

National 4 Skills for Work Automotive Skills Course Specification (C271 74)

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable).

Course outline

Course title: National 4 Skills for Work Automotive Skills

SCQF credit points: (24 SCQF credit points)

Course code: C271 74

Mandatory units

The course comprises the following mandatory units:

J180 74	<i>Automotive Skills: The Garage</i> (National 4)	6 SCQF credit points
J182 74	<i>Automotive Skills: The Technician</i> (National 4)	6 SCQF credit points
J181 74	<i>Automotive Skills: The Car</i> (National 4)	6 SCQF credit points
J183 74	<i>Automotive Skills: The Vehicle Modification Project</i> (National 4)	6 SCQF credit points

Recommended entry

Entry is at the discretion of the centre.

Progression

This course or its components may provide progression to:

- ♦ Scottish Vocational Qualifications (SVQs) and Modern Apprenticeships in Automotive areas
- ♦ further education

Core Skills

Achievement of this course gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 4

Core Skill component Critical Thinking at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of the unit specifications.

Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

The National 4 Skills for Work Automotive Skills course has been designed to link broadly to NOS. The standards required of first-year apprentices in the automotive industry are however significantly more onerous than those in this course, which is at an introductory level.

Aspects of the NOS are reflected in areas such as:

- ◆ contributing to good workplace housekeeping
- ◆ awareness of health and safety procedures
- ◆ developing basic practical skills
- ◆ removal and replacement of vehicle components
- ◆ understanding how components work

Further details are provided in the 'Rationale' section.

Equality and inclusion

This Course Arrangements 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. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Common rationale for Skills for Work Courses

Skills for Work Courses are designed to help learners to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ skills for learning, skills for life and skills for work
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- ◆ preparing and planning for the experience
- ◆ taking stock throughout the experience, reviewing and adapting as necessary
- ◆ reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work Courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life and Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

Core Skills

The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology (ICT)
- ◆ Problem Solving
- ◆ Working with Others

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ generic skills/attitudes valued by employers
- ◆ understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care, etc
- ◆ self-evaluation skills
- ◆ positive attitude to learning
- ◆ flexible approaches to solving problems
- ◆ adaptability and positive attitude to change
- ◆ confidence to set goals, reflect and learn from experience
- ◆ specific vocational skills/knowledge
- ◆ course specifications highlight the links to NOS in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

Course rationale for National 4 Skills for Work Automotive Skills

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

The National 4 Skills for Work Automotive Skills course has been designed to provide an introduction to the automotive industry and a progression route into further education or for moving directly into training or employment within the automotive industry. The overall purpose of the course is to ensure that learners develop practical skills, knowledge and understanding and employability skills needed within the automotive industry as well as developing generic transferable employability skills.

The automotive industry includes the following:

- ◆ light vehicle maintenance and repair
- ◆ heavy vehicle maintenance and repair
- ◆ heavy vehicle trailer maintenance and repair
- ◆ bus and coach maintenance and repair
- ◆ motorcycle maintenance and repair
- ◆ lift truck maintenance and repair
- ◆ vehicle fitting
- ◆ auto electrical
- ◆ accident repair — body
- ◆ accident repair — paint operations
- ◆ body building
- ◆ parts distribution
- ◆ roadside assistance

This course fills an identified need in the automotive sector for an introductory course for school learners which supports progression into appropriate further education or work based learning. The course provides the basis for learners to gain an insight into the automotive industry, the occupations within it and the skills and knowledge required. Learners studying this course may be aiming to progress into an apprenticeship in the automotive industry or undertake vocational courses at further education colleges.

