit Specification: support notes (cont)

UNIT Automotive Skills: The Garage (SCQF level 4)

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes candidate assignments and checklists for Outcomes 1, and 2, assessor checklists for Outcomes 1 and 2 and a candidate self evaluation review for Outcome 3. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements