

Edexcel BTEC Level 2 Diploma in Vehicle Fitting Principles (QCF)

Edexcel Level 2 Diploma in Vehicle Fitting Competence (QCF)

Edexcel BTEC Level 3 Diploma in Vehicle Fitting Supervisory Principles (QCF)

Edexcel Level 3 Diploma in Vehicle Fitting Supervisory Competence (QCF)

Specification

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Authorised by Martin Stretton
Prepared by Natalie Muller

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Principles and Competence qualifications in Vehicle Fitting (QCF) at Level 2 and Vehicle Fitting Supervisory (QCF) at Level 3.

Qualification title	Qualification Number (QN)	Operational start date
Edexcel BTEC Level 2 Diploma in Vehicle Fitting Principles (QCF)	600/3520/1	01/11/2011
Edexcel Level 2 Diploma in Vehicle Fitting Competence (QCF)	600/3521/3	01/11/2011
Edexcel BTEC Level 3 Diploma in Vehicle Fitting Supervisory Principles (QCF)	600/3518/3	01/11/2011
Edexcel Level 3 Diploma in Vehicle Fitting Supervisory Competence (QCF)	600/3519/5	01/11/2011

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aim Reference Application (LARA), where relevant.

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

The QCF 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 Edexcel.

Key features of the Edexcel Principles and Competence qualifications in Vehicle Fitting at Level 2 and Vehicle Fitting Supervisory (QCF) at Level 3

These qualifications:

- are nationally recognised
- are based on the Vehicle Fitting National Occupational Standards (NOS). The NOS, assessment strategy and qualification structure(s) are owned by the Sector Skills Council, The Institute of the Motor Industry (IMI).

The Edexcel BTEC Level 2 Diploma in Vehicle Fitting Principles (QCF) and the Edexcel Level 2 Diploma in Vehicle Fitting Competence (QCF) have been approved as a component in the Intermediate apprenticeship framework in Vehicle Fitting.

The Edexcel BTEC Level 3 Diploma in Vehicle Fitting Supervisory Principles (QCF) and the Edexcel Level 3 Diploma in Vehicle Fitting Supervisory Competence (QCF) have been approved as a component in the Advanced apprenticeship framework in Vehicle Fitting.

What is the purpose and benefits of these qualifications?

These qualifications provide learners with flexible access to industry supported Level 2 and 3 skills programmes, which act as a real alternative to academic qualifications for those who prefer this style of learning and achievement. As part of apprenticeship frameworks, the qualification supports learners in providing a career pathway into jobs and training at technician level and higher.

Learners at Level 2 will have the opportunity to learn and demonstrate their skills, knowledge and competence in a range of vehicle fitting tasks, including, for example, removing and replacing tyres, wheels, batteries and exhausts, ensuring that vehicles are safe and fuel efficient. At level 3, this will extend to managing teams, checking the work of technicians and carrying out the full range of services themselves.

Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

Centres should be aware that within the Level 2 qualifications in this specification, learners will be required to meet the demands of unit(s) at Level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.

What are the potential job roles for those working towards these qualifications?

Fast Fit technician/Motor (Level 2)

Vehicle Fitter (Level 2)

Supervisor (Level 3)

What progression opportunities are available to learners who achieve these qualifications?

Learners can progress on to other Edexcel automotive apprenticeship programmes and/or related qualifications detailed in Annexe A. Other progression routes include; further work or work experience, academic qualification(s) such as one or more GCSEs, Higher Education and or Foundation Degree, or employment into a range of jobs at Level 2 and 3.

What is the qualification structure for the Edexcel BTEC Level 2 Diploma in Vehicle Fitting Principles (QCF)?

A minimum of 51 credits is required to achieve this qualification. 29 credits from the mandatory generic units in Group A, a minimum of 7 credits from a minimum of 1 Option Group in Group B and a minimum of 15 credits from a minimum of 3 Option Groups in Group C.

Individual units can be found in the Units section.

Unit Number	Unit Reference Number	Unit Title	Credit	Level
Group A – Mandatory generic units				
Learners must achieve 29 credits from this group.				
1	D/601/6171	Knowledge of Health, Safety and Good Housekeeping in the Automotive Environment	3	2
2	Y/601/7254	Skills in Health, Safety and Good Housekeeping in the Automotive Environment	7	2
3	T/601/6175	Knowledge of Support for Job Roles in the Automotive Work Environment	3	3
4	J/601/6262	Skills in Supporting Job Roles in the Automotive Work Environment	5	3
5	K/601/6237	Knowledge of Materials, Fabrication, Tools and Measuring Devices used in the Automotive Environment	4	2
6	Y/601/6279	Skills in Materials, Fabrication, Tools and Measuring Devices used in the Automotive Environment	7	2

Unit Number	Unit Reference Number	Unit Title	Credit	Level
Group B – Option groups				
Learners must achieve a minimum of 7 credits from one of the Option groups. All subcomponents of the chosen group must be completed.				
B1 – Option group 1				
If this group is chosen, learners must achieve 10 credits.				
7	R/601/6247	Knowledge of How to Identify and Agree Motor Vehicle Customer Service Needs	5	3
8	M/601/6286	Skills to Identify and Agree Motor Vehicle Customer Service Needs	5	3
B2 – Option group 2				
If this group is chosen, learners must achieve 7 credits.				
9	T/601/6032	Knowledge of Inspection, Repair and Replacement of High Performance Light Vehicle Tyres	3	2
10	K/601/6092	Skills in Inspection, Repair and Replacement of High Performance Light Vehicle Tyres	4	2
B3 – Option group 3				
If this group is chosen, learners must achieve 8 credits.				
11	L/601/6036	Knowledge of Inspection, Repair and Replacement of Commercial Vehicle Tyres	3	1
12	M/601/6093	Skills in Inspection Repair and Replacement of Commercial Vehicle Tyres	5	1
B4 – Option group 4				
If this group is chosen, learners must achieve 7 credits.				
13	R/601/6040	Knowledge of Inspection, Repair and Replacement of Motorcycle Tyres	3	2
14	T/601/6094	Skills in Inspection, Repair and Replacement of Motorcycle Tyres	4	2

Unit Number	Unit Reference Number	Unit Title	Credit	Level
B5 – Option group 5				
If this group is chosen, learners must achieve 7 credits.				
15	A/601/7408	Knowledge in Assessing and Securing the Roadside Situation	6	2
16	F/601/7409	Skills in Assessing and Securing the Roadside Situation	5	2
Group C – Option groups				
Learners must achieve a minimum of 15 credits from three of the Option groups. All subcomponents of the chosen group must be completed.				
C1 – Option group 1				
If this group is chosen, learners must achieve 7 credits.				
17	F/601/6051	Knowledge of Light Vehicle Four Wheel Alignment	3	2
18	F/601/6745	Skills in Light Vehicle Four Wheel Alignment	4	2
C2 – Option group 2				
If this group is chosen, learners must achieve 6 credits.				
19	H/601/6060	Knowledge of Inspection and Repair of Light Vehicle Clutches	2	2
20	D/601/6753	Skills in Inspection and Repair of Light Vehicle Clutches	4	2
C3 – Option group 3				
If this group is chosen, learners must achieve 5 credits.				
21	Y/601/6072	Knowledge of Inspection and Replacement of Light Vehicle Exhaust Components	2	2
22	A/601/6842	Skills in Inspection and Replacement of Light Vehicle Exhaust Components	3	2

Unit Number	Unit Reference Number	Unit Title	Credit	Level
C4 – Option group 4				
If this group is chosen, learners must achieve 5 credits.				
23	F/601/6082	Knowledge of Inspection, Testing and Replacement of Vehicle Batteries and Related Components	2	2
24	K/601/8179	Skills in Inspection, Testing and Replacement of Vehicle Batteries and Related Components	3	2
C5 – Option group 5				
If this group is chosen, learners must achieve 5 credits.				
25	J/601/6083	Knowledge of Inspection and Replacement of Light Vehicle Suspension Dampers and Springs	2	2
26	F/601/6857	Skills in Inspection and Replacement of Light Vehicle Suspension Dampers and Springs	3	2
C6 – Option group 6				
If this group is chosen, learners must achieve 6 credits.				
27	L/601/6084	Knowledge of Inspection, Adjustment and Replacement of Light Vehicle Braking Systems and Components	2	2
28	L/601/6862	Skills in Inspection and Replacement of Light Vehicle Braking Systems & Components	4	2
C7 – Option group 7				
If this group is chosen, learners must achieve 5 credits.				
29	R/601/6085	Knowledge of Safe use of Oxy-acetylene in Automotive Applications	3	2
30	M/601/6868	Skills in Safe Use Of Oxy-Acetylene in Automotive Applications	2	2

Unit Number	Unit Reference Number	Unit Title	Credit	Level
C8 – Option group 8				
If this group is chosen, learners must achieve 5 credits.				
31	F/601/3716	Knowledge of Routine Light Vehicle Maintenance	3	2
32	H/601/3871	Skills in Routine Light Vehicle Maintenance	2	2

What is the qualification structure for the Edexcel Level 2 Diploma in Vehicle Fitting Competence (QCF)?

A minimum of 61 credits is required to achieve this qualification. 29 credits from the mandatory generic units in Group A, a minimum of 10 credits from a minimum of 1 Option Group in Group B and a minimum of 22 credits from a minimum of 3 Option Groups in Group C.

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

Unit Number	Unit Reference Number	Unit Title	Credit	Level
Group A – Mandatory generic units				
Learners must achieve 29 credits from this group.				
33	A/601/6338	Competency in Health, Safety and Good Housekeeping in the Automotive Environment	7	2
1	D/601/6171	Knowledge of Health, Safety and Good Housekeeping in the Automotive Environment	3	2
34	K/601/6366	Competency in Supporting Job Roles in the Automotive Work Environment	5	3
3	T/601/6175	Knowledge of Support for Job Roles in the Automotive Work Environment	3	3
5	K/601/6237	Knowledge of Materials, Fabrication, Tools and Measuring Devices used in the Automotive Environment	4	2
6	Y/601/6279	Skills in Materials, Fabrication, Tools and Measuring Devices used in the Automotive Environment	7	2

Unit Number	Unit Reference Number	Unit Title	Credit	Level
Group B – Option groups				
Learners must achieve a minimum of 10 credits from one of the Option groups. All subcomponents of the chosen group must be completed.				
B1 – Option group 1				
If this group is chosen, learners must achieve 10 credits.				
35	K/601/6383	Competency in Identifying and Agreeing Motor Vehicle Customer Service Needs	5	3
7	R/601/6247	Knowledge of How to Identify and Agree Motor Vehicle Customer Service Needs	5	3
B2 – Option group 2				
If this group is chosen, learners must achieve 11 credits.				
36	L/601/5002	Competency in Inspection, Repair and Replacement of High Performance Light Vehicle Tyres	8	2
9	T/601/6032	Knowledge of Inspection, Repair and Replacement of High Performance Light Vehicle Tyres	3	2
B3 – Option group 3				
If this group is chosen, learners must achieve 11 credits.				
37	Y/601/5004	Competency in Inspection Repair and Replacement of Commercial Vehicle Tyres	8	1
11	L/601/6036	Knowledge of Inspection, Repair and Replacement of Commercial Vehicle Tyres	3	1
B4 – Option group 4				
If this group is chosen, learners must achieve 11 credits.				
38	H/601/5006	Competency in Inspection, Repair and Replacement of Motorcycle Tyres	8	2
13	R/601/6040	Knowledge of Inspection, Repair and Replacement of Motorcycle Tyres	3	2

Unit Number	Unit Reference Number	Unit Title	Credit	Level
B5 – Option group 5				
If this group is chosen, learners must achieve 16 credits.				
39	D/601/4999	Competency in Assessing and Securing the Roadside Situation	10	2
15	A/601/7408	Knowledge in Assessing and Securing the Roadside Situation	6	2
Group C – Option groups				
Learners must achieve a minimum of 22 credits from three of the Option groups. All subcomponents of the chosen group must be completed.				
C1 – Option group 1				
If this group is chosen, learners must achieve 10 credits.				
40	M/601/5011	Competency in Light Vehicle Four Wheel Alignment	7	2
17	F/601/6051	Knowledge of Light Vehicle Four Wheel Alignment	3	2
C2 – Option group 2				
If this group is chosen, learners must achieve 9 credits.				
41	F/601/5014	Competency in Inspection and Repair of Light Vehicle Clutches	7	2
19	H/601/6060	Knowledge of Inspection and Repair of Light Vehicle Clutches	2	2
C3 – Option group 3				
If this group is chosen, learners must achieve 8 credits.				
42	R/601/5017	Competency in Inspection and Replacement of Light Vehicle Exhaust Components	6	2
21	Y/601/6072	Knowledge of Inspection and Replacement of Light Vehicle Exhaust Components	2	2

Unit Number	Unit Reference Number	Unit Title	Credit	Level
C4 – Option group 4				
If this group is chosen, learners must achieve 7 credits.				
43	D/601/6851	Competency in Inspection, Testing and Replacement of Vehicle Batteries and Related Components	5	2
23	F/601/6082	Knowledge of Inspection, Testing and Replacement of Vehicle Batteries and Related Components	2	2
C5 – Option group 5				
If this group is chosen, learners must achieve 8 credits.				
44	D/601/5019	Competency in Inspection and Replacement of Light Vehicle Suspension Dampers and Springs	6	2
25	J/601/6083	Knowledge of Inspection and Replacement of Light Vehicle Suspension Dampers and Springs	2	2
C6 – Option group 6				
If this group is chosen, learners must achieve 11 credits.				
45	R/601/5020	Competency in Inspection and Replacement of Light Vehicle Braking Systems & Components	9	2
27	L/601/6084	Knowledge of Inspection, Adjustment and Replacement of Light Vehicle Braking Systems and Components	2	2
C7 – Option group 7				
If this group is chosen, learners must achieve 7 credits.				
46	H/601/5023	Competency in Safe use of Oxy-Acetylene in Automotive Applications	4	2
29	R/601/6085	Knowledge of Safe use of Oxy-acetylene in Automotive Applications	3	2
C8 – Option group 8				
If this group is chosen, learners must achieve 10 credits.				
47	L/601/3766	Competency in Routine Light Vehicle Maintenance	7	2

Unit Number	Unit Reference Number	Unit Title	Credit	Level
31	F/601/3716	Knowledge of Routine Light Vehicle Maintenance	3	2

What is the qualification structure for the Edexcel BTEC Level 3 Diploma in Vehicle Fitting Supervisory Principles (QCF)?

A minimum of 43 credits is required to achieve this qualification. 16 credits from the mandatory generic units in Group A, 17 credits from the mandatory specialist units in Group B and a minimum of 10 credits from one of the option groups in Group C.

Individual units can be found in the Units section.

Unit Number	Unit Reference Number	Unit Title	Credit	Level
Group A – Mandatory generic units				
Learners must achieve 16 credits from this group.				
48	T/601/6242	Knowledge of How to Make Learning Possible through Demonstrations and Instruction	5	3
49	Y/502/6087	Knowledge of Monitoring and Solving Customer Service Problems Within a Vehicle Parts	4	3
50	Y/601/6282	Skills in How to Make Learning Possible through Demonstrations and Instruction	5	3
51	K/502/6546	Skills in Monitoring and Solving Customer Service Problems Within a Vehicle Parts Environment	2	3
Group B – Mandatory specialist units				
Learners must achieve 17 credits from this group.				
52	H/502/6089	Knowledge of Selling Motor Vehicle Parts to Customers	4	3
53	M/502/6077	Knowledge of Receiving and Storing Motor Vehicle Parts	3	2
54	T/502/6081	Knowledge of Processing Payment Transactions Within a Vehicle Parts Environment	3	2

Unit Number	Unit Reference Number	Unit Title	Credit	Level
55	J/502/6537	Skills in Receiving and Storing Motor Vehicle Parts	2	2
56	L/502/6541	Skills in Processing Payment Transactions Within a Vehicle Parts Environment	2	2
57	T/502/6548	Skills in Helping Customers To Choose Motor Vehicle Parts Products	3	3
Group C – Option Groups				
Learners must achieve a minimum of 10 credits from one of the Option groups. All subcomponents of the chosen group must be completed.				
C1 – Option group 1				
If this group is chosen, learners must achieve 10 credits.				
7	R/601/6247	Knowledge of how to Identify and Agree Motor Vehicle Customer Service Needs	5	3
8	M/601/6286	Skills to Identify and Agree Motor Vehicle Customer Service Needs	5	3
C2 – Option group 2				
If this group is chosen, learners must achieve 10 credits.				
58	T/502/6484	Knowledge in Monitoring Procedures to Control Risk to Health and Safety	5	3
59	A/502/6485	Skills in Monitoring Procedures to Control Risks to Health and Safety	5	3

What is the qualification structure for the Edexcel Level 3 Diploma in Vehicle Fitting Competence (QCF)?

A minimum of 57 credits is required to achieve this qualification:

17 credits from the mandatory generic units in Group A, 30 credits from the mandatory specialist units in Group B and a minimum of 10 credits from one of the option groups in Group C.

Individual units can be found in the Units section.

Unit Number	Unit Reference Number	Unit Title	Credit	Level
Group A – Mandatory generic units				
Learners must achieve 17 credits from this group.				
48	T/601/6242	Knowledge of How to Make Learning Possible through Demonstrations and Instruction	5	3
60	Y/601/6380	Competency in Making Learning Possible through Demonstrations and Instruction	5	3
61	R/502/6069	Competency in Monitoring And Solving Customer Service Problems Within a Vehicle Parts Environment	3	3
49	Y/502/6087	Knowledge of Monitoring And Solving Customer Service Problems Within a Vehicle Parts	4	3
Group B – Mandatory specialist units				
Learners must achieve 30 credits from this group.				
62	H/500/5193	Plan, Monitor and Adjust Staffing Levels and Schedules in a Retail Environment	11	3
52	H/502/6089	Knowledge of Selling Motor Vehicle Parts to Customers	4	3
63	K/502/6059	Competency in Receiving and Storing Motor Vehicle Parts	3	2
64	L/502/6071	Competency in Selling Motor Vehicle Parts to Customers	3	3

Unit Number	Unit Reference Number	Unit Title	Credit	Level
65	M/502/6063	Competency in Processing Payment Transactions Within a Vehicle Parts Environment	3	2
53	M/502/6077	Knowledge of Receiving and Storing Motor Vehicle Parts	3	2
54	T/502/6081	Knowledge of Processing Payment Transactions Within a Vehicle Parts Environment	3	2
Group C – Option Groups				
Learners must achieve a minimum of 10 credits from one of the Option groups. All subcomponents of the chosen group must be completed.				
C1 – Option group 1				
If this group is chosen, learners must achieve 10 credits.				
35	K/601/6383	Competency in Identifying and Agreeing Motor Vehicle Customer Service Needs	5	3
7	R/601/6247	Knowledge of how to Identify and Agree Motor Vehicle Customer Service Needs	5	3
C2 – Option group 2				
If this group is chosen, learners must achieve 10 credits.				
66	F/502/6486	Competency in Monitoring Procedures to Control Risks to Health and Safety in the Automotive Sector	5	3
58	T/502/6484	Knowledge in Monitoring Procedures to Control Risk to Health and Safety	5	3

How are the qualifications graded and assessed?

The overall grade for the qualifications 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 Competence based qualifications (VCQs)

The assessment strategy for the competence qualifications (VCQ) has been included in *Annexe C*. It has been developed by IMI in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

criteria for defining realistic working environments

roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers

quality control of assessment

evidence requirements.

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.

Centres should also refer to the assessment strategy (for competence based qualifications (VCQs) and the assessment requirements/evidence requirements section within each individual unit.

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 Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel 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. Edexcel 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

Quality assurance is at the heart of vocational qualifications. Assessment on BTEC and Competency qualifications is completed by your centre. You use quality assurance to ensure that your managers, internal verifiers and assessors are standardised and supported. We use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support where it is needed in order to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Edexcel quality assurance model will follow one of the three processes listed below.

1. Delivery of the **Competence and Principles** qualifications as part of a BTEC apprenticeship (single click registration)
integrated annual visits by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions

2. Delivery of the **Competence** qualification outside the apprenticeship
 - annual visits to centres by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - annual visits by a Standards Verifier for sampling of internal verification and assessor decisions for the qualification

3. Delivery of the **Principles** qualification outside the apprenticeship
 - annual visits to centres by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications are covered by Lead Internal Verifier accreditation. Where this is the case we will annually allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the UK BTEC Quality Assurance Handbook 2011-12
<http://www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx>

What resources are required?

Each qualification is designed to support learners working in the automotive sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard.

For competence based qualifications (VCQs), centres must meet any specific resource and staff requirements outlined in *Annexe C: Assessment strategy*.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is approved on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
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:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
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 Health, Safety and Good Housekeeping in the Automotive Environment

Unit reference number: D/601/6171

QCF level: 2

Credit value: 3

Guided learning hours: 30

Unit summary

This unit enables the learner to develop an understanding of: routine maintenance and cleaning of the automotive environment and using resources economically

health and safety legislation and duties of everyone in the motor vehicle environment. It will provide an appreciation of significant risks in the automotive environment and how to identify and deal with them. Once completed the learner will be able to identify hazards and evaluate and reduce risk.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (Annexe C).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Economic use of Resources

- a consumable materials e.g. grease, oils, split pins, locking and fastening devices etc.

Requirement to maintain work area effectively

- a cleaning tools and equipment to maximise workplace efficiency
- b requirement to carry out the housekeeping activities safely and in a way that minimises inconvenience to customers and staff
- c risks involved when using solvents and detergents
- d advantages of good housekeeping

Spillages, leaks and waste materials

- a relevance of safe systems of work to the storage and disposal of waste materials
- b requirement to store and dispose of waste, used materials and debris correctly
- c safe disposal of special / hazardous waste materials
- d advantages of recycling waste materials
- e dealing with spillages and leaks

Basic legislative requirements

- a Provision and Use of Work Equipment Regulations 1992
- b Power Presses Regulations 1992
- c Pressure Systems and Transportable Gas Containers Regulations 1989
- d Electricity at Work Regulations 1989
- e Noise at Work Regulations 1989
- f Manual Handling Operations Regulations 1992
- g Health and Safety (Display Screen Equipment) Regulations 1992
- h Abrasive Wheel Regulations (current)
- i Safe Working Loads (current)
- j Working at Height Regulations 2005

Routine maintenance of the workplace

- a trainee's personal responsibilities and limits of their authority with regard to work equipment
- b risk assessment of the workplace activities and work equipment
- c workplace person responsible for training and maintenance of workplace equipment
- d when and why safety equipment must be used
- e location of safety equipment
- f particular hazards associated with their work area and equipment
- g prohibited areas
- h plant and machinery that trainees must not use or operate
- i why and how faults on unsafe equipment should be reported
- j storing tools, equipment and products safely and appropriately
- k using the correct PPE
- l following manufacturers' recommendations
- m location of routine maintenance information e.g. electrical safety check log

Legislation relevant to Health and Safety

- a HASAWA
- b COSHH
- c EPA
- d Manual Handling Operations Regulations 1992
- e PPE Regulations 1992

General regulations to include an awareness of:

- a Health and Safety (Display Screen Equipment) Regulations 1992
- b Health and Safety (First Aid) Regulations 1981
- c Health and Safety (Safety Signs and Signals) Regulations 1996
- d Health and Safety (Consultation with Employees) Regulations 1996
- e Employers Liability (Compulsory Insurance) Act 1969 and Regulations 1998
- f Confined Spaces Regulations 1997
- g Noise at Work Regulations 1989
- h Electricity at Work Regulations 1989
- i Electricity (Safety) Regulations 1994
- j Fire Precautions Act 1971
- k Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1985
- l Pressure Systems Safety Regulations 2000
- m Waste Management 1991
- n Dangerous Substances and Explosive Atmospheres Regulations (DSEAR) 2002
- o Control of Asbestos at Work Regulations 2002

Legislative duties

- a the purpose of a Health and Safety Policy
- b the relevance of the Health and Safety Executive
- c the relevance of an initial induction to Health and Safety requirements at your workplace
- d general employee responsibilities under the HASAWA and the consequences of non-compliance
- e general employer responsibilities under the HASAWA and the consequences of non-compliance
- f the limits of authority with regard to Health and Safety within a personal job role
- g workplace procedure to be followed to report Health and Safety matters

Precautions to be taken when working with vehicles, workshop materials, tools and equipment including electrical safety, pneumatics and hydraulics

- a accessing and interpreting safety information
- b seeking advice when needed
- c seeking assistance when required
- d reporting of unsafe equipment
- e storing tools, equipment and products safely and appropriately
- f using the correct PPE
- g following manufacturers' recommendations
- h following application procedures e.g. hazardous substances
- i the correct selection and use of extraction equipment

PPE to include:

Typical maintenance procedures for PPE equipment to include:

- a typical maintenance log
- b cleaning procedures
- c filter maintenance
- d variation in glove types
- e air quality checks

Choice and fitting procedures for masks and air breathing equipment.

