



INSTITUTE
OF THE MOTOR
INDUSTRY

IMI QUALIFICATION



VCQ Assessment Record for

IMI Level 3 Diploma in Motorcycle Maintenance and Repair Competence

I.D: 500/9685/0

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.

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Requests should be made in writing and addressed to:
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**CONTACT SHEET**

Learner Name:	
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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 Motorcycle Maintenance and Repair Competence (VCQ)**

This qualification consists of 6 Mandatory Units, 10 Mandatory Specialist Units and 4 Optional Units.

All units are either Competency (C), Skills (S) or Knowledge (K) Units. The C, K or S units are combined to form a topic 'set'

In order to pass the qualification, learners must achieve a minimum of 102 credits from the following groups:

Group A: 29 credits from the 6 Mandatory Units.

Group B: 63 credits from the Mandatory Specialist Units

Group C: A minimum of 10 credits from 1 'set'

A minimum of 72 credits must be achieved at Level 3 or above.

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

Group A: Mandatory Units

Set Ref:	Unit Ref, Unit Title & I.D. Number	GLH	Unit Level	Credit Value
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
G3	G3C – Competency in Supporting Job Roles in the Automotive Environment (K/601/6366)	40	3	5
	G3K – Knowledge of Support for Job Roles in the Automotive Environment (T/601/6175)	20	3	3
G4	G4K – Knowledge of Materials, Fabrication, Tools and Measuring Devices used in the Automotive Environment (K/601/6237)	40	2	4
	G4S – Skills in Materials, Fabrication, Tools and Measuring Devices used in the Automotive Environment (Y/601/6279)	60	2	7

**GROUP B: Mandatory Specialist Units**

Set Ref:	Unit Ref, Unit Title & I.D. Number	GLH	Unit Level	Credit Value
AE06	AE06MC C – Competency in Diagnosing and Rectifying Motorcycle Electrical Faults (Y/601/5441)	58	3	7
	AE06MC K – Knowledge of Diagnosis and Rectification of Motorcycle Electrical Faults (M/601/5512)	30	3	4
MC05	MC05C – Competency in Motorcycle Preparation and Inspection (J/601/5497)	60	2	7
	MC05K – Knowledge of Motorcycle Preparation and Inspection (F/601/5563)	20	2	2
MC07	MC07C – Competency in Diagnosing and Rectifying Motorcycle Engine Faults (F/601/5501)	90	3	10
	MC07K – Knowledge of Diagnosis and Rectification of Motorcycle Engine Faults (R/601/5566)	45	3	6
MC08	MC08C – Competency in Diagnosing and Rectifying Motorcycle Chassis System Faults (L/601/5503)	90	3	10
	MC08K – Knowledge of Diagnosis and Rectification of Motorcycle Chassis System Faults (D/601/5568)	45	3	6
MC12	MC12C – Competency in Diagnosing and Rectifying Motorcycle Transmission and Driveline Faults (K/601/5508)	58	3	7
	MC12K – Knowledge of Diagnosis and Rectification of Motorcycle Transmission and Driveline Faults (L/601/5582)	30	3	4

GROUP C: Optional Units

Set Ref:	Unit Ref, Unit Title & I.D. Number	GLH	Unit Level	Credit Value
G6	G6C – Competency in Making Learning Possible Through Demonstrations and Instructions (Y/601/6380)	40	3	5
	G6K – Knowledge of How to Make Learning Possible Through Demonstrations and Instructions (T/601/6242)	45	3	5
G8C	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



Learner Name:

UNIT REF: G0102C	UNIT TITLE: COMPETENCY IN HEALTH, SAFETY AND GOOD HOUSEKEEPING IN THE AUTOMOTIVE ENVIRONMENT
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Level: 2	Route: Competence	Credit Value: 7	GLH: 60
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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
The Learner will:	The Learner can:		
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"> a eyes b ears c head d skin e feet f hands g lungs 1.2. Select and use vehicle protective equipment throughout all activities.		
2. Be able to carry out effective housekeeping practices in the automotive environment	2.1. Select and use cleaning equipment which is of the right type and suitable for the task. 2.2. Use utilities and appropriate consumables, avoiding waste 2.3. Use materials and equipment to carry out cleaning and maintenance duties in allocated work areas, following automotive work environment policies, schedules and manufacturers 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		

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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EVIDENCE REQUIREMENTS

1. You must produce evidence of use of personal and vehicle protection, cleaning the work environment and disposal of waste on 3 separate occasions .	Evidence Ref:	
2. You must be observed by your assessor on at least 1 occasion carrying out the above.	Observation Ref:	
3. You must produce evidence of identifying risks which may result from at least 2 of the items listed below:	Evidence Ref:	
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. You must be observed by your assessor on at least 1 occasion carrying out the above.	Observation Ref	
5. You must produce evidence of following at least 4 of the workplace policies listed below:	Evidence Ref	
the use of safe working methods and equipment		
the safe use of hazardous substances		
smoking, eating, drinking and drugs		
what to do in the event of an emergency		
personal presentation		
6. You must be observed by your assessor following workplace policies on at least 1 occasion	Observation Ref	

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: G0102K	UNIT TITLE: KNOWLEDGE OF HEALTH, SAFETY AND GOOD HOUSEKEEPING IN THE AUTOMOTIVE ENVIRONMENT
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Level: 2	Route: Knowledge	Credit Value: 3	GLH: 30
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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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The Learner will:</p>	<p>The Learner can:</p>
<p>1. Understand the correct personal and vehicle protective equipment to be used within the automotive environment</p>	<p>1.1. Explain the importance of wearing the types of PPE required for a range automotive repair activities</p> <p>1.2. Identify vehicle protective equipment for a range of repair activities</p> <p>1.3. Describe vehicle and personal safety considerations when working at the roadside</p>
<p>2. Understand effective housekeeping practices in the automotive environment</p>	<p>2.1. Describe why the automotive environment should be properly cleaned and maintained.</p> <p>2.2. Describe requirements and systems which may be put in place to ensure a clean automotive environment.</p> <p>2.3. Describe how to minimise waste when using utilities and consumables</p> <p>2.4. State the procedures and precautions necessary when cleaning and maintaining an automotive environment.</p> <p>2.5. Describe the selection and use of cleaning equipment when dealing with general cleaning, spillages and leaks in the automotive environment.</p> <p>2.6. Describe procedures for correct disposal of waste materials from an automotive environment</p> <p>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	3.1. List the main legislation relating to automotive environment health and safety. 3.2. Describe the general legal duties of employers and employees required by current health and safety legislation 3.3. Describe key, current health and safety requirements relating to the automotive environment. 3.4. Describe why workplace policies and procedures relating to health and safety are important
4. Understand about hazards and potential risks relevant to the automotive environment	4.1. Identify key hazards and risks in an automotive environment 4.2. Describe policies and procedures for reporting hazards, risks, health and safety matters in the automotive environment. 4.3. State precautions and procedures which need to be taken when working with vehicles, associated materials, tools and equipment. 4.4. Identify fire extinguishers in common use and which types of fire they should be used on 4.5. Identify key warning signs and their characteristics that are found in the vehicle repair environment. 4.6. State the meaning of common product warning labels used in an automotive environment.
5. Understand personal responsibilities	5.1. Explain the importance of personal conduct in maintaining the health and safety of the individual and others 5.2. Explain the importance of personal presentation in maintaining health safety and welfare

Content:
Economic use of resources

- a Consumable materials e.g. grease, oils, split pins, locking and fastening devices etc.
- b Requirement to maintain work area effectively
- c Cleaning tools and equipment to maximise workplace efficiency.
- d Requirement to carry out the housekeeping activities safely and in a way that minimises inconvenience to customers and staff.
- e Risks involved when using solvents and detergents.
- f 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

The employee's responsibilities in identifying and reporting risks within their working environment.

- a. The method of reporting risks that are outside your limits of authority.
- b. 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:

UNIT REF: G3C	UNIT TITLE: COMPETENCY IN SUPPORTING JOB ROLES IN THE AUTOMOTIVE WORK ENVIRONMENT
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Level: 3	Route: Competence	Credit Value: 5	GLH: 40
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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

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

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: G3K	UNIT TITLE: KNOWLEDGE OF SUPPORT FOR JOB ROLES IN THE AUTOMOTIVE WORK ENVIRONMENT
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Level: 3	Route: Knowledge	Credit Value: 3	GLH: 20
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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
<p>The Learner will:</p> <p>1. Understand key organisational structures, functions and roles within the automotive work environment</p>	<p>The Learner can:</p> <p>1.1. Identify the purpose of different sections of a typical automotive work environment</p> <p>1.2. Explain organisational structures and lines of communication within the automotive work environment</p> <p>1.3. Explain levels of responsibility within specific job roles in automotive workplace. To include:</p> <ul style="list-style-type: none"> a trainee b skilled technician c supervisor d manager
<p>2. Understand the importance of obtaining, interpreting and using information in order to support their job role within the automotive work environment</p>	<p>2.1. Explain the importance of different sources of information in an automotive work environment.</p> <p>2.2. Explain how to find, interpret and use relevant sources of information</p> <p>2.4. Describe the main legal requirements relating to the vehicle, including road safety requirements</p> <p>2.5. Explain the importance of working to recognised procedures and processes</p> <p>2.6. Explain when replacement units and components must meet the manufacturers' original equipment specification.</p> <p>2.7. Explain the purpose of how to use identification codes</p>
<p>3. Understand the importance of different types of communication within the automotive work environment</p>	<p>3.1. Explain where different methods of communication would be used within the automotive environment</p> <p>3.2. Explain the factors which can determine your choice of communication.</p> <p>3.3. Explain how the communication of information can change with the target audience to include uninformed and informed people</p>



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

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



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



UNIT REF: G4K	UNIT TITLE: KNOWLEDGE OF MATERIALS, FABRICATION, TOOLS AND MEASURING DEVICES USED IN THE AUTOMOTIVE ENVIRONMENT
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Level: 2	Route: Knowledge	Credit Value: 4	GLH: 40
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Mapping: This unit is mapped to the IMI NOS G4

Rationale: This unit enables the learner to develop an understanding of the correct selection, care and use of key hand tools and measuring devices for modification, fabrication and repair in the automotive environment, the correct preparation and use of common automotive environment equipment, the correct selection and fabrication of materials used when modifying and repairing and the correct application of automotive engineering fabrication and fitting principles

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner will:	The Learner can:
1. Understand how to select, use and care for hand tools and measuring devices in the automotive environment	1.1. Identify and explain the use of common types of hand tools used for fabricating and fitting in the automotive environment 1.2. Identify and explain the use of common measuring devices used for fabrication and fitting in the automotive environment 1.3. Describe, within the scope of their responsibilities, how to select, prepare and maintain hand tools, measuring devices and PPE used for fabrication, repair and fitting in the automotive environment 1.4. State the limitations of common hand tools and measuring devices used for fabricating, repair and fitting in the automotive workplace 1.5. Explain how common hand tools and measuring devices used for fabricating, repair and fitting in the automotive environment should be stored and maintained 1.6. Identify common electrical measuring tools used in the repair of vehicles and components 1.7. Explain the preparation and safe and correct use of common electrical tools when measuring voltage, current and resistance
2. Understand how to prepare and use common workshop equipment	2.1. Describe the preparation and safe use of workshop equipment 2.2. Explain the term: safe working load



<p>3. Understand how to select materials when fabricating, modifying and repairing vehicles and fitting components</p>	<p>3.1. Describe the properties, application and limitations of ferrous and non-ferrous metals, including their safe use.</p> <p>3.2. Describe the properties, application and limitations of common non-metallic materials, including their safe use</p> <p>3.3. Define common terms relating to the properties of materials</p>
<p>4. Understand how to apply automotive engineering, fabrication and fitting principles when modifying and repairing vehicles and components</p>	<p>4.1. Describe how to tap threads, file, cut and drill plastics and metals when modifying or repairing vehicles</p> <p>4.2. Describe how to measure, mark out, shape and join materials when fabricating</p> <p>4.3. Describe the selection and fitting procedures of the following:</p> <ul style="list-style-type: none">a. gaskets and sealsb. sealants and adhesivesc. fittings and fastenersd. electrical circuit components <p>4.4. Identify locking, fastening and fixing devices</p> <p>4.5. State the importance of correct operating specifications for limits, fits and tolerances in the automotive environment</p>



UNIT REF: G4S	UNIT TITLE: SKILLS IN MATERIALS, FABRICATION, TOOLS AND MEASURING DEVICES USED IN THE AUTOMOTIVE ENVIRONMENT
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Level: 2	Route: Skills	Credit Value: 7	GLH: 60
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Mapping: This unit is mapped to the IMI NOS G4

Rationale: This unit helps the learner to develop the skills required for The correct selection, care and use of key hand tools and measuring devices for modification, fabrication and repair in the automotive environment. The correct preparation and use of common work environment equipment. The correct selection and fabrication of materials used when modifying and repairing and the correct application of automotive engineering fabrication and fitting principle

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No	Date
The Learner will:	The Learner can:		
1. Be able to select, maintain and use and hand tools and measuring devices in the automotive environment	1.1. Select, maintain and use suitable hand tools safely when fabricating and fitting in the automotive workplace 1.2. Select, maintain and use suitable measuring devices safely when fabricating and fitting in the automotive environment 1.3. Select, maintain and use suitable PPE for fabrication, repair and fitting in the automotive environment. 1.4. Select, maintain and use suitable electrical measuring tools safely when repairing vehicles and components		
2. Be able to prepare and use common workshop equipment	2.1. Use suitably maintained workshop equipment safely 2.2. Use correct interpretation of 'safe working load' on lifting and supporting equipment. 2.3. Report any faulty or damaged tools and equipment to the relevant persons clearly and promptly. 2.4. Store work tools and equipment in a safe manner which permits ease of access and identification for use.		
3. Be able to select materials when fabricating, modifying and repairing vehicles and fitting components	3.1. Select and use appropriate materials whilst constructing, fitting, modifying or repairing vehicles and components.		



<p>4. Be able to apply automotive engineering, fabrication and fitting principles when modifying and repairing vehicles and components</p>	<p>4.1. Use correct procedures when:</p> <ul style="list-style-type: none"> a. filing, b. tapping threads c. cutting plastics and metals d. drilling plastics and metals. e. fitting <p>4.2. Use appropriate techniques when fabricating, repairing and modifying vehicles and components</p> <p>4.3. Select and use:</p> <ul style="list-style-type: none"> a. gaskets b. seals c. sealants d. fittings and fasteners <p>4.4. Apply modification and repair techniques to automotive electrical circuits</p> <p>4.5. Select and use locking, fixing and fastening devices</p>		
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EVIDENCE REQUIREMENTS

<p>1. You must produce evidence of undertaking basic routine checks of hand tools, measuring devices and workshop equipment covering all of those listed below:</p>	Evidence Ref:	
<p>electrical</p>		
<p>mechanical</p>		
<p>pneumatic</p>		
<p>hydraulic</p>		
<p>2. You must produce evidence of fabricating at least 1 item from suitable materials to known tolerances, which includes the following processes:</p>	Evidence Ref	
<p>filing</p>		
<p>tapping threads</p>		
<p>cutting</p>		
<p>drilling</p>		
<p>joining</p>		
<p>3. You must be observed by your assessor carrying out routine checks and during stages of fabrication</p>	Observation Ref:	

<p>ASSESSOR SIGNATURE:</p>	<p>PIN NO:</p>	<p>DATE:</p>
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Learner Name:

UNIT REF: AE06MC C	UNIT TITLE: COMPETENCY IN DIAGNOSING AND RECTIFYING MOTORCYCLE ELECTRICAL FAULTS
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Level: 3	Route: Competence	Credit Value: 3	GLH: 25
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Mapping: This unit is mapped to the IMI NOS AE06

Rationale: This unit will help the learner to develop the skills required to demonstrate they can diagnose and rectify motorcycle electrical system faults. It also covers the evaluation of performance of the replaced or repaired units and systems.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No	Date
The Learner will:	The Learner can:		
1. Be able to work safely when carrying out motorcycle electrical diagnostic and rectification activities	1.1. Wear suitable personal protective equipment and use suitable motorcycle coverings throughout when carrying out electrical diagnostic and rectification activities 1.2. Work in a way which minimises the risk of damage or injury to the motorcycle, people and the environment		
2. Be able to use relevant information to carry out the task	2.1. Select suitable sources of technical information to support motorcycle diagnostic and rectification activities including: a. motorcycle technical data b. diagnostic test procedures 2.2. Use sufficient diagnostic information in a systematic way to enable an accurate diagnosis of motorcycle electrical system faults		
3. Be able to use appropriate tools and equipment	3.1. Select the appropriate tools and equipment necessary for diagnostic and rectification activities 3.2. Ensure that equipment has been calibrated to meet manufacturers' and legal requirements 3.3. Use the equipment required, correctly and safely throughout all motorcycle electrical diagnostic and rectification activities		
4. Be able to carry out motorcycle electrical diagnosis, rectification and test activities	4.1. Use diagnostic methods that are relevant to the symptoms presented 4.2. Evaluate your assessment of dismantled sub-assemblies and identify their condition and suitability for repair or replacement accurately 4.3. Carry out all diagnostic and rectification activities following: a. manufacturers' instructions b. recognised researched repair methods c. workplace procedures d. health and safety requirements 4.4. Ensure all repaired or replacement components and units conform to the motorcycle operating specification and any legal requirements 4.5. Adjust components and units correctly to ensure that they operate to meet system requirements 4.6. Use testing methods that are suitable for assessing the performance of the system rectified		



