

# Pearson BTEC Level 1 Introductory in Transport and Vehicle



## Specification

*First teaching from September 2019*

Pearson BTEC Level 1 Introductory Award in Transport and Vehicle

Pearson BTEC Level 1 Introductory Certificate in Transport and Vehicle

Pearson BTEC Level 1 Introductory Diploma in Transport and Vehicle



**Pearson  
BTEC Level 1  
Introductory Award in  
Transport and Vehicle**

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Introductory Diploma in  
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**Specification**

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Issue 1

**Edexcel, BTEC and LCCI qualifications**

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# Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

When creating the BTEC Introductory Suite, we worked with colleges to ensure that learners' needs were met. The colleges told us that it is essential that Level 1 learners develop key progression skills in areas such as problem solving, communication and research.

We have addressed this through:

- offering a BTEC Introductory Award, a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

## A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Award, Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.



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# Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory, Award, Certificate or Diploma in Transport and Vehicle. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed for pre-16 to 19+ learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression. For learners who do not want to specialise in one particular sector, we offer a Vocational Studies qualification in the Award, Certificate and Diploma sizes. The Vocational Studies qualification gives learners the opportunity to study units from across the sectors.

The qualifications have been created in line with the ethos and recommendations of study programmes for pre-16 to 19+ year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them, typically alongside maths and English studies.

In the transport and vehicle sector the qualifications are:

Pearson BTEC Level 1 Introductory Award in Transport and Vehicle (70 GLH)  
(Qualification Number 603/4884/7)

Pearson BTEC Level 1 Introductory Certificate in Transport and Vehicle (180 GLH)  
(Qualification Number 603/4885/9)

Pearson BTEC Level 1 Introductory Diploma in Transport and Vehicle (360 GLH)  
(Qualification Number 603/4886/0).

The information in this specification is correct at the time of publication.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 1 Introductory Award in Transport and Vehicle</b>	70 GLH Two units must be achieved, of which one must be taken from Core Skills (Group A), Developing a Personal Progression Plan and one unit from the sector options (Group B).	Designed for learners wishing to gain an introduction to a chosen vocation area. The Award offers the opportunity for learners to study a sector unit and plan for their next steps by completing the mandatory unit: <i>Developing a Personal Progression Plan</i> .
<b>Pearson BTEC Level 1 Introductory Certificate in Transport and Vehicle</b>	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the transport and vehicle sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
<b>Pearson BTEC Level 1 Introductory Diploma in Transport and Vehicle</b>	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the transport and vehicle sector and supporting progression on to further study. It could be a substantial vocational qualification within a study programme that includes other appropriate subjects such as English and maths.

### Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments, that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Award in Transport and Vehicle is a qualification having:

- Total Qualification Time: 81 hours
- Guided Learning: 70 hours.

The Pearson BTEC Level 1 Introductory Certificate in Transport and Vehicle is a qualification having:

- Total Qualification Time: 206 hours
- Guided Learning: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Transport and Vehicle is a qualification having:

- Total Qualification Time: 423 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but may use their professional judgement to determine the provision of guided learning and study time across the units.

## Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification, the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels learners may be expected to complete tasks in greater detail or with greater confidence or independence.

### Transferable Skills coverage

The development of transferable and sector skills is the main focus. We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route. The transferable skills covered in the units are summarised in the grid below.

<b>Communication</b> <ul style="list-style-type: none"><li>• Writing, speaking and listening to others</li><li>• Using body language to help communication</li><li>• Using communication for different purposes</li><li>• Communicating in a variety of ways, including electronic and social media</li></ul>
<b>Working with others</b> <ul style="list-style-type: none"><li>• Setting common goals</li><li>• Showing respect for others in the team and valuing their contributions</li><li>• Listening to others in the team, being open minded</li><li>• Taking on roles and responsibilities</li></ul>
<b>Problem solving</b> <ul style="list-style-type: none"><li>• Identifying issues by being able to examine information</li><li>• Dealing with change</li><li>• Decision making to find solutions</li><li>• Staying with a problem until it is resolved</li><li>• Using IT to help solve problems</li></ul>
<b>Managing information</b> <ul style="list-style-type: none"><li>• Collecting and using information from different sources</li><li>• Determining relevance and accuracy of information</li><li>• Organising information</li><li>• Representing information in different ways</li><li>• Using IT to present and store information</li></ul>
<b>Self-management and development</b> <ul style="list-style-type: none"><li>• Setting goals and planning ahead</li><li>• Being proactive and flexible</li><li>• Being resilient and able to work under pressure</li><li>• Monitoring performance and devising strategies for improvement</li><li>• Using IT for time management</li></ul>

## **Sector skills coverage**

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

### **Functional skills**

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

## **Assessment**

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use the learner's evidence from the unit to achieve another unit.

## Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5* for rules on resubmission and retakes.

## Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

## Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D, **or** PP to DD. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualifications.

# 1 Qualification objectives and purpose

## Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Transport and Vehicle

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These Statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

### What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Transport and Vehicle are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Award offers a taster of the transport and vehicle sector and could be studied alongside other subjects.

The Certificate offers an introduction to the transport and vehicle sector and could be studied alongside other subjects within a study programme

The Diploma gives learners the opportunity to develop a broader range of skills in the transport and vehicle sector.

### Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Transport and Vehicle are primarily for post-16 learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Award is designed for learners who may want to study a sector unit and plan their next steps by completing the Developing a Personal Progression Plan unit.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification within a study programme.

### What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units offers a broad introduction to the skills and knowledge within that sector, allowing the delivery to be practical and active in order to engage the learners. For the transport and vehicle industry, the units cover topics and activities such as finding out the different areas within the sector and the use of technology, working on engine parts and carrying out vehicle safety checks.

### What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level in transport and vehicle industry. The development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in transport and vehicle could lead to Pearson BTEC Level 2 qualifications in this sector, or to the Pearson BTEC Level 2 Apprenticeship in Transport and Logistics, or to Level 2 qualifications in the sector and Level 2 qualifications in other sectors.

### **How do these qualifications enable learners to progress?**

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Award, Certificate and Diploma all contain a mandatory unit: *Developing a Personal Progression Plan* that enables learners to consider their next steps in learning.

### **How do the Award, Certificate and Diploma sizes differ in purpose?**

The Award is suitable for learners studying part time or for those who want an introduction to a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience, the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma encourages learners to take on some individual research, enabling them to be further prepared for higher-level learning.

## 2 Structure

### Pearson BTEC Level 1 Introductory Award in Transport and Vehicle

Two units must be achieved, one of which must be Developing a Personal Progression Plan (Group A) and one unit from sector options (Group B).

Pearson BTEC Level 1 Introductory Certificate in Transport and Vehicle			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete this unit</b>		
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete one unit from this group</b>		
<b>TV5</b>	Finding Out About the Transport and Vehicle Industry	<b>40</b>	<b>Sector</b>
<b>TV6</b>	Being a Responsible Road User	<b>40</b>	<b>Sector</b>
<b>TV7</b>	Exploring Technology in the Light Vehicle Industry	<b>40</b>	<b>Sector</b>
<b>TV8</b>	Providing a Valeting Service	<b>40</b>	<b>Sector</b>
<b>TV9</b>	Carrying Out Routine Mechanical Servicing of Equipment	<b>40</b>	<b>Sector</b>
<b>TV10</b>	Stripping, Replacing and Rebuilding Engine Parts	<b>40</b>	<b>Sector</b>
<b>TV11</b>	Leasing and Renting Vehicles	<b>40</b>	<b>Sector</b>
<b>TV12</b>	Developing Customer Relationships in the Transport and Motor Vehicle Maintenance Industry	<b>40</b>	<b>Sector</b>

### Pearson BTEC Level 1 Introductory Certificate in Transport and Vehicle

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Transport and Vehicle			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete both units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete three units from this group</b>		
<b>TV5</b>	Finding Out About the Transport and Vehicle Industry	<b>40</b>	<b>Sector</b>
<b>TV6</b>	Being a Responsible Road User	<b>40</b>	<b>Sector</b>
<b>TV7</b>	Exploring Technology in the Light Vehicle Industry	<b>40</b>	<b>Sector</b>
<b>TV8</b>	Providing a Valeting Service	<b>40</b>	<b>Sector</b>
<b>TV9</b>	Carrying Out Routine Mechanical Servicing of Equipment	<b>40</b>	<b>Sector</b>
<b>TV10</b>	Stripping, Replacing and Rebuilding Engine Parts	<b>40</b>	<b>Sector</b>
<b>TV11</b>	Leasing and Renting Vehicles	<b>40</b>	<b>Sector</b>
<b>TV12</b>	Developing Customer Relationships in the Transport and Motor Vehicle Maintenance Industry	<b>40</b>	<b>Sector</b>

## Pearson BTEC Level 1 Introductory Diploma in Transport and Vehicle

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Transport and Vehicle			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete all units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>A3</b>	Working with Others	<b>30</b>	<b>Core</b>
<b>A4</b>	Researching a Topic	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete six units</b>		
<b>TV5</b>	Finding Out About the Transport and Vehicle Industry	<b>40</b>	<b>Sector</b>
<b>TV6</b>	Being a Responsible Road User	<b>40</b>	<b>Sector</b>
<b>TV7</b>	Exploring Technology in the Light Vehicle Industry	<b>40</b>	<b>Sector</b>
<b>TV8</b>	Providing a Valeting Service	<b>40</b>	<b>Sector</b>
<b>TV9</b>	Carrying Out Routine Mechanical Servicing of Equipment	<b>40</b>	<b>Sector</b>
<b>TV10</b>	Stripping, Replacing and Rebuilding Engine Parts	<b>40</b>	<b>Sector</b>
<b>TV11</b>	Leasing and Renting Vehicles	<b>40</b>	<b>Sector</b>
<b>TV12</b>	Developing Customer Relationships in the Transport and Motor Vehicle Maintenance Industry	<b>40</b>	<b>Sector</b>

# 3 Units

## Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Section	Explanation
<b>Unit number</b>	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. TV5, TV6.
<b>Unit title</b>	This is the formal title used and it appears on certificates.
<b>Level</b>	All units are at Level 1 as outlined in the Ofqual level descriptors.
<b>Unit type</b>	This shows whether a unit is a core or sector unit. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a value of 30 or 40 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
<b>Unit in brief</b>	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
<b>Unit summary</b>	This section helps tutors to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
<b>Functional skills</b>	This table summarises opportunities for functional skills development in the unit.
<b>Unit content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
<b>Learning aims</b>	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in <i>Appendix 1</i> . All assessors need to understand our expectations of the terms used.

Section	Explanation
<b>Essential information for assessment decisions</b>	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
<b>Essential resources</b>	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see <i>Section 10</i> .
<b>Delivery guidance</b>	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
<b>Suggested assessment activity</b>	This section suggests scenarios and tasks that can be used in summative assessment activities.



## Index of units

This section contains all the units developed for these qualifications. Please refer to *pages 10-11* to check which units are available for the Transport and Vehicle qualifications.

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# Unit A1: Being Organised

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

## Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

## Learning aims

In this unit you will:

- A** Explore techniques to improve own organisational skills
- B** Review the use of techniques to improve own organisational skills.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore techniques to improve own organisational skills	<ul style="list-style-type: none"> <li>Techniques to improve organisation</li> </ul>	<ul style="list-style-type: none"> <li>A planner for a two-week period.</li> <li>Supporting documentation that demonstrates the techniques used.</li> </ul>
<b>B</b> Review the use of techniques to improve own organisational skills		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Organisational skills</li> <li>Time management</li> <li>Use of ICT management tools</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Managing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Write clearly and coherently, including an appropriate level of detail.</li> <li>Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Solve problems requiring calculations with common measures, including time and money.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Techniques to improve organisation

Learners will practice skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
  - produce daily or weekly to-do lists or action plans to meet deadlines
  - prioritise tasks
  - create a checklist of tasks that need to be completed, reviewing it regularly
  - consider how long each task might take
  - use free calendar software to keep timings of lessons and work
  - allow a little extra time in case longer is spent on one task than expected
  - foresee problems and plan ways to overcome them
  - review priorities.
- Organisational techniques:
  - ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
  - use organisational stationery such as folders, dividers, highlighters
  - set up and manage a filing system of work and emails to allow for quick and easy access
  - use alerts on phones and other digital devices
  - use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
  - different types of planner such as wall planners, calendars, electronic and/or online planners
  - using them daily, weekly or monthly
  - keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
  - strengths and weaknesses of techniques used
  - why some techniques worked better than others
  - ways to improve own time management and organisation.

#### Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore techniques to improve own organisational skills</b>		
<b>A.P1</b> Use limited techniques to improve own organisational skills.	<b>A.M1</b> Use appropriate techniques to improve own organisational skills.	<b>A.D1</b> Use appropriate and effective techniques to improve own organisational skills.
<b>Learning aim B: Review the use of techniques to improve own organisational skills</b>		
<b>B.P2</b> Identify the techniques used to improve own organisational skills, giving outline examples.	<b>B.M2</b> Review the techniques used, giving some examples of how they improved own organisational skills.	<b>B.D2</b> Review the techniques used, giving detailed examples of how they improved own organisational skills.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

**For merit standard**, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

**For pass standard**, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

**Suggested time:** about 2 hours.

### Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

**Suggested time:** about 1 hour.

### Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

**Suggested time:** about 1 hour.

### Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels. Learners work through their folders, using some of the filing and labelling techniques they have learned.

