



INSTITUTE  
OF THE MOTOR  
INDUSTRY

IMI QUALIFICATION



# VCQ Assessment Record for

## IMI Level 3 Diploma in Caravan and Motorhome Maintenance and Repair (VCQ)

I.D: 600/6086/4

---

*To be read with Learner Guidance and Written Assessments.*

*For assessors only: Assessor and Verifier Guidance*

## CENTRE INFORMATION

Please be aware that any **legislation** referred to in this qualification may be subject to amendment/s during the life of this qualification. Therefore IMI Approved Centres must ensure they are aware of and comply with any amendments, e.g. to health and safety legislation and employment practices.

Please be aware that **vehicle technologies** referred to in this qualification reflect current practice, but may be subject to amendment/s, updates and replacements during the life of this qualification. Therefore IMI Approved Centres must ensure they are aware of the latest developments and emerging technologies to ensure the currency of this qualification.

Please note: the relevance of the information contained in the **unit content** will vary depending upon the vehicle types being worked upon. The unit content is for guidance only and is not meant to be prescriptive.

© 2015 IMI

All rights reserved. No part of this publication may be reproduced, stored in retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of IMI

Requests should be made in writing and addressed to:  
Institute of the Motor Industry (IMI)  
Fanshaws, Brickendon, Hertford SG13 8PQ



### CONTACT SHEET

Learner Name:	
Learner Registration No:	
Learner Address:	
Learner Tel No:	
Learner Email:	
Employer Contact:	
Employer Name & Address:	
Employer Tel No:	

Please complete as appropriate:	
Witness Name:	Witness Name:
Witness Job Title:	Witness Job Title:
Witness Signature:	Witness Signature:
Witness Name:	Witness Name:
Witness Job Title:	Witness Job Title:
Witness Signature:	Witness Signature:
Assessor Name:	Assessor Name:
Assessor Signature:	Assessor Signature:
Assessor Name:	
Assessor Signature:	
Internal Verifier Name:	Internal Verifier Name:
Internal Verifier Signature:	Internal Verifier Signature:



## IMI Level 3 Diploma in Caravan and Motorhome Maintenance and Repair (VCQ)

QCA I.D.: 600/6086/4

This qualification consists of 4 mandatory units, 8 mandatory specialists units and 4 Optional units.

All units are either Competency (C), or Knowledge (K) Units.

In order to pass the qualification, learners must achieve a minimum of 69 credits from the following groups:

**Group A:** 18 credits from 4 Mandatory Units.

**Group B:** 41 credits from 8 Mandatory Specialist Units.

**Group C:** 10 out of the 2 Optional units available (e.g. option Group 1 or 2) ensuring all components (both knowledge and competence) are achieved.

**A minimum of 69 credits must be achieved in total, with a minimum of 52 credits at/or above L3.**

The min GLH is 434 max GLH is 439.

**Please note that every knowledge unit has an online test and the test number is the same as the 'unit ref'**

### Group A: Mandatory Units

Unit Ref:	Unit Title and ID Number	GLH	Unit Level	Credit Value	Assessments			
					C	W	P	T
G0102	G0102C - Competency in Health, Safety and Good Housekeeping in the Automotive Environment (A/601/6338)	60	2	7				
	G0102K - Knowledge of Health, Safety and Good Housekeeping in the Automotive Environment (D/601/6171)	30	2	3		M		M
G3	G3C - Competency in Supporting Job Roles in the Automotive Work Environment (K/601/6366)	40	3	5				
	G3K - Knowledge of Support for Job Roles in the Automotive Work Environment (T/601/6175)	20	3	3		M		M



**Group B: Mandatory Specialist Units**

Unit Ref:	Unit Title and ID Number	GLH	Unit Level	Credit Value	Assessments			
					C	W	P	T
C002	C002C - Competence in Carrying Out Non-Structural Minor Internal and External Caravan and Motorhome Repairs (M/503/6771)	8	2	4				
	C002K - Knowledge of Carrying Out Non-Structural Minor Internal and External Caravan and Motorhome Repairs (K/503/6770)	24	2	3		M		M
C006	C006C Competence in Diagnosing and Rectifying Caravan Chassis System Faults (D/503/6779)	12	3	7				
	C006K Knowledge of Diagnosing and Rectifying Caravan Chassis System Faults (Y/503/6778)	35	3	4		M		M
C007	C007C Competence in Diagnosing and Rectifying Caravan and Motorhome Electrical (12v and 230v) Unit and Component Faults (Y/503/6781)	15	3	8				
	C007K Knowledge of Diagnosing and Rectifying Caravan and Motorhome Electrical (12v and 230v) Unit and Component Faults (R/503/6780)	50	3	5		M		M
C008	C008C - Competence in Diagnosing and Rectifying Caravan and Motorhome Gas Appliance and Component Faults (H/503/6783)	10	3	5				
	C008K - Knowledge of Diagnosing and Rectifying Caravan and Motorhome Gas Appliance and Component Faults (D/503/6782)	50	3	5		M		M

**Group C: Optional Units**

Group 1								
G6	G6C - Competency in Making Learning Possible Through Demonstrations and Instruction (Y/601/6380)	40	3	5				
	G6K - Knowledge of How to Make Learning Possible through Demonstrations and Instruction (T/601/6242)	45	3	5		M		M
Group 2								
G8	G8C - Competency in Identifying and Agreeing Motor Vehicle Customer Service Needs (K/601/6383)	40	3	5				
	G8K - Knowledge of How to Identify and Agree Motor Vehicle Customer Service Needs (R/601/6247)	45	3	5		M		M



Learner Name: .....

<b>UNIT REF: G0102C</b>	<b>UNIT TITLE: COMPETENCY IN HEALTH, SAFETY AND GOOD HOUSEKEEPING IN THE AUTOMOTIVE ENVIRONMENT</b>
-------------------------	---

<b>Level: 2</b>	<b>Route: Competence</b>	<b>Credit Value: 7</b>	<b>GLH: 60</b>
-----------------	--------------------------	------------------------	----------------

**Mapping:** This unit is mapped to the IMI NOS G1 and G2

**Rationale:** This unit will enable the learner to develop competency in order to carry out day to day work area cleaning, clearing away, dealing with spillages and disposal of waste, used materials and debris. Identify hazards and risks in the automotive environment and complying with relevant legislation and good practice and work safely at all times within the automotive environment, both as an individual and with others.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No	Date
<b>The Learner will:</b>	<b>The Learner can:</b>		
1. Be able to use correct personal and vehicle protection within the automotive environment	1.1. Select and use personal protective equipment throughout activities. To include appropriate protection of: <ul style="list-style-type: none"> <li>a eyes</li> <li>b ears</li> <li>c head</li> <li>d skin</li> <li>e feet</li> <li>f hands</li> <li>g lungs</li> </ul> 1.2. Select and use vehicle protective equipment throughout all activities.		
2. Be able to carry out effective housekeeping practices in the automotive environment	2.1. Select and use cleaning equipment which is of the right type and suitable for the task. 2.2. Use utilities and appropriate consumables, avoiding waste 2.3. Use materials and equipment to carry out cleaning and maintenance duties in allocated work areas, following automotive work environment policies, schedules and manufacturer's instructions 2.4. Perform housekeeping activities safely and in a way which minimizes inconvenience to customers and staff. 2.5. Keep the work area clean and free from debris and waste materials. 2.6. Keep tools and equipment fit for purpose by regular cleaning and keeping tidy 2.7. Dispose of used cleaning agents, waste materials and debris to comply with legal and workplace requirements.		



Learner Name: .....

3. Be able to recognise and deal with dangers in order to work safely within the automotive workplace	3.1. Name and locate the responsible persons for health and safety in their relevant workplace 3.2. Identify and report working practices and hazards which could be harmful to themselves or others 3.3. Carry out safe working practices whilst working with equipment, materials and products in the automotive environment 3.4. Rectify health and safety risks encountered at work, within the scope and capability of their job role		
4. Be able to conduct themselves responsibly	4.1. Show personal conduct in the workplace which does not endanger the health and safety of themselves or others 4.2. Display suitable personal presentation at work which ensures the health and safety of themselves and others at work		



Learner Name: .....

