**Component Specification**

**Home Repairs And Maintenance**

**NFQ Level 4**

**4N3774**

## 1. Component Details

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|---|---|
| **Title** | Home Repairs And Maintenance |
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| **Award Class** | Minor |
| **Code** | 4N3774 |
| **Level** | 4 |
| **Credit Value** | 15 |
| **Purpose** | The purpose of this award is to equip the learner with the knowledge, skill and competence to work under supervision and with others to carry home repairs and maintenance so as to increase their skill set and employability. |
| **Learning Outcomes** | Learners will be able to: |

1  Know the rights and responsibilities of employers and employees as specified in current health and safety at work legislation

2  Recognise common hazards symbols and labels and identify the adverse physical, chemical, biological and psychological effects of common hazards on the human body

3  Identify various fittings and materials used in domestic plumbing

4  Identify the location of various key elements within main water supply

| 5 | Identify water storage equipment used in domestic plumbing |
|---|---|
| 6 | Identify various cables used in domestic wiring |
| 7 | Assess colour wheels and discuss primary and secondary, warm and cold, dark and light |
| 8 | Make joints using compression and soldered fittings |
| 9 | Cut and bend pipes using appropriate tools |
| 10 | Fit or replace water stop cock and ballcock |
| 11 | Repair or install tap washers |
| 12 | Perform mixing, application and cleaning of grout |
| 13 | Fix plasterboards and apply bonding and skim coat |
| 14 | Apply emulsion and oil based paints using brush and roller with cut in |
| 15 | Use a level line, plumb line and spacers to achieve accuracy in the tiling finish |
| 16 | Measure, assess and prepare surfaces of an area in preparation for tiling |
| 17 | Apply adhesive, primers and silicone to fix tiles and trims |
| 18 | Utilise a range of tools used in tiling to include tile cutter, drills, mixing paddles and grinders |
| 19 | Connect waste fittings to sink and use appropriate glue to make connections in waste pipe |
| 20 | Fit waste trap and make connections from toilet pan using multiwick |
| 21 | Wire a plug top according to correct colour codes |
| 22 | Fit and connect socket outlets, light switch and light fittings |
| 23 | Prepare an area prior to painting and carry out repairs, filing and sanding |
| 24 | Carry out safe and proper use of all power tools and show care for maintenance of tools and equipment. |

**Assessment**

**General Information**   Details of FET assessment requirements are set out in [Assessment Guidelines for Providers.](#)

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

**Assessment Techniques**   In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

All learning outcomes **must** be assessed and achieved

| | |
|---|---|
| Project | 60% |
| Learner Record | 40% |

**Description**

**Project**

*A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.*

**Learner Record**

*A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.*

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| **Recognition of Prior Learning (RPL)** | Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details. |
| **Grading** | Pass            50% - 64% <br> Merit            65% - 79% <br> Distinction     80% - 100% |
| **Specific Validation Requirements** | The provider must have all of the following in place to offer this award: Appropriate range of tools and equipment |
| **Supporting Documentation** | None |
| **Access** | To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience. |
| **Transfer** | Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement. |

**2. FET Award Standards**

QQI award standards are determined within the National Framework of Qualifications (NFQ), http://www.nfq-qqi.com. QQI determines standards for the education and training awards that it

makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental  and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

| AWARD CLASS | STANDARDS | AWARDS |
|---|---|---|
| Major Award | Certificate Specification | Certificate (Levels 1 to 5) Advanced Certificate (Level 6) |
| Supplemental Award | Supplemental Specification | Supplemental Certificate (Level 3 to 6) |
| Special Purpose | Specific Purpose Specification | Specific Purpose Certificate (Levels 3 to 6) |
| Minor Award | Component Specification | Component Certificate (Levels 1 to 6) |

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

### 3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

| NFQ Level | Major Awards Credit Values | Default Credit Values Minor Awards | Other Permitted Minor Award Credit Values | Special Purpose and Supplemental Award Credit Value Ranges |
|---|---|---|---|---|
| 1 | 20 | 5 | 10 | |
| 2 | 30 | 5 | 10 | |
| 3 | 60 | 10 | 5,20 | >5 and<60 |
| 4 | 90 | 10 | 5,15,20 | >5 and<90 |
| 5 | 120 | 15 | 5,10,30 | >5 and <120 |
| 6 | 120 | 15 | 5,10,30 | >5 and <120 |

**Guide to Level**

Independence is the hallmark of this level. Learning outcomes at this level correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.

| Strand | Sub-strand | Nature of learning |
| --- | --- | --- |
| Knowledge | Breadth | Broad range of knowledge |
| | Kind | Mainly concrete in reference and with some elements of abstraction or theory |
| Know How & Skill | Range | Demonstrate a moderate range of practical and cognitive skills and tools |
| | Selectivity | Select from a range of procedures and apply known solutions to a variety of predictable problems |
| Competence | Context | Act in familiar and unfamiliar contexts |
| | Role | Act with considerable amount of responsibility and autonomy |
| | Learning to Learn | Learn to take responsibility for own learning within a supervised environment |
| | Insight | Assume partial responsibility for consistency of self-understanding and behaviour |

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*