**Suggested time:** about 2 hours.

### Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

**Suggested time:** about 2 hours.

### Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

Complete a study plan for a particular assignment or activity in your sector units.



# Unit A2: Developing a Personal Progression Plan

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

## Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

## Learning aims

In this unit you will:

- A** Explore the skills and behaviours needed to meet personal progression goal
- B** Produce a progression plan to meet intended progression goal.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Explore the skills and behaviours needed to meet personal progression goal</p>	<ul style="list-style-type: none"> <li>• Benefits and purpose of developing a progression plan</li> <li>• Finding out about progression opportunities</li> <li>• Setting a progression goal</li> <li>• Identifying the skills and behaviours needed to meet progression goal</li> <li>• Reviewing own skills and behaviours against progression goal</li> <li>• Creating a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of skills and behaviours.</li> <li>• Personal progression plan.</li> </ul>
<p><b>B</b> Produce a progression plan to meet intended progression goal</p>		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Learners can reflect on the sector skills they have developed when considering their progression goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of information about progression opportunities and requirements</li> <li>• Producing a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Written communication</li> <li>• Managing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li> </ul>

## Unit content

### Knowledge and skills

#### Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

#### Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

#### Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

#### Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
  - transferable skills, e.g. communication, working with others, problem solving
  - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

#### Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

#### Creating a progression plan

To include:

- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

### Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the skills and behaviours needed to meet personal progression goal</b>		
<b>A.P1</b> Identify an intended progression goal.	<b>A.M1</b> Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	<b>A.D1</b> Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
<b>A.P2</b> Outline the skills and behaviours needed to meet personal progression goal.	<b>A.M2</b> Identify how own skills and behaviours meet personal progression goal.	<b>A.D2</b> Describe how own skills and behaviours meet personal progression goal.
<b>Learning aim B: Produce a progression plan to meet intended progression goal</b>		
<b>B.P3</b> Produce an outline progression plan to meet intended progression goal.	<b>B.M3</b> Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	<b>B.D3</b> Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

### For distinction standard, learners:

- set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
- produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

### For merit standard, learners:

- set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
- carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
- produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

### For pass standard, learners:

- set a broad progression goal that shows limited evidence of finding out information from sources
- list the skills and behaviours needed to meet the goal
- produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them. This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

**Suggested time:** about 1 hour.

### Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

**Suggested time:** about 3 hours.

### Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

**Suggested time:** about 3 hours.

### Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

**Suggested time:** about 3 hours.

### Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

**Suggested time:** about 3 hours.

### Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

**Suggested time:** about 3 hours.

**Matching skills and behaviours to progression opportunities**

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to produce a new audit and progression plan for a different progression opportunity.

# Unit A3: Working with Others

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

## Unit introduction

A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

## Learning aims

In this unit you will:

- A** Demonstrate the ability to work with others on a given activity
- B** Review own and others' performance on a given activity.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Demonstrate the ability to work with others on a given activity	<ul style="list-style-type: none"> <li>Communicating with others</li> <li>Working with others to achieve common goals</li> <li>Carrying out an outline review of own and others' performance</li> </ul>	<ul style="list-style-type: none"> <li>A log/blog that provides evidence of:</li> <li>role in a set activity where they have worked with others</li> <li>review of the activity.</li> <li>Witness statement from tutor.</li> </ul>
<b>B</b> Review own and others' performance on a given activity		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Ways to communicate effectively through listening and talking</li> <li>Building effective teams</li> <li>Ways to assess own performance</li> <li>How to plan to improve own performance</li> </ul>	<ul style="list-style-type: none"> <li>Verbal communication</li> <li>Teamwork</li> <li>Problem solving</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>Make different kinds of contributions to discussions.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

#### Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

#### Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

#### Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Demonstrate the ability to work with others on a given activity</b>		
<b>A.P1</b> Demonstrate limited communication skills when working with others to complete a given activity.	<b>A.M1</b> Demonstrate appropriate communication skills when working with others to complete a given activity.	<b>A.D1</b> Demonstrate effective communication skills when working with others to complete a given activity.
<b>A.P2</b> Undertake an activity with others, taking some responsibility for own role within it.	<b>A.M2</b> Undertake an activity with others, taking responsibility for own role within it.	<b>A.D2</b> Undertake an activity with others, taking full responsibility for own role and making effective contributions.
<b>Learning aim B: Review own and others' performance on a given activity</b>		
<b>B.P3</b> Produce an outline review of own performance during an activity.	<b>B.M3</b> Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	<b>B.D3</b> Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
<b>B.P4</b> Deliver positive feedback to others that is relevant to the activity.	<b>B.M4</b> Deliver positive and negative feedback to others, using examples from the activity.	<b>B.D4</b> Deliver constructive feedback to others, using relevant examples from the activity.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views
- complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

**For merit standard**, learners:

- generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others
- complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

**For pass standard**, learners:

- show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary
- complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of. For example, it could be the local netball team, a dance group or a professional football club. Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

**Suggested time:** about 1 hour.

### What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*. While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

**Suggested time:** about 1 hour.

### Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

**Suggested time:** about 1 hour.

**Working with a group on an activity**

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

**Suggested time:** about 2 hours.

**Communicating in teams**

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

**Suggested time:** about 5 hours.

**Relaying instructions to others**

Learners can take part in a number of activities to develop effective communication skills.

For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

**Suggested time:** about 1 hour.

**Debating a topic with others**

Tutors give learners a number of topics to discuss in small groups with some key questions.

The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the resources needed to put on the activity.

You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will work with a different group of people to produce a stand for the college open day.

# Unit A4: Researching a Topic

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

## Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use.

When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned.

All these skills are important for progressing to further qualifications.

## Learning aims

In this unit you will:

**A** Carry out research into an agreed topic

**B** Present a summary of research findings into an agreed topic.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out research into an agreed topic	<ul style="list-style-type: none"> <li>• Selecting a suitable topic</li> <li>• Collecting information on topic</li> <li>• Keeping a research log</li> <li>• Presenting findings of research</li> </ul>	<ul style="list-style-type: none"> <li>• Research log.</li> <li>• A summary of research findings.</li> </ul>
<b>B</b> Present a summary of research findings into an agreed topic		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• The research topic can be in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to plan successfully</li> <li>• Identifying sources of information</li> <li>• How to research</li> <li>• Presentation methods</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Finding out</li> <li>• Managing information</li> <li>• Communication</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Present information in a logical sequence.</li> <li>• Use correct grammar, including correct and consistent use of tense.</li> <li>• Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

#### Collecting information on topic

- Sources of information:
  - electronic media, e.g. blogs, podcasts, downloads, websites
  - printed media, e.g. newspapers/magazines/books
  - interviews
  - visits.
- Identifying and selecting the key points from research.

#### Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

#### Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

### Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out research into an agreed topic</b>		
<b>A.P1</b> Search for information on an agreed topic using given research sources.	<b>A.M1</b> Search for information on an agreed topic using own and given sources.	<b>A.D1</b> Carry out a focused and detailed search into an agreed topic.
<b>A.P2</b> Select simple information from given sources on the agreed topic.	<b>A.M2</b> Select mostly relevant information from sources on the agreed topic.	<b>A.D2</b> Select relevant information from sources that link clearly to the agreed topic.
<b>Learning aim B: Present a summary of research findings into an agreed topic</b>		
<b>B.P3</b> Present an outline summary of research findings on an agreed topic.	<b>B.M3</b> Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	<b>B.D3</b> Present a focused summary of research findings, with clear referencing to the research sources used.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

**For merit standard**, learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

**For pass standard**, learners:

- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project.

Alternatively, tutors could provide a list of potential topics for learners to choose from.

**Suggested time:** about 3 hours.

### Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

**Suggested time:** about 3 hours.

### Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

**Suggested time:** about 2 hours.

### Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

**Suggested time:** about 3 hours.

### Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

**Suggested time:** about 3 hours.

### What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

**Suggested time:** about 3 hours.

**How to present outcomes**

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to select a different topic for your research.

# Unit TV5: Finding Out About the Transport and Vehicle Industry

Level: **1**

Unit type: **Sector (Transport and Vehicle)**

Guided learning hours: **40**

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## Unit in brief

Learners will find out and present information about sectors in the transport and motor vehicle industry. They will use skills to search for, select and produce relevant information about the sectors.

## Unit introduction

Did you know that there are over 30,000 parts in an average vehicle and heavy vehicles are inspected every six weeks? In order to make sure these parts are kept in working order there are a significant number of workers employed to repair, replace and maintain vehicles.

There are different sectors within the transport and motor vehicle industry including light vehicles, motor cycles, cars, heavy vehicles, leasing and renting, parts and accident repair. There are a wide range of job opportunities in each sector including mechanic, motor vehicle service and maintenance technician, MOT tester or breakdown engineer. With experience, you could specialise in a particular area such as motorsport engineering. You may have the opportunity to work on electric and hybrid cars or to specialise in tuning or modifying vehicles for higher performance. Depending on which sector you work in, you will need a wide range of skills to carry out the job successfully and safely.

In this unit, you will learn about the job roles and skills needed to work in different sectors of the transport and motor vehicle industry.

## Learning aims

In this unit you will:

- A** Find out about the different sectors and job roles in transport and motor vehicle industry
- B** Produce information about different sectors and job roles in the transport and vehicle industry.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Find out about the different sectors and job roles in transport and motor vehicle industry	<ul style="list-style-type: none"> <li>Sectors and job roles in the transport and motor vehicle industry</li> <li>Professional and governmental organisations as sources of information</li> <li>Activities carried out in the transport and motor vehicle industry and the practical skills needed</li> </ul>	<ul style="list-style-type: none"> <li>Learners produce information about sectors in the transport and motor vehicle industry in an appropriate format, such as a poster, leaflet or short presentation</li> </ul>
<b>B</b> Produce information about different sectors and job roles in the transport and vehicle industry		

### Key teaching areas include:

Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Searching for information about sectors in the transport and motor vehicle industry</li> <li>Identifying and selecting information about what sectors in the transport and motor vehicle industry do</li> <li>Ensuring information is current</li> <li>Producing information about different sectors in the transport and motor vehicle industry</li> </ul>	<ul style="list-style-type: none"> <li>Sources of information about the transport and motor vehicle industry including professional and governmental organisations</li> <li>Sectors in the transport and motor vehicle industry and what they do</li> <li>Types of activity carried out in the transport and motor vehicle industry</li> </ul>	<ul style="list-style-type: none"> <li>Finding information</li> <li>Producing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Finding out and producing information</li> <li>Present information/points of view clearly and in appropriate form.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Sectors in the transport and motor vehicle industry

- Light vehicles, motor cycles, cars.
- Heavy vehicles.
- Leasing and renting.
- Parts.
- Accident repair.
- Spray shops.
- Tyre replacement.
- Exhaust replacement.
- Breaks and MOT.
- Motor spares shops.

#### Job roles in the transport and motor vehicle industry

- Technicians, e.g. light vehicle technician, heavy vehicle technician, senior technician, technician supervisor, diagnostic technician, auto electrician.
- Progression through the job roles, e.g. apprentice, technician, master technician, workshop supervisor/manager, dealer manager/owner.
- Other job roles within the industry, e.g. manufacturing, design, distribution, sales, marketing, service reception, motorsports, recycling.

#### Professional and governmental organisations as sources of information

- The Institute of the Motor Industry (IMI).
- The Society of Motor Manufacturers and Traders Ltd (SMMT).
- British Cleaning Council (BCC)
- Retail Motor Industry Federation (RMIF).
- The Ministry of Transport.
- Health and Safety Executive (HSE) – as part of the Department for Work and Pensions (DWP).

#### Activities carried out in the transport and motor vehicle industry and the practical skills needed

- Activities, e.g.: carrying out maintenance checks according to manufacturers' guidelines, repairing and replacing faulty parts and components, liaising with customers, maintaining accurate repair and service records.
- Practical skills, e.g. following safe working practices, safe manual handling, checking for risks and hazards before and while working and finding ways to minimise hazards, selecting and using appropriate tools, equipment and personal protective equipment (PPE).