**EVIDENCE REQUIREMENTS GO102C**

1. <b>You must</b> produce evidence of use of personal and vehicle protection, cleaning the work environment and disposal of waste <b>on three separate occasions.</b>	<b>Evidence Ref:</b>	
2. <b>You must</b> be observed by your assessor on at least <b>1</b> occasion carrying out the above.	<b>Observation Ref:</b>	
3. <b>You must</b> produce evidence of identifying risks which may result from <b>at least two</b> of the items listed below:	<b>Evidence Ref:</b>	
the use and maintenance of machinery or equipment		
the use of materials or substances		
working practices which do not conform to laid down policies		
unsafe behaviour		
accidental breakages and spillages		
environmental factors		
4. <b>You must</b> be observed by your assessor on at least <b>1</b> occasion carrying out the above.	<b>Observation Ref</b>	
5. <b>You must</b> produce evidence of following <b>at least four</b> of the workplace policies listed below:	<b>Evidence Ref</b>	
the use of safe working methods and equipment		
the safe use of hazardous substances		
smoking, eating, drinking and drugs		
what to do in the event of an emergency		
6. <b>You must</b> be observed by your assessor following workplace policies on <b>at least one</b> occasion	<b>Observation Ref</b>	

<b>ASSESSOR SIGNATURE:</b>	<b>PIN NO:</b>	<b>DATE:</b>
----------------------------	----------------	--------------





Learner Name: .....

<b>UNIT REF: G0102K</b>	<b>UNIT TITLE: KNOWLEDGE OF HEALTH, SAFETY AND GOOD HOUSEKEEPING IN THE AUTOMOTIVE ENVIRONMENT</b>
-------------------------	--

<b>Level: 2</b>	<b>Route: Knowledge</b>	<b>Credit Value: 3</b>	<b>GLH: 30</b>
-----------------	-------------------------	------------------------	----------------

**Mapping:** This unit is mapped to the IMI NOS G1 and G2

**Rationale:** This unit enables the learner to develop an understanding of routine maintenance and cleaning of the automotive environment and using resources economically and health and safety legislation and duties of everyone in the motor vehicle environment. It will provide an appreciation of significant risks in the automotive environment and how to identify and deal with them. Once completed the learner will be able to identify hazards and evaluate and reduce risk.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The Learner will:</b>	<b>The Learner can:</b>
1. Understand the correct personal and vehicle protective equipment to be used within the automotive environment	1.1. Explain the importance of wearing the types of PPE required for a range automotive repair activities 1.2. Identify vehicle protective equipment for a range of repair activities 1.3. Describe vehicle and personal safety considerations when working at the roadside
2. Understand effective housekeeping practices in the automotive environment	2.1. Describe why the automotive environment should be properly cleaned and maintained. 2.2. Describe requirements and systems which may be put in place to ensure a clean automotive environment. 2.3. Describe how to minimise waste when using utilities and consumables 2.4. State the procedures and precautions necessary when cleaning and maintaining an automotive environment. 2.5. Describe the selection and use of cleaning equipment when dealing with general cleaning, spillages and leaks in the automotive environment. 2.6. Describe procedures for correct disposal of waste materials from an automotive environment 2.7. Describe procedures for starting and ending the working day which ensure effective housekeeping practices are followed



<p>3. Understand key health and safety requirements relevant to the automotive environment</p>	<p>3.1. List the main legislation relating to automotive environment health and safety.</p> <p>3.2. Describe the general legal duties of employers and employees required by current health and safety legislation</p> <p>3.3. Describe key, current health and safety requirements relating to the automotive environment.</p> <p>3.4. Describe why workplace policies and procedures relating to health and safety are important</p>
<p>4. Understand about hazards and potential risks relevant to the automotive environment</p>	<p>4.1. Identify key hazards and risks in an automotive environment</p> <p>4.2. Describe policies and procedures for reporting hazards, risks, health and safety matters in the automotive environment.</p> <p>4.3. State precautions and procedures which need to be taken when working with vehicles, associated materials, tools and equipment.</p> <p>4.4. Identify fire extinguishers in common use and which types of fire they should be used on</p> <p>4.5. Identify key warning signs and their characteristics that are found in the vehicle repair environment.</p> <p>4.6. State the meaning of common product warning labels used in an automotive environment.</p>
<p>5. Understand personal responsibilities</p>	<p>5.1. Explain the importance of personal conduct in maintaining the health and safety of the individual and others</p> <p>5.2. Explain the importance of personal presentation in maintaining health safety and welfare</p>

**Content:****Economic use of resources**

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

**Requirement to maintain work area effectively**

- a. Cleaning tools and equipment to maximise workplace efficiency.
- b. Requirement to carry out the housekeeping activities safely and in a way that minimises inconvenience to customers and staff.
- c. Risks involved when using solvents and detergents.
- d. Advantages of good housekeeping.

**Spillages, leaks and waste materials**

- a. Relevance of safe systems of work to the storage and disposal of waste materials.
- b. Requirement to store and dispose of waste, used materials and debris correctly.
- c. Safe disposal of special / hazardous waste materials.
- d. Advantages of recycling waste materials.
- e. Dealing with spillages and leaks

**Basic legislative requirements**

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

**Routine maintenance of the workplace**

- a. Trainee's personal responsibilities and limits of their authority with regard to work equipment.
- b. Risk assessment of the workplace activities and work equipment.
- c. Workplace person responsible for training and maintenance of workplace equipment.
- d. When and why safety equipment must be used.
- e. Location of safety equipment.
- f. Particular hazards associated with their work area and equipment.
- g. Prohibited areas.
- h. Plant and machinery that trainees must not use or operate.
- i. Why and how faults on unsafe equipment should be reported.
- j. Storing tools, equipment and products safely and appropriately.
- k. Using the correct PPE.
- l. Following manufacturer's recommendations.
- m. Location of routine maintenance information e.g. electrical safety check log.

**Legislation relevant to Health and Safety**

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

**Content: Contd**

**General regulations to include an awareness of:**

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

**Legislative duties:**

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

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

- a. Accessing and interpreting safety information
- b. Seeking advice when needed
- c. Seeking assistance when required
- d. Reporting of unsafe equipment
- e. Storing tools, equipment and products safely and appropriately
- f. Using the correct PPE
- g. Following manufacturers recommendations
- h. Following application procedures e.g. hazardous substances
- i. The correct selection and use of extraction equipment

**Content: Contd**

**PPE to include:**

- a. Typical maintenance procedures for PPE equipment to include:
  - i. typical maintenance log
  - ii. cleaning procedures
  - iii. filter maintenance
  - iv. variation in glove types
  - v. air quality checks
- b. Choice and fitting procedures for masks and air breathing equipment.
- c. Typical workplace processes which would require the use of PPE to include:
  - i. welding
  - ii. sanding and grinding
  - iii. filling
  - iv. panel removal and replacement
  - v. drilling
  - vi. cutting
  - vii. chiselling
  - viii. removal of broken glass
  - ix. removal of rubber seals from fire damaged vehicles
  - x. removal of hypodermic needles
  - xi. servicing activities
  - xii. roadside recovery
- d. Unserviceable PPE.
- e. PPE required for a range automotive repair activities. To include appropriate protection of:
  - i. eyes
  - ii. ears
  - iii. head
  - iv. skin
  - v. feet
  - vi. hands
  - vii. lungs

**Fire and extinguishers**

- a. Classification of fire types
- b. Using a fire extinguisher effectively.
- c. Types of Extinguishers
  - i. foam
  - ii. dry powder
  - iii. CO2
  - iv. water
  - v. fire blanket

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

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

**Product warning labels to include:**

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

**Content: contd****Warning signs and notices**

- a. Colours used for warning signs:
  - i. red
  - ii. blue
  - iii. green
- b. Shapes and meaning of warning signs:
  - i. round
  - ii. triangular
  - iii. square
- c. The meaning of prohibitive warning signs in common use.
- d. The meaning of mandatory warning signs in common use.
- e. The meaning of warning notices in common use.
- f. General design of safe place warning signs.

**Hazards and risks to include:**

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

**Personal responsibilities**

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

**Content: contd**

**Action to be taken in the event of colleagues suffering accidents**

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



Learner Name: .....

