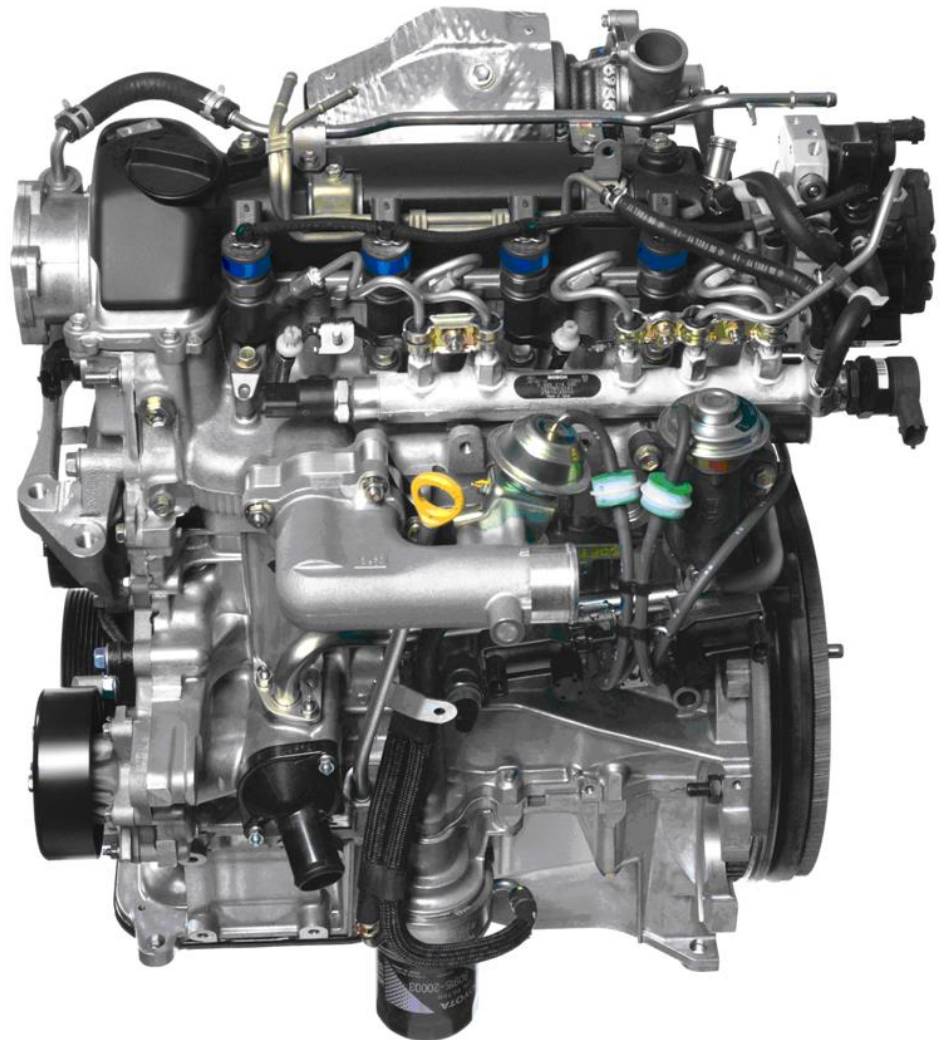


# City & Guilds Level 2 and 3 Diploma in Vehicle Parts Principles (4151)

July 2022 Version 2.1





## Qualification at a glance

<b>Subject area</b>	<b>Vehicle Parts</b>
<b>City &amp; Guilds number</b>	4151
<b>Age group approved</b>	16+
<b>Entry requirements</b>	There are no entry requirements
<b>Assessment</b>	Assignments Short answer questions Centre assessed
<b>Fast track</b>	Not available; automatic approval applies in some cases
<b>Support materials</b>	Centre handbook
<b>Registration and certification</b>	See online catalogue/Walled Garden for last dates.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 2 Diploma in Vehicle Parts Principles	453	580	4151-02	600/1199/3
Level 3 Diploma in Vehicle Parts Principles	592	790	4151-03	600/1200/6

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 Dec 2011	Minor Format Changes	<b>Various</b>
2.0 September 2012	Spelling errors corrected Unit 109 – level corrected, a.c 4.1 corrected Units 114 and 164 – unit titles corrected	<b>Various</b>
2.1 July 2022	GLH and TQT clarified and highlighted  Removed references to QCF and made minor updates	<b>Qualification at a glance and Structure</b>  <b>Throughout</b>



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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

<b>Area</b>	<b>Description</b>
Who is the qualification for?	Candidates wanting to develop practical skills in, and broaden their understanding of motor vehicle systems. It also gives them the opportunity to learn how to develop others.
What does the qualification cover?	Allows candidates to learn, develop and practise the skills required for employment and/or career progression in the automotive industry.
Is the qualification part of a framework or initiative?	This qualification is part of the Automotive Maintenance and Repair Advanced Apprenticeship Framework (framework 1) which will replace current framework 4 from April 2011.
Who did we develop the qualification with?	This qualification was developed in collaboration with the Institute of the Motor Industry (IMI) the sector skills council for the automotive retail industry and other awarding organisations.
What opportunities for progression are there?	Allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"> <li>• 4150 Diploma in Vehicle Parts Competence</li> <li>• ILM management and leadership qualifications.</li> </ul>

## Structure

To achieve the **Level 2 Diploma in Vehicle Parts Principles**, learners must achieve **58** credits.

- A minimum of **18** credits must come from the mandatory generic units.
- A minimum of **24** credits from the mandatory technical units.
- The remaining credits must come from a minimum of 4 optional groups A-F.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
<b>Mandatory</b>		<b>Generic</b>	
D/601/6171	051	Knowledge of health, safety and good housekeeping in the automotive environment	3
Y/601/7254	001	Skills in health, safety and good housekeeping in the automotive environment	7
T/601/6175	053	Knowledge of support for job roles in the automotive work environment	3
J/601/6262	003	Skills in supporting job roles in the automotive work environment	5
<b>Mandatory</b>		<b>Technical</b>	
D/502/6074	151	Knowledge in giving a positive impression to vehicle parts customers	4
T/502/6534	101	Skills in giving a positive impression to vehicle parts customers	2
H/502/6075	152	Knowledge in identifying and reporting security risks within a vehicle parts environment	2
A/502/6535	102	Skills in identifying and reporting security risks within a vehicle parts environment	1
K/502/6076	153	Knowledge in selecting and issuing motor vehicle parts	6
F/502/6536	103	Skills in selecting and issuing motor vehicle parts	4
M/502/6077	154	Knowledge in receiving and storing motor vehicle parts	3
J/502/6537	104	Skills in receiving and storing motor vehicle parts	2
<b>Optional</b>		<b>Group A</b>	
T/502/6078	155	Knowledge in processing orders for non-stock motor vehicle parts	3
L/502/6538	105	Skills in processing orders for non-stock motor vehicle parts	2
<b>Optional</b>		<b>Group B</b>	

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>
A/502/6079	156	Knowledge in processing returned goods and materials in a vehicle parts environment	4
R/502/6539	106	Skills in processing returned goods and materials in a vehicle parts environment	1
<b>Optional</b>		<b>Group C</b>	
M/502/6080	157	Knowledge in delivering motor vehicle parts to customers	3
J/502/6540	107	Skills in delivering motor vehicle parts to customers	2
<b>Optional</b>		<b>Group D</b>	
T/502/6081	158	Knowledge in processing payment transactions within a vehicle parts environment	3
L/502/6541	108	Skills in processing payment transactions within a vehicle parts environment	2
<b>Optional</b>		<b>Group E</b>	
J/502/6084	161	Knowledge in entering and finding data using information technology within a vehicle parts environment	2
D/502/6544	111	Skills in entering and finding data using information technology within a vehicle parts environment	1
<b>Optional</b>		<b>Group F</b>	
L/502/6085	162	Knowledge in communicating information electronically within a vehicle parts environment	2
T/502/6551	112	Skills in communicating information electronically within a vehicle parts environment	1

To achieve the **Level 3 Diploma in Vehicle Parts Principles**, learners must achieve **79** credits.

- A minimum of **18** credits must come from the mandatory generic units.
- A minimum of **55** credits from the mandatory technical units.
- A minimum of **6** credits from a minimum of 2 optional groups A-G.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
<b>Mandatory</b>		<b>Generic</b>	
D/601/6171	051	Knowledge of health, safety and good housekeeping in the automotive environment	3
Y/601/7254	001	Skills in health, safety and good housekeeping in the automotive environment	7
T/601/6175	053	Knowledge of support for job roles in the automotive work environment	3
J/601/6262	003	Skills in supporting job roles in the automotive work environment	5
<b>Mandatory</b>		<b>Technical</b>	
D/502/6074	151	Knowledge in giving a positive impression to vehicle parts customers	4
T/502/6534	101	Skills in giving a positive impression to vehicle parts customers	2
H/502/6075	152	Knowledge in identifying and reporting security risks within a vehicle parts environment	2
A/502/6535	102	Skills in identifying and reporting security risks within a vehicle parts environment	1
K/502/6076	153	Knowledge in selecting and issuing motor vehicle parts	6
F/502/6536	103	Skills in selecting and issuing motor vehicle parts	4
M/502/6077	154	Knowledge in receiving and storing motor vehicle parts	3
J/502/6537	104	Skills in receiving and storing motor vehicle parts	2
T/502/6078	155	Knowledge in processing orders for non-stock motor vehicle parts	3
L/502/6538	105	Skills in processing orders for non-stock motor vehicle parts	2
T/502/6081	158	Knowledge in processing payment transactions within a vehicle parts environment	3
L/502/6541	108	Skills in processing payment transactions within a vehicle parts environment	2
A/502/6082	159	Knowledge in stock control within a vehicle parts operation	5



<b>Unit accreditation number</b>	<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>
R/502/6542	109	Skills in stock control within a vehicle parts operation	3
F/502/6083	160	Knowledge in participating in motor vehicle parts stocktaking activities	5
Y/502/6543	110	Skills in participating in motor vehicle parts stocktaking activities	2
Y/502/6087	163	Knowledge in monitoring and solving customer service problems within a vehicle parts environment	4
K/502/6546	113	Skills in monitoring and solving customer service problems within a vehicle parts environment	2
<b>Optional</b>		<b>Group A</b>	
T/601/6242	056	Knowledge of how to make learning possible through demonstrations and instruction	5
Y/601/6282	006	Skills in making learning possible through demonstrations and instruction	5
<b>Optional</b>		<b>Group B</b>	
A/502/6079	156	Knowledge in processing returned goods and materials in a vehicle parts environment	4
R/502/6539	106	Skills in processing returned goods and materials in a vehicle parts environment	1
<b>Optional</b>		<b>Group C</b>	
M/502/6080	157	Knowledge in delivering motor vehicle parts to customers	3
J/502/6540	107	Skills in delivering motor vehicle parts to customers	2
<b>Optional</b>		<b>Group D</b>	
J/502/6084	161	Knowledge in entering and finding data using information technology within a vehicle parts environment	2
D/502/6544	111	Skills in entering and finding data using information technology within a vehicle parts environment	1
<b>Optional</b>		<b>Group E</b>	
L/502/6085	162	Knowledge in communicating information electronically within a vehicle parts environment	2
T/502/6551	112	Skills in communicating information electronically within a vehicle parts environment	1
<b>Optional</b>		<b>Group F</b>	
D/502/6088	164	Knowledge in supporting customer service improvements within a vehicle parts environment	4

Unit accreditation number	City & Guilds unit	Unit title	Credit value
M/502/6547	114	Skills in supporting customer service improvements within a vehicle parts environment	2
Optional		Group G	
Y/502/6090	165	Knowledge in maximising product sales in a vehicle parts operation	4
A/502/6549	115	Skills in maximising product sales in a vehicle parts operation	2

### Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Diploma in Vehicle Parts Principles	453	580
Level 3 Diploma in Vehicle Parts Principles	592	790



## 2 Centre requirements

### Approval

Centres already approved to offer the Certificate in Vehicle Parts Operations (4010) will be automatically approved to register and certificate candidates on the 4151 (unless the centre is already subject to sanctions).

For all other cases, centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### Resource requirements

#### Physical resources and site agreements

Centres must have access to sufficient equipment in the college, training centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

#### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

#### Assessor and verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification.

#### Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training,

assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Candidate entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Please note that for funding purposes, candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

### **Age restrictions**

This qualification is accredited for candidates aged 16 years or older.



## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

For further information to assist with the planning and development of the programme, please refer to the following:

- Assessment handbook
- Candidate recording documentation.
- Useful material is available on SmartScreen.



## 4 Assessment

Candidates must complete

- An assignment or short answer questions for each knowledge unit
- A portfolio of evidence for each competence unit

### Knowledge units

Short answer question papers are provided for the knowledge units. The short-answer questions should be taken under supervised conditions as closed-book tests.

This means that all activities will be completed with the assessor, or other designated supervisor, present. Strict exam regulations do not apply; it is envisaged that most candidates will take the short-answer questions in their normal learning environment with their own tutor present. Alternatively, assessors may prefer to ask the questions orally and record individual candidates' responses.

### Skills units

If the VCQ (4150) is also being undertaken then performance evidence for these units may be taken from the candidate portfolio, where it meets the appropriate assessment requirements. The relevant knowledge assessments, for 4151, must also be completed. If this qualification is being undertaken as a 'standalone' qualification then centres may develop their own assessments which cover the learning outcomes and assessment criteria of the unit. Tasks should be drafted which are meaningful representations of real work tasks.

Centres may refer to the Practical Assessment Workbooks that have been developed.

Candidates must

1. produce evidence to show they have achieved **all** of the learning outcomes to the standard shown in the assessment criteria of the units
2. produce performance evidence resulting from work they have carried out in your training environment as managed and organised by an approved centre.
3. be observed by an assessor as defined in the IMI VCQ Assessment Strategy.
4. produce evidence of dealing with **both** internal and external customers.

The use of simulations are acceptable for these units.

