



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Special Purpose Specification NFQ Level 4

Motor Parts Servicing 4S2648

1. Certificate Details

Title	Motor Parts Servicing
Teideal as Gaeilge	Seirbhísiú Páirteanna Mótair
Award Type	Special Purpose
Code	4S2648
Level	4
Credit Value	35
Purpose	The purpose of this award is to enable the learner to perform, under supervision, a specified range of motor vehicle maintenance functions and to provide good customer care.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
<i>Breadth</i>	Demonstrate a broad knowledge of a range of motor vehicle components including exhausts, wheels, steering, suspension, brakes, engine oil, batteries and methods for their maintenance.
<i>Kind</i>	Describe the function and maintenance of motor vehicle components in a practical context with limited reference to mechanical theory.
Know How & Skill	
<i>Range</i>	Perform routine assessments of motor vehicle components to determine the extent of any required maintenance.

Selectivity Select from a limited range of tools and techniques how best to solve a variety of predictable motor vehicle maintenance problems.

Competence

Context Work in a variety of motor vehicle maintenance environments some of which may involve direct customer interaction.

Role Work under supervision and in a responsible and autonomous manner.

Learning to Learn Seek assistance from their supervisors and peers to improve their performance.

Insight Identify their own areas for development and request training support.

The learning outcomes associated with this award are outlined in the associated Component Specifications.

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 Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

Progression Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.

Progression Awards Learners who successfully complete this award may progress to a range of different awards.

Grading Pass
Merit
Distinction
The grade achieved will be determined by the grades achieved on the components

2. Certificate Requirements

The total credit value required for this certificate is 35. This will be achieved by completing:

Award Code	Title	Level	Credit Value
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All of the following component(s)

4N2645	Motor Vehicle Exhaust System Maintenance	4	10
4N2646	Wheel, Steering and Suspension Maintenance	4	10
4N2647	Vehicle Brake, Oil and Battery Maintenance	4	10
3N0918	Oxy-Acetylene Welding	3	5

3. Supporting Documentation

- 1 Safety, Health and Welfare Act

4. Specific Validation Requirements

The training provider must meet the specific validation requirements listed in the component award specification for each component award they intend to deliver.

5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: www.qqi.ie.

6. 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 QQI 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.

7. 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	Some theoretical concepts and abstract thinking, with significant depth in some areas
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