<b>UNIT REF: G3C</b>	<b>UNIT TITLE: COMPETENCY IN SUPPORTING JOB ROLES IN THE AUTOMOTIVE WORK ENVIRONMENT</b>
----------------------	--

Level: 3	Route: Competence	Credit Value: 5	GLH: 40
----------	-------------------	-----------------	---------

**Mapping:** This unit is mapped to the IMI NOS G3

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No	Date
The Learner will:	The Learner can:		
1. Be able to work effectively within the organisational structure of the automotive work environment	1.1. Respond promptly and willingly to requests for assistance from customers and colleagues 1.2. Refer customers and colleagues to the correct person should requests fall outside their responsibility and capability		
2. Be able to obtain and use information in order to support their job role within the automotive work environment	2.1. Select and use legal and manufacturers information, in an automotive work environment.		
3. Be able to communicate with and support colleagues and customers effectively within the automotive work environment	3.1. Use methods of communication with customers and colleagues which meet their needs 3.2. Give customers and colleagues accurate information 3.3. Make requests for assistance from or to customers and colleagues clearly and courteously 3.4. Report any anticipated delays in completion to the relevant persons promptly.		
4. Be able to develop and keep good working relationships in the automotive work environment	4.1. Contribute to team work by initiating ideas and co-operating with customers and colleagues 4.2. Treat customers and colleagues in a way which shows respect for their views and opinions 4.3. Make and keep achievable commitments to customers and colleagues 4.4. Inform colleagues promptly of anything likely to affect their own work		





### EVIDENCE REQUIREMENTS G3C

1. <b>You must</b> be observed by your assessor on at least <b>3</b> occasions carrying out the above whilst performing your normal work duties.	Observation Ref:		

ASSESSOR SIGNATURE:	PIN NO:	DATE:
---------------------	---------	-------



<b>UNIT REF: G3K</b>	<b>UNIT TITLE: KNOWLEDGE OF SUPPORT FOR JOB ROLES IN THE AUTOMOTIVE WORK ENVIRONMENT</b>
----------------------	--

<b>Level: 3</b>	<b>Route: Knowledge</b>	<b>Credit Value: 3</b>	<b>GLH: 20</b>
-----------------	-------------------------	------------------------	----------------

**Mapping:** This unit is mapped to the IMI NOS G3

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The Learner will:</b>	<b>The Learner can:</b>
1. Understand key organisational structures, functions and roles within the automotive work environment	1.1. Identify the purpose of different sections of a typical automotive work environment 1.2. Explain organisational structures and lines of communication within the automotive work environment 1.3. Explain levels of responsibility within specific job roles in automotive workplace. To include: a trainee b skilled technician c supervisor d manager
2. Understand the importance of obtaining, interpreting and using information in order to support their job role within the automotive work environment	2.1. Explain the importance of different sources of information in an automotive work environment. 2.2. Explain how to find, interpret and use relevant sources of information 2.3. Describe the main legal requirements relating to the vehicle, including road safety requirements 2.4. Explain the importance of working to recognised procedures and processes 2.5. Explain when replacement units and components must meet the manufacturers' original equipment specification. 2.6. Explain the purpose of how to use identification codes
3. Understand the importance of different types of communication within the automotive work environment	3.1. Explain where different methods of communication would be used within the automotive environment 3.2. Explain the factors which can determine your choice of communication. 3.3. Explain how the communication of information can change with the target audience to include uninformed and informed people



Learner Name: .....

<p>4. Understand communication requirements when carrying out vehicle repairs in the automotive work environment</p>	<p>4.1. Explain how to report using written and verbal communication.</p> <p>4.2. Explain the importance of documenting information relating to work carried out in the automotive environment</p> <p>4.3. Explain the importance of working to agreed timescales</p>
<p>5. Understand how to develop good working relationships with colleagues and customers in the automotive workplace</p>	<p>5.1. Describe how to develop positive working relationships with colleagues and customers</p> <p>5.2. Explain the importance of developing positive working relationships</p> <p>5.3. Explain the importance of accepting other peoples' views and opinions.</p> <p>5.4. Explain the importance of making and honouring realistic commitments to colleagues and customers.</p>

**Content:**

**The structure of a typical vehicle repair business**

- a. How these areas relate to each other within the business
  - i. body shop
  - ii. vehicle repair workshop
  - iii. paint shop
  - iv. valeting
  - v. vehicle parts store
  - vi. main office
  - vii. vehicle sales
  - viii. reception
- b. Sources of information
  - i. other staff
  - ii. manuals
  - iii. parts lists
  - iv. computer software and the internet
  - v. manufacturer
  - vi. diagnostic equipment

**Communication requirements when carrying out vehicle repairs**

- a Locating and using correct documentation and information for:
- b Recording vehicle maintenance and repairs
- c Vehicle specifications
- d Component specifications
- e Oil and fluid specifications
- f Equipment and tools
- g Identification codes

**Procedures for:**

- a Referral of problems
- b Reporting delays
- c Additional work identified during repair or maintenance
- d Keeping others informed of progress



Learner Name: .....

**Content: contd**

**Methods of communication**

- a Verbal
- b Signs and notices
- c Memos
- d Telephone
- e Electronic mail
- f Vehicle job card
- g Notice boards
- h SMS text messaging
- i Letters

**Organisational & customer requirements:**

- a Importance of time scales to customer and organisation
- b Relationship between time and costs
- c Meaning of profit

**Choice of communication**

- a Distance
- b Location
- c Job responsibility

**Importance of maintaining positive working relationships:**

- a Morale
- b Productivity
- c Company image
- d Customer relationships
- e Colleagues



Learner Name: .....

<b>UNIT REF: C002C</b>	<b>UNIT TITLE: COMPETENCE IN CARRYING OUT NON-STRUCTURAL MINOR INTERNAL AND EXTERNAL CARAVAN AND MOTORHOME REPAIRS</b>
------------------------	--

<b>Level: 2</b>	<b>Credit Value: 4</b>	<b>GLH: 8</b>
-----------------	------------------------	---------------

**Mapping:** This unit is mapped to the IMI NOS unit C002

**Rationale:** This unit is about removing and fitting non-structural internal and external body components on caravans and motorhomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No:	Date
The Learner will:	The Learner can:		
1. Be able to work safely when carrying out non-structural minor repairs	1.1 Use the appropriate personal protective equipment when removing and fitting non-structural fixed body components  1.2 Protect the caravan/motorhome, its contents and systems effectively when removing and fitting non-structural body components		
2. Be able to use relevant information to carry out the task	2.1 Select suitable sources of technical information to support minor repair activities including: <ul style="list-style-type: none"> <li>a. technical data</li> <li>b. repair procedures</li> <li>c. legal requirements</li> </ul> 2.2 Use suitable sources of technical information to support all caravan/motorhome repair activities		
3. Be able to use appropriate tools and equipment	3.1 Select and use the correct tools and equipment for the components to be removed or refitted  3.2 Ensure that the tools and equipment used are in a safe working condition		
4. Be able to carry out non-structural minor internal and external caravan/motorhome repairs	4.1 Remove and fit non-structural body components following: <ul style="list-style-type: none"> <li>a. manufacturers' methods/instructions</li> <li>b. recognised repair methods</li> <li>c. workplace procedures</li> <li>d. health, safety and legal requirements</li> </ul> 4.2 Avoid damaging other components, units and panels on the caravan/motorhome  4.3 Store all removed components safely in the correct location and in accordance with relevant legislation  4.4 Realign the fitted components in a way which regains their original manufactured tolerance and water tightness (where applicable)  4.5 Check that the fitted components operate following the manufacturer's specification		



Learner Name: .....

