Pearson Edexcel Level 4 Certificate in Advanced Automotive Diagnostics and Management Fundamentals

Specification

Competence-based qualification

For first registration September 2012

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel Level 4 Certificate in Advanced Automotive Diagnostics and Management Fundamentals (QCF)

The QN remains the same.

Summary of Pearson Edexcel Level 4 Certificate in Advanced Automotive Diagnostics and Management Fundamentals specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Page 1
Definition of sizes of qualifications aligned to TQT	Page 2
TQT value added	Page 6
Guided learning definition updated	Page 12
QCF references removed from unit titles and unit levels in all units	Pages 15-67

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications. NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 4 Certificate in Advanced Automotive Diagnostics and Management Fundamentals:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 4 Certificate in Advanced Automotive Diagnostics and Management Fundamentals	600/6174/1	01/09/2012

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 4 Certificate in Advanced Automotive Diagnostics and Management Fundamentals

This qualification:

- is nationally recognised

- is based on the Light Vehicle and Heavy Vehicle Maintenance and Repair National Occupational Standards (NOS). The NOS, assessment requirements, strategy and qualification structure are owned by the Sector Skills Council, The Institute of the Motor Industry (IMI).

The Pearson Edexcel Level 4 Certificate in Advanced Automotive Diagnostics and Management Fundamentals has been approved as a component for the Higher Level Apprenticeship framework.

What is the purpose and benefits of this qualification?

The benefits of the qualification include:

- learners at Level 4 in a Workshop Controller role will oversee and have a hand in the work carried out by Service and Diagnostic Technicians

- contributing to increasing the number of existing staff qualified at Level 4

- attracting more applicants from under-represented groups into Vehicle Maintenance and Repair posts at Level 4

- developing problem solving, communication, team working, literacy, numeracy and ICT skills which are a priority for the automotive retail industry

- providing opportunities for career progression within Vehicle Maintenance and Repair, and into the wider automotive retail industry

- providing a pathway to Foundation degree and to undergraduate programmes.

Who is this qualification for?

This qualification is for all learners aged 18 and above who are capable of reaching the required standards. It is advised that the learner should have completed a Level 3 Apprenticeship in Vehicle Maintenance and Repair or have prior experience of working in the industry at level 4.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression

- ensure equality of opportunity for all wishing to access the qualification(s).

What are the potential job roles for those working towards this qualification?

- Master/senior technician
- Workshop controller

What progression opportunities are available to learners who achieve this qualification?

Learners can progress on to the Level 5 Higher Apprenticeship in Automotive Management and Leadership; a Foundation degree, for example in Automotive Engineering or Automotive Technology; on to higher education programmes such as MEng and BEng programmes in Automotive.

What is the qualification structure for the Pearson Edexcel Level 4 Certificate in Advanced Automotive Diagnostics and Management?

Individual units can be found in the *Units* section.

The Total Qualification Time (TQT) for this qualification is 360.

The Guided Learning Hours for this qualification are 244.

To achieve this qualification, learners must achieve 36 credits; a total of 28 credits from 6 mandatory units, and a minimum of 8 credits from optional units, ensuring all components are achieved.

Unit number	URN	Unit title	Level	Credit	GLH
Mandatory units – Learners must achieve 28 credits					
1	Y/502/6445	Knowledge of Diagnosing Motor Vehicle Faults Where No Prescribed Process or Format is Available	4	5	42
2	D/502/6446	Competency in Diagnosing Motor Vehicle Faults Where No Prescribed Process or Format is Available	4	7	33
3	L/502/6457	Knowledge of Providing Diagnostic Equipment and Technical Information System Support in Motor Vehicle Environments	4	2	12
4	J/502/6456	Competency in Providing Diagnostic Equipment and Technical Information System Support in Motor Vehicle Environments	4	4	24
5	M/502/6449	Knowledge of Providing Technical Support and Advice to Colleagues in Motor Vehicle Environments	4	5	47
6	K/502/6448	Competencey in Providing Technical Support and Advice to Colleagues in Motor Vehicle Environments	4	5	29

Unit number	URN	Unit title	Level	Credit	GLH
Optional units – Learners must achieve a minimum of 8 credits					
7	A/503/4098	Automotive Safety and Legal Requirements	3	4	28
8	F/503/4099	Organise Effective Automotive Business Process Systems	3	3	16
9	H/503/4161	Lead a Team in an Automotive Environment	3	3	13
10	M/502/6452	Knowledge of Conducting Diagnostic Consultations with Customers in Motor Vehicle Environments	4	4	27
11	T/502/6453	Competencey in Conducting Diagnostic Consultations with Customers in Motor Vehicle Environments	4	4	23

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or

- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or

- as part of a training programme.

Assessment strategy for Vocational Competency qualifications (VCQs)

The assessment strategy for this competence qualification has been included in *Annexe C*. They have been developed by the Institute of the Motor Industry (IMI) in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- Assessment

- Evidence requirements for VCQ

- Rules of combination

- Workplace assessment/simulation

- Realistic Working Environment

- Expert witnesses

- Remote observation

- Assessor requirements

- Internal verifier requirements

- Multi discipline assessors

- External verifier requirements

- External quality control of assessment

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role

- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace

- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification

- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, where permitted by the assessment strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EWT)

- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

Each qualification is designed to support learners working in the automotive retail sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:

This is the formal title of the unit that will appear on the learners certificate

Unit reference number:

This is the unit owner's reference number for the specified unit.

Level:

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value:

All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours:

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit summary:

This provides a summary of the purpose of the unit.

Assessment requirements:

The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Recording of evidence:

Details how evidence can be recorded

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:

The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.

The learner should give the date when the evidence has been provided.

Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1: Knowledge of Diagnosing Motor Vehicle Faults Where No Prescribed Process or Format is Available

Unit reference number: Y/502/6445

Level: 4

Credit value: 5

Guided learning hours: 42

Unit summary

This unit enables the learner to develop knowledge and skills to devise and implement strategies that provide the best course of action to enable accurate diagnosis and repair of faults when the application of standard manufacturer diagnostic procedures has failed to reveal the source and cause of problems.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe C*) and adhere to the following Knowledge Unit Syllabus:

a. Sources of information are:

1. paper based
2. electronic based

b. Information found in:

1. workshop area
2. office area
3. reception area

c. Be familiar with:

1. P.C. passwords
2. good housekeeping

d. Using specific diagnostic procedures from data which are:

1. technical manuals
2. P.C.- based diagnostic information

e. Adopting logical diagnostic sequence in line with data

f. Understand the terms:
1. analyse
2. diagnose
3. evaluate
4. repair procedures
5. interpret information
6. interpret data
7. calibration

g. Diagnostic equipment: Examples include electronic testing equipment, brake testing equipment, steering geometry equipment, wheel balancing equipment, emission test equipment, measuring instruments, special service tools, charging service stations, noise and vibration detection equipment.

h. Vehicle types: Any vehicle and can be hybrid, electric or alternative fuelled vehicles, e.g. LPG, bio ethanol etc

i. Vehicle engine area: Engines, cooling systems, lubrication system, electronic ignition, petrol fuel injection, diesel fuel injection, engine management systems

j. Transmission and driveline area: Clutch assemblies, clutch operating systems, manual gear boxes, automatic gear boxes (including electronic control), drivelines and hubs and final drive assemblies

k. Chassis or frame area: Suspension systems, assisted steering systems, non-assisted steering systems, braking systems, ABS/traction control, wheels and tyres, E.S.P. stability systems, bodywork and related areas

l. Electrical and electronic area: Starting systems, charging system, body electrical systems (including wiring harnesses, lighting systems, auxiliaries, CANBUS systems, fibre optics, vehicle condition and monitoring, comfort and convenience, alarm systems), supplementary restraint systems (SRS), heating and air conditioning systems, climate control, communication equipment, navigation systems and entertainment equipment

m. Causes of faults are:
1. mechanical
2. electrical
3. electronic
4. hydraulic

n. Faults cover the:
   1. vehicle engine area
   2. transmission and driveline area
   3. chassis system area
   4. electrical and electronic units and components area

o. Diagnostic methods are:
   1. measurement
   2. functional testing
   3. electrical and electronic systems testing

p. Diagnostic testing is defined as:
   1. verify the fault
   2. collect further information
   3. evaluate the evidence
   4. carry out further tests in a logical sequence
   5. rectify the problem
   6. check all systems

q. Diagnostic equipment is:
   1. diagnostic and rectification equipment for mechanical systems
   2. diagnostic and rectification equipment for electrical and electronic systems
   3. diagnostic and rectification equipment for hydraulic and fluid systems
   4. specialist repair tools
   5. general workshop equipment

r. Rectification activities are defined as:
   1. a suitable repair, replacement, re-coding or re-programming that rectifies the fault(s) identified from the diagnostic activities carried out

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand where to find, interpret and use sources of information	1.1 Explain using examples for a specific diagnostic task, where and how to find and interpret, sources of information on: a. vehicle specifications including limits, fits and tolerances b. diagnostic test procedures c. vehicle data d. repair procedures 1.2 Explain, using examples for a specific diagnostic task, how to evaluate and analyse test results			
2. Understand electrical and electronic principles	2.1 Explain the principles of vehicle electrical and electronic system operation in relation to fault finding on specific systems including: a. electrical component function b. electrical inputs/outputs c. voltages d. oscilloscope patterns e. digital systems f. fibre optic systems g. sensors and actuators (including application) h. multiplexing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	Interpret circuit diagrams relating to systems being tested			
		2.3	Explain how vehicle systems interface and interact with each other			
3.	Understand a selected vehicle system	3.1	Describe how a selected vehicle system is constructed and operates			
		3.2	Explain how a selected vehicle system is dismantled and reassembled			
4.	Understand the use of diagnostic and rectification equipment for diagnosing a vehicle system	4.1	Explain how to prepare and test the accuracy of diagnostic testing equipment			
		4.2	Explain how to use general diagnostic and rectification equipment and where appropriate, specialist repair tools.			
5.	Understand how to diagnose and rectify a vehicle system fault where there is no prescribed process	5.1	Describe types and causes of vehicle component and unit faults and failures			
		5.2	Justify selection and methodology of diagnostic procedures and processes in order for diagnostic activities to proceed			
		5.3	Explain how to assess faults in vehicle systems			
		5.4	Explain how to carry out rectification activities of faults found in selected vehicle systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6. Understand the importance of recording information when diagnosing faults	6.1 Explain the importance of recording: a. diagnostic test results b. fault locations c. correction activities d. rectification information			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 2: Competency in Diagnosing Motor Vehicle Faults Where No Prescribed Process or Format is Available

Unit reference number: D/502/6446

Level: 4

Credit value: 7

Guided learning hours: 33

Unit summary

This unit enables the learner to prove competency in devising and implementing strategies that provide the best course of action to enable accurate diagnosis and repair of faults when the application of standard manufacturer diagnostic procedures has failed to reveal the source and cause of problems.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe C*) and adhere to the following Unit Assessment Requirements developed for the unit:

You must:

1. produce evidence to show you meet **all** of the Learning Outcomes

2. produce performance evidence resulting from work you have carried out on real vehicles in your normal workplace or as defined within the IMI VCQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in your normal workplace or when safety is at risk.

3. be observed by an assessor as defined in the IMI VCQ Assessment Strategy.

4. produce evidence of following the diagnostic steps:
   - verify the fault
   - collect further evidence
   - evaluate the evidence
   - carry out further tests in a logical sequence
   - rectify the problem
   - check all systems

5. produce evidence of diagnosing and rectifying at least **3** faults where no prescribed process or format is available occurring in **3** of **the 4** system listed*.

   - engine area

   - chassis area

   - transmission and drive line area

   - electrical and electronic area

   2 pieces of evidence must come from work carried out **in your normal workplace** in at least **2** of the following areas: mechanical, electrical, pneumatic or hydraulic.

6. be observed by your assessor on **at least 1 occasion** carrying out the diagnosis and rectification of a fault in a transmission or drive line system.

*However, you must prove to your assessor that you have the necessary knowledge and understanding to be able to perform competently in respect of faults occurring in all the types of engine systems.