	<p>4.7. Ensure the rectified motorcycle electrical system performs to the motorcycle operating specification and any legal requirements</p> <p>4.8. Complete all system diagnostic activities within the agreed timescale.</p>		
5. Be able to record information and make suitable recommendations	<p>5.1. Produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required</p> <p>5.2. Make suitable and justifiable recommendations for cost effective repairs</p> <p>5.3. Identify and report any expected delays in completion to the relevant person(s) promptly in the format required.</p> <p>5.4. Record and report any additional faults noticed during the course of their work promptly in the format required</p>		

EVIDENCE REQUIREMENTS

1. You must use a 2 or more step diagnostic activity.	
2. You must produce evidence of carrying out the diagnosis and rectification of faults in at least one of the systems listed	Evidence Ref:
	starter
alternator	
3. You must produce evidence of diagnosing and rectifying faults occurring in 3 out of the 5* electrical systems listed, at least 2 of which must come from work carried out in your normal workplace.	Evidence Ref:
	lighting
	security and alarm
	information and entertainment
	telephone and two-way communication
	monitoring and instrumentation systems
4. You must be observed by your assessor on at least 2 occasions, each observation covering the diagnosis and rectification of a fault in different systems. Both of these observations must be carried out in your normal workplace	Observation Ref:

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

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

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: AE06MCK	UNIT TITLE: KNOWLEDGE OF DIAGNOSIS AND RECTIFICATION OF MOTORCYCLE ELECTRICAL FAULTS
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Level: 3	Route: Knowledge	Credit Value: 4	GLH: 30
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Mapping: This unit is mapped to the IMI NOS AE06

Rationale: This unit enables the learner to develop an understanding of diagnosis and rectification of motorcycle electrical systems and their units. It also covers the evaluation of performance of the systems.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The Learner will:</p> <p>1. Understand motorcycle electrical and electronic principles</p>	<p>The Learner can:</p> <p>1.1. Explain the principles of electrical inputs, outputs, voltages and oscilloscope patterns, digital and fibre optics</p> <p>1.2. Explain the principles of sensor inputs, computer processing and actuator outputs.</p> <p>1.3. Identify sensor types (passive and active)</p> <p>1.4. Identify the electrical principles that are related to motorcycle electrical circuits</p>
<p>2. Understand how motorcycle electrical systems operate</p>	<p>2.1. Identify motorcycle electrical system components</p> <p>2.2. Explain the construction and operation of motorcycle electrical systems.</p> <p>2.3. Explain the interaction between electrical, electronic and mechanical components within the system defined</p> <p>2.4. Explain how electrical systems interlink and interact, including multiplexing and fibre optics</p> <p>2.5. Compare motorcycle electrical system components and assemblies against alternatives to identify differences in construction and operation</p>
<p>3. Understand how to diagnose and rectify faults in motorcycle electrical systems</p>	<p>3.1. Explain the symptoms and causes of faults found in motorcycle electrical systems</p> <p>3.2. Explain systematic diagnostic techniques used in identifying motorcycle electrical system faults</p> <p>3.3. Explain how to examine, measure and make suitable adjustments to components</p> <p>3.4. Explain how to carry out the rectification activities in order to correct the faults in the motorcycle electrical systems</p> <p>3.5. Explain how to select, prepare and use diagnostic and rectification equipment for motorcycle electrical systems</p> <p>3.6. Explain how to evaluate and interpret test results found in diagnosing motorcycle electrical system faults against motorcycle manufacturer specifications and settings</p> <p>3.7. Explain how to evaluate the operation of components and systems following diagnosis and repair to confirm system performance</p>

Content:
The electrical principles that are related to motorcycle electrical circuits:

- a. Ohms law
- b. Voltage
- c. Power
- d. Current (AC and DC)
- e. Resistance
- f. Magnetism
- g. Electromagnetism and electromagnetic induction
- h. Digital and fibre optic principles
- i. Electrical units and symbols
- j. Electrical and electronic terminology
- k. Relevant electrical safety

Charging

- a. The operation of the motorcycle charging system:
 - i. alternator
 - ii. rotor
 - iii. stator
 - iv. slip ring
 - v. brush assembly
 - vi. three phase output
 - vii. diode rectification pack
 - viii. voltage regulation
 - ix. phased winding connections
 - x. cooling fan
 - xi. alternator drive

Starting

- a. The layout, construction and operation of engine starting systems:
- b. The function and operation of the following components:
 - i. starter motor
 - ii. starter clutch mechanism
 - iii. pinion
 - iv. starter solenoid
 - v. clutch and gear safety switch
 - vi. ignition/starter switch
 - vii. stand switches
 - viii. starter relay (if appropriate)

Common faults and testing methods associated with charging and starting systems

- i. fault code identification
- ii. wiring faults
- iii. component failure
- iv. earth problems
- v. sensor faults.

Lighting systems and technology

- a. Lighting systems should include:
 - i. Xenon lighting
 - ii. gas discharge lighting
 - iii. ballast system
 - iv. LED
 - v. intelligent front lighting
 - vi. blue lights
 - vii. complex reflectors
 - viii. fibre optic
 - ix. optical patterning

Content: contd

Lighting circuits and the relationship between each circuit

- a. Circuits must include:
 - i. sidelights
 - ii. dipped beam
 - iii. main beam
 - iv. dim/dip

Common faults and testing methods associated with external lighting system

- a. Fault diagnosis for:
 - i. lighting systems failing to operate correctly
 - ii. switches
 - iii. relays
 - iv. bulbs failing to operate

The operating principles of external lighting systems and multiplexing systems

- a. To include all external lighting systems and a good knowledge of multiplexing systems.

The different types of auxiliary electrical components

- a. Components should include:
 - i. heated grip
 - ii. electrically operated screens
 - iii. horn
 - iv. multi-functional switches
 - v. relays
 - vi. heated mirrors

Common faults and testing methods associated with heated mirror systems

- a. Faults must include:
 - i. screen elements not operating
 - ii. timer relays not operating and staying on permanently

The different types of entertainment and information systems and components

- a. Systems and components must include:
 - i. radio CD and multi play units
 - ii. MP3 players
 - iii. speakers
 - iv. aerial systems
 - v. amplifiers
 - vi. Satellite Navigation
 - vii. communication units

Common faults and testing methods associated with entertainment and information systems

- a. Faults to include:
 - i. entertainment and navigation units not operating
 - ii. speaker, aerial and amplifier systems not functioning correctly
 - iii. excessive radio interference (suppression)
 - iv. use of diagnostic computers and systems

The different types of integrated security/warning systems and components

- a. Components to include:
 - i. control units
 - ii. alarm modules
 - iii. audible warning units
 - iv. immobiliser units
 - v. sensing units
 - vi. horn
 - vii. audible warning speakers

Content: contd

The function of component parts in integrated security and warning systems

- a. Components to include
 - i. control units
 - ii. alarm modules
 - iii. audible warning units
 - iv. immobiliser units
 - v. relays
 - vi. diodes
 - vii. horns

The relevant legislation relevant to security and warning systems

- a. Find and apply all relevant legislation for the fitment and use of security and warning systems.

Common faults and testing methods associated with security and warning systems

- a. Components to include:
 - i. control units
 - ii. audible warning units
 - iii. immobiliser units
 - iv. horns
 - v. relays
 - vi. diodes
 - vii. wiring
 - viii. connections and protection devices
 - ix. removal and refitting procedures
 - x. using computer diagnostics to identify faults
 - xi. use of manufacturers diagnostic equipment

How to examine, measure and make suitable adjustments to components are:

- a. Settings
- b. Input and output values
- c. Voltages
- d. Current consumption
- e. Resistance
- f. Input and output patterns with oscilloscope (including frequency and duty cycle measurements)
- g. Condition
- h. Wear and performance

How to select, prepare and use diagnostic and rectification equipment for motorcycle auxiliary electrical systems:

- a. Voltmeters
- b. Ammeters
- c. Ohmmeters
- d. Multi-meters
- e. Battery testing equipment
- f. Dedicated and computer based diagnostic equipment
- g. Oscilloscopes



Learner Name:

UNIT REF: MC05C	UNIT TITLE: COMPETENCY IN MOTORCYCLE PREPARATION AND INSPECTION
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Level: 2	Route: Competence	Credit Value: 7	GLH: 60
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Mapping: This unit is mapped to the IMI NOS MC05