5. Be able to record information and make suitable recommendations	5.1 Report any faults identified during the course of the repair to the relevant person(s) promptly 5.2 Report any delays in completing the repair to the relevant person(s) promptly 5.3 Complete all activities within the agreed timescale 5.4 Ensure records are accurate, complete and passed to the relevant person(s) promptly in the format required		
--	---	--	--

**EVIDENCE REQUIREMENTS C002C**

1. You must produce evidence of competently carrying out repairs on <b>at least three occasions</b> covering the following* from <b>your work in the normal workplace:</b>	<b>Evidence Ref:</b>		
a. repair/replace <b>four of the</b> following external components:			
skirting			
road light clusters			
windows			
cover extrusions			
doors			
door frames			
roof lights			
b. repair/replace <b>four of the following internal components:</b>			
worktops (non-structural)			
locker doors			
drawers			
lights			
blinds/flyscreens			
curtains			
soft furnishings			
2. Be observed by your assessor on <b>at least 1 occasion</b> carrying out repairs to internal and external components.	<b>Observation Ref:</b>		

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

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

<b>ASSESSOR SIGNATURE:</b>	<b>PIN NO:</b>	<b>DATE:</b>
----------------------------	----------------	--------------



<b>UNIT REF: C002K</b>	<b>UNIT TITLE: KNOWLEDGE OF CARRYING OUT NON-STRUCTURAL MINOR INTERNAL AND EXTERNAL CARAVAN AND MOTORHOME REPAIRS</b>
------------------------	---

<b>Level: 2</b>	<b>Credit Value: 3</b>	<b>GLH: 24</b>
-----------------	------------------------	----------------

**Mapping:** This unit is mapped to the IMI NOS unit C002

**Rationale:** This unit is about knowing how to remove and fit non-structural internal and external body components on caravans and motorhomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p><b>The Learner will:</b></p> <p>1. Understand the legal and company requirements and procedures for non-structural minor repairs to caravans /motorhomes.</p>	<p><b>The Learner can:</b></p> <p>1.1 Outline the following in relation to carrying out non-structural minor internal and external repairs:</p> <ul style="list-style-type: none"> <li>a. legal requirements</li> <li>b. manufacturer’s requirements</li> <li>c. warranty provider’s requirements</li> </ul> <p>1.2 Describe how to find, interpret and use sources of information applicable to the removal and fitting of basic non-structural body components</p> <p>1.3 Explain why it is important to use the correct sources of technical information</p>
<p>2. Understand how to remove and fit non-structural caravan body components</p>	<p>2.1 Describe how to select, check and use all the tools and equipment required to remove and fit basic non-structural body components</p> <p>2.2 Identify the different types of mechanical fixings for non-structural body components and when and why they should be used</p> <p>2.3 Describe the correct procedures and processes for removing and fitting non-structural body components, including:</p> <ul style="list-style-type: none"> <li>a. external components</li> <li>b. internal components</li> </ul> <p>2.4 Explain the need for correct alignment of non-structural panels and how to achieve this</p> <p>2.5 Describe the types of quality control checks that can be used to ensure correct alignment and contour of panels and operation of components to manufacturer’s specification</p> <p>2.6 Explain the methods of storing removed components and the importance of storing removed components correctly</p>



**Content:**

**Caravans include:**

- a. folding types
- b. folding campers
- c. trailer tents

**Motorhomes habitation include:**

- a. A-class
- b. coach built
- c. van conversions

**Conformity includes:**

- a. conformity to manufacturer's specifications
- b. recognised industry codes of practise (e.g. NCC)
- c. UK and European legal requirements (where applicable)

**External and internal non-structural body components include:**

- a. skirting
- b. road light clusters
- c. windows
- d. cover extrusions
- e. doors
- f. door frames
- g. roof lights
- h. worktops (non-structural)
- i. locker doors
- j. drawers
- k. lights
- l. blinds/fly screens
- m. curtains
- n. soft furnishings
- o. bicycle carriers





Learner Name: .....

<b>UNIT REF: C006C</b>	<b>UNIT TITLE: COMPETENCE IN DIAGNOSING AND RECTIFYING CARAVAN CHASSIS SYSTEM FAULTS</b>
------------------------	--

<b>Level: 3</b>	<b>Credit Value: 7</b>	<b>GLH: 12</b>
-----------------	------------------------	----------------

**Mapping:** This unit is mapped to the IMI NOS unit C006

**Rationale:** This unit is about diagnosing and rectifying faults occurring within suspension systems, braking systems and other systems fitted to caravan chassis.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No	Date
The Learner will:	The Learner can:		
1. Be able to work safely when diagnosing and rectifying chassis faults	1.1 Use the appropriate personal protective equipment when diagnosing and rectifying chassis faults 1.2 Protect the caravan/motorhome, its contents and systems effectively when diagnosing and rectifying chassis faults		
2. Be able to use relevant information to carry out the task	2.1 Select suitable sources of technical information to support diagnosis and rectification activities including: a. technical data b. diagnostic procedures 2.2 Use suitable sources of technical information to support all caravan/motorhome diagnosis and rectification activities		
3. Be able to use appropriate tools and equipment	3.1 Select and use the correct tools and equipment when diagnosing and rectifying chassis faults 3.2 Ensure that the tools and equipment used are in a safe working condition		
4. Be able to carry out diagnostic and rectification activities on caravan chassis systems	4.1 Use diagnostic methods which are relevant to the symptoms presented 4.2 Collect and record sufficient diagnostic information to enable an accurate diagnosis of chassis system faults 4.3 Carry out all rectification activities following: a. manufacturers' instructions b. workplace procedures c. health and safety requirements 4.4 Ensure all repaired and replaced components and units conform to the caravan operating specification and any legal requirements 4.5 When necessary, adjust components and units correctly to ensure that they operate to meet system requirements		



Learner Name: .....

	4.6 Use testing methods which are suitable for assessing the performance of the system rectified 4.7 Ensure the chassis system rectified performs to the caravan operating specification and any legal requirements prior to return to the customer		
5. Be able to record information and make suitable recommendations	5.1 Record and report any additional faults identified during the course of work promptly 5.2 Inform the relevant person (s) promptly when repairs are uneconomic or unsatisfactory to perform 5.3 Ensure records are accurate, complete and passed to the relevant person(s) promptly in the format required 5.4 Complete all activities within the agreed timescale 5.5 Report any expected delays in completion to the relevant person(s) promptly		



**EVIDENCE REQUIREMENTS CO06C**

<p><b>1.</b> You must use a <b>two or more</b> step diagnostic activity.</p>	<p><b>Evidence Ref:</b></p>			
<p><b>2.</b> You must produce evidence of competently diagnosing and rectifying caravan chassis system faults on <b>at least four</b> occasions covering the following from <b>your work in the normal workplace:</b></p>				
<p>a. <b>all</b> of the following <b>chassis systems:</b> suspension</p>				
<p>braking</p>				
<p>support</p>				
<p>stabilising systems</p>				
<p>b. using <b>all</b> of the following <b>testing methods:</b> measurement</p>				
<p>functional testing</p>				
<p>electrical and electronic systems testing</p>				
<p>visual</p>				
<p>c. using <b>all</b> of the following <b>equipment:</b> diagnostic and rectification equipment for chassis mechanical systems</p>				
<p>diagnostic and rectification equipment for chassis electrical systems</p>				
<p>specialist repair tools</p>				
<p>general workshop equipment</p>				
<p>d. diagnosing and rectifying <b>all</b> of the following <b>faults:</b> mechanical</p>				
<p>e. using <b>3 out of the 4</b> of the following <b>rectification activities:</b> dismantling</p>				
<p>replacement of units and components</p>				
<p>adjustment of units and components</p>				
<p>repairs to wiring and connectors</p>				
<p><b>3.</b> You must be observed by your assessor on <b>at least two occasions</b>, each observation covering the diagnosis and rectification of a fault in <b>different</b> chassis systems. <b>Both</b> of these observations must be carried out <b>in your normal workplace.</b></p>	<p><b>Observation Ref:</b></p>			

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

<p><b>ASSESSOR SIGNATURE:</b></p>	<p><b>PIN NO:</b></p>	<p><b>DATE:</b></p>
-----------------------------------	-----------------------	---------------------



<b>UNIT REF: C006K</b>	<b>UNIT TITLE: KNOWLEDGE OF DIAGNOSING AND RECTIFYING CARAVAN CHASSIS SYSTEM FAULTS</b>
------------------------	---

<b>Level: 3</b>	<b>Credit Value: 4</b>	<b>GLH: 35</b>
-----------------	------------------------	----------------

