



National Unit Specification: general information

UNIT Automotive Skills: The Car (SCQF level 4)

CODE F8MX 10

SUMMARY

This Unit is 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 basic safety checks, wheel changing and valeting using a range of common hand tools, as well as more specialised tools and equipment.

Candidates will learn the names, functions and serviceability of automotive components while engaging in practical activities. The Unit also covers basic knowledge of working safely in an engineering environment.

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

This Unit is suitable for candidates with no previous automotive or employment experience.

OUTCOMES

- 1 Identify, select and use automotive checklists and carry out a safety check.
- 2 Change a road wheel safely using the car's own jack and tool kit.
- 3 Carry out a valet on a car.
- 4 Review and evaluate own employability skills profile.

Administrative Information

Superclass: XS

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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:

F8MW 10 *Automotive Skills: The Garage*
F8MY 10 *Automotive Skills: The Technician*

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

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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

Identify, select and use automotive checklists and carry out a safety check.

Performance Criteria

- (a) Identify common automotive checklists and clearly explain why these are used.
- (b) Select and use a range of automotive checklists correctly.
- (c) Carry out a vehicle check, using the correct procedure.
- (d) Complete the checklist to ensure all faulty items found are recorded.
- (e) Comply with safe working practices while carrying out all activities.

OUTCOME 2

Change a road wheel safely using the car's own jack and tool kit.

Performance Criteria

- (a) Locate the jack and tool kit.
- (b) State accurately the function of the car's own jack and tool kit.
- (c) Carry out a wheel change, using the correct procedure.
- (d) Comply with safe working practices while carrying out all activities.

OUTCOME 3

Carry out a valet on a car.

Performance Criteria

- (a) Identify common cleaning agents and equipment and state their function.
- (b) Select an appropriate range of cleaning agents and equipment.
- (c) Use the appropriate range of cleaning agents and equipment.
- (d) Comply with safe working practices while carrying out all activities.

OUTCOME 4

Review and evaluate own employability skills profile.

- (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)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance and written/oral recorded evidence that covers all the Outcomes and Performance Criteria is required for this Unit.

Outcome 1, 2 and 3 — Written/oral recorded questions

Written/oral recorded questions will be set which will be carried out in supervised, open-book conditions. The questions must enable candidates to:

- ◆ identify common automotive checklists and clearly explain why these are used
- ◆ state accurately the function of a car's own jack and tool kit
- ◆ identify six common cleaning agents and state their function
- ◆ identify three pieces of common cleaning equipment and state their function

This evidence should be gathered at an appropriate time throughout the Unit.

Outcome 1 — Performance evidence

Candidates will be required to demonstrate by practical activity on a minimum of two occasions that they are able to:

- ◆ select and use a range of automotive safety checklists correctly
- ◆ carry out a vehicle check, using the correct procedure
- ◆ complete the checklist recording all faulty items identified
- ◆ comply with safe working practices when carrying out all activities

Practical performance must be demonstrated for two different tasks from the specified list. One of the tasks must be the Vehicle Safety Check. The specified tasks are, Pre Delivery Inspection (PDI), Service, Tyre Safety Check and Vehicle Safety Check.

An assessor observation checklist and accurately completed safety checklist must be used to provide evidence of performance.

Outcome 2 — Performance evidence

Candidates will be required to demonstrate by practical activity on a minimum of two occasions that they are able to:

- ◆ locate the vehicle jack and tool kit
- ◆ use the jack and tool kit to complete a road wheel change, using the correct procedure
- ◆ comply with safe working practices when carrying out all activities

An assessor observation checklist must be used to provide evidence of performance.

National Unit Specification: statement of standards (cont)

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Outcome 3 — Performance evidence

Candidates will be required to demonstrate by practical activity on a minimum of two occasions that they are able to:

- ◆ select an appropriate range of cleaning agents and equipment
- ◆ use the appropriate cleaning agents and equipment
- ◆ comply with safe working practices when carrying out all activities

An assessor observation checklist must be used to provide evidence of performance.