### Transferable skills

- Finding information: planning and preparing to carry out primary and secondary research, e.g. questions to ask guest speakers, or areas to focus on during visits, searching for and finding information on sectors in the transport and motor vehicle industry.
- Presenting information: selecting, using and organising information on sectors in the transport and motor vehicle industry, to include identifying key points, making notes, and summarising and organising information in a structured and clear format.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Find out about the different sectors and job roles in transport and motor vehicle industry</b>		
<b>A.P1</b> Select information about different sectors in the transport and motor vehicle industry from given source.	<b>A.M1</b> Select relevant information about different sectors in the transport and motor vehicle industry from different given sources.	<b>A.D1</b> Select relevant information about different sectors in the transport and motor vehicle industry from own and given sources.
<b>Learning aim B: Produce information about different sectors and job roles in the transport and vehicle industry</b>		
<b>B.P2</b> Produce correct information about different sectors in the transport and vehicle industry.	<b>B.M2</b> Produce correct and detailed information about the transport and vehicle industry.	<b>B.D2</b> Produce correct, detailed and well-organised information about the different sectors in the transport and vehicle industry.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- search for and select relevant and accurate information about at least three different sectors that make up the transport and motor vehicle industry, using their own sources and those provided by tutors. Learners will draw on examples that give comprehensive details of sectors described. Learners will show that they have planned and prepared for carrying out this research by being clear about what information they wanted to find out and how they could achieve this, e.g. details of questions they would ask practitioners, which aspects they would focus on during a visit, sources of information they would focus on. Learners will include details of the sources used, e.g. websites, books, discussions with guest speakers. They will also reference some of the professional and governmental organisations in the transport and motor vehicle industry
- outline why they have selected the information, e.g. it is from a trusted source, the information is up to date, and it will provide relevant and accurate information on the sectors
- produce information that is detailed and well organised; the information gives comprehensive and clear details of different sectors within the transport and motor vehicle industry, showing a clear understanding of each sector, and is organised in a clear and logical format so that it is easy to follow without the need for clarification.

**For merit standard**, learners:

- search for and select relevant information about three different sectors that make up the transport and motor vehicle industry, using different sources provided by tutors. Learners draw on examples that give some detail about the sectors described. They show that they have carried out some planning and preparation for carrying out this research by giving an indication of the information they wanted to find out and how they could achieve this, e.g. questions they would ask practitioners. Learners will include details of the sources used, e.g. websites, books, discussions with guest speakers. Learners will reference the sources used and give details how what they selected provides information on key aspects of the sectors
- produce information that gives clear details of the different sectors that make up the transport and motor vehicle industry, showing an understanding of each sector, and presented in a format that is clear and appropriate, with minimal need for clarification.

**For pass standard**, learners:

- search for and select information about two different sectors that make up the transport and motor vehicle industry from a choice of sources provided by tutors, and which may be limited to one source. Learners draw on some examples that provide key points about the sectors. Learners may need direction on the type of information to look for, e.g. job roles, what a sector does
- produce information about different sectors in the transport and motor vehicle industry. The information will be correct but may not be detailed. However it will show some understanding of the sectors, but some clarification may be needed.

### Essential resources

For this unit learners will need access to sources of information about the sectors in the transport and motor vehicle industry.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutor-led discussion to get learners thinking about the sectors that make up the transport and motor vehicle industry and the importance of these sectors. Learners could be given cards containing information on activities carried out in the industry and be asked to match them to the different sectors. Learners then engage in an IT – or learning resource – based activity to develop their initial impressions of the sector. This could take the form of a 'chain of supply' activity in which learners take a task as the starting point and then research forwards and backwards in the supply or production chain. For example, a customer has brought their car into the garage as their windscreen wiper is not working.

**Suggested time:** about 3 hours.

### Activity: Finding, managing and producing information

In small groups, learners look at where and how they can find further information through:

- carrying out practical activities
- visits to and from practitioners
- research using, e.g., the internet, trade publications, textbooks.

Tutors give a presentation and lead a discussion on:

- the different sources of information – primary, e.g. questionnaires, personal experience, prepared questions, and secondary sources, e.g. internet-based, videos, trade magazines, books
- how to manage information – testing information for reliability, validity and whether it is up to date, organising and recording information
- producing information – different methods of producing information, e.g. written account, booklet, computer app, poster, leaflet, the need to make sure the information is presented clearly and appropriately for the intended audience.

**Suggested time:** about 6 hours.

### Activity: Practical activities

Learners carry out practical activities to find out about sectors in the transport and motor vehicle industry. These activities would reflect centre resources and could include:

- replacing a part in a light vehicle
- carrying out routine maintenance checks
- ordering spare parts
- checking the external structure of a car for leasing and renting purposes.

Learners produce a diary outlining the activity they carried out, the skills they practised and how they made sure they worked safely. Tutors should ensure that comprehensive risk assessments are carried out where learners are engaged in practical activities. Learners must follow the correct safe working practices and procedures as appropriate for the activity they are carrying out.

**Suggested time:** about 8 hours.

**Activity: Site visit**

Learners can develop an understanding of the stages involved in small repair jobs and operations by making a site visit. This could be to a large garage that provides a range of services representing the sector or to a valeting business. Learners should be given an easy-to-understand brief by the site staff, possibly at a trainee or junior level, so that learners could relate it to possible progression opportunities. Learners must be adequately supervised to ensure that safe working practices are followed during any practical activity.

**Suggested time:** about 8 hours.

**Activity: Sequencing repair activities**

Introduce sequencing by giving non-transport and motor vehicle maintenance examples from daily life such as cooking and cleaning. Give some examples of why sequencing is important and show learners the logical order typical of a small repair job.

Give learners a list of activities for small repair jobs and ask them to put them in a logical order.

**Suggested time:** about 4 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

Your centre is organising an open day to provide information on the different sectors in which it offers courses. You have been asked to produce information on the sectors that make up the transport and motor vehicle industry to show potential learners what people working in the various sectors do and the practical skills they need to work safely and effectively. To do this, you will need to find out about the sectors that make up the transport and motor vehicle industry using different sources of information.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

You have been asked by the local library to find out about sectors in the transport and motor vehicle industry, including the types of activity that are carried out in these sectors and the skills people working in the transport and motor vehicle industry need. You will need to reproduce the information in a format that the library can use as part of its careers section.

# Unit TV6: Being a Responsible Road User

Level: **1**

Unit type: **Sector (Transport and Vehicle)**

Guided learning hours: **40**

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## Unit in brief

Learners will find out what they need to do to become a vehicle driver and how to carry out pre-use safety checks on vehicles. They will develop skills to search for, select and produce relevant information.

## Unit introduction

Part of your job role within the transport and motor vehicle industry may involve driving vehicles. You may need to drive a vehicle from the forecourt to the workshop or perhaps you will collect and return a customer's vehicle to their own home.

In this unit you will learn about the process of applying for a driving licence. This will include what you need to know and be able to do in order to move from a provisional driving licence to a full vehicle driving licence. You will also learn how to carry out pre-use safety checks on vehicles.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. Developing the skills needed to review your own performance will help you to progress to Level 2, where this area is covered in more detail. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Find out about preparing to become a vehicle driver
- B** Carry out pre-use safety checks on a vehicle.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Find out about preparing to become a vehicle driver	<ul style="list-style-type: none"> <li>• Procedures to follow when preparing to become a vehicle driver</li> <li>• Key aspects of the Highway Code</li> <li>• Pre-use safety checks and reasons for carrying them out</li> <li>• Housekeeping practices when carrying out pre-use safety checks</li> </ul>	<ul style="list-style-type: none"> <li>• Learners produce information about how to become a vehicle driver in an appropriate format, such as a poster, leaflet or short presentation</li> <li>• Portfolio of evidence, including:               <ul style="list-style-type: none"> <li>• practical tasks</li> <li>• tutor observation records</li> </ul> </li> </ul>
<b>B</b> Carry out pre-use safety checks on a vehicle		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Searching for information about how to become a vehicle driver</li> <li>• Practical skills needed to carry out pre-use safety checks</li> <li>• Workplace housekeeping skills</li> <li>• Health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of information about preparing to become a vehicle driver</li> <li>• Purpose of the Highway Code and its contents</li> <li>• Pre-use safety checks and their importance</li> <li>• Safe working practices including good housekeeping</li> </ul>	<ul style="list-style-type: none"> <li>• Finding information</li> <li>• Problem solving</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Read and understand texts in detail and use information contained in text</li> <li>• Write clearly and coherently, including appropriate level of detail, and present information in a logical sequence using language, format and structure suitable for purpose and audience.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solve problems requiring calculation with common measures, including money, time, weight, capacity and temperature.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Procedures to follow when preparing to become a vehicle driver and key aspects of the Highway Code

- Driving licence application and the Highway Code
  - organisations and legal requirements, e.g. organisation that processes licence applications, government departments, age when a person can apply, types of licence for different vehicles, stages of the application process
  - content of driving theory test and practical driving test
  - driving instruction and locating test centres
  - process of booking a driving test, content of the test
  - purpose of the Highway Code
  - requirements of the Highway Code for vulnerable users e.g. pedestrians, horse riders, cyclists and motor cyclists, passengers, learner drivers
  - rules relating to signs giving orders, signs giving warnings and directions, lights and signals
  - aspects of the Highway Code concerning level crossings and tramways
  - implications of not adhering to the Highway Code.

#### Pre-use safety checks and reasons for carrying them out, including housekeeping practices

- Pre-use checks and maintenance for cars, e.g. tyres, lights, indicators, number plates, oil level, brake fluid, water coolant and washer, windscreen, windscreen wipers, exhaust.
- Pre-use checks and maintenance for motorcycles/mopeds, e.g. tyres, brake fluid, chain, lights, indicators, suspension, exhaust, suitability of helmet and clothing.
- Why pre-use safety checks are needed:
  - tyres, e.g. stopping distances, grip, blowouts
  - windscreens and wipers, e.g. vision in wet weather
  - brakes, e.g. possible failure, efficiency
  - lights, e.g. need to see other road users, need to be seen by other road users
  - environmental impact of incorrectly inflated tyres.
- Safe working practices when carrying out pre-use checks.
- Hazards and risks associated with pre-use checks, e.g. slip and trip hazards, falling objects, chemicals, flammable liquids, electric shock.
- Use of personal protective equipment, eye protection, gloves, ear plugs.
- Manufacturer instructions for safe use of equipment and consumable materials, e.g. ratio of water and liquid.
- Housekeeping practices, e.g. keeping area clean and free from debris, correct disposal of waste materials, prompt cleaning of spillages, leaving the work area clean and safe.

### Transferable skills

- Finding information: planning and preparing to carry out primary and secondary research, e.g. questions to ask guest speakers or areas to focus on during visits, searching for and finding information on safe road skills.
- Problem solving:
  - identifying issues by being able to observe or test different parts of a vehicle
  - making decisions to find a solution to rectify any faults found.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Find out about preparing to become a vehicle driver</b>		
<b>A.P1</b> Select information about becoming a vehicle driver from given sources.	<b>A.M1</b> Select relevant information about becoming a vehicle driver from own and given sources.	<b>A.D1</b> Select relevant and accurate information about becoming a vehicle driver from own and given sources, outlining the chosen sources.
<b>Learning aim B: Carry out pre-use safety checks on a vehicle</b>		
<b>B.P2</b> Demonstrate limited skills when carrying out routine pre-use safety checks on a vehicle. <b>B.P3</b> Demonstrate basic housekeeping skills during and after pre-service checks.	<b>B.M2</b> Demonstrate appropriate skills when carrying out routine pre-use safety checks on a vehicle. <b>B.M3</b> Demonstrate appropriate housekeeping skills during and after pre-service checks.	<b>B.D2</b> Demonstrate competent skills when carrying out routine pre-use safety checks on a vehicle. <b>B.D3</b> Demonstrate competent housekeeping skills during and after pre-service checks.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- search for and select relevant and accurate information on what is required to become a vehicle driver, using own sources and those provided by tutors:
  - learners draw on examples that give comprehensive details of the required application process and driving test
  - learners show that they have planned and prepared for carrying out this research by being clear about what information they wanted to find out and how they could achieve this
  - learners include details of the sources used, e.g. websites, books, leaflets; they will also reference some of the government departments associated with safe road skills
- carry out a pre-use safety check on a vehicle that follows a given checklist accurately
- demonstrate effective housekeeping skills during and after the pre-use safety check, e.g. cleaning and storing equipment in good condition, flagging equipment that needs repair or replacing, disposing or recycling of waste.

#### For merit standard, learners:

- search for and select relevant information on what is required to become a vehicle driver, using own and sources provided by tutors:
  - learners draw on examples that give some detail of the required application process and driving test
  - learners show that they have carried out some planning and preparation for carrying out this research by giving an indication of the information they wanted to find out and how they could achieve this
  - learners will reference the sources used, e.g. websites, books, leaflets
  - learners will make some reference to government departments associated with safe road skills
- carry out a routine pre-use safety check on a vehicle that follows a given checklist with some accuracy
- demonstrate competent housekeeping skills during and after the pre-use safety check, e.g. the disposal of worn parts.

#### For pass standard, learners:

- search for and select information on how to become a vehicle driver, from a choice of sources provided by tutors, and which may be limited to one source:
  - learners draw on some examples that give key points about the required application process and driving test
  - learners may need direction on the type of information to look for, e.g. content of the practical and theory test, where to find local test centres
- carry out a routine pre-use safety check on a vehicle following the main aspects of the checklist but do not follow the given checklist accurately
- demonstrate some housekeeping skills during and after the pre-use safety check, e.g. returning tools and equipment.