Typical workplace processes which would require the use of PPE to include:

- a welding
- b sanding and grinding
- c filling
- d panel removal and replacement
- e drilling
- f cutting
- g chiselling
- h removal of broken glass
- i removal of rubber seals from fire damaged vehicles
- j removal of hypodermic needles
- k servicing activities
- l roadside recovery

Unserviceable PPE

PPE required for a range automotive repair activities. To include appropriate protection of:

- a eyes
- b ears
- c head
- d skin
- e feet
- f hands
- g lungs

Fire and extinguishers

- a classification of fire types
- b using a fire extinguisher effectively

Types of Extinguishers

- a foam
- b dry powder
- c CO2
- d water
- e fire blanket

Action to be taken in the event of a fire to include:

- a the procedure as:
 - i raise the alarm
 - ii fight fire only if appropriate
 - iii evacuate building
 - iv call for assistance

Product warning labels to include:

- a reasons for placing warning labels on containers
- b warning labels in common use, to include:
 - i toxic
 - ii corrosive
 - iii poisonous
 - iv harmful
 - v irritant
 - vi flammable
 - vii explosive

Warning signs and notices

- a colours used for warning signs:
 - i red
 - ii blue
 - iii green
- b shapes and meaning of warning signs:
 - i round
 - ii triangular
 - iii square
 - iv the meaning of prohibitive warning signs in common use
 - v the meaning of mandatory warning signs in common use
 - vi the meaning of warning notices in common use
 - vii general design of safe place warning signs

Hazards and risks to include:

- a the difference between a risk and a hazard.
- b potential risks resulting from:
 - i the use and maintenance of machinery or equipment
 - ii the use of materials or substances
 - iii accidental breakages and spillages
 - iv unsafe behaviour
 - v working practices that do not conform to laid down policies
 - vi environmental factors
 - vii personal presentation
 - viii unauthorised personal, customers, contractors etc entering your work premises
- c working by the roadside
- d vehicle recovery
- e the employee's responsibilities in identifying and reporting risks within their working environment
- f the method of reporting risks that are outside your limits of authority
- g potential causes of:
 - i fire
 - ii explosion
 - iii noise
 - iv harmful fumes
 - v slips

- vi trips
- vii falling objects
- viii accidents whilst dealing with broken down vehicles

Personal responsibilities

- a the purpose of workplace policies and procedures on:
 - i the use of safe working methods and equipment
 - ii the safe use of hazardous substances
 - iii smoking, eating, drinking and drugs
 - iv emergency procedures
 - v personal appearance
- b the importance of personal appearance in the control of health and safety

Action to be taken in the event of colleagues suffering accidents

- a the typical sequence of events following the discovery of an accident such as:
 - i make the area safe
 - ii remove hazards if appropriate i.e. switch off power
 - iii administer minor first aid
 - iv take appropriate action to re-assure the injured party
 - v raise the alarm
 - vi get help
 - vii report on the accident
- b typical examples of first aid which can be administered by persons at the scene of an accident:
 - i check for consciousness
 - ii stem bleeding
 - iii keep the injured person's airways free
 - iv place in the recovery position if injured person is unconscious
 - v issue plasters for minor cuts
 - vi action to prevent shock i.e. keep the injured party warm
 - vii administer water for minor burns or chemical injuries
 - viii wash eyes with water to remove dust or ingress of chemicals (battery acid)
 - ix need to seek professional help for serious injuries

Examples of bad practice which may result in further injury such as:

- a moving the injured party
- b removing foreign objects from wounds or eyes
- c inducing vomiting
- d straightening deformed limbs

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the correct personal and vehicle protective equipment to be used within the automotive environment	1.1	explain the importance of wearing the types of PPE required for a range of automotive repair activities				
		1.2	identify vehicle protective equipment for a range of repair activities				
		1.3	describe vehicle and personal safety considerations when working at the roadside				
2	Understand effective housekeeping practices in the automotive environment	2.1	describe why the automotive environment should be properly cleaned and maintained				
		2.2	describe requirements and systems which may be put in place to ensure a clean automotive environment				
		2.3	describe how to minimise waste when using utilities and consumables				
		2.4	state the procedures and precautions necessary when cleaning and maintaining an automotive environment				
		2.5	describe the selection and use of cleaning equipment when dealing with general cleaning, spillages and leaks in the automotive environment				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand key health and safety requirements relevant to the automotive environment	2.6	describe procedures for correct disposal of waste materials from an automotive environment				
		2.7	describe procedures for starting and ending the working day which ensure effective housekeeping practices are followed				
		3.1	list the main legislation relating to automotive environment health and safety				
		3.2	describe the general legal duties of employers and employees required by current health and safety legislation				
		3.3	describe key, current health and safety requirements relating to the automotive environment				
		3.4	describe why workplace policies and procedures relating to health and safety are important				
		4.1	identify key hazards and risks in an automotive environment				
4	Understand about hazards and potential risks relevant to the automotive environment	4.2	describe policies and procedures for reporting hazards, risks, health and safety matters in the automotive environment				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Understand personal responsibilities	4.3	state precautions and procedures which need to be taken when working with vehicles, associated materials, tools and equipment				
		4.4	identify fire extinguishers in common use and which types of fire they should be used on				
		4.5	identify key warning signs and their characteristics that are found in the vehicle repair environment				
		4.6	state the meaning of common product warning labels used in an automotive environment				
		5.1	explain the importance of personal conduct in maintaining the health and safety of the individual and others				
		5.2	explain the importance of personal presentation in maintaining health safety and welfare				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 2: Skills in Health, Safety and Good Housekeeping in the Automotive Environment

Unit reference number: Y/601/7254

QCF level: 2

Credit value: 7

Guided learning hours: 60

Unit summary

This unit will enable the learner to develop the skills required to:

- carry out day to day work area cleaning, clearing away, dealing with spillages and disposal of waste, used materials and debris.
- identify hazards and risks in the automotive environment and complying with relevant legislation and good practice.
- work safely at all times within the automotive environment, both as an individual and with others.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as detailed below:

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 in your training workshop as managed and organised by an approved centre.
- 3 be observed by an assessor as defined by the IMI Assessment Strategy.
- 4 produce evidence of use of personal and vehicle protection, cleaning the work environment and disposal of waste on 2 separate occasions.

- 5 produce evidence of identifying risks which may result from at least 2 of the items listed below:
 - i the use and maintenance of machinery or equipment
 - ii the use of materials or substances
 - iii working practices which do not conform to laid down policies
 - iv unsafe behaviour
 - v accidental breakages and spillages
 - vi environmental factors
- 6 produce evidence of identifying risks.
- 7 produce evidence of following at least 2 of the workplace policies listed below:
 - i the use of safe working methods and equipment
 - ii the safe use of hazardous substances
 - iii smoking, eating, drinking and drugs
 - iv what to do in the event of an emergency
 - v personal presentation
- 8 produce evidence of following workplace policies

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to use correct personal and vehicle protection within the automotive environment	1.1	<p>select and use personal protective equipment throughout activities. To include appropriate protection of:</p> <ul style="list-style-type: none"> • eyes • ears • head • skin • feet • hands • lungs 			
		1.2	select and use vehicle protective equipment throughout all activities			
2	Be able to carry out effective housekeeping practices in the automotive environment	2.1	select and use cleaning equipment which is of the right type and suitable for the task			
		2.2	use utilities and appropriate consumables, avoiding waste			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to recognise and deal with dangers in order to work safely within the automotive workplace	2.3	use materials and equipment to carry out cleaning and maintenance duties in allocated work areas, following automotive work environment policies, schedules and manufacturer's instructions				
		2.4	perform housekeeping activities safely and in a way which minimises inconvenience to customers and staff				
		2.5	keep the work area clean and free from debris and waste materials				
		2.6	keep tools and equipment fit for purpose by regular cleaning and keeping tidy				
		2.7	dispose of used cleaning agents, waste materials and debris to comply with legal and workplace requirements				
		3.1	name and locate the responsible persons for health and safety in their relevant workplace				
		3.2	identify and report working practices and hazards which could be harmful to themselves or others				
		3.3	carry out safe working practices whilst working with equipment, materials and products in the automotive environment				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	rectify health and safety risks encountered at work, within the scope and capability of their job role			
4	be able to conduct themselves responsibly	4.1	show personal conduct in the workplace which does not endanger the health and safety of themselves or others			
		4.2	display suitable personal presentation at work which ensures the health and safety of themselves and others at work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: Knowledge of Support for Job Roles in the Automotive Work Environment

Unit reference number: T/601/6175

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit enables the learner to develop an understanding of how to keep good working relationships with all colleagues in the automotive work environment by using effective communication and support skills.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (Annexe C).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

How these areas relate to each other within the business

- a body shop
- b vehicle repair workshop
- c paint shop
- d valeting
- e vehicle parts store
- f main office
- g vehicle sales
- h reception

Sources of information

- a other staff
- b manuals
- c parts lists
- d computer software and the internet
- e manufacturer
- f diagnostic equipment

Communication requirements when carrying out vehicle repairs

- a locating and using correct documentation and information for:
 - i recording vehicle maintenance and repairs
 - ii vehicle specifications
 - iii component specifications
 - iv oil and fluid specifications
 - v equipment and tools
 - vi identification codes
- b procedures for:
 - i referral of problems
 - ii reporting delays
 - iii additional work identified during repair or maintenance
 - iv keeping others informed of progress

Methods of communication

- a verbal
- b signs and notices
- c memos
- d telephone
- e electronic mail
- f vehicle job card
- g notice boards
- h SMS text messaging
- i Letters

Organisational & customer requirements:

- a importance of time scales to customer and organization
- b relationship between time and costs
- c meaning of profit

Choice of communication

- a distance
- b location
- c job responsibility

Importance of maintaining positive working relationships

- a morale
- b productivity
- c company image
- d customer relationships
- e colleagues

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand key organisational structures, functions and roles within the automotive work environment	1.1	identify the purpose of different sections of a typical automotive work environment			
		1.2	explain organisational structures and lines of communication within the automotive work environment			
		1.3	explain levels of responsibility within specific job roles in automotive workplace. To include: <ul style="list-style-type: none"> • trainee • skilled technician • supervisor • manager 			
2	Understand the importance of obtaining, interpreting and using information in order to support their job role within the automotive work environment	2.1	explain the importance of different sources of information in a automotive work environment			
		2.2	explain how to find, interpret and use relevant sources of information			
		2.3	describe the main legal requirements relating to the vehicle, including road safety requirements			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.4	explain the importance of working to recognised procedures and processes				
		2.5	explain when replacement units and components must meet the manufacturers' original equipment specification				
		2.6	explain the purpose of how to use identification codes				
3	Understand the importance of different types of communication within the automotive work environment	3.1	explain where different methods of communication would be used within the automotive environment				
		3.2	explain the factors which can determine your choice of communication				
		3.3	explain how the communication of information can change with the target audience to include uninformed and informed people				
4	Understand communication requirements when carrying out vehicle repairs in the automotive work environment	4.1	explain how to report using written and verbal communication				
		4.2	explain the importance of documenting information relating to work carried out in the automotive environment				
		4.3	explain the importance of working to agreed timescales				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to develop good working relationships with colleagues and customers in the automotive workplace	5.1	describe how to develop positive working relationships with colleagues and customers			
		5.2	explain the importance of developing positive working relationships			
		5.3	explain the importance of accepting other peoples' views and opinions			
		5.4	explain the importance of making and honouring realistic commitments to colleagues and customers			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 4: Skills in Supporting Job Roles in the Automotive Work Environment

Unit reference number: J/601/6262

QCF level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit will help the learner develop the skills required to keep good working relationships with all colleagues and customers in the automotive work environment by using effective communication and support.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as detailed below:

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 in your training workshop as managed and organised by an approved centre
- 3 be observed by an assessor as defined by the IMI Assessment Strategy
- 4 produce witness testimony from your peers and supervisor or tutor that you have worked well with others
- 5 produce evidence carrying out the above whilst performing your normal duties

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work effectively within the organisational structure of the automotive work environment	1.1	respond promptly and willingly to requests for assistance from customers and colleagues			
		1.2	refer customers and colleagues to the correct person should requests fall outside their responsibility and capability			
2	Be able to obtain and use information in order to support their job role within the automotive work environment	2.1	select and use legal and technical information, in an automotive work environment			
3	Be able to communicate with and support colleagues and customers effectively within the automotive work environment	3.1	use methods of communication with customers and colleagues which meet their needs			
		3.2	give customers and colleagues accurate information			
		3.3	make requests for assistance from or to customers and colleagues clearly and courteously			
4	Be able to develop and keep good working relationships in the automotive work environment	4.1	contribute to team work by initiating ideas and co-operating with customers and colleagues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	treat customers and colleagues in a way which shows respect for their views and opinions			
		4.3	make and keep achievable commitments to customers and colleagues			
		4.4	inform colleagues promptly of anything likely to affect their own work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Knowledge of Materials, Fabrication, Tools and Measuring Devices used in the Automotive Environment

Unit reference number: K/601/6237

QCF level: 2

Credit value: 4

Guided learning hours: 40

Unit summary

This unit enables the learner to develop an understanding of:

- the correct selection, care and use of key hand tools and measuring devices for modification, fabrication and repair in the automotive environment
- the correct preparation and use of common automotive environment equipment
- the correct selection and fabrication of materials used when modifying and repairing
- the correct application of automotive engineering fabrication and fitting principles

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Common types of hand tools used for fabricating and fitting in the automotive workplace. To include:

- a files
- b hacksaws and snips
- c hammers
- d screwdrivers
- e pliers
- f spanners
- g sockets
- h punches

- i types of drill and drill bits
- j taps and dies
- k stud removers
- l marking out tools

Common measuring devices used for fabrication and fitting in the automotive workplace. To include:

- a rule/tape
- b callipers
- c feeler gauge
- d volume measures
- e micrometer
- f dial gauges
- g torque wrenches
- h depth gauges

Common electrical measuring tools used in the repair of vehicles and components. To include:

- a ammeter
- b voltmeter
- c ohmmeter
- d multi-meter

Common electrical terms when measuring:

- a voltage
- b current
- c resistance

Workshop equipment (including appropriate PPE). To include:

- a hydraulic jacks
- b axle stands
- c pillar drills
- d air tools
- e vehicle lifts
- f cranes
- g hoists
- h electrical power tools

Properties, application and limitations (to include safe use) of ferrous and non-ferrous metals used when constructing, modifying and repairing vehicles and components. Materials to include:

- a carbon steels
- b alloy steels
- c cast iron
- d aluminium alloys
- e brass
- f copper
- g lead

Properties, application and limitations (to include safe use) of non-metallic materials used when constructing, modifying and repairing vehicles and components. Materials to include:

- a glass
- b plastics (inc. GRP)
- c Kevlar
- d rubber

Terms relating to the properties of materials. To include:

- a hardness
- b toughness
- c ductility
- d elasticity
- e tenacity
- f malleability
- g plasticity

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to select, use and care for hand tools and measuring devices in the automotive environment	1.1	identify and explain the use of common types of hand tools used for fabricating and fitting in the automotive environment			
		1.2	identify and explain the use of common measuring devices used for fabrication and fitting in the automotive environment			
		1.3	describe, within the scope of their responsibilities, how to select, prepare and maintain hand tools, measuring devices and PPE used for fabrication, repair and fitting in the automotive environment			
		1.4	state the limitations of common hand tools and measuring devices used for fabricating, repair and fitting in the automotive workplace			
		1.5	explain how common hand tools and measuring devices used for fabricating, repair and fitting in the automotive environment should be stored and maintained			
		1.6	identify common electrical measuring tools used in the repair of vehicles and components			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		1.7	explain the preparation and safe and correct use of common electrical tools when measuring voltage, current and resistance				
2	Understand how to prepare and use common workshop equipment	2.1	describe the preparation and safe use of workshop equipment				
		2.2	explain the term: safe working load				
3	Understand how to select materials when fabricating, modifying and repairing vehicles and fitting components	3.1	describe the properties, application and limitations of ferrous and non-ferrous metals, including their safe use				
		3.2	describe the properties, application and limitations of common non-metallic materials, including their safe use				
		3.3	define common terms relating to the properties of materials				
4	Understand how to apply automotive engineering, fabrication and fitting principles when modifying and repairing vehicles and components	4.1	describe how to tap threads, file, cut and drill plastics and metals when modifying or repairing vehicles				
		4.2	describe how to measure, mark out, shape and join materials when fabricating				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	4.3	describe the selection and fitting procedures of the following: <ul style="list-style-type: none"> • gaskets and seals • sealants and adhesives • fittings and fasteners • electrical circuit components 				
	4.4	identify locking, fastening and fixing devices				
	4.5	state the importance of correct operating specifications for limits, fits and tolerances in the automotive environment				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6: Skills in Materials, Fabrication, Tools and Measuring Devices used in the Automotive Environment

Unit reference number: Y/601/6279

QCF level: 2

Credit value: 7

Guided learning hours: 60

Unit summary

This unit helps the learner to develop the skills required for:

- the correct selection, care and use of key hand tools and measuring devices for modification, fabrication and repair in the automotive environment
- the correct preparation and use of common work environment equipment
- the correct selection and fabrication of materials used when modifying and repairing
- the correct application of automotive engineering fabrication and fitting principles

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as detailed below:

- a produce evidence to show you meet **all** of the Learning Outcomes
- b produce performance evidence resulting from work you have carried out in your training workshop as managed and organised by an approved centre
- c be observed by an assessor as defined by the IMI Assessment Strategy

- d produce evidence of undertaking basic routine checks of hand tools, measuring devices and workshop equipment covering all of those listed below:
 - electrical
 - mechanical
 - pneumatic
 - hydraulic
- e produce evidence of fabricating at least 1 item from suitable materials to known tolerances, which includes the following processes:
 - filing
 - tapping threads
 - cutting
 - drilling
 - joining
- f be observed by your assessor carrying out routine checks and during stages of fabrication

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select, maintain and use hand tools and measuring devices in the automotive environment	1.1	select, maintain and use suitable hand tools safely when fabricating and fitting in the automotive workplace			
		1.2	select, maintain and use suitable measuring devices safely when fabricating and fitting in the automotive environment			
		1.3	select, maintain and use suitable PPE for fabrication, repair and fitting in the automotive environment			
		1.4	select, maintain and use suitable electrical measuring tools safely when repairing vehicles and components			
2	Be able to prepare and use common workshop equipment	2.1	use suitably maintained workshop equipment safely			
		2.2	use correct interpretation of 'safe working load' on lifting and supporting equipment			
		2.3	report any faulty or damaged tools and equipment to the relevant persons clearly and promptly			
		2.4	store work tools and equipment in a safe manner which permits ease of access and identification for use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to select materials when fabricating, modifying and repairing vehicles and fitting components	3.1	select and use appropriate materials whilst constructing, fitting, modifying or repairing vehicles and components			
4	Be able to apply automotive engineering, fabrication and fitting principles when modifying and repairing vehicles and components	4.1	use correct procedures when: <ul style="list-style-type: none"> • filing • tapping threads • cutting plastics and metals • drilling plastics and metals • fitting 			
		4.2	use appropriate techniques when fabricating, repairing and modifying vehicles and components			
		4.3	select and use: <ul style="list-style-type: none"> • gaskets • seals • sealants • fittings and fasteners 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	apply modification and repair techniques to automotive electrical circuits			
		4.5	select and use locking, fixing and fastening devices			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Knowledge of How to Identify and Agree Motor Vehicle Customer Service Needs

Unit reference number: R/601/6247

QCF level: 3

Credit value: 5

Guided learning hours: 45

Unit summary

This unit enables the learner to develop an understanding of how to gain: information from customers on their perceived needs; give advice and information and agree a course of action; contract for the agreed work and complete all necessary records and instructions.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Organisational Requirements

- a explain the organisation's terms and conditions applicable to the acceptance of customer vehicles
- b explain the content and limitations of vehicle and component warranties for the vehicles dealt with by your organisation
- c detail what, if any, limits there are to the authority for accepting vehicles
- d detail why it is important to keep customers advised of progress and how this is achieved within the organisation
- e detail the organisation's procedures for the completion and processing of documentation and records, including payment methods and obtaining customer signatures as applicable

Principles of Customer Communication and Care

- a first impressions
- b listening skills – 80:20 ratio
- c eye contact and smiling
- d showing interest and concern
- e questioning techniques and customer qualification
- f giving clear non-technical explanations
- g confirming understanding (statement/question technique, reflective summary)
- h written communication – purpose, content, presentation and style
- i providing a high quality service – fulfilling (ideally exceeding) customer expectations within agreed time frames
- j obtaining customer feedback and corrective actions when dissatisfaction expressed
- k dealing with complaints

Company Products and Services

- a service standards
 - i national
 - ii manufacturer
 - iii organisational
- b the range and type of services offered by the organisation
 - i diagnostic
 - ii servicing
 - iii repair
 - iv warranty
 - v MOT testing
 - vi fitment of accessories/enhancements
 - vii internal
- c the courses of action available to resolve customer problems
 - i the extent and nature of the work to be undertaken
 - ii the terms and conditions of acceptance
 - iii the cost
 - iv the timescale
 - v required payment methods

- d the effect of resource availability upon the receipt of customer vehicles and the completion of work
 - i levels and availability of equipment
 - ii levels and availability of technicians
 - iii workshop loading systems
- e how to access costing and work completion time information
 - i manuals
 - ii computer based

Vehicle Information Systems, Servicing and Repair Requirements

- a accessing technical data including diagnostics
- b servicing to manufacturer requirements/standards
- c repair/operating procedures
- d MOT standards/requirements
- e quality controls – interim and final
- f requirements for cleanliness of vehicle on return to customer
- g handover procedures

Consumer Legislation to include:

- a consumer protection
- b sale of goods
- c data protection
- d product liability
- e health and safety
- f discrimination

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand legislative and organisational requirements and procedures	1.1	describe the fundamental legal requirements of current consumer legislation and the consequences of their own actions in respect of this legislation				
		1.2	describe the content and limitations of company and product warranties for the vehicles dealt with by their company				
		1.3	explain the limits of their own authority for accepting vehicles				
		1.4	explain the importance of keeping customers informed of progress				
		1.5	describe their workplace requirements for the completion of records				
		1.6	explain how to complete and process all the necessary documentation				
2	Understand how to communicate and care for customers	2.1	explain how to communicate effectively with customers				
		2.2	describe how to adapt your language when explaining technical matters to non-technical customers				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.3	explain how to use effective questioning techniques				
		2.4	describe how to care for customers and achieve customer satisfaction				
3	Understand company products and services	3.1	describe the range of options available to resolve vehicle problems				
		3.2	describe the range and type of services offered by their company				
		3.3	explain the effect of resource availability upon the receipt of customer vehicles and the completion work				
		3.4	explain how to access costing and work completion time information				

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 8: Skills to Identify and Agree Motor Vehicle Customer Service Needs

Unit reference number: M/601/6286

QCF level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit helps the learner to develop the skills required to: gain information from customers on their perceived needs; give advice and information and agree a course of action; contract for the agreed work and complete all necessary records and instructions.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre
- 3 be observed by an assessor as defined by the IMI Assessment Strategy
- 4 produce evidence, including records, to show that you have dealt with 3 different customers
- 5 be observed by your assessor on at least 1 occasion

Evidence from real activity or role-play is acceptable for this unit

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to obtain relevant information from the customer	1.1	obtain and interpret sufficient, relevant information, from the customer to make an assessment of their needs			
		1.2	clarify customer and vehicle needs by referring to vehicle data and operating procedures			
2	Be able to provide relevant information to the customer	2.1	provide customers with accurate, current and relevant advice and information, in a form that the customer will understand			
		2.2	demonstrate techniques which encourage customers to ask questions and seek clarification during conversation			
3	Be able to agree work undertaken with the customer	3.1	summarise and record work agreed with the customer, before accepting the vehicle			
		3.2	implement confirmation of the agreement by ensuring customer understanding			
4	Be able to ensure recording systems are implemented correctly	4.1	use recording systems which are accurate and complete, in the required format and signed by the customer where necessary			
		4.2	perform the next stage in the process by passing on completed records to the correct person promptly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	4.3	demonstrate correct procedures for customer approval where the contracted agreement is likely to be exceeded				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Knowledge of Inspection, Repair and Replacement of High Performance Light Vehicle Tyres

Unit reference number: T/601/6032

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit enables the learner to develop knowledge of inspection, fitting, repairing and maintaining high performance light vehicle tyres.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Tyres are:

- a directional tread
- b asymmetric tread
- c composite tread
- d high speed ratings (V,W,Y or ZR ratings)
- e an aspect ratio of 55% or below
- f run flat capability

Main function of tyres

- a interaction between tyres, other components and vehicle handling
- b steering, drive and suspension
- c passenger comfort

Types of standard and high performance light vehicle wheel and rim construction

- a light alloy, pressed steel and wire wheels
- b standard and safety rims (runflat)
- c asymmetric rims
- d space saver rims

Markings on standard light vehicle tyres

- a speed rating
- b size markings
- c aspect ratio
- d load handling
- e ply rating
- f tread wear indicators
- g EC markings and specialist application markings e.g. 'M&S'

Inspection and fault identification methods and procedures

- a Inspection:
 - b on the rim visual (external)
 - c removed from wheel (internal)
- d Use of tread depth indicators, tyre probes and pressure gauges
- e Information sources including tyre and vehicle manufacturers' technical data and the importance of accurate measurements
- f the importance of accurate fault identification
- g the importance of accurate adjustments

Limits of standard light vehicle tyre wear and serviceability

- a tread depth and tyre damage
- b limitations under BS159 and Construction & Use Regulations
- c tyre pressure and maintenance requirements
- d suitability for minor repairs