Outcome 4 — Candidate review

Candidates must identify their own strengths and weaknesses using a self evaluation review record 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 written/oral questions for Outcomes 1, 2 and 3, assessor observation checklists for Outcomes 1, 2 and 3 and a candidate self evaluation review record for Outcome 4. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

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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

In this Unit candidates will have the opportunity to develop their skills in the inspection and reporting of the vehicle's condition using a selection of checklists, and carry out a road wheel change using the vehicle's own jack and tool kit. The candidate will also develop skills in carrying out vehicle valeting through practice, progressively learning to select and use the most appropriate cleaning agents, and equipment.

They will gain experience and confidence which will enable them to make informed choices for future study and employment. The Unit will also familiarise the candidate with working practices and Health and Safety issues relating to the automotive industry.

During the process of practical work candidates will become accustomed to working with others and in groups, sharing equipment and being aware of the need to work cooperatively. Candidates will learn good working practice throughout. They should also learn and become accustomed to using associated terminology.

The context for learning must include the requirement for appropriate Personal Protective Equipment (PPE), appropriate conduct, and correct care of tools, chemicals and equipment.

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*

National Unit Specification: support notes (cont)

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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.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

At the start of the Unit candidates should be introduced to the workshop environment and relevant health and safety requirements, eg Control of Substances Hazardous to Health (COSHH), Personal Protective Equipment (PPE), location of first aid and fire fighting equipment. Time should be taken to discuss the implications arising for an employer/employee if these are ignored.

The employability skills that will be developed throughout the Unit should be highlighted and the benefits of acquiring/demonstrating these skills discussed.

The Unit will be largely experiential through the completion of practical tasks. It is therefore vital that sufficient time is taken to explain the purpose of carrying out the task, the application of the skills being learned and in what situation each task would be required on a vehicle or in the workplace.

While carrying out the practical activities associated with Outcomes 1–3 candidates will gain experience of the workshop environment and roles of employees. The teacher/lecturer may allocate individuals/groups to team roles to enhance the candidate's knowledge of the different jobs within a working dealership/centre.

Candidates should be given an understanding of the safety implications of changing a road wheel at the road side.

Teaching and learning approaches should be varied and may include:

- ◆ Teacher/lecturer demonstrations
- ◆ Video presentations
- ◆ Visits to dealerships, garages, repair centres
- ◆ Visiting speakers
- ◆ Group and team work
- ◆ Self and peer evaluation
- ◆ Role play
- ◆ Discussions and opportunities to analyse problems

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will carry out tasks that involve, listening, seeking advice, reporting and communicating their views. These are opportunities for developing aspects of the Core Skill of *Communication*.

Candidates will also be encouraged to take responsibility for developing their own performance through self evaluation, taking feedback from others, setting goals for improvement and evaluating progress made. These are opportunities for developing aspects of Core Skills in *Communication* and *Problem Solving*.

Throughout the Unit candidates will have to work cooperatively with others and develop skills that apply to a wide range of situations in everyday life and in employment.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

The candidate will work through the assigned tasks and the assessor will keep a record of the candidate's performance. Candidates should have the opportunity to practise tasks enabling them to gain confidence and experience prior to being assessed. Where candidates are required to demonstrate knowledge of chemicals/equipment and materials, names and uses, written tests, oral interviews and/or ICT programs may be used.

Employability is assessed by the completion of a self evaluation review where the candidate reviews their performance against the identified employability skills. This is best completed towards the end of the Unit. The candidate's identified action points should be kept and agreed by both candidate and assessor.

If candidates are working as a pair or team assessors must be satisfied that each candidate is competent in each aspect of the exercise.

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)*.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes written/oral questions for Outcomes 1, 2 and 3, assessor observation checklists for Outcomes 1, 2 and 3 and a candidate self evaluation review record for Outcome 4. 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