### Essential resources

Learners will need access to vehicles to allow them to carry out routine pre-use safety checks.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

In small groups, learners draw on their own experience of good and bad road skills. They can go on to discuss why it is important for people who work in the transport and motor vehicle industry to be able to drive vehicles safely. They can then share their findings with the larger group.

**Suggested time:** about 2 hours.

### Activity: Understanding how to become a vehicle driver

Learners can engage in an IT- or learning resource – based activity to find out the process of becoming a vehicle driver. Learners could do this on their own or work in small groups, then feed back to the whole group.

**Suggested time:** about 6 hours.

### Activity: Learning about the Highway Code

Tutors could use a series of practical quizzes and interactive whiteboard activities to help learners become familiar with the Highway Code. Learners may also use quizzes from different websites. Topics could cover the range of road signs such as shapes, colours, warning, regulatory.

**Suggested time:** about 5 hours.

### Activity: Visiting a site

Learners can develop an understanding of how to carry out pre-use vehicle safety checks by making a site visit. This could be to an independent garage where checks are made as part of the MOT process. Learners could be given a simple checklist to follow as they observe the member of staff carrying out the checks. Learners must be adequately supervised to ensure that safe working practices are followed during any practical activity.

**Suggested time:** about 5 hours.

### Activity: Practical activities

Following demonstrations by the tutor on how to carry out pre-use vehicle checks learners will carry out their own checks following a checklist provided by the tutor. This could include:

- initial checks
- cleaning, replacing, filling parts
- following housekeeping procedures.

**Suggested time:** about 10 hours.

### Activity: Guest speaker

Tutors could invite a range of different speakers, including driving instructors, police community support officers, to discuss different aspects of safe road skills.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

Your centre is organising a 'Safe Road Skills' event to provide information on how to become a vehicle driver and how to carry out pre-use safety checks on a vehicle. You have been asked to provide information on different aspects of the process of becoming a vehicle driver. You have also been asked to demonstrate how to carry out pre-use safety checks on a vehicle.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

A friend would like information on how to become a vehicle driver. This would include where to go to get information, what the process is and what you need to know about the practical and theory tests. They have recently bought a vehicle and would like your help to check it before use.



# Unit TV7: Exploring Technology in the Light Vehicle Industry

Level: **1**

Unit type: **Sector (Transport and Vehicle)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their skills in gathering information by exploring aspects of new technology in the light motor vehicle sector.

## Unit introduction

If you buy a new car today you will need to decide if you want it to be fuelled by diesel, petrol, liquid petroleum gas (LPG) or electricity. It may even be a hybrid, using more than one of these fuels. Your car may have wireless charging facilities, selectable drive modes, entertainment systems that use touchscreens, rain sensing wipers, front and rear parking sensors, and keyless entry. Over the last 10 years, customers have come to expect cars that have less environmental impact, offer an easier driving experience and have increased safety features.

In this unit you will have the opportunity to find out more about an aspect of new technology. You will use different sources of information and then provide a summary of your findings. This may include visits to car manufacturers or car sales rooms where you will have the opportunity to view aspects of new technology for yourself.

This unit will help you to develop skills in managing information and self-management that will support your progression to a number of different sectors, as well as to other qualifications in the motor industry or in engineering. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Carry out research into new technology in the light vehicle industry.
- B** Produce a summary of findings from the research.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Carry out research into new technology in the light vehicle industry</p>	<ul style="list-style-type: none"> <li>• Types of new technology in the light motor vehicle industry</li> <li>• Sources of information on aspects of new technology in the light motor vehicle industry</li> <li>• Keeping a research log</li> <li>• Presenting findings of research</li> </ul>	<ul style="list-style-type: none"> <li>• A research log</li> <li>• A summary of the research findings</li> </ul>
<p><b>B</b> Produce a summary of findings from the research</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Using IT and other resources to gather information</li> <li>• Checking information is accurate and up to date</li> <li>• Producing and presenting information in a format appropriate for intended audience and purpose</li> <li>• Managing own time</li> <li>• Sequencing tasks</li> <li>• Self-management</li> </ul>	<ul style="list-style-type: none"> <li>• Different areas of new technology</li> <li>• Sources of information on the use of technology in the sector</li> <li>• Presentation methods to ensure information is clear for the intended audience</li> </ul>	<ul style="list-style-type: none"> <li>• Managing information</li> <li>• Self-management</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language</li> <li>• Present information in a logical sequence</li> <li>• Use correct grammar, including correct and consistent use of tense</li> <li>• Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Extract and interpret information from tables, diagrams, charts and graphs.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Types of new technology in the light motor vehicle sector

- New technology, such as:
  - fuel efficient movement – use the least energy for the distance travelled, lowest possible emissions and environmental issues
  - predictive vehicle technology – reversing cameras, automatic high-beam control, automatic wind screen wipers
  - self-driving technology – use of sensors, laser scanners, brake actuators, cruise control
  - improved in-vehicle experience – connectivity, GPS tracking systems, access to social media, Alexa, apps
  - vehicle safety technology – use of augmented reality (AR), air bags, anti-lock brakes, traction control, crash design
  - digital buying and sharing – using apps to experience how a car drives, easier access to car history.

#### Sources of information on aspects of new technology in the light motor vehicle sector

- Different sources of information such as:
  - internet
  - visits to car manufacturer, if appropriate
  - visits to trade shows, if appropriate
  - car manufacturer brochures
  - interviewing sales personnel on new specifications
  - industry literature and trade magazines
  - car magazines.

#### Keeping a research log

- Records of information gathered e.g. source, date.
- Notes on key findings.
- Ways of recording information, such as photographic evidence, video recording, questionnaire used to gather information from interviews.
- Updating research log as necessary.

#### Presenting findings of research

- Summarise key findings.
- Select presentation method e.g. through a PowerPoint®, vlog, storyboard, written notes.
- Answer questions about findings.

### Transferable skills

- Managing information:
  - collecting and using information from different sources
  - organising information
  - representing information in different ways.
- Self-management:
  - setting goals and planning ahead
  - being resilient and able to work under pressure
  - being proactive and flexible.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out research into new technology in the light vehicle industry</b>		
<b>A.P1</b> Search for information about a type of new technology in the light vehicle industry using given sources.	<b>A.M1</b> Search for detailed information about a type of new technology in the light vehicle industry using own and given sources.	<b>A.D1</b> Carry out a focused and detailed search into a type of new technology in the light vehicle industry using own and given sources.
<b>A.P2</b> Select basic information from given sources to include in the research findings.	<b>A.M2</b> Select relevant information from own and given sources to include in the research findings.	<b>A.D2</b> Select detailed information from own and given sources to include in the research findings.
<b>Learning aim B: Produce a summary of findings from the research</b>		
<b>B.P3</b> Produce an outline summary of the findings from researching a type of new technology in the light vehicle industry.	<b>B.M3</b> Produce a clear summary of the findings from researching a type of new technology in the light vehicle industry, with reference to some of the sources used.	<b>B.D3</b> Produce a focused and well-structured summary researching a type of new technology in the light vehicle industry, with reference to the sources used.

## Essential information for tutors

### Essential information for assessment decisions

#### **For distinction standard,** learners:

- carry out research that remains focused on the agreed topic and uses appropriate sources to collect information, both given and their own
- give a detailed breakdown of why the information selected was the most relevant, demonstrating understanding of which sources were more reliable and appropriate than others
- present their summary of research findings in a clear and well set out format, keeping the focus on the research topic; the summary will also reference, in detail, the research sources that were used.

#### **For merit standard,** learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places; some of the sources will have been given by tutors but some learners will have found for themselves
- give reasons why the information selected was appropriate for their topic; they will demonstrate some awareness of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although they may go off in other directions in places; the summary will reference some of the research sources that were used.

#### **For pass standard,** learners:

- carry out basic research that relates to the agreed topic, using research sources that have been given by tutors
- will select only basic and obvious information from the given sources.; there will be limited reference to the reliability of sources
- present a basic summary of research findings that is mainly broad and unfocused; there will be little or no reference to the research sources used.

#### **For pass standard,** learners:

- carry out basic research that relates to the agreed topic, using research sources that have been given by tutors
- will select only basic and obvious information from the given sources. There will be limited reference to reliability of sources
- present a basic summary of research findings that is mainly broad and unfocused. There will be little or no reference to the research sources used.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Working in small groups, learners share any experiences of new technology that they have heard or read about in the light motor vehicle sector. Their ideas can be recorded using a board or large sheet of paper. Each small group in the class will then share the information so that it can be collated. It may be possible to sort and classify the collated information into specific headings such as self-driving technology, helping the environment, etc.

**Suggested time:** about 3 hours.

### Activity: Choosing an area to research

Learners need to decide on a research area that is of interest to them. This could be selected from a list of topics or questions supplied by the tutor, e.g. How are manufacturers trying to make cars more environmentally friendly? Alternatively, learners could choose their own topic, however it is important that they do not choose an area that is going to be unmanageable. Learners could share their ideas with others in the class before deciding on what they want to do. They must also share their ideas with the tutor before starting to gather information to make sure that their idea is achievable.

**Suggested time:** about 10 hours.

### Activity: Visiting a Site

Learners can develop an understanding of new technology by making a site visit. This could be to a car showroom where a number of different types of new cars are available for sale. Prior to the visit, learners can discuss possible questions that they want to ask during the visit. The member of staff could discuss how technology in cars has changed over the last 10 years, what features cars now have to help protect the environment and how technology promotes safety. Learners should take notes or, if possible, photographs of relevant details. On returning to the centre, learners should collate the information they have gathered.

**Suggested time:** about 10 hours.

### Activity: Listing tasks to complete

Working in small groups, learners can create a list of general tasks they will need to complete in order to gather information. They can then place the tasks in order of priority. Tutors can provide feedback to the group to make sure the tasks are relevant and achievable.

**Suggested time:** about 5 hours

### Activity: Gathering information

Learners can discuss different sources of information and what type of information each source may provide. Sources could include site visits, websites, printed media – such as magazines, car manufacturer brochures or books – or interviews with mechanics and technicians.

**Suggested time:** about 6 hours

### Activity: Presenting outcomes

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint® or Prezi. They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

**Suggested time:** about 6 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You want to find out about an aspect of new technology in light motor vehicles. You can choose from your tutor's suggested aspects or select your own. You must discuss your ideas with your tutor before you begin to gather information. You will create a research log to record what you are doing. This could be a folder, blog or vlog. You will need to produce a to-do list of tasks to help you complete the project within the time you have been given. As you work on the topic, you must keep a record of the sources you use and how you found the information. When you have gathered sufficient information, you will prepare a summary of your key findings and present the information in a way you feel is most appropriate.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

Select a different aspect of technology to research.



# Unit TV8: Providing a Valeting Service

Level: **1**

Unit type: **Sector (Transport and Vehicle)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop the practical skills required to carry out tasks when valeting the interior and exterior parts of a vehicle.

## Unit introduction

Many people lead very busy lives and having time to clean their car is not a top priority. For convenience they may use a valeting service to save time and guarantee a quality result. Others use valeting services such as rental companies,

If you work as a valeter you will clean, polish and wax the interior and exterior of a vehicle. You may need to collect the vehicle from the customer and return it to them when you finish the service. You will use specialist equipment and cleaning materials to carry out the service so it is important that you know how to follow manufacturer's instructions to ensure your own safety and that you use equipment and materials correctly.

In this unit you will learn how to use specialist equipment and cleaning materials when valeting vehicles. The transferable and sector skills you develop in this unit can enable you to progress to further learning. Developing the skills needed to review your own performance will help you to progress to Level 2, where this area is covered in more detail. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Carry out interior and exterior valeting tasks
- B** Complete documentation to hand a vehicle over to the client.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Carry out interior and exterior valeting tasks</p>	<ul style="list-style-type: none"> <li>• Reasons for providing a valeting service</li> <li>• Routine valeting tasks</li> <li>• Equipment and consumable materials used in valeting</li> <li>• Preparation for carrying out valeting tasks</li> <li>• Safe working practices when carrying out valeting tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio of evidence, including:               <ul style="list-style-type: none"> <li>○ practical tasks</li> <li>○ tutor's observation records</li> <li>○ hand over documentation</li> </ul> </li> </ul>
<p><b>B</b> Complete documentation to hand a vehicle over to the client</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Practical skills and procedures for providing a routine valeting service of vehicles</li> <li>• Workplace housekeeping skills</li> <li>• Health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Types of valeting tasks</li> <li>• Reasons for a valeting vehicles</li> <li>• Setting up a safe working area</li> <li>• Equipment and materials used for valeting vehicles</li> <li>• Safe working practices, including good housekeeping</li> </ul>	<ul style="list-style-type: none"> <li>• Managing information</li> <li>• Competing documentation</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Read and understand texts in detail and use information contained in text</li> <li>• Write clearly and coherently, including appropriate level of detail, and present information in a logical sequence using language, format and structure suitable for purpose and audience.</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Solve problems requiring calculation with common measures, including money, time, weight, capacity and temperature.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Reasons for providing a valeting service

- Reasons for carrying out valeting service, e.g. leasing and hiring contracts, identifying damage to vehicle, assisting customer, complying with legislation.