Common faults associated with standard light vehicle tyres and wheels

- a excessive tyre wear and abnormal tread wear patterns (centre, outer edges, worn patches)
- b damage to tread or side walls
- c bulging, separation of tread, carcass distortion
- d impact damage, wheels running out of true, buckled wheels
- e incorrect tyre pressure
- f wrong tyre for vehicle or run flat

Methods and materials used in the repair of standard light vehicle tyres

- a tyre inspection
- b damage limitation
- c accurate measurement
- d repair techniques and methods:
- e preparation of tyre
- f mechanical and chemical buffing
- g repair materials:
 - i plug patch
 - ii patch and filler
 - iii solutions and chemicals
- h economic use of materials
- i correct storage of materials (including shelf life)

Principles of interchanging tyres/wheels

- a over sizing tyre and wheel fitment
- b longitudinal and diagonal
- c mixing radial, cross-ply and bias-belted tyres on same axle or different axles
 - i lifting and supporting equipment
 - ii tyre fitting and removal tools and machinery
 - iii hand tools
 - iv tyre repair tools
 - v measuring equipment
 - vi wheel balancing equipment
 - vii tyre inflation equipment

Dealing with waste materials including

- a scrapped tyres
- b wheel weights
- c waste repair materials

Removal and fitting methods-to include:

- a tyre sidewall fitting instructions
- b vehicle protection
- c use of hand and impact tools
- d correct tyre inflation
- e final inspection

Legal requirements to include:

- a tread depth
- b tyre wall and casing damage
- c tyre pressure
- d mixing of tyre types
- e correct fitting

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand high performance light vehicle wheel and tyre construction, legislation and special workplace procedures	1.1	describe the purpose, function and construction of high performance light vehicle wheels and tyres			
		1.2	describe the types and functions of pressure monitoring systems			
		1.3	describe the current legal requirements for high performance light vehicle tyres			
		1.4	describe the relevant parts of the British and European Standard for the repair of high performance light vehicle tyres			
		1.5	give examples of how to deal with specialist waste materials in their workplace			
2	Understand the tools and equipment used when working with high performance light vehicle tyres	2.1	give examples of how to select, prepare, and use tools and equipment appropriate to working with high performance light vehicle tyres			
		2.2	describe specialist maintenance requirements of wheel balancing and tyre removal and refitting machinery			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the materials used in the repair of high performance light vehicle tyres	3.1	describe the types of repair materials available and when it is permissible for them to be used			
4	Understand how to inspect, remove, repair and replace high performance light vehicle tyres	4.1	describe the different types of valve construction used with high performance light vehicle tyres and their installation techniques			
		4.2	give examples of the meanings of markings used on standard and high performance light vehicle tyres and where these can be found			
		4.3	describe the inspection and fault identification methods and procedures associated with high performance light vehicle tyres			
		4.4	give examples of the common faults associated with high performance light vehicle tyres and wheels			
		4.5	describe high performance light vehicle tyre and wheel removal, replacement and refitting methods and procedures			
		4.6	describe the principles of wheel balancing. To include: <ul style="list-style-type: none"> • static balancing • dynamic balancing 			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 10: Skills in Inspection, Repair and Replacement of High Performance Light Vehicle Tyres

Unit reference number: K/601/6092

QCF level: 2

Credit value: 4

Guided learning hours: 36

Unit summary

This unit will enable the learner to develop the skills required to inspect, fit, repair and maintain high performance light vehicle tyres.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre
- 3 be observed by an assessor as defined by the IMI Assessment Strategy
- 4 produce evidence of inspecting wheel, tyre and valve assemblies and the removal and replacement or refitting of at least 2 of the 5* types of tyre listed below

Those:

- with high speed ratings, for example V, W, Y, or Z.(nb as before in k)
 - having an aspect ratio of 55% or below
 - with run flat capability
 - with directional and asymmetric tread patterns
 - with composite tread patterns
- 5 produce evidence of repairing at least 1 of the 5* types of tyre listed above
 - 6 produce evidence of balancing a wheel and tyre assembly to manufacturers' tolerances

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect high performance light vehicle tyres	2.1	inspect light vehicle wheels and tyres using suitable tools, sources of information, and equipment. To include: <ul style="list-style-type: none"> a balance b measurement of tread depth c tyre pressures d visual inspection 			
3	Be able to repair and replace high performance light vehicle tyres	3.1	carry out tyre repair activities within appropriate timescales, using: <ul style="list-style-type: none"> a correct materials b correct repair and replacement techniques c correct type and size of replacement components d suitable tools and equipment 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	carry out tyre replacement activities within appropriate timescales			
4	Be able to balance wheels and tyres and carry out final checks on high performance light vehicles	4.1	carry out wheel balancing to within acceptable limits			
		4.2	carry out final vehicle safety checks in the workshop, prior to releasing the vehicle to the customer			
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	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 11: Knowledge of Inspection, Repair and Replacement of Commercial Vehicle Tyres

Unit reference number: L/601/6036

QCF level: 1

Credit value: 3

Guided learning hours: 26

Unit summary

This unit enables the learner to develop knowledge of inspecting, fitting, repairing and maintaining tyres on medium and large commercial vehicles (3500kg gross vehicle mass and above).

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Tyre construction

- a radial
- b diagonal (cross) ply
- c tube type
- d tubeless
- e tread designs (e.g. traction, steer, universal etc)

Types of commercial vehicle wheel and rim construction

- a 15° drop centre rims with diameter codes of 17.5, 19.5, 22.5
- b 15° EVA/EVH Drop centre rims
- c 15° wide single drop centre rims
- d wide base or semi drop centre split rims
- e British Standard conical, DIN spherical and ISO Metric wheel fixings
- f heavy commercial valves

Tools and equipment used to identify faults or serviceability

- a tyre safety inflation equipment (e.g. safety cages, portable 'H' cages and 'bag-it' type devices)
- b tyre tread depth gauges
- c tyre probes
- d bead spreaders
- e tyre pressure gauges
- f hand lamps or torches
- g stud hole gauges

Re-fitting and removal methods and procedures for commercial tyres, tubes, wheels and rims

- a fitting instructions
- b vehicle protection
- c use of impact tools
- d correct tyre safety inflation
- e final inspection

Tools, equipment and information used for removal and replacement of commercial wheels, tyres and tubes

- a technical information relating to safe jacking points and wheel torque/tyre pressure data
- b equipment for securing the vehicle and making the area safe (e.g. wheel chocks, traffic cones, 'Do Not Move' signs)
- c jacks, axle/chassis stands, loading boards
- d sockets, extensions, 'L' bars, pneumatic impact wrenches, torque wrenches
- e bead unseating tools inc specialist tools for EVA/EVH rims, tyre levers, lock-ring levers, bead lubricant, and tyre stands
- f tyre inflation equipment, safety inflation equipment (e.g. safety cages, portable 'H' cages and 'bag-it' type devices)

Tools and equipment used:

- a tyre re-grooving equipment
- b tyre safety inflation equipment
- c specialist bead and unseating tools for external valve aperture (EVA) and hole (EVH)

Inspection and fault identification methods and procedures

- a fault identification coverage
- b accurate measurement
- c adjustments to acceptable tolerances for the vehicle
- d inspection:
 - e on the rim visual (external)
 - f removed from wheel (internal)
- g Use of tread depth indicators, tyre probes and pressure gauges
- h information sources including tyre and vehicle manufacturers' technical data

Common faults associated with commercial vehicle tyres and wheels

- a worn tread through normal use
- b abnormal wear (e.g. camber, wheel misalignment, incorrect twinning, worn dampers, braking flatspots over/under-inflation)
- c carcass damage (e.g. lumps/bulges, cuts, exposed cords, run-flat damage, penetrations, chemical damage)
- d incorrect fitment (e.g. load rating, speed rating, size, construction)
- e worn or damaged wheels and components (eg cracks, elongated or worn stud holes, deformations)
- f worn, damaged or incorrect wheel fixings
- g worn or damaged valves
- h worn, damaged or incorrect tubes and flaps

Tools, equipment and information used for minor repairs to tyres and tubes

- a technical information relating to minor repair areas, repair unit application instructions and injury limitations
- b suitable personal protective equipment for tyre and inner tube repairing
- c measuring equipment for determining repairable areas
- d reamers, buffers and tyre bead spreaders
- e plug patch applicators, tyre probes, cover scrapers, roller stitchers, pliers and side cutters
- f liquid buffing solutions, chemical vulcanising fluids, liner seal solutions and tyre talc (French Chalk)
- g combination plug/patches, patch and filler materials, inner tube patches

Methods and materials used in the repair of commercial vehicle tyres

- a internal inspection of tyre for secondary damage
- b preparation of the tyre for application of repair materials
- c preparation of inner tube for application of repair materials
- d inspection of tyre and tube after repair
- e correct storage of materials (including shelf life)
- f inflation of tyre and tube to check for leaks
- g repair materials:
 - i rubber only plug patch
 - ii rubber only patch and filler material
 - iii solutions and chemicals

Tools and equipment used for regrooving of heavy commercial tyres

- a technical information relating to heavy commercial vehicle tyre regrooving
- b suitable personal protective equipment for regrooving
- c measuring equipment for determining tread depths and blade settings
- d tyre probes, regrooving equipment, tyre regrooving stand
- e cutting blades

Methods used to carry out regrooving to heavy commercial tyres

- a inspection of tyre for damage and suitability for regrooving
- b tread measurement to determine blade depth setting
- c preparation of tyre for regrooving
- d regrooving following manufacturer's instructions and legal requirements
- e inspection of tyre following regrooving

Dealing with waste materials including:

- a scrapped tyres
- b repair materials
- c wheel weights

Legal requirements to include:

- a tread depth
- b tyre wall and casing damage
- c tyre pressure
- d mixing of tyre types
- e re-grooving legislation

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand commercial vehicle wheel and tyre construction, legislation and special workplace procedures	1.1	state the purpose, function and construction of commercial vehicle wheels and tyres				
		1.2	state the current legal requirements for commercial vehicle tyres				
		1.3	state the relevant parts of the prevailing British and European Standard for the repair of commercial vehicle tyres				
		1.4	give examples of how to deal with specialist waste materials in their workplace				
		1.5	outline manufacturers' recommendations on the 'repairability' of their tyres				
2	Understand the tools and equipment used when working with commercial vehicle tyres	2.1	give examples of how to select, prepare and use tools and equipment appropriate to working with commercial vehicle tyres				
		2.2	state specialist maintenance requirements of commercial vehicle wheel and tyre removal and refitting machinery				
3	Understand the construction of, and the materials used in the manufacture and repair of commercial vehicle tyres	3.1	state the types of repair materials available and when they should be used				
		3.2	state the difference between a 'remould' and a 'recut' when applied to commercial vehicle tyre				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to inspect, remove, repair and replace of commercial vehicle tyres	4.1	state the different types of commercial vehicle tyre valve and their installation techniques			
		4.2	state the meaning of markings on commercial vehicle tyres and where these can be found			
		4.3	state the inspection and fault identification methods and procedures associated with commercial vehicle tyres			
		4.4	give examples of the common faults associated with commercial vehicle tyres and wheels			
		4.5	describe commercial vehicle tyre, tube and wheel and rim removal and refitting methods and procedures			
		4.6	outline the principles of wheel balancing. To include: a static balancing b dynamic balancing			
		4.7	state the process to re-groove a commercial vehicle tyre			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 12: Skills in Inspection Repair and Replacement of Commercial Vehicle Tyres

Unit reference number: M/601/6093

QCF level: 1

Credit value: 5

Guided learning hours: 44

Unit summary

This unit will enable the learner to develop the skills required to inspect, fit, repair and maintain tyres on medium and large commercial vehicles (3500kg gross vehicle mass and above).

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre
- 3 be observed by an assessor as defined by the IMI Assessment Strategy
- 4 produce evidence of inspecting wheel, tyre and valve assemblies and the removal and replacement or refitting of tyres to at least **2** of the **4** types of wheel rim listed below:
 - 17.5, 19.5 and 22.5 diameter code rims
 - external valve aperture or hole rims (EVA / EVH)
 - split rims
 - wide single rims
- 5 produce evidence of repairing a commercial vehicle tyre / assembly on **1** occasion
- 6 produce evidence of regrooving tyres and carrying out final checks on tyre safety and legal requirements on **1 occasion**

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect commercial vehicle wheels and tyres	2.1	inspect commercial vehicle wheels and tyres using appropriate techniques, suitable tools, equipment, technical information and manufacturers' instructions where relevant. To include: a measurement of tread depth b tyre pressures c visual inspection			
3	Be able to carry out the repair and replacement of commercial vehicle tyres, wheels and tubes	3.1	carry out tyre repair activities within appropriate timescales using: a correct materials b correct repair techniques c correct type and size of replacement components d suitable tools and equipment			
		3.2	carry out tyre replacement activities within appropriate timescales			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	carry out final checks to ensure that replaced and refitted tyres and valves are correctly fitted and conform to legal requirements prior to releasing the vehicle to the customer			
4	Be able to carry out tread regrooving on commercial vehicle tyres	4.1	carry out tread re-grooving on suitable tyres, complying with legal requirements using: <ul style="list-style-type: none"> a suitable tools and equipment b correct re-grooving techniques c suitable personal protection 			
		4.2	carry out final checks to ensure that re-grooved tyres meet manufacturer's and legal requirements prior to release to the customer			
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	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 13: Knowledge of Inspection, Repair and Replacement of Motorcycle Tyres

Unit reference number: R/601/6040

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit enables the learner to develop and knowledge of inspection, fitting, repairing and maintaining motorcycle, quad bike, tricycle, scooter, moped and sidecar combination wheels and tyres.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Note: the term 'motorcycle' also refers to: quad bike, tricycle, scooter, moped and sidecar combination tyres.

Describe the purpose, function and construction of motorcycle wheels and construction

- a tubed
- b tubeless
- c radial
- d bias belted cross ply
- e two compound technology
- f directional
- g spoke wheels
- h cast wheels
- i composite wheels
- j split rims

Identify the different types of motorcycle tyre construction

- a radial
- b bias and bias belted
- c tube type
- d tubeless
- e tread and sidewall designs (for example, high speed, rotational, off road)

Identify the different types of motorcycle wheel drive arrangements

- a shaft drive
- b chain drive

Identify sidewall markings on motorcycle tyres

- a service description (load and speed markings)
- b size designations
- c aspect ratios
- d construction markings (bias and bias belted, radial, tube type, tubeless)
- e type approval markings
- f date of manufacture markings
- g tread wear indicators
- h sidewall fitting instructions
- i special service markings

Inspection and fault identification methods and procedures

- a inspection:
 - i on the rim visual (external)
 - ii removed from wheel (internal)
- b use of tread depth indicators, tyre probes and pressure gauges
- c information sources including tyre and vehicle manufacturers' technical data
- d the importance of accurate measurements
- e the importance of accurate fault identification
- f the importance of accurate adjustments

Identify the tools and equipment used to identify faults relating to motorcycle tyres and wheels and confirm them safe to use

- a tyre tread depth gauges
- b tyre probes
- c bead spreaders
- d tyre pressure gauges
- e hand lamps or torches

Identify the faults relating to motorcycle tyres and wheels

- a suitable personal protective equipment for conducting motorcycle tyre and rim inspections
- b worn tread through normal use
- c abnormal wear (wheel misalignment, over and under-inflation, incorrect application and adjustment)
- d carcass damage (lumps and bulges, cuts, exposed cords, run-flat damage, penetrations, chemical damage)
- e incorrect fitment (load rating, speed rating, size, construction, tread design, sidewall information)
- f worn or damaged wheels and components (cracks, deformations).
- g worn, damaged or incorrect wheel fixings and axle
- h worn or damaged valves
- i worn, damaged or incorrect tubes

Make recommendations relating to motorcycle tyres and wheels

- a suitability for fitting
- b suitability for minor repair
- c isolate scrapped tyres for correct disposal
- d isolate scrapped wheel rims and components for correct disposal
- e consequences of improper disposal of scrap tyres and wheels

Identify the tools and equipment used for the removal and fitting of motorcycle wheels and tyres and confirm them safe to use

- a technical information relating to safe lifting points and wheel torque and tyre pressure data
- b motorcycle stands
- c hand tools and torque wrenches
- d bead unseating tools, tyre levers, bead lubricant
- e tyre inflation equipment
- f Wheel balancing equipment

Remove and fit motorcycle tyres and wheels

- a manufacturer and sidewall fitting instructions
- b protecting the motorcycle during wheel and tyre removal and fitting
- c suitable personal protective equipment for motorcycle tyre and wheel removal and fitting
- d use and positioning of lifting and supporting devices
- e wheel removal and fitting using hand tools
- f tyre removal and fitting using hand or powered tools
- g valve replacement for wheel rims
- h safe tyre inflation
- i wheel balancing
- j wheel alignment
- k informing relevant persons of anticipated delays
- l keeping relevant persons informed of progress
- m the relationship between time and cost

Methods and materials used in the repair of motorcycle tyres

- a repair materials:
 - i rubber only plug patch
 - ii rubber only patch and filler material
 - iii solutions and chemicals

Identify the tools and equipment used for the minor repair of motorcycle tyres and inner tubes and confirm them safe to use

- a technical information relating to minor repair areas, repair unit application instructions and injury limitations
- b suitable personal protective equipment for tyre and inner tube repairing.
- c measuring equipment for determining repairable areas
- d reamers, buffers and tyre bead spreaders
- e plug patch applicators, tyre probes, cover scrapers, roller stitchers, pliers and side cutters
- f liquid buffing solutions, chemical vulcanising fluids, liner seal solutions and tyre talc (French Chalk) Combination plug/patches, patch and filler materials, inner tube patches

Carry out minor repairs to motorcycle tyres and inner tubes

- a internal inspection of tyre for secondary damage
- b preparation of the tyre for application of repair materials
- c preparation of inner tube for application of repair materials
- d inspection of tyre and tube after repair
- e inflation of tyre/tube to check for leaks

Main function of tyres

- a interaction between tyres, other components and handling
- b steering, drive and suspension
- c passenger comfort
- d lifting and supporting equipment
- e tyre fitting and removal tools and machinery
- f hand tools
- g tyre repair tools
- h measuring equipment
- i wheel balancing equipment
- j tyre inflation equipment

Dealing with waste materials including:

- a scrapped tyres
- b wheel weights
- c waste repair materials

Legal requirements to include:

- a tread depth
- b tyre wall and casing damage
- c tyre pressure
- d mixing of tyre types
- e correct fitting

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand motorcycle tyre construction, legislation and special workplace procedures	1.1	describe the purpose, function and construction of motorcycle wheels and tyres			
		1.2	describe the current legal requirements for motorcycle tyres			
		1.3	describe the relevant parts of the British and European Standard for the repair of motorcycle tyres			
		1.4	give examples of how to deal with specialist waste materials in their workplace			
2	Understand the tools and equipment used when working with motorcycle tyres	2.1	give examples of how to select, prepare and use tools and equipment appropriate to working with motorcycle wheels and tyres			
		2.2	describe specialist maintenance requirements of wheel balancing and tyre removal and refitting machinery			
3	Understand the materials used in the repair of motorcycle tyres	3.1	understand the materials used in the repair of motorcycle tyres			
		3.2	describe the types of repair materials available and when it may be permissible for them to be used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to inspect, remove, repair and replace motorcycle tyres	4.1	describe the types of valve used in motorcycle tyres and their removal and installation techniques			
		4.2	give examples of the meanings of markings used on motorcycle tyres and tubes and where these can be found			
		4.3	describe the inspection and fault identification methods and procedures associated with motorcycle tyres, rims and valves			
		4.4	give examples of the common faults associated with motorcycle tyres, wheels and valves			
		4.5	describe motorcycle wheel, tyre and tube removal and refitting methods and procedures			
		4.6	describe the principles of wheel balancing. To include: <ul style="list-style-type: none"> • static balancing • dynamic balancing 			

Learner name: _____ Date: _____
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Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 14: Skills in Inspection, Repair and Replacement of Motorcycle Tyres

Unit reference number: T/601/6094

QCF level: 2

Credit value: 4

Guided learning hours: 36

Unit summary

This unit will enable the learner to develop the skills required to inspect, fit, repair and maintain motorcycle, quad bike, tricycle, scooter, moped and sidecar combination tyres.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre
- 3 be observed by an assessor as defined by the IMI Assessment Strategy
- 4 produce evidence of inspecting wheel, tyre and valve assemblies and the **removal** and **replacement** or **refitting** motorcycle tyres on **at least 2** different occasions
- 5 produce evidence of repairing a **motorcycle tyre**
- 6 produce evidence of successfully balancing **1** wheel and tyre assembly to manufacturers' tolerances
- 7 produce evidence of carrying out final wheel and tyre related safety checks on **1** motorcycle

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect motorcycle tyres	2.1	inspect motorcycle wheels and tyres using suitable tools, sources of information, and equipment. To include: <ul style="list-style-type: none"> a balance b measurement of tread depth c tyre pressures d visual inspection 			
3	Be able to repair and replace motorcycle tyres and tubes	3.1	remove front and rear wheels from motorcycles to facilitate tyre removal and refitment			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to balance wheels and tyres as part of final checks on motorcycles	3.2	carry out tyre repair activities using: <ul style="list-style-type: none"> a correct materials b correct repair and replacement techniques c correct type and size of replacement components d suitable tools and equipment 			
	3.3	carry out tyre replacements activities within appropriate timescales			
	3.4	use suitable equipment to align front and rear wheels following wheel refitment			
	4.1	carry out wheel balancing to manufacturers' tolerances			
	4.2	carry out final vehicle safety checks in the workshop, prior to releasing the motorcycle to the customer			

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	record and report any additional faults noticed during the course of their work promptly in the format required			

Learner name: _____ Date: _____

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

Unit 15: Knowledge in Assessing and Securing the Roadside Situation

Unit reference number: A/601/7408

QCF level: 2

Credit value: 6

Guided learning hours: 47

Unit summary

This unit enables the learner to develop an understanding of

- a Securing and making an initial assessment of the site and vehicle in order to make decisions for further action.
- b Providing information to and seeking guidance from relevant specialist authorities where hazardous substances or situations may be involved.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Organisational requirements and procedures

- a the range of services and resources within a typical roadside assistance/recovery organisation.
 - i roadside assistance-service vans, light, commercial, motorcycle
 - ii recovery-light, commercial, motorcycle, breakdown, accident
 - iii customer welfare-protection at the scene, welfare facilities at base-toilets, refreshments etc

Operating, reporting and recording procedures for a typical roadside assistance/recovery organisation

- a receiving of work-office, dedicated control centre
- b distribution of work-types of communication methods
- c recording of work-database, hand held devices, job cards

How to complete records and the importance of doing so in a roadside assistance/ recovery context

- a risk assessment-generic, specific, dynamic-difference, importance
- b electronic records-hand held device job completion, damage reports
- c manual recording systems-job cards, damage reports

The legal requirements and codes of practice for site protection and recovery arrangements

- a the legal requirements and industry codes of practice governing site protection and recovery operations
 - i HASAWA - employers duties, employees duties, duty of care
 - ii PAS 43 - industry guidance document
 - iii Sector agreement-Life On The Edge 6, regarded as the code of practice for the recovery sector

The importance of wearing personal protective equipment

- a last resort-in many cases no other way of reducing the risk
- b personal safety - operator safety paramount, warns other road users

How to assess and secure a site

- a the difference in requirements for securing and protecting a breakdown site and an accident site
 - i the risk assessment - increased hazards present at an accident scene
 - ii services present - police, HATO, other emergency services
 - iii casualty occupants - time at scene, shocked from RTC, children and babies
 - iv welfare needs - toilet facilities, refreshments, on-going journey arrangements
 - v temporary traffic management-beacons, relaxed sign layout (signs and cones carried on the recovery vehicle), standard sign layout (signs and cones laid out by a third party), road closure

The sources of specialist advice and guidance

- a company procedures and risk assessments
- b The Life on the Edge series of films
- c PAS 43
- d Company management, line manager, control centre, incident manager
- e Police-Officer on scene, control room
- f Highways Agency-traffic officer on scene, control centre

Why weather conditions affect the assessment and security of the roadside situation

- a visibility-heavy rain, snow, bright sunshine
- b extreme cold-increased hazards due to ice, additional clothing required, use of gloves
- c extreme heat-personal comfort, PPE
- d high winds-commercial vehicle risks

Approaching the scene of an incident

- a flow of traffic-type of road, is there a hard shoulder? is there a place of safety?
- b slowing down to park at scene-warnings, indicators, other means
- c parking position-in front of casualty, behind casualty
- d distance to casualty vehicle
- e beacons-Are they needed?
- f personal protective equipment-minimum requirements
- g exiting the recovery vehicle-safety, checking for traffic, correct dismount
- h codes of practice (PAS 43)
- i communication and reporting to relevant people and organizations using appropriate method.