## Test specifications

The way the knowledge is covered by each online test is laid out in the tables below:

**Paper:** 4151-151

**Paper title:** Knowledge of Giving a Positive Impression to Vehicle Parts Customers

**Duration:** 80 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
151	01 Understand the legal requirements, regulations and codes of practice relevant to vehicle parts customer service	3	24
	02 Understand the organisational context for working with vehicle parts customers	5	38
	03 Understand how to interact with vehicle parts' customers	5	38
	<b>Total</b>	<b>13</b>	<b>100</b>

**Paper:** 4151-152

**Paper title:** Knowledge of Identifying and Reporting Security Risks within a Vehicle Parts Environment

**Duration:** 60 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
152	01. Understand the legal requirements and regulations that cover security in the workplace	3	19
	02. Understand own company policy in regard to security	5	31
	03. Know the types of security risks that may occur in a vehicle parts environment	3	19
	04. Know what to do in the event of a security risk	5	31
	<b>Total</b>	<b>16</b>	<b>100</b>

**Paper:**4151-153

**Paper title:** Knowledge of Selecting and Issuing Motor Vehicle Parts

**Duration:** 80mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
153	01 Understand the legal requirements and regulations that cover handling and issuing motor vehicle parts	2	13
	02 Understand terminology, systems and procedures relating to motor vehicle parts	2	13
	03 Know vehicle systems and the location of parts in motor vehicle systems	2	13
	04 Know how to identify motor vehicle parts to match customer requirements	6	37
	05 Know how to handle motor vehicle parts	4	24
	<b>Total</b>	<b>16</b>	<b>100</b>

**Paper:** 4151-154

**Paper title:** Knowledge of Receiving and Storing Motor Vehicle Parts

**Duration:** 80 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
154	01 Understand the legal requirements and regulations that cover receiving and storing motor vehicle parts	2	20
	02 Understand organisational systems relevant to receiving and storing motor vehicle parts	2	20
	03 Understand the importance of receiving and storing vehicle parts correctly	2	20
	04 Know how to store motor vehicle parts after receiving them	4	40
	<b>Total</b>	<b>10</b>	<b>100</b>



**Paper:** 4151-155

**Paper title:** Knowledge of Processing Orders for Non Stock Motor Vehicle Parts

**Duration:** 80 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
155	01 Understand organisational systems and procedures relevant to ordering non-stock motor vehicle parts	1	6
	02 Know how to place orders for non-stock vehicle parts	6	38
	03 Know how to work with customers when placing orders for non-stock motor vehicle parts	4	25
	04 Know how to progress chase orders for non-stock motor vehicle parts	3	18
	05 Know how to keep records relating to orders for non-stock motor vehicle parts	2	13
	<b>Total</b>	<b>16</b>	<b>100</b>

**Paper:** 4151-156

**Paper title:** Knowledge of Processing Returned Goods and Materials in a Vehicle Parts Environment

**Duration:** 60 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
156	01 Understand legal and regulatory requirements relating to the return of goods and materials	2	13
	02 Understand how to process returns of goods and materials	5	31
	03 Understand how to process replacements and refunds for goods and materials	4	25
	04 Understand how to process returned goods and materials	5	31
	<b>Total</b>	<b>16</b>	<b>100</b>

**Paper:** 4151-157

**Paper title:** Knowledge of Delivering Motor Vehicle Parts to Customers

**Duration:** 60 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
157	01 Know legal and regulatory requirements relating to the delivery of motor vehicle parts	3	20
	02 Understand organisational requirements relating to the delivery of motor vehicle parts	2	13
	03 Know how to load motor vehicle parts for transport	5	34
	04 Understand the principles to observe when loading motor vehicle parts for delivery	3	20
	05 Know how to plan routes for the delivery of motor vehicle parts	2	13
	<b>Total</b>	<b>15</b>	<b>100</b>

**Paper:** 4151-158

**Paper title:** Knowledge of Processing Payment Transactions within a Vehicle Parts Environment

**Duration:** 80 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
158	01 Know legal and regulatory requirements relating to the processing of payment transactions	1	6
	02 Understand organisational requirements relating to the processing of payment transactions	1	6
	03 Understand how to deal with customers when processing payments	4	22
	04 Know how to calculate prices for motor vehicle parts	4	22
	05 Know how to process payments for motor vehicle parts	6	33
	06 Know how to maintain the security of payments	2	11
	<b>Total</b>	<b>18</b>	<b>100</b>

**Paper:** 4151-159

**Paper title:** Knowledge of Stock Control within a Vehicle Parts Operation

**Duration:** 80 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
159	01 Understand how to identify the need to order new parts	4	22
	02 Understand how to identify suppliers for new motor vehicle parts	3	17
	03 Understand how to purchase new motor vehicle parts	5	28
	04 Understand how to monitor supplier performance	6	33
	<b>Total</b>	<b>18</b>	<b>100</b>

**Paper:** 4151-160

**Paper title:** Knowledge of Participating in Motor Vehicle Parts Stock-taking Activities

**Duration:** 90 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
160	01 Understand the importance and frequency of stock-takes of motor vehicle parts	2	9
	02 Understand stock inventories of motor vehicle parts	4	18
	03 Understand how to prepare for a stock-take of motor vehicle parts	6	28
	04 Understand how to plan for contingencies during stocktaking	2	9
	05 Understand how to carry out a stock-take	4	18
	06 Understand how to report on a stock-take	4	18
	<b>Total</b>	<b>22</b>	<b>100</b>

**Paper:** 4151-161

**Paper title:** Knowledge of Entering and Finding Data using Information Technology within a Vehicle Parts Environment

**Duration:** 80 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
161	01 Know relevant aspects of legislation, regulations, codes of practice and guidelines	1	6
	02 Understand how to comply with organisational policies and procedures relating to the entry and retrieval of data	4	25
	03 Understand how to enter data into an IT system	3	19
	04 Understand how to use available checking and help facilities	2	12
	05 Understand how to find information on an IT system	3	19
	06 Understand how to meet customer needs when entering and finding data on an IT system	3	19
	<b>Total</b>	<b>16</b>	<b>100</b>

**Paper:** 4270-162

**Paper title:** Knowledge of Communicating Electronically within a Vehicle Parts Environment

**Duration:** 90 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
162	01 Know relevant aspects of legislation, regulations, codes of practice and guidelines	1	5
	02 Understand how to comply with organisational policies and procedures relating to messaging and information systems	1	5
	03 Understand how to send electronic messages on behalf of customers	5	30
	04 Understand how to use available checking facilities	2	12
	05 Understand how to receive electronic messages on behalf of customers	3	18
	06 Understand how to access information from a remote system on behalf of a customer	5	30
	<b>Total</b>	<b>17</b>	<b>100</b>

**Paper:** 4151-163

**Paper title:** Knowledge of Monitoring and Solving Customer Service Problems within a Vehicle Parts Environment

**Duration:** 60 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
163	01 Understand the legal requirements, regulations and codes of practice relevant to vehicle parts customer service	3	25
	02 Understand the organisational context for working with vehicle parts customers	6	50
	03 Understand how to solve customer service problems	3	25
	<b>Total</b>	<b>12</b>	<b>100</b>

**Paper:** 4151-164

**Paper title:** Knowledge of Support Customer Service Improvements within a Vehicle Parts Environment

**Duration:** 60 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
164	01 Understand the legal requirements, regulations and codes of practice relevant to vehicle parts customer service	3	27
	02 Understand the organisational context for working with vehicle parts customers	5	46
	03 Understand how to make improvements to customer service	3	27
	<b>Total</b>	<b>11</b>	<b>100</b>

**Paper:** 4151-165

**Paper title:** Knowledge of Maximising Product Sales in a Vehicle Parts Operation

**Duration:** 60 mins

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
165	01 Understand the legal requirements, regulations and codes of practice relevant to selling motor vehicle parts	1	12
	02 Understand how to identify opportunities to maximise motor vehicle parts sales	3	38
	03 Understand how to implement activities to maximise the sales of motor vehicle parts	3	38
	04 Understand how to evaluate activities to maximise the sales of motor vehicle parts	1	12
	<b>Total</b>	<b>8</b>	<b>100</b>

### **Time constraints**

There are no time constraints applied to the assessment of this qualification. If centres have queries regarding the length of time required to complete a particular task, they should contact their external verifier in the first instance who will advise accordingly and feed this information back to City & Guilds where appropriate.

### **Recognition of prior learning (RPL)**

Recognition of prior learning means using a learner's previous experience, or qualifications which have already been achieved, to contribute to a new qualification. RPL is allowed and is also sector specific.

For more information on credit transfer please refer to our 9420 Automotive Apprenticeship Framework centre guide available from [www.cityandguilds.com](http://www.cityandguilds.com)

## Level 2 & 3 Diploma in Vehicle Parts Principles

Unit	Level	Unit title	Credit value	Assessment method
001	2	Skills in health, safety and good housekeeping in the automotive environment	7	Assignment, results entry
003	3	Skills in supporting job roles in the automotive work environment	5	Assignment, results entry
006	3	Skills in making learning possible through demonstrations and instruction	5	Assignment, results entry
051	2	Knowledge of health, safety and good housekeeping in the automotive environment	3	Assignment, results entry
053	3	Knowledge of support for job roles in the automotive work environment	3	Assignment, results entry
056	3	Knowledge of how to make learning possible through demonstrations and instruction	5	Assignment, results entry
101	2	Skills in giving a positive impression to vehicle parts customers	2	Centre assessed
102	2	Skills in identifying and reporting security risks within a vehicle parts environment	1	Centre assessed
103	3	Skills in selecting and issuing motor vehicle parts	4	Centre assessed
104	2	Skills in Receiving and Storing Motor Vehicle Parts	2	Centre assessed
105	3	Skills in processing orders for non-stock motor vehicle parts	2	Centre assessed
106	2	Skills in processing returned goods and materials in a vehicle parts environment	1	Centre assessed
107	2	Skills in delivering motor vehicle parts to customers	2	Centre assessed
108	2	Skills in processing payment transactions within a vehicle parts environment	2	Centre assessed
109	2	Skills in stock control within a vehicle parts operation	3	Centre assessed
110	3	Skills in participating in motor vehicle parts stocktaking activities	2	Centre assessed
111	2	Skills in entering and finding data using information technology within a vehicle parts environment	1	Centre assessed
112	2	Skills in communicating information electronically within a vehicle parts environment	1	Centre assessed

<b>Unit</b>	<b>Level</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Assessment method</b>
113	3	Skills in monitoring and solving customer service problems within a vehicle parts environment	2	Centre assessed
114	3	Skills in supporting customer service improvements within a vehicle parts environment	2	Centre assessed
115	3	Skills in maximising product sales in a vehicle parts operation	2	Centre assessed
151	2	Knowledge in giving a positive impression to vehicle parts customers	4	Short answer questions
152	2	Knowledge in identifying and reporting security risks within a vehicle parts environment	2	Short answer questions
153	3	Knowledge in selecting and issuing motor vehicle parts	6	Short answer questions
154	2	Knowledge in receiving and storing motor vehicle parts	3	Short answer questions
155	3	Knowledge in processing orders for non-stock motor vehicle parts	3	Short answer questions
156	2	Knowledge in processing returned goods and materials in a vehicle parts environment	4	Short answer questions
157	2	Knowledge in delivering motor vehicle parts to customers	3	Short answer questions
158	2	Knowledge in processing payment transactions within a vehicle parts environment	3	Short answer questions
159	3	Knowledge in stock control within a vehicle parts operation	5	Short answer questions
160	3	Knowledge in participating in motor vehicle parts stocktaking activities	5	Short answer questions
161	2	Knowledge in entering and finding data using information technology within a vehicle parts environment	2	Short answer questions
162	2	Knowledge in communicating information electronically within a vehicle parts environment	2	Short answer questions
163	3	Knowledge in monitoring and solving customer service problems within a vehicle parts environment	4	Short answer questions
164	3	Knowledge in supporting customer service improvements within a vehicle parts environment	4	Short answer questions
165	3	Knowledge in maximising product sales in a vehicle parts operation	4	Short answer questions



**VRQs**

Full details of the assessment requirements relating to these qualifications can be obtained directly from the Institute of the Motor Industry (IMI)

**<http://www.motor.org.uk>**



## 5 Units

### Availability of units

Below is a list of the learning outcomes for all the units.

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria

## Unit 001

# Competency in health, safety and good housekeeping in the automotive environment

<b>UAN:</b>	<b>A/601/6338</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	7
<b>GLH:</b>	60
<b>Relationship to NOS:</b>	This unit is linked to G1 Contribute to Housekeeping in Motor Vehicle Environments.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	<p>This unit helps the learner to develop the skills required to carry out the routine maintenance and cleaning of the automotive environment and to use resources economically. Also to adhere to health and safety legislation and duties of everyone in the motor vehicle environment.</p> <p>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.</p>

<b>Learning outcome</b>	<b>The learner will:</b>
1.	be able to use correct personal and vehicle protection within the automotive work environment
<b>Assessment criteria</b>	
The learner can:	
1.1. select and use personal protective equipment throughout activities. To include appropriate protection of:	
a. eyes	
b. ears	
c. head	
d. skin	
e. feet	
f. hands	
g. lungs	

1.2. select and use vehicle protective equipment throughout all activities

<b>Learning outcome</b>	<b>The learner will:</b>
2.	be able to carry out effective housekeeping practices in the automotive work environment
<b>Assessment criteria</b>	
The learner can:	
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.	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	be able to recognise and deal with dangers in order to work safely within the automotive workplace
<b>Assessment criteria</b>	
The learner can:	
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.	

<b>Learning outcome</b>	<b>The learner will:</b>
4.	be able to conduct themselves responsibly
<b>Assessment criteria</b>	
The learner can:	
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	

## **Unit 001**

# **Competency in health, safety and good housekeeping in the automotive environment**

### **Evidence requirements**

The evidence requirements are shown in full in the assessment documentation.

## Unit 003

# Competency in supporting job roles in the automotive work environment

<b>UAN:</b>	<b>K/601/6366</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to G3 Maintain Working Relationships in the Motor Vehicle Environment.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	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.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	be able to work effectively within the organisational structure of the automotive work environment
<b>Assessment criteria</b>	
The learner can:	
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.