#### Routine valeting tasks

- Completion of pre-valeting checklist, including:
  - paint renovation
  - photograph (time stamped) highlighting existing damage/bodywork issues
  - note of any serious scratches, stains or tears to interior materials
  - note of stains or heavily soiled carpet or upholstery
  - note of any wheel surface damage
  - note of any adhesive residue, tree sap, bug spatters (once removed they may show surface etching)
  - removal of all rubbish from interior including ashtray and seat folds
  - placing of small change or clients' personal items in secure storage
  - placing a name tag on ignition keys.
- Valeting interior of vehicle, e.g. vacuuming and shampooing the carpet, seats, ceiling, boot; polishing dashboard, mirrors, chrome and plastic surfaces, windows; cleaning in pockets, drawers and storage.
- Valeting exterior of vehicle, e.g. use of high-pressure hoses; cleaning wheels, door handles, windows; steam cleaning wheel arches, frame and engine; polishing; painting rubber dressing on tyre walls.
- Completion of customer handover documentation detailing the extent of the valeting service and comparing it to pre-valeting checklist.
- Handover of vehicle and completion of valeting checklist, including returning handover documentation and anything removed from the interior to client.

#### Equipment and consumable materials used in valeting

- Equipment, e.g. water hoses; brushes for cleaning the bodywork, tyres and upholstery; bucket and sponges; cloths for polishing including chamois leather; vacuum cleaners; pressure washer.
- Consumable materials, e.g. shampoo for interior and exterior surfaces, polish, glass cleaner, tyre blackener, chrome cleaner, tar remover.

#### Preparation for carrying out valeting tasks

- Personal responsibilities for health and safety checks.
- Workplace procedures for checking hazards and risks in the work environment.
- Selecting and using appropriate equipment and consumable materials for different surfaces.
- Avoiding contamination to different surfaces.
- Working as a team member.

#### Safe working practices when carrying out valeting tasks

- Hazards and risks associated with vehicle valeting and the use of cleaning materials, e.g. slip and trip hazards, falling objects, moving and lifting heavy loads, chemicals, flammable liquids, electric shock.
- Carrying out valeting tasks in the correct sequence.
- Complying with fire prevention and evacuation procedures.

- Use of personal protective equipment and vehicle protective equipment, e.g. safety boots and gloves, overalls, face protection, dust masks, floor mats, seat and steering wheel covers.
- Following manufacturer instructions for safe use of equipment and consumable materials.
- Following workplace health and safety procedures.
- Completion of the required documentation.
- Using safe housekeeping practices, e.g. keeping floor clean and free from debris, correct disposal of waste materials, prompt cleaning of spillages, leaving the work area clean and safe.

### **Transferable skills**

- Managing information:
  - collecting and using information, e.g. customer requirements
  - selecting and prioritising information
  - following manufacturer instructions.
- Reviewing own performance:
  - identifying own strengths and weaknesses in performing a task
  - identifying ways to improve own performance.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out interior and exterior valeting tasks</b>		
<b>A.P1</b> Demonstrate limited skills when carrying out interior and exterior valeting tasks on a vehicle safely.	<b>A.M1</b> Demonstrate appropriate skills when carrying out a routine valeting service on a vehicle safely.	<b>A.D1</b> Demonstrate competent skills when carrying out a routine valeting service on a vehicle safely.
<b>A.P2</b> Demonstrate basic housekeeping skills during and after valeting tasks.	<b>A.M2</b> Demonstrate appropriate housekeeping skills during and after valeting tasks.	<b>A.D2</b> Demonstrate efficient housekeeping skills during and after valeting tasks.
<b>Learning aim B: Complete documentation to hand a vehicle over to the client</b>		
<b>B.P3</b> Produce limited and basic documentation to complete the valeting service.	<b>B.M3</b> Produce detailed documentation to complete the valeting service.	<b>B.D3</b> Produce detailed and well-organised documentation to complete the valeting service.

## Essential information for tutors

### Essential information for assessment decisions

#### **For distinction standard**, learners:

- carry out a routine valeting service on a vehicle safely and efficiently and return the vehicle within the agreed time limit
- demonstrate effective housekeeping skills during and after the valeting service, e.g. returning equipment and materials in good condition; flagging equipment that needs repair; disposing of or recycling of waste, hazardous materials and substances
- complete all of the given valeting handover documentation including the pre-valeting checklist and the handover document:
  - learner may have some small incorrect
  - learner will compare the two documents and note any parts that have changed
  - learner will document the personal items taken from the vehicle to be given back to the client in detail.

#### **For merit standard**, learners:

- carry out a routine valeting service on a vehicle, following workplace procedures and showing they can work safely
- demonstrate competent housekeeping skills during and after the valeting service, e.g. the disposal of waste, hazardous materials and substances, and reporting worn parts
- complete most of the given valeting handover documentation including the pre-valeting checklist and the handover document:
  - learner's documentation may have some small parts that are missing or incorrect
  - learners will compare the two documents but may miss some parts that have changed
  - learners will document the personal items taken from the vehicle to be given back to the client but not in detail.

#### **For pass standard**, learners:

- carry out some valeting tasks on the interior and exterior of a vehicle, showing they can complete the tasks safely
- demonstrate limited housekeeping skills during and after the valeting tasks, e.g. returning tools and equipment
- complete some parts of the given valeting handover documentation including the pre-valeting checklist and the handover document:
  - learner's documentation may have parts that are missing or incorrect
  - learners may not compare the two documents
  - learners may not document any personal items taken from the vehicle to be given back to the client.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutor-led discussion to get learners thinking about the different types of valeting service and why they are needed. This could include mobile services, rental companies, independent business, etc. Learners could also suggest the type of tasks they may be required to carry out as part of a valeting service. Learners then engage in an IT- or learning-resource-based activity to develop their initial impressions of the sector. This could include looking at different types of businesses offering valeting services in their local area.

**Suggested time:** about 3 hours.

### Activity: Understanding the importance of health and safety

Learners discuss the importance of health and safety in this sector of the industry. Tutors show different examples of the use of equipment and cleaning materials. A variety of sources could be used, for example YouTube™ clips, learners' own experiences and field observations. Learners could fill out worksheets identifying health and safety issues from video footage or record their own footage to present to the class when observing other learners carrying out valeting tasks.

**Suggested time:** about 3 hours.

### Activity: Practical activities (interior)

Learners observe the use of different types of equipment and materials used to clean objects and surfaces in the vehicle. Learners must understand the importance of wearing PPE and using VPE when carrying out cleaning processes. Learners will have the opportunity to carry out the different tasks required when cleaning the interior of a vehicle. Peer group assessment may be a valuable tool to help learners achieve a high standard of work.

**Suggested time:** about 10 hours.

### Activity: Site visit

Learners visit a local valeting company to meet the team, observe the processes followed and record relevant information. Learners will identify the different types of equipment used and their purpose. They will also observe how materials are used and disposed of. Learners should be encouraged to record what they learn and to discuss the visit on their return to the learning centre.

**Suggested time:** about 8 hours.

### Activity: Practical activities (exterior)

Learners observe the use of different types of equipment and materials to clean the exterior of a vehicle. Learners must understand the importance of wearing PPE when carrying out cleaning processes. Learners will have the opportunity to carry out the different tasks required when cleaning the exterior of a vehicle using appropriate equipment and cleaning materials. Peer group assessment may be a valuable tool to help learners achieve a high standard of work.

**Suggested time:** about 10 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You are going to work as part of a group to provide a car wash service at college as part of a charity event. In your group you need to decide:

- the tasks to be carried out, including housekeeping
- the equipment and consumable materials you will need
- the health and safety considerations.

You must agree the roles for each member of the group, making sure that you have an equal amount of responsibility. You also need to decide the order of the tasks to be carried out.

Each car should be pre-checked and handed back to the client with completed documentation.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will work on the interior and exterior of the vehicle. Another person in your group is happy to help.

# Unit TV9: Carrying Out Routine Mechanical Servicing of Equipment

Level: **1**

Unit type: **Sector (Transport and Vehicle)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop skills in carrying out the routine mechanical servicing of equipment, and build on their self-management skills.

## Unit introduction

Have you ever had to replace the brake pads on a bicycle because they were worn down, or thoroughly cleaned your bicycle and oiled the chain? Obtaining the correct parts, tools and materials to do the job safely is important for improving reliability and preventing breakdowns. After all, a bicycle with poor brakes or a rusty chain could be difficult or even dangerous to ride. You would want to know it was safe before taking it out on the road.

In this unit you will carry out routine mechanical servicing on equipment, for example a centre lathe in an engineering workshop. You will follow a service plan to enable you to carry out the service in the proper sequence, using appropriate tools, equipment and materials safely. You will return the equipment to good working order and follow 'good housekeeping' rules at all times.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Carry out a routine mechanical service on equipment safely
- B** Demonstrate self-management skills.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out a routine mechanical service on equipment safely	<ul style="list-style-type: none"> <li>Routine mechanical servicing of equipment</li> <li>Following a service plan</li> </ul>	<ul style="list-style-type: none"> <li>Tutor observations.</li> <li>Service record.</li> <li>A written report or recorded discussion about learner performance.</li> </ul>
<b>B</b> Demonstrate self-management skills		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Following a service plan for routine mechanical servicing of equipment</li> <li>Practical skills and procedures for routine mechanical servicing of equipment</li> <li>Workplace housekeeping skills</li> <li>Health and safety</li> </ul>	<ul style="list-style-type: none"> <li>Types of equipment requiring routine mechanical servicing</li> <li>Reasons for routine mechanical servicing</li> <li>Tools, equipment, materials, parts and components used for routine mechanical servicing</li> <li>Safe working practices, including good housekeeping</li> <li>Use of service plans</li> </ul>	<ul style="list-style-type: none"> <li>Managing information</li> <li>Self-management</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Utilise information contained in texts.</li> <li>Write clearly and coherently, including an appropriate level of detail.</li> <li>Use language, format and structure suitable for purpose and audience.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Extract and interpret information from tables, diagrams, charts and graphs.</li> <li>Solve problems requiring calculation with common measures, including money, time, weight, capacity and temperature.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Routine mechanical servicing of equipment

- Reasons for carrying out a routine mechanical service, e.g. to improve reliability, to improve safety, to avoid breakdown, to comply with manufacturer's warranty.
- Types of equipment, e.g. bench drill, centre lathe, pump, motor, gearbox.
- Types of routine mechanical service, e.g. cleaning, lubrication check, topping up oil and cutting fluid levels, visual checks on drive belts, setting belt tensions, replacing worn or broken parts, cleaning filters, bearing replacement.
- Safe working practices and procedures, to include permit to work notice, equipment preparation, isolation and lock-out, personal protective equipment (PPE), safe disposal of waste and hazardous materials and substances.
- Correct use of service tools and equipment, replacement parts and components, and resources and materials.

#### Following a service plan

- Sequence of operations, e.g. disassemble, clean or replace, reassemble.
- Service tools and equipment, e.g. spanners, screwdrivers, torque wrench, oil can, grease gun.
- PPE, e.g. overalls, gloves, eye protection.
- Replacement parts, e.g. drive belt, filter, gasket, bulbs.
- Resources and materials, e.g. wire wool, sealant, degreasing agent, cleaning materials, cloths.
- Recommended timescales and returning the equipment to good working order.
- Service records.

#### Transferable skills

- Managing information: using technical information during preparation and servicing, e.g. correct type of lubricant, replacement part numbers, torque settings.
- Self-management:
  - housekeeping, e.g. time management
  - checking equipment
  - organising work area
  - use and placement of tools and equipment
  - managing liquids and hazardous materials
  - cleanliness during and after the process
  - transporting tools, equipment and parts
  - lifting and handling
  - safety awareness
  - recognising issues.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out a routine mechanical service on equipment safely</b>		
<b>A.P1</b> Carry out a routine mechanical service on equipment and complete a basic service record.	<b>A.M1</b> Carry out a routine mechanical service on equipment on time, with some accuracy, and complete a service record.	<b>A.D1</b> Carry out a routine mechanical service on equipment on time, accurately, and complete a comprehensive service record.
<b>Learning aim B: Demonstrate self-management skills</b>		
<b>B.P2</b> Demonstrate limited housekeeping skills when carrying out a routine mechanical service.	<b>B.M2</b> Demonstrate a range of housekeeping skills when carrying out a routine mechanical service.	<b>B.D2</b> Demonstrate a comprehensive range of housekeeping skills when carrying out a routine mechanical service.

## Essential information for tutors

Learners will be given a service plan for a routine mechanical service on a piece of workshop equipment or other appropriate equipment. The plan should contain sufficient detail to enable them to carry out well-defined routine mechanical servicing tasks in the prescribed manner, within the specified time and to the standard of accuracy required.

Each learner should have adequate room to work safely and have access to all the tools, equipment, materials, parts and components required for the service, including PPE. Adequate supervision should be provided during practical activities. It would be beneficial for learners to either demonstrate or observe the equipment working correctly after it has been returned to service; tutors should decide which is most appropriate.