Circumstances in which to call for specialist assistance

- a injuries to passengers-not known to emergency services, who to call, unlikely event
- b disabled passengers-cannot get in to the recovery vehicle, specialist vehicle not available
- c hazardous substances present-who should be called

Securing and protecting incident sites in line with current industry codes of practice

- a 'fend' position
- b recovery vehicle conspicuousness
- c recovery vehicle beacons
- d relaxed sign layout-cones and signs on the recovery vehicle
- e standard sign layout-cones and signs laid out by a third party (police or ha)
- f road closure

How to take steps to secure the safety of yourself and others

- a personal safety-watching, listening, using a lookout
- b passengers of casualty vehicles-control of movement, safe waiting areas, type of road
- c the public-safe working zones, control methods, 3rd party control (i.e. police)

Explain how to use electronic and radio communication methods

- a types of communication equipment-Radio, Mobile telephone, Mobile Data
- b terminal, PDA
- c licence requirements
- d use of correct language
- e on route
- f on scene
- g delays
- h job completion
- i assistance needed
- j at base or waiting area

How to communicate with customers and relevant authorities

- a customers-respect, empathy, compassion, firmly
- b police-officer in charge, recovery requirements
- c highways agency-traffic officer on scene, recovery requirements
- d other-other emergency services, EA, utility managers/workers, traffic management

How to make an initial assessment of the extent of vehicle damage and or faults

- a breakdown-what is the fault? is a repair quicker than recovery? are parts
- b required? do you have the correct recovery vehicle? Prestige vehicles, safety issues
- c accident - how much damage is there? Does the casualty roll? How many casualties are there? Do you have the correct recovery vehicle? Are there special requirements by the police? (preservation of mechanical evidence etc)

How to identify vehicles carrying hazardous substances.

- a marker plates-types, shapes, colours, numbering system

Describe the possible consequences of inaccurate roadside assessment

- a danger to recovery technician
- b danger to driver/passengers of casualty
- c danger to others

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand about organisational requirements and procedures	1.1	describe the range of services and resources within a typical roadside assistance/recovery organisation			
		1.2	explain operating, reporting and recording procedures for a typical roadside assistance/recovery organisation			
		1.3	explain how to complete records and the importance of doing so in a roadside assistance/ recovery context			
2	Understand the legal requirements and codes of practice for site protection and recovery arrangements	2.1	describe the legal requirements and industry codes of practice governing site protection and recovery operations			
		2.2	explain the importance of wearing personal protective equipment			
3	Understand how to assess and secure a site	3.1	describe the difference in requirements for securing and protecting a breakdown site and an accident site			
		3.2	describe the sources of specialist advice and guidance			
		3.3	describe how weather conditions affect the assessment and security of the roadside situation			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.4	explain how to approach the scene of an incident			
	3.5	describe the circumstances in which to call for specialist assistance			
	3.6	describe how to secure and protect incident sites in line with current industry codes of practice			
	3.7	describe how to take steps to secure the safety of yourself and others			
	3.8	explain how to use electronic and radio communication methods			
	3.9	describe how to communicate with customers and relevant authorities			
	3.10	describe how to make an initial assessment of the extent of vehicle damage and or faults			
	3.11	explain how to identify vehicles carrying hazardous substances			
	3.12	describe the possible consequences of inaccurate roadside assessment			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 16: Skills in Assessing and Securing the Roadside Situation

Unit reference number: F/601/7409

QCF level: 2

Credit value: 5

Guided learning hours: 50

Unit summary

This unit will help the learner to develop the skills needed to:

- Secure and make an initial assessment of the site and vehicle in order to make decisions for further action.
- Provide information to and seek guidance from relevant specialist authorities where hazardous substances or situations may be involved.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre.
- 3 Be observed by an assessor as defined by the IMI Assessment strategy.
- 4 produce evidence of assessing and securing a simulated roadside situation, comprising the following specified situation:
 - 1 breakdown **off** a live carriageway

The evidence should also show how to secure the safety of the driver/passengers of a broken down vehicle

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to secure and protect an incident site	1.1	carry out roadside assessment and security activities wearing suitable personal protective equipment throughout			
		1.2	show how to secure and protect an incident site to comply with legal requirements, current industry codes of practice, prevailing weather conditions and the roadside situation			
2	Be able to secure the safety of themselves and others	2.1	show how to secure the immediate safety of themselves and the driver and passengers of a casualty vehicle			
3	Be able to make an initial assessment of a site and provide information to others	3.1	carry out their initial assessment of the incident identifying: <ul style="list-style-type: none"> a the existence of any hazardous or potentially hazardous substances b any real or potential fire risks c the use of beacons d relaxed sign layout e standard sign layout f road closure g the need for any specialist assistance 			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.2	provide information promptly and clearly to all relevant authorities and their control centre covering: <ul style="list-style-type: none"> a the existence of any injured persons b the prevailing weather conditions c the location and roadside situation d the nature of the incident e real and potential hazards 			
	3.3	show how to seek assistance and guidance promptly from the relevant authorities when they believe that hazardous substances are present			
	3.4	carry out an initial assessment of the vehicle to establish: <ul style="list-style-type: none"> a the nature and extent of damage or breakdown b the feasibility of a roadside repair 			
	3.5	make justifiable decisions for a course of action based upon the information gained from their initial assessment of the situation			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 17: Knowledge of Light Vehicle Four Wheel Alignment

Unit reference number: F/601/6051

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit enables the learner to develop knowledge of testing and adjusting light vehicle four wheel alignment

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Principles of steering and suspension and their effects on tyre wear and vehicle handling including:

- a caster
- b camber
- c king pin or swivel axis inclination
- d toe out on turns
- e thrust angle
- f set back
- g wheel run out
- h axle alignment

Four wheel alignment pre-checks cover:

- a tyre pressures
- b wheel bearing and ball joint condition
- c suspension condition and ride height
- d vehicle loading
- e tyre size and condition

Four wheel alignment covers:

- a individual toe
- b combined toe
- c steering wheel position
- d thrust angle

Abnormal tyre wear

- a edge wear
- b feathering
- c tread wear pattern due to incorrect inflation pressures

Equipment and tools

- a hand tools
- b lifting and supporting equipment
- c specialist alignment measuring equipment
- d turn plates (turntables)
- e steering clamp

The impact of adjustment on electronic systems to include:

- a tyre pressure monitoring systems (TPMS)
- b steering wheel angle sensor
- c electronic stability programme

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand steering and suspension system principles	1.1	describe the Ackerman principle			
		1.2	describe the principles of steering and suspension and their effects on tyre wear and vehicle handling			
		1.3	describe the purpose, function and location of steering and suspension components and how wear can affect wheel alignment			
		1.4	give examples of abnormal tyre wear associated with misalignment			
2	Understand how to measure four wheel alignment	2.1	describe appropriate specialist tools, their selection and calibration when measuring four wheel alignment			
		2.2	describe pre-checks to be applied to the vehicle prior to measuring four wheel alignment			
		2.3	describe how to find and use vehicle data relating to working tolerances on four wheel alignment			
		2.4	explain the importance of and how to take and record accurate measurements			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to adjust four wheel alignment	3.1	describe the use of appropriate specialist tools, when adjusting four wheel alignment				
		3.2	describe four wheel alignment adjustment techniques, including the use of weights, how to apply them and record adjustments				
		3.3	describe the importance of ensuring any adjustments are within acceptable tolerances for the vehicle and the possible consequences of inaccurate adjustment				
4	Understand the importance of testing completed adjustments	4.1	describe how to check that the adjusted items function correctly				
		4.2	explain the importance of checking the operation of adjusted items prior to return to the customer and the implications for safety and customer satisfaction				
		4.3	describe the impact of adjustment on electronic systems				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 18: Skills in Light Vehicle Four Wheel Alignment

Unit reference number: F/601/6745

QCF level: 2

Credit value: 4

Guided learning hours: 36

Unit summary

This unit will enable the learner to develop the skills required to carry out testing and adjustment of four wheel alignment on light vehicles.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre
- 3 be observed by an assessor as defined by the IMI Assessment Strategy
- 4 produce evidence of carrying out checks and adjustments of four wheel alignments on 1 vehicle

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out testing and adjustment activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to check light vehicle four wheel alignment	2.1	perform four wheel alignment pre-checks to vehicle and equipment prior to testing			
		2.2	carry out light vehicle four wheel alignment using suitable tools and equipment, carrying out calibration as appropriate			
		2.3	use vehicle data relating to working tolerances. To include: <ul style="list-style-type: none"> a technical information b manufacturer's instructions where relevant 			
3	Be able to adjust light vehicle four wheel alignment	3.1	carry out adjustment activities within appropriate timescales. To include: <ul style="list-style-type: none"> a suitable tools and equipment b correct adjustment techniques c calibration of equipment as appropriate 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	carry out final checks to ensure that adjustments and settings are within the tolerances allowed for the vehicle and conform to legal requirements, prior to releasing the vehicle to the customer			
4	Be able to record information and make suitable recommendations	4.1	produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required			
		4.2	make suitable and justifiable recommendations for cost effective repairs			
		4.3	record and report any additional faults noticed during the course of their work promptly in the format required			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

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

Unit 19: Knowledge of Inspection and Repair of Light Vehicle Clutches

Unit reference number: H/601/6060

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit enables the learner to develop knowledge of the inspection, repair and replacement of light vehicle clutches and components (manual gearboxes).

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Tools and equipment used in the repair and maintenance of manual clutches

- a hand tools
- b lifting equipment
- c ramps, jacks and axle stands
- d specialist tools: alignment tools
- e use, maintenance storage and cleaning
- f safety procedures to be observed while carrying out work
- g general workshop equipment

The purpose and basic function and layout of manual clutches

- a front wheel drive and rear wheel drive
- b types of clutches (single plate dry clutch – spring and diaphragm applications)
- c clutch operating mechanisms (mechanical and hydraulic) adjustments
- d hydraulic fluids
- e DOT classification

Removal and refitting procedures associated with manual clutches

- a safe use of equipment and PPE
- b vehicle protection
- c sequence: logical, manufacturer recommended methods (FWD and RWD)
- d disposal of removed parts, materials, solutions and chemicals
- e final inspection and component adjustment

Checks and adjustments to systems and components to include:

- a clutch operating systems
- b clutch assemblies
- c flywheel
- d oil leaks

Clutch inspection techniques including:

- a visual
- b aural
- c measurement
- d functional test

Clutch components

- a clutch assembly (drive plate, pressure plate and release bearing)
- b spigot bearing
- c flywheel
- d operating cable
- e hydraulic clutch components
- f automatic and manual adjusters
- g clutch fork
- h oil seals
- i input shaft
- j inspection cover
- k clutch pedal
- l bell housing
- m gear box
- n driveshaft
- o prop-shaft

Type of clutch and operating system

- a single plate
- b multi-plate
- c centrifugal
- d spring and diaphragm type pressure plates (covers)
- e cable
- f hydraulic
- g electronic

Common faults associated with clutch systems, their causes and how to identify and rectify them. To include:

- a slip
- b drag
- c judder
- d noise

The removal and replacement procedures associated with clutch systems including:

- a the effective sequence of working
- b workplace requirements for recording
- c measurements taken and adjustments made

Adjusting clutch working tolerances to include:

- a finding and using data
- b importance of accurate measurement
- c importance of adjusting to acceptable tolerances

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the specialist tools and equipment used when inspecting and replacing clutches	1.1	describe the types, function and use of clutch removal, alignment and replacement tools and equipment			
2	Understand the different types of light vehicle clutches	2.1	describe different types of clutch and operating systems and how they and their associated components operate			
3	Understand how to inspect and replace light vehicle clutches	3.1	describe different types of clutch inspection techniques and how to carry them out			
		3.2	explain how to make checks and adjustments to clutches			
		3.3	describe the common faults associated with clutch systems, their causes and how to identify and rectify them			
		3.4	describe removal and replacement procedures associated with clutch systems			
		3.5	describe how to adjust clutch working tolerances			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 20: Skills in Inspection and Repair of Light Vehicle Clutches

Unit reference number: D/601/6753

QCF level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

This unit will enable the learner to develop the skills required to inspect, repair and replace light vehicle clutches and components.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre
- 3 be observed by an assessor as defined by the IMI Assessment Strategy
- 4 produce evidence of inspecting 3 of the **4** components, assemblies or systems listed below:
 - mechanical clutch operating system
 - hydraulic clutch operating system
 - clutch assemblies
 - flywheel
- 5 produce evidence of replacing 1 clutch assembly

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect light vehicle clutches and components	2.1	inspect light vehicle clutches and components using suitable tools, sources of information and equipment			
3	Be able to replace light vehicle clutches and components	3.1	carry out replacement of clutch within appropriate timescales, using: <ul style="list-style-type: none"> a suitable equipment and technical information b correct repair and replacement techniques c correct type and size of replacement components d correct materials 			
		3.2	adjust clutch if required and carry out final vehicle safety checks in the workshop, prior to releasing the vehicle to the customer			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to record information and make suitable recommendations	4.1	produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required			
		4.2	make suitable and justifiable recommendations for cost effective repairs			
		4.3	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 21: Knowledge of Inspection and Replacement of Light Vehicle Exhaust Components

Unit reference number: Y/601/6072

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit enables the learner to develop knowledge of inspecting exhaust components for replacement or continued serviceability and removing and replacing components identified as being faulty, damaged, deteriorated or where the customer has requested replacement.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Tools and equipment

- a oxy-acetylene cutting equipment
- b lifting and supporting equipment
- c hand tools
- d special purpose tools – exhaust chain cutter, exhaust flaring dolly, thread cutting taps and dies, stud removal tools. Steering clamp

Exhaust system components

- a front pipe and fittings
- b silencers - composite, absorption, expansion, baffles
- c intermediate and tail pipe - materials used in exhaust system construction: mild steel, aluminium coated, stainless steel. packing materials, joints, flexible, rigid, welded, fixings, studs, brackets, mountings
- d catalytic converter

- e lambda sensor materials used in exhaust system construction: mild steel, aluminium coated, stainless steel. packing materials
- f exhaust mountings and clamps
- g heat shields

Legal requirements associated with vehicle exhaust systems

- a MOT test requirements
- b emissions
- c noise

Use of oxy-acetylene equipment when working on exhausts, to include:

- a straight through cuts
- b female from male cuts
- c male from female cuts
- d removal of seized components

The purpose, function, construction and layout of exhaust system components, to include:

- a exhaust system as a complete unit
- b individual components
- c catalytic converter
- d lambda sensor

Inspection techniques for exhaust systems to include:

- a visual
- b aural
- c functional test

Check exhaust system components functionality after refitting or replacement to include the importance of:

- a doing so before release to the customer
- b ensuring customers are advised of any running in procedures for new exhausts
- c checking that replacement components are of the correct type and quality for the vehicle and conform to legal requirements where relevant

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the specialist tools and equipment used when inspecting and replacing exhaust components	1.1	describe the types, selection, safety checks and safe use of tools and equipment for the removal and replacement of exhausts			
		1.2	describe how to use oxy-acetylene equipment when working on exhausts			
2	Understand about exhaust system components	2.1	describe the purpose, function, construction and layout of exhaust system components			
		2.2	describe exhaust related emission control systems			
		2.3	describe the legal requirements relating to exhaust systems			
3	Understand how to inspect and replace exhaust systems	3.1	describe inspection techniques for exhaust system faults and how to carry them out			
		3.2	describe common faults associated with exhaust systems			
		3.3	describe the effective sequence of working when removing and replacing exhaust systems			
		3.4	describe how to remove, replace or re-thread broken, damaged or seized exhaust fixings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	3.5	describe how to check exhaust system components are functioning correctly after refitting or replacement				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 22: Skills in Inspection and Replacement of Light Vehicle Exhaust Components

Unit reference number: A/601/6842

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit will enable the learner to develop the skills required to inspect exhaust components for replacement or continued serviceability and removing and replacing components identified as being faulty, damaged, deteriorated or where the customer has requested replacement.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre
- 3 Be observed by an assessor as defined by the IMI Assessment Strategy
- 4 Produce evidence of inspecting and replacing **4** out of the **6*** types of exhaust components or systems listed below:
 - complete exhaust system
 - part exhaust system
 - catalytic converter
 - lambda sensor
 - studs and nuts
 - mountings and clamps

- a Produce evidence of using 2 of the 4* types of tools or equipment listed below:
- hand tools
 - special purpose tools
 - lifting and supporting equipment
 - cutting or heating equipment

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicle exhaust systems and components			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect exhaust components	2.1	inspect exhaust systems and components to identify faults using suitable tools, sources of information and equipment			
3	Be able to repair and replace exhaust components	3.1	carry out repair and replacement of exhaust components within appropriate timescales, using: <ul style="list-style-type: none"> • suitable equipment and technical information • suitable repair and replacement techniques • suitable type and size of replacement components and fixings • suitable materials 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	<p>carry out final adjustments and checks in the workshop, prior to releasing the vehicle to the customer to include:</p> <ul style="list-style-type: none"> • correct fitment • correct alignment • leakage 			
4	Be able to record information and make suitable recommendations	4.1	produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required			
		4.2	make suitable and justifiable recommendations for cost effective repairs			
		4.3	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 23: Knowledge of Inspection, Testing and Replacement of Vehicle Batteries and Related Components

Unit reference number: F/601/6082

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

This unit enables the learner to develop knowledge of carrying out tests which identify faulty batteries, and then the removal and replacement of them. This can be on light vehicles, medium and large goods vehicles, motorcycles, mopeds and scooters.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

The selection, function and safe use of battery testing equipment, to include:

- a voltmeter
- b multi-meter
- c hydrometer
- d battery condition tester

Batteries and components are:

- a automotive batteries
- b battery connections
- c battery supports
- d battery hold down devices
- e generators
- f drive belts

Types of batteries are:

- a standard batteries
- b low maintenance batteries
- c maintenance free batteries
- d gel filled batteries
- e smart charging

Generators can be:

- a alternators
- b dynamos
- c magnetos

Tools used for testing and maintenance to include:

- a hydrometer
- b volt meter
- c ammeter
- d high rate discharge meter
- e battery chargers
- f battery savers

Testing of batteries and charging systems

- a electrolyte level low
- b terminal connections loose or corroded
- c drive belt slipping
- d alternator or generator not charging at the correct output (meter check)
- e faulty alternator or voltage regulator
- f specific gravity low or high

Health and safety equipment

- a health and safety equipment personal protection
- b electrolyte filling and health and safety requirements
- c correct disposal of waste
- d working to agreed timescales
- e keeping others informed of progress and referral of problems
- f storage and maintenance of battery stock
- g logical sequence for disconnecting and connecting

Fault identification methods and procedures for batteries and components, to include:

- a visual
- b aural
- c use of hand held test equipment
- d use of battery manufacturer's test equipment

Common faults associated with batteries and charging systems, to include:

- a internal battery faults
- b charging faults
- c drive belt faults
- d wiring or connection faults
- e battery mounting faults
- f battery terminal and casing faults

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the tools and equipment used when inspecting, testing and replacing vehicle batteries	1.1	explain the selection, function and safe use of battery testing equipment				
		1.2	describe code saving devices and how and when to use them				
2	Understand the different types of vehicle battery and charging system	2.1	describe the purpose, function and layout of automotive batteries and charging systems				
		2.2	describe battery ratings and the circumstances in which differently rated batteries should be fitted				
		2.3	describe legal requirements relating to storage, selection and disposal of vehicle batteries and components				
3	Understand how to inspect, test and replace light vehicle batteries	3.1	describe fault identification methods and procedures and safe testing techniques associated with batteries and components				
		3.2	describe the common faults associated with batteries and charging systems				
		3.3	describe safe removal and replacement procedures associated with batteries and components				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	3.4	describe how to check drive belt adjustment				
	3.5	describe how to check that batteries and components are: <ul style="list-style-type: none"> a functioning correctly after refitting or replacement b of the correct type and quality for the vehicle and conform to legal requirements where relevant 				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 24: Skills in Inspection, Testing and Replacement of Vehicle Batteries and Related Components

Unit reference number: K/601/8179

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit will enable the learner to develop the skills required to carry out tests which identify faulty batteries, and then the removal and replacement of them. This can be on light vehicles, medium and large goods vehicles, motorcycles, mopeds and scooters.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre.
- 3 be observed by an assessor as defined by the IMI Assessment Strategy
- 4 produce evidence of inspection and test activities on 1 occasion to cover all of the battery and component items listed below, using **2** out of the **3*** types of inspection and testing techniques shown:
 - automotive batteries
 - battery connections
 - battery supports
 - battery hold down devices
 - generators
 - drive belts

Inspection and Testing techniques – use of:

- a visual / aural methods
- b hand held diagnostic equipment
- c battery testing equipment
 - i produce evidence of replacing a battery on at least 1 occasion
 - ii produce evidence of inspecting and testing a **generator**

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out testing and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect and test batteries and components	2.1	inspect and test batteries, charging systems and associated components using suitable tools, sources of information and equipment			
3	Be able to remove and replace batteries and components	3.1	perform battery removal and replacement activities within appropriate timescales, using: <ul style="list-style-type: none"> a suitable equipment and technical information b suitable removal and replacement techniques c suitable type and size of replacement components and fixings 			
		3.2	perform final battery and component checks in the workshop, prior to releasing the vehicle to the customer			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to record information and make suitable recommendations	4.1	produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required			
		4.2	make suitable and justifiable recommendations for cost effective repairs			
		4.3	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 25: Knowledge of Inspection and Replacement of Light Vehicle Suspension Dampers and Springs

Unit reference number: J/601/6083

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit enables the learner to develop knowledge of the inspection and replacement of suspension dampers and springs using a variety of equipment and testing techniques.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Tools and equipment:

- a hand tools
- b lifting and supporting equipment
- c specialist tools

Fault identification methods and procedures for suspension dampers and springs, to include:

- a visual
- b aural
- c damper operation (bounce test)

Suspension may include:

- a telescopic
- b lever arm
- c semi strut and macpherson strut
- d gas assisted
- e coil spring
- f leaf spring

- g torsion bar
- h rubber
- i hydragas
- j torsion bar
- k hydromatic

Special purpose tools may include:

- a spring compressors
- b strut guide
- c strut insert retainer tools
- d ball joint separators

Purpose and function of light vehicle suspension dampers

- a damping effect
- b passenger comfort
- c road holding
- d personal protection
- e dangers and precautions to be taken when using spring compressors
- f correct disposal of waste
- g working to agreed timescales
- h keeping others informed of progress and referral of problems
- i priming of dampers

Common faults associated with light vehicle suspension dampers and springs, including:

- a wear
- b leakage
- c damage
- d corrosion
- e deterioration (rubber components)

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the tools and equipment used when inspecting and replacing light vehicle suspension dampers and springs	1.1	describe the selection, safety checks and safe use of tools and equipment for the replacement of suspension dampers and springs			
2	Understand the different types of suspension dampers and springs	2.1	describe the types, purpose, function and location of light vehicle suspension dampers and springs			
		2.2	describe legal requirements relating to light vehicle dampers and springs			
3	Understand how to inspect, test and replace suspension dampers and springs	3.1	describe safe testing techniques and procedures associated with suspension dampers and springs			
		3.2	describe the common faults associated with light vehicle suspension dampers and springs			
		3.3	describe safe removal and replacement procedures associated with light vehicle suspension dampers and springs			
		3.4	describe how to check camber setting and road wheel alignment			
		3.5	describe how to check that components are: <ul style="list-style-type: none"> a functioning and adjusted correctly after refitting or replacement. b of the correct type and quality for the vehicle and conform to legal requirements where relevant 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 26: Skills in Inspection and Replacement of Light Vehicle Suspension Dampers and Springs

Unit reference number: F/601/6857

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit will enable the learner to develop the skills required to carry out the inspection, testing and replacement of suspension dampers and springs using a variety of equipment and testing techniques.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre
- 3 be observed by an assessor as defined by the IMI Assessment Strategy
- 4 produce evidence of inspecting, testing and replacing 2 out of the 8 types of suspension dampers and springs listed below on at least **1** occasion.
 - Telescopic
 - Lever arm
 - Semi / MacPherson strut
 - Gas assisted
 - Coil spring
 - Leaf spring
 - Torsion bar
 - Rubber

- 5 be observed on completing the inspection, removal and replacement of a suspension damper and spring using specialist tools and equipment as appropriate

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicle suspension systems and components			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect and test light vehicle suspension dampers and springs	2.1	inspect and test suspension dampers and springs using suitable tools, sources of information and equipment			
3	Be able to remove and replace light vehicle suspension dampers and springs	3.1	perform removal and replacement activities within appropriate timescales, using: <ul style="list-style-type: none"> a suitable equipment and technical information b suitable removal and replacement techniques c suitable type and size of replacement components and fixings 			
		3.2	carry out wheel alignment checks and adjustments as appropriate before release to the customer			
		3.3	perform final suspension damper and spring function checks in the workshop, prior to releasing the vehicle to the customer			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to record information and make suitable recommendations	4.1	produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required			
		4.2	make suitable and justifiable recommendations for cost effective repairs			
		4.3	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 27: Knowledge of Inspection, Adjustment and Replacement of Light Vehicle Braking Systems and Components

Unit reference number: L/601/6084

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

This unit enables the learner to develop knowledge of the inspection, adjustment and replacement of light vehicle braking systems

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Tools and equipment

- a hand tools
- b special purpose tools
- c lifting and supporting equipment
- d brake bleeding equipment
- e measuring equipment

Inspection and testing techniques for braking systems

- a visual
- b aural
- c measurement
- d functional

Common Faults with light vehicle braking systems, to include:

- a wear
- b leakage
- c damage
- d corrosion

Removal and replacement of light vehicle braking systems and components, to include:

- a dangers and precaution to be taken when working with brake dust
- b correct disposal of waste
- c working to agreed timescales
- d keeping others informed of progress

Function and layout of braking systems

- a hydraulic braking circuit
- b types of braking systems: disc/pad, drum/shoe, servo assisted, shoe/shoe, twin leading and leading trailing
- c components: master cylinders, servos, brake pads and shoes, calipers, wheel cylinders and backing plates
- d pipes, cables and servos
- e brake fluid (including testing)
- f equalising valves, load sensing valves and vacuum/pressure pumps
- g warning lights
- h how to identify ABS braking systems

Hydraulic systems

- a single line
- b multi line (diagonal, triangular and 'H')

Electronic braking systems:

- a anti-skid (lock) braking systems
- b electronic brake distribution
- c parking brakes

Special purpose tools:

- a piston retracting tools
- b wind back tools
- c brake shoe horn (lifter)
- d brake shoe clip remover
- e brake fluid testers
- f brake hose clamps
- g brake adjusting tools
- h brake bleeding equipment

Braking system faults

- a excessive pedal travel
- b brake judder
- c excessive pedal pressure
- d imbalance/pull
- e premature deterioration
- f brakes binding
- g brake fade
- h failed servo
- i air in system

Fault identification

- a inspection-visual, aural and measurement
- b test drive/roller brake test
- c questioning
- d dismantling
- e information sources (including manufacturers' technical data)
- f limits of wear and serviceability

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the tools and equipment used when inspecting, adjusting and replacing light vehicle braking system components	1.1	describe the selection, safety checks and safe use of tools and equipment for the inspection, adjustment and replacement of light vehicle braking system components			
2	Understand the different types of light vehicle braking systems and components	2.1	describe the purpose, function and layout of typical light vehicle braking systems			
		2.2	describe legal requirements relating to light vehicle braking systems			
		2.3	describe how to identify electronic braking systems			
3	Understand how to inspect, test, adjust and replace light vehicle braking systems and components	3.1	describe safe inspection and testing techniques and procedures associated with braking systems			
		3.2	describe the common faults associated with light vehicle braking systems			
		3.3	describe safe removal and replacement procedures associated with light vehicle braking system components referral of problems			
		3.4	describe how to make adjustments to braking systems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	3.5	describe how to check that components are:	<ul style="list-style-type: none"> a functioning and adjusted correctly after refitting or replacement b of the correct type and quality for the vehicle and conform to legal requirements where relevant 			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 28: Skills in Inspection and Replacement of Light Vehicle Braking Systems & Components

Unit reference number: L/601/6862

QCF level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

This unit will enable the learner to develop the skills required to carry out the inspection of light vehicle braking systems and the replacement and adjustment of braking system components.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre
- 3 be observed by an assessor as defined by the IMI Assessment Strategy.
- 4 produce evidence of inspecting, replacing, testing and adjusting where appropriate, **5 different** components out of the 13 shown below

Components:

- master cylinders
- servos
- brake pads
- brake shoes
- callipers
- disc
- drum
- wheel cylinders

- backing plates
- parking brake mechanisms, adjusters or cables
- pipes
- load sensing / equalizing valves
- electronic sensors / actuators

*The evidence must include at least **1** of each: mechanical and/or electronic and hydraulic units or components. **1** piece of evidence **must** include **brake bleeding***

- 5 carry out the replacement of components and bleed brakes

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect and test light vehicle braking systems	2.1	inspect and test braking systems using suitable tools, sources of information and equipment			
3	Be able to replace light vehicle braking system components	3.1	carry out removal and replacement activities within appropriate timescales, using: <ul style="list-style-type: none"> • suitable equipment and technical information • suitable removal and replacement techniques • suitable type and size of replacement components and fixings 			
		3.2	carry out final braking system function checks in the workshop, prior to releasing the vehicle to the customer			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to record information and make suitable recommendations	4.1	produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required			
		4.2	make suitable and justifiable recommendations for cost effective repairs			
		4.3	record and report any additional faults noticed during the course of their work promptly in the format required			
		4.4	give advice on procedures for bedding in new brakes before release to the customer			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 29: Knowledge of Safe Use of Oxy-acetylene in Automotive Applications

Unit reference number: R/601/6085

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit enables the learner to develop knowledge of the safe use of Oxy-acetylene in automotive applications.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Specific safety precautions when working with thermal cutting equipment, to include:

- a fire and explosion prevention
- b protection of others
- c working in confined spaces
- d fume control
- e personal protective equipment
- f movement of heavy and sharp materials

Gases used in thermal cutting, including:

- a gas identification and colour codes
- b particular characteristics
- c safety procedures

Setting up thermal cutting equipment:

- a connection of hoses
- b connection of regulators and flashback arrestors
- c selection of cutting torch and nozzle size

The procedures for cutting specific materials and features, to include:

- a pipe sections straight through
- b female from male cuts
- c male from female cuts

Checks on equipment to confirm safety and fit for purpose

- a regulators, hoses and valves are securely connected and free from leaks and damage
- b correct gas nozzle is fitted to the cutting torch
- c flashback arrestor is fitted to gas equipment
- d gas pressures are set and maintained as instructed
- e correct procedure is used for lighting, adjusting and extinguishing the cutting flame
- f hoses are safely routed and protected at all times
- g gas cylinders are handled and stored safely and correctly

Specific personal protective equipment

- a leather aprons
- b gloves
- c eye protection
- d safety helmet
- e skull cap
- f flame retardant overalls
- g safety boots

Hazards associated with thermal cutting and how they can be minimized

- a naked flames
- b fumes and gases
- c explosive gas mixtures
- d oxygen enrichment
- e spatter
- f hot metal
- g elevated working
- h enclosed spaces

Safe working practices and procedures for using thermal equipment in line with British Compressed Gas Association (BCGA) codes of practice, to include:

- a setting up procedures
- b permit-to-work procedures
- c emergency shutdown procedures.

Preparations prior to cutting

- a checking connections for leaks
- b setting gas pressures
- c setting up material or work piece
- d checking cleanliness of materials used

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to work safely with oxy-acetylene equipment	1.1	describe the pre-checks that must be carried out to confirm that oxy-acetylene equipment used for heating and cutting is safe and fit for purpose			
		1.2	describe specific safety precautions to be taken when working with thermal cutting equipment			
		1.3	give examples of safe working practices and procedures for using thermal equipment in line with British Compressed Gas Association Codes of Practice			
		1.4	describe the effects of oil, grease, scale or dirt on the cutting process			
2	Understand the theory of the thermal cutting process	2.1	describe the principles of the thermal cutting process and related equipment			
		2.2	describe thermal cutting techniques and their limitations			
		2.3	describe the gases used in thermal cutting			
3	Understand how to set up thermal cutting equipment and carry out the process	3.1	describe how to set up thermal cutting equipment			
		3.2	describe the preparations prior to cutting			
		3.3	describe flame control setting and the effects of mixtures and pressures associated with thermal cutting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	explain the procedure for lighting and extinguishing the flame and the importance of following the procedure			
		3.5	describe the procedures for cutting specific materials and features and why these procedures must always be adhered to. To include: <ul style="list-style-type: none"> a pipe sections straight through b female from male cuts c male from female cuts 			
4	Understand the problems and defects associated with thermal cutting	4.1	describe the problems of distortion associated with thermal cutting and how this can be controlled			
		4.2	explain the causes of cutting defects, how to recognise them and methods of correction and prevention			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 30: Skills in Safe Use of Oxy-acetylene in Automotive Applications

Unit reference number: M/601/6868

QCF level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

This unit will enable the learner to develop the skills required for the safe use of Oxy-acetylene in automotive applications.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre.
- 3 produce evidence of using hand held oxy-acetylene equipment to perform thermal cutting procedures to the appropriate standard to produce at least 1 of the following features listed below:
 - cut pipe sections straight through
 - female from male pipe cuts
 - male from female pipe cuts
- 4 set up and use hand held oxy-acetylene equipment and performing thermal **cutting** procedures.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out oxy-acetylene activities	1.1	use suitable personal protective equipment and vehicle coverings when using oxy-acetylene equipment			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to set up hand held oxy-acetylene equipment	2.1	select and use special personal protective equipment			
		2.2	select and set up oxy-acetylene equipment, carry out relevant checks and confirm equipment is safe to use			
		2.3	remove and replace empty gas cylinders observing health and safety procedures. To include removal and replacement : a from storage b from the equipment			
3	Be able to use hand held oxy-acetylene equipment	2.4	carry out necessary checks to the vehicle and surrounding area prior to cutting or heating			
		3.1	safely light, set the flame and shut down the equipment as required			
		3.2	manipulate heating equipment in line with operational procedures			
		3.3	perform thermal cutting procedures to the appropriate standard			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 31: Knowledge of Routine Light Vehicle Maintenance

Unit reference number: F/601/3716

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit enables the learner to develop an understanding of conducting routine maintenance, adjustment and replacement activities as part of the periodic servicing of light vehicles.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

- a vehicle maintenance, inspection and adjustment and record findings
- b vehicle inspection techniques used in routine maintenance including:
 - i aural
 - ii visual and functional assessments on engine
 - iii engine systems
 - iv chassis systems
 - v wheels and tyres
 - vi transmission system
 - vii electrical and electronic systems
 - viii exterior vehicle body
 - ix vehicle interior

- c the procedures used for inspecting the condition and serviceability of the following:
 - i filters
 - ii drive belts
 - iii wiper blades
 - iv brake linings
 - v pads
 - vi tyres
 - vii lights
- d preparation and use appropriate use of equipment to include:
 - i test instruments
 - ii emission equipment
 - iii wheel alignment
 - iv beam setting equipment
 - v tyre tread depth gauges
- e procedures for checking and replenishing fluid levels:
 - i oil
 - ii water
 - iii hydraulic fluids
- f procedures for checking and replacement of lubricants:
 - i replace oil filters
 - ii check levels
 - iii types of oil
 - iv cleanliness
 - v disposal of old oil and filters
- g procedures for carrying out adjustments on vehicle systems or components:
 - i clearances
 - ii settings
 - iii alignment
 - iv operational performance (engine idle, exhaust gas)
- h procedures for checking electrical systems:
 - i operation
 - ii security
 - iii performance

- i importance and process of detailed inspection procedures:
 - i following inspection checklists
 - ii checking conformity to manufacturer's specifications
 - iii re-instatement of components
 - iv UK and European legal requirements
- j importance and process of completing all relevant documentation relating to routine maintenance:
 - i inspection records
 - ii job cards
 - iii vehicle repair records
 - iv in-vehicle service history
- k the need to use vehicle protection prior to repair. requirements and methods used for protecting:
- l the need to check the vehicle following routine maintenance
- m the need to inspect the vehicle following routine maintenance:
 - i professional presentation of vehicle
 - ii customer perceptions
- n the checks of vehicle following routine maintenance:
 - i removal of oil and grease marks
 - ii body panels
 - iii paint surfaces
 - iv seats
 - v carpets and floor mats
 - vi re-instatement of components

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to carry out routine light vehicle maintenance	1.1	explain how to conduct a scheduled light vehicle routine examination and assessment against the vehicle manufacturers specification			
		1.2	identify the assessment methods used to check for conformity			
		1.3	identify the different systems to be inspected while carrying out light vehicle routine maintenance <ul style="list-style-type: none"> a engine b chassis c wheels and tyres d transmission and driveline e electrical and electronic f exterior vehicle body g vehicle interior 			
		1.4	describe the procedures used for checking the condition and serviceability of light vehicle units and components			

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date	
2	Understand the importance of carrying out light vehicle maintenance	1.5	describe the procedures for checking and replenishing fluid levels				
		1.6	describe the procedures for checking and replacing lubricants				
		1.7	identify adjustments that need to be carried out on a light vehicle routine maintenance				
		1.8	explain the procedure for reporting cosmetic damage to vehicle components and units outside normal service items				
		1.9	identify the operating specifications for the systems being checked while carrying out light vehicle routine maintenance				
		2.1	describe the requirements of correct maintenance in order to maintain the vehicle in a roadworthy and legal condition				
		2.2	describe the importance of correct maintenance for warranty purposes				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 32: Skills in Routine Light Vehicle Maintenance

Unit reference number: H/601/3871

QCF level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

This unit allows the learner to develop skills they can carry out light vehicle routine maintenance, adjustments and replacement activities as part of the periodic servicing of vehicles.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

You must:

- a produce evidence to show you meet all of the learning outcomes
- b produce performance evidence resulting from work you have carried out in your training workshop as managed and organised by an approved centre
- c be observed by an assessor as defined by the IMI assessment strategy
- d be observed by your assessor successfully carrying out servicing activities on at least 1 vehicle which collectively covers the Learning Outcomes

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out light vehicle routine maintenance	1.1	use suitable personal protective equipment and vehicle coverings throughout all light vehicle routine maintenance activities			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to use relevant information to carry out the task	2.1	select suitable sources of technical information to support light vehicle routine maintenance activities including: <ul style="list-style-type: none"> a vehicle technical data b maintenance procedures c legal requirements 			
		2.2	use technical information to support light vehicle inspection activities			
3	Be able to use appropriate tools and equipment	3.1	select the appropriate tools and equipment necessary for carrying out routine maintenance			
		3.2	ensure that equipment has been calibrated to meet manufacturers' and legal requirements			
		3.3	use the correct tools and equipment in the way specified by manufacturers when carrying out routine maintenance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to carry out light vehicle routine maintenance	4.1	<p>carry out light vehicle maintenance using prescribed methods, adhering to the correct specifications and tolerances for the vehicle and following:</p> <ul style="list-style-type: none"> a the manufacturer's approved inspection methods b recognised researched inspection methods c health and safety requirements 			
		4.2	carry out adjustments, replacement of vehicle components and replenishment of consumable materials following the manufacturer's current specification			
		4.3	ensure the examination methods identify accurately any vehicle system and or component problems falling outside the maintenance schedule are specified			
		4.4	<p>ensure any comparison of the vehicle against specification accurately identifies any:</p> <ul style="list-style-type: none"> a differences from the vehicle specification b vehicle appearance and condition faults c variation from legal requirements 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.5	use suitable testing methods to evaluate the performance of all replaced and adjusted components and systems accurately			
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	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 33: Competency in Health, Safety and Good Housekeeping in the Automotive Environment

Unit reference number: A/601/6338

QCF level: 2

Credit value: 7

Guided learning hours: 60

Unit summary

This unit will enable the learner to develop competency in order to:

- a carry out day to day work area cleaning, clearing away, dealing with spillages and disposal of waste, used materials and debris
- b identify hazards and risks in the automotive environment and complying with relevant legislation and good practice
- c work safely at all times within the automotive environment, both as an individual and with others.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 use of personal and vehicle protection, cleaning the work environment and disposal of waste on **3** separate **occasions**
- 5 be observed by your assessor on at least **1** occasion carrying out the above

- 6 produce evidence of identifying risks which may result from at least **2** of the items listed below:
 - the use and maintenance of machinery or equipment
 - the use of materials or substances
 - working practices which do not conform to laid down policies
 - unsafe behaviour
 - accidental breakages and spillages
 - environmental factors
- 7 be observed by your assessor on at least 1 occasion carrying out the above
- 8 produce evidence of following at least 4 of the workplace policies listed below:
 - the use of safe working methods and equipment
 - the safe use of hazardous substances
 - smoking, eating, drinking and drugs
 - what to do in the event of an emergency
 - personal presentation
- 9 be observed by your assessor following workplace policies on at least 1 occasion

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to use correct personal and vehicle protection within the automotive environment	1.1	select and use personal protective equipment throughout activities. To include appropriate protection of: a eyes b ears c head d skin e feet f hands g lungs			
		1.2	select and use vehicle protective equipment throughout all activities			
2	Be able to carry out effective housekeeping practices in the automotive environment	2.1	select and use cleaning equipment which is of the right type and suitable for the task			
		2.2	use utilities and appropriate consumables, avoiding waste			
		2.3	use materials and equipment to carry out cleaning and maintenance duties in allocated work areas, following automotive work environment policies, schedules and manufacturer's instructions			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		2.4	perform housekeeping activities safely and in a way which minimises inconvenience to customers and staff				
		2.5	keep the work area clean and free from debris and waste materials				
		2.6	keep tools and equipment fit for purpose by regular cleaning and keeping tidy				
		2.7	dispose of used cleaning agents, waste materials and debris to comply with legal and workplace requirements				
3	Be able to recognise and deal with dangers in order to work safely within the automotive workplace	3.1	name and locate the responsible persons for health and safety in their relevant workplace				
		3.2	identify and report working practices and hazards which could be harmful to themselves or others				
		3.3	carry out safe working practices whilst working with equipment, materials and products in the automotive environment				
		3.4	rectify health and safety risks encountered at work, within the scope and capability of their job role				
4	Be able to conduct themselves responsibly	4.1	show personal conduct in the workplace which does not endanger the health and safety of themselves or others				
		4.2	display suitable personal presentation at work which ensures the health and safety of themselves and others at work				

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 34: Competency in Supporting Job Roles in the Automotive Work Environment

Unit reference number: K/601/6366

QCF level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit will help the learner develop competency in order to keep good working relationships with all colleagues and customers in the automotive work environment by using effective communication and support.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 that you have worked well with others in the automotive industry
- 5 Be observed by your assessor on at least **3** occasions carrying out the above whilst performing your normal work duties

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work effectively within the organisational structure of the automotive work environment	1.1	respond promptly and willingly to requests for assistance from customers and colleagues			
		1.2	refer customers and colleagues to the correct person should requests fall outside their responsibility and capability			
2	Be able to obtain and use information in order to support their job role within the automotive work environment	2.1	select and use legal and manufacturers information, in an automotive work environment			
3	Be able to communicate with and support colleagues and customers effectively within the automotive work environment	3.1	use methods of communication with customers and colleagues which meet their needs			
		3.2	give customers and colleagues accurate information			
		3.3	make requests for assistance from or to customers and colleagues clearly and courteously			
		3.4	report any anticipated delays in completion to the relevant persons promptly			
4	Be able to develop and keep good working relationships in the automotive work environment	4.1	contribute to team work by initiating ideas and co-operating with customers and colleagues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.2	treat customers and colleagues in a way which shows respect for their views and opinions			
		4.3	make and keep achievable commitments to customers and colleagues			
		4.4	inform colleagues promptly of anything likely to affect their own work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 35: Competency in Identifying and Agreeing Motor Vehicle Customer Service Needs

Unit reference number: K/601/6383

QCF level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit helps the learner to develop competency in order to: gain information from customers on their perceived needs; give advice and information and agree a course of action; contract for the agreed work and complete all necessary records and instructions.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 dealt with **3 different customers**
- 5 Be observed by your assessor in your normal workplace dealing with **at least 1 customer**

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to obtain relevant information from the customer	1.1	obtain and interpret sufficient, relevant information, from the customer to make an assessment of their needs			
		1.2	clarify customer and vehicle needs by referring to vehicle data and operating procedures			
2	Be able to provide relevant information to the customer	2.1	provide customers with accurate, current and relevant advice and information, in a form that the customer will understand			
		2.2	demonstrate techniques which encourage customers to ask questions and seek clarification during conversation			
3	Be able to agree work undertaken with the customer	3.1	summarise and record work agreed with the customer, before accepting the vehicle			
		3.2	implement confirmation of the agreement by ensuring customer understanding			
4	Be able to ensure recording systems are implemented correctly	4.1	use recording systems which are accurate and complete, in the required format and signed by the customer where necessary			
		4.2	perform the next stage in the process by passing on completed records to the correct person promptly			
		4.3	demonstrate correct procedures for customer approval where the contracted agreement is likely to be exceeded			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 36: Competency in Inspection, Repair and Replacement of High Performance Light Vehicle Tyres

Unit reference number: L/601/5002

QCF level: 2

Credit value: 8

Guided learning hours: 70

Unit summary

This unit will enable the learner to demonstrate competency in inspection, repair and replacement of high performance light vehicle tyres.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 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 inspecting wheel, tyre and valve assemblies and the removal and replacement or refitting of **at least 3 of the 5* types of tyre** listed below on **at least 3** occasions, **1 of which** is observed by your assessor

Those:

- with high speed ratings, for example V, W, Y, or Z. (nb: match the k unit)
- having an aspect ratio of 55% or **below**
- with run flat capability
- with directional and asymmetric tread patterns
- with composite tread patterns

- Produce evidence of repairing **at least 1 of the 5* types of tyre** listed above on **at least 3** occasions, **1 of which** is observed by your assessor
- Produce evidence of successfully balancing **at least 2** wheels and tyre assemblies to manufacturers' tolerances on **2 separate** occasions, **1 of which** is observed by your assessor
- Produce evidence of carrying out final safety checks on **at least 2** vehicles prior to release to the customer, **1 of which** is observed by your assessor

** 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 types of tyre listed above*

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect high performance light vehicle tyres	2.1	inspect light vehicle wheels and tyres using suitable tools, sources of information, and equipment. To include: <ul style="list-style-type: none"> a visual inspection b measurement of tread depth c tyre pressures d balance 			
3	Be able to repair and replace high performance light vehicle tyres	3.1	carry out tyre repair activities within appropriate timescales, using: <ul style="list-style-type: none"> a suitable tools and equipment b correct repair and replacement techniques c correct type and size of replacement components d correct materials 			
		3.2	carry out tyre replacement activities within appropriate timescales			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to balance wheels and tyres and carry out final checks on high performance light vehicles	4.1	carry out wheel balancing to within acceptable limits				
		4.2	carry out final vehicle safety checks in the workshop, prior to releasing the vehicle to the customer				
		4.3	complete all activities within the agreed timescales				
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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 37: Competency in Inspection Repair and Replacement of Commercial Vehicle Tyres

Unit reference number: Y/601/5004

QCF level: 1

Credit value: 8

Guided learning hours: 72

Unit summary

This unit will enable the learner to demonstrate competency in inspection repair and replacement of commercial vehicle tyres.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 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 inspecting wheel, tyre and valve assemblies and the removal and replacement or refitting of tyres to **at least 2 of the 4* types** of wheel rim listed below, **1** of which is observed by your assessor
- 5 -17.5, 19.5 and 22.5 diameter code rims
- 6 -external valve aperture or hole rims (EVA / EVH)
- 7 -split rims
- 8 -wide single rims
- 9 produce evidence of repairing a commercial vehicle tyre on **at least 2 different** occasions, **1** of which **may** include the repair of an inner tube, of which **1** is observed by your assessor

10 produce evidence of re-grooving tyres and carrying out final checks on tyre safety and legal requirements on at least 2 different occasions, **1 of which** is observed by your assessor

** 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 types of tyre listed above*

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect commercial vehicle wheels and tyres	2.1	inspect commercial vehicle wheels and tyres using appropriate techniques, suitable tools, equipment, technical information and manufacturer's instructions where relevant. To include: a visual inspection b measurement of tread depth c tyre pressures			
3	Be able to carry out the repair and replacement of commercial vehicle tyres, wheels and tubes	3.1	carry out tyre repair activities within appropriate timescales using: a suitable tools and equipment b correct repair techniques c correct type and size of replacement components d correct materials			
		3.2	carry out tyre replacement activities within appropriate timescales			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.3	carry out final checks to ensure that replaced and refitted tyres and valves are correctly fitted and conform to legal requirements prior to releasing the vehicle to the customer			
4	Be able to carry out tread regrooving on commercial vehicle tyres	4.1	carry out tread re-grooving on suitable tyres, within agreed timescales complying with legal requirements using: <ul style="list-style-type: none"> a suitable tools and equipment b correct re-grooving techniques c suitable personal protection 			
		4.2	carry out final checks to ensure that re-grooved tyres meet manufacturer's and legal requirements prior to release to the customer			
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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 38: Competency in Inspection, Repair and Replacement of Motorcycle Tyres

Unit reference number: H/601/5006

QCF level: 2

Credit value: 8

Guided learning hours: 70

Unit summary

This unit will enable the learner to demonstrate competency in inspection, repair and replacement of motorcycle tyres.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 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 inspecting wheel, tyre and valve assemblies and the removal and replacement or refitting motorcycle tyres on at least 3 different occasions, 1 of which is observed by your assessor. The evidence may include 1 tube type tyre assembly
- 5 produce evidence of repairing motorcycle tyres on at least 2 occasions, 1 of which may be the repair of an inner tube*. Your assessor must observe you on 1 occasion
- 6 produce evidence of successfully balancing at least 2 wheel and tyre assemblies to manufacturers' tolerances on **2 separate** occasions, **1 of which** is observed by your assessor

* *evidence from simulated activities is acceptable for the **repair of an inner tube***

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect motorcycle tyres	2.1	inspect motorcycle wheels and tyres using suitable tools, sources of information, and equipment. To include: <ul style="list-style-type: none"> a visual inspection b measurement of tread depth c tyre pressures d balance 			
3	Be able to repair and replace motorcycle tyres and tubes	3.1	carry out tyre repair activities within appropriate timescales, using: <ul style="list-style-type: none"> a suitable tools and equipment b correct repair and replacement techniques c correct type and size of replacement components d correct materials 			
		3.2	carry out tyre replacements activities within appropriate timescales			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to balance wheels and tyres on motorcycles	4.1	carry out wheel balancing to manufacturers' tolerances			
		4.2	work to the specified timescale for the activity			
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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 39: Competency in Assessing and Securing the Roadside Situation