Rationale: This unit enables the learner to develop skills in order to carry out preparation activities and inspections on both old and new motorcycle. In accordance of manufacturers and legal requirements.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No	Date
The Learner will:	The Learner can:		
1. Be able to work safely when carrying out motorcycle preparation activities and inspections	1.1. Use suitable personal protective equipment and use suitable motorcycle coverings throughout all motorcycle inspection activities 1.2. Work in a way which minimises the risk of damage or injury to the motorcycle, people and the environment		
2. Be able to use relevant information to carry out preparation activities and inspections of motorcycles	2.1. Select suitable sources of technical information to support motorcycle inspection activities including: <ul style="list-style-type: none"> a. motorcycle technical data b. inspection procedures c. legal requirements 2.2. Use technical information to support motorcycle inspection activities		
3. Be able to use appropriate tools and equipment to carry out preparation activities and inspections of motorcycles	3.1. Select the appropriate tools and equipment necessary for carrying out preparation and inspections 3.2. Ensure that equipment has been calibrated to meet manufacturers' and legal requirements 3.3. Use the correct tools and equipment in the way specified by manufacturers when carrying out a range of inspections on motorcycle systems		
4. Be able to carry out the preparation activities and inspections of motorcycles	4.1. Carry out motorcycle preparation and inspections using prescribed methods, adhering to the correct specifications and tolerances for the motorcycle 4.2. Ensure that inspected motorcycle conforms to the motorcycle operating specification and any legal requirements 4.3. Ensure any comparison of the motorcycle against specification accurately identifies any differences from the motorcycle specification 4.4. Use suitable testing methods to evaluate the performance of the inspected systems 4.5. Complete all system diagnostic activities within the agreed timescale		



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

1. You must produce evidence of carrying out at least 3 different inspections from the following:	Evidence Ref:	
pre-work inspection		
post - work inspection		
pre-delivery inspection		
pre-purchase inspection		
MOT test inspection		
safety inspection		
post repair inspection		
2. You must be observed by your assessor in your normal workplace successfully carrying out an inspection on at least 1 occasion .	Observation Ref:	

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: MC05K	UNIT TITLE: KNOWLEDGE OF MOTORCYCLE PREPARATION AND INSPECTION
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Level: 2	Route: Knowledge	Credit Value: 2	GLH: 20
Mapping: This unit is mapped to the IMI NOS MC05			
Rationale: This unit enables the learner to develop knowledge in order to carry out preparation activities and inspections of both new and used motorcycles.			

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner will:	The Learner can:
1. Understand how to carry out preparation activities and inspections of motorcycles	1.1. Explain the difference between the various motorcycle preparation activities and inspections 1.2. Identify the different systems to be inspected when using inspection methods 1.3. Identify the procedures involved in carrying out the preparation and inspection of motorcycles 1.4. Identify correct conformity of motorcycle systems and condition on motorcycle inspections 1.5. Compare test and inspection results against motorcycle specifications and legal requirements 1.6. Explain how to record and complete the preparation and inspection results in the format required 1.7. Identify the recommendations that can be made based on results of the motorcycle inspections 1.8. Explain the implications of failing to carry out motorcycle preparation and inspection activities correctly 1.9. Explain the implications of signing workplace documentation and motorcycle records 1.10. Explain the procedure for reporting cosmetic damage to motorcycle components and units outside normal inspection items

Content:
Assembly, Pre and post work motorcycle inspections

- a. PPE and motorcycle protection relating to:
 - i. motorcycle body panels and frame
 - ii. paint surfaces
 - iii. polished surfaces
 - iv. seats
- b. Assembly, pre and post work motorcycle inspection procedures:
 - i. aural
 - ii. visual and functional assessments on engine
 - iii. engine systems
 - iv. chassis systems
 - v. wheels and tyres
 - vi. transmission system
 - vii. electrical and electronic systems
 - viii. exterior motorcycle body panels and frame
- c. The methods for carrying out inspections for: damage, corrosion, fluid leaks, wear, security, mounting security and condition to include;
 - i. engines and engine systems
 - ii. chassis systems
 - iii. transmission systems
 - iv. brakes
 - v. steering
 - vi. suspension
 - vii. wheels
 - viii. tyres
 - ix. body panels and frame
 - x. electrical and electronic systems and components
 - xi. motorcycle seating and mirrors
 - xii. motorcycle instrumentation
 - xiii. driver controls
- d. Check conformity to manufacturer's specifications and legal requirements.
- e. Completion of documentation to include:
 - i. inspection records
 - ii. job cards
 - iii. motorcycle records
- f. Make recommendations based on results of motorcycle inspections.
- g. The checks necessary to ensure customer satisfaction for:
 - i. motorcycle body panels
 - ii. paint surfaces
 - iii. polished surfaces
 - iv. chromed surfaces
 - v. seats and mirrors
- h. Prepare and use appropriate inspection equipment and tools.
- i. Inspection procedures following inspection checklists.
- j. Various motorcycle preparation activities and inspections to include:-
 - i. new motorcycle assembly
 - ii. pre and post work
 - iii. pre-delivery on new and used motorcycles
 - iv. MOT test
 - v. safety
 - vi. post repair



Learner Name:

UNIT REF: MC07C	UNIT TITLE: COMPETENCY IN DIAGNOSING AND RECTIFYING MOTORCYCLE ENGINE FAULTS
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Level: 3	Route: Competence	Credit Value: 10	GLH: 90
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Mapping: This unit is mapped to the IMI NOS MC07

Rationale: This unit allows the learner to develop skills to diagnose and rectify motorcycle engine mechanical, electrical, hydraulic and fluid systems faults. It also covers the evaluation of performance of the replaced or repaired units and systems.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No	Date
The Learner will:	The Learner can:		
1. Be able to work safely when carrying out motorcycle engine diagnostic and rectification activities	1.1. Use suitable personal protective equipment and motorcycle coverings when using diagnostic methods and carrying out rectification activities 1.2. Work in a way which minimises the risk of damage or injury to the motorcycle, people and the environment		
2. Be able to use relevant information to carry out the task	2.1. Select suitable sources of technical information to support motorcycle diagnostic and rectification activities including: <ul style="list-style-type: none"> a. motorcycle technical data b. diagnostic test procedures 2.2. Use sufficient diagnostic information in a systematic way to enable an accurate diagnosis of motorcycle engine system faults		
3. Be able to use appropriate tools and equipment	3.1. Select the appropriate tools and equipment necessary for diagnostic and rectification activities 3.2. Ensure that equipment has been calibrated to meet manufacturers' and legal requirements 3.3. Use the equipment required, correctly and safely throughout all motorcycle engine diagnostic and rectification activities		
4. Be able to carry out motorcycle engine diagnosis, rectification and test activities	4.1. Use diagnostic methods that are relevant to the symptoms presented 4.2. Evaluate your assessment of dismantled sub-assemblies and identify their condition and suitability for repair or replacement accurately 4.3. Carry out all diagnostic and rectification activities following: <ul style="list-style-type: none"> a manufacturers' instructions b recognised researched repair methods c workplace procedures d health and safety requirements 4.4. Ensure all repaired or replacement components and units conform to the motorcycle operating specification and any legal requirements 4.5. Adjust components and units correctly to ensure that they operate to meet system requirements 4.6. Use testing methods that are suitable for assessing the		



	<p>performance of the system rectified</p> <p>4.7. Ensure the rectified motorcycle engine system performs to the motorcycle operating specification and any legal requirements</p> <p>4.8. Complete all system diagnostic activities within the agreed timescale</p>		
5. Be able to record information and make suitable recommendations	<p>5.1. Produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required</p> <p>5.2. Make suitable and justifiable recommendations for cost effective repairs</p> <p>5.3. Identify and report any expected delays in completion to the relevant person(s) promptly in the format required.</p> <p>5.4. Record and report any additional faults noticed during the course of their work promptly in the format required</p>		

EVIDENCE REQUIREMENTS

1. You must produce evidence of diagnosing and rectifying faults occurring in 3 out of the 4* engine systems listed, at least 2 of which must come from work carried out in your normal workplace	Evidence Ref:	
engine mechanical systems		
engine management systems		
engine cooling systems		
engine lubrication systems		
2. You must be observed by your assessor on at least 2 occasions, each observation covering the diagnosis and rectification of a fault in different systems. Both of these observations must be carried out in your normal workplace	Observation Ref:	

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: MC07K	UNIT TITLE: KNOWLEDGE OF DIAGNOSIS AND RECTIFICATION OF MOTORCYCLE ENGINE FAULTS
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Level: 3	Route: Knowledge	Credit Value: 6	GLH: 45
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Mapping: This unit is mapped to the IMI NOS MC07

Rationale: This unit enables the learner to develop an understanding of diagnosis and rectification of engine mechanical, electrical, hydraulic and fluid systems. It also covers motorcycle engine systems and the evaluation of their performance.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The Learner will:</p> <p>1. Understand how motorcycle engine systems operate</p>	<p>The Learner can:</p> <p>1.1. Explain the construction and operation of motorcycle engine systems</p> <p>1.2. Explain the interaction between electrical, electronic and mechanical components within motorcycle engine systems</p> <p>1.3. Explain how electrical systems interlink and interact, including multiplexing and fibre optics</p> <p>1.4. Compare motorcycle engine system components and assemblies against alternatives to identify differences in construction and operation</p> <p>1.5. Identify the engineering principles that are related to motorcycle engine systems</p> <ul style="list-style-type: none"> a. volumetric efficiency b. flame travel, pre ignition and detonation c. fuel properties d. composition of carbon fuels e. combustion process
<p>2. Understand how to diagnose and rectify faults in motorcycle engine systems</p>	<p>2.1. Describe how to analyse symptoms and causes of faults found in motorcycle engine systems</p> <p>2.2. Explain systematic diagnostic techniques used in identifying engine system faults</p> <p>2.3. Explain how to examine, measure and make suitable adjustments to the components</p> <p>2.4. Explain how to carry out the diagnosis and rectification activities in order to correct the faults in motorcycle engine systems</p> <p>2.5. Explain how to select, prepare and use diagnostic and rectification equipment for motorcycle engine systems</p> <p>2.6. Explain how to evaluate and interpret test results found in diagnosing motorcycle engine system faults against vehicle manufacturer specifications and settings</p> <p>2.7. Explain how to evaluate the operation of components and systems following diagnosis and repair to confirm system performance</p>