**Mapping:** This unit is mapped to the IMI NOS unit C006

**Rationale:** This unit is about knowing how to diagnose and rectify faults occurring within suspension systems, braking systems and other systems fitted to caravan chassis.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The Learner will:</b>	<b>The Learner can:</b>
1. Understand the legal and company requirements and procedures for diagnosing and rectifying caravan chassis system faults	1.1 Explain workplace procedures for recording diagnostic and rectification activities 1.2 Explain the importance of documenting diagnostic and rectification information 1.3 Explain how to find, interpret and use sources of information on chassis operating specifications, diagnostic test procedures, repair procedures and legal requirements
2. Understand how to diagnose caravan chassis system faults	2.1 Explain the symptoms and causes of faults found in caravan chassis systems 2.2 Explain how to prepare and test the accuracy of diagnostic testing equipment 2.3 Explain how to use equipment to diagnose and rectify faults for chassis mechanical faults 2.4 Explain how to carry out systematic diagnostic testing of chassis systems using a prescribed process or format for symptoms present 2.5 Describe how to assess the condition evident within chassis components and units 2.6 Explain how to evaluate and interpret test results found in diagnosing chassis system faults against vehicle manufacturer specifications and settings
3. Understand how to rectify caravan chassis system faults	3.1 Describe how to carry out the following rectification activities in order to correct faults in the chassis systems: <ul style="list-style-type: none"> <li>a. replacement of units and components</li> <li>b. adjustment of units and components</li> </ul> 3.2 Describe how to make cost effective recommendations for rectification 3.3 Explain how to evaluate the operation of components and systems following diagnosis and repair to confirm system performance

**Content:****The legal road safety requirements include:**

- a. Tyres
- b. Breakaway cable

**The tests used to diagnose chassis faults on Caravans and Motorhomes include:**

- a. Test Tow
- b. Symmetry Checks
- c. Auto-Reverse
- d. System self-test facility

**Agreed timescales examples include:**

- a. manufacturer's recommended work times
- b. job times set by your company
- c. job time agreed with a specific customer

**Chassis or Frame Area include:**

- a. suspension systems
- b. braking systems
- c. wheels and tyres
- d. jockey wheels
- e. corner steadies
- c. support systems
- d. stabilising systems

**Caravan is defined as a touring caravan including:**

- a. folding types
- b. folding campers
- c. trailer tents

**Chassis System Faults are faults that require a two or more step diagnostic activity using a prescribed process or format to identify the cause**

**Diagnostic information relates to mechanical condition, including:**

- a. wear
- b. run out
- c. pressures
- d. leakage
- e. alignment
- f. contamination
- g. damage
- h. corrosion
- i. sensor measurements
- j. control unit outputs and/or signals (depending upon body type and equipment fitted)

**Functional testing examples include:**

- a. performance testing
- b. road testing where relevant

**Recommendations examples include:**

- a. servicing
- b. dismantling for further inspection
- c. test, repair and replacement



**Content continued:**

**Diagnostic methods are:**

- a. measurement
- b. functional testing
- c. electrical and electronic systems testing
- d. visual

**Equipment is:**

- a. diagnostic and rectification equipment for chassis mechanical systems
- b. specialist repair tools
- c. general workshop equipment

**Faults are:**

- a. mechanical

**Rectification activities are:**

- a. dismantling
- b. replacement of units and components
- c. adjustment of units and components



Learner Name: .....

<b>UNIT REF: C007C</b>	<b>UNIT TITLE: COMPETENCE IN DIAGNOSING AND RECTIFYING CARAVAN AND MOTORHOME ELECTRICAL (12V AND 230V) UNIT AND COMPONENT FAULTS</b>
------------------------	--

<b>Level: 3</b>	<b>Credit Value: 8</b>	<b>GLH: 15</b>
<b>Mapping: This unit is mapped to the IMI NOS unit C007</b>		
<b>Rationale:</b> This unit is about identifying and rectifying electrical faults occurring within a variety of electrical systems, excluding motorhome base vehicle electrical systems.		

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No	Date
The Learner will:	The Learner can:		
1. Be able to work safely when diagnosing and rectifying electrical faults	1.1 Use the appropriate personal protective equipment when diagnosing and rectifying electrical faults. 1.2 Protect the caravan/motorhome, its contents and systems effectively when diagnosing and rectifying electrical faults.		
2. Be able to use relevant information to carry out the task	2.1 Select suitable sources of technical information to support diagnosis and rectification activities including: <ul style="list-style-type: none"> <li>a. technical data</li> <li>b. diagnostic procedures</li> </ul> 2.2 Use suitable sources of technical information to support all caravan/motorhome diagnosis and rectification activities.		
3. Be able to use appropriate tools and equipment	3.1 Select and use the correct tools and equipment when diagnosing and rectifying electrical faults. 3.2 Ensure that the tools and equipment used are in a safe working condition.		
4. Be able to carry out diagnostic and rectification activities on caravan/motorhome electrical units and components	4.1 Use electrical and electronic testing techniques which are relevant to the symptoms presented. 4.2 Carry out diagnostic activities following: <ul style="list-style-type: none"> <li>a. manufacturer's instructions</li> <li>b. recognised researched repair methods</li> <li>c. health and safety requirements.</li> </ul> 4.3 Collect and record sufficient diagnostic information to enable an accurate diagnosis of electrical system faults. 4.4 Ensure all repaired and replaced electrical components and units conform to the certified caravan/motorhome operating specification (and any legal requirements by topic).		



Learner Name: .....

	<p>4.5 When necessary, adjust components and units correctly to ensure that they operate to meet system requirements.</p> <p>4.6 Ensure the rectified electrical system performs to the caravan/motorhome operating specification and any legal requirements prior to return to the customer.</p>		
<p>5. Be able to record information and make suitable recommendations</p>	<p>5.1 Record and report any additional faults identified during the course of work promptly.</p> <p>5.2 Make cost effective recommendations for rectification based upon the analysis of the diagnostic information gained.</p> <p>5.3 Ensure records are accurate, complete and passed to the relevant person(s) promptly in the format required.</p> <p>5.4 Complete all activities within the agreed timescale.</p> <p>5.5 Report any expected delays in completion to the relevant person(s) promptly.</p>		





Learner Name: .....

**EVIDENCE REQUIREMENTS CO07C**

1. You must use the following <b>diagnostic testing</b> approach:	Evidence Ref:				
<ul style="list-style-type: none"> <li>• verify fault</li> <li>• collect further information</li> <li>• evaluate the evidence</li> <li>• carry out further tests in a logical sequence</li> <li>• rectify the problem</li> <li>• check all systems</li> </ul>					
<b>and</b> carry out <b>rectification</b> that involves a suitable repair or replacement that rectifies the fault(s) identified from the diagnostic activities carried out.					
<b>2. You must produce evidence of competently diagnosing and rectifying caravan electrical system (12v and 230v) faults on at least <u>five occasions</u> covering the following* from <b>your work in the normal workplace</b>:</b>					
<b>a. electrical faults in <u>five</u> of the following <b>electrical systems</b>:</b>					
entertainment					
heating and ventilation, including air conditioning					
lighting systems					
alarm systems					
power supply systems					
control supply systems					
domestic appliances					
external electrical accessories (for example, steps and motor movers)					
<b>b. using <u>all</u> of the following types of <b>testing equipment</b>:</b>					
volt meters					
ammeters					
ohmmeters					
multimeters					
battery testing equipment					
dedicated and computer-based diagnostic equipment					
<b>c. using <u>all</u> of the following types of <b>tools and equipment</b>:</b>					
hand tools					
special purpose tools					
general workshop equipment					



d. using <b>all</b> of the following <b>electrical and electronic testing methods:</b>					
voltage, resistance and current measuring					
frequency measuring					
visual					
dedicated and computer-based testing					
temperature measurement/flow assessment					
<b>3. You must be observed by your assessor on at least two occasions</b> , each observation covering the diagnosis and rectification of a fault in a different electrical system.	<b>Observation Ref:</b>				

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

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

<b>ASSESSOR SIGNATURE:</b>	<b>PIN NO:</b>	<b>DATE:</b>
----------------------------	----------------	--------------



<b>UNIT REF: C007K</b>	<b>UNIT TITLE: KNOWLEDGE OF DIAGNOSING AND RECTIFYING CARAVAN AND MOTORHOME ELECTRICAL (12V AND 230V) UNIT AND COMPONENT FAULTS</b>
------------------------	---

<b>Level: 3</b>	<b>Credit Value: 5</b>	<b>GLH: 50</b>
-----------------	------------------------	----------------

**Mapping:** This unit is mapped to the IMI NOS unit C007

**Rationale:** This unit is about knowing how to identify and rectify electrical faults occurring within a variety of electrical systems, excluding motorhome base vehicle electrical systems