Unit reference number: D/601/4999

QCF level: 2

Credit value: 10

Guided learning hours: 90

Unit summary

This unit will enable the learner to demonstrate Competency in Assessing and Securing the Roadside Situation.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 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 assessing and securing the roadside situation on at least **4*** different occasions, comprising the following **specified situations:**
 - 5 **-2** breakdowns **off** a live carriageway
 - 6 **-2** breakdowns **on** a live carriageway
- 7 Be observed by your assessor securing the roadside situation on at least 2 occasions including at least once for each of the 2 specified situations above

** On the first occasion, a simulated activity **must** be carried out. This activity **must not** be carried out on a live carriage way and must be observed by an assessor. All others occasions must come from situations listed above.*

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to secure and protect an incident site	1.1	carry out roadside assessment and security activities wearing suitable personal protective equipment throughout			
		1.2	show how to secure and protect an incident site to comply with legal requirements, current industry codes of practice, prevailing weather conditions and the roadside situation			
2	Be able to secure the safety of others	2.1	show how to secure the immediate safety of the driver and passengers			
3	Be able to make an initial assessment of a site and provide information to others	3.1	carry out their initial assessment of the incident identifies: <ul style="list-style-type: none"> a the existence of any hazardous and potentially hazardous substances b any real and potential fire risks c the need for any specialist assistance 			
		3.2	provide information promptly and clearly to all relevant authorities and their control centre covering: <ul style="list-style-type: none"> a the existence of any injured persons b the prevailing weather conditions c the location and roadside situation d the nature of the incident e real and potential hazards 			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.3	show how to seek assistance and guidance promptly from the relevant authorities when they believe that hazardous substances are present			
	3.4	carry out an initial assessment of the vehicle to establish: <ul style="list-style-type: none"> a the nature and extent of damage or breakdown b the feasibility of a roadside repair 			
	3.5	make justifiable decisions for a course of action based upon the information gained from their initial assessment of the situation			
	3.6	complete and pass on relevant records promptly			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 40: Competency in Light Vehicle Four Wheel Alignment

Unit reference number: M/601/5011

QCF level: 2

Credit value: 7

Guided learning hours: 65

Unit summary

This unit will enable the learner to demonstrate competency in light vehicle four wheel alignment

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 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 carrying out **checks** and **adjustments** of **four** wheel alignment on **2 different** vehicles, 1 of which is observed by your assessor
- 5 Produce evidence of carrying out final safety checks on **at least 2** vehicles prior to release to the customer, **1 of which** is observed by your assessor

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out testing and adjustment activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to check light vehicle four wheel alignment	2.1	perform four wheel alignment pre-checks to vehicle and equipment prior to testing			
		2.2	carry out light vehicle four wheel alignment using suitable tools and equipment, carrying out calibration as appropriate			
		2.3	use vehicle data relating to working tolerances. To include: <ul style="list-style-type: none"> a technical information b manufacturer's instructions where relevant 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to adjust light vehicle four wheel alignment	3.1	<p>carry out adjustment activities within appropriate timescales. To include:</p> <ul style="list-style-type: none"> a suitable tools and equipment b correct adjustment techniques c calibration of equipment as appropriate 			
		3.2	carry out final checks to ensure that adjustments and settings are within the tolerances allowed for the vehicle and conform to legal requirements, prior to releasing the vehicle to the customer			
4	Be able to record information and make suitable recommendations	4.1	produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required			
		4.2	make suitable and justifiable recommendations for cost effective repairs			
		4.3	identify and report any expected delays in completion to the relevant person(s) promptly in the format required			
		4.4	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 41: Competency in Inspection and Repair of Light Vehicle Clutches

Unit reference number: F/601/5014

QCF level: 2

Credit value: 7

Guided learning hours: 64

Unit summary

This unit will enable the learner to demonstrate competency in inspection and repair of light vehicle clutches.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 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 inspecting both types of clutch operating systems listed below. 1 piece of evidence must come from the workplace:
 - 5 -mechanical clutch operating system
 - 6 -hydraulic clutch operating system
- 7 Produce evidence of removing, replacing and inspecting clutch assemblies on at least 2 occasions, 1 of which must be observed by your assessor

Evidence from simulated activities is acceptable for this unit for 1 clutch operating system inspection

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect light vehicle clutches and components	2.1	inspect light vehicle clutches and components using suitable tools, sources of information and equipment			
3	Be able to replace light vehicle clutches and components	3.1	carry out replacement of clutch within appropriate timescales, using: <ul style="list-style-type: none"> a suitable equipment and technical information b correct repair and replacement techniques c correct type and size of replacement components d correct materials 			
		3.2	adjust clutch if required and carry out final vehicle safety checks in the workshop, prior to releasing the vehicle to the customer			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to record information and make suitable recommendations	4.1	produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required			
		4.2	make suitable and justifiable recommendations for cost effective repairs			
		4.3	identify and report any expected delays in completion to the relevant person(s) promptly in the format required			
		4.4	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 42: Competency in Inspection and Replacement of Light Vehicle Exhaust Components

Unit reference number: R/601/5017

QCF level: 2

Credit value: 6

Guided learning hours: 54

Unit summary

This unit will enable the learner to demonstrate competency in inspection and replacement of light vehicle exhaust components.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 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 inspecting and replacing 5 out of the 6* types of exhaust components or systems listed below:
 - complete exhaust system
 - part exhaust system
 - catalytic converter
 - lambda sensor
 - studs and nuts
 - mountings and clamps

- 5 Be observed on at least 1 occasion successfully completing the inspection, removal and replacement of exhaust system components

** 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 of the areas listed above*

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicle exhaust systems and components			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect exhaust components	2.1	inspect exhaust systems and components to identify faults using suitable tools, sources of information and equipment			
3	Be able to repair and replace exhaust components	3.1	<p>carry out repair and replacement of exhaust components within appropriate timescales, using:</p> <ul style="list-style-type: none"> a suitable equipment and technical information b suitable repair and replacement techniques c suitable type and size of replacement components and fixings d suitable materials 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	<p>carry out final adjustments and checks in the workshop, prior to releasing the vehicle to the customer. To include:</p> <ul style="list-style-type: none"> a correct fitment b correct alignment c leakage 			
4	Be able to record information and make suitable recommendations	4.1	produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required			
		4.2	make suitable and justifiable recommendations for cost effective repairs			
		4.3	identify and report any expected delays in completion to the relevant person(s) promptly in the format required			
		4.4	record and report any additional faults noticed during the course of their work promptly in the format required			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 43: Competency in Inspection, Testing and Replacement of Vehicle Batteries and Related Components

Unit reference number: D/601/6851

QCF level: 2

Credit value: 5

Guided learning hours: 48

Unit summary

This unit will enable the learner to demonstrate competency in inspection, testing and replacement of vehicle batteries and related components.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 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 inspection and test activities on at least 2 separate occasions using 2 out of the 3* types of inspection and testing techniques to cover all of the battery and component items listed below:
 - automotive batteries
 - battery connections
 - battery supports
 - battery hold down devices
 - generators
 - drive belts

Inspection and Testing techniques – use of:

- a -visual / aural methods
- b -hand held diagnostic equipment
- c -battery testing equipment
 - i produce evidence of replacing a battery on at least 2 separate occasions
 - ii be observed by your assessor inspecting and testing a generator and replacing a battery 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 in respect of all of the areas listed above*

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out testing and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect and test batteries and components	2.1	inspect and test batteries, charging systems and associated components using suitable tools, sources of information and equipment			
3	Be able to remove and replace batteries and components	3.1	perform battery removal and replacement activities within appropriate timescales, using: <ul style="list-style-type: none"> a suitable equipment and technical information b suitable removal and replacement techniques c suitable type and size of replacement components and fixings 			
		3.2	perform final battery and component checks in the workshop, prior to releasing the vehicle to the customer			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to record information and make suitable recommendations	4.1	produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required			
		4.2	make suitable and justifiable recommendations for cost effective repairs			
		4.3	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 44: Competency in Inspection and Replacement of Light Vehicle Suspension Dampers and Springs

Unit reference number: D/601/5019

QCF level: 2

Credit value: 6

Guided learning hours: 54

Unit summary

This unit will enable the learner to demonstrate competency in inspection and replacement of light vehicle suspension dampers and springs.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 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 inspecting, testing and replacing 3 out of the 8* types of suspension dampers and springs listed below
 - Telescopic
 - Lever arm
 - Semi / MacPherson strut
 - Gas assisted
 - Coil spring
 - Leaf spring
 - Torsion bar
 - Rubber
- 5 be observed on at least 1 occasion successfully completing the inspection, removal and replacement of a suspension damper or spring

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 of the areas listed above

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicle suspension systems and components			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect and test light vehicle suspension dampers and springs	2.1	inspect and test suspension dampers and springs using suitable tools, sources of information and equipment			
3	Be able to remove and replace light vehicle suspension dampers and springs	3.1	perform removal and replacement activities within appropriate timescales, using: <ul style="list-style-type: none"> a suitable equipment and technical information b suitable removal and replacement techniques c suitable type and size of replacement components and fixings 			
		3.2	carry out wheel alignment checks and adjustments as appropriate before release to the customer			
		3.3	perform final suspension damper and spring function checks in the workshop, prior to releasing the vehicle to the customer			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to record information and make suitable recommendations	4.1	produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required			
		4.2	make suitable and justifiable recommendations for cost effective repairs			
		4.3	identify and report any expected delays in completion to the relevant person(s) promptly in the format required			
		4.4	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 45: Competency in Inspection and Replacement of Light Vehicle Braking Systems & Components

Unit reference number: R/601/5020

QCF level: 2

Credit value: 9

Guided learning hours: 82

Unit summary

This unit will enable the learner to demonstrate competency inspection and replacement of light vehicle braking systems & components.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 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 inspecting, replacing, testing and adjusting where appropriate, **5 different components** out of the 13* shown below, over **3 separate occasions**

Components:

- master cylinders
- servos
- brake pads
- brake shoes
- calipers

- disc
- drum
- wheel cylinders
- backing plates
- parking brake mechanisms, adjusters or cables
- pipes
- load sensing / equalizing valves
- electronic sensors / actuators

The evidence must include removal and replacement of hydraulic units or components and bleeding the system

- 5 be observed by your assessor in your normal workplace **on at least 1 occasion** successfully carrying out the removal, replacement and adjustment of components

** 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 of the areas listed above*

Evidence from simulated activity is acceptable on 1 occasion for this unit

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out removal and replacement activities	1.1	use suitable personal protective equipment and vehicle coverings when working on vehicles			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to inspect and test light vehicle braking systems	2.1	inspect and test braking systems using suitable tools, sources of information and equipment			
3	Be able to replace light vehicle braking system components	3.1	carry out removal and replacement activities within appropriate timescales, using: <ul style="list-style-type: none"> a suitable equipment and technical information b suitable removal and replacement techniques c suitable type and size of replacement components and fixings 			
		3.2	carry out final braking system function checks in the workshop, prior to releasing the vehicle to the customer			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to record information and make suitable recommendations	4.1	produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required			
		4.2	make suitable and justifiable recommendations for cost effective repairs			
		4.3	identify and report any expected delays in completion to the relevant person(s) promptly in the format required			
		4.4	record and report any additional faults noticed during the course of their work promptly in the format required			
		4.5	give advice on procedures for bedding in new brakes before release to the customer			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 46: Competency in Safe Use of Oxy-acetylene in Automotive Applications

Unit reference number: H/601/5023

QCF level: 2

Credit value: 4

Guided learning hours: 36

Unit summary

This unit will enable the learner to demonstrate competency in safe use of oxy-acetylene in automotive applications.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 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 setting up hand held oxy-acetylene equipment and carrying out checks to the vehicle and surrounding area prior to cutting or heating on **at least 2** occasions

- 5 Produce evidence of using hand held oxy-acetylene equipment to perform thermal cutting procedures to the appropriate standard on at least 2 occasions to produce **at least 2** of the following features listed below:
 - cut pipe sections straight through
 - female from male pipe cuts
 - male from female pipe cuts
- 6 Be observed by your assessor on at least 1 occasion, setting up and using hand held oxy-acetylene equipment and performing thermal cutting procedures.

*Evidence from simulated activities is **not** acceptable for this unit*

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out oxy-acetylene activities	1.1	use suitable personal protective equipment and vehicle coverings when using oxy-acetylene equipment			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to set up hand held oxy-acetylene equipment	2.1	select and use special personal protective equipment			
		2.2	select and set up oxy-acetylene equipment, carry out relevant checks and confirm equipment is safe to use			
		2.3	remove and replace empty gas cylinders observing health and safety procedures. To include removal and replacement: <ul style="list-style-type: none"> a from storage b from the equipment 			
3	Be able to use hand held oxy-acetylene equipment	2.4	carry out necessary checks to the vehicle and surrounding area prior to cutting or heating			
		3.1	safely light, set the flame and shut down the equipment as required			
		3.2	manipulate heating equipment in line with operational procedures			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.3	perform thermal cutting procedures to the appropriate standard to produce two of the following features: a cut pipe sections straight through b female from male pipe cuts c male from female pipe cuts			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 47: Competency in Routine Light Vehicle Maintenance

Unit reference number: L/601/3766

QCF level: 2

Credit value: 7

Guided learning hours: 60

Unit summary

This unit enables the learner to demonstrate competency in carrying out routine light vehicle maintenance, adjustments and replacement activities as part of the periodic servicing of vehicles.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 you must produce evidence of competently carrying out servicing activities on **at least 3 different vehicles** which collectively cover the Learning Outcomes
- 5 your assessor must physically observe you **in your normal workplace** carrying out a range of servicing activities on **at least 1 occasion**
- 6 evidence from simulated activities is **not** acceptable for this unit

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely when carrying out light vehicle routine maintenance	1.1	use suitable personal protective equipment and vehicle coverings throughout all light vehicle routine maintenance activities			
		1.2	work in a way which minimises the risk of damage or injury to the vehicle, people and the environment			
2	Be able to use relevant information to carry out the task	2.1	select suitable sources of technical information to support light vehicle routine maintenance activities including: <ul style="list-style-type: none"> a vehicle technical data b maintenance procedures c legal requirements 			
		2.2	use technical information to support light vehicle inspection activities			
3	Be able to use appropriate tools and equipment	3.1	select the appropriate tools and equipment necessary for carrying out routine maintenance			
		3.2	ensure that equipment has been calibrated to meet manufacturers' and legal requirements			
		3.3	use the correct tools and equipment in the way specified by manufacturers when carrying out routine maintenance			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to carry out light vehicle routine maintenance	4.1	carry out light vehicle maintenance using prescribed methods, adhering to the correct specifications and tolerances for the vehicle and following: <ul style="list-style-type: none"> a the manufacturer's approved inspection methods b recognised researched inspection methods c health and safety requirements d workplace procedures 			
	4.2	carry out adjustments, replacement of vehicle components and replenishment of consumable materials following the manufacturer's current specification			
	4.3	ensure the examination methods identify accurately any vehicle system and or component problems falling outside the maintenance schedule are specified			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
5	4.4	<p>ensure any comparison of the vehicle against specification accurately identifies any:</p> <ul style="list-style-type: none"> a differences from the vehicle specification b vehicle appearance and condition faults c variation from legal requirements 				
	4.5	use suitable testing methods to evaluate the performance of all replaced and adjusted components and systems accurately				
	4.6	complete all system diagnostic activities within the agreed timescale				
	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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 48: Knowledge of how to Make Learning Possible Through Demonstrations and Instruction

Unit reference number: T/601/6242

QCF level: 3

Credit value: 5

Guided learning hours: 45

Unit summary

This unit enables the learner to develop an understanding of how to carry out demonstrations and instruction which will help the learner to learn. It includes demonstrating equipment, showing skills, giving instruction, deciding when to use demonstration or instruction, potential of technology based learning, checking on learners' progress and giving feedback.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Separate areas of demonstration which encourage learning. To include:

- a demonstration is particularly applicable to learning manual skills
- b learning to do something usually involves:
 - i purpose – the aim or objective
 - ii procedure - the most effective way of completing the task
 - iii practice – all skills require practice to improve
- c practical tasks are more quickly learnt through demonstration
- d emphasis is required to body movements when demonstrating
- e the demonstrator should encourage learners to ask questions
- f emphasis should be placed upon key points whilst demonstrating
- g any demonstration should ensure that all safety aspects are covered

Types of learning which are best achieved and supported through demonstrations. To include:

- a types of learning:
 - i psychomotor – measurement of manual skill performance
 - ii cognitive – learning involving thought processes
 - iii affective – demonstration of feelings, emotions or attitudes
- b demonstration - involves learning to do something (Psychomotor Domain)
- c combination of instruction and practical demonstrations are very effective means of learning practical skills

How to structure demonstration and instruction sessions. To include:

- a before the demonstration and/or instruction ensure that the following good practice is recognised:
 - i identify key points
 - ii relate theoretical underpinning knowledge to key points
 - iii rehearse to ensure that all equipment is working
 - iv ensure all students can see even small equipment and processes
 - v time the demonstration
 - vi consider how to make students participate
 - vii consider how to emphasise safe working practices
- b during the demonstration and/or instruction good practice is to:
 - i give a clear introduction
 - ii identify any tools/equipment
 - iii determine the current audience level of knowledge
 - iv complete the demonstration correctly (do not show how not to do it)
 - v stress key points and show links between them
 - vi monitor safety aspects
 - vii check learner understanding
- c after the demonstration(if possible):
 - i enable the audience to practice the techniques
 - ii provide feedback on their performance

How to identify individual learning needs

- a diagnose the learning needs of your audience to include:
 - i what competencies they already have
 - ii what experience they have of the subject area
 - iii what competencies they need to achieve
 - iv what demonstration techniques are best suited to their needs
 - v how you will assess their needs have been met

What factors are likely to prevent learning. To include:

- a language barriers
- b physical barriers
- c specialist knowledge
- d pace of learning
- e method of delivery
- f environmental factors
- g teaching styles
- h dyslexia

How to check learners understanding and progress

- a questionnaires
- b verbal questioning
- c observation
- d assessment
- e role play
- f projects/assignments
- g multi-choice questions
- h simulation
- i tests

How to organise information and prepare materials

- a identify the course aim
- b identify the subject aim
- c identify the lesson aim
- d complete a lesson plan - plan the teaching
- e identify a series of 'cues' to be used during the lesson
- f logically organise the information
- g use suitable resources and equipment to maximise learning opportunities
- h assess the learners progress and understanding

Instructional techniques

- a types of instructional techniques to include:
 - i lectures
 - ii handouts
 - iii team teaching
 - iv peer teaching
 - v discussion – individual, group and peer
 - vi question and answer
 - vii multimedia
 - viii seminars
 - ix case studies
 - x project/assignments

Environmental factors that affect learning

- a environmental factors that should be considered before demonstration/instruction to include:
 - i loud noises
 - ii bright colours
 - iii bright lights
 - iv strong smells
 - v atmosphere
 - vi temperature
 - vii classroom seating
 - viii classroom layout
 - ix bright lights

Health and safety factors that affect learning

- a health and safety factors that should be considered before demonstration/instruction to include:
 - i assessment of risk and hazards
 - ii condition of electrical/electronic equipment
 - iii position of cables and wires
 - iv safety of equipment used in demonstration/instruction
 - v condition of classroom equipment/furniture/structure
 - vi suitable protective clothing/equipment

Analysis of demonstration/instruction

- a analysis of demonstration/instruction to include:
 - i feedback from students
 - ii feedback from colleagues
 - iii organisational quality assessment
 - iv feedback from external organisations
 - v awarding body requirements

Developments in learning. To include:

- a multimedia based materials
- b web based materials
- c interactive materials

How to choose and prepare appropriate materials. To include:

- a putting information in order
- b deciding whether the language used is appropriate
- c type of material i.e. paper and technology based etc

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the nature and role of demonstrations and instruction	1.1	classify the separate areas of demonstrations which encourage learning				
		1.2	identify which types of learning are best achieved and supported through demonstrations				
		1.3	explain how to identify and use different learning opportunities				
		1.4	explain how to structure demonstrations and instruction sessions				
		1.5	explain how to choose from a range of demonstration techniques				
2	Understand the principles and concepts of demonstration and instruction	2.1	describe how to put learners at ease and encourage them to take part				
		2.2	justify the choice between demonstration and instruction as a learning method				
		2.3	explain how to identify individual learning needs				
		2.4	clarify which factors are likely to prevent learning and how to overcome them				
		2.5	explain how to check learners' understanding and progress				
		2.6	explain how to choose and prepare appropriate materials				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.7	explain the separate areas of instructional techniques which encourage learning			
		2.8	describe which types of learning are best achieved and supported through instruction			
3	Understand the external factors influencing human resource development	3.1	explain how to make sure everybody acts in line with health, safety and environmental protection, legislation and best practice			
		3.2	analyse developments in technology based learning and new ways of delivery			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 49: Knowledge of Monitoring and Solving Customer Service Problems Within a Vehicle Parts

Unit reference number: Y/502/6087

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit will help the learner develop the knowledge and understanding they need for solving immediate customer service problems effectively and about changing systems to avoid repeated customer service problems within vehicle parts operations.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (Annexe C).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Legal requirements, regulations and codes of practice relevant to vehicle parts customer service

- a legal and regulatory requirements that affect the way products and services can be delivered to customers, including:
 - i health and safety
 - ii data protection
 - iii equal opportunities
 - iv disability discrimination
- b industry, organisational and professional codes of practice and ethical standards that affect the way the products or services can be delivered to customers
- c customers' rights are and how these rights affect customer service when the customer has a problem or returned parts for credit:
 - i Contract law
 - ii Product liability
 - iii The Sale of Goods Act
 - iv The Trade Description Act

- v Satisfactory Quality
- vi Fitness For Purpose
- vii Distance Selling Regulations

Organisational context for working with vehicle parts customers

- a contractual agreements that customers may have with the organisation with regards to payment for parts:
 - i account terms
 - ii returns policy
 - iii special order policy
- b identify the products or services offered by the organisation relevant to own customer service role:
 - i parts
 - ii accessories
 - iii merchandise
 - iv customer service
 - v parts warranty
 - vi exchange
 - vii expert advice
- c the limits of own authority and when it is important to seek agreement with or permission from other people in the organisation when dealing with customers service issues/complaints:
 - i supervisor
 - ii manager
 - iii company policy
- d identify who to refer to for guidance when customer needs cannot be adequately met:
 - i colleague
 - ii supervisor
 - iii manager
 - iv company policy
- e organisational targets relevant to own job, own role in meeting them and the implications for the organisation if those targets are not met:
 - i first time fix (correct part/pick)
 - ii customer service (retention/advocacy)

- f how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with the internal customer:
 - i customer retention and advocacy
 - ii improved working relationships
 - iii improved trust

How to solve customer service problem

- a how to communicate in a clear, polite, confident way and why this is important
 - i professionalism
 - ii adherence at all times
- b how to negotiate with and reassure customers whilst their problems are being solved
 - i empathy
 - ii customers are kept informed
 - iii professionalism
- c organisational procedures and systems for dealing with customer service problems
 - i specific company complaints procedure

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the legal requirements, regulations and codes of practice relevant to vehicle parts customer service	1.1	summarise the relevant legal and regulatory requirements that affect the way products and services can be delivered to customers, including: <ul style="list-style-type: none"> a health and safety b data protection c equal opportunities d disability discrimination 			
		1.2	summarise the relevant industry, organisational and professional codes of practice and ethical standards that affect the way the products or services can be delivered to customers			
		1.3	explain what the customers' rights are and how these rights affect customer service when the customer has a problem or returned parts for credit			
2	Understand the organisational context for working with vehicle parts customers	2.1	describe any contractual agreements that customers may have with the organisation with regards to payment for parts			
		2.2	identify the products or services offered by the organisation relevant to own customer service role			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.3	explain the limits of own authority and when it is important to seek agreement with or permission from other people in the organisation when dealing with customers service issues/complaints				
	2.4	identify who to refer to for guidance when customer needs cannot be adequately met				
	2.5	describe any organisational targets relevant to own job, own role in meeting them and the implications for the organisation if those targets are not met				
	2.6	explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with the internal customer				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to solve customer service problems	3.1	describe how to communicate in a clear, polite, confident way and why this is important			
		3.2	explain how to negotiate with and reassure customers whilst their problems are being solved			
		3.3	explain organisational procedures and systems for dealing with customer service problems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 50: Skills in How to Make Learning Possible Through Demonstrations and Instruction

Unit reference number: Y/601/6282

QCF level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit will help the learner to develop the skills required to carry out demonstrations and instruction which will help the learner to learn. It includes demonstrating equipment, showing skills, giving instruction, deciding when to use demonstration or instruction, potential of technology based learning, checking on learners' progress and giving feedback.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre
- 3 be observed by an assessor as defined by the IMI Assessment Strategy
- 4 provide 1 record of an activity which has been a combination of demonstration and instruction
- 5 provide records of an observation, which covers a combination of demonstration and instruction

It is expected that the **records** must include evidence to show how you:

- decided on the sequence of the demonstration
- ensured that the demonstration was accurate and realistic
- identified which learning outcomes were achieved
- ensured a safe environment for the demonstration and allowed all learners to see the demonstration clearly

In preparing the record you should consider:

- which types of learning are best achieved and supported through demonstrations
- how to choose between instruction and demonstration as learning methods
- how to identify individual learning needs
- which factors are likely to prevent learning and how to overcome them
- how to choose and prepare appropriate materials, including technology based materials
- which types of learning are best achieved through instruction
- how to make sure everybody acts in line with health, safety and environmental protection legislation and best practice
- how to analyse developments in learning and new ways of delivery, including technology based learning

It is also expected that evidence from your observations will show how you:

- structured the demonstration so that the learner got the most out of it
- encouraged learners to ask questions and get explanations at appropriate stages in the demonstration
- gave learners the opportunities to practice the skill being demonstrated
- gave learners positive feedback
- reinforced learning by repeating demonstration
- responded to the needs of learners during the demonstration
- reduced distractions and disruptions as much as possible
- matched instruction to the needs of learners
- ensured that the manner, level and speed of the instruction encourages learners to take part
- regularly check that learners understand and adapt instruction as appropriate
- gave learners positive feedback on the learning experience and the outcome achieved
- identified anything that prevented learning and reviewed this with the learner

Evidence from **real** or **simulated** activities and **role play** is acceptable for this unit.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to demonstrate skills and methods to learners	1.1	perform demonstrations based on an analysis of the skills needed and the order in which they must be learned			
		1.2	perform demonstrations that are accurate and realistic			
		1.3	perform structured demonstrations so that the learner can get the most out of it			
		1.4	perform demonstrations whilst encouraging learners to ask questions and get explanation at appropriate stages in the demonstration			
		1.5	provide positive feedback to learners whilst they are being given the opportunity to practise the skills that have been demonstrated			
		1.6	perform additional demonstrations of skills being taught to reinforce learning			
		1.7	perform demonstrations in a safe environment which also allows learners to see clearly			
		1.8	respond to the needs of the learners during demonstrations			
		1.9	reduce distractions and disruptions as much as possible			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to instruct learners	2.1	implement instruction which is matched to the needs of learners				
		2.2	use identified learning outcomes which can be achieved through instruction				
		2.3	perform instruction, ensuring that the manner, level and speed of the instruction encourages learners to take part				
		2.4	perform instruction whilst regularly checking that the learners understand and adapt instruction as appropriate				
		2.5	give learners positive feedback on the learning experience and the outcomes achieved				
		2.6	carry out a review with the learners to identify anything that prevented learning and adapt instruction as appropriate				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 51: Skills in Monitoring and Solving Customer Service Problems Within a Vehicle Parts Environment

Unit reference number: K/502/6546

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

This unit will help the learner develop the skills they need for solving immediate customer service problems effectively and about changing systems to avoid repeated customer service problems within vehicle parts operations.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

You must:

- 1 produce evidence to show you achieve **all** of the Learning Outcomes to the standard shown in the assessment criteria
- 2 produce performance evidence resulting from work you have carried out in your training environment as managed and organised by an approved centre
- 3 be observed by an assessor as defined in the IMI Assessment Strategy on at least one occasion
- 4 produce evidence of solving immediate customer service problems on **at least 2 separate** occasions
- 5 produce evidence of identifying repeated customer service problems and options for solving them on **at least 1 occasion**
- 6 produce evidence of taking action to avoid the repetition of customer service problems on **at least 1 occasion**
- 7 be observed monitoring and solving customer service problems on **at least 2 separate** occasions
- 8 Evidence from simulated activities is **not** acceptable for this unit.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to solve immediate customer service problems	1.1	respond positively to customers' problems according to organisational guidelines				
		1.2	solve customer problems when it is within own area of authority				
		1.3	work with others when necessary to solve customer's problems				
		1.4	keep customers informed of the action being taken				
		1.5	confirm with customers that they are satisfied with the action taken				
		1.6	solve problems within service systems and procedures which might affect customers before they come aware of them				
		1.7	inform the relevant person and colleagues of the steps taken to solve specific problems				
2	Be able to identify repeat customer service problems and options to solve them	2.1	work individually or with colleagues to identify repeated customer service problems				
		2.2	identify the options for dealing with repeated problems and consider the advantages and disadvantages of each option				
		2.3	work with others to determine an agreed way forward for solving repeated problems				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to take action to avoid repeat customer service problems	2.4	select the best option for customers and the organisation			
		3.1	negotiate with the relevant person changes to customer service systems and procedures that will reduce the chance of problems being repeated			
		3.2	implement the solution agreed with relevant colleagues			
		3.3	keep customers informed in a positive and clear manner of steps being taken to solve any service problems			
		3.4	monitor the solutions that have been implemented and make any suitable changes to ensure that no further problems occur			
		3.5	action changes to customer service systems and procedures brought in by the organisation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 52: Knowledge of Selling Motor Vehicle Parts to Customers

Unit reference number: H/502/6089

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit will help the learner develop the knowledge and understanding they need to provide information to vehicle parts operations customers in order to sell products that are suitable for their needs.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Legal requirements, regulations and codes of practice relevant to selling motor vehicle parts

- a legal rights and obligations of retailers and customers, including the Sale of Goods Act:
 - i Sale of Goods Act
 - ii Trade Descriptions Act

How to identify different options for motor vehicle parts that might meet customer needs

- a available product information that is relevant to providing a customer with options:
 - i reference material (paper and electronic based)
 - ii verbally
 - iii company policy
- b how to identify the different options that are available to meet customer needs:
 - i company policy
 - ii supplier specific

- c how to access information about the options that are available to meet customer needs:
 - i company policy
 - ii supplier specific

How to give motor vehicle parts customers information on the features and benefits of different parts

- a how to identify the features of parts, including the use of reference materials:
 - i reference material
 - ii research and product knowledge
- b the difference between the features of a part and the benefits of a part:
 - i features tell
 - ii benefits sell
- c comparing and contrasting the features, advantages and benefits of parts to help customers make decisions about which parts to buy:
 - i features
 - ii benefits

How to assist motor vehicle parts customers to make a buying choice

- a how to use questioning techniques to clarify and confirm customer's buying needs:
 - i open questions
 - ii closed questions
 - iii probing questions
- b how to talk to different types of customers and help them to understand the information you provide:
 - i retail customers
 - ii trade customers
 - iii internal customers
 - iv company policy
- c how to recognise buying signals from customers:
 - i body language
 - ii tone of voice
- d how to handle customer objections and queries effectively:
 - i refer to line manager
 - ii company policy

Importance of building customer confidence and loyalty during the selling process

- a importance of customer confidence and loyalty to the organisation:
 - i customer Retention
 - ii impact upon Targets and Profit
- b own personal contribution to building customer confidence and loyalty when selling parts:
 - i professionalism at all times

How to complete a sale with motor vehicle parts customers

- a techniques for closing the sale:
 - i assertiveness
 - ii offers
 - iii persuasiveness
 - iv suggesting terms
 - v company policy
- b acceptable methods of payment:
 - i cash
 - ii credit / debit card
 - iii cheque
 - iv account
 - v company policy
- c the payment process including customer credit checks:
 - i company policy

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the legal requirements, regulations and codes of practice relevant to selling motor vehicle parts	1.1	summarise the legal rights and obligations of retailers and customers, including the Sale of Goods Act			
2	Know how to identify different options for motor vehicle parts that might meet customer needs	2.1	describe available product information that is relevant to providing a customer with options			
		2.2	explain how to identify the different options that are available to meet customer needs			
		2.3	describe how to access information about the options that are available to meet customer needs			
3	Understand how to give motor vehicle parts customers information on the features and benefits of different parts	3.1	explain how to identify the features of parts, including the use of reference materials			
		3.2	explain the difference between the features of a part and the benefits of a part			
		3.3	describe methods for comparing and contrasting the features, advantages and benefits of parts to help customers make decisions about which parts to buy			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to assist motor vehicle parts customers to make a buying choice	4.1	explain how to use questioning techniques to clarify and confirm customer's buying needs			
		4.2	describe how to talk to different types of customers and help them to understand the information you provide			
		4.3	explain how to recognise buying signals from customers			
		4.4	explain how to handle customer objections and queries effectively			
5	Understand the importance of building customer confidence and loyalty during the selling process	5.1	explain the importance of customer confidence and loyalty to the organisation			
		5.2	explain own personal contribution to building customer confidence and loyalty when selling parts			
6	Understand how to complete a sale with motor vehicle parts customers	6.1	describe techniques for closing the sale			
		6.2	describe acceptable methods of payment			
		6.3	describe the payment process including customer credit checks			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 53: Knowledge of Receiving and Storing Motor Vehicle Parts

Unit reference number: M/502/6077

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit will help the learner develop the knowledge and understanding they need to receive and store motor vehicle parts.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Legal requirements and regulations that cover receiving and storing motor vehicle parts

- a current legislation, including health and safety requirements, relating to receiving and storing motor vehicle parts, including the use of personal protective equipment:
 - i Personal Protective Equipment
 - ii Manual Handling Regulations
 - iii The Control of Substances Hazardous to Health Regulations
 - iv The Health & Safety at Work Act
 - v Explosives Act
- b an organisation's legal rights as a customer
 - i current legislation

Organisational systems relevant to receiving and storing motor vehicle parts

- a organisational systems and procedures for:
 - i receiving and accepting parts
 - ii storing and moving parts stock, including maintaining the quality of stock susceptible to damage and/or deterioration
 - iii dealing with discrepancies and late deliveries
 - iv record keeping, documentation and parts stock control
 - v health, safety and security requirements when receiving and moving parts
 - vi checking stock condition and the storage of stock
- b organisational systems and procedures for:
 - i relevant parts identification
 - ii parts storage, rotation and management (FIFO, LIFO)
 - iii handling damaged parts
 - iv documentation completion and keeping records
 - v the receiving into stock of new parts on to organisational systems

Importance of receiving and storing vehicle parts correctly

- a importance of checking incoming parts stock against requirements, after unloading and receiving parts
 - i customer service
 - ii invoicing / credits (supplier)
 - iii liability
- b the business and customer satisfaction related factors governing why:
 - i deliveries should be checked promptly
 - ii shortfalls should be rectified promptly
 - iii purchasing records should be maintained accurately
- c action to take when there are problems with deliveries
 - i contacting suppliers
 - ii informing customers (internal & external)

How to store motor vehicle parts after receiving them

- a how to issue parts locations to new parts that have been added to the "standard" stock list
 - i organisational procedure
- b how to put new locations for new part numbers on to organisational systems
 - i organisational procedure
- c how to handle and move parts safely, including:
 - i the requirements for and importance of, wearing personal protective equipment
 - ii manual handling techniques and weights that can be moved without assistance
 - iii how to check and use relevant mechanical handling equipment
- d the implications of failing to put stock away correctly
 - i damaged parts
 - ii risks to health & safety
 - iii lost / missing stock

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the legal requirements and regulations that cover receiving and storing motor vehicle parts	1.1	summarise current legislation, including health and safety requirements, relating to receiving and storing motor vehicle parts, including the use of personal protective equipment			
		1.2	describe an organisation's legal rights as a customer			
2	Understand organisational systems relevant to receiving and storing motor vehicle parts	2.1	describe organisational systems and procedures for: <ul style="list-style-type: none"> a receiving and accepting parts b storing and moving parts stock, including maintaining the quality of stock susceptible to damage and/or deterioration c dealing with discrepancies and late deliveries d record keeping, documentation and parts stock control e health, safety and security requirements when receiving and moving parts f checking stock condition and the storage of stock 			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.2	describe organisational systems and procedures for: <ul style="list-style-type: none"> a relevant parts identification b parts storage, rotation and management c handling damaged parts d documentation completion and keeping records e the receiving into stock of new parts on to organisational systems 			
3	3.1	explain why it is important to check incoming parts stock against requirements, after unloading and receiving parts			
	3.2	describe the business and customer satisfaction related factors governing why: <ul style="list-style-type: none"> a deliveries should be checked promptly b shortfalls should be rectified promptly c purchasing records should be maintained accurately 			
	3.3	describe what action to take when there are problems with deliveries			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to store motor vehicle parts after receiving them	4.1	describe how to issue parts locations to new parts that have been added to the "standard" stock list			
		4.2	describe how to put new locations for new part numbers on to organisational systems			
		4.3	describe how to handle and move parts safely, including: <ul style="list-style-type: none"> a the requirements for and importance of, wearing personal protective equipment b manual handling techniques and weights that can be moved without assistance c how to check and use relevant mechanical handling equipment 			
	4.4	explain the implications of failing to put stock away correctly				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 54: Knowledge of Processing Payment Transactions Within a Vehicle Parts Environment

Unit reference number: T/502/6081

QCF level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

This unit will help the learner develop the knowledge needed to calculate the cost of parts and process both cash and other forms of payment, including credit and debit card payments, account payments and credit transfers.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Legal and regulatory requirements relating to the processing of payment transactions

- a current legislation, regulations, codes of practice and guidelines relating to processing payment transactions
 - i Sales of Goods Act
 - ii Data Protection Act
 - iii Distance Selling Regulations
 - iv chip & pin

Organisational requirements relating to the processing of payment transactions

- a organisational systems and procedures for:
 - i authorising non-cash and credit account transactions
 - ii verifying account holders
 - iii calculating and taking payments
 - iv booking purchases to customer accounts
 - v dealing with suspected fraud

Understand how to deal with customers when processing payments

- a the value and importance of customer service to effective trading operations
 - i trust
 - ii professionalism
 - iii return trade
- b balancing giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods
 - i polite / professional
 - ii keeping customer informed
- c how to deal with customers when authorisation cannot be obtained for their non-cash payments
 - i obtain another form of payment (professionally)
- d how to deal with customers offering suspect tender or non-cash payments
 - i refer to line manager
 - ii follow company policy

how to calculate prices for motor vehicle parts

- a how to identify and check prices in a parts operation
 - i company / supplier procedures
 - ii manual calculations
 - iii computer / electronic calculations
- b how to get information and advice to deal with pricing problems
 - i supervisor
 - ii manager
 - iii company policy
- c how to identify current discounts and special offers (e.g. campaigns and promotions)
 - i company / supplier policies
- d features of any current parts campaigns and promotions
 - i marketing awareness
 - ii company policy

How to process payments for motor vehicle parts

- a describe common methods of calculating payments
 - i point of sale equipment
 - ii manual calculations.
- b describe the types of payment that are acceptable
 - i cash
 - ii credit / debit card
 - iii account
 - iv cheque
- c explain the limits of own authority for processing payments
 - i company policy
 - ii referral to line manager
- d describe how to identify counterfeit payments
 - i counterfeit money checks (i.e. UV Light, holograms etc)
 - ii False cards / incorrect information
- e describe how to check for stolen credit cards, charge cards or debit cards
 - i check other forms of ID
 - ii company policy
- f explain the types of transaction errors that can occur and the consequences of failure to report errors
 - i incorrect change
 - ii incorrect amount accepted
 - iii incorrect data entry to point of sale equipment
 - iv non-authorisation

How to maintain the security of payments

- a describe how to keep cash and other payments safe and secure
 - i securing payments after they are taken
 - ii regular Security Risk Assessments
- b explain relevant security issues surrounding payment transactions
 - i fraud
 - ii theft
 - iii violence

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know legal and regulatory requirements relating to the processing of payment transactions	1.1	describe current relevant legislation, regulations, codes of practice and guidelines relating to processing payment transactions			
2	Understand organisational requirements relating to the processing of payment transactions	2.1	describe organisational systems and procedures for: <ul style="list-style-type: none"> a authorising non-cash and credit account transactions b verifying account holders c calculating and taking payments d booking purchases to customer accounts e dealing with suspected fraud 			
3	Understand how to deal with customers when processing payments	3.1	explain the value and importance of customer service to effective trading operations			
		3.2	describe how to balance giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods			
		3.3	describe how to deal with customers when authorisation cannot be obtained for their non-cash payments			
		3.4	describe how to deal with customers offering suspect tender or non-cash payments			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to calculate prices for motor vehicle parts	4.1	describe how to identify and check prices in a parts operation			
		4.2	describe how to get information and advice to deal with pricing problems			
		4.3	describe how to identify current discounts and special offers (e.g. campaigns and promotions)			
		4.4	explain the features of any current parts campaigns and promotions			
5	Know how to process payments for motor vehicle parts	5.1	describe common methods of calculating payments, including the use of point of sale equipment and manual calculations			
		5.2	describe the types of payment that are acceptable			
		5.3	explain the limits of own authority for processing payments			
		5.4	describe how to identify counterfeit payments			
		5.5	describe how to check for stolen credit cards, charge cards or debit cards			
		5.6	explain the types of transaction errors that can occur and the consequences of failure to report errors			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 55: Skills in Receiving and Storing Motor Vehicle Parts

Unit reference number: J/502/6537

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

This unit will help the learner develop the skills they need to receive and store motor vehicle parts to meet customer requirements.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

You must:

- 1 produce evidence to show you achieve **all** of the Learning Outcomes to the standard shown in the assessment criteria
- 2 produce performance evidence resulting from work you have carried out in your training environment as managed and organised by an approved centre.
- 3 be observed by an assessor as defined in the IMI Assessment Strategy on at least one occasion.
- 4 produce evidence of receiving and storing vehicle parts on **at least 3 separate** occasions
- 5 produce evidence of dealing with discrepancies on **at least 2 separate** occasions including:
 - i damaged stock
 - ii incorrect stock
- 6 be observed receiving and storing vehicle parts on at least 2 separate occasions

*Evidence from simulated activities is **not** acceptable for this unit*

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare to receive and store motor vehicle parts	1.1	wear suitable personal protective equipment when receiving and storing parts			
		1.2	ensure the goods inwards area is clear before the arrival of expected deliveries			
		1.3	ensure there is sufficient storage space before the arrival of expected deliveries			
2	Be able to receive motor vehicle parts	2.1	ensure deliveries are unloaded safely and securely, observing all manual handling requirements			
		2.2	ensure the parts received are: <ul style="list-style-type: none"> a checked against requirements / stock orders b match part number, description and quantity c fit for resale 			
		2.3	ensure that delivery documentation is complete, accurate and processed promptly			
		2.4	check delivery records to ensure organisational requirements have been met by individual suppliers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to store motor vehicle parts after receiving them	3.1	place parts into storage correctly and within required timescales, taking account of relevant stock rotation requirements			
		3.2	ensure that parts can be accessed easily			
		3.3	organise storage facilities to take account of:			
			<ul style="list-style-type: none"> a known operational needs b safety requirements c the need to preserve the condition of parts d legal requirements 			
3.4	maintain a routine for checking the movement of stock to ensure that health and safety and other organisational requirements are being met					
4	Be able to maintain records relating to receiving and storing motor vehicle parts	4.1	keep complete, accurate and up-to-date stock records that can be accessed by everyone who needs them			
		4.2	update stock records accurately upon receipt of stock orders			
		4.3	report any discrepancies or problems identified during receipt and storage of stock orders to the relevant person(s) promptly			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 56: Skills in Processing Payment Transactions Within a Vehicle Parts Environment

Unit reference number: L/502/6541

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

This unit will help the learner develop the skills they need to calculate the cost of parts and process both cash and other forms of payment, including credit and debit card payments, account payments and credit transfers.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

You must:

- 1 produce evidence to show you achieve **all** of the Learning Outcomes to the standard shown in the assessment criteria
- 2 produce performance evidence resulting from work you have carried out in your training environment as managed and organised by an approved centre.
- 3 be observed by an assessor as defined in the IMI Assessment Strategy on at least one occasion.
- 4 produce evidence of processing payments (cash and non-cash) on **at least 3* separate** occasions
- 5 produce evidence of using each of the following types of documentation:
 - receipts and records
 - credit and charge card slips
 - credit account slips
- 6 be observed processing payments on at least 2* separate occasions

*Evidence from simulated activities is **not** acceptable for this unit.*

*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 techniques and processes.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to calculate prices for motor vehicle parts	1.1	identify the price of items			
		1.2	resolve any problems in pricing parts promptly by using the available sources of information			
		1.3	calculate the total price of the transaction correctly			
		1.4	inform customers of the amount due clearly and accurately			
2	Be able to process payments for motor vehicle parts	2.1	confirm the cash amount given by the customer and the change given to them, if relevant			
		2.2	verify the identity of account holders following organisational procedures prior to debiting their account			
		2.3	gain authorisation for accepting non-cash payments and processing account debits when the value of the order exceeds the limit that can be personally authorised			
		2.4	inform the customer in a suitable manner when authorisation for payment cannot be obtained for non-cash transactions			
		2.5	complete and process all documentation required clearly and accurately			
		2.6	store payments securely and protect them from theft			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to provide an appropriate level of customer service when processing payments	3.1	ensure customers are treated courteously at all times			
		3.2	balance the need to give attention to individual customers whilst ensuring that others are not left without attention			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 57: Skills in Helping Customers to Choose Motor Vehicle Parts Products

Unit reference number: T/502/6548

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit will help the learner develop the skills they need to provide information to vehicle parts operations customers in order to sell products that are suitable for their needs.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

You must:

- 1 produce evidence to show you achieve **all** of the Learning Outcomes to the standard shown in the assessment criteria
- 2 produce performance evidence resulting from work you have carried out in your training environment as managed and organised by an approved centre
- 3 be observed by an assessor as defined in the IMI Assessment Strategy on at least one occasion
- 4 be observed identifying customer requirements on **at least 2 separate** occasions. Your evidence must include suggestions of **at least 2** different alternatives (alternative parts to meet needs, alternative sourced of the parts)
- 5 be observed providing information about the features and benefits of products on **at least 2 separate** occasions
- 6 be observed confirming the customers preferences and buying decisions **on at least 2 separate** occasions
- 7 produce evidence of selling **at least 2** different types of associated or additional parts which:
 - i extend the life of the main purchase
 - ii link to the function of the main purchase

Evidence from simulated activities is **not** acceptable for this unit.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to provide the customer with a choice of motor vehicle parts to meet their needs	1.1	locate and select the appropriate parts number/s that the customer is looking for from the information they provide			
		1.2	give clear explanations and suggestions about alternatives if the customer's requirements cannot be met or appear unrealistic			
2	Be able to help customers choose motor vehicle parts that meet their needs	1.3	check whether the parts most likely to meet the customer's requirements are available			
		1.4	give accurate advice on other courses of action when the customer's preferred part is not available			
		2.1	explain the features and benefits of parts and how they meet the customer's requirements			
		2.2	spend enough time with customers whilst making sure that the parts operation or other customers are not ignored			
		2.3	provide customers with enough time to ask questions seek clarification and make buying decisions			
		2.4	handle objections and queries in a way that promotes sales and keeps the customer's confidence			
		2.5	promote sales and goodwill through being courteous to customers and interacting with them effectively			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to complete the sale of motor vehicle parts	3.1	identify and take opportunities for selling associated or additional parts			
		3.2	clearly acknowledge the customer's buying decisions			
		3.3	clearly explain any after sales service and customer rights that apply			
		3.4	process payments promptly			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 58: Knowledge in Monitoring Procedures to Control Risk to Health and Safety

Unit reference number: T/502/6484

QCF level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit provides the learner with the knowledge to make sure that statutory and workplace procedures for controlling risks to health and safety are being carried out.

Assessment Requirements/Evidence requirements:

If this unit is offered within a competence qualification (VCQ) it must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*).

This unit must adhere to the IMI Knowledge Unit Syllabus as set out below:

Health and safety policies within the work place

- i employer's responsibility:
- ii make the workplace safe and free from risks to health
- iii assess risks and take action
- iv devise a health and safety policy
- v co-operate on health and safety matters
- vi provide information, training and supervision
- vii provide welfare and first aid facilities
- viii provide PPE free of charge
- ix set up emergency procedures
- x take precautions against dangers and provide safety signs
- xi avoid risk of injuries from manual handling operations
- xii report injuries, diseases and dangerous occurrences to the appropriate authorities
- xiii employee's responsibility:
- xiv take reasonable care
- xv co-operate with employers to meet the statutory requirements

- xvi not interfere or misuse anything provided for health and safety in the workplace
- xvii use all equipment correctly and in accordance with the instructions
- xviii follow instructions and guidelines
- xix participate in health and safety training
- xx adhere to agreed safe practices
- xxi report any hazards and risks
- xxii communicate any health and safety issues
- xxiii use the correct PPE where required

Monitoring and controlling health and safety

- a identifying hazards in the workplace. The list may include:
 - xxiv trolley jacks
 - xxv recovery equipment
 - xxvi other road users
 - xxvii oils and chemicals
 - xxviii tools
 - xxix fuel
 - xxx extension leads
 - xxxi air lines
- b precautions to reduce the risk may include:
 - i regular servicing of equipment
 - ii keeping tools clean and tidy
 - iii clean up any spillages
 - iv use appropriate PPE
 - v put unused extension leads and air lines away
 - vi be vigilant when working on a carriageway
- c methods of monitoring activities with respect to health and safety. Methods may include:
 - i observe working activities
 - ii review accident records
 - iii additional training

- d effective communication techniques with respect to health and safety.
The list should include:
- i adequate induction when new to the business
 - ii training
 - iii warning signs
 - iv PPE signs
 - v safe condition signs
 - vi lead by example

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand health and safety legislation and workplace policies	1.1	explain the employers' and employees, legal duties for health and safety within the workplace			
		1.2	identify their own responsibilities for health and safety as defined by legislation covering their job role			
2	Understand risks to health and safety	2.1	identify the difference between a risk and a hazard			
		2.2	identify what hazards may exist in their workplace			
		2.3	identify particular risks that may exist for their specific job role			
		2.4	explain what precautions can be taken to reduce these risks			
		2.5	explain the importance of being alert to the presence of hazards			
3	Understand the importance of monitoring and controlling health and safety	3.1	explain their workplace health and safety policies and procedures			
		3.2	explain how to keep health and safety records			
		3.3	identify effective communication methods			
		3.4	identify effective methods for monitoring activities with respect to health and safety			
		3.5	explain the importance of promptly dealing with significant risks in the workplace			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the scope of their role regarding health and safety	4.1	identify the work areas and the people they are responsible for			
		4.2	identify the scope of their job and capabilities regarding health and safety matters			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 59: Skills in Monitoring Procedures to Control Risks to Health and Safety

Unit reference number: A/502/6485

QCF level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit provides the learner with the skills to effectively plan and fairly allocate the work required within their area. It also includes the monitoring of progress and quality of work to ensure that the required level or standard of performance is being met.