Content:
Single cylinder and multi-cylinder fuel injection systems

- a. The operation and construction of injection systems including:
 - i. types of air flow/mass sensor
 - ii. fuel supply system
 - iii. fuel pump
 - iv. filter
 - v. fuel regulator
 - vi. injectors
 - vii. electronic control unit (ECU)
 - viii. injector pulse width
 - ix. sensors
- b. The operation of each system under various operating conditions including:
 - i. cold starting
 - ii. warm up
 - iii. hot starting
 - iv. acceleration
 - v. deceleration
 - vi. cruising
 - vii. full load
- c. Engine speed limiting and knock sensing.

Engine Management

- a. The function and purpose of engine management systems.
- b. The difference between analogue, digital, programmable and non-programmable systems.
- c. Open loop and closed loop control, types of input and output devices.
- d. The function and operation of digital components and systems.
- e. The operation of engine management systems under various conditions.

Valve Mechanisms

- a. The reasons for variable valve timing and multi-valve arrangements and the effect on performance.
- b. Layout of multi-valve arrangements, components, operation and drive arrangements.
- c. Construction features and operation of variable valve timing engines and electronic control.

Terms Associated with Combustion

- a. Flame travel, pre-ignition and detonation.
- b. Fuel properties:
 - i. octane rating
 - ii. flash point
 - iii. fire point
 - iv. volatility
 - v. composition of petrol fuels
 - vi. hydro-carbon content
- c. Composition of carbon fuels
- d. Combustion process for spark ignition engines:
 - i. air fuel ratio
 - ii. lambda ratio
 - iii. stoichiometric ratio
- e. The by-products of combustion for different engine conditions and fuel mixtures:
 - i. CO
 - ii. CO₂
 - iii. O
 - iv. N
 - v. H₂O
 - vi. NO_x
- f. Describe the legal requirements for exhaust emissions;
 - i. MOT requirements
 - ii. EURO regulations

Content: contd
Assessment, Repair and Restoration of Mechanical Engine Components

- a. How engine mechanical components are assessed and measured for wear and serviceability:
 - i. cylinder bores
 - ii. cylinder heads
 - iii. crankshaft journals
 - iv. valve faces
 - v. valve guides
 - vi. valve seats
 - vii. camshafts
- b. The methods used for the repair and restoration of engine components.

Symptoms and Faults in Engine Mechanical Systems and Components

- a. Symptoms and faults related to:
 - i. worn cylinders
 - ii. cylinder liners
 - iii. pistons
 - iv. piston rings
 - v. crankshaft
 - vi. camshaft
 - vii. bearings
 - viii. cylinder head and gasket
 - ix. valves
 - x. valve seats and valve guides
 - xi. cambelts tensioned and pulleys
 - xii. cam chains tension systems and guides
 - xiii. lubrication system and components
 - xiv. oil pump
 - xv. relief valve
 - xvi. filter

Diagnosis of Faults in Engine Mechanical Systems and Components

- a. Interpret information for:
 - i. diagnostic tests
 - ii. manufacturer's motorcycle and equipment specifications
 - iii. use of equipment
 - iv. testing procedures
 - v. test plans
 - vi. legal requirements
- b. The preparation of tools and equipment for use in diagnostic testing and assessment.
- c. Systematic assessment, testing and inspection of engine components and systems including:
 - i. mechanical system & component condition
 - ii. engine balance
 - iii. power balance
 - iv. performance and operation
 - v. wear
 - vi. run out
 - vii. alignment
- d. Use of appropriate tools and equipment including:
 - i. compression gauges
 - ii. leakage testers
 - iii. cylinder balance tester
 - iv. pressure gauges
 - v. micrometers
 - vi. vernier gauges
- e. Evaluate and interpret test results from diagnostic testing.
- f. Compare test result and values with motorcycle manufacturer's specifications and settings.
- g. The procedures for dismantling, components and systems and the use of appropriate equipment and procedures.

Content: contd

- h. Assess, examine and measure components including:
 - i. settings
 - ii. values
 - iii. condition
 - iv. wear and performance of components and systems
- i. Probable faults
 - i. malfunctions
 - ii. incorrect settings
 - iii. wear
- j. Rectification or replacement procedures.
- k. Evaluate operation of components and systems following diagnosis and repair to confirm system performance.

Faults and Symptoms in Ignition Systems

- a. Ignition system failure or malfunctions including:
 - i. no spark
 - ii. misfiring
 - iii. backfiring
 - iv. cold or hot starting problems
 - v. poor performance
 - vi. pre-ignition
 - vii. detonation
 - viii. exhaust emission levels
 - ix. fuel consumption
 - x. low power
 - xi. unstable idle speed

Faults and Symptoms in Electronic Petrol Injection Systems

- a. Petrol injection system failures or malfunctions including:
 - i. cold or hot starting problems
 - ii. poor performance
 - iii. exhaust emissions
 - iv. high fuel consumption
 - v. erratic running
 - vi. low power
 - vii. unstable idle speed

Faults and Symptoms in Petrol Carburetion Systems

- i. cold or hot starting problems
- ii. poor performance
- iii. exhaust emissions
- iv. high fuel consumption
- v. erratic running
- vi. low power
- vii. unstable idle speed

Faults and Symptoms in Engine Management Systems

- a. Engine management system failure or malfunctions including:
 - i. misfiring
 - ii. backfiring
 - iii. cold or hot starting problems
 - iv. poor performance
 - v. pre-ignition
 - vi. detonation
 - vii. exhaust emission levels
 - viii. fuel consumption
 - ix. low power
 - x. unstable idle speed

Content: contd
Diagnosis of Faults in Electronic Engine Management Systems

- a. Locate and interpret information for:
 - i. diagnostic tests
 - ii. manufacturer's vehicle and equipment specifications
 - iii. use of equipment
 - iv. testing procedures
 - v. test plans
 - vi. fault codes
 - vii. legal requirements
- b. The preparation of tools and equipment for use in diagnostic testing and assessment.
- c. Conduct systematic assessment, testing of engine systems including:
 - i. component condition and performance
 - ii. component settings
 - iii. component values
 - iv. electrical and electronic values
 - v. system performance and operation
 - vi. use of appropriate tools and equipment including gauges
 - vii. multi-meter
 - viii. breakout box
 - ix. oscilloscope
 - x. diagnostic tester
 - xi. manufacturer's dedicated equipment
 - xii. exhaust gas analyser
 - xiii. pressure gauges
- d. Evaluate and interpret test results from diagnostic testing.
- e. Compare test result, values and fault codes with motorcycle manufacturer's specifications and settings.
- f. The procedures for dismantling, components and systems using appropriate equipment.
- g. Assess, examine and measure components including:
 - i. settings
 - ii. input and output values
 - iii. voltages
 - iv. current consumption
 - v. resistance
 - vi. output patterns with oscilloscope
 - vii. condition
 - viii. wear and performance of components and systems
- h. Identify probable faults and indications of:
 - i. faults
 - ii. malfunctions
 - iii. incorrect settings
 - iv. wear
 - v. values
 - vi. inputs and outputs
 - vii. fault codes
- i. Rectification or replacement procedures.
- j. Evaluation and the operation of components and systems following diagnosis and repair to confirm system performance.
 - i. speed controls
 - ii. control systems
- k. Use of appropriate tools and equipment including:
 - i. pressure gauges
 - ii. multi-meter
 - iii. breakout box
 - iv. oscilloscope
 - v. diagnostic tester
 - vi. manufacturer's dedicated equipment
 - vii. flow meter
- l. Evaluate and interpret test results from diagnostic testing.
- m. Compare test result, values and fault codes with motorcycle manufacturer's specifications and settings

Content: contd

- n. How to dismantle, components and systems using appropriate equipment and procedures
- o. How to assess, examine and measure components including: settings, input and output values, voltages, current consumption, resistance, output patterns with oscilloscope, pressures, condition, wear and performance of components and systems
- p. Identification of probable faults and indications of faults, malfunctions, incorrect settings, wear, values, inputs and outputs, fault codes, pressures and leaks
- q. Rectification or replacement procedures
- r. Evaluation and operation of components and systems following diagnosis and repair to confirm system performance