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The Learner will:</b>	<b>The Learner can:</b>
<p>1. Understand the legal and company requirements and procedures for diagnosing and rectifying caravan/motorhome electrical unit and component faults</p>	<p>1.1 Describe the legal requirements relating to the caravan/motorhome electrics (including road safety)</p> <p>1.2 Describe workplace procedures for:</p> <ul style="list-style-type: none"> <li>a. recording fault location and correction activities</li> <li>b. reporting the results of tests</li> <li>c. the referral of problems</li> </ul> <p>1.3 Explain how to find, interpret and use sources of information on:</p> <ul style="list-style-type: none"> <li>a. electrical operating specifications</li> <li>b. diagnostic test procedures</li> <li>c. repair procedures</li> </ul> <p>1.4 Explain the importance of documenting diagnostic and rectification information</p>
<p>2. Understand the electrical and electronic principles relevant to diagnosing and rectifying caravan/motorhome electrical unit and component faults</p>	<p>2.1 Explain how electrical and electronic units and components operate, including electrical component function, electrical inputs, outputs and voltages</p> <p>2.2 Explain the interaction between electrical, electronic and mechanical components within the system defined</p> <p>2.3 Explain how electrical systems interlink and interact, including multiplexing</p>



<p>3 Understand how to diagnose caravan/motorhome auxiliary equipment electrical unit and component faults</p>	<p>3.1 Describe the symptoms and causes of electrical system, component and unit faults and failures in the following:</p> <ul style="list-style-type: none"><li>a. entertainment</li><li>b. heating and ventilation, including air conditioning</li><li>c. lighting systems</li><li>d. alarm systems</li><li>e. power supply systems</li><li>f. control supply systems</li><li>g. domestic appliances</li><li>h. external electrical accessories (for example, steps and motor movers)</li></ul> <p>3.2 Explain how to prepare diagnostic testing equipment and check its accuracy</p> <p>3.3 Explain how to use electrical and electronic testing equipment to diagnose electrical faults safely</p> <p>3.4 Explain how to carry out systematic diagnostic testing of electrical and electronic systems using electrical testing techniques for the symptoms present</p> <p>3.5 Explain how to evaluate and interpret test results and data in order to identify the location and cause of system faults</p>
<p>4. Understand how to rectify caravan/motorhome electrical unit and component faults</p>	<p>4.1 Describe electrical component and unit replacement procedures, the circumstances which will necessitate replacement and other possible courses of action</p> <p>4.2 Explain how to make cost-effective recommendations for rectification</p> <p>4.3 Explain how to evaluate the operation of components and systems following diagnosis and repair to confirm system performance</p>

**Content:****Caravan/Motorhome Auxiliary equipment includes:**

- a. Motor Mover
- b. TV/Sat system
- c. tracker
- d. alarm
- e. rev. camera
- f. rev. sensors

**Electrical faults occurring within:**

- a. entertainment systems
- b. heating and ventilation, including air conditioning
- c. lighting systems
- d. alarm systems
- e. power supply systems
- f. control supply systems
- g. domestic appliances
- h. external electrical accessories (steps, motor movers)

**Tools and Equipment include:**

- a. hand tools
- b. special purpose tools
- c. general workshop equipment
- d. voltmeters
- e. ammeters
- f. ohmmeters
- g. multimeters
- h. battery testing equipment
- i. dedicated and computer cased diagnostic equipment

**Diagnostic testing is defines as:**

- a. verify the fault
- b. collect further information
- c. evaluate the evidence
- d. carry out further tests in a logical sequence
- e. rectify the problem
- f. check all systems

**Electrical and electronic testing techniques are:**

- a. voltage, resistance and current measuring
- b. frequency measuring
- c. visual
- d. dedicated and computer cased testing
- e. temperature measurement/flow assessment

**Rectification activities are defined as:**

- a. suitable repair or replacement that rectifies the fault(s) identified from the diagnostic activities carried out



Learner Name: .....

<b>UNIT REF: C008C</b>	<b>UNIT TITLE: COMPETENCE IN DIAGNOSING AND RECTIFYING CARAVAN AND MOTORHOME GAS APPLIANCE AND COMPONENT FAULTS</b>
------------------------	---

<b>Level: 3</b>	<b>Credit Value: 5</b>	<b>GLH: 10</b>
-----------------	------------------------	----------------

**Mapping:** This unit is mapped to the IMI NOS unit C008

**Rationale:** This unit is about identifying and rectifying faults occurring within caravan/motorhome gas appliances and system components

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No	Date
The Learner will:	The Learner can:		
1. Be able to work safely when diagnosing and rectifying gas appliance faults	1.1 Use the appropriate personal protective equipment when diagnosing and rectifying gas appliance faults 1.2 Protect the caravan/motorhome, its contents and systems effectively when diagnosing and rectifying gas appliance faults		
2. Be able to use relevant information to carry out the task	2.1 Select suitable sources of technical information to support diagnosis and rectification activities including: a. technical data b. diagnostic procedures 2.2 Use suitable sources of technical information to support all caravan/motorhome diagnosis and rectification activities.		
3. Be able to use appropriate tools and equipment	3.1 Select and use the correct tools and equipment when diagnosing and rectifying gas appliance faults 3.2 Ensure that the tools and equipment used are in a safe working condition		
4. Be able to carry out diagnostic and rectification activities on caravan/motorhome gas appliances and components	4.1 Use gas appliance and system testing techniques which are relevant to the symptoms presented 4.2 Carry out diagnostic activities following: a. manufacturer's instructions b. recognised researched repair methods c. health and safety requirements 4.3 Collect and record sufficient diagnostic information to enable an accurate diagnosis of gas system faults 4.4 Ensure all repaired and replaced gas appliances, components and units conform to the caravan/motorhome operating specification 4.5 When necessary, adjust components and units correctly to ensure that they operate to meet system requirements		



Learner Name: .....

	4.6 Ensure gas system rectified performs to the caravan/motorhome operating specification and any legal requirements prior to return to the customer		
5. Be able to record information and make suitable recommendations	5.1 Record and report any additional faults identified during the course of work promptly 5.2 Make cost effective recommendations for rectification based upon the analysis of the diagnostic information gained 5.3 Ensure records are accurate, complete and passed to the relevant person(s) promptly in the format required 5.4 Complete all activities within the agreed timescale 5.5 Report any expected delays in completion to the relevant person(s) promptly		

**EVIDENCE REQUIREMENTS CO08C**

1. You must use the following <b>diagnostic testing</b> approach:	Evidence Ref:
verify fault	
collect further information	
evaluate the evidence	
carry out further tests in a logical sequence	
rectify the problem	
check all systems	
and carry out <b>rectification</b> that involves a suitable repair or replacement that rectifies the fault(s) identified from the diagnostic activities carried out.	



Learner Name: .....

**EVIDENCE REQUIREMENTS C008C continued**

<p><b>2.</b> You must produce evidence of competently diagnosing and rectifying caravan gas appliance and component faults on <b>at least three occasions</b> covering the following* from <b>your work in the normal workplace:</b></p>	<b>Evidence Ref:</b>		
<p>a. faults in <b>two</b> of the following: gas appliances</p>			
<p>gas supply systems (including pigtail, regulator, changeover valves)</p>			
<p>gas appliance venting systems</p>			
<p>b. using <b>three</b> of the following types of <b>testing equipment:</b> flue check testing equipment</p>			
<p>regulator testing equipment</p>			
<p>dedicated diagnostic equipment</p>			
<p>pressure test equipment</p>			
<p>leak test equipment</p>			
<p>c. using <b>all</b> of the following types of <b>tools and equipment:</b> hand tools</p>			
<p>special purpose tools</p>			
<p>general workshop equipment</p>			
<p><b>3.</b> You must be observed by your assessor on <b>at least two occasions</b>, each observation covering the diagnosis and rectification of a fault in a different system.</p>	<b>Observation Ref:</b>		

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

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

<p><b>ASSESSOR SIGNATURE:</b></p>	<p><b>PIN NO:</b></p>	<p><b>DATE:</b></p>
-----------------------------------	-----------------------	---------------------





<b>UNIT REF: C008K</b>	<b>UNIT TITLE: KNOWLEDGE OF DIAGNOSING AND RECTIFYING CARAVAN AND MOTORHOME GAS APPLIANCE AND COMPONENT FAULTS</b>
------------------------	--

<b>Level: 3</b>	<b>Credit Value: 5</b>	<b>GLH: 50</b>
-----------------	------------------------	----------------