<b>Learning outcome</b>	<b>The learner will:</b>
2.	be able to obtain and use information in order to support their job role within the automotive work environment
<b>Assessment criteria</b>	
The learner can:	
2.1	select and use legal and manufacturers information, in an automotive work environment.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	be able to communicate with and support colleagues and customers effectively within the automotive work environment

<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 use methods of communication with customers and colleagues which meet their needs</p> <p>3.2 give customers and colleagues accurate information</p> <p>3.3 make requests for assistance from or to customers and colleagues clearly and courteously</p> <p>3.4 report any anticipated delays in completion to the relevant persons promptly.</p>

<b>Learning outcome</b>	<b>The learner will:</b>
4.	be able to develop and keep good working relationships in the automotive work environment
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>4.1 contribute to team work by initiating ideas and co-operating with customers and colleagues</p> <p>4.2 treat customers and colleagues in a way which shows respect for their views and opinions</p> <p>4.3 make and keep achievable commitments to customers and colleagues</p> <p>4.4 inform colleagues promptly of anything likely to affect their own work.</p>	

## **Unit 003            Competency in supporting job roles in the automotive work environment**

Supporting information

### **Evidence requirements**

The evidence requirements are shown in full in the assessment documentation.



## Unit 006

## Competency in making learning possible through demonstrations and instruction

<b>UAN:</b>	<b>Y/601/6380</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to G6 Enable Learning through Demonstration and Instruction.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	This unit will help the learner to develop competency in order to carry out demonstrations and instruction. It includes demonstrating equipment, showing skills, giving instruction, deciding when to use demonstration or instruction, potential of technology based learning, checking on learners' progress and giving feedback.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	be able to demonstrate skills and methods to learners
<b>Assessment criteria</b>	
The learner can:	
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.	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	be able to instruct learners
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>2.1 implement instruction which is matched to the needs of learners</p> <p>2.2 use identified learning outcomes which can be achieved through instruction</p> <p>2.3 perform instruction, ensuring that the manner, level and speed of the instruction encourages learners to take part</p> <p>2.4 perform instruction whilst regularly checking that the learners understand and adapt instruction as appropriate</p> <p>2.5 give learners positive feedback on the learning experience and the outcomes achieved</p> <p>2.6 carry out a review with the learners to identify anything that prevented learning and adapt instruction as appropriate.</p>	

**Unit 006**            **Competence in making  
learning possible through  
demonstrations and  
instruction**

Supporting information

**Evidence requirements**

The evidence requirements are shown in full in the assessment documentation.

## Unit 051

# Knowledge of health, safety and good housekeeping in the automotive environment

<b>UAN:</b>	<b>D/601/6171</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to G1 Contribute to Housekeeping in Motor Vehicle Environments and G2 Reduce Risks to Health and Safety in the Motor Vehicle Environment.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	<p>This unit enables the learner to develop an understanding of:</p> <ul style="list-style-type: none"><li>• routine maintenance and cleaning of the automotive environment and using resources economically.</li><li>• 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.</li></ul>

<b>Learning outcome</b>	<b>The learner will:</b>
1.	understand the correct personal and vehicle protective equipment to be used within the automotive environment
<b>Assessment criteria</b>	
The learner can:	
1.1	explain the importance of wearing the types of PPE required for a range automotive repair activities
1.2	identify vehicle protective equipment for a range of repair activities
1.3	describe vehicle and personal safety considerations when working at the roadside.

<b>Learning outcome</b>	<b>The learner will:</b>
2.	understand effective housekeeping practices in the automotive environment
<b>Assessment criteria</b>	
The learner can:	
2.1 describe why the automotive environment should be properly cleaned and maintained.	
2.2 describe requirements and systems which may be put in place to ensure a clean automotive environment	
2.3 describe how to minimise waste when using utilities and consumables	
2.4 state the procedures and precautions necessary when cleaning and maintaining an automotive environment	
2.5 describe the selection and use of cleaning equipment when dealing with general cleaning, spillages and leaks in the automotive environment	
2.6 describe procedures for correct disposal of waste materials from an automotive environment	
2.7 describe procedures for starting and ending the working day which ensure effective housekeeping practices are followed.	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	understand key health and safety requirements relevant to the automotive environment
<b>Assessment criteria</b>	
The learner can:	
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.	

<b>Learning outcome</b>	<b>The learner will:</b>
4.	understand about hazards and potential risks relevant to the automotive environment
<b>Assessment criteria</b>	
The learner can:	
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.	

<b>Learning outcome</b>	<b>The learner will:</b>
5.	understand personal responsibilities
<b>Assessment criteria</b>	
The learner can:	
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.	

# **Unit 051                    Knowledge of health, safety and good housekeeping in the automotive environment**

## Supporting information

### **Evidence requirements**

The evidence requirements are shown in full in the assessment documentation.

### **Unit range**

#### **Economic use of Resources**

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

#### **Requirement to maintain work area effectively**

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

#### **Spillages, leaks and waste materials**

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

#### **Basic legislative requirements**

- a. Provision and Use of Work Equipment Regulations 1992
- b. Provision and Use of Work Equipment Regulations 1998 (as applied to power presses)
- 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 Wheels Regulations 1970
- i. The Lifting Operations and Lifting Equipment Regulations 1998
- j. Work at Height Regulations 2005.

#### **Routine maintenance of the workplace**

- a. Trainees' personal responsibilities and limits of their authority with regard to work equipment.

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

### **Legislation relevant to Health and Safety**

- a. Health And Safety At Work Act 1974
- b. Control of Substances Hazardous to Health Regulations 2002
- c. Environmental Protection Agency
- d. Manual Handling Operations Regulations 1992
- e. Personal Protective Equipment Regulations 1992.

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

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

### **Legislative duties**

- a. The purpose of a Health and Safety Policy.
- b. The relevance of the Health and Safety Executive.
- c. The relevance of an initial induction to Health and Safety requirements at your workplace.
- d. General employee responsibilities under the HASAWA and the consequences of non-compliance.
- e. General employer responsibilities under the HASAWA and the consequences of non-compliance.



- f. The limits of authority with regard to Health and Safety within a personal job role.
- g. Workplace procedure to be followed to report Health and Safety matters.

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

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

**PPE to include:**

- 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
  - xiii. unserviceable PPE.
- d. 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:
  - i toxic
  - ii corrosive
  - iii poisonous
  - iv harmful
  - v irritant
  - vi flammable
  - vii explosive.

### **Warning signs and notices**

- a. Colours used for warning signs:
  - i red
  - ii blue
  - iii green.
- b. Shapes and meaning of warning signs:
  - i round
  - ii triangular
  - iii square.
- 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 personnel, customers, contractors etc entering work premises
- ix working by the roadside
- x vehicle recovery.
- c. The employee's responsibilities in identifying and reporting risks within their working environment.
- d. The method of reporting risks that are outside own limits of authority.
- e. Potential causes of:
  - i fire
  - ii explosion
  - iii noise
  - iv harmful fumes
  - v slips
  - vi trips
  - vii falling objects
  - viii accidents whilst dealing with broken down vehicles.

### **Personal responsibilities**

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

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

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

- 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.

## Unit 053

## Knowledge of support for job roles in the automotive work environment

<b>UAN:</b>	<b>T/601/6175</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to G3 Maintaining Working Relationships in the Motor Vehicle Environment.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	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.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	understand key organisational structures, functions and roles within the automotive work environment
<b>Assessment criteria</b>	
The learner can:	
1.1 identify the purpose of the main sections of a typical automotive work environment.	
1.2 explain organisational structures and lines of communication within the automotive work environment	
1.3 explain levels of responsibility within specific job roles in automotive workplace. To include:	
5.1.1 trainee	
5.1.2 skilled technician	
5.1.3 supervisor	
5.1.4 manager.	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	understand the importance of obtaining, interpreting and using information in order to support their job role within the automotive work environment
<b>Assessment criteria</b>	
The learner can:	
2.1 explain the importance of different sources of information in an	

<p>automotive work environment.</p> <p>2.2 explain how to find, interpret and use relevant sources of information.</p> <p>2.3 describe the main legal requirements relating to the vehicle, including road safety requirements</p> <p>2.4 explain the importance of working to recognised procedures and processes</p> <p>2.5 explain when replacement units and components must meet the manufacturers' original equipment specification.</p> <p>2.6 explain the purpose of how to use identification codes.</p>
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<b>Learning outcome</b>	<b>The learner will:</b>
3.	understand the importance of different types of communication within the automotive work environment
<b>Assessment criteria</b>	
The learner can:	
3.1	explain where the different methods of communication would be used within the automotive environment.
3.2	explain the factors which can determine your choice of communication.
3.3	explain how the communication of information can change with the target audience to include uninformed people and informed people

<b>Learning outcome</b>	<b>The learner will:</b>
4.	understand communication requirements when carrying out vehicle repairs in the automotive work environment
<b>Assessment criteria</b>	
The learner can:	
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.

<b>Learning outcome</b>	<b>The learner will:</b>
5.	understand how to develop good working relationships with colleagues and customers in the automotive workplace
<b>Assessment criteria</b>	
The learner can:	
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.

# **Unit 053                    Knowledge of support for job roles in the automotive work environment**

## Supporting information

### **Evidence requirements**

The evidence requirements are shown in full in the assessment documentation.

### **Unit range**

#### **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.

#### **Sources of information:**

- a. Other staff.
- b. Manuals.
- c. Parts lists.
- d. Computer software and the internet.
- e. Manufacturer.
- f. Diagnostic equipment.

#### **Communication requirements when carrying out vehicle repairs**

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

#### **Methods of communication:**

- a. Verbal.

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

**Organisational and customer requirements:**

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

**Choice of communication**

- a. Distance.
- b. Location.
- c. Job responsibility.

**Importance of maintaining positive working relationships:**

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



## Unit 056

# Knowledge of how to make learning possible through demonstrations and instruction

<b>UAN:</b>	<b>T/601/6242</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to G6 Enable Learning Through Demonstration and Instruction.
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	This unit enables the learner to develop an understanding of how to carry out demonstrations and instruction which will help the learner to learn. It includes demonstrating equipment, showing skills, giving instruction, deciding when to use demonstration or instruction, potential of technology based learning, checking on learners' progress and giving feedback.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	understand the nature and role of demonstrations and instruction
<b>Assessment criteria</b>	
The learner can:	
1.1 classify the separate areas of demonstrations which encourage learning	
1.2 identify which types of learning are best achieved and supported through demonstrations	
1.3 explain how to identify and use different learning opportunities	
1.4 explain how to structure demonstrations and instruction sessions	
1.5 explain how to choose from a range of demonstration techniques.	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	understand the principles and concepts of demonstration and instruction
<b>Assessment criteria</b>	
The learner can:	
2.1 describe how to put learners at ease and encourage them to take part	

- 2.2 justify the choice between demonstration and instruction as a learning method
- 2.3 explain how to identify individual learning needs
- 2.4 clarify which factors are likely to prevent learning and how to overcome them
- 2.5 explain how to check learners' understanding and progress
- 2.6 explain how to choose and prepare appropriate materials
- 2.7 explain the separate areas of instructional techniques which encourage learning
- 2.8 describe which types of learning are best achieved and supported through instruction.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	understand the external factors influencing human resource development
<b>Assessment criteria</b>	
The learner can:	
3.1	explain how to make sure everybody acts in line with health, safety and environmental protection, legislation and best practice.
3.2	analyse developments in technology based learning and new ways of delivery.

# **Unit 056                    Knowledge of how to make learning possible through demonstrations and instruction**

## Supporting information

### **Evidence requirements**

The evidence requirements are shown in full in the assessment documentation.

### **Unit range**

#### **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 to body movements is required 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. 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 to assess their needs have been met.

### **What factors are likely to prevent learning to include:**

- a. Language barriers.
- b. Physical barriers.
- c. Specialist knowledge.
- d. Pace of learning.
- e. Method of delivery.
- f. Environmental factors.
- g. Teaching styles.
- h. Dyslexia.

### **How to check learners understanding and progress**

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

### **How to organise information and prepare materials**

- a. Identify the course aim.
- b. Identify the subject aim.
- c. Identify the lesson aim.
- d. Complete a lesson plan – plan the teaching.
- e. Identify a series of 'cues' to be used during the lesson.
- f. Logically organise the information.

- g. Use suitable resources and equipment to maximise learning opportunities.
- h. Assess the learner's progress and understanding.

### **Instructional techniques**

- a. Lectures.
- b. Handouts.
- c. Team teaching.
- d. Peer teaching.
- e. Discussion – individual, group and peer.
- f. Question and answer.
- g. Multimedia.
- h. Seminars.
- i. Case studies.
- j. 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.

### **Health and safety factors that affect learning**

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

### **Analysis of demonstration/instruction to include:**

- a. Feedback from students.
- b. Feedback from colleagues.
- c. Organisational quality assessment.
- d. Feedback from external organisations.
- e. Awarding body requirements.

### **Developments in learning to include:**

- a. Multimedia based materials.
- b. Web based materials.
- c. Interactive materials.

**How to choose and prepare appropriate materials, to include:**

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

## Unit 101

## Skills in giving a positive impression to vehicle parts customers

<b>UAN:</b>	<b>T/502/6534</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to VP01 Give Vehicle Parts Operations Customers a Positive Impression of Yourself and your Organisation
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs.
<b>Aim:</b>	This unit will help the learner develop the skills they need to give vehicle parts customers a positive impression of themselves and the organisation they represent.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	be able to establish a good rapport with vehicle parts customers
<b>Assessment criteria</b>	
The learner can:	
1.1 meet the organisation's standards for appearance and behaviour	
1.2 greet customers in a way that is appropriate to their needs	
1.3 communicate with customers in a way that makes them feel valued and respected	
1.4 identify the needs and expectations of customers	
1.5 treat customers courteously and helpfully even when working under pressure	
1.6 maintain communication with customers to ensure that they are kept informed and reassured	
1.7 adapt own behaviour to respond effectively to different customer behaviour.	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	be able to respond appropriately to vehicle parts' customers
<b>Assessment criteria</b>	
The learner can:	
2.1 respond positively to customers who need or want attention	
2.2 choose ways of communicating with customers that suit their needs	

- 2.3 agree customers' needs and expectations
- 2.4 respond promptly and positively to customers' questions and comments
- 2.5 allow customers time to consider own response
- 2.6 check with customers that their needs and expectations are understood
- 2.7 deal with all customers in a timely fashion

<b>Learning outcome</b>	<b>The learner will:</b>
3.	be able to provide vehicle parts customers with the information they need
<b>Assessment criteria</b>	
<p>The learner can:</p> <ul style="list-style-type: none"> <li>3.1 quickly locate information that will help customers</li> <li>3.2 give customers all information they need about the products or services offered by the organisation that they are interested in</li> <li>3.3 explain any information that customers find complicated or difficult to understand</li> <li>3.4 confirm with customers that their needs have been met</li> <li>3.5 manage the expectations of the customers so that they do not feel that there is over promise and under delivery</li> <li>3.6 refer to others for guidance when customer needs cannot be adequately met</li> </ul>	

### **Assessment requirements**

The assessment requirements are shown in full in the assessment documentation.