Assessment Requirements/Evidence requirements:

This unit must adhere to the IMI Skills Unit Assessment Requirements developed for the unit as set out below:

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 in your training workshop as managed and organised by an approved centre.
- 3 be observed by an assessor as defined by the IMI Assessment Strategy.
- 4 produce performance evidence of checking that health and safety procedures are followed. This should include:
 - ensuring that only up-to-date information relating to health and safety is available
 - ensuring that training and instructions provided are the most up-to-date relating to health and safety
 - keeping detailed records of matters concerning health and safety

- 5 produce evidence of dealing with health and safety issues to include:
 - continuous monitoring of workplace activities at correct intervals
 - using feedback obtained to make relevant changes in relation to health and safety
 - responding promptly to any breaches to health and safety

- 6 produce evidence of controlling risks safely and effectively. To include:
 - keeping accurate records of any risks identified in the workplace
 - taking appropriate precautions to the risks identified
 - ensuring that persons are aware of the risks
 - identifying appropriate action required to reduce the risks

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to check that health and safety procedures are followed	1.1	ensure that all reports contain accurate details about the cause of hazards				
		1.2	check that other people possess the most up-to-date information, instructions and training regarding health and safety on a regular basis				
		1.3	monitor procedures according to workplace requirements at agreed intervals				
		1.4	utilise information obtain from feedback relating to workplace procedures				
		1.5	respond promptly to any breaches of health and safety procedures				
		1.6	keep records relating to health and safety matters in the correct format on a regular basis				
		1.7	suggest recommendations for changes to workplace procedures to a responsible person				
2	Be able to ensure that risks are controlled safely and effectively	2.1	ensure that accurate records are kept regarding workplace risks identified				
		2.2	adhere to workplace procedures regarding the reporting of hazards and high risks				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	ensure that appropriate precautions to control risks are agreed			
		2.4	check on a regular basis that other persons are aware of any risks and the appropriate action to take to reduce the risks			
		2.5	review on a regular basis that the precautions to reduce risks are minimised			
		2.6	report promptly and accurately any conflicts which exist between workplace and statutory requirements			
		2.7	ensure that all reports contain accurate details about the cause of hazards			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 60: Competency in Making Learning Possible Through Demonstrations and Instruction

Unit reference number: Y/601/6380

QCF level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit will help the learner to develop competency in order to carry out demonstrations and instruction which will help the learner to learn. It includes demonstrating equipment, showing skills, giving instruction, deciding when to use demonstration or instruction, potential of technology based learning, checking on learners' progress and giving feedback.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 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 or by a witness who has been previously agreed with the assessor prior to the observation taking place
- 4 Provide at least 1 record of an activity which has been demonstrated
- 5 Provide records of at least 2 observations, 1 of which must be by your assessor, which cover at least **1 demonstration** and **1 instruction or a combination of both**

It is expected that the records must include evidence to show how you:

- decided on the sequence of the demonstration
- ensured that the demonstration was accurate and realistic
- identified which learning outcomes were achieved
- ensured a safe environment for the demonstration and allowed all learners to see the demonstration clearly

In preparing the records you should consider:

- which types of learning are best achieved and supported through demonstrations
- how to choose between instruction and demonstration as learning methods
- how to identify individual learning needs
- which factors are likely to prevent learning and how to overcome them
- how to choose and prepare appropriate materials, including technology based materials.
- which types of learning are best achieved through instruction
- how to make sure everybody acts in line with health, safety and environmental protection legislation and best practice
- how to analyse developments in learning and new ways of delivery, including technology based learning

It is also expected that evidence from your observations will show how you:

- structured the demonstration so that the learner got the most out of it
- encouraged learners to ask questions and get explanations at appropriate stages in the demonstration
- gave learners the opportunities to practice the skill being demonstrated
- gave learners positive feedback
- reinforced learning by repeating demonstration
- responded to the needs of learners during the demonstration
- reduced distractions and disruptions as much as possible
- matched instruction to the needs of learners
- ensured that the manner, level and speed of the instruction encourages learners to take part
- regularly check that learners understand and adapt instruction as appropriate
- gave learners positive feedback on the learning experience and the outcome achieved
- identified anything that prevented learning and reviewed this with the learner

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to demonstrate skills and methods to learners	1.1	perform demonstrations based on an analysis of the skills needed and the order in which they must be learned				
		1.2	perform demonstrations that are accurate and realistic				
		1.3	perform structured demonstrations so that the learner can get the most out of it				
		1.4	perform demonstrations whilst encouraging learners to ask questions and get explanation at appropriate stages in the demonstration				
		1.5	provide positive feedback to learners whilst they are being given the opportunity to practise the skills that have been demonstrated				
		1.6	perform additional demonstrations of skills being taught to reinforce learning				
		1.7	perform demonstrations in a safe environment which also allows learners to see clearly				
		1.8	respond to the needs of the learners during demonstrations				
		1.9	reduce distractions and disruptions as much as possible				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to instruct learners	2.1	implement instruction which is matched to the needs of learners				
		2.2	use identified learning outcomes which can be achieved through instruction				
		2.3	perform instruction, ensuring that the manner, level and speed of the instruction encourages learners to take part				
		2.4	perform instruction whilst regularly checking that the learners understand and adapt instruction as appropriate				
		2.5	give learners positive feedback on the learning experience and the outcomes achieved				
		2.6	carry out a review with the learners to identify anything that prevented learning and adapt instruction as appropriate				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 61: Competency in Monitoring and Solving Customer Service Problems Within a Vehicle Parts Environment

Unit reference number: R/502/6069

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit requires the learner to demonstrate competence in solving immediate customer service problems effectively and about changing systems to avoid repeated customer service problems within vehicle parts operations.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

You must:

- 1 produce evidence to show you achieve all of the Learning Outcomes to the standard shown in the assessment criteria on more than **one** occasion
- 2 produce performance evidence resulting from work you have carried out in a real parts 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 on at least **one** occasion
- 4 produce evidence of solving immediate customer service problems on at least **2** separate occasions
- 5 produce evidence of identifying repeated customer service problems and options for solving them on at least **1** occasion
 - i produce evidence of taking action to avoid the repetition of customer service problems on at least **1** occasion
 - ii be observed monitoring and solving customer service problems on at least **2** separate occasions.

*Evidence from simulated activities is **not** acceptable for this unit.*

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to solve immediate customer service problems	1.1	respond positively to customers' problems according to organisational guidelines			
		1.2	solve customer problems when it is within own area of authority			
		1.3	work with others when necessary to solve customer's problems			
		1.4	keep customers informed of the action being taken			
		1.5	confirm with customers that they are satisfied with the action taken			
		1.6	solve problems within service systems and procedures which might affect customers before they come aware of them			
		1.7	inform the relevant person and colleagues of the steps taken to solve specific problems			
2	Be able to identify repeat customer service problems and options to solve them	2.1	work individually or with colleagues to identify repeated customer service problems			
		2.2	identify the options for dealing with repeated problems and consider the advantages and disadvantages of each option			
		2.3	work with others to determine an agreed way forward for solving repeated problems			
		2.4	select the best option for customers and the organisation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to take action to avoid repeat customer service problems	3.1	negotiate with the relevant person changes to customer service systems and procedures that will reduce the chance of problems being repeated			
		3.2	implement the solution agreed with relevant colleagues			
		3.3	keep customers informed in a positive and clear manner of steps being taken to solve any service problems			
		3.4	monitor the solutions that have been implemented and make any suitable changes to ensure that no further problems occur			
		3.5	action changes to customer service systems and procedures brought in by the organisation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 62: Plan, Monitor and Adjust Staffing Levels and Schedules in a Retail Environment

Unit reference number: H/500/5193

QCF level: 3

Credit value: 11

Guided learning hours: 63

Unit summary

This unit is about preparing staffing plans and schedules so that work objectives and targets can be met. It includes assessing the staffing situation and making recommendations for changes in staffing where you feel these are justified.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

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 in a real parts 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 producing a detailed staffing plan on at least 2 separate occasions
- 5 produce evidence of adjusting staffing plans when both unexpected and planned absence occurs
- 6 be observed by your assessor producing or amending a staffing plan

*Evidence from simulated activities is **not** acceptable for this unit*

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Know how to plan staffing levels and prepare work schedules for a retail team	1.1	show that they know why staffing plans are needed				
		1.2	show that they know the relevant laws, company policy and contract terms and conditions which affect the hours that staff must work				
		1.3	show that they know and understand the relationship between staffing plans and work targets				
		1.4	show that they know how to work out staffing requirements				
		1.5	show that they know how to produce and present staffing plans in a form suitable for the needs of the relevant people				
		1.6	show that they know how to schedule work so that operational needs are met and operational limits are taken account of				
2	Know how to monitor staffing levels and schedules against the work targets of a retail team	2.1	show that they know how staffing levels and the way in which staff are used can affect the work that can be done				
		2.2	show that they know how to collect and evaluate information on staffing				
		2.3	show that they know how to adjust staffing levels and schedules				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Plan staffing levels and prepare work schedules for a retail team	2.4	show that they know the factors, other than staffing, that may affect progress towards work targets, and the effect these are likely to have				
		2.5	show that they know how to justify assessments of effectiveness				
		2.6	show that they know how their manner and behaviour when presenting the results of assessments is likely to influence staff's response to them				
		3.1	produce staffing plans and schedules that cover all operational needs and take account of operational limits				
		3.2	produce staffing plans and schedules that include accurate numbers and realistic levels of skill, work allocation, places where people will work, and start and finish times				
		3.3	schedule hours of work that keep to relevant laws, company policy and contracts of employment				
		3.4	produce plans that are easy for the relevant people to understand and use				
		3.5	include realistic emergency plans to cope with abnormal situations				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Monitor staffing levels and schedules against the work targets of a retail team	4.1	collect and organise enough information about the staff available and the work those staff are doing				
		4.2	assess realistically whether there are enough staff for targets to be achieved				
		4.3	find out what progress is being made towards achieving work targets				
		4.4	use the information about staffing and progress towards targets to make realistic and justifiable assessments of how effective staff are				
		4.5	adjust staffing levels and schedules so that targets can be met				
		4.6	clearly and promptly recommend changes in staffing to their manager				
		4.7	promptly pass on the results of assessments to the people who need those results				
		4.8	use the results of assessments to encourage staff to reach targets				

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 63: Competency in Receiving and Storing Motor Vehicle Parts

Unit reference number: K/502/6059

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit requires the learner to demonstrate competence in receiving and storing motor vehicle parts to meet customer requirements.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

You must:

- 1 produce evidence to show you achieve **all** of the Learning Outcomes to the standard shown in the assessment criteria on more than one occasion
- 2 produce performance evidence resulting from work you have carried out in a real parts 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 on at least one occasion
- 4 produce evidence of receiving and storing vehicle parts on **at least 3 separate** occasions
- 5 produce evidence of dealing with discrepancies on **at least 2 separate** occasions including:
 - i damaged stock
 - ii incorrect stock
- 6 be observed receiving and storing vehicle parts on at least 2 separate occasions

*Evidence from simulated activities is **not** acceptable for this unit.*

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare to receive and store motor vehicle parts	1.1	wear suitable personal protective equipment when receiving and storing parts			
		1.2	ensure the goods inwards area is clear before the arrival of expected deliveries			
		1.3	ensure there is sufficient storage space before the arrival of expected deliveries			
2	Be able to receive motor vehicle parts	2.1	ensure deliveries are unloaded safely and securely, observing all manual handling requirements			
		2.2	ensure the parts received are: <ul style="list-style-type: none"> a checked against requirements / stock orders b match part number, description and quantity c fit for resale 			
		2.3	ensure that delivery documentation is complete, accurate and processed promptly			
		2.4	check delivery records to ensure organisational requirements have been met by individual suppliers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to store motor vehicle parts after receiving them	3.1	place parts into storage correctly and within required timescales, taking account of relevant stock rotation requirements			
		3.2	ensure that parts can be accessed easily			
		3.3	organise storage facilities to take account of:			
			<ul style="list-style-type: none"> a known operational needs b safety requirements c the need to preserve the condition of parts d legal requirements 			
3.4	maintain a routine for checking the movement of stock to ensure that health and safety and other organisational requirements are being met					
4	Be able to maintain records relating to receiving and storing motor vehicle parts	4.1	keep complete, accurate and up-to-date stock records that can be accessed by everyone who needs them			
		4.2	update stock records accurately upon receipt of stock orders			
		4.3	report any discrepancies or problems identified during receipt and storage of stock orders to the relevant person(s) promptly			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 64: Competency in Selling Motor Vehicle Parts to Customers

Unit reference number: L/502/6071

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit requires the learner to demonstrate competence in providing information to vehicle parts customers in order to sell them products that are suitable for their needs.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

You must:

- 1 produce evidence to show you achieve **all** of the Learning Outcomes to the standard shown in the assessment criteria on more than one occasion
- 2 produce performance evidence resulting from work you have carried out in a real parts 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 on at least one occasion
- 4 be observed identifying customer requirements on **at least 2 separate** occasions. Your evidence must include suggestions of **at least 2** different alternatives (alternative parts to meet needs, alternative sourced of the parts)
- 5 be observed providing information about the features and benefits of products on **at least 2 separate** occasions

- 6 be observed confirming the customers preferences and buying decisions on at least 2 separate occasions
- 7 produce evidence of selling at least 2 different types of associated or additional parts which:
 - extend the life of the main purchase
 - link to the function of the main purchase

*Evidence from simulated activities is **not** acceptable for this unit.*

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to provide the customer with a choice of motor vehicle parts to meet their needs	1.1	select the appropriate parts number's that the customer is looking for from the information they provide			
		1.2	give clear explanations and suggestions about alternatives if the customer's requirements cannot be met or appear unrealistic			
		1.3	check whether the parts most likely to meet the customer's requirements are available			
		1.4	give accurate advice on other courses of action when the customer's preferred part is not available			
2	Be able to help customers choose motor vehicle parts that meet their needs	2.1	explain the features and benefits of parts and how they meet the customer's requirements			
		2.2	spend enough time with customers whilst making sure that the parts operation or other customers are not ignored			
		2.3	provide customers with enough time to ask questions seek clarification and make buying decisions			
		2.4	handle objections and queries in a way that promotes sales and keeps the customer's confidence			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.5	promote sales and goodwill through being courteous to customers and interacting with them effectively			
3	Be able to complete the sale of motor vehicle parts	3.1	take opportunities for selling associated or additional parts			
		3.2	acknowledge the customer's buying decisions			
		3.3	explain any after sales service and customer rights that apply			
		3.4	process payments promptly			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 65: Competency in Processing Payment Transactions Within a Vehicle Parts Environment

Unit reference number: M/502/6063

QCF level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit requires the learner to demonstrate competence in calculating the cost of parts and processing both cash and other forms of payment, including credit and debit card payments, account payments and credit transfers.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

You must:

- 1 produce evidence to show you achieve all of the Learning Outcomes to the standard shown in the assessment criteria on more than one occasion
- 2 produce performance evidence resulting from work you have carried out in a real parts 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 on at least one occasion.
- 4 produce evidence of processing payments (cash and non-cash) on **at least 3* separate occasions**

- 5 produce evidence of using each of the following types of documentation:
 - receipts and records
 - credit and charge card slips
 - credit account slips
- 6 be observed processing payments on at least 2* separate occasions

*Evidence from simulated activities is **not** acceptable for this unit.*

**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 techniques and processes.*

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to calculate prices for motor vehicle parts	1.1	identify the price of items			
		1.2	resolve any problems in pricing parts promptly by using the available sources of information			
		1.3	calculate the total price of the transaction correctly			
		1.4	inform customers of the amount due clearly and accurately			
2	Be able to process payments for motor vehicle parts	2.1	confirm the cash amount given by the customer and the change given to them, if relevant			
		2.2	verify the identity of account holders following organisational procedures prior to debiting their account			
		2.3	gain authorisation for accepting non-cash payments and processing account debits when the value of the order exceeds the limit that can be personally authorised			
		2.4	inform the customer in a suitable manner when authorisation for payment cannot be obtained for non-cash transactions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.5	complete and process all documentation required clearly and accurately			
		2.6	store payments securely and protect them from theft			
3	Be able to provide an appropriate level of customer service when processing payments	3.1	ensure customers are treated courteously at all times			
		3.2	balance the need to give attention to individual customers whilst ensuring that others are not left without attention			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 66: Competency in Monitoring Procedures to Control Risks to Health and Safety in the Automotive Sector

Unit reference number: F/502/6486

QCF level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit provides the learner with competency to effectively plan and fairly allocate the work required within their area. It also includes the monitoring of progress and quality of work to ensure that the required level or standard of performance is being met.

Assessment Requirements/Evidence requirements:

This unit must be assessed in accordance with the IMI Assessment Strategy (*Annexe C*) and adhere to the IMI Competency Unit Assessment Requirements as detailed below:

- produce evidence to show you meet all of the learning outcomes
- produce performance evidence resulting from work you have carried out with customers 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
- be observed by an assessor as defined in the imi vcq assessment strategy
- produce evidence of dealing with health and safety issues to include:
 - continuous monitoring of workplace activities at correct intervals
 - using feedback obtained to make relevant changes in relation to health and safety
 - responding promptly to any breaches to health and safety
- produce evidence of dealing with risks in the workplace to include:
 - accurate record keeping
 - obtaining agreement of changes required to reduce the risk
 - adhering to workplace policies and procedures

- reporting of any conflicts that may exist between workplace policies and statutory requirements
- regular monitoring of precautions to ensure they are effective in reducing the risk
- be observed by your assessor in your normal workplace dealing with a health and safety issue

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to check that health and safety procedures are followed	1.1	ensure that all the information available regarding health and safety is up-to-date			
		1.2	check that other people possess the most up-to-date information, instructions and training regarding health and safety on a regular basis			
		1.3	monitor procedures according to workplace requirements at agreed intervals			
		1.4	utilise information obtained from feedback relating to workplace procedures			
		1.5	respond promptly to any breaches of health and safety procedures			
		1.6	keep records relating to health and safety matters in the correct format on a regular basis			
		1.7	suggest recommendations for changes to workplace procedures to a responsible person			
2	Be able to ensure that risks are controlled safely and effectively	2.1	ensure that accurate records are kept regarding workplace risks identified			
		2.2	adhere to workplace procedures regarding the reporting of hazards and high risks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	ensure that appropriate precautions to control risks are agreed			
		2.4	check on a regular basis that other persons are aware of any risks and the appropriate action to take to reduce the risks			
		2.5	review on a regular basis that the precautions to reduce risks are minimised			
		2.6	report promptly and accurately any conflicts which exist between workplace and statutory requirements			
		2.7	ensure that all reports contain accurate details about the cause of hazards			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications published annually
- functional skills publications – specifications, tutor support materials and question papers
- Regulatory Arrangements for the Qualification and Credit Framework (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

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

Professional development and training

Edexcel 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 (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel 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: Progression pathways

The Edexcel qualification framework for the automotive sector:

Level	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
5	BTEC Level 5 HND Diploma in Vehicle Operations Management (QCF)		
4	BTEC Level 4 HNC Diploma in Vehicle Operations Management (QCF)		

Level	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
3		<p>Edexcel BTEC Level 3 Diploma in Light Vehicle Maintenance and Repair Principles (QCF)</p> <p>Edexcel BTEC Level 3 Diploma in Heavy Vehicle Maintenance and Repair Principles (QCF)</p> <p>Edexcel BTEC Level 3 Diploma in Auto Electrical and Mobile Electrical Principles (QCF)</p> <p>Edexcel BTEC Level 3 Diploma in Vehicle Fitting Supervisory Principles (QCF)</p> <p>Edexcel BTEC Level 3 Diploma in Vehicle Accident Repair Body Principles (QCF)</p> <p>Edexcel BTEC Level 3 Diploma in Vehicle Accident Repair Principles (QCF)</p>	<p>Edexcel Level 3 Diploma in Light Vehicle Maintenance and Repair Competence (QCF)</p> <p>Edexcel Level 3 Diploma in Heavy Vehicle Maintenance and Repair Competence(QCF)</p> <p>Edexcel Level 3 Diploma in Auto Electrical and Mobile Electrical Competence (QCF)</p> <p>Edexcel Level 3 Diploma in Vehicle Fitting Supervisory Competence (QCF)</p> <p>Edexcel Level 3 Diploma in Vehicle Accident Repair Body Competence (QCF)</p> <p>Edexcel Level 3 Diploma in Vehicle Accident Repair Paint Competence (QCF)</p>
		<p>Edexcel BTEC Level 3 Diploma in Lift Truck Maintenance & Repair Principles (QCF)</p> <p>Edexcel BTEC Level 3 Diploma in Motorcycle Maintenance and Repair Principles (QCF)</p> <p>Edexcel BTEC Level 3 Diploma in Vehicle Sales Principles (QCF)</p> <p>Edexcel BTEC Level 3 Diploma in Body Building Principles (QCF)</p>	<p>Edexcel Level 3 Diploma in Lift Truck Maintenance & Repair Competence (QCF)</p> <p>Edexcel Level 3 Diploma in Motorcycle Maintenance and Repair Competence (QCF)</p> <p>Edexcel Level 3 Diploma in Vehicle Sales Competence (QCF)</p> <p>Edexcel Level 3 Diploma in Body Building Competence (QCF)</p>

Level	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
2		<p>Edexcel BTEC Level 2 Diploma in Light Vehicle Maintenance and Repair Principles (QCF)</p> <p>Edexcel BTEC Level 2 Diploma in Heavy Vehicle Maintenance and Repair Principles (QCF)</p> <p>Edexcel BTEC Level 2 Diploma in Auto Electrical and Mobile Electrical Principles (QCF)</p> <p>Edexcel BTEC Level 2 Diploma in Vehicle Fitting Principles (QCF)</p> <p>Edexcel BTEC Level 2 Diploma in Vehicle Accident Repair Paint Principles (QCF)</p> <p>Edexcel BTEC Level 2 Diploma in Vehicle Accident Repair Body Principles (QCF)</p>	<p>Edexcel Level 2 Diploma in Light Vehicle Maintenance and Repair Competence(QCF)</p> <p>Edexcel Level 2 Diploma in Heavy Vehicle Maintenance and Repair Competence (QCF)</p> <p>Edexcel Level 2 Diploma in Auto Electrical and Mobile Electrical Competence (QCF)</p> <p>Edexcel Level 2 Diploma in Vehicle Fitting Competence (QCF)</p> <p>Edexcel Level 2 Diploma in Vehicle Accident Repair Paint Competence (QCF)</p> <p>Edexcel Level 2 Diploma in Vehicle Accident Repair Body Competence (QCF)</p>

Level	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
2		<p>Level 2 Diploma in Lift Truck Maintenance & Repair Principles (QCF)</p> <p>Edexcel BTEC Level 2 Diploma in Motorcycle Maintenance and Repair Principles (QCF)Edexcel BTEC Level 2 Diploma in Vehicle Sales Principles (QCF)</p> <p>Edexcel BTEC Level 2 Diploma in Vehicle Accident Repair Mechanical, Electrical and Trim (MET) Principles (QCF)</p> <p>Edexcel BTEC Level 2 Diploma in Body Building Principles (QCF)Edexcel BTEC Level 2 Diploma in Heavy Vehicle Trailer Maintenance & Repair Principles (QCF)</p>	<p>Edexcel Level 2 Diploma in Lift Truck Maintenance & Repair Competence (QCF)</p> <p>Edexcel Level 2 Diploma in Motorcycle Maintenance and Repair Competence (QCF)</p> <p>Edexcel Level 2 Diploma in Vehicle Sales Competence (QCF)</p> <p>Edexcel Level 2 Diploma in Vehicle Accident Repair Mechanical, Electrical and Trim (MET) Competence (QCF)</p> <p>Edexcel Level 2 Diploma in Body Building Competence (QCF)</p> <p>Edexcel Level 2 Diploma in Heavy Vehicle Trailer Maintenance & Repair Competence (QCF)</p>
1			
Entry			

Annexe B: Centre certification and registration

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

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel 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 Edexcel 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 Edexcel's policy on learners with particular requirements.

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

Please refer to Edexcel's Equality Policy for further details, www.edexcel.co/policies/pages/home.aspx



THE INSTITUTE OF THE MOTOR INDUSTRY

Assessment Strategy

For

Vocational Competency Qualifications (VCQs)

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 reflect 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 section, Workplace Assessment/Simulation).

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.

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