The assessment activity gives learners the opportunity to demonstrate their self-management skills in taking responsibility for the organisation and safe practical completion of the service.

Work areas should be prepared for learners with the correct tools, equipment, resources, materials, parts and PPE provided.

## Essential information for assessment decisions

**For distinction standard**, learners:

- carry out a routine mechanical service on equipment that follows a given plan accurately and returns the equipment to service within the prescribed timescale
- complete a comprehensive service record to confirm completion of the mechanical service, e.g. including the reasons for and details about component cleaning, replacement, repair or renewal, such as condition/wear, part numbers, recording the quantities, types and part numbers of replacement components used
- demonstrate a comprehensive range of housekeeping skills during and after the mechanical service, e.g. returning tools and equipment in good condition, flagging equipment that needs repair, and disposing or recycling of waste, hazardous materials and substances.

**For merit standard**, learners:

- carry out a routine mechanical service on equipment that follows a given plan with some accuracy and within the prescribed timescale
- complete a service record to confirm completion of the mechanical service, e.g. including a record of decisions taken about component cleaning, replacement, repair or renewal
- demonstrate a range of housekeeping skills during and after the mechanical service, e.g. the disposal of waste, hazardous materials and substances, and worn parts.

**For pass standard**, learners:

- carry out a routine mechanical service on equipment but do not follow a given plan accurately or do not finish within the prescribed timescale
- complete a basic service record to confirm completion of the mechanical service, e.g. indicating date and time of completion and returning to service, with limited detail about component cleaning, replacement, repair or renewal
- demonstrate limited housekeeping skills during and after the mechanical service, e.g. returning tools and equipment.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to Unit

#### Activity: Demonstration

Using a poorly-maintained bicycle, tutors ask learners what they think needs attending to before it can be made roadworthy. Tutors make a list of the items that need attending to and have some replacement parts, cleaning materials, tools and equipment at hand. Tutors ask for volunteers to perform simple tasks, e.g. changing the brake pads, tensioning the gear-change cable, allowing learners to have a go themselves.

Learners need only perform two or three simple tasks to begin to understand the need for routine servicing. Through discussion, explore the likely results of failing to service equipment routinely and introduce briefly the idea of a service plan, i.e. listing the steps needed to perform one of these tasks.

Through a question and answer session, tutors establish the need for routine mechanical servicing, some form of plan, the correct tools and equipment, and ensuring the right replacement parts are ready. Learners develop their understanding of the likely outcomes of not servicing equipment routinely.

**Suggested time:** about 3 hours.

#### Activity: Workshop equipment

On a worksheet showing photos of items of workshop equipment, learners identify the equipment in the workshop that they can see or that has been put out for them. Through group discussion, tutors draw out the different ways in which various items of equipment might require routine mechanical servicing.

Tutors should relate the servicing of workshop equipment to everyday servicing and the repair of items that learners are familiar with, such as the bicycle they have just seen or a car. This is an opportunity to briefly explore the reasons for routine mechanical servicing on workshop equipment and the likely results of not carrying this out.

At the end of this activity, learners will have an understanding of the different types of workshop equipment, be able to recognise and refer to each item by name, and have some understanding of their servicing requirements.

(Tutors may choose to involve the workshop technician whose job it is to service the equipment. This person will be a key figure for learners throughout this unit.)

**Suggested time:** about 3 hours.

#### Activity: Visiting a factory

Learners take part in a supervised visit to a local company to meet the maintenance team and undertake a tour of the factory. The maintenance engineers should point out items of equipment and demonstrate how they plan to carry out routine servicing of these items. Tutors should record the technical language used and provide a crib sheet of terminology for learners. It is important to explore the reasons for equipment maintenance in a factory setting and to ask for examples of service plans.

Through group discussion, tutors prepare learners for the visit by getting them to note down questions in advance. Tutors should let the company know what they require from the visit and provide a copy of the questions and the unit specification in advance. This will help the company to prepare for the visit. Ensure that learners ask about career opportunities in this area of employment.

**Suggested time:** about 6 hours.

**Activity: Demonstration, including health and safety**

Either the workshop technician or tutor performs a simple, routine, mechanical service on an item of workshop equipment. Each step of the service must be clearly explained. Learners fill in a blank service plan as the demonstration progresses.

With the help of group discussion, learners complete their service plans accurately and include all essential information, i.e. type of equipment, type of service, equipment information, step-by-step action plan, service tools and equipment required, replacement parts, resources and materials, health and safety, PPE, estimated time for completing the activity and returning the equipment to good working order. Emphasise good housekeeping skills and the reasons for carrying out the service.

Tutors recap what was done in the demonstration and go over each step in order to emphasise health and safety procedures, drawing on what learners have observed and recorded on their plans.

**Suggested time:** about 10 hours.

**Activity: Servicing carousel**

Tutors may choose to use workshop equipment only or to introduce other items of equipment into a carousel arrangement. The size of the group will determine how many items will be required. Working in pairs, learners are given a service plan for each item of equipment. They prepare for and carry out simple, routine service activities on a range of equipment, following the plans. Each pair should complete at least three or four services, returning each item to good working order and producing a brief service report and an evaluation of their performance. They should also suggest ways in which they could improve their skills.

**Suggested time:** about 12 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

Modern engineering organisations must ensure that the equipment they use is correctly serviced and maintained in order to improve reliability, maintain safety, avoid breakdown, and comply with the manufacturer's warranty. Some organisations employ their own service engineers while others subcontract this work to specialist companies.

Your centre has decided to keep this function in house and has drawn up a list of engineering items and equipment that require regular routine servicing. You have been asked to carry out a routine mechanical service on a specified item of equipment. Your tutor or other responsible person, for example the workshop technician, will give you a service plan and all the necessary information to complete the service. They will ensure that you have all the required tools, equipment, resources, materials, parts, and PPE to carry out the service in a safe and secure environment.

You will carry out the required service on the given item of equipment by following the service plan, maintaining good organisational and housekeeping skills, and returning the equipment in good working order. When you have finished, you will be asked to complete a service report.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will be given a different scenario and must carry out a different service on another item of equipment, one that you have not worked on previously and which has a similar level of complexity as the first. For example, this could include equipment that your centre has taken in from another engineering organisation that does not employ their own service engineers.

# Unit TV10: Stripping, Replacing and Rebuilding Engine Parts

Level: **1**

Unit type: **Sector (Transport and Vehicle)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop skills in stripping, replacing and rebuilding engine parts and, as part of this, build on their self-management skills.

## Unit introduction

Being able to strip, replace and rebuild different parts of an engine is an essential skill for anyone working in the transport and vehicle industry. You will learn about the components of each engine part, and how each part works with another. Safety is also an important component of this work.

In this unit you will learn how to work on different engine parts safely, for example an alternator or pistons. You will follow a work plan to help you carry out the tasks in the proper sequence, using appropriate tools, equipment and materials safely. You will also return the equipment in good working order, following housekeeping rules.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Carry out routine stripping, replacing and rebuilding of engine parts safely
- B** Demonstrate self-management skills when stripping, replacing and rebuilding engine parts.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out routine stripping, replacing and rebuilding of engine parts safely	<ul style="list-style-type: none"> <li>• Routine servicing of engine parts and the skills involved</li> <li>• Completing a work plan</li> <li>• Health and safety requirements</li> <li>• Housekeeping policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor observations</li> <li>• Record of work carried out</li> </ul>
<b>B</b> Demonstrate self-management skills when stripping, replacing and rebuilding engine parts		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Follow a work plan for routine stripping, replacing and rebuilding of engine parts</li> <li>• Practical skills and procedures for working with engine parts</li> <li>• Following health and safety procedures</li> <li>• Housekeeping rules for the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Types of tools, equipment and materials required when working with engine parts</li> <li>• Reasons for working on engine parts</li> <li>• Safe working practices, including good housekeeping</li> <li>• Use of work plans</li> </ul>	<ul style="list-style-type: none"> <li>• Managing information</li> <li>• Self-management</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate form.</li> <li>• Utilise information contained in texts</li> <li>• Use language, format and structure suitable for purpose and audience</li> <li>• Write clearly and coherently, including an appropriate level of detail.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature</li> <li>• Extract and interpret information from tables, diagrams, charts and graphs.</li> </ul>

## Unit content

### Knowledge and sector skills

- Reasons for stripping, replacing and rebuilding engine parts, e.g. wear on parts, learning how component parts work, improving reliability, avoiding breakdown, improving safety.
- Types of engine components, e.g. alternator, camshaft, cylinders, gaskets, pistons, tappets, valves, head, water pump, cooling system.
- Function of engine parts.
- Safe working practices and procedures, to include safe handling of engine oil and other fluids, personal protective equipment, vehicle protective equipment, safe disposal of waste and hazardous materials and substances, dealing with spillages, lifting and handling.
- Correct use of service tools and equipment, replacement parts and components, and resources and materials.
- Records of work carried out, outcomes or any further work that is required.
- Housekeeping policies and procedures and the importance of following these, e.g. disposing of any waste or damaged components; returning material, tools and equipment to the correct place and storing them correctly.
- Stripping down parts in the correct order.
- Rebuilding using correct tools, nuts and bolts, thread lock, sealant and tightening to the correct torque setting.

### Completing a work plan

- Information that needs to be included in work plans.
- Sequence of operations, e.g. stripping, cleaning or replacing, rebuilding.
- Service tools and equipment to be used, e.g. grease can, oil can, torque wrench, general hand tools such as spanners, screwdrivers.
- PPE to be used, e.g. overalls, gloves, eye protection.
- Replacement parts, e.g.
  - resources and materials to be used, e.g. sealant, degreasing agent
  - recommended timescales
  - returning tools and equipment in good working order to correct storage places.

### Transferable skills

- Managing information: using technical information when stripping, replacing and rebuilding engine parts e.g. correct type of lubricant, torque settings, manufacturer's instructions.
- Self-management:
  - housekeeping skills, e.g. safety awareness
  - following lifting and moving procedures
  - time management
  - organising work area
  - using, cleaning and returning tools and equipment according to workplace procedures.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out routine stripping, replacing and rebuilding of engine parts safely</b>		
<b>A.P1</b> Strip, replace and rebuild engine parts safely and complete a basic work plan.	<b>A.M1</b> Strip, replace and rebuild engine parts, with some accuracy, and complete a work plan.	<b>A.D1</b> Strip, replace and rebuild engine parts accurately and complete a comprehensive work plan.
<b>Learning aim B: Demonstrate self-management skills when stripping, replacing and rebuilding engine parts</b>		
<b>B.P2</b> Demonstrate limited housekeeping skills when carrying out stripping, replacing and rebuilding of engine parts.	<b>B.M2</b> Demonstrate appropriate housekeeping skills when carrying out stripping, replacing and rebuilding of engine parts.	<b>B.D2</b> Demonstrate competent housekeeping skills when carrying out stripping, replacing and rebuilding of engine parts.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- strip, replace and rebuild engine parts following a given plan accurately and return the engine parts to service
- complete a comprehensive work plan to confirm completion of the task e.g. including reasons for and details about component cleaning, replacement, repair or renewal such as condition/wear, part numbers, recording the quantities
- demonstrate competent and confident housekeeping skills during and after stripping, replacing and rebuilding engine parts, e.g. returning tools and equipment in good condition, flagging equipment that needs repair, and disposing or recycling of waste, hazardous materials and substances correctly.

#### For merit standard, learners:

- strip, replace and rebuild engine parts following a given plan with some accuracy
- complete a work plan to confirm completion of the task covering most of the required areas, e.g. including a record of decisions taken about component stripping, replacement, repair or renewal
- demonstrate appropriate housekeeping skills during and after stripping, replacing and rebuilding engine parts, e.g. returning tools and equipment in good condition but not cleaned, flagging most equipment that needs repair, and disposing of waste, hazardous materials and substances.

#### For pass standard, learners:

- strip, replace and rebuild engine components and address the key areas in the plan but do not follow a given plan accurately
- complete a basic work plan to confirm completion of the task, e.g. indicating date and time of completion, with limited detail about component stripping, replacement, repair or renewal
- demonstrate limited housekeeping skills during and after stripping, replacing and rebuilding engine parts, e.g. returning tools and equipment.

### Essential resources

Learners will need access to a range of different engine parts that they can work on.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutors provide learners with a worksheet showing images of different engine parts. Names and the purpose of each part will also be given on the worksheet. The learner has to match the images with the correct name and purpose. On completion, the group will share their answers and discuss why it is necessary to service engine parts. Part of this discussion could also include how stripping, replacing and rebuilding engine parts can help them learn about light motor vehicles.

**Suggested time:** about 2 hours.

### Activity: Visiting a garage or car manufacturer

Through group discussion, the tutor will prepare learners for the visit by asking them to note down a list of topics that will help to focus their observations, e.g. How does the workplace ensure their staff are safe? What tools and equipment do staff use?

Learners should also note questions that they would like to ask on the visit.

On returning to the learning centre, learners should be given time to share what they observed and how it will help them improve their own skills and knowledge in this area.