## Unit 102

## Skills in identifying and reporting security risks within a vehicle parts environment

<b>UAN:</b>	<b>A/502/6535</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to NOS VP02 Follow Procedures and Identify and Report Security Risks Within a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the skills they need to identify security risks in a vehicle parts department and respond to these risks appropriately

<b>Learning outcome</b>	<b>The learner will:</b>
	1. be able to follow security procedures
<b>Assessment criteria</b>	
The learner can:	
1.1 follow procedures for securing premises, stock and cash	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. be able to identify security risks when they occur
<b>Assessment criteria</b>	
The learner can:	
2.1 identify when unlocked or unattended areas and items pose a security risk	
2.2 identify when the behaviour of other people may pose a security risk to oneself, other staff or premises	
2.3 identify where a theft may have occurred	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. be able to deal with security risks and incidents
<b>Assessment criteria</b>	
The learner can:	
3.1 tell the relevant person about a security risk or incident as quickly as possible	
3.2 follow the relevant procedures to minimise risk and maximise protection to people, premises, stock and cash	
3.3 act within the boundaries of the law when dealing with suspected thieves.	

<b>Learning outcome</b>	<b>The learner will:</b>
	4. be able to complete reports of security incidents
<b>Assessment criteria</b>	
The learner can:	
4.1 complete reports, where required, of security incidents	
4.2 ensure reports of incidents are clear and accurate	

### **Assessment requirements**

The assessment requirements are shown in full in the assessment documentation.

## Unit 103

## Skills in selecting and issuing motor vehicle parts

<b>UAN:</b>	<b>F/502/6536</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to NOS VP03 Correctly Select and Issue Motor Vehicle Parts
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the skills they need to select and issue motor vehicle parts to meet customer requirements.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	be able to identify motor vehicle parts to meet customer requirements
<b>Assessment criteria</b>	
The learner can:	
1.1 use suitable sources of parts' information to identify accurately the part(s) required by the customer	
1.2 ensure the identified part is correct and legal for the vehicle	
1.3 ensure the part identified is suitable for the customer's needs and purpose	
1.4 identify any associated parts that a customer may require	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	be able to locate motor vehicle parts to meet customer requirements
<b>Assessment criteria</b>	
The learner can:	
2.1 locate and select required part(s) using the information system(s) available	
2.2 handle and move all parts:	
<ul style="list-style-type: none"><li>• wearing appropriate personal protective equipment</li><li>• following workplace procedures</li><li>• to meet health and safety requirements</li><li>• in a way that minimises the risk of damage to the part, storage system, surrounding fittings and components</li></ul>	

2.3 store any orders to be collected at a later time safely and securely in the designated area.
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<b>Learning outcome</b>	<b>The learner will:</b>
3.	be able to report on stock levels and condition
<b>Assessment criteria</b>	
The learner can:	
3.1	report any apparent low levels of stock to the relevant person promptly
3.2	report any parts in poor condition to the relevant person promptly.

<b>Learning outcome</b>	<b>The learner will:</b>
4.	be able to issue motor vehicle parts to the customer
<b>Assessment criteria</b>	
The learner can:	
4.1	present the identified part(s) to the customer <ul style="list-style-type: none"><li>• promptly</li><li>• in good condition</li><li>• with no obvious faults or damage</li></ul>
4.2	confirm the acceptability of parts with the customer prior to completing any documentation
4.3	seek assistance from the relevant person(s) when there are difficulties in selecting and issuing parts
4.4	ensure parts issue documentation and records are accurate, complete and passed to the relevant person(s) promptly in the required format.

### **Assessment requirements**

The assessment requirements are shown in full in the assessment documentation.

## Unit 104

## Skills in receiving and storing motor vehicle parts

<b>UAN:</b>	<b>J/502/6537</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to NOS VP04 Receive and Store Motor Vehicle Parts
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs.
<b>Aim:</b>	This unit will help the learner develop the skills they need to receive and store motor vehicle parts to meet customer requirements.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	be able to prepare to receive and store motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
1.1 wear suitable personal protective equipment when receiving and storing parts	
1.2 ensure the goods inwards area is clear before the arrival of expected deliveries	
1.3 ensure there is sufficient storage space before the arrival of expected deliveries.	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	be able to receive motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
2.1 ensure deliveries are unloaded safely and securely, observing all manual handling requirements.	
2.2 ensure the parts received are:	
<ul style="list-style-type: none"><li>• checked against requirements / stock orders</li><li>• match part number, description and quantity</li><li>• fit for resale.</li></ul>	
2.3 ensure that delivery documentation is complete, accurate and processed promptly.	
2.4 check delivery records to ensure organisational requirements have been met by individual suppliers.	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	be able to store motor vehicle parts after receiving them
<b>Assessment criteria</b>	
The learner can:	
3.1 place parts into storage correctly and within required timescales, taking account of relevant stock rotation requirements.	
3.2 ensure that parts can be accessed easily.	
3.3 organise storage facilities to take account of:	
<ul style="list-style-type: none"> <li>• known operational needs</li> <li>• safety requirements</li> <li>• the need to preserve the condition of parts</li> <li>• legal requirements</li> </ul>	
3.4 maintain a routine for checking the movement of stock to ensure that health and safety and other organisational requirements are being met.	

<b>Learning outcome</b>	<b>The learner will:</b>
4.	be able to maintain records relating to receiving and storing motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
4.1 keep complete, accurate and up-to-date stock records that can be accessed by everyone who needs them.	
4.2 update stock records accurately upon receipt of stock orders.	
4.3 report any discrepancies or problems identified during receipt and storage of stock orders to the relevant person(s) promptly.	

### **Assessment requirements**

The assessment requirements are shown in full in the assessment documentation.

## Unit 105

## Skills in processing orders for non-stock motor vehicle parts

<b>UAN:</b>	<b>L/502/6538</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to NOS VP05 Process Orders for Non-Stock Motor Vehicle Parts
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the skills they need to process orders for non-stock motor vehicle parts.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	be able to agree orders for non-stock motor vehicle parts with the customer
<b>Assessment criteria</b>	
The learner can:	
1.1 check existing orders for delivery lead time prior to placing any new orders	
1.2 identify suppliers that can:	
<ul style="list-style-type: none"><li>• <input type="checkbox"/> supply the parts the customer requires</li><li>• specify the delivery time</li></ul>	
1.3 confirm the customer's understanding of any conditions applying to their order	
1.4 gain the customer's agreement prior to raising the order	
1.5 gain the customer's agreement on price, discount and delivery dates and any necessary authorisation prior to placing an order	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	be able to place orders for non-stock motor vehicle parts on behalf of the customer
<b>Assessment criteria</b>	
The learner can:	
2.1	gain authorisation for accepting and processing orders when the value exceeds own level of authority to process
2.2	place additional orders for part(s) not already on order
2.3	gain the appropriate payment, or the necessary authorisation for special items, prior to accepting the customer's order.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	be able to monitor progress on orders for non-stock motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
3.1	keep customers informed if there are any anticipated delays in delivery accurately and promptly
3.2	offer customers suitable alternatives where applicable, if their original requirements cannot be met
3.3	follow up your customer's orders with suppliers when required
3.4	inform customers of the arrival of their order promptly
3.5	report any difficulties in supplying customer orders to the relevant person(s) promptly if required

<b>Learning outcome</b>	<b>The learner will:</b>
4.	be able to maintain records relating to orders for non-stock motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
4.1	update order records accurately upon receipt of customers order requirements
4.2	record the reasons for any lost sales
4.3	ensure documentation is accurate, complete and forwarded to the relevant person(s) in the required format

## Assessment requirements

The assessment requirements are shown in full in the assessment documentation.



## Unit 106

## Skills in processing returned goods and materials in a vehicle parts environment

<b>UAN:</b>	<b>R/502/6539</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to NOS VP06 Process Returned Goods and Materials in a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs.
<b>Aim:</b>	This unit will help the learner develop the skills they need to deal with returned motor vehicle goods and materials and provide replacements and refunds.

<b>Learning outcome</b>	<b>The learner will:</b>
	1. be able to assist customers who wish to return goods and materials
<b>Assessment criteria</b>	
The learner can:	
1.1 check with the customer what goods and materials they want to return and their reasons.	
1.2 apologise promptly if the company appears to be at fault.	
1.3 follow legal and company requirements for offering replacements and refunds,	
1.4 explain legal and company requirements for offering replacements and refunds to the customer.	
1.5 explain to the customer the action you would like to take, and any charges that apply.	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. be able to provide customers with replacement goods and materials
<b>Assessment criteria</b>	
The learner can:	
2.1 check the type, quantity and condition of returned goods	
2.2 identify appropriate replacement goods and materials	
2.3 follow company procedures for preparing replacement goods and materials to be sent out.	
2.4 explain to the customer the arrangements for returning unwanted goods and materials.	
2.5 update the stock control system promptly, accurately and fully.	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. be able to ensure customers receive refunds
<b>Assessment criteria</b>	
The learner can:	
3.1 give accurate and complete information to the person who can raise a credit note or refund the payment.	

<b>Learning outcome</b>	<b>The learner will:</b>
	4. be able to deal with returned goods and materials
<b>Assessment criteria</b>	
The learner can:	
4.1 label clearly any goods and materials that are to be returned to the supplier or manufacturer.	
4.2 move returned goods and materials to the correct place and position.	
4.3 separate unsaleable goods and materials from sales stock.	

### Assessment requirements

The assessment requirements are shown in full in the assessment documentation.

## Unit 107

## Skills in delivering motor vehicle parts to customers

<b>UAN:</b>	<b>J/502/6540</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to NOS VP07 Deliver Motor Vehicle Parts to Customers
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs.
<b>Aim:</b>	This unit will help the learner develop the skills they need to deliver motor vehicle parts to customers.

<b>Learning outcome</b>	<b>The learner will:</b>
	1. be able to prepare for the delivery of motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
1.1 ensure the type and quantity of parts to be delivered match those listed on the documentation.	
1.2 make sure that the delivery vehicle complies with company and legal regulations at all times.	
1.3 plan an effective delivery route that takes into account all local conditions and is time and cost efficient.	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	be able to load a motor vehicle parts delivery vehicle
<b>Assessment criteria</b>	
The learner can:	
2.1 load and deliver only those parts that are in a visibly saleable condition.	
2.2 load the delivery vehicle:	
<ul style="list-style-type: none"> <li>• using safe handling techniques</li> <li>• in a way that prevents damage to goods, vehicle, oneself and other people</li> <li>• in a sequence relevant to the delivery schedule</li> <li>• to meet weight distribution requirements</li> </ul>	
2.3 ensure the load:	
<ul style="list-style-type: none"> <li>• does not exceed vehicle weight requirements</li> <li>• is secure prior to the vehicle moving off.</li> </ul>	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	be able to deliver motor vehicle parts to customers
<b>Assessment criteria</b>	
The learner can:	
3.1 make sure that all deliveries comply with legal and organisational safety and security requirements at all times.	
3.2 deliver all parts orders within the timescales agreed with customers.	
3.3 report any anticipated delays and/or problems in making deliveries to the relevant person(s) promptly.	
3.4 store safely and securely any payments collected from customers.	

<b>Learning outcome</b>	<b>The learner will:</b>
4.	be able to deal with records and reports following the delivery of motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
4.1 ensure own delivery records are accurate, complete and passed to the relevant person promptly on return.	
4.2 pass any relevant market information gained to the relevant person(s) promptly.	

## **Assessment requirements**

The assessment requirements are shown in full in the assessment documentation.

## Unit 108

## Skills in processing payment transactions within a vehicle parts environment

<b>UAN:</b>	<b>L/502/6541</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to NOS VP08 Process Payment Transactions Within a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs.
<b>Aim:</b>	This unit will help the learner develop the skills they need to calculate the cost of parts and process both cash and other forms of payment, including credit and debit card payments, account payments and credit transfers.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	be able to calculate prices for motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
1.1 identify the price of items.	
1.2 resolve any problems in pricing parts promptly by using the available sources of information.	
1.3 calculate the total price of the transaction correctly.	
1.4 inform customers of the amount due clearly and accurately.	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	be able to process payments for motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
2.1 confirm the cash amount given by the customer and the change given to them, if relevant.	
2.2 verify the identity of account holders following organisational procedures prior to debiting their account.	
2.3 gain authorisation for accepting non-cash payments and processing account debits when the value of the order exceeds the limit that can be personally authorised.	

2.4 inform the customer in a suitable manner when authorisation for payment cannot be obtained for non-cash transactions.
2.5 complete and process all documentation required clearly and accurately.
2.6 store payments securely and protect them from theft.

<b>Learning outcome</b>	<b>The learner will:</b>
3. be able to provide an appropriate level of customer service when processing payments	
<b>Assessment criteria</b>	
The learner can:	
3.1 ensure customers are treated courteously at all times.	
3.2 balance the need to give attention to individual customers whilst ensuring that others are not left without attention.	

**Assessment requirements**

The assessment requirements are shown in full in the assessment documentation.