This course should provide a variety of progression routes, including:

- ◆ SVQs and Modern Apprenticeships in automotive areas
- ◆ further education
- ◆ training/employment

Purposes and aims of the course

The general aims of the National 4 Skills for Work Automotive Skills course are to:

- ◆ widen participation in vocationally-related learning for school learners from S3 upwards
- ◆ enable learners to experience vocationally-related learning
- ◆ provide learners with a broad introduction to the automotive industry
- ◆ encourage learners to develop a good work ethic, including time-keeping, a positive attitude and other relevant employability skills
- ◆ provide opportunities to develop a range of Core Skills in a vocational context
- ◆ encourage learners to take responsibility for their own learning and development
- ◆ provide a range of learning, teaching and assessment styles to motivate learners to achieve their full potential
- ◆ facilitate progression to further education and/or training
- ◆ encourage learners to plan their work and review their progress
- ◆ encourage learners to develop a positive attitude to environmental issues

In particular, the aims of the National 4 Skills for Work Automotive Skills course are to:

- ◆ encourage learners to consider a career in the automotive industry
- ◆ develop an awareness of the range of career opportunities within the automotive industry
- ◆ develop an understanding of good working practices
- ◆ develop an awareness of relevant health and safety issues
- ◆ develop a positive and responsible attitude to work
- ◆ encourage learners to apply their knowledge and understanding of the automotive industry by using the skills of evaluation and problem solving in a vocational context
- ◆ develop awareness of learners' individual strengths and weaknesses in relation to the requirements of automotive, and to reflect on how this affects their employability
- ◆ build learners' confidence
- ◆ prepare learners for further learning opportunities, study and training for employment in the automotive and related industries

Information about typical learners who might do the course

The primary target group for this course is school learners in S3 and above. This course is designed at a level and scope such that it can be delivered in schools, if the school has suitable facilities and teaching expertise.

Due to the specialist expertise and facilities available in further education colleges and with training providers, it is anticipated that the course will rely on, and build on, existing partnerships between schools, further education colleges, training providers and employers. A partnership approach will enable the course to be delivered in a variety of appropriate learning environments enhancing the learning experience.

The course is also suitable for adult learners who are seeking to enhance their employability skills profile and develop introductory vocational skills relevant to the automotive industry.

Course structure and conditions of award

Summary of course content

The course provides a broad introduction to the automotive industry and facilitates the development of basic vocational skills, knowledge and understanding. Practical experiences of carrying out basic vehicle checks are included as well as the specific skills involved in removal and replacement of components and mechanisms.

Central to the content are the generic employability skills valued by employers in the automotive sector. These skills are developed in each of the four units and will help prepare learners for the workplace.

Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

Automotive Skills: The Garage (National 4)

This unit introduces learners to the structure and organisation of the retail automotive industry and the range of job roles and responsibilities within it.

Learners 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 a basic introduction to some of the health and safety legislation applicable to vehicle service and repair workshops.

Automotive Skills: The Technician (National 4)

This unit has a practical focus and introduces learners to some of the tools and techniques used by technicians in the automotive industry.

Learners will use a range of common hand tools as well as more specialised tools and equipment such as the torque wrench and trolley jack. Learners will also learn the names, functions and serviceability of automotive components while engaging in practical activities and gain basic knowledge of working safely in an automotive engineering environment.

Automotive Skills: The Car (National 4)

This unit introduces learners to basic safety checks, wheel changing and valeting as carried out by technicians in the automotive industry. The learner will use a range of common hand tools, as well as more specialised tools and equipment. To enrich the learner's understanding and range of associated skills they will carry out engineering processes such as removing and refitting vehicle service items.

Automotive Skills: The Vehicle Modification Project (National 4)

This unit comprises a practical project and is designed to be completed after the units *Automotive Skills: The Technician* (National 4) and *Automotive Skills: The Car* (National 4), consolidating the previous practical skills developed. Learners select a modification project to carry out on a vehicle enabling them to put into practice and further develop some of the basic handskills and problem solving abilities that an automotive technician requires.

Conditions of award

To achieve the award of National 4 Skills for Work Automotive Skills, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work Courses are not graded.

Assessment

Assessment objectives

Assessment across the units in this course will primarily test practical skills but will also address the wider knowledge and understanding associated with working in automotive job roles. In particular, assessment will focus on:

- ◆ knowledge and skills required for working in an automotive context
- ◆ practical vocational skills
- ◆ knowledge and understanding of the use of tools and equipment in the automotive sector
- ◆ knowledge and understanding of systems and components as applied to vehicles
- ◆ awareness of health and safety legislation
- ◆ skills for employment in an automotive context
- ◆ generic employability skills

Unit assessment

All units

In all of the units that focus on the development of specific automotive skills, assessment follows a similar pattern involving a range of practical activities which will produce evidence for all the outcomes. The evidence will be confirmed by the use of an assessor checklist, which will cover:

- ◆ interpretation of drawings and/or specifications
- ◆ following appropriate procedures
- ◆ appropriate use of tools, materials and equipment
- ◆ successful involvement in the completion of a task
- ◆ quality checking of own work by the learner
- ◆ compliance with health and safety aspects of working in a workshop environment

The assessment of employability skills is integrated in all of the units.