**Suggested time:** about 6 hours.

### Activity: Observing stripping, replacing and rebuilding engine parts

This activity will be used for different engine parts throughout the delivery of the unit.

The tutor will demonstrate how to strip, replace and rebuild different engine parts. Each step of the work must be clearly explained. Learners fill in a blank work plan as the demonstration progresses. With the help of group discussion, learners complete their work plans accurately and including all essential information, i.e. name of engine part, tools and equipment required, step-by-step action plan, replacement parts, resources and materials, health and safety, PPE, estimated time for completing the activity and returning the equipment to good working order. Tutors should emphasise good housekeeping skills. The tutor can also recap what was done in the demonstration and go over each step to emphasise health and safety procedures.

**Suggested time:** about 8 hours.

### Activity: Servicing carousel

Tutors may choose to use workshop equipment only or to introduce other items of equipment into a carousel arrangement. The size of the group will determine how many parts will be required. Working in pairs, learners should be given a service plan for each item of equipment. They must prepare for and carry out basic, routine activities on a range of equipment, following the plans. Each pair should work on at least three or four parts, returning each part to good working order and producing a brief service report and an evaluation of their performance. They should also suggest ways in which they could improve their skills. Tutors and workshop technicians will observe and support learners as they carry out these activities.

**Suggested time:** about 8 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

Before you begin this task, you must make sure you are wearing the appropriate personal protective equipment. You have been asked to strip and rebuild an engine part as part of your work experience. You will need to replace any parts that are worn or no longer working. You will receive a work plan to follow and fill in as you go through the task. You must use the correct tools, equipment, materials and parts to complete the task. When you finish the task, you must make sure the tools and equipment you were using are clean and in good working order, and the work area is ready for the next person to use.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

You will be given a different scenario and work on a different engine part, of a similar level of complexity as the first.



# Unit TV11: Leasing and Renting Vehicles

Level: **1**

Unit type: **Sector (Transport and Vehicle)**

Guided learning hours: **40**

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## Unit in brief

Learners will find out and present information about the leasing and renting of motor vehicles and carry out a vehicle inspection.

## Unit introduction

People lease and rent motor vehicles for a wide range of reasons. Some will rent a vehicle for a short period of time; others may lease vehicles on long-term contracts. Families may hire a vehicle to use on their holiday, companies may lease vehicles for their employees to use when attending meetings, and some local communities have set up their own car leasing systems to encourage car sharing.

In this unit you will learn the process involved when leasing and renting motor vehicles. This will include different job roles and responsibilities. You will then have the opportunity to carry out a vehicle inspection using a vehicle inspection report. This is an essential task for anyone working in the leasing and rental sector as the customer wants to be sure they have a vehicle that is roadworthy and, on return, the company wants to ensure the vehicle has not been damaged.

This unit will help you to develop the skills needed to progress to qualifications in different sectors or to progress to other qualifications in engineering. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Find out about the process of leasing and renting vehicles
- B** Carry out motor vehicle safety inspections.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Find out about the process of leasing and renting vehicles	<ul style="list-style-type: none"> <li>Leasing and renting</li> <li>The leasing and renting process</li> <li>Preparing for carrying out an inspection</li> <li>Vehicle inspection checks</li> </ul>	<ul style="list-style-type: none"> <li>A written summary or recorded discussion about the leasing and renting process</li> <li>Tutor observations</li> <li>Vehicle inspection records</li> </ul>
<b>B</b> Carry out motor vehicle safety inspections		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Follow a work plan for vehicle inspections</li> <li>Practical skills and procedures for checking vehicle parts</li> <li>Health and safety requirements</li> <li>Communication and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>The leasing and renting process, including job roles and functions</li> <li>Vehicle components to check during inspection</li> <li>Reasons for carrying out checks</li> <li>Tools and materials used for inspection</li> <li>Vehicle inspection forms and what needs to be recorded</li> </ul>	<ul style="list-style-type: none"> <li>Managing information</li> <li>Communication</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Present information/points of view clearly and in appropriate language</li> <li>Present information in a logical sequence.</li> <li>Use correct grammar, including correct and consistent use of tense</li> <li>Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Add, subtract, multiply and divide whole numbers using a range of strategies</li> <li>Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature</li> <li>Extract and interpret information from tables, diagrams, charts and graphs.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Leasing and renting

- Differences between leasing and renting:
  - leasing, e.g. business use, contract for longer period of time, monthly payments
  - renting e.g. short-term contract, personal use, used by garages while car is being serviced, pick up points near transport hubs.
- Vehicles for lease and rent – cars, vans, motorbikes, lorries, coaches.
- Types of vehicles – manual, automatic, electric, hybrid, Motability, diesel, petrol, size, e.g. economy, compact, premium, luxury.
- Vehicle models and specifications.
- Additional equipment – sat-nav, child seats, luggage racks.

#### The leasing and renting process

- Rental/reservation – handling customer enquiries face to face, over the phone or via email; knowledge of types of vehicle available; taking bookings; checking availability; completing documentation; managing payment; arranging vehicle delivery; using IT to record bookings; maintaining records of vehicle mileage; checking damage; dealing with complaints.
- Technical support – answering queries about the vehicle’s technical specifications, answering customer and supplier enquiries, liaising with manufacturers.
- Vehicle servicing – servicing and repairing vehicles, carrying out maintenance checks, advising customers on repairs required, estimating time and costs to carry out work, recording work carried out.
- Valeting – collecting and delivering vehicles, cleaning the interior and exterior.
- Vehicle return inspection – checking vehicles on return from customer, identifying excessive wear or damage, adjusting customer bill to reflect damage, adhering to relevant legislation, arranging repairs, liaising with insurance companies.

#### Vehicle inspection checks

- Following manufacturer’s specifications.
- Vehicle safety inspection – cleaning interior and exterior; completing relevant documentation, e.g. registration and insurance; logging current mileage, full fuel tank/electric supply.
- Tools and materials – tyre pressure gauge, oil, windscreen wash.
- Mechanical checks – brakes, tyre pressures and tread depth, position of head restraints, lights including brake lights, checking anti-lock braking system is working, engine oil level, engine coolant level, hydraulic brake fluid, windows, windscreen, washers and wipers, horn.
- Vehicle damage – dents, wheel damage, paint chips, deep scratches, glass chips or scratches.
- Vehicle inspection records – recording documents, marking damage on vehicle images, completing checklists.
- Safe working practices – awareness of moving vehicles, use of appropriate personal protective equipment (PPE), moving vehicles to different areas within the storage area.

#### Transferable skills

- Managing information:
  - using manufacturers’ vehicle specifications
  - using information from customers
  - using information from colleagues.
- Communication:
  - completing relevant documentation.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Find out about the process of leasing and renting vehicles</b>		
<b>A.P1</b> Search for information about the leasing and renting of vehicles using given sources.	<b>A.M1</b> Search for information about the leasing and renting of vehicles using own and given sources.	<b>A.D1</b> Carry out a focused and detailed search into the leasing and renting of vehicles using own and given sources.
<b>A.P2</b> Present basic information from given sources about leasing and renting vehicles.	<b>A.M2</b> Present mostly relevant information from given and own sources that links to the leasing and renting of vehicles.	<b>A.D2</b> Present accurate information from given and own sources that links clearly to the leasing and renting of vehicles.
<b>Learning aim B: Carry out motor vehicle safety inspection</b>		
<b>B.P3</b> Carry out vehicle safety inspection procedures safely, completing some inspections and records satisfactorily.	<b>B.M3</b> Carry out vehicle safety inspection procedures safely, completing most inspections and records satisfactorily.	<b>B.D3</b> Carry out vehicle safety inspection procedures safely, completing all inspections and records accurately.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- carry out research that remains focused on the topic and uses own and given different sources to collect information
- give a detailed breakdown of why the information selected was the most relevant, demonstrating understanding of which sources were more reliable and appropriate than others
- present their summary of findings clearly, keeping the focus on the topic. The summary will also reference in detail the research sources that were used
- carry out the vehicle inspection safely and effectively e.g. assessing fluid levels and the condition of parts correctly
- produce a complete and detailed vehicle inspection record. They select accurate technical information needed for the check on the vehicle such as identifying chips in the windscreen.

#### For merit standard, learners:

- carry out research that remains mostly focused on the topic but may become too broad in places. They will have found some sources themselves but some will be given by tutors
- give some reasons for the information selected being appropriate for their topic. They will demonstrate some awareness of which sources are more reliable than others
- present their summary of findings remaining mostly focused on the topic although they may go off in other directions at some points. The summary will reference some of the research sources that were used
- carry out the procedures safely, missing only a few of the steps e.g. they may have noticed a split wiper blade but missed a dent on a side panel
- produce a complete vehicle inspection record with mostly accurate technical information but with a few instances of missing information or inaccuracy.

#### For pass standard, learners:

- carry out basic search that relates to the topic, using sources given by tutors
- select basic and obvious information from the given sources, there will be limited reference to reliability of sources.
- presents a basic summary of findings that are mainly broad and unfocused. There will be little or no reference to the research sources used
- carry out procedures safely but may need prompting to carry out the key steps but will have made significant errors with steps missing or incorrectly carried out e.g. when checking tyre pressure, it has been left significantly under inflated
- produce a limited vehicle inspection record but not all information is recorded and some requirements are missing e.g. noted the head lights are working but did not check the brake lights.

### Essential resources

Learners will need access to motor vehicles to carry out vehicle inspections.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Working in small groups, learners will discuss why people would want to rent or lease a motor vehicle rather than buying one. They could also discuss who might want to rent or lease a motor vehicle. Learners may be able to bring their own personal experiences into the discussion e.g. renting a vehicle when on holiday as it was cheaper. The small groups can then come together and share their findings with the larger group.

**Suggested time:** about 3 hours.

### Activity: Types of vehicles and specifications

Learners can spend time either on their own or in small groups finding information on different types of vehicles that are available for rent or lease and who they may be suitable for. The tutor can then provide different scenarios for the learners to work on e.g. A couple would like to rent a vehicle that is at the high-end of the market. They do not have mobility issues and cost is not an issue. What vehicle would you recommend and why? If each group is given a different scenario, learners could work their way through each and then share their suggestions with the class. A chart could be created showing different cars, specifications, possible customers

**Suggested time:** about 8 hours.

### Activity: Site visit

To help learners understand the process of renting and leasing, a site visit would be valuable. Prior to the visit learners could note the questions they would like to ask and the information they would like to find out. Ideally, the company would take learners through the process from initial booking to returning the vehicle. Throughout the visit, learners will observe and take notes. On returning to the class, learners can create a diagram or flow chart showing the process and including as much information as they can. They can carry out further investigation using different sources and add this to their diagram e.g. rental and leasing company website, motor industry organisations

**Suggested time:** about 8 hours.

### Activity: Vehicle inspection records

Learners will have the opportunity to view different types of vehicle inspection records. They will identify any skills or knowledge gaps they have e.g. if they have not checked oil levels under supervision then they could identify this as a skill they need to develop. Time will be given for learners to develop each of these skills.

**Suggested time:** about 10 hours.

### Activity: Practical task – Carrying out a vehicle inspection

Following demonstrations of the knowledge and skills required to carry out a vehicle inspection for leasing and renting purposes, small groups or individual learners will be given the opportunity to carry out an inspection under supervision. During this activity, the tutor can ask questions to check understanding.

**Suggested time:** about 8 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

As a trainee working in the vehicle rental office at your local airport, you are asked to find a suitable motor vehicle for a family who have recently arrived at the airport and are going to tour the local area as they have never been before. There are six members in the family, one of whom is a three-year-old child. You will need to identify an appropriate vehicle that meets the needs of the family. They would like a motor vehicle that is environmentally friendly.

Your supervisor has asked you to provide a summary of the rental process to the driver.

Before releasing the motor vehicle, you will carry out a vehicle safety inspection to meet the needs of the customer and provide a completed vehicle inspection record to the customer that indicates any existing damage on the vehicle.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

On another occasion, a family is returning their motor vehicle to the rental office. Your supervisor has asked you to carry out a safety inspection on the vehicle using the vehicle inspection record. As you are carrying out the inspection you observe a number of damaged parts to the vehicle. This information is noted on the vehicle inspection record.

On returning to the driver you need to provide a summary of the rental process including the customer's responsibility for any damage caused.



# Unit TV12: Developing Customer Relationships in the Transport and Motor Vehicle Industry

Level: **1**

Unit type: **Sector (Transport and Vehicle)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop verbal and non-verbal communication skills to develop effective customer relationships in the transport and motor vehicle industry.

## Unit introduction

Much of your work in the transport and motor vehicle industry is likely to be with different types of vehicle. However, developing effective relationships with both internal and external customers is essential to ensure your work meets their needs.