## Unit 109

## Skills in stock control within a vehicle parts operation

<b>UAN:</b>	<b>R/502/6542</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	18
<b>Relationship to NOS:</b>	This unit is linked to NOS VP09 Stock Control Within a Vehicle Parts Operation
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the skills they need to control parts for stock including analysing stock records to identify parts to be purchased, buying at the most advantageous terms, following up orders, monitoring the performance of suppliers and maintaining accurate purchasing records

<b>Learning outcome</b>	<b>The learner will:</b>
	1. be able to analyse stock and lost sales records
<b>Assessment criteria</b>	
The learner can:	
1.1 analyse stock records to identify the types and quantities of items that need replenishing	
1.2 analyse 'lost sales' records to identify the potential for stocking new product lines	
1.3 make justifiable recommendations for stocking new product lines to the relevant person, when appropriate	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. be able to purchase new motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
2.1 establish parts availability and lead times with suppliers accurately when placing an order	
2.2 ensure the sourcing and ordering of parts meets:	
<ul style="list-style-type: none"> <li>• company policy and legal restrictions</li> <li>• known and anticipated customer demands</li> </ul>	
2.3 order quantities of parts to maximise relevant supplier discounts and special offers	
2.4 place orders with suppliers in a way and at a time to achieve maximum business advantage for own organisation	
2.5 place orders at times which enable suppliers to pick and deliver requirements in line with their own systems and procedures	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. be able to progress chase outstanding orders
<b>Assessment criteria</b>	
The learner can:	
3.1 follow up all outstanding orders promptly in a way that maintains goodwill and positive working relationships with suppliers	

<b>Learning outcome</b>	<b>The learner will:</b>
	4. be able to maintain purchasing records for motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
4.1 ensure purchasing records are complete, accurate and up-to-date and can be accessed by other people who need to use them	

### Assessment requirements

The assessment requirements are shown in full in the assessment documentation.



## Unit 110

## Skills in participating in motor vehicle parts stocktaking activities

<b>UAN:</b>	<b>Y/502/6543</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to NOS VP10 Participate in Motor Vehicle Parts Stocktaking Activities
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the skills they need to report on checks of vehicle parts stock levels and stock inventories by physically counting stock and checking the amount held against the amounts recorded in the parts stock inventory

<b>Learning outcome</b>	<b>The learner will:</b>
1.	be able to prepare for a motor vehicle parts stocktake
<b>Assessment criteria</b>	
The learner can:	
1.1 confirm:	
<ul style="list-style-type: none"><li>• when the stocktake is required to take place</li><li>• the scope and purpose of the stocktake</li><li>• who requires the report on its outcomes</li><li>• the format of the report</li><li>• the level of detail required</li><li>• the resources available to carry out the stocktake</li></ul>	
1.2 anticipate any problems that are likely to prevent completing the stocktake effectively in the time available	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. be able to undertake a motor vehicle parts stocktake
<b>Assessment criteria</b>	
The learner can:	
2.1 check on the stocktaking progress at appropriate intervals	
2.2 assist in resolving any difficulties during the stocktake	
2.3 record and identify any damaged, old, obsolete or parts not fit for sale, and the type of damage, as applicable	
2.4 collate findings in the required format with discrepancies suitably highlighted	
2.5 investigate discrepancies	
2.6 resolve discrepancies as far as possible within the scope of own responsibilities	
2.7 wear suitable personal protective equipment throughout all stocktaking activities	
2.8 report anticipated delays in the completion of the stock check to the appropriate persons.	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. be able to report on a motor vehicle parts stocktake
<b>Assessment criteria</b>	
The learner can:	
3.1 assist in the preparation of the final report in the format required, including comments on any remaining discrepancies	
3.2 pass the completed valuation report to the people who need to see it	
3.3 make sure the reports are completed and distributed to the appropriate persons on time.	

### **Assessment requirements**

The assessment requirements are shown in full in the assessment documentation.

## Unit 111

# Skills in entering and finding data using information technology within a vehicle parts environment

<b>UAN:</b>	<b>D/502/6544</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to NOS VP11 Enter and Find Data Using Information Technology Within a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs.
<b>Aim:</b>	This unit will help the learner develop the skills they need to enter and find data using information technology with a given, pre-set system operating in a vehicle parts operation. For example, this system could be about entering and finding vehicle and vehicle parts information or processing sales and orders.

<b>Learning outcome</b>	<b>The learner will:</b>
	1. be able to enter data into an IT system
<b>Assessment criteria</b>	
The learner can:	
1.1 obtain any necessary authority to access data.	
1.2 use input devices correctly to enter data effectively.	
1.3 enter data correctly in the required sequence when necessary.	
1.4 report any problems with data entry to the relevant person(s) promptly.	
1.5 confirm data entered is accurate, complete and meets customer needs.	
1.6 enter any data not fitting with pre-set data parameters correctly, when necessary.	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. be able to use available checking facilities when entering data
<b>Assessment criteria</b>	
The learner can:	
2.1 minimise the occurrence of errors by the effective use of available checking facilities.	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. be able to save data on an IT system
<b>Assessment criteria</b>	
The learner can:	
3.1 save any data to preserve its integrity and to comply with organisational procedures.	

<b>Learning outcome</b>	<b>The learner will:</b>
	4. be able to find data on an IT system
<b>Assessment criteria</b>	
The learner can:	
4.1 obtain any necessary authority to access the information system.	
4.2 access the information system to comply with regulations.	
4.3 locate the information needed by the customer accurately.	
4.4 resolve any problems in accessing information with the relevant person(s) promptly.	

<b>Learning outcome</b>	<b>The learner will:</b>
	5. be able to meet customer needs when entering and finding data
<b>Assessment criteria</b>	
The learner can:	
5.1 check the information found is correct, up-to-date and meets customer needs.	
5.2 handle the information in a way which meets customer needs.	

### **Assessment requirements**

The assessment requirements are shown in full in the assessment documentation.

## Unit 112

## Skills in communicating information electronically within a vehicle parts environment

<b>UAN:</b>	<b>T/502/6551</b>
<b>Level:</b>	2
<b>Credit value:</b>	1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	This unit is linked to NOS VP12 Communicate Information Electronically Within a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs. .
<b>Aim:</b>	This unit will help the learner develop the skills they need to use information technology to communicate electronically with others within vehicle parts operations. It covers the techniques required for transmitting and retrieving messages (emails) electronically and accessing and retrieving information via an electronic information service (for example on the Internet)

<b>Learning outcome</b>	<b>The learner will:</b>
1.	be able to send electronic messages on behalf of customers
<b>Assessment criteria</b>	
The learner can:	
1.1	obtain any necessary authority to use the electronic communication facilities
1.2	ensure the electronic communication facility for transmitting messages meets customer requirements
1.3	seek guidance from the relevant person(s) promptly, when necessary
1.4	identify and attach the required file(s) correctly
1.5	enter the transmission parameters correctly to meet customer requirements
1.6	ensure the message is complete and meets customer requirements
1.7	ensure messages have been successfully transmitted and comply with regulations

<b>Learning outcome</b>	<b>The learner will:</b>
	2. be able to use available checking facilities when sending electronic messages
<b>Assessment criteria</b>	
The learner can:	
2.1 minimise the occurrence of errors to the message by effective use of available automated checking facilities.	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. be able to save electronic messages on an IT system
<b>Assessment criteria</b>	
The learner can:	
3.1 save messages to comply with organisational requirements.	

<b>Learning outcome</b>	<b>The learner will:</b>
	4. be able to receive electronic messages
<b>Assessment criteria</b>	
The learner can:	
4.1 check the correct location regularly for incoming messages throughout each working day	
4.2 ensure the received messages are complete	
4.3 report any messages received in error to the relevant person(s) promptly	
4.4 process received messages correctly to comply with regulations.	

<b>Learning outcome</b>	<b>The learner will:</b>
	5. be able to access information from a remote system on behalf of a customer
<b>Assessment criteria</b>	
The learner can:	
5.1 obtain any necessary authority to access remote information systems	
5.2 access remote information systems to comply with regulations.	
5.3 raise any queries during the retrieving of the required information with the relevant person(s) promptly	
5.4 locate and retrieve the information required by the customer correctly	
5.5 ensure the retrieved information is correct, up-to-date and meets customer's needs	
5.6 process the retrieved information to meet customer requirements.	

### Assessment requirements

The assessment requirements are shown in full in the assessment documentation.

## Unit 113

## Skills in monitoring and solving customer service problems within a vehicle parts environment

<b>UAN:</b>	<b>K/502/6546</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to NOS VP14 Monitor and Solve Customer Service Problems Within a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs.
<b>Aim:</b>	This unit will help the learner develop the skills they need for solving immediate customer service problems effectively and about changing systems to avoid repeated customer service problems within vehicle parts operations.

<b>Learning outcome</b>	<b>The learner will:</b>
1. be able to solve immediate customer service problems	
<b>Assessment criteria</b>	
The learner can:	
1.1 respond positively to customers' problems according to organisational guidelines.	
1.2 solve customer problems when it is within own area of authority.	
1.3 work with others when necessary to solve customer's problems	
1.4 keep customers informed of the action being taken.	
1.5 confirm with customers that they are satisfied with the action taken	
1.6 solve problems within service systems and procedures which might affect customers before they become aware of them.	
1.7 inform the relevant person and colleagues of the steps taken to solve specific problems.	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	be able to identify repeat customer service problems and options to solve them
<b>Assessment criteria</b>	
The learner can:	
2.1	work individually or with colleagues to identify repeated customer service problems.
2.2	identify the options for dealing with repeated problems and consider the advantages and disadvantages of each option.
2.3	work with others to determine an agreed way forward for solving repeated problems.
2.4	select the best option for customers and the organisation.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	be able to take action to avoid repeat customer service problems
<b>Assessment criteria</b>	
The learner can:	
3.1	negotiate with the relevant person changes to customer service systems and procedures that will reduce the chance of problems being repeated.
3.2	implement the solution agreed with relevant colleagues.
3.3	keep customers informed in a positive and clear manner of steps being taken to solve any service problems.
3.4	monitor the solutions that have been implemented and make any suitable changes to ensure that no further problems occur.
3.5	action changes to customer service systems and procedures brought in by the organisation.

### **Assessment requirements**

The assessment requirements are shown in full in the assessment documentation.



## Unit 114

## Skills in customer service improvements within a vehicle parts environment

<b>UAN:</b>	<b>M/502/6547</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to NOS VP15 – Support Customer Service Improvements Within a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs.
<b>Aim:</b>	This unit will help the learner develop the skills they need to make a contribution to improving customer service within vehicle parts operations by gathering and using customer feedback to identify improvements, making suggestions for and carrying out changes to customer service systems and assisting with the evaluation of changes to customer service.

<b>Learning outcome</b>	<b>The learner will:</b>
1. be able to use feedback to identify potential customer service improvements	
<b>Assessment criteria</b>	
The learner can:	
1.1 gather informal feedback from customers during normal service operations.	
1.2 use agreed customer feedback procedures to obtain information from customers on their needs and expectations.	
1.3 use the information obtained from customers to develop a better understanding of their needs and expectations.	
1.4 identify ways the service customers receive could be improved based on the information that has been gathered.	
1.5 discuss suggestions for improving customer service with colleagues.	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. be able to implement changes in customer service
<b>Assessment criteria</b>	
The learner can:	
2.1 identify a possible change that could be made to improve the service customers receive.	
2.2 present suggestions for improving the service you give to the relevant person.	
2.3 carry out changes to customer service systems or procedures either based on own suggestions or those proposed by the organisation.	
2.4 keep your customers informed of changes to customer service in accordance with organisational guidelines.	
2.5 work positively with others to support the changes made by the organisation.	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. be able to assist with the evaluation of changes in customer service
<b>Assessment criteria</b>	
The learner can:	
3.1 discuss with others how changes to customer service are working.	
3.2 work with others to identify the negative aspects of changes and how these can be resolved.	

### **Assessment requirements**

The assessment requirements are shown in full in the assessment documentation.

## Unit 115

## Skills in maximising product sales in a vehicle parts operation

<b>UAN:</b>	<b>A/502/6549</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to NOS VP17 Maximise Product Sales in a Vehicle Parts
<b>Assessment requirements specified by a sector or regulatory body</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs.
<b>Aim</b>	This unit will help the learner develop the skills they need to identify opportunities to increase sales of a particular part(s) and carrying out promotional activity which increases sales of the product and retains goodwill. The promotional activity must be a definite campaign that is planned beforehand and evaluated afterwards - it does not mean merely promoting products as a part of normal vehicle parts sales transactions.

<b>Learning outcome</b>	<b>The learner will:</b>
1. be able to identify possible activities to maximise motor vehicle parts sales	
<b>Assessment criteria</b>	
The learner can	
1.1 identify possible selling opportunities for motor vehicle parts.	
1.2 assess the potential of selling opportunities to increase the customer base.	
1.3 identify opportunities which offer the greatest potential to increase sales.	
1.4 report sales opportunities accurately to the relevant person.	
1.5 complete the relevant documentation fully and accurately.	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. be able to implement activities to maximise motor vehicle parts sales
<b>Assessment criteria</b>	
The learner can	
2.1 provide customers with information about promotions in a manner which maximises their value in increasing sales.	
2.2 communicate essential features and benefits of products and services to customers in a manner which promotes a buying decision and retains their goodwill.	
2.3 carry out actions which offer the greatest potential for converting promotional sales into orders.	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. be able to report on the outcomes of activities to maximise product sales
<b>Assessment criteria</b>	
3.1 report relevant information on the effectiveness of promotions in enhancing sales to the relevant person.	
3.2 record the outcomes of promotional activities accurately.	

### **Assessment requirements**

The assessment requirements are shown in full in the assessment documentation.

## Unit 151

## Knowledge of giving a positive impression to vehicle parts customers

<b>UAN:</b>	<b>D/502/6074</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to VP01 Give Vehicle Parts Operations Customers a Positive Impression of Yourself and your Organisation
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge and understanding they need to give vehicle parts customers a positive impression of themselves and the organization they work for

<b>Learning outcome</b>	<b>The learner will:</b>
	1. understand the legal requirements, regulations and codes of practice relevant to vehicle parts customer service
<b>Assessment criteria</b>	
The learner can:	
1.1 identify the relevant legal and regulatory requirements that affect the way products and services can be delivered to customers, including: <ul style="list-style-type: none"><li>a. health and safety</li><li>b. data protection</li><li>c. equal opportunities</li><li>d. disability discrimination</li></ul>	
1.2 describe the relevant industry, organisational and professional codes of practice and ethical standards that affect the way the products or services can be delivered to customers	
1.3 describe what the customers' rights are and how these rights affect customer service.	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	understand the organisational context for working with vehicle parts customers
<b>Assessment criteria</b>	
The learner can:	
2.1	describe any contractual agreements that customers may have with the organisation
2.2	identify the products or services of the organisation relevant to own customer service role
2.3	explain the limits of own authority and when it is important to seek agreement with or permission from other people in the organisation when dealing with customers
2.4	identify who to refer to for guidance when customer needs cannot be adequately met
2.5	describe any organisational targets relevant to own job, own role in meeting them and the implications for the organisation if those targets are not met.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	understand how to interact with vehicle parts' customers
<b>Assessment criteria</b>	
The learner can:	
3.1	describe the organisation's standards for appearance and behaviour
3.2	describe the organisation's guidelines for recognising customers' needs and expectations, and responding positively to them
3.3	explain why it is important to communicate with customers in a clear, polite, confident way
3.4	describe the rules and procedures regarding how to communicate with customers
3.5	explain how to recognise when a customer is angry and/or confused.