The learner will undertake four reviews throughout the course. These will enable the learner to record the development of their employability skills in the context of the different skill areas contained within each unit.

Exemplification of possible assessment approaches for these units will be provided in the assessment support pack.

Quality assurance

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

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

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course 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 course where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

3 Health and Wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.4 Planning for, and making, choices and changes

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.3 Working with others

5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

Automotive Skills: The Garage	= A
Automotive Skills: The Technician	= B
Automotive Skills: The Car	= C
Automotive Skills: The Vehicle Modification Project	= D

Employability skill/attitude	Evidence
◆ Positive attitude towards learning	A, B, C, D
◆ Good time-keeping and attendance	B, C, D
◆ Following instructions	A, B, C, D
◆ Awareness of the implications of health and safety requirements	A, B, C, D
◆ Importance of appropriate dress code	A, B, C, D
◆ Good communication skills	A, B, C, D
◆ Preparing and planning for work	B, C, D
◆ Awareness of the monetary value of the vehicles being worked on and their importance to the customer	B, C, D
◆ Ability to work in a team	B, D
◆ Confidence to provide and to seek feedback	A, B, C, D
◆ Flexible approach to solving problems	B, D
◆ Adaptability to change	D
◆ Understanding the workplace, the job roles and the career paths within it	A, B, C
◆ Awareness of environmental issues affecting the automotive industry	A, B, C D

Assessment evidence in all units:

- A = Learner folio of information gathered on job roles and responsibilities, industry structure, health and safety legislation. Workshop inspection checklist. Learner review of employability skills.
- B = Assessor observation checklist of practical tasks removing and replacing vehicle components. Learner review of employability skills.
- C = Assessor observation checklists of practical activities carrying out vehicle checks, wheel changes and valeting. Learner review of employability skills.
- D = Modification plan, assessor observation checklist of preparation and performance carrying out the modification. Learner review of employability skills.

Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

Guidance on approaches to delivery and assessment for this course

Centres should ensure that a well-planned induction to the course is delivered, which will enable learners to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the automotive industry, are stressed at this time.

Learners should have the opportunity to develop relevant vocational skills, as well as a variety of employability skills, in an automotive workshop environment. Some of these skills are generic skills required in the wider workplace, while others are specific employability skills required for the automotive industry. It will be important to ensure that learners are provided with advice and guidance on what is expected of them when they are working in the automotive industry. Learners must be given clear information, advice and guidance with regards to appearance, attitude, behaviour, customer care and team working.

General vocational skills, such as selecting and maintaining tools and equipment, are integrated with practical automotive service and repair activities within the units. Brief lessons on workshop protocol and housekeeping should also be included.

Due to the practical nature of the course, each part of learning/teaching should incorporate both theory and practice, to facilitate learning. Learners will therefore understand the relevance of the knowledge and understanding more easily as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities.

Short lessons on specific aspects of industrial practice and demonstrations on the correct use of tools and equipment will prove invaluable at intervals throughout the learning experience. Practising the skills demonstrated will help the learner gain confidence before progressing to the specific work tasks. Given the practical nature of learning/teaching and assessment, centres should ensure that teaching blocks are of sufficient time to allow a meaningful experience for learners.

Reflecting on practical experiences and learning from them is an approach that is embedded in the course. Throughout the learning experience, the emphasis should be on helping learners to develop an awareness of the employability skills and attitudes needed for the automotive industry, for example, good time-keeping and attendance, taking instructions, and a positive attitude to learning.

Opportunities to develop these skills and attitudes arise naturally in the work of the course. Learners should be aware that these generic skills are just as important as the practical automotive skills they are developing.