**Mapping:** This unit is mapped to the IMI NOS unit C008

**Rationale:** This unit is about knowing how to identify and rectify faults occurring within caravan/motorhome gas appliances and system components.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The Learner will:</b>	<b>The Learner can:</b>
<p>1. Understand the legal and company requirements and procedures for diagnosing and rectifying caravan/motorhome gas appliance and component faults</p>	<p>1.1 Describe the legal requirements relating to the caravan/motorhome gas appliance/system</p> <p>1.2 Describe workplace procedures for recording diagnostic and rectification activities</p> <p>1.3 Explain how to find, interpret and use sources of information on:</p> <ul style="list-style-type: none"> <li>a. gas appliances</li> <li>b. gas systems operating specifications</li> <li>c. diagnostic test procedures</li> <li>d. repair procedures</li> </ul> <p>1.4 Explain the importance of documenting diagnostic and rectification information</p>
<p>2. Understand how to diagnose caravan/motorhome gas appliance and component faults</p>	<p>2.1 Describe the symptoms and causes of auxiliary gas system, component and unit faults and failures, including:</p> <ul style="list-style-type: none"> <li>a. gas appliances</li> <li>b. gas supply systems (including pigtail, regulator, changeover valves)</li> <li>c. gas appliance venting systems</li> </ul> <p>2.2 Explain how to prepare diagnostic testing equipment and check its accuracy</p> <p>2.3 Explain how to use gas flue analysis testing equipment to diagnose gas exhaust/combustion faults safely</p> <p>2.4 Explain how to carry out systematic diagnostic testing of gas appliances and gas systems using appropriate testing techniques for symptoms present</p> <p>2.5 Explain how to interpret and evaluate test results and data in order to identify the location and cause of gas system faults</p>



<p>3. Understand how to rectify caravan/motorhome gas appliance and component faults</p>	<p>3.1 Describe gas cylinder grade and type, security and replacement procedures, the circumstances that will necessitate replacement</p> <p>3.2 Explain how to rectify gas appliance and system faults</p> <p>3.3 Explain how to make suitable adjustments to gas appliances, components and units</p> <p>3.4 Explain how to make cost-effective recommendations for rectification</p> <p>3.5 Explain how to evaluate the operation of components and systems following diagnosis and repair to confirm system performance</p>
--	---

**Content:**

**Understand legal requirements for operating specification for caravans/motorhomes**

**Faults occurring within:**

- a. gas appliances
- b. gas supply systems (inc. pigtail, regulator, changeover valves)
- c. gas appliances venting systems

**Testing equipment covers:**

- a. flue check testing equipment
- b. regulator testing equipment
- c. dedicated diagnostic equipment
- d. pressure test equipment
- e. leak test equipment

**Tools and equipment include:**

- a. hand tools
- b. special purpose tools
- c. general workshop equipment

**Diagnostic testing is defined as:**

- a. verify the fault
- b. collect further information
- c. evaluate the evidence
- d. carry out the further tests in a logical sequence
- e. rectify the problem
- f. check all systems

**Rectification activities are defined as:**

- a. suitable repair or replacement that rectifies the fault(s) identified from the diagnostic activities carried out



Learner Name: .....

<b>UNIT REF: G6C</b>	<b>UNIT TITLE: COMPETENCY IN MAKING LEARNING POSSIBLE THROUGH DEMONSTRATIONS AND INSTRUCTION</b>
----------------------	--

<b>Level: 3</b>	<b>Route: Competence</b>	<b>Credit Value: 5</b>	<b>GLH: 40</b>
-----------------	--------------------------	------------------------	----------------

**Mapping:** This unit is mapped to the IMI NOS unit G6

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No	Date
<b>The Learner will:</b>	<b>The Learner can:</b>		
1. Be able to demonstrate skills and methods to learners	1.1. Perform demonstrations based on an analysis of the skills needed and the order in which they must be learned 1.2. Perform demonstrations that are accurate and realistic 1.3. Perform structured demonstrations so that the learner can get the most out of it 1.4. Perform demonstrations whilst encouraging learners to ask questions and get explanation at appropriate stages in the demonstration 1.5. Provide positive feedback to learners whilst they are being given the opportunity to practise the skills that have been demonstrated 1.6. Perform additional demonstrations of skills being taught to reinforce learning 1.7. Perform demonstrations in a safe environment which also allows learners to see clearly 1.8. Respond to the needs of the learners during demonstrations 1.9. Reduce distractions and disruptions as much as possible		
2. Be able to instruct learners	2.1. Implement instruction which is matched to the needs of learners 2.2. Use identified learning outcomes which can be achieved through instruction 2.3. Perform instruction, ensuring that the manner, level and speed of the instruction encourages learners to take part 2.4. Perform instruction whilst regularly checking that the learners understand and adapt instruction as appropriate 2.5. Give learners positive feedback on the learning experience and the outcomes achieved 2.6. Carry out a review with the learners to identify anything that prevented learning and adapt instruction as appropriate		



**EVIDENCE REQUIREMENTS G6C**

1. <b>You must</b> provide at least <b>1 record</b> of an activity which has been demonstrated.	<b>Evidence Ref:</b>	
2. <b>You must</b> provide records of at least <b>2 observations</b> , <b>1</b> of which <b>must be</b> by your assessor, which cover at least <b>1 demonstration</b> and <b>1 instruction or a combination of both</b> .	<b>Observation Ref:</b>	
3. It is expected that the <b>records</b> must include evidence to show how you:		
decided on the sequence of the demonstration	identified which learning outcomes were achieved	
ensured that the demonstration was accurate and realistic	ensured a safe environment for the demonstration and allowed all learners to see the demonstration clearly	
4. In preparing the record you should consider:		
which types of learning are best achieved and supported through demonstrations	how to choose and prepare appropriate materials, including technology based materials.	
how to choose between instruction and demonstration as learning methods	which types of learning are best achieved through instruction	
how to identify individual learning needs	how to make sure everybody acts in line with health, safety and environmental protection legislation and best practice	
which factors are likely to prevent learning and how to overcome them	how to analyse developments in learning and new ways of delivery, including technology based learning	



5. It is also expected that evidence from your observations <b>will show</b> how you:	
structured the demonstration so that the learner got the most out of it	reduced distractions and disruptions as much as possible
encouraged learners to ask questions and get explanations at appropriate stages in the demonstration	matched instruction to the needs of learners
gave learners the opportunities to practice the skill being demonstrated	ensured that the manner, level and speed of the instruction encourages learners to take part
gave learners positive feedback	regularly check that learners understand and adapt instruction as appropriate
reinforced learning by repeating demonstration	gave learners positive feedback on the learning experience and the outcome achieved
responded to the needs of learners during the demonstration	identified anything that prevented learning and reviewed this with the learner

<b>ASSESSOR SIGNATURE:</b>	<b>PIN NO:</b>	<b>DATE:</b>
----------------------------	----------------	--------------



<b>UNIT REF: G6K</b>	<b>UNIT TITLE: KNOWLEDGE OF HOW TO MAKE LEARNING POSSIBLE THROUGH DEMONSTRATIONS AND INSTRUCTION</b>
----------------------	--

<b>Level: 3</b>	<b>Route: Knowledge</b>	<b>Credit Value: 5</b>	<b>GLH: 45</b>
-----------------	-------------------------	------------------------	----------------

**Mapping:** This unit is mapped to the IMI NOS G6

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

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The Learner will:</b>	<b>The Learner can:</b>
1. Understand the nature and role of demonstrations and instruction	1.1. Classify the separate areas of demonstrations which encourage learning 1.2. Identify which types of learning are best achieved and supported through demonstrations 1.3. Explain how to identify and use different learning opportunities 1.4. Explain how to structure demonstrations and instruction sessions 1.5. Explain how to choose from a range of demonstration techniques
2. Understand the principles and concepts of demonstration and instruction	2.1. Describe how to put learners at ease and encourage them to take part 2.2. Justify the choice between demonstration and instruction as a learning method 2.3. Explain how to identify individual learning needs 2.4. Clarify which factors are likely to prevent learning and how to overcome them 2.5. Explain how to check learners' understanding and progress 2.6. Explain how to choose and prepare appropriate materials 2.7. Explain the separate areas of instructional techniques which encourage learning 2.8. Describe which types of learning are best achieved and supported through instruction
3. Understand the external factors influencing human resource development	3.1. Explain how to make sure everybody acts in line with health, safety and environmental protection, legislation and best practice. 3.2. Analyse developments in technology based learning and new ways of delivery

**Content:**

**Separate areas of demonstration which encourage learning. To include:**

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

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

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

**How to structure demonstration and instruction sessions. To include:**

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

**Content: Contd**

**How to identify individual learning needs**

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

**What factors are likely to prevent learning. To include:**

- i. language barriers
- ii. physical barriers
- iii. specialist knowledge
- iv. pace of learning
- v. method of delivery
- vi. environmental factors
- vii. teaching styles
- viii. dyslexia

**How to check learners understanding and progress**

- a. Questionnaires.
- b. Verbal questioning.
- c. Observation.
- d. Assessment.
- e. Role play.
- f. Projects/assignments.
- g. Multi-choice questions.
- h. Simulation.
- i. Tests.