# **Unit 151                      Knowledge of giving a positive impression to vehicle parts customers**

## Supporting information

### **Unit range**

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

- a. legal and regulatory requirements:
  - i. health and safety
  - ii. data protection
  - iii. equal opportunities
  - iv. disability discrimination
- b. industry, organisational and professional codes of practice:
- c. consumer's rights:
  - i. Contract law
  - ii. Product liability
  - iii. The Sale of Goods Act
  - iv. The Trade Description Act
  - v. Satisfactory Quality
  - vi. Fitness For Purpose
  - vii. Distance Selling Regulations

#### **Organisational context for working with vehicle parts customers**

- a. Contractual agreements:
  - i. account terms
  - ii. returns policy
  - iii. special order policy
- b. Products or services:
  - i. Parts
  - ii. Accessories
  - iii. Merchandise
  - iv. Customer service
  - v. Parts Warranty
  - vi. Exchange
  - vii. Expert advice
- c. Limits of own authority:
  - i. Supervisor
  - ii. Manager
  - iii. Company Policy
- d. Refer to for guidance:
  - i. Colleague
  - ii. Supervisor
  - iii. Manager
  - iv. Company Policy

- e. Organisational targets:
  - i. First Time Fix (Correct Part/Pick)
  - ii. Customer Service (Retention/Advocacy)

### **Interaction with vehicle parts' customers**

- a. Organisation's standards for appearance and behaviour:
  - i. Personal Presentation (Business Dress)
  - ii. Appropriate PPE
  - iii. Personal hygiene
- b. Organisation's guidelines for recognising customers' needs and expectations:
  - i. Data collection
  - ii. Open questioning
  - iii. Closed questioning
  - iv. Recording information or data
- c. Importance of communicating with customers in a clear, polite, confident way:
  - i. First impressions
  - ii. Trust
  - iii. Professionalism
- d. Rules and procedures regarding how to communicate with customers:
  - i. Company policies
- e. Explain how to recognise when a customer is angry and/or confused:
  - i. Body language
  - ii. Tone of voice



## Unit 152

# Knowledge of identifying and reporting security risks within a vehicle parts environment

<b>UAN:</b>	<b>H/502/6075</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to NOS VP02 Follow Procedures and Identify and Report Security Risks Within a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge and understanding they need to identify and report security risks in a vehicle parts department

<b>Learning outcome</b>	<b>The learner will:</b>
1. understand the legal requirements and regulations that cover security in the workplace	
<b>Assessment criteria</b>	
The learner can:	
1.1 summarise current relevant legislation, regulations, codes of practice and guidelines relating to security risks	
1.2 give the legal definition of theft	
1.3 identify own legal rights and duties in relation to maintaining security and dealing with security risks and incidents.	

<b>Learning outcome</b>	<b>The learner will:</b>
2. understand own company policy in regard to security	
<b>Assessment criteria</b>	
The learner can:	
2.1 describe company policy and procedures for dealing with security risks in the workplace	
2.2 describe company policies and procedures for maintaining security when:	
a. staff are working	
b. staff are on breaks	
c. staff finish work	

- 2.3 describe company policy on when the Police should be involved in a security incident
- 2.4 describe company policy on the type of security systems used to protect the premises, including the use of CCTV
- 2.5 describe own authority and responsibility when dealing with security risks.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	Know the types of security risks that may occur in a vehicle parts environment
<b>Assessment criteria</b>	
The learner can:	
3.1	describe the types of security risk that can arise in own workplace
3.2	describe how and when stock could be stolen or deliberately damaged
3.3	describe how and when cash could be stolen.

<b>Learning outcome</b>	<b>The learner will:</b>
4.	Know what to do in the event of a security risk
<b>Assessment criteria</b>	
The learner can:	
4.1	identify who to report security risks to, and how to contact them
4.2	describe the approved procedures and techniques for protecting own personal safety when security risks arise
4.3	explain how to prevent and stop violent behaviour safely and legally
4.4	describe when to ask for help when a security risk arises
4.5	identify who to ask for help when a security risk arises.

# **Unit 152                    Knowledge of identifying and reporting security risks within a vehicle parts environment**

## Supporting information

### **Unit range**

#### **Legal requirements and regulations that cover security in the workplace**

- a. Current legislation, regulations, codes of practice and guidelines relating to security risks.
- b. Legal definition of theft.
- c. Own legal rights and duties.

#### **Company policy in regard to security**

- a. Company policy and procedures for dealing with security risks in the workplace
- b. Company policies and procedures for maintaining security when:
  - i. staff are working
  - ii. staff are on breaks
  - iii. staff finish work.
- c. Company policy on when the Police should be involved in a security incident.
- d. Company policy on the type of security systems used to protect the premises, including the use of CCTV.
- e. Own authority and responsibility when dealing with security risks.

#### **Security risks that may occur in a vehicle parts environment**

- a. Types of security risk that can arise in own workplace:
  - i. Risk Assessment
- b. How and when stock could be stolen or deliberately damaged.
- c. How and when cash could be stolen.

#### **Event of a security risk**

- a. Who to report security risks to, and how to contact them:
  - i. Supervisor
  - ii. Manager
  - iii. Company Policy - Communication
- b. Approved procedures and techniques for protecting own personal safety.
- c. How to prevent and stop violent behaviour safely and legally:
  - i. Company Policy
  - ii. Current legislation
- d. When to ask for help when a security risk arises:
  - i. Company Policy
- e. Who to ask for help when a security risk arises:
  - i. Colleague
  - ii. Supervisor
  - iii. Manager
  - iv. Company Policy

## Unit 153

## Knowledge of selecting and issuing motor vehicle parts

<b>UAN:</b>	<b>K/502/6076</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to NOS VP03 Correctly Select and Issue Motor Vehicle Parts
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge and understanding they need to select motor vehicle parts to meet customer needs and issue those parts to the customer

<b>Learning outcome</b>	<b>The learner will:</b>
1. understand the legal requirements and regulations that cover handling and issuing motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
1.1 summarise current relevant legislation, regulations, codes of practice and guidelines relating to the selection and issuing of parts	
1.2 explain the requirements for, and importance of, wearing personal protective equipment when selecting and issuing parts.	

<b>Learning outcome</b>	<b>The learner will:</b>
2. understand terminology, systems and procedures relating to motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
2.1 explain parts terminology and any variations in parts terminology	
2.2 describe the organisation's systems and procedures for:	
a. parts identification	
b. parts storage, rotation and management	
c. handling damaged parts	
d. documentation completion and keeping records	
e. the storage and collection of picked orders.	

<b>Learning outcome</b>	<b>The learner will:</b>
3. know vehicle systems and the location of parts in motor vehicle systems	
<b>Assessment criteria</b>	
The learner can:	
3.1 identify the types of systems found in vehicles (e.g. braking, suspension, steering and transmission)	
3.2 identify the location of parts within each vehicle system.	

<b>Learning outcome</b>	<b>The learner will:</b>
4. know how to identify motor vehicle parts to match customer requirements	
<b>Assessment criteria</b>	
The learner can:	
4.1 describe how to gather information from the customer to enable correct identification of vehicle make, model, year and variant	
4.2 describe how to use technical information to identify the parts required	
4.3 explain how to use systems to identify required parts	
4.4 explain:	
a. what superseded parts are	
b. how to identify superseded parts	
c. what to do when superseded parts are identified	
4.5 describe what action should be taken when the correct part cannot be identified	
4.6 describe what action should be taken when the correct part is not in stock	

<b>Learning outcome</b>	<b>The learner will:</b>
5. know how to handle motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
5.1 explain the parts numbering system for relevant makes and types of parts	
5.2 describe how to handle and move parts safely	
5.3 describe how to use mechanical handling equipment to handle and move parts	
5.4 explain the implications of failing to select and allocate orders promptly and correctly.	

# **Unit 153                    Knowledge of selecting and issuing motor vehicle parts**

## Supporting information

### **Unit range**

#### **Legal requirements and regulations that cover handling and issuing motor vehicle parts**

- a. Current legislation, regulations, codes of practice and guidelines relating to the selection and issuing of parts.
  - i. Manual Handling Regulations (HSE regulations)
  - ii. COSHH requirements when selecting & issuing
  - iii. The Sale of Goods Act
  - iv. The Trade Description Act
  - v. Satisfactory Quality
  - vi. Fitness For Purpose
  - vii. Distance Selling Regulations
- b. The requirements for, and importance of, wearing personal protective equipment when selecting and issuing parts.
  - i. As per company Risk Assessment

#### **Parts terminology, systems and procedures relating to motor vehicle parts**

- a. Parts terminology and any variations in parts terminology.
- b. Organisation's systems and procedures for:
  - i. Parts identification
  - ii. Parts storage, rotation and management
  - iii. Handling damaged parts
  - iv. Documentation completion and keeping records
  - v. The storage and collection of picked orders.

#### **Vehicle systems and the location of parts in motor vehicle systems**

- a. Types of systems found in vehicles:
  - i. Engine
  - ii. Transmission
  - iii. Suspension
  - iv. Steering
  - v. Fuel
  - vi. Exhaust
  - vii. Electrical
  - viii. Braking
  - ix. Body
  - x. Auxiliary / Miscellaneous

b. Location of parts within each vehicle system: (List is not exhaustive)

**- The four stroke cycle of a petrol engine:**

- i. Camshaft
- ii. Crankshaft
- iii. Piston
- iv. Connecting rods
- v. Inlet and exhaust valves
- vi. Timing belt

**- The four stroke cycle of a diesel engine**

- i. Camshaft
- ii. Crankshaft
- iii. Piston
- iv. Connecting rods
- v. Inlet and exhaust valves
- vi. Timing belt

**- Alternative sources of power for a vehicle**

- i. LPG
- ii. Electric
- iii. Hybrid

**- Cooling systems**

- i. Radiator
- ii. Thermostat
- iii. Hoses / Pipes / Reservoir
- iv. Water Pump

**- Transmission systems**

- i. Manual gearbox
- ii. Automatic gearbox
- iii. Differential
- iv. Drive shafts
- v. Final drive axle
- vi. Clutch kits
- vii. Drive shafts

**- Suspension systems**

- i. Shock absorbers
- ii. Anti roll bars
- iii. Suspension struts
- iv. Coil springs
- v. Independent suspension
- vi. Leaf springs
- vii. Tie rods

**- Steering systems**

- i. Steering Rack
- ii. Pump / Motor (Hydraulic & Electrical)
- iii. Pipes
- iv. Track Rods

**- Fuel systems**

- i. Fuel tanks
- ii. Fuel pumps
- iii. Fuel injection systems petrol
- iv. Fuel injection systems diesel

- v. Fuel lines
- vi. Fuel filters
- **Exhaust systems**
  - i. Silencers
  - ii. Front pipe
  - iii. Catalytic convertors
  - iv. Oxygen sensors
  - v. Diesel Particulate Filters
- **Electrical**
  - i. Battery
  - ii. Alternator
  - iii. Starter Motor
  - iv. Control Modules
  - v. Infotainment
- **Braking**
  - i. Brake pads and shoes
  - ii. Brake discs and drums
  - iii. Brake lines & hoses
  - iv. Master Cylinder & Servo
- **Body**
  - i. Body panels
  - ii. Bumpers
  - iii. Glass & Windscreens
  - iv. Seat belts
  - v. Lamp units
  - vi. Trim mouldings
  - vii. Wheels & tyres
  - viii. Air Conditioning systems
- **Service Parts to include:**
  - i. Oil filters
  - ii. Air filters
  - iii. Fuel filters
  - iv. Spark plugs
  - v. Pollen filters
- **Accessories to include:**
  - i. Mud flaps
  - ii. Mat kits
  - iii. Load carrying systems
  - iv. Tow bars
  - v. Seat covers
  - vi. Alloy wheels
  - vii. Cleaning products and paints
  - viii. Satellite navigation systems
  - ix. Alarm systems and security devices
  - x. Clothing and branded merchandise



### **How to identify motor vehicle parts to match customer requirements**

- a. Gathering information from the customer to enable correct identification of vehicle make, model, year and variant
  - i. Vehicle Identification Number (VIN)
  - ii. Vehicle Registration Number
- b. How to use technical information to identify the parts required:
  - i. Vehicle Identification Number (VIN) breakdown
  - ii. Additional identification numbers (Engine, Gearbox etc)
- c. How to use systems to identify required parts.
  - i. Company and Manufacturer instructions (Whether paper based or electronic)
- d. Supersessions:
  - what superseded parts are
  - how to identify superseded parts
  - what to do when superseded parts are identified
- e. What action should be taken when the correct part cannot be identified:
  - i. Company Policy
- f. What action should be taken when the correct part is not in stock:
  - i. Company Policy

### **How to handle motor vehicle parts**

- a. The parts numbering system for relevant makes and types of parts.
- b. How to handle and move parts safely:
  - i. Risk Assessment (HSE Regulations)
- c. How to use mechanical handling equipment to handle and move parts:
  - i. Manufacturers instructions
  - ii. Safety checks
- d. The implications of failing to select and allocate orders promptly and correctly:
  - i. Customer Service (Retention)
  - ii. Company reputation (Trust)

## Unit 154

## Knowledge of receiving and storing motor vehicle parts

<b>UAN:</b>	<b>M/502/6077</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to NOS VP04 Receive and Store Motor Vehicle Parts
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge and understanding they need to select motor vehicle parts to meet customer needs and issue those parts to the customer

<b>Learning outcome</b>	<b>The learner will:</b>
1. understand the legal requirements and regulations that cover receiving and storing motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
1.1 summarise current legislation, including health and safety requirements, relating to receiving and storing motor vehicle parts, including the use of personal protective equipment	
1.2 describe an organisation's legal rights as a customer.	