Simulated activity **will be** acceptable to assess candidates' competence in diagnosis and rectification on no more than **1** occasion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to work safely when diagnosing faults where no prescribed process or format is available	1.1 Wear suitable personal protective equipment and use suitable vehicle coverings throughout all diagnostic related activities in the workshop			
	1.2 Carry out all diagnostic activities following company and legislative health and safety requirements			
2. Be able to use relevant information to carry out the task	2.1 Select suitable sources of technical information to support vehicle diagnostic and rectification activities including: a. technical data b. diagnostic test procedures			
	2.2 Interpret technical information to support vehicle diagnostic and rectification activities including: a. technical data b. diagnostic test procedures			
	2.3 Use sufficient diagnostic information in a systematic way to enable an accurate diagnosis of the vehicle system fault			
3. Be able to use appropriate tools and equipment	3.1 Select the appropriate tools and equipment necessary for diagnostic and rectification activities			
	3.2 Check that equipment has been calibrated to meet manufacturers' and legal requirements			
	3.3 Use the equipment required, correctly and safely throughout all vehicle diagnostic and rectification activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date

4. Be able to carry out vehicle diagnosis, rectification and test activities where no prescribed process or format is available	4.1 Use diagnostic methods that are relevant to the symptoms presented
	
	4.2 Evaluate your assessment of dismantled sub-assemblies and identify their condition and suitability for repair or replacement accurately
	
	4.3 Carry out all diagnostic and rectification activities following:
	  a. manufacturers' instructions
	  b. recognised researched repair methods
	  c. workplace procedures
	  d. health and safety requirements
	
	4.4 Ensure all repaired and replaced components and units conform to the vehicle operating specification and any legal requirements
	
	4.5 Adjust components and units correctly to ensure that they operate to meet system requirements
	
	4.6 Demonstrate testing methods that are suitable for assessing the performance of the system rectified			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
5. Be able to record information and make suitable recommendations	5.1	Produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required			
	5.2	Make suitable and justifiable recommendations for cost effective repairs			
	5.3	Identify and report any expected delays in completion to the relevant person(s) promptly in the format required			
	5.4	Record and report any additional faults noticed during the course of their work promptly in the format required			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 3:

Knowledge of Providing Diagnostic Equipment and Technical Information System Support in Motor Vehicle Environments

Unit reference number: L/502/6457

Level: 4

Credit value: 2

Guided learning hours: 12

Unit summary

This unit enables the learner to develop the knowledge required for updating technical information system and diagnostic equipment and for testing and rectifying equipment and system problems.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy and adhere to the Knowledge Unit Syllabus:

a. Workplace procedures for updating and maintaining technical information:

1. Understand your own knowledge and awareness of manufactures products
2. Understand manufacturers updating & maintenance policies & procedures
3. Be aware of manufacturer's registration
4. Be aware of manufacturer's warranty
5. Understand company updating & maintenance policies & procedures
6. Understand relevant health and safety policies
7. Understand relevant copy rights policies
8. Carry out installation checks
9. Locate data up dates
10. Check and test equipment
11. Loading of soft ware

12. Be aware of setting and configurations

13. Confirm satisfactory operation of equipment

14. Advise colleagues of updating

15. Follow correct sequence

16. Ensure up dates are promptly installed

17. Adhere to all legal requirements

b. Diagnose faults on technical and diagnostic equipment:

1. Be aware of equipment self test

2. Understand your own knowledge and awareness of basic step by step diagnostic procedures set by:

    - Manufacturer

    - Company

3. Be aware of Manufacturer's warranty

4. Carry out basic visual checks on Electrical cables and fuses

5. Be aware of physical damage

6. Electrical cables

7. Advise colleagues of faults

8. Loading of soft ware

9. Be aware of setting and configurations

10. Comply with health and safety

11. Speak to colleagues to clarify fault and symptoms

c. The importance of recording information and faults:

1. Company time and cost is kept to a minimum

2. Manufacturer's warranty can be implemented

3. So correct up dates are used

4. Advise colleagues promptly of any equipment failure or change

5. Provide information and guidance

6. Information can be evaluated

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1.	Understand workplace and manufacturer procedures associated with using, updating and maintaining technical information systems and diagnostic equipment	1.1	Summarise workplace procedures for: a. obtaining diagnostic software updates b. loading/installing technical information system and diagnostic equipment software to specified destinations using manufacturers software loading instructions c. accessing system support services d. understanding and disseminating to colleagues the legal requirements governing the use of software e. ordering and fitting replacement/spare parts to technical information systems and diagnostic equipment f. informing others that a technical/software update has taken place g. completing product registrations h. reporting problems			
2.	Understand how to maintain and diagnose faults on technical information systems and diagnostic equipment	2.1	Explain how to solve minor errors in the loading of software onto technical information systems and diagnostic equipment			
		2.2	Explain how to set configuration options on technical information systems and diagnostic equipment that they work on			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.3	Clarify when it is best to apply the technical information systems and diagnostic equipments self test function(s)			
	2.4	Describe how to identify faults using the technical information systems and diagnostic equipment self test function(s)			
	2.5	Describe how to resolve problems using the technical information systems and diagnostic equipments self test function(s) and external support services			
	2.6	Describe the types and causes of errors that can arise during loading of software			
	2.7	Explain the need for correct technical information systems and diagnostic equipment configuration settings			
	2.8	Explain why it is important to install software updates promptly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Understand the importance of recording information and reporting/advising of changes, faults and failures promptly	3.1 Explain the importance of recording the version number and issue date of the software and updates used			
	3.2 Explain the importance of reporting faults and failures of technical information systems and diagnostic equipment or their software to the relevant person(s) promptly			
	3.3 Explain the importance of promptly advising the relevant person(s) of functionality changes to technical information systems and diagnostic equipment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 4: Competency in Providing Diagnostic Equipment and Technical Information System Support in Motor Vehicle Environments

Unit reference number: J/502/6456

Level: 4

Credit value: 4

Guided learning hours: 24

Unit summary

This unit enables the learner to prove competency required for updating technical information system and diagnostic equipment and for testing and rectifying equipment and system problems.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe C*) and adhere to the following Unit Assessment Requirements developed for the unit:

You must:

1. produce evidence to show you meet all of the learning outcomes

2. produce performance evidence resulting from work you have carried out on real vehicles in your normal workplace or as defined within the IMI VCQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in your normal workplace or when safety is at risk.

3. be observed by an assessor as defined in the IMI VCQ Assessment Strategy.