For example, it is important that learners have an awareness of the value of the vehicles they are working on and their importance to the customer. Workshop activities should be carried out to effective schedules; learners will have opportunities to demonstrate good time-keeping in the context of these schedules. Learners will have to co-operate with others regarding shared workspace, tools and equipment. They will have to co-operate and communicate regarding the transfer of tools, equipment and materials safely around and across the workshop. Learners will be encouraged to develop a positive attitude to waste minimisation and environmental issues regarding the use of materials.

Health and safety is integral to all practical tasks and should be emphasised throughout the delivery of each unit.

The work of the course will increase awareness that health and safety issues are important in the world of work generally and in the automotive sector in particular.

In carrying out automotive activities, learners will learn that there are correct and incorrect ways to use tools and equipment. Teachers/lecturers will have ample opportunity to demonstrate good practice and correct procedures to learners, who will learn the importance to self and others of following instructions. Such positive experiences will foster a positive attitude to learning.

It is also important that learners get support and feedback from a teacher/lecturer on their self-evaluation and progress throughout. Feedback should highlight aspects where learners did well and areas that require to be improved. Learning and teaching approaches should impart enthusiasm and help to inform learners of realistic prospects in the automotive sector or in industry generally. They should become aware of steps to employment or further training. Through their experiences of the various practical skills in the course, they should become better equipped to make valid personal choices regarding careers and further study.

The evidence requirements for units within the course are fully expressed in the mandatory section of each unit specification.

Sequencing/integration of units

The course has four mandatory units, which offer a broad range of different automotive experiences. While the sequence of delivery is at the discretion of the individual centre it is recommended that outcome 2 of *Automotive Skills: The Garage* (National 4) is delivered at the start of the course as health and safety forms an essential part of all aspects of the automotive industry.

Other outcomes within *Automotive Skills: The Garage* (National 4) should be integrated with *Automotive Skills: The Technician* (National 4) and *Automotive Skills: The Car* (National 4). Delivery in this way will enhance the learner's understanding of the content of this unit by placing it in a practical context.

The unit *Automotive Skills: The Vehicle Modification Project* (National 4) should be the culmination of the course by which time learners will have gained sufficient experience to apply the appropriate skills and knowledge required to undertake this unit.

Guidance on approaches to delivery

Throughout the course, the need for correct preparation for practical activities should be stressed. However, such preparation should not take excessive time to complete. Teaching correct skills practice, effective use of tools and equipment and a positive view of health and safety should help to ensure that preparation for practical work is comprehensive.

Learners will require supervision during practical work — both on a skills level and for health and safety reasons. The learning environment should be designed to minimise risks and provide a safe context for carrying out tasks. For example, when using cleaning materials learners should be made aware of the risk from fumes and skin contact to themselves and others.

It is recommended that each practical session be preceded by a ‘tool box’ talk on an aspect of health and safety relevant to the work in hand. It is recommended that learners be given regular but short practice sessions in the correct use of the materials to be used in each session as well as coaching in the correct use of associated tools and equipment.

Centres are encouraged to establish links with industry representatives, who may be willing to offer support in the form of visits from a member of staff to give learners a realistic view of jobs and conditions in the automotive industry. It may be possible for centres to arrange visits to local dealerships and garages as part of the learners’ learning experience, to help learners build knowledge and understanding of the job roles within the automotive industry.

Group fact-finding activities could also be arranged so that learners can share information about the wide range of possible career routes and job roles.

Students on Modern Apprenticeship programmes can also provide a source of information and knowledge to relate to learner groups.

Legislation

Risk assessment and compliance with health and safety legislation is of paramount importance in this course.

Opportunities should be taken within the course to integrate the required knowledge of current relevant health and safety legislation in a real context. Simulated activities could be set up which clearly demonstrate risks that may be found in a working automotive environment. Legislation could be related to the safe use of equipment in the workshop. In this way the health and safety legislation/requirements will not only be more relevant, but will be more easily understood and remembered. Learners could be asked, in groups, to carry out simple risk assessments in the workshop and report back to the class. The emphasis should always be on the practice of working safely. The extent of knowledge required by learners must be clearly defined and appropriate to National 4.