In this unit, you will use the skills required to communicate in different transport and motor vehicle industry and choose the best way of communicating information to people. For example, your customers may not understand the technical terminology that you use within the industry or may not be familiar with different procedures that need to be carried out. This could create barriers between yourself and your customer. You will need to provide clear, accurate information, which may require patience, empathy, honesty and respect. Some customers may have additional physical needs that need to be considered when explaining what product/service is required.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. Developing your communication skills will help you to progress to Level 2, where this area is covered in more detail. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Communicate with customers in the transport and motor vehicle industry
- B** Solve problems when communicating with customers.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Communicate with customers in the transport and motor vehicle industry	<ul style="list-style-type: none"> <li>• Purpose of good customer relationships</li> <li>• Using communication skills and behaviours in different customer service situations</li> <li>• Solving customer problems</li> </ul>	<ul style="list-style-type: none"> <li>• Observation records, witness statements of role play</li> <li>• Recordings of role play in customer service situation.</li> </ul>
<b>B</b> Solve problems when communicating with customers		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Speaking clearly and appropriately</li> <li>• Using non-technical language to help the customer understand the service/product</li> <li>• Asking questions to identify main information from the customer</li> <li>• Active listening</li> <li>• Checking the customer understands the information given</li> <li>• Anticipating the needs of the customer</li> <li>• Behaving appropriately for the situation</li> </ul>	<ul style="list-style-type: none"> <li>• Needs of different customer groups</li> <li>• How to develop relationships with all customers fairly and with respect</li> <li>• Verbal and non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Self-management</li> <li>• Problem solving</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information clearly and in appropriate form</li> <li>• Present information in a logical sequence</li> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions</li> <li>• Use language, format and structure suitable for purpose and audience</li> <li>• Ensure written work includes generally accurate punctuation and spelling and that meaning is clear.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Purpose of good customer relationships

- To inform customers about services and products, to confirm understanding of information, to deal with customer requests and complaints in an appropriate way
- Importance of developing good customer relationships e.g. repeat custom for the business, enhanced business reputation.
- Knowing and understanding the service to make sure accurate information is given to the customer.
- Different customers to include internal and external customers, those with specific needs.

#### Using communication skills and behaviours in different customer service situations

- Using verbal communication skills to include, greeting customers appropriately, active listening, confirming information, speaking clearly and at the appropriate speed, tone and volume, asking customers appropriate questions, being polite and respecting the customer, being approachable and enthusiastic.
- Using non-verbal communication skills, e.g. making eye contact, smiling, awareness of personal space, appropriate body language.
- Using written communication skills, e.g. entering appointments in calendar, completing invoices, filling out forms for stock control.

#### Solving customer problems

- Dealing with customer problems to include, interpreting customer concerns and liaising with other colleagues when required, liaising with customers if additional work is required, using terminology the customer understands, responding to customer requests, giving advice that is honest and reliable, resolving product problems, handling complaints, helping customers who have specific learning or physical needs.
- Steps in problem solving, including:
  - problem identification to include using probing questions and active listening skills to understand the problem that needs resolving
  - listen to what the customer has to say
  - acknowledge the problem
  - get the facts
  - looking for solutions
  - asking for advice from colleagues
  - making and implementing decisions, within the scope of own job role.
- Ensuring body language and tone of voice is not aggressive or defensive.

#### Transferable skills

- Self-management: being flexible, showing adaptability when responding to different situations and when communicating with customers, showing initiative when dealing with customers and their queries.
- Problem solving: answering customer questions, dealing with issues that may arise and using initiative when communicating with customers.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Communicate with customers in the transport and motor vehicle industry</b>		
<b>A.P1</b> Use basic verbal and non-verbal communication skills in customer service situations in a transport and motor vehicle industry.	<b>A.M1</b> Use competent verbal and non-verbal communication skills in customer service situations in a transport and motor vehicle industry.	<b>A.D1</b> Use confident verbal and non-verbal communication skills in customer service situations a transport and motor vehicle industry.
<b>Learning aim B: Solve problems when communicating with customers</b>		
<b>B.P2</b> Demonstrate basic problem-solving skills when communicating with customers in a transport and motor vehicle industry.	<b>B.M2</b> Demonstrate competent problem-solving skills when communicating with customers, making suggestions for solutions, in a transport and motor vehicle industry.	<b>B.D2</b> Demonstrate confident and effective problem-solving skills when communicating with customers, suggesting solutions, in a transport and motor vehicle industry.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- use verbal and non-verbal communication skills in a confident way in customer service situations such as active listening, making eye contact, and using relevant body language
- show evidence of secure and mostly accurate in-depth knowledge and understanding of service/product information conveyed to the customers
- solve customer problems by following most of the steps involved in problem solving to identify and resolve problems presented effectively and efficiently.

**For merit standard**, learners:

- use most of the verbal communication skills proficiently in customer service situations
- demonstrate non-verbal communication through appropriate use of body language most of the time in customer service situations
- show evidence of detailed knowledge of the service/product information conveyed to the customers
- solve problems by following steps involved in problem solving to offer more than one solution to problems presented.

**For pass standard**, learners:

- use limited verbal communication skills in customer service situations, with limited attention to appropriate non-verbal communication
- demonstrate limited but adequate service/product knowledge to convey information to customers
- use some steps involved in problem solving to identify and attempt to resolve problems presented satisfactorily but not completely.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

In small groups, learners draw on their own experience of good and bad customer service, explaining how it made them feel as customers. Learners work independently, and then in pairs or small groups, to suggest as many different types of customer in the transport and motor vehicle industry as they can. They then discuss what different customers need and how they can be met.

**Suggested time:** about 3 hours.

### Activity: Examples of effective and ineffective verbal communication skills

Learners discuss the importance of making a good impression on the customer. Tutors show different examples of effective and ineffective verbal communication skills and learners discuss their effects on the customer and ultimately the business. A variety of sources could be used, for example YouTube™ clips, learners' own experiences, field observations and scripted role play. Learners could fill out worksheets identifying verbal communication skills from video footage or record their own footage to present to the class. Vocational and transferable skills to be covered must include verbal communication skills, for example use of technical terminology that the customer is unlikely to know, closed and open question types, probing questions, questions to confirm understanding, listening skills, working effectively with others, resilience, respect and honesty to the customer.

**Suggested time:** about 4 hours.

### Activity: Examples of effective and ineffective non-verbal communication skills

Tutors show different examples of effective and ineffective non-verbal communication skills and learners discuss their effects on the customer and ultimately the business. A variety of sources could be used, for example YouTube clips, learners' own experiences, field observations and scripted role play. Learners could fill out worksheets identifying non-verbal communication skills from video footage or record their own footage to present to the class. Vocational and transferable skills to be covered must include non-verbal communication skills, for example body language, eye contact, respecting others' personal space.

**Suggested time:** about 4 hours.

### Activity: Role play of dealing with customers seeking advice

Learners participate in role-play activities that deal with customers seeking advice on a service/product, including. Customers who have disabilities, for example people with hearing, sight and physical impairments, and could be given the opportunity to advise them. Role play could be created by tutors or developed by learners.

**Suggested time:** about 10 hours.

### Activity: Role play of dealing with a customer complaint

Learners participate in role play that deals with a customer complaint, this should include phone calls and referring to colleagues with more experience when appropriate. Role play can be created by tutors or developed by learners. The role play should embrace as many of the personal and vocational skills as possible.

**Suggested time:** about 10 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You are employed as a light vehicle technician in a local garage. You will be presented with a number of different scenarios where you will deal with customers. You will provide assistance, making sure you use appropriate verbal and non-verbal communication skills and behaviours. You will also provide solutions to problems when communicating with the customer (this scenario can be simulated).

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity:**

You are working as an apprentice in the accident repair section of a large garage in town. In the role play you be presented with a number of different scenarios where you will deal with customers. You will provide assistance, making sure you use verbal and non-verbal communication skills and behaviours and resolve problems when communicating with customers.



## 4 Planning your programme

### How do I choose the right BTEC Introductory qualification for my learners?

BTEC Introductory qualifications come in three sizes, the Award, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Award size, progress to the Certificate size and then on to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. All three sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take two Award or Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed. Further information is given in *Section 7*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for tutors but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for progression.

### What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver the qualifications. For some units, specific resources are required.

### Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Introductory units using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including some direct instruction in classrooms or vocational environments, practical work, group- and peer work, private study and e-learning.

## Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

### What support is available?

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 5* for further details.

# 5 Assessment

## Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of your assessment team need to refer to this document.

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

We have addressed the need to ensure that the time allocated to final assessment of internal units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

## Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3*, and the requirements for delivering assessment.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

## Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

## Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Introductory qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 1* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 1 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8* for further information on grading.

## The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

## **Effective organisation**

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

## **Learner preparation**

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

## Setting effective assignments

### Setting assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a vocational scenario or context, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

## Forms of evidence

BTEC Introductory units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 1* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

### Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.

## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, having met the initial deadline. For example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement or have submitted work that is not authentic.

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan, the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

# 6 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

## Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## **Administrative arrangements for internal assessment**

### **Records**

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

### **Reasonable adjustments to assessment**

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

### **Special consideration**

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### **Appeals against assessment**

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see *Centre Guidance: Dealing with Malpractice*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, on our website.

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

## Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

## Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

## Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

# 7 Quality assurance and centre approval

## Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

## Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Introductory qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any BTEC Introductory programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 8 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

### Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Ofqual requirements.

### Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Award	70
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Certificate or a Diploma may be eligible to achieve a smaller sized qualification in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

### Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Award	P to D
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information of this process.

### Points available for units

The table below shows the number of **points** available for units. For each unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	40 GLH
<b>U</b>	0	0
<b>Pass</b>	6	8
<b>Merit</b>	12	16
<b>Distinction</b>	18	24

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort

### Calculation of qualification grade

Applicable for registration from 1 September 2019.

Award		Certificate		Diploma	
70 GLH		180 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0
P	14	P	36	PP	72
				MP	96
M	22	M	60	MM	120
				DM	158
D	36	D	96	DD	196

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2019

### Example 1: Achievement of an Award with a D grade

	GLH	Grade	Unit points
Unit 1	30	Distinction	18
Unit 7	40	Distinction	24
<b>Totals</b>	<b>70</b>	<b>D</b>	<b>36</b>

The learner has sufficient points for a D grade

### Example 2: Achievement of an Award with a P grade

	GLH	Grade	Unit points
Unit 1	30	Pass	6
Unit 7	40	Pass	8
<b>Totals</b>	<b>70</b>	<b>P</b>	<b>14</b>

The learner has met the minimum requirement for 70 GLH at Pass or above.

The learner has sufficient points for a P grade

### Example 3: An Award graded unclassified

	GLH	Grade	Unit points
Unit 1	30	U	0
Unit 7	40	Distinction	24
<b>Totals</b>	<b>70</b>	<b>P</b>	<b>24</b>

The learner has a U in Unit 1

The learner has sufficient points for a M but has not met the minimum requirement for 70 GLH

**Example 4: Achievement of a Certificate with a D grade**

	GLH	Grade	Unit points
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
<b>Totals</b>	<b>180</b>	<b>D</b>	<b>96</b>

The learner has sufficient points for a D grade

**Example 5: Achievement of a Certificate with a P grade**

	GLH	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>P</b>	<b>36</b>

The learner has met the minimum requirement for 140 GLH at Pass or above

The learner has sufficient points for a P grade

**Example 6: A Certificate graded Unclassified**

	GLH	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>U</b>	<b>42</b>

The learner has a U in Units 1 and 6

The learner has sufficient points for M but has not met the minimum requirement for 140 GLH at Pass or above

**Example 7: A Diploma graded Unclassified**

	<b>GLH</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
<b>Totals</b>	<b>360</b>	<b>U</b>	<b>110</b>

The learner has not met the minimum requirement for 280 GLH at Pass or above

The learner has sufficient points for MP but has not met the minimum requirement for 280 GLH at Pass or above

**Example 8: Achievement of a Diploma with a DD grade**

	<b>GLH</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
<b>Totals</b>	<b>360</b>	<b>DD</b>	<b>196</b>

The learner has sufficient points for a DD grade

**Example 9: Achievement of a Diploma with a PP grade**

	<b>GLH</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	U	0
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Unit 8	40	Pass	8
Unit 9	40	Merit	16
Unit 10	40	Pass	8
<b>Totals</b>	<b>360</b>	<b>PP</b>	<b>72</b>

The learner has met the minimum requirement for 280 GLH at Pass or above

The learner has sufficient points for a PP grade

## 9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Introductory qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

### Support for assessment

#### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

## Training and support from Pearson

### People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Introductory qualifications. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Introductory qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

# Appendix 1 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

<b>Term</b>	<b>Definition</b>
Accurate	Perform processes and procedures without error.
Coherent	Logically consistent.
Collaborate	Work jointly with others.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim.
Creative	Use techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – ‘painting a picture with words’.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Insightful	Being perceptive and discerning.
Outline	Learners’ work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.

<b>Term</b>	<b>Definition</b>
Show	Learners' work, performance or practice presents evidence using knowledge, understanding and skills.
State	Learners express the condition of, or facts about something definitely or clearly.
Summarise	Learners express the condition of, or facts about something definitely or clearly.

This is a key summary of the types of evidence used for BTEC Introductory Suite of qualifications.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Vocational context	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.

# Pearson BTEC Level 1 Introductory in Transport and Vehicle

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