4. produce evidence of:
   - updating technical information systems and diagnostic equipment
   - carrying out system/equipment performance checks

5. be observed in your normal workplace on at least **1 occasion** rectifying **two** of the following faults to either software or hardware:

    -   mechanical

    -   electrical

    -   electronic

Note – rectification activities are defined as a suitable repair, replacement, re-coding or reprogramming that rectifies the fault

Simulated activity **will be** acceptable to assess candidates' competence in diagnosis and rectification on no more than **1** occasion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to maintain and update technical information systems and diagnostic equipment	1.1 Install software updates following delivery from the manufacturer			
	1.2 Load software following manufacturers instructions			
	1.3 Set technical information system and diagnostic equipment configuration options according to manufacturers specification			
	1.4 Resolve errors during the loading of software within the limits of their responsibility			
	1.5 Advise all relevant people of any new features and changes to the existing/previous functionality of technical			
	1.6 Complete any specified product registration procedures			
2. Be able to identify and resolve faults with technical information systems and diagnostic equipment	2.1 Use the self test function(s) on technical information systems and diagnostic equipment to identify the cause of and solution to faults and problems			
	2.2 Resolve any identified problems in diagnostic equipment and technical information systems using the self test instructions			
	2.3 Contact external support services only when the self test function fails to identify the cause of and solution to faults and problems			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.4	Inform the relevant person(s) of any unresolved loading errors and technical information systems and diagnostic equipment problems			
3. Be able to inform the relevant people and source alternative technical information systems and diagnostic equipment if it requires repair	3.1	Inform the relevant person(s) if alternative technical information systems and diagnostic equipment is required			
	3.2	Inform the relevant person(s) if technical information systems and diagnostic equipment is not available due to being away for repair			
	3.3	Source alternative technical information systems and diagnostic equipment if it has failed or is away for repair			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 5: Knowledge of Providing Technical Support and Advice to Colleagues in Motor Vehicle Environments

Unit reference number:	M/502/6449
Level:	4
Credit value:	5
Guided learning hours:	47

Unit summary

This unit enables the learner to develop knowledge to enable them to provide a range of up-to-date technical support, information, advice, instruction and briefings to other workshop colleagues to support smooth workshop operation.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe C*) and adhere to the following Knowledge Unit Syllabus:

a. **Explain how to file and store technical information effectively.**

   Technical information should be stored:
   1. Tidily
   2. Logically
   3. Securely
   4. Comply with company health and safety, data and copy rights policies

b. **Filed technical information should be:**
   1. computer based
   2. paper based
   3. Electronic files should have back up facilities i.e. hard copies or discs.

c. **Presentations demonstrations and methods:**
   1. one to one basis
   2. group basis
   3. formal (workshop or appropriate workplace area)
   4. informal (workshop or appropriate workplace area)

d. Effective techniques:

1. Determine individual support needs
2. Inclusiveness: Be supportive towards all individuals
3. Ensure interruptions and distractions are kept to a minimum
4. The importance of correct location and timing
5. Avoid embarrassment of individuals
6. logical step by step process
7. Check and assess learner understanding throughout

e. Identify any preparation work necessary for:

1. Yourself; tools, equipment and workshop manuals etc
2. The learner; pen, paper notes etc
3. Rehearse demonstrations, instructions and presentations
4. Identify health and safety risks or hazards
5. Individuals must be at ease and comfortable with in the learning environment
6. Emphasise safe working practices.
7. Emphasise logical and systematic technical approach.
8. Interaction between individuals.
9. Provide encouragement and understanding throughout

f. Methods of checking colleagues work:

1. Direct observation of colleagues
2. Indirect observation of colleagues
3. Effective questioning for technical understanding
4. Third party statements from colleagues supervisor and customers
5. Provide encouragement and understanding
6. Positively praise achievement
7. Correct individual errors
8. Show empathy and leadership
9. Provide ongoing advice and support
10 Feedback must always be positive
11 Avoid embarrassment of colleagues
12 Ensure interruptions and distractions are kept to a minimum
13 The importance of correct location and timing

g. The importance of liaising with managers and supervisors:

1. Analyses of training requirements of colleagues which may lead to:
2. Further training in house training (demonstrations & Presentations)
3. manufacturers courses
4. individual coaching
5. individual mentoring

h. Recognising training needs through analysing:

1. individual workplace performance through observations
2. how regular individuals ask for assistance
3. how regular individuals ask for advice
4. inability to use relevant equipment
5. inability to diagnose system faults
6. failure to carry out work to recognised company/ industrial standards
7. failure to complete task in required time
8. customer complaints

i. The importance of continuous development and learning:

1. improve task time
2. improve practical techniques
3. reduce customer complaints
4. improve performance with further In house training
5. improve with Standards with further manufacturers courses
6. improve Standards with Individual coaching
7. improve performance with Individual Mentoring
8. continuous discussion and encouragement with individuals to improve self-esteem.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand how to file, present and demonstrate technical information to workshop colleagues	1.1 Explain how to file and store technical information effectively			
	1.2 Describe effective techniques and methods to give straightforward presentations on technical matters			
	1.3 Describe effective techniques and methods of instructing colleagues and demonstrate tasks clearly and correctly			
2. Understand how to check colleagues work, give effective and positive feedback, advice and guidance	2.1 Describe methods of effectively checking colleagues work			
	2.2 State the best action to take when a colleagues work is not in line with requirements			
	2.3 Explain how to discuss colleagues work with them in a way that will encourage them to be positive and not lead to conflict			
	2.4 Distinguish between ways of giving advice and guidance which are appropriate to individual colleagues that are being supported			
	2.5 Explain what might happen if a colleagues self confidence is undermined when correcting mistakes			
	2.6 Explain the importance of liaising with their manager when evaluating colleagues work and giving feedback			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3. Understand how to recognise a training need and the importance of continuous development and learning	3.1	Describe methods and techniques used to recognise training needs in colleagues			
	3.2	Explain the importance of continuous development and learning			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 6: Competency in Providing Technical Support and Advice to Colleagues in Motor Vehicle Environments

Unit reference number: K/502/6448

Level: 4

Credit value: 5

Guided learning hours: 29

Unit summary

This unit enables the learner to demonstrate the competency of providing a range of up-to-date technical support, information, advice, instruction and briefings to other workshop colleagues to support smooth workshop operation.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe C*) and adhere to the following Unit Assessment Requirements developed for the unit:

You must:

1. produce evidence to show you meet **all** of the learning outcomes

2. produce performance evidence resulting from work you have carried out on real vehicles in your normal workplace or as defined within the IMI VCQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in your normal workplace or when safety is at risk.

3. be observed by an assessor as defined in the IMI VCQ Assessment Strategy.

4. produce evidence of providing information, advice and guidance on **7** of the **11*** systems listed below. The evidence **must** come from work **in your normal workplace.**
   - mechanical fault finding
   - electrical fault finding
   - electronic fault finding
   - pneumatic fault finding
   - hydraulic fault finding

- customer handling
- road testing
- time
- tools
- equipment
- materials

5. be observed by your assessor on at least **1** occasion.

*However, you must prove to your assessor that you have the necessary knowledge and understanding to be able to perform competently in respect of **all** the systems listed above.