Construction and operation of motorcycle engine systems to include:-

- a. Engine mechanical
- b. Lubrication systems
- c. Fuel systems
- d. Ignition systems
- e. Cooling system
- f. Air and exhaust systems
- g. Engine management

Engineering principles that are related to motorcycle engine systems

- a. Volumetric efficiency
- b. Flame travel, pre ignition and detonation
- c. Fuel properties
- d. Composition of carbon fuels
- e. Combustion process
- f. Legal requirements for exhaust emissions

Symptoms and causes of faults found in motorcycle engine systems to include:

- a. Engine mechanical
- b. Lubrication systems
- c. Fuel systems
- d. Ignition systems
- e. Cooling system
- f. Air and exhaust systems
- g. Engine management

Examine, measure and make suitable adjustments to the components including:

- a. Settings
- b. Input and output values
- c. Voltages
- d. Current consumption
- e. Resistance
- f. Output patterns with oscilloscope
- g. Pressures
- h. Condition
- i. Wear and performance



Learner Name:

UNIT REF: MC08C	UNIT TITLE: COMPETENCY IN DIAGNOSING AND RECTIFYING MOTORCYCLE CHASSIS SYSTEM FAULTS
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Level: 3	Route: Competence	Credit Value: 10	GLH: 90
Mapping: This unit is mapped to the IMI NOS MC08			
Rationale: This unit allows the learner to develop skills to diagnose and rectify motorcycle braking steering and suspension systems faults. It also covers the evaluation of performance of the replaced or repaired units and systems.			

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No	Date
The Learner will:	The Learner can:		
1. Be able to work safely when carrying out motorcycle chassis diagnostic and rectification activities	1.1. Use suitable personal protective equipment and use motorcycle coverings when using motorcycle diagnostic methods and carrying out rectification activities 1.2. Work in a way which minimises the risk of damage or injury to the motorcycle, people and the environment		
2. Be able to use relevant information to carry out the task	2.1. Select suitable sources of technical information to support motorcycle diagnostic and rectification activities including: <ul style="list-style-type: none"> a motorcycle technical data b diagnostic test procedures 2.2. Use sufficient diagnostic information in a systematic way to enable an accurate diagnosis of motorcycle chassis system faults		
3. Be able to use appropriate tools and equipment	3.1. Select the appropriate tools and equipment necessary for diagnostic and rectification activities 3.2. Ensure that equipment has been calibrated to meet manufacturers' and legal requirements 3.3. Use the equipment required, correctly and safely throughout all motorcycle chassis diagnostic and rectification activities		
4. Be able to carry out motorcycle chassis diagnosis, rectification and test activities	4.1. Use diagnostic methods that are relevant to the symptoms presented 4.2. Evaluate your assessment of dismantled sub-assemblies and identify their condition and suitability for repair or replacement accurately 4.3. Carry out all diagnostic and rectification activities following: <ul style="list-style-type: none"> a manufacturers' instructions b recognised researched repair methods c workplace procedures d health and safety requirements 4.4. Ensure all repaired or replacement components and units conform to the motorcycle operating specification and any legal requirements 4.5. Adjust components and units correctly to ensure that they operate to meet system requirements 4.6. Use testing methods that are suitable for assessing the performance of the system rectified		



	<p>4.7. Ensure the rectified motorcycle chassis system performs to the motorcycle operating specification and any legal requirements</p> <p>4.8. Complete all system diagnostic activities within the agreed timescale</p>		
<p>5. Be able to record information and make suitable recommendations</p>	<p>5.1. Produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required</p> <p>5.2. Make suitable and justifiable recommendations for cost effective repairs</p> <p>5.3. Identify and report any expected delays in completion to the relevant person(s) promptly in the format required.</p> <p>5.4. Record and report any additional faults noticed during the course of their work promptly in the format required</p>		

EVIDENCE REQUIREMENTS

<p>You must use a 2 or more step diagnostic activity</p>		
<p>1. You must produce evidence of diagnosing faults from each of the following areas:</p>	<p>Evidence Ref:</p>	
<p>steering systems</p>		
<p>suspension systems</p>		
<p>braking systems</p>		
<p>2 pieces of evidence must come from work carried out in your normal workplace. Your evidence must include the following areas: mechanical, electrical and hydraulic.</p>		
<p>2. You must be observed by your assessor on at least 2 occasions, each observation covering the diagnosis and rectification of a fault in a different chassis system.</p>	<p>Observation Ref:</p>	

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

<p>ASSESSOR SIGNATURE:</p>	<p>PIN NO:</p>	<p>DATE:</p>
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UNIT REF: MC08K	UNIT TITLE: KNOWLEDGE IN DIAGNOSIS AND RECTIFICATION OF MOTORCYCLE CHASSIS FAULTS
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Level: 3	Route: Knowledge	Credit Value: 6	GLH: 45
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Mapping: This unit is mapped to the IMI NOS MC08

Rationale: This unit enables the learner to develop an understanding of diagnosis and rectification of braking steering and suspension systems. It also covers motorcycle chassis systems and the evaluation of their performance.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner will:	The Learner can:
1. Understand how the motorcycle chassis systems operate	1.1. Explain the construction and operation of motorcycle chassis systems 1.2. Explain the interaction between electrical, electronic and mechanical components within motorcycle chassis systems 1.3. Explain how motorcycle chassis electrical systems interlink and interact, including multiplexing 1.4. Compare motorcycle chassis system components and assemblies against alternatives to identify differences in construction and operation 1.5. Identify the engineering principles that are related to motorcycle chassis systems <ul style="list-style-type: none"> a. inertia force, mass and acceleration b. laws of friction c. static's (springs and torsion) d. hydraulic machines
2. Understand how to diagnose and rectify faults in motorcycle chassis systems	2.1. Explain symptoms and causes of faults found in motorcycle chassis systems 2.2. Explain systematic diagnostic techniques used in identifying motorcycle chassis system faults 2.3. Explain how to examine, measure and make suitable adjustments to the components 2.4. Explain how to carry out the diagnosis and rectification activities in order to correct the faults in motorcycle chassis systems 2.5. Explain how to select, prepare use diagnostic and rectification equipment for motorcycle chassis systems 2.6. Explain how to evaluate and interpret test results found in diagnosing motorcycle chassis system faults against manufacturer specifications and settings 2.7. Explain how to evaluate the operation of components and systems following diagnosis and repair to confirm system performance

Content:
Electrical and electronic principles of motorcycle chassis systems

- a. The operation of electrical and electronic systems and components related to motorcycle chassis systems including:
 - i. ECU
 - ii. sensors and actuators
 - iii. electrical inputs
 - iv. voltages
 - v. oscilloscope patterns
 - vi. digital principles
- b. The interaction between the electrical/electronic system and mechanical components of chassis systems.
- c. Electronic and electrical safety procedures.

Operation of electronic ABS and traction control systems

- a. Layout of:
 - i. ABS and traction control systems
 - ii. warning systems
- b. Operation of:
 - i. hydraulic and electronic control units
 - ii. wheel speed sensor
 - iii. hoses
 - iv. cables and connectors
- c. The relationship and interaction of braking with other motorcycle systems – traction control.

Steering geometry for motorcycle applications

- a. Front/rear wheel geometry:

Symptoms and faults in braking systems

- a. Symptoms and faults associated with braking systems:
 - i. mechanical
 - ii. hydraulic
 - iii. electrical and electronic systems
 - iv. fluid leaks
 - v. warning light operation
 - vi. poor brake efficiency
 - vii. wheel locking under braking

Diagnosis and faults in braking systems

- a. Locate and interpret information for:
 - i. diagnostic tests
 - ii. motorcycle and equipment specifications
 - iii. use of equipment
 - iv. testing procedures
 - v. test plans
 - vi. fault codes
 - vii. legal requirements
- b. Prepare equipment for use in diagnostic testing.
- c. Conduct systematic testing and inspection of:
 - i. braking system
 - ii. ABS
 - iii. traction control
 - iv. mechanical
 - v. hydraulic
 - vi. electrical and electronic systems
- d. Using appropriate tools and equipment including:
 - i. multi-meters
 - ii. oscilloscope
 - iii. pressure gauges
- e. Evaluate and interpret test results from diagnostic testing.
- f. Compare test result and values with motorcycle manufacturer's specifications and settings.

Content: contd

- g. How to dismantle, components and systems using appropriate equipment and procedures.
- h. Assess, examine and evaluate the operation, settings, values, condition and performance of components and systems.
- i. Probable faults, malfunctions, incorrect settings.
- j. Rectification or replacement procedures.
- k. Operation of systems following diagnosis and repair to confirm operation and performance.