<b>Learning outcome</b>	<b>The learner will:</b>
2. understand organisational systems relevant to receiving and storing motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
2.1 describe organisational systems and procedures for:	
a. receiving and accepting parts	
b. storing and moving parts stock, including maintaining the quality of stock susceptible to damage and/or deterioration	
c. dealing with discrepancies and late deliveries	
d. record keeping, documentation and parts stock control	
e. health, safety and security requirements when receiving and moving parts	
f. checking stock condition and the storage of stock	

<p>2.2 describe organisational systems and procedures for:</p> <ol style="list-style-type: none"> <li>a. relevant parts identification</li> <li>b. parts storage, rotation and management</li> <li>c. handling damaged parts</li> <li>d. documentation completion and keeping records</li> <li>e. the receiving into stock of new parts on to organisational systems.</li> </ol>
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<b>Learning outcome</b>	<b>The learner will:</b>
3. understand the importance of receiving and storing vehicle parts correctly	
<b>Assessment criteria</b>	
<p>The learner can:</p> <ol style="list-style-type: none"> <li>3.1 explain why it is important to check incoming parts stock against requirements, after unloading and receiving parts</li> <li>3.2 describe the business and customer satisfaction related factors governing why: <ol style="list-style-type: none"> <li>a. deliveries should be checked promptly</li> <li>b. shortfalls should be rectified promptly</li> <li>c. purchasing records should be maintained accurately</li> </ol> </li> </ol>	

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

# Unit 154 Knowledge of receiving and storing motor vehicle parts

## Supporting information

### Unit range

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

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

#### Organisational systems relevant to receiving and storing motor vehicle parts

- a. Organisational systems and procedures for:
  - i. Receiving and accepting parts
  - ii. Storing and moving parts stock, including maintaining the quality of stock susceptible to damage and/or deterioration
  - iii. Dealing with discrepancies and late deliveries
  - iv. Record keeping, documentation and parts stock control
  - v. Health, safety and security requirements when receiving and moving parts
  - vi. Checking stock condition and the storage of stock.
- b. Organisational systems and procedures for:
  - i. Relevant parts identification
  - ii. Parts storage, rotation and management (FIFO, LIFO)
  - iii. Handling damaged parts
  - iv. Documentation completion and keeping records
  - v. The receiving into stock of new parts on to organisational systems.

#### Importance of receiving and storing vehicle parts correctly

- a. Importance of checking incoming parts stock against requirements, after unloading and receiving parts.
  - i. Customer Service
  - ii. Invoicing / Credits (Supplier)
  - iii. Liability
- b. The business and customer satisfaction related factors governing why:
  - i. Deliveries should be checked promptly
  - ii. Shortfalls should be rectified promptly
  - iii. Purchasing records should be maintained accurately

- c. Action to take when there are problems with deliveries.
  - i. Contacting suppliers
  - ii. Informing Customers (Internal & External)

### **How to store motor vehicle parts after receiving them**

- a. How to issue parts locations to new parts that have been added to the 'standard' stock list.
  - i. Organisational Procedure
- b. How to put new locations for new part numbers on to organisational systems.
  - i. Organisational Procedure
- c. How to handle and move parts safely, including:
  - i. The requirements for and importance of, wearing personal protective equipment
  - ii. Manual handling techniques and weights that can be moved without assistance
  - iii. How to check and use relevant mechanical handling equipment
- d. The implications of failing to put stock away correctly
  - i. Damaged Parts
  - ii. Risks to Health & Safety
  - iii. Lost / missing stock)

## Unit 155

## Knowledge of processing orders for non-stock motor vehicle parts

<b>UAN:</b>	<b>T/502/6078</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to NOS VP05 Process Orders for Non-Stock Motor Vehicle Parts
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge and understanding they need to process orders for non-stock motor vehicle parts

<b>Learning outcome</b>	<b>The learner will:</b>
1. understand organisational systems and procedures relevant to ordering non-stock motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
1.1 describe organisations systems and procedures for:	
a. the ordering of non-stock parts	
b. stock control	
c. taking payments	
d. mark up	
e. gross profit / gross margin	
f. discount	
g. booking purchases to customer accounts	
h. reporting and recording lost sales	
i. organising delivery and collection of parts from local suppliers.	

<b>Learning outcome</b>	<b>The learner will:</b>
	2. know how to place orders for non-stock vehicle parts
<b>Assessment criteria</b>	
The learner can:	
2.1 describe how to identify and access potential suppliers for non-stock items	
2.2 describe how to operate an organisational parts identification and order system	
2.3 describe how to check the 'stock on order' situation	
2.4 describe how to identify and calculate the price of customer orders for non-stock items	
2.5 describe how to process and complete documentation for non-stock orders	
2.6 explain the cost implications of special orders	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. know how to work with customers when placing orders for non-stock motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
3.1 explain how to communicate clearly, politely and accurately with customers and suppliers	
3.2 describe the conditions applying to orders and the importance of informing customers and gaining their agreement to such conditions	
3.3 describe which types of items must always be paid for in full prior to ordering	
3.4 identify the order value you are able to accept without reference to your line manager.	

<b>Learning outcome</b>	<b>The learner will:</b>
	4. know how to progress chase orders for non-stock motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
4.1 describe suitable methods for progressing orders	
4.2 explain the importance of keeping customers informed of the progress of their order	
4.3 identify the person to whom you should report any problems or difficulties in meeting customer needs	

<b>Learning outcome</b>	<b>The learner will:</b>
	5. know how to keep records relating to orders for non-stock motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
5.1 describe how to update stock records on receipt of goods	
5.2 describe organisational procedures to input ordered parts into stock for re-sale once specially ordered parts are put into stock.	

# Unit 155 Knowledge of processing orders for non-stock motor vehicle parts

## Supporting information

### Unit range

#### Organisational systems and procedures relevant to ordering non-stock motor vehicle parts

- a. Describe organisations systems and procedures for:
  - i. The ordering of non-stock parts
  - ii. Stock control
  - iii. Taking payments
  - iv. Mark up
  - v. Gross profit / gross margin
  - vi. Discount
  - vii. Booking purchases to customer accounts
  - viii. Reporting and recording lost sales
  - ix. Organising delivery and collection of parts from local suppliers.

#### How to place orders for non-stock vehicle parts

- a. How to identify and access potential suppliers for non-stock items.
  - i. Supplier specific
  - ii. Forms of research – Internet / Phone Book / Advertising (not exhaustive)
- b. How to operate an organisational parts identification and order system
  - i. Organisational Procedure
- c. How to check the 'stock on order' situation.
  - i. Supplier specific
- d. How to identify and calculate the price of customer orders for non-stock items.
- e. How to process and complete documentation for non-stock orders.
  - i. Organisational Procedure
- f. Cost implications of special orders.
  - i. Supplier specific

#### How to work with customers when placing orders for non-stock motor vehicle parts

- a. How to communicate clearly, politely and accurately with customers and suppliers.
  - i. Organisational Procedure
  - ii. Professional
- b. Conditions applying to orders and the importance of informing customers and gaining their agreement to such conditions.
  - i. Organisational Procedure
  - ii. Security Parts (Keys, Locks, Number Plates etc.)



- c. Types of items must always be paid for in full prior to ordering.
  - i. Organisational Procedure
- d. Order value you are able to accept without reference to your line manager.
  - i. Organisational Procedure

### **How to progress chase orders for non-stock motor vehicle parts**

- a. Suitable methods for progressing orders.
  - i. Supplier specific (Online / Telephone systems)
- b. Importance of keeping customers informed of the progress of their order.
  - i. Customer Service (Retention / Trust)
- c. Person to whom you should report any problems or difficulties in meeting customer needs.
  - i. Supervisor
  - ii. Manager
  - iii. Company Policy

### **How to keep records relating to orders for non-stock motor vehicle parts**

- a. How to update stock records on receipt of goods.
  - i. Organisational Procedure
- b. Organisational procedures to input ordered parts into stock for re-sale once specially ordered parts are put into stock.
  - i. Organisational Procedure

## Unit 156

## Knowledge of processing returned goods and materials in a vehicle parts environment

<b>UAN:</b>	<b>A/502/6079</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to NOS VP06 Process Returned Goods and Materials in a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge and understanding they need to process returned goods and materials in relation to motor vehicles

<b>Learning outcome</b>	<b>The learner will:</b>
1. understand legal and regulatory requirements relating to the return of goods and materials	
<b>Assessment criteria</b>	
The learner can:	
1.1 summarise current relevant legislation, regulations, codes of practice and guidelines relating to processing the return of goods	
1.2 explain the customer's legal rights to replacements and refunds.	

<b>Learning outcome</b>	<b>The learner will:</b>
2. understand how to process returns of goods and materials	
<b>Assessment criteria</b>	
The learner can:	
2.1 explain the main reasons customers have for returning goods	
2.2 summarise organisational policies and procedures for replacements and refunds, including proof of purchase	
2.3 explain the limits of own authority in relation to replacements and refunds	
2.4 identify sources of for help for authorisation	
2.5 explain the process of customers returning unwanted goods	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	understand how to process replacements and refunds for goods and materials
<b>Assessment criteria</b>	
The learner can:	
3.1 explain the process for locating replacement goods	
3.2 describe charges that might apply when a company is not at fault	
3.3 identify who can raise credit notes and refund payments, and the information they need	
3.4 explain organisational procedures for preparing replacement goods for sending out.	

<b>Learning outcome</b>	<b>The learner will:</b>
4.	understand how to process returned goods and materials
<b>Assessment criteria</b>	
The learner can:	
4.1 explain how to update the stock control system accurately and fully when goods are returned	
4.2 summarise why it is important to update stock control systems promptly	
4.3 describe how to label goods for return to the supplier or manufacturer	
4.4 explain how to deal with returned goods that cannot be re-sold	
4.5 explain how to deal with returned goods that can be re-sold.	

# **Unit 156 Knowledge of processing returned goods and materials in a vehicle parts environment**

## Supporting information

### **Unit range**

#### **Legal and regulatory requirements relating to the return of goods and materials**

- a. Current relevant legislation, regulations, codes of practice and guidelines relating to processing the return of goods:
  - i. The Sale of Goods Act
  - ii. Satisfactory Quality
  - iii. Fitness For Purpose
  - iv. Product liability
  - v. Warranty
- b. Customer's legal rights to replacements and refunds:
  - i. The Sale of Goods Act

#### **How to process returns of goods and materials**

- a. Main reasons customers have for returning goods:
  - i. No Longer Required
  - ii. Damaged
  - iii. Incorrect
- b. Organisational policies and procedures for replacements and refunds, including proof of purchase:
  - i. Company Policy
- c. Limits of own authority in relation to replacements and refunds:
  - i. Supervisor
  - ii. Manager
  - iii. Company Policy
- d. Sources of help for authorisation:
  - i. Supervisor
  - ii. Manager
  - iii. Company Policy
- e. Process of customers returning unwanted goods:
  - i. Company Policy

#### **How to process replacements and refunds for goods and materials**

- a. Process for locating replacement goods.
  - i. Supplier / Company Policy
- b. Charges that might apply when a company is not at fault.
  - i. Company Policy
- c. Who can raise credit notes and refund payments, and the information they need.
  - i. Company Policy

d. Organisational procedures for preparing replacement goods for sending out.

i. Company Policy

**How to process returned goods and materials**

a. How to update the stock control system accurately and fully when goods are returned

i. Company Policy

b. Why it is important to update stock control systems promptly.

i. True reflection of inventory

ii. Maximise opportunity to sell again (if applicable)

iii. Give customer credit note

c. How to label goods for return to the supplier or manufacturer.

i. Supplier Policy

d. How to deal with returned goods that cannot be re-sold.

i. Company Policy

e. How to deal with returned goods that can be re-sold.

i. Company Policy

## Unit 157

## Knowledge of delivering motor vehicle parts to customers

<b>UAN:</b>	<b>M/502/6080</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to NOS VP07 Deliver Motor Vehicle Parts to Customers
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge and understanding they need to deliver motor vehicle parts to customers

<b>Learning outcome</b>	<b>The learner will:</b>
1. know legal and regulatory requirements relating to the delivery of motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
1.1 describe current relevant legislation, regulations, codes of practice and guidelines relating to the delivery of parts (for example, Road Traffic Act, Highway Code)	
1.2 describe the legal requirements for delivery vehicle roadworthiness	
1.3 explain own personal responsibilities for delivery vehicle maintenance.	

<b>Learning outcome</b>	<b>The learner will:</b>
2. understand organisational requirements relating to the delivery of motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
2.1 describe organisational procedures for:	
a. health and safety	
b. checking a delivery vehicle	
c. dealing with accidents	
d. reporting delivery problems	
e. vehicle and payment security	
f. payment for goods	

<p>g. completing and returning documentation</p> <p>2.2 identify the type of customer and competitor information which should be reported and who the information should be reported to.</p>
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<b>Learning outcome</b>	<b>The learner will:</b>
	3. know how to load motor vehicle parts for transport
<b>Assessment criteria</b>	
The learner can:	
3.1 describe how to handle loads safely	
3.2 describe how to protect parts from damage during transit	
3.3 describe how to visually check parts for damage	
3.4 describe how to distribute loads correctly	
3.5 describe how to pack parts for delivery	

<b>Learning outcome</b>	<b>The learner will:</b>
	4. understand the principles to observe when loading motor vehicle parts for delivery
<b>Assessment criteria</b>	
The learner can:	
4.1 explain the importance of not mixing customer orders	
4.2 explain the importance of loading a vehicle in a sequence to match deliveries and weight distribution	
4.3 explain the implications of delivering incorrect and damaged parts	

<b>Learning outcome</b>	<b>The learner will:</b>
	5. know how to plan routes for the delivery of motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
5.1 describe how to plan deliveries to take account of local conditions	
5.2 describe how to plan delivery routes to enable parts to be delivered in a cost and time efficient manner.	