Simulated activity **will be** acceptable to assess candidates' competence in diagnosis and rectification on no more than **1** occasion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1. Be able to provide up-to-date and accessible technical information to colleagues to support workshop operation	1.1	Provide accessible, up-to-date vehicle technical information for workshop colleagues			
	1.2	Establish and maintain procedures to check that colleagues have the correct technical resources to carry out their work effectively			
	1.3	Identify any additional resources required			
	1.4	Establish and maintain procedures to give on going technical advice to colleagues			
	1.5	Respond to requests for technical help			
	1.6	Ensure their support and advice is technically accurate and in-line with manufacturers instructions			
2. Be able to provide clear instruction and demonstrations to colleagues to support workshop operation	2.1	Provide colleagues with instruction on product updates and technical tasks			
	2.2	Deliver technical instruction and demonstrations in a manner and at a speed appropriate to the individual colleague concerned			
	2.3	Provide adequate time to colleagues to consider feedback and give further explanation when appropriate, ensuring that colleagues have fully understood			
	2.4	Identify and correct mistakes in a way that supports colleagues self confidence and offer praise when tasks are performed correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Be able to check colleagues work, give effective and positive feedback and support in a cost effective manner	3.1 Select the most effective situation for giving support and advice to colleagues 3.2 Check the work of colleagues at regular intervals and take prompt action to resolve problems 3.3 Carry out checks in a cost effective and efficient manner 3.4 Suggest possible methods for improving the work of colleagues to your manager			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 7: Automotive Safety and Legal Requirements

Unit reference number: A/503/4098

Level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit covers the essential areas of legal knowledge (including health and safety) needed by the first line retail automotive manager in their day-to-day activities in the area for which they are responsible.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe C*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide explicit evidence that you have the knowledge covered by **all** the learning outcomes, to the standard shown in the assessment criteria:

2. Knowledge and understanding could be supplemented by:
   - documented oral questions and answers
   - projects or assignments
   - documented professional discussions with your assessor

Learning outcomes 1-4 should be assessed by methods appropriate to the assessment of knowledge and understanding.

Work roles applicable to this unit are:

- sales manager
- parts manager
- fleet manager
- body shop manager
- service manager

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Know the legal requirements for data protection in own area of responsibility	1.1 Explain the aim of current Data Protection legislation			
	1.2 Describe the type of personal information covered by current data protection legislation and how long this data may be kept			
	1.3 Explain how to meet legal requirements in response to a customer request for a copy of information held about them			
2. Know the legal requirements and workplace requirements for health and safety in own area of responsibility	2.1 Explain what is needed to secure a conviction for breaching health and safety legislation			
	2.2 Explain what is meant by 'duty of care' in terms of current health and safety at work legislation			
	2.3 Define the meaning of 'connivance' under current health and safety at work legislation and its significance to management responsibilities			
	2.4 Describe what are deemed to be 'welfare facilities' under current workplace legislation			
	2.5 Describe the legal requirements for the supply of drinking water to staff			
	2.6 Describe the courses of action to take in respect of damage to the fabric of the workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Know the legal requirements for employment-in own area of responsibility	3.1 Explain own key responsibilities in respect of current disability discrimination legislation			
	3.2 Describe the legal consequences of being found guilty of discrimination in the workplace and its potential impact on the business			
	3.3 State the length of employment necessary for staff to gain full employment rights			
	3.4 Describe the legal courses of action to take in response to:			
	a. employee requests for time off to deal with an emergency			
	b. requests for time off for doctor's appointments			
	c. break times when short staffed but with a high workload			
	d. contacting staff who are off-sick at home			
	e. sharing information about an individual with the rest of the team			
	f. receiving information about illegal practice			
	3.5 Describe what constitutes an unacceptable management defence at an employment tribunal			
	3.6 Describe the potential consequences of breaching employee confidentiality			
	3.7 Describe the types of behaviour that could constitute bullying and harassment in the workplace			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4. Know the legal requirements relating to the supply and sale of goods and services in own area of responsibility	4.1 Define the meaning of 'consumers' in terms of current supply of goods and services legislation 4.2. Describe what would constitute 'satisfactory quality' within current sale of goods legislation for the goods/services offered in their area of responsibility 4.3. Describe the customer's legal rights in respect of the supply of faulty goods/services offered in their area of responsibility			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 8:   Organise Effective Automotive Business Process Systems

Unit reference number: F/503/4099

Level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit is concerned with organising and operating efficient and effective automotive related systems to improve business performance. It covers the systems that affect customer satisfaction, quality and operational efficiency. The unit also covers the ability to monitor systems, identify areas for improvement and find new ways of operating more productively.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe C*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide explicit evidence that you have the knowledge and understanding covered by learning outcome 1, to the standard shown in the assessment criteria.

2. Knowledge and understanding could be supplemented by:
   - documented oral questions and answers
   - projects or assignments
   - documented professional discussions with your assessor

3. You must provide evidence from your work as a first line manager that you have achieved learning outcomes 2, 3 and 4 to the standard shown in the assessment criteria.

4. There should be evidence in the form of products of your work, for example:
   - documents or computer-based information that show how you have followed your organisation's business processes and systems
   - monitoring and evaluation reports on the efficiency of your own area of responsibility produced by yourself

- correspondence, reports or other documents showing how efficiency in your area of responsibility has been improved
- notes or recordings of meetings with colleagues to discuss business efficiency and systems

These products may be presented or shown during the course of a professional discussion between the assessor and candidate.

5. Products of work may be supplemented, where necessary, by:
   - testimony from colleagues, customers and team members so as to present a 360 degree view of candidate performance.
   - a reflective account written or spoken by yourself, perhaps in the form of a presentation, showing how your products of work demonstrate that you have achieved the learning outcomes

6. Simulation is not allowed for this unit.

Learning outcome 1 should be assessed using methods appropriate to the assessment of knowledge and understanding.