Symptoms and faults associated with steering systems

- a. Symptoms and faults associated with steering systems:
 - i. mechanical
 - ii. steering joints and bushes
 - iii. bearings

Diagnosis and faults in steering systems

- a. Locate and interpret information for:
 - i. diagnostic tests
 - ii. motorcycle and equipment specifications
 - iii. use of equipment
 - iv. testing procedures
 - v. test plans
 - vi. legal requirements
- b. How to prepare equipment for use in diagnostic testing.
- c. Conduct systematic testing and inspection of:
 - i. steering systems
 - ii. mechanical
- d. Using appropriate tools and equipment including:
 - ii. wheel alignment equipment
- e. Evaluate and interpret test results from diagnostic testing.
- f. Compare test result and values with motorcycle manufacturer's specifications and settings.
- g. How to dismantle, components and systems using appropriate equipment and procedures.
- h. Assess, examine and evaluate the:
 - i. operation
 - ii. settings
 - iii. values
 - iv. condition and performance of components and systems
- i. Probable faults, malfunctions, and incorrect settings.
- j. Rectification or replacement procedures.
- k. Operation of systems following diagnosis and repair to confirm operation and performance.

Symptoms and faults associated with suspension systems

- a. Symptoms and faults associated with suspension systems:
 - i. mechanical
 - ii. hydraulic
 - iii. ride height
 - iv. wear
 - v. noises under operation
 - vi. fluid leakage
 - vii. excessive travel
 - viii. excessive tyre wear

Diagnosis and faults in suspension systems

- a. Locate and interpret information for:
 - i. diagnostic tests
 - ii. motorcycle and equipment specifications
 - iii. use of equipment
 - iv. testing procedures
 - v. test plans
 - vi. legal requirements

Content: contd

- b. How to prepare equipment for use in diagnostic testing.
- c. How to conduct systematic testing and inspection of:
 - i. suspension systems
 - ii. mechanical
 - iii. hydraulic
- d. Using appropriate tools and equipment including:
 - i. alignment equipment
- e. Evaluate and interpret test results from diagnostic testing.
- f. Compare test result and values with motorcycle manufacturer's specifications and settings.
- g. How to dismantle, components and systems using appropriate equipment and procedures.
- h. Assess, examine and evaluate the operation, settings, values, condition and performance of components and systems.
- i. Probable faults, malfunctions and incorrect settings.
- j. Rectification or replacement procedures.
- k. Operation of systems following diagnosis and repair to confirm operation and performance.

Construction and operation of motorcycle chassis systems to include: -

- a. Steering
- b. Suspension
- c. Anti-lock-braking system(ABS)
- d. Traction control
- e. Front and rear wheel geometry

Engineering principles that are related to motorcycle chassis systems

- a. Inertia force, mass and acceleration
- b. Laws of friction
- c. Static's
- d. Hydraulic machines

Examine, measure and make suitable adjustments to the components including:

- a. Settings
- b. Input and output values
- c. Voltages
- d. Current consumption
- e. Resistance
- f. Output patterns with oscilloscope
- g. Pressures
- h. condition
- i. wear and performance



Learner Name:

UNIT REF: MC12C	UNIT TITLE: COMPETENCY IN DIAGNOSING AND RECTIFYING MOTORCYCLE TRANSMISSION AND DRIVELINE FAULTS
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Level: 3	Route: Competence	Credit Value: 7	GLH: 58
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Mapping: This unit is mapped to the IMI NOS MC12

Rationale: This unit allows the learner to develop skills to diagnose and rectify motorcycle transmission mechanical, electrical, and fluid systems faults. It also covers the evaluation of performance of the replaced or repaired units and systems.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No	Date
The Learner will:	The Learner can:		
1. Be able to work safely when carrying out motorcycle transmission diagnostic and rectification activities	1.1. Use suitable personal protective equipment and motorcycle coverings when using diagnostic methods and carrying out rectification activities 1.2. Work in a way which minimises the risk of damage or injury to the motorcycle, people and the environment		
2. Be able to use relevant information to carry out the task	2.1. Select suitable sources of technical information to support motorcycle diagnostic and rectification activities including: <ul style="list-style-type: none"> a. motorcycle technical data b. diagnostic test procedures 2.2. Use sufficient diagnostic information in a systematic way to enable an accurate diagnosis of motorcycle transmission system faults		
4. Be able to use appropriate tools and equipment	3.1. Select the appropriate tools and equipment necessary for diagnostic and rectification activities 3.2. Ensure that equipment has been calibrated to meet manufacturers' and legal requirements 3.3. Use the equipment required, correctly and safely throughout all motorcycle transmission diagnostic and rectification activities		
4. Be able to carry out motorcycle transmission diagnosis, rectification and test activities	4.1. Use diagnostic methods that are relevant to the symptoms presented 4.2. Evaluate your assessment of dismantled sub-assemblies and identify their condition and suitability for repair or replacement accurately 4.3. Carry out all diagnostic and rectification activities following: <ul style="list-style-type: none"> a. manufacturers' instructions b. recognised researched repair methods c. workplace procedures d. health and safety requirements 4.4. Ensure all repaired or replacement components and units conform to the motorcycle operating specification and any legal requirements 4.5. Adjust components and units correctly to ensure that they operate to meet system requirements 4.6. Use testing methods that are suitable for assessing the performance of the system rectified		



	<p>4.7. Ensure the rectified motorcycle transmission system performs to the motorcycle operating specification and any legal requirements</p> <p>4.8. Complete all system diagnostic activities within the agreed timescale</p>		
5. Be able to record information and make suitable recommendations	<p>5.1. Produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required</p> <p>5.2. Make suitable and justifiable recommendations for cost effective repairs</p> <p>5.3. Identify and report any expected delays in completion to the relevant person(s) promptly in the format required.</p> <p>5.4. Record and report any additional faults noticed during the course of their work promptly in the format required</p>		

EVIDENCE REQUIREMENTS

You must use a 2 or more step diagnostic activity		
1. You must produce evidence of diagnosing and rectifying at least 3 faults occurring in 3 of the 3 systems listed*.	Evidence Ref:	
clutch		
gearbox		
drive line (shafts, couplings, chains, sprockets, hubs and bearings)		
2 pieces of evidence must come from work carried out in your normal workplace in at least 2 of the following areas: mechanical, electrical or hydraulic.		
2. You must be observed by your assessor on at least 1 occasion carrying out the diagnosis and rectification of a fault in a transmission or drive line system.	Observation Ref:	

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

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

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: MC12K	UNIT TITLE: KNOWLEDGE OF DIAGNOSIS AND RECTIFICATION OF MOTORCYCLE TRANSMISSION AND DRIVELINE FAULTS
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Level: 3	Route: Knowledge	Credit Value: 4	GLH: 30
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Mapping: This unit is mapped to the IMI NOS MC12

Rationale: This unit enables the learner to develop an understanding of diagnosis and rectification of motorcycle gearboxes, hubs and bearings, driveline shafts, clutches, and final drive units. It also covers the evaluation of performance of the systems.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The Learner will:</p> <p>1. Understand how the motorcycle transmission and driveline systems operate</p>	<p>The Learner can:</p> <p>1.1. Explain the construction and operation of motorcycle transmission and driveline systems</p> <p>1.2. Explain the interaction between electrical, electronic and mechanical components within motorcycle transmission and driveline systems</p> <p>1.3. Compare motorcycle transmission and driveline system components and assemblies against alternatives to identify differences in construction and operation</p> <p>1.4. Identify the advanced engineering principles that are related to motorcycle transmission and driveline systems</p> <ul style="list-style-type: none"> a friction b torque transmission c materials d fluids & energy e potential & kinetic energy
<p>2. Understand how to diagnose and rectify faults in motorcycle transmission and driveline systems</p>	<p>2.1. Explain the symptoms and causes of faults found in motorcycle transmission and driveline systems</p> <p>2.2. Explain systematic diagnostic techniques used in identifying advanced transmission and driveline system faults</p> <p>2.3. Explain how to examine, measure and make suitable adjustments components</p> <p>2.4. Explain how to carry out the rectification activities in order to correct the faults in the motorcycle transmission and driveline systems</p> <p>2.5. Explain how to select, prepare and use diagnostic and rectification equipment for motorcycle transmission and driveline systems</p> <p>2.6. Explain how to evaluate and interpret test results found in diagnosing motorcycle transmission and driveline system faults against manufacturer specifications and settings</p> <p>2.7. Explain how to evaluate the operation of components and systems following diagnosis and repair to confirm system performance</p>

Content:
Electrical and electronic principles related to motorcycle transmission systems

- a. The operation of electrical and electronic systems and components related to motorcycle transmission systems including:
 - i. control units
 - ii. sensors and actuators
 - iii. electrical inputs & outputs
 - iv. voltages
 - v. oscilloscope patterns
- b. The interaction between the electrical/electronic system, and mechanical components of the transmission systems.
- c. Electronic and electrical safety procedures.

The operation motorcycle clutches

- a. The construction and operation of friction clutches (wet, and dry) including single and multi-plate clutch designs.