**How to organise information and prepare materials**

- a. Identify the course aim.
- b. Identify the subject aim.
- c. Identify the lesson aim.
- d. Complete a lesson plan - plan the teaching.
- e. Identify a series of 'cues' to be used during the lesson.
- f. Logically organise the information.
- g. Use suitable resources and equipment to maximise learning opportunities.
- h. Assess the learners progress and understanding.

**Instructional techniques**

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



**Content: Contd****Environmental factors that affect learning**

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

**Health and safety factors that effect learning**

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

**Analysis of demonstration/instruction**

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

**Developments in learning. To include:**

- i. multimedia based materials
- ii. web based materials
- iii. interactive materials

**How to choose and prepare appropriate materials. To include:**

- a. Putting information in order
- b. Deciding whether the language used is appropriate
- c. Type of material i.e. paper and technology based etc.



Learner Name: .....

<b>UNIT REF: G8C</b>	<b>UNIT TITLE: COMPETENCY IN IDENTIFYING AND AGREEING MOTOR VEHICLE CUSTOMER SERVICE NEEDS</b>
----------------------	--

<b>Level: 3</b>	<b>Route: Competence</b>	<b>Credit Value: 5</b>	<b>GLH: 40</b>
-----------------	--------------------------	------------------------	----------------

**Mapping: This unit is mapped to the IMI NOS G8**

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

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>	<b>Ref No</b>	<b>Date</b>
<b>The Learner will:</b>	<b>The Learner can:</b>		
1. Be able to obtain relevant information from the customer	1.1. Obtain and interpret sufficient, relevant information, from the customer to make an assessment of their needs. 1.2. Clarify customer and vehicle needs by referring to vehicle data and operating procedures		
2. Be able to provide relevant information to the customer	2.1. Provide customers with accurate, current and relevant advice and information, in a form that the customer will understand. 2.2. Demonstrate techniques which encourage customers to ask questions and seek clarification during conversation		
3. Be able to agree work undertaken with the customer	3.1. Summarise and record work agreed with the customer, before accepting the vehicle. 3.2. Implement confirmation of the agreement by ensuring customer understanding		
4. Be able to ensure recording systems are implemented correctly	4.1. Use recording systems which are accurate and complete, in the required format and signed by the customer where necessary 4.2. Perform the next stage in the process by passing on completed records to the correct person promptly. 4.3. Demonstrate correct procedures for customer approval where the contracted agreement is likely to be exceeded.		



**EVIDENCE REQUIREMENTS G8C**

1. <b>You must</b> produce evidence, including records, to show that you have dealt with <b>three different customers</b> .	<b>Evidence Ref</b>		
2. <b>You must</b> be observed by your assessor in your normal workplace dealing with <b>at least one customer</b>	<b>Observation Ref:</b>		

<b>ASSESSOR SIGNATURE:</b>	<b>PIN NO:</b>	<b>DATE:</b>
----------------------------	----------------	--------------



<b>UNIT REF: G8K</b>	<b>UNIT TITLE: KNOWLEDGE OF HOW TO IDENTIFY AND AGREE MOTOR VEHICLE CUSTOMER SERVICE NEEDS</b>
----------------------	--

Level: 3	Route: Knowledge	Credit Value: 5	GLH: 45
----------	------------------	-----------------	---------

**Mapping:** This unit is mapped to the IMI NOS G8

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner will:	The Learner can:
1. Understand legislative and organisational requirements and procedures	1.1. Describe the fundamental legal requirements of current consumer legislation and the consequences of their own actions in respect of this legislation  1.2. Describe the content and limitations of company and product warranties for the vehicles dealt with by their company  1.3. Explain the limits of their own authority for accepting vehicles  1.4. Explain the importance of keeping customers informed of progress  1.5. Describe their workplace requirements for the completion of records  1.6. Explain how to complete and process all the necessary documentation
2. Understand how to communicate and care for customers	2.1. Explain how to communicate effectively with customers  2.2. Describe how to adapt your language when explaining technical matters to non-technical customers  2.3. Explain how to use effective questioning techniques  2.4. Describe how to care for customers and achieve customer satisfaction
3. Understand company products and services	3.1. Describe the range of options available to resolve vehicle problems  3.2. Describe the range and type of services offered by their company  3.3. Explain the effect of resource availability upon the receipt of customer vehicles and the completion work  3.4. Explain how to access costing and work completion time information

**Content:**

**Organisational requirements**

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

**Principles of customer communication and care.**

- a First Impressions.
- b Listening skills – 80:20 ratio.
- c Eye contact and smiling.
- d Showing interest and concern.
- e Questioning techniques and customer qualification.
- f Giving clear non-technical explanations.
- g Confirming understanding (statement/question technique, reflective summary).
- h Written communication – purpose, content, presentation and style.
- i Providing a high quality service – fulfilling (ideally exceeding) customer expectations within agreed time frames.
- j Obtaining customer feedback and corrective actions when dissatisfaction expressed.
- k Dealing with complaints.

**Company products and services**

- a. Service standards
  - i. national
  - ii. manufacturer
  - iii. organisational
- b The range and type of services offered by the organisation.
  - i. diagnostic.
  - ii. servicing.
  - iii. repair.
  - iv. warranty.
  - v. MOT testing.
  - vi. fitment of accessories/enhancements.
  - vii. internal.
- c The courses of action available to resolve customer problems.
  - i. the extent and nature of the work to be undertaken.
  - ii. the terms and conditions of acceptance.
  - iii. the cost.
  - iv. the timescale.
  - v. required payment methods.
- d Effect of resource availability upon the receipt of customer vehicles and the completion of work.
  - i. levels and availability of equipment.
  - ii. levels and availability of technicians.
  - iii. workshop loading systems.
- e How to access costing and work completion time information.
  - i. manuals.
  - ii. computer based.



**Content: contd**

**Vehicle Information Systems, Servicing and Repair Requirements**

- a. Accessing technical data including diagnostics.
  - b. Servicing to manufacturer requirements/standards.
  - c. Repair/operating procedures.
  - d. MOT standards/requirements.
  - e. Quality controls – interim and final.
  - f. Requirements for cleanliness of vehicle on return to customer.
- Handover procedures.

**Consumer legislation: To include:**

- a Consumer protection
- b Sale of goods
- c Data protection
- d Product liability
- e Health and safety
- f Discrimination



### ASSESSOR COMMENTS AND FEEDBACK

Assessor's should comment and give feedback each time they observe a learner or meet with a learner to review evidence. Therefore each time an observation or review of evidence takes place the assessor should enter the date and the evidence number, and make appropriate comments and feedback.  
Please see the guide below for the type of comments that can be included.

**The following provides guidance as to the type of comments that can be included below.**

1. A description of the various activities being carried out by the learner for each unit.
2. How the learner has met the Learning Outcomes for each unit.
3. Questions that you have asked, particularly to cover Evidence Requirements, not demonstrated through performance.
4. Questions you have asked to ascertain essential knowledge.
5. Issues arising from assessment.
6. Identification of good or poor performance.
7. Any action required to further develop the learner's knowledge and skills.
8. Constructive feedback to the learner.

Date	Evidence Ref No.	Assessor Comments: Please ensure your comments are concise.



**ASSESSOR COMMENTS AND FEEDBACK**

**CONTINUATION SHEET**

Date	Evidence Ref No.	<b>Assessor Comments:</b> Please ensure your comments are concise.