Evidence for learning outcomes 2, 3 and 4 must be drawn from actual performance in the workplace

Work roles applicable to this unit are:

- sales manager
- parts manager
- fleet manager
- body shop manager
- service manager

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand the business processes, systems and measures relevant to own area of responsibility	1.1 Describe what is meant by an 'effective business process'			
	1.2 Explain the purpose of business processes			
	1.3 Explain the methods of, and necessity for, stock/resources management			
	1.4 Define the meaning of terms used to measure stock in own area of responsibility			
	1.5 Explain ways of measuring performance in own area of responsibility			
	1.6 Describe ways of measuring the use of resources in own area of responsibility			
	1.7 Explain indicators of customer satisfaction			
	1.8 Describe ways of monitoring quality in own area of responsibility			
2. Be able to maintain systems and processes for ensuring the effectiveness of own area of responsibility	2.1 Follow systems and processes for resource management in own area of responsibility			
	2.2 Use systems and processes to ensure operations and personnel achieve the required performance indicators for:			
	a. customer satisfaction			
	b. quality			
	c. productivity			
	d. operational efficiency			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3.	Be able to evaluate efficiency in own area of responsibility	3.1	Apply relevant monitoring techniques and measures to assess the performance of own area of responsibility			
		3.2	Evaluate the information and data gained from monitoring efficiency			
		3.3	Identify inefficiencies and inaccuracies in systems and processes			
4.	Be able to improve the efficiency of existing systems in own area of responsibility.	4.1	Act to remedy inefficient operation of systems			
		4.2	Find new ways to operate more productively			
		4.3	Implement improvements to maintain efficiency and improve performance			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 9:   Lead a Team in an Automotive Environment

Unit reference number:	H/503/4161
Level:	3
Credit value:	3
Guided learning hours:	13

Unit summary

This unit is about demonstrating the team leadership qualities required by a first line manager in the area for which they are responsible. The ability to gain the trust and respect of the team is particularly valued.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe C*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide evidence from your work as a first line manager that you have consistently achieved learning outcome 1 to the standard shown in the assessment criteria.

2. You must be observed by your assessor on at least **2** occasions interacting with team members in a way that demonstrates you have achieved the above learning outcome.

3. There should be evidence in the form of products of work, for example:

    - emails or other forms of correspondence with team members and/or colleagues

    - notes or recordings of team meetings

    - notes or recordings of meetings with individual team members

    - performance review and development reports on individual team members

    These products may be presented or shown during the course of a professional discussion between the assessor and candidate.

4. Products of work may be supplemented, where necessary, by:

    - testimony from colleagues and team members so as to present a 360 degree view of candidate performance.

    - a reflective account written or spoken by yourself, perhaps in the form of a presentation, showing how your products of work demonstrate that you have achieved the learning outcomes

5. Simulation is not allowed for this unit.

Evidence for learning outcome 1 must be drawn from actual performance in the workplace and must include that drawn from direct reports and colleagues at a higher level in the organisation.

Work roles applicable to this unit are:

- sales manager

- parts manager

- fleet manager

- body shop manager

- service manager

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to provide leadership to own team	1.1 Set the standards, pace and clear direction for the team compatible with the objectives and culture of the business			
	1.2 Build, through own performance and honesty, the trust and respect of the team			
	1.3 Respond to the concerns and views of team members in a way which maintains support for own leadership			
	1.4 Monitor the standard of activities and progress across the team without interfering unnecessarily in team activities			
	1.5 Support team members to take part in planning activities			
	1.6 Agree work objectives with team members which they are able to follow			
	1.7 Develop ways of achieving business results with the support of the team			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 10:   Knowledge in Conducting Diagnostic Consultations with Customers in Motor Vehicle Environments

Unit reference number: M/502/6452

Level: 4

Credit value: 4

Guided learning hours: 27

Unit summary

This unit enables the learner to develop the knowledge required to carry out diagnostic consultations with customers including making recommendations to ensure the customers concerns are addressed and that the customer fully understands the problems with their vehicle.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe C*) and adhere to the following Knowledge Unit Syllabus:

a. Communicate effectively by:

1. recognising the importance of customer greetings
2. select an appropriate location to meet customers
3. office
4. reception
5. workshop
6. showroom
7. use effective listening skills

b. Different customer reactions:

1. anger
2. apprehension
3. confusion
4. frustration
5. nervousness

c. Handle them effectively by:

1. recognising the Importance of arguments and viewpoints of others
2. respond appropriately and effectively
3. distinguish facts from non facts
4. provide factual information

5. avoid confrontations

6. be empathetic

7. be non defensive

8. be polite

9. decide appropriate action to deal effectively

d. Adapting effective technical language by:

1. Providing clear simplified explanations of

2. Data

3. Terminology

4. Communication must be clear

5. Appropriate tone of speech

6. Appropriate pace of communication

e. Questioning techniques:

1. must be polite

2. must be clear

3. must have appropriate tone of speech

4. must have appropriate pace of communication

f. Question customers to:

1. clarify vehicle fault and symptoms

2. clarify sequence of events leading up to fault and symptoms

3. clarify recent repairs that may be relevant

4. evaluate information provided by customer

5. identify possible connection between information an fault

g. Customer care, concerns and satisfaction:

1. using appropriate techniques for different scenarios such as

2. anger

3. apprehension

4. confusion

5. frustration

6. nervousness

7. always remain calm

8. always be polite

9. must have appropriate tone of speech

10 must have appropriate pace of communication

11 good body language

12 Recognising the importance customer greetings

13 Select an appropriate location to meet customers

h. Recognise when to seek further advice from:

1. Manager/ supervisor
2. Resolve customer problems and concerns effectively and quickly
3. Identify improvements to performance

i. Workplace requirements for personal appearance and conduct:

1. Understand organisational requirements policy
2. Understand the equal opportunities policy such as
3. Sexual discrimination
4. Racial discrimination
5. Understand knowledge and awareness of manufactures products

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand how to communicate effectively with customers, offer good customer care and present themselves in a suitable and professional manner	1.1 Describe methods and techniques used to communicate effectively with customers and listen to their concerns			
	1.2 Describe different customer reactions and methods and techniques used to recognise and handle them effectively			
	1.3 Explain effective ways of adapting their language when explaining technical matters to customers			
	1.4 Describe effective questioning techniques to enable them to fully understand the problems with the vehicle			
	1.5 Explain how to care for customers and achieve customer satisfaction			
	1.6 Explain how resolving customer concerns and problems effectively and promptly contributes to customer loyalty and improved relationships			
	1.7 Describe how to present themselves in a positive and professional manner to customers			
	1.8 Justify workplace requirements for personal appearance and conduct when dealing with customers			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 11: Competency in Conducting Diagnostic Consultations with Customers in Motor Vehicle Environments

Unit reference number: T/502/6453

Level: 4

Credit value: 4

Guided learning hours: 23

Unit summary

This unit enables the learner to demonstrate they have the competency to carry out diagnostic consultations with customers including making recommendations to ensure the customers concerns are addressed and that the customer fully understands the problems with their vehicle.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe C*) and adhere to the following Unit Assessment Requirements developed for the unit:

You must:

1. produce evidence to show you meet **all** of the learning outcomes

2. produce performance evidence resulting from work you have carried out on real vehicles in your normal workplace or as defined within the IMI VCQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in your normal workplace or when safety is at risk.