The operation of motorcycle transmissions and driveline systems

- a. The construction and operation of manual gearboxes:
 - i. gear arrangements
 - ii. shaft and bearing arrangements
 - iii. selector mechanisms
 - iv. linkages
 - v. lubrication
- b. The construction and operation of automatic gearboxes and method for achieving different gear ratios.
- c. Interaction between mechanical, electrical and electronic components
- d. The construction and operation of continuously variable transmissions (CVT) and the benefits of this type of gearbox design.
- e. The construction and operation of final drive systems including:
 - f. Chain and sprocket
 - g. Belt systems
 - i. conventional crown wheel and pinion
 - h. The construction and operation of motorcycle hub arrangements.
 - i. The construction and operation of:
 - i. drive shafts and couplings

Symptoms and faults in motorcycle transmissions and drive-line systems

- a. Clutch and coupling faults:
 - i. abnormal noises
 - ii. vibrations
 - iii. fluid leaks
 - iv. slip
 - v. judder
 - vi. grab
 - vii. failure to release
- b. Gearbox faults:
 - i. abnormal noises
 - ii. vibrations
 - iii. loss of drive
 - iv. difficulty engaging or disengaging gears
 - v. automatic gear box types
 - vi. abnormal noises
 - vii. vibrations
 - viii. loss of drive
 - ix. failure to engage gear
 - x. failure to disengage gear
 - xi. leaks
 - xii. failure to operate
 - xiii. incorrect shift patterns
 - xiv. electrical and electronic faults

Content: contd

- c. Final drive faults:
 - i. abnormal noises
 - ii. vibrations
 - iii. loss of drive
 - iv. oil leaks
 - v. failure to operate
- d. Drive-lines and couplings:
 - i. abnormal noises
 - ii. vibrations
 - iii. loss of drive

Faults in motorcycle transmission systems

- a. Interpret information for diagnostic tests, vehicle and equipment specifications, use of equipment, testing procedures, test plans, fault codes and legal requirements.
- b. How to prepare equipment for use in diagnostic testing.
- c. How to conduct systematic testing and inspection of transmission system, mechanical, hydraulic, electrical and electronic systems using appropriate tools and equipment including, mullet-meters,
- d. How to carry out workshop based and road testing of vehicle and transmission system.
- e. Evaluate and interpret test results from diagnostic and/or road testing.
- f. Compare test result and values with vehicle manufacturer's specifications and settings.
- g. How to dismantle, components and systems using appropriate equipment and procedures.
- h. Assess, examine and evaluate the operation, settings, values, condition and performance of components and systems.
- i. Probable faults, malfunctions and incorrect settings.
- j. Rectification or replacement procedures.
- k. Operation of systems following diagnosis and repair to confirm operation and performance.

Construction and operation of motorcycle transmission and driveline systems to include:-

- a. Clutches
- b. Manual gearboxes
- c. Automatics
- d. Electronic control
- e. CVT (continuously variable transmission)
- f. Chain and sprocket
- g. Belt and pulley
- h. Drive shaft
- i. Final drive unit
- j. Hubs

Advanced engineering principles that are related to motorcycle transmission and driveline systems

- a. Friction
- b. Torque transmission
- c. Materials
- d. Potential & kinetic energy

Symptoms and causes of faults found in motorcycle transmission and driveline systems to include: -

- a. Clutches
- b. Manual gearboxes
- c. automatics
- d. Electronic control
- e. CVT (continuously variable transmission)
- f. Chain and sprocket
- g. Drive shaft
- h. final drive unit
- i. Hubs

Examine, measure and make suitable adjustments components including: -

- a. Settings
- b. Input and output values
- c. Voltages
- d. Current consumption
- e. Resistance
- f. Output patterns with oscilloscope
- g. Pressures
- h. Condition
- i. Wear and performance



Learner Name:

UNIT REF: G6C	UNIT TITLE: COMPETENCY IN MAKING LEARNING POSSIBLE THROUGH DEMONSTRATIONS AND INSTRUCTION
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Level: 3	Route: Competence	Credit Value: 5	GLH: 40
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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
The Learner will:	The Learner can:		
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

1. You must provide at least 1 record of an activity which has been demonstrated.	Evidence Ref:	
2. You must provide records of at least 2 observations , 1 of which must be by your assessor, which cover at least 1 demonstration and 1 instruction or a combination of both .	Observation Ref:	
3. It is expected that the records must include evidence to show how you:		
<ul style="list-style-type: none"> decided on the sequence of the demonstration 	<ul style="list-style-type: none"> identified which learning outcomes were achieved 	
<ul style="list-style-type: none"> ensured that the demonstration was accurate and realistic 	<ul style="list-style-type: none"> ensured a safe environment for the demonstration and allowed all learners to see the demonstration clearly 	
4. In preparing the record you should consider:		
<ul style="list-style-type: none"> which types of learning are best achieved and supported through demonstrations 	<ul style="list-style-type: none"> how to choose and prepare appropriate materials, including technology based materials. 	
<ul style="list-style-type: none"> how to choose between instruction and demonstration as learning methods 	<ul style="list-style-type: none"> which types of learning are best achieved through instruction 	
<ul style="list-style-type: none"> how to identify individual learning needs 	<ul style="list-style-type: none"> how to make sure everybody acts in line with health, safety and environmental protection legislation and best practice 	
<ul style="list-style-type: none"> which factors are likely to prevent learning and how to overcome them 	<ul style="list-style-type: none"> 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 will show how you:		
<ul style="list-style-type: none"> structured the demonstration so that the learner got the most out of it 	<ul style="list-style-type: none"> reduced distractions and disruptions as much as possible 	
<ul style="list-style-type: none"> encouraged learners to ask questions and get explanations at appropriate stages in the demonstration 	<ul style="list-style-type: none"> matched instruction to the needs of learners 	
<ul style="list-style-type: none"> gave learners the opportunities to practice the skill being demonstrated 	<ul style="list-style-type: none"> ensured that the manner, level and speed of the instruction encourages learners to take part 	
<ul style="list-style-type: none"> gave learners positive feedback 	<ul style="list-style-type: none"> regularly check that learners understand and adapt instruction as appropriate 	
<ul style="list-style-type: none"> reinforced learning by repeating demonstration 	<ul style="list-style-type: none"> gave learners positive feedback on the learning experience and the outcome achieved 	
<ul style="list-style-type: none"> responded to the needs of learners during the demonstration 	<ul style="list-style-type: none"> identified anything that prevented learning and reviewed this with the learner 	

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: G6K	UNIT TITLE: KNOWLEDGE OF HOW TO MAKE LEARNING POSSIBLE THROUGH DEMONSTRATIONS AND INSTRUCTION
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Level: 3	Route: Knowledge	Credit Value: 5	GLH: 45
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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

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

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

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

Content: Contd
How to check learners understanding and progress

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

How to organise information and prepare materials

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

Instructional techniques

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

Environmental factors that effect 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/structure
 - vi. suitable protective clothing/equipment

Content: Contd**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:

UNIT REF: G8C	UNIT TITLE: COMPETENCY IN IDENTIFYING AND AGREEING MOTOR VEHICLE CUSTOMER SERVICE NEEDS
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Level: 3	Route: Competence	Credit Value: 5	GLH: 40
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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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No	Date
The Learner will:	The Learner can:		
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

1. You must produce evidence, including records, to show that you have dealt with 3 different customers .	Evidence Ref		
2. You must be observed by your assessor in your normal workplace dealing with at least 1 customer	Observation Ref:		

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: G8K	UNIT TITLE: KNOWLEDGE OF HOW TO IDENTIFY AND AGREE MOTOR VEHICLE CUSTOMER SERVICE NEEDS
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Level: 3	Route: Knowledge	Credit Value: 5	GLH: 45
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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
<p>The Learner will:</p> <p>1. Understand legislative and organisational requirements and procedures</p>	<p>The Learner can:</p> <p>1.1. Describe the fundamental legal requirements of current consumer legislation and the consequences of their own actions in respect of this legislation</p> <p>1.2. Describe the content and limitations of company and product warranties for the vehicles dealt with by their company</p> <p>1.3. Explain the limits of their own authority for accepting vehicles</p> <p>1.4. Explain the importance of keeping customers informed of progress</p> <p>1.5. Describe their workplace requirements for the completion of records</p> <p>1.6. Explain how to complete and process all the necessary documentation</p>
<p>2. Understand how to communicate and care for customers</p>	<p>2.1. Explain how to communicate effectively with customers</p> <p>2.2. Describe how to adapt your language when explaining technical matters to non-technical customers</p> <p>2.3. Explain how to use effective questioning techniques</p> <p>2.4. Describe how to care for customers and achieve customer satisfaction</p>
<p>3. Understand company products and services</p>	<p>3.1. Describe the range of options available to resolve vehicle problems</p> <p>3.2. Describe the range and type of services offered by their company</p> <p>3.3. Explain the effect of resource availability upon the receipt of customer vehicles and the completion work</p> <p>3.4. Explain how to access costing and work completion time information</p>

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.

Vehicle Information Systems, Servicing and Repair Requirements

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



Content: contd

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 learners 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.	Assessor Comments: Please ensure your comments are concise.