Centres will need to be familiar with the requirements of the Health and Safety at Work Act, The Personal Protective Equipment (PPE) Regulations, Control of Substances Hazardous to Health (COSHH) and the Provision and Use of Work Equipment (PUWER) Regulations as well as any other legislative requirements where risk assessments are required. This list of statutes is not intended to be exhaustive, and centres must comply with all current relevant legislation whether listed or otherwise.

Guidance on approaches to assessment

Approaches to assessment that promote the efficient and effective gathering of evidence are to be encouraged. A variety of approaches are used for gathering evidence, reflecting the variety of learning experiences offered across the course. Checklists should be used where appropriate to help reduce the burden of gathering evidence and the ASPs provide examples. If a centre wishes to design its own checklists, they should be of a comparable standard.

The development and assessment of generic employability skills is a key feature of this course and is integrated within each of the units. Learners can readily gather evidence for assessment during their work in these units. Reviewing progress with automotive employability skills and attitudes will take place in the practical context of work in the different activities. Learners will complete a minimum of four review sheets in the practical units.

Within the practical elements of each unit, the learner will produce evidence as a natural part of the learning and teaching process. Learners will first learn and practise the correct techniques and methods for each of the skills they undertake. Assessment of the various practical tasks will take place at appropriate points throughout the course, allowing time for learners to make quality checks of their finished products against the specification, before being submitted for assessment.

In the *Automotive Skills: The Vehicle Modification Project* (National 4) unit learners **can, if appropriate**, work in teams of no more than three to plan and carry out the modification. It is expected that the modification completed by such a team will be of sufficient complexity and scope to allow all members of the team to make a contribution equal to the completion of a modification by an individual learner.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this course. By e-assessment we mean assessment which is supported by ICT, such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core Skills

Opportunities to develop aspects of Core Skills should be used where they arise naturally. For example, in order to carry out automotive activities in a workshop environment, learners will have to communicate simple automotive terms with their teacher/lecturer and fellow learners regarding workshop practices, vehicle components, equipment and tools, health and safety and working together in the workplace. Aspects of Problem Solving will arise through their participation in practical work. The Information and Communication Technology Core Skill will be developed in researching materials for their folio evidence.

Teaching and learning approaches should encourage learners to take responsibility for their own learning and development. In the practical units of the course, learners need to carry out quality checks on their own work. This provides a good opportunity to motivate learners to take pride in their work. The integration of employability skills, in particular self-evaluation skills, will enable learners to take responsibility for seeking feedback and identifying action points for improvement in their own performance. This should help to develop confidence in taking advice and in asking for direction and assistance where necessary.

Automotive Skills: The Vehicle Modification Project (National 4) has Problem Solving at SCQF level 4 embedded in it.

Automotive Skills: The Technician (National 4) has Critical Thinking at SCQF level 4 embedded in it.

General information for learners

The National 4 Skills for Work Automotive Skills course provides an introduction to the automotive industry. You will develop practical skills, knowledge and understanding required within the automotive industry, as well as developing generic transferable employability skills.

You will get practical experience of carrying out basic vehicle checks, as well as the specific skills involved in removal and replacement of components and mechanisms.

Generic employability skills are developed in each of the units that make up the course, which are valued by employers in the automotive sector. These units are:

- ◆ *Automotive Skills: The Garage* (National 4)
- ◆ *Automotive Skills: The Technician* (National 4)
- ◆ *Automotive Skills: The Car* (National 4)
- ◆ *Automotive Skills: The Vehicle Modification Project* (National 4)

All of these units focus on the development of specific automotive skills, and you will be assessed through a range of practical activities. These activities include:

- ◆ interpretation of drawings and/or specifications
- ◆ following appropriate procedures
- ◆ appropriate use of tools, materials and equipment
- ◆ successful involvement in the completion of a task
- ◆ quality checking of own work by the learner
- ◆ compliance with health and safety aspects of working in a workshop environment

The course also provides you with a progression route into further education or for moving directly into training or employment within the automotive industry.

Administrative information

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History of changes to national course specification

Version	Description of change	Date
2.0	Units updated to refer to National 4 Course.	August 2013
3.0	Course specification moved to a new template. No change to content. Units re-coded to align with corresponding course 2 code.	October 2018

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