3. be observed by an assessor as defined in the IMI VCQ Assessment Strategy.

4. produce evidence, including records, to show that you have conducted **3 different diagnostic consultations with customer.**

5. be observed by your assessor in your normal workplace dealing with **at least 1 customer**

   Simulated activity **will be** acceptable to assess candidates' competence in diagnosis and rectification on no more than **1** occasion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Pearson standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to respond to customer concerns in a positive, effective and professional way	1.1 Respond to customer concerns in a positive, effective and friendly manner			
	1.2 Give a positive and professional impression of themselves when dealing with customers			
	1.3 Suggest possible methods to improve the customer care process where necessary			
2. Be able to gather and record sufficient information to resolve customer concerns and problems	2.1 Obtain sufficient, detailed information to resolve customer concerns and problems using suitably structured questioning			
	2.2 Where appropriate, carry out a road test to obtain further detailed information and clarification of customers concerns			
	2.3 Create customer consultation and repair records that are complete, accurate and in a suitable format which are signed by the customer where necessary			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3.	Be able to provide customers with accurate, current and relevant information, advice and guidance where appropriate	3.1	Provide customers with accurate, current and relevant advice and information on any further investigation(s) needed			
		3.2	Explain to customers the implications of any investigation(s) that may be needed			
		3.3	Give customers technical advice and information accurately, clearly and in a form and manner that the customer will understand			
		3.4	Provide customers with clear and relevant recommendations for the next course of action			
		3.5	Liaise with the customer and other relevant persons to provide clear recommendations and to agree the next course of action			
		3.6	Explain to customers the action that has been taken regarding their vehicle			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to www.ukstandards.org.uk.

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building functional skills into your programme

- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active

- is designed to be supportive and thought provoking

- builds on best practice

- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson recognised centre and must have approval for qualifications that it is offering.

- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.

- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications

- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Pearson quality development reviewer

- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Quality assurance model for delivery of the qualification within and outside of the Higher Apprenticeship

For the qualification in this specification, the Pearson quality assurance model will be:

- a twice yearly visit by an NVQ Standards Verifier to sample internal verification and assessor decisions for competence-based units and to review centre-wide quality assurance systems.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action

- limit or suspend certification

- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications* for further details. qualifications.pearson.com.

Assessment
Strategy

For

Vocational Competency Qualifications (VCQs)

Index

The Strategy consists of:

- Introduction

- Assessment

- Evidence Requirements for VCQ

- Rules of combination

- Workplace Assessment/Simulation

- Realistic Working Environment

- Expert Witnesses

- Remote Observation

- Assessor Requirements

- Internal Verifier Requirements

- Multi Discipline Assessors

- External Verifier Requirements

- External Quality Control of Assessment

Introduction

This document sets out the recommendations of IMI for the assessment of VCQ qualifications based on IMI developed National Occupational Standards. The Strategy is designed to operate across all four nations, bringing parity to all learners. Awarding Organisations wishing to operate VCQs in the retail motor sector must take full part in the IMI Awarding Body Forum.

This is the overarching strategy for the assessment and verification of competency based qualifications (VCQs) that are based upon National Occupational Standards from the IMI and will come into force on the
30th June 2010, it will apply to any new competence based units and qualifications.

Assessment

VCQs are a type of qualification which reflects the unique needs of the workplace. They should be assessed in a holistic way by technically competent assessors. The primary method of assessment should always be direct workplace observation. Some use of simulation is allowed (please see page 4).

Additionally Awarding Organisations are encouraged to make use of naturally occurring quality assurance and monitoring systems where they exist in workplace assessment environments.

The Institute of the Motor Industry require Awarding Organisations delivering VCQs to participate in an Awarding Body Forum. This will, as a minimum, involve an annual meeting to discuss issues of assessment and verification.

VCQ must attest to competence in an occupational role (where competence is defined as the ability to apply knowledge, understanding, practical and thinking skills to be effective in work: these skills will usually include problem-solving, being flexible to meet changing demands and the ability to work with or alongside others).

Any assessment must attest to competence in an occupational role (where competence is defined as the ability to apply knowledge, understanding, practical and thinking skills to be effective in work: these skills will usually include problem-solving, being flexible to meet changing demands and the ability to work with or alongside others)

Evidence Requirements for VCQ

Candidates working towards a VCQ must provide evidence from the workplace that covers a minimum of a 4 month, (16 week), period.
All evidence for VCQs must be assessed by suitably qualified assessors and must adhere to the requirements for the QCF units being assessed.

Rules of combination

Rules of combination must be that determined by the IMI SSC.

Evidence other than from direct workplace observation

Workplace Assessment/Simulation

IMI credit based units are work/competency based and therefore candidates are to be assessed under normal workplace conditions. It is recognised however, that there are situations where the workplace may not be appropriate or that waiting for naturally occurring evidence is impractical. In these situations IMI will allow centres to set up or devise assessment situations.

These assessment situations can only be set up after:

- all possible routes for the collection of naturally occurring evidence have been exhausted.

- the exact make up and content of the centre devised assessment has been agreed and approved by the external verifier.

- the assessor can assure that the simulation will provide evidence that is valid reliable and authentic

We suggest that centres seek written confirmation before proceeding with assessment. The need for simulation may result from consideration of:

- Safety

- Legislation

- Regulation

- Contingency

- Cost

- Frequency

In addition, IMI recognises that candidates using these credit based units in the context of a Level 1 qualification may be in a learning environment and not in a workplace. In these situations, centres may set up or devise assessment situations as required, with prior written agreement of the external verifier.

Any simulation must be carried out using actual vehicles; the use of engine rigs or electrical boards is not permitted.

IMI re-iterates that its credit based units have been designed to be capable of assessment in the normal workplace and that subject to the arrangements for simulation described above this should be the case.

Simulation will be monitored by the Awarding Organisations and where it is found to be the "norm" rather than the exception suitable action will need to be taken.

Realistic Work Environment

The IMI requires that candidates are assessed within their normal workplace, or in exceptional circumstances as described previously via simulation. The use of approved simulation means therefore that RWE, Realistic Work Environment is not to be used.

Expert Witnesses

The use of **witness testimony** and **expert witness testimony** are appropriate methods for assessors to collect supplementary evidence on candidates' performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the candidate's line manager.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's /body's quality assurance requirements must be met. Additionally the person or persons providing the Witness Testimony evidence must make themselves available to the External Verifier for confirmation of evidence validity if required.

Remote Observation

The use of direct observation from a remote location is permitted as long as the centre seeks and receives the approval of their awarding organisation prior to its use and the awarding organisation discusses and agree this with the IMI prior to its use.

Assessor Requirements

The assessment of VCQs must be carried out by approved industry competent assessors.

Assessors will be responsible for, and accountable for, the validity, reliability and authenticity of evidence.

The primary responsibility of the assessor is to ensure that candidates satisfy the requirements of the national occupational standards. It is important that an assessor can recognise occupational competence as specified by the national occupational standards. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in depth technical competence related to the qualifications for which they are assessing candidates.

It will be the responsibility of the approved centre to select and appoint assessors.

It will be the responsibility of the Awarding Organisation to approve centre selected assessors.

To be an approved assessor the person must:-

- have sufficient and relevant technical/occupational competence in the Unit, at or above the level of the Unit being assessed

- have in depth knowledge of the Qualification or credit based unit evidence requirements.

- hold or be working towards a relevant assessors award as specified by the Institute of the Motor Industry. This will include, but not be limited to the Assessor qualifications, Level 3 Award in Assessing Competence in the Work Environment, Level 3 Award in Assessing Vocationally Related Achievement, Level 3 Certificate in Assessing Vocational Achievement. (and by implication legacy Assessor units A1, A2 and D32/33 unit) but may be an appropriate equivalent as defined by the IMI, SSC)..

- assessors working towards a relevant assessor qualification must achieve their qualification within 12 months.

- demonstrate knowledge and understanding of the competencies that a learner is required to demonstrate for the qualification that they are undertaking

- provide evidence of completing 5 days working /job shadowing in industry within their professional area in a 24 month period.

- provide evidence of 30 hours of technical /qualification related CPD within a 12 month period.(This is in additional to working /job shadowing).

- be approved by the Awarding Organisation to carry out assessments for the VCQs they are competent in.

Approval of assessors can be **removed.**

Assessors **cannot** assess the VCQ if they are not currently approved by, or have had their approval removed by, the Awarding Organisation.

Internal Verifier Requirements

VCQs must be underpinned by quality assurance appropriate to workplace based delivery. At a minimum this should reflect the principles outlined below.

Internal Verification of VCQ shall be the responsibility of approved industry competent internal verifiers.

The primary responsibility of the internal verifier is to assure the quality and consistency of assessments by the assessors for whom they are responsible. Internal verifiers therefore need to have a thorough understanding of quality assurance and assessment practices, as well as technical competence related to the qualifications that they are internally verifying.

Internal verifiers will be responsible for, and accountable for consistency, quality and reliability of evidence and assessors.

It will be the responsibility of the approved centre to select and appoint internal verifiers.

It will be the responsibility of the Awarding Organisation to approve centre selected internal verifiers.

To be an approved internal verifier the person must:-

- have in-depth knowledge of the occupational standards and credit based unit evidence requirements.

- be occupationally aware of the relevant industry sector being internally verified

- hold or be working towards a relevant verifier award as specified by the Institute of the Motor Industry. This will include, but not be limited to the Quality Assurance qualifications Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, (and by implication legacy Internal Verifier unit V1 D34 unit) but may be an appropriate equivalent as defined by the SSC.

- verifiers working towards a relevant qualification must achieve their qualification within 12 months.

- provide evidence of CPD totalling not less than 30 hours from within their professional area within a 12 month period.

- be approved by the Awarding Organisation to carry out internal verification for relevant VCQ(s)

- demonstrate knowledge and understanding of the quality assurance processes required by the centre and the awarding organisation

Approval of internal verifiers can be **removed.**

Internal Verifiers **cannot** verify the VCQ if they are not approved by, or have had their approval removed by the Awarding Organisation.

Multi Discipline Assessors and Internal Verifiers

Assessors and Internal Verifiers who work across multi disciplines must agree to a programme of CPD that will, over an agreed period of time, show their competence across all areas that they assess.

The programme of CPD and the timescale must be agreed for each multi discipline assessor by their External Verifier and may be subject to scrutiny by the IMI.

It is the responsibility of the centre to keep a record of these agreements.

External Verifier Requirements

Awarding Organisations will be responsible for selection and appointment of external verifiers.

To be an approved external verifier or moderator the person must:-

- hold or be working towards an appropriate qualification as specified by the Institute of the Motor Industry, confirming their competence to externally verify VCQ assessments This will include, but not be limited to the Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice, Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, (and by implication legacy External Verifier unit V2 and D35 units) but may be an appropriate equivalent as defined by the SSC.

- external verifiers working towards a relevant qualification must achieve their qualification within 12 months.

- have experience of working within the Automotive Industry gained through current or prior employment in order to have an up to date technical awareness relevant to the VCQ they are seeking to externally verify

- have a sound and in-depth knowledge of the VCQ requirements

- demonstrate their commitment to maintaining their industry knowledge by providing evidence of CPD totalling not less than 30 hours from within their professional area within a 12 month period.

External Quality Control

It is expected that the awarding of qualifications will be underpinned by quality assurance appropriate to workplace based delivery. At a minimum this should reflect the principles outlined below.

External quality control of assessment is the responsibility of the Awarding Organisations, they must ensure that common approaches are employed and that consistent, high standards are achieved.

External verifiers will be required to implement rigorous risk management strategies consistently across all centres for which they are responsible.

IMI recommends that Awarding Organisations adopt a risk rating and risk management system for centres offering IMI VCQs.

IMI recommend that such systems identify:

- Commercial Risk – is there potential for commercial pressures to ensure that candidates achieve qualifications within unduly short time frames?

- Assessment/Verification risk – are factors apparent in the relationship between candidates, assessors and verifiers that might prejudice a fair and consistent assessment process?

Where risks or potential risks are identified, IMI expects that the Awarding Organisation, via the external verifier takes appropriate action to ensure that the credibility of the assessment process is not prejudiced.

Awarding Organisations will be responsible for and accountable for the quality of VCQs delivered and assessed by their approved assessment centres.

Annexe D: Additional requirement for qualifications that use the term 'NVQ' in a qualification title

Please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a qualification title*'.

October 2017

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qualifications.pearson.com

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Registered Office: 80 Strand, London WC2R 0RL.
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