# **Unit 157            Knowledge of delivering motor vehicle parts to customers**

## Supporting information

### **Unit range**

#### **Legal and regulatory requirements relating to the delivery of motor vehicle parts**

- a. Current relevant legislation, regulations, codes of practice and guidelines relating to the delivery of parts:
  - i. Road Traffic Act
  - ii. Highway Code
  - iii. Ministry of Transport
  - iv. Goods in Transit Insurance
- b. Legal requirements for delivery vehicle roadworthiness:
  - i. All lights function correctly
  - ii. Tyre wear levels are above legal limit
  - iii. Oil and water levels are correct
  - iv. Brake operation is checked
  - v. Vehicle has current road fund license displayed
  - vii. Vehicle is insured to drive by the driver / organisation
  - viii. Vehicle has a current MOT Certificate (if applicable)
- c. Own personal responsibilities for delivery vehicle maintenance:
  - i. Ensure regular checks are carried out on vehicles
  - ii. Ensure compliant with current legislation

#### **Organisational requirements relating to the delivery of motor vehicle parts**

- a. Describe organisational procedures for:
  - i. Health and safety
  - ii. Checking a delivery vehicle
  - iii. Dealing with accidents
  - iv. Reporting delivery problems
  - v. Vehicle and payment security
  - vi. Payment for goods
  - vii. Completing and returning documentation.
- b. identify the type of customer and competitor information which should be reported and who the information should be reported to:
  - i. Competitor Analysis
  - ii. Supervisor
  - iii. Manager
  - iv. Company Policy

#### **How to load motor vehicle parts for transport**

- a. How to handle loads safely:



- i. Adherence to Manual Handling Regulations
  - ii. Manual Handling risk assessments
- b. How to protect parts from damage during transit:
  - i. Security of loads (Securing with Ropes / Straps)
  - ii. Sufficient / extra packaging
- c. How to visually check parts for damage.
  - i. Visual inspection
  - ii. Comparison of parts
- d. How to distribute loads correctly.
  - i. Heaviest items to the front
  - ii. Ensure balanced load
  - iii. compliance with payload amounts for type of vehicle
- e. How to pack parts for delivery.
  - i. Packaging requirements
  - ii. Special Considerations i.e. Liquids, Items liable to damage, Heavy Items (List not exhaustive)

**The principles to observe when loading motor vehicle parts for delivery**

- a. Importance of not mixing customer orders
  - i. Time and cost implications
  - ii. Customer Service issues
- b. Importance of loading a vehicle in a sequence to match deliveries and weight distribution.
  - i. Adherence to FIFO & LIFO
  - ii. Time and cost implications
- c. Implications of delivering incorrect and damaged parts.
  - i. Time and cost implications
  - ii. Customer Service issues

**How to plan routes for the delivery of motor vehicle parts**

- a. How to plan deliveries to take account of local conditions.
  - i. Road Conditions (Weather)
  - ii. Roadwork's and diversions
  - iii. Congestion
- b. How to plan delivery routes to enable parts to be delivered in a cost and time efficient manner
  - i. local conditions
  - ii. Tolls / Charges
  - iii. Large / Heavy orders

## Unit 158

## Knowledge of processing payment transactions within a vehicle parts environment

<b>UAN:</b>	<b>T/502/6081</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to NOS VP08 Process Payment Transactions Within a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge needed to calculate the cost of parts and process both cash and other forms of payment, including credit and debit card payments, account payments and credit transfers

<b>Learning outcome</b>	<b>The learner will:</b>
1. know legal and regulatory requirements relating to the processing of payment transactions	
<b>Assessment criteria</b>	
The learner can:	
1.1 describe current relevant legislation, regulations, codes of practice and guidelines relating to processing payment transactions.	

<b>Learning outcome</b>	<b>The learner will:</b>
2. understand organisational requirements relating to the processing of payment transactions	
<b>Assessment criteria</b>	
The learner can:	
2.1 describe organisational systems and procedures for:	
a. authorising non-cash and credit account transactions	
b. verifying account holders	
c. calculating and taking payments	
d. booking purchases to customer accounts	
e. dealing with suspected fraud.	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	understand how to deal with customers when processing payments
<b>Assessment criteria</b>	
The learner can:	
3.1	explain the value and importance of customer service to effective trading operations
3.2	describe how to balance giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods
3.3	describe how to deal with customers when authorisation cannot be obtained for their non-cash payments
3.4	describe how to deal with customers offering suspect tender or non-cash payments

<b>Learning outcome</b>	<b>The learner will:</b>
4.	know how to calculate prices for motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
4.1	describe how to identify and check prices in a parts operation
4.2	describe how to get information and advice to deal with pricing problems
4.3	describe how to identify current discounts and special offers (e.g. campaigns and promotions)
4.4	explain the features of any current parts campaigns and promotions.

<b>Learning outcome</b>	<b>The learner will:</b>
5.	know how to process payments for motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
5.1	describe common methods of calculating payments, including the use of point of sale equipment and manual calculations
5.2	describe the types of payment that are acceptable
5.3	explain the limits of own authority for processing payments
5.4	describe how to identify counterfeit payments
5.5	describe how to check for stolen credit cards, charge cards or debit cards
5.6	explain the types of transaction errors that can occur and the consequences of failure to report errors.

<b>Learning outcome</b>	<b>The learner will:</b>
6.	know how to maintain the security of payments
<b>Assessment criteria</b>	
The learner can:	
6.1	describe how to keep cash and other payments safe and secure
6.2	explain relevant security issues surrounding payment transactions.

# **Unit 158                    Knowledge of processing payment transactions within a vehicle parts environment**

## Supporting information

### **Unit range**

#### **Legal and regulatory requirements relating to the processing of payment transactions**

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

#### **Organisational requirements relating to the processing of payment transactions**

- a. Organisational systems and procedures for:
  - i. Authorising non-cash and credit account transactions
  - ii. Verifying account holders
  - iii. Calculating and taking payments
  - iv. Booking purchases to customer accounts
  - v. Dealing with suspected fraud.

#### **Understand how to deal with customers when processing payments**

- a. The value and importance of customer service to effective trading operations.
  - i. Trust
  - ii. Professionalism
  - iii. Return trade
- b. Balancing giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods.
  - i. Polite / Professional
  - ii. Keeping customer informed
- c. How to deal with customers when authorisation cannot be obtained for their non-cash payments.
  - i. Obtain another form of Payment (Professionally)
- d. How to deal with customers offering suspect tender or non-cash payments.
  - i. Refer to Line Manager
  - ii. Follow Company Policy

### **How to calculate prices for motor vehicle parts**

- a. How to identify and check prices in a parts operation.
  - i. Company / Supplier procedures
  - ii. Manual Calculations
  - iii. Computer / electronic Calculations
- b. How to get information and advice to deal with pricing problems.
  - i. Supervisor
  - ii. Manager
  - iii. Company Policy
- c. How to identify current discounts and special offers (e.g. campaigns and promotions).
  - i. Company / Supplier Policies
- d. Features of any current parts campaigns and promotions.
  - i. Marketing awareness
  - ii. Company Policy

### **How to process payments for motor vehicle parts**

- a. Describe common methods of calculating payments
  - i. Point of sale equipment
  - ii. Manual calculations.
- b. Describe the types of payment that are acceptable.
  - i. Cash
  - ii. Credit / Debit Card
  - iii. Account
  - iv. Cheque
- c. Explain the limits of own authority for processing payments.
  - i. Company Policy
  - ii. Referral to line Manager
- d. Describe how to identify counterfeit payments.
  - i. Counterfeit Money checks (i.e. UV Light, holograms etc.)
  - ii. False cards / incorrect information
- e. Describe how to check for stolen credit cards, charge cards or debit cards.
  - i. Check other forms of I.D.
  - ii. Company Policy
- f. Explain the types of transaction errors that can occur and the consequences of failure to report errors.
  - i. Incorrect change
  - ii. Incorrect amount accepted
  - iii. Incorrect data entry to Point of Sale equipment
  - iv. non-authorisation

### **How to maintain the security of payments**

- a. Describe how to keep cash and other payments safe and secure.
  - i. Securing payments after they are taken
  - ii. Regular Security Risk Assessments
- b. Explain relevant security issues surrounding payment transactions.
  - i. Fraud
  - ii. Theft
  - iii. Violence

## Unit 159

## Knowledge of stock control within a vehicle parts operation

<b>UAN:</b>	<b>A/502/6082</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is linked to NOS VP09 Stock Control Within a Vehicle Parts Operation
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge needed to control parts for stock, including analysing stock records to identify parts to be purchased, buying at the most advantageous terms, following up orders, monitoring the performance of suppliers and maintaining accurate purchasing records

<b>Learning outcome</b>	<b>The learner will:</b>
	1. understand how to identify the need to order new parts
<b>Assessment criteria</b>	
The learner can:	
1.1 summarise how parts stock data is used to produce a suggested stock order report	
1.2 explain how to analyse parts stock reports and suggested orders	
1.3 explain how to analyse 'lost sales' to identify potential demand for new product lines	
1.4 explain how to make recommendations with clear, supporting information to justify them.	

<b>Learning outcome</b>	<b>The learner will:</b>
2. understand how to identify suppliers for new motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
2.1 identify the types of parts the organisation normally requires and stocks	
2.2 describe suppliers and their order systems	
2.3 explain how to evaluate the viability of supplier terms of business in order to achieve maximum business advantage to own organisation	

<b>Learning outcome</b>	<b>The learner will:</b>
3. understand how to purchase new motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
3.1 describe how to communicate with suppliers assertively	
3.2 describe how to place orders using organisational systems and how to complete the appropriate purchasing records	
3.3 explain the importance of using supplier special offers and bulk purchase terms to maximise the business advantage to own organisation wherever possible	
3.4 explain organisational systems and procedures for purchasing parts and stock ordering parameters	
3.5 summarise the factors that can influence customer demand for parts and their impact on the ordering process	

<b>Learning outcome</b>	<b>The learner will:</b>
4. understand how to monitor supplier performance	
<b>Assessment criteria</b>	
The learner can:	
4.1 explain own organisation's legal rights as a consumer	
4.2 summarise the business and customer satisfaction related factors governing why: <ul style="list-style-type: none"> <li>a. deliveries should be checked promptly</li> <li>b. shortfalls rectified promptly</li> <li>c. supplier performance is formally evaluated</li> <li>d. accurate purchasing records are maintained</li> </ul>	
4.3 explain how to monitor and give feedback on, supplier performance	
4.4 describe the records own organisation keeps about suppliers' performance	
4.5 explain how to access and interpret records on supplier performance	
4.6 identify who should receive feedback on supplier performance and when	

# **Unit 159                      Knowledge of processing payment transactions within a vehicle parts environment**

## Supporting information

### **Unit range**

#### **How to identify the need to order new parts**

- a. How parts stock data is used to produce a suggested stock order report:
  - i. Stock Movement
  - ii. Projected Sales
- b. How to analyse parts stock reports and suggested orders:
  - i. Company procedures / DMS specific.
- c. How to analyse 'lost sales' to identify potential demand for new product lines:
  - i. Referral to lost sales data collection
  - ii. Sales forecasting
- d. How to make recommendations with clear, supporting information to justify them:
  - i. Movement report, costing, benefits of stocking item

#### **How to identify suppliers for new motor vehicle parts**

- a. Identify the types of parts the organisation normally requires and stocks:
  - i. Referral to stock movement
  - ii. Stock Categorisation (Fast, Medium, Slow, Lapsing, Obsolete)
- b. Suppliers and their order systems:
  - i. Sources of information available i.e. Internet, Telephone, Adverts (List not exhaustive)
- c. How to evaluate the viability of supplier terms of business in order to achieve maximum business advantage to own organisation:
  - i. Supplier specific

#### **How to purchase new motor vehicle parts**

- a. How to communicate with suppliers assertively:
  - i. Negotiation skills
- b. How to place orders using organisational systems and how to complete the appropriate purchasing records:
  - i. Company Policies
- c. The importance of using supplier special offers and bulk purchase terms:
  - i. To maximise the business advantage to own organisation wherever possible.
- d. Organisational systems and procedures for purchasing parts and stock ordering parameters:
  - i. Company Policy



- e. The factors that can influence customer demand for parts and their impact on the ordering process:
  - i. Cost
  - ii. Lead Time
  - iii. Stock Categorisation
  - iv. Security Parts
  - v. Shelf Life products

**How to monitor supplier performance**

- a. Own organisation's legal rights as a consumer:
  - i. Current legislation (Sale of Goods Act)
- b. The business and customer satisfaction related factors governing why:
  - i. Deliveries should be checked promptly
  - ii. Shortfalls rectified promptly
  - iii. Supplier performance is formally evaluated
  - iv. Accurate purchasing records are maintained.
- c. How to monitor and give feedback on, supplier performance:
  - i. Supplier / Company specific procedures
- d. The records own organisation keeps about suppliers' performance:
  - i. Company Specific
- e. How to access and interpret records on supplier performance:
  - i. Supplier Specific
- f. Who should receive feedback on supplier performance and when:
  - i. Supervisor
  - ii. Manager
  - iii. Company Policy
  - iv. Regular Intervals

## Unit 160

# Knowledge of participating in motor vehicle parts stocktaking activities

<b>UAN:</b>	<b>F/502/6083</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to NOS VP10 Participate in Motor Vehicle Parts Stocktaking
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge needed to report on checks of vehicle parts stock levels and stock inventories by physically counting stock and checking the amount held against the amounts recorded in the parts stock inventory

<b>Learning outcome</b>	<b>The learner will:</b>
1. understand the importance and frequency of stocktakes of motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
1.1 explain why it is important to check stock levels and stock inventories	
1.2 describe how often stocktakes are required by own organisation.	

<b>Learning outcome</b>	<b>The learner will:</b>
2. understand stock inventories of motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
2.1 describe what information is held in the stock inventory	
2.2 explain how to access the stock inventory	
2.3 describe what a stock inventory can be used for	
2.4 explain how to:	
a. interpret information in the stock inventory	
b. correct mistakes in the stock inventory	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	understand how to prepare for a stocktake of motor vehicle parts
<b>Assessment criteria</b>	
The learner can:	
3.1	describe the preparations needed before a stock check can be carried out
3.2	explain how to determine when assistance from others will be required
3.3	explain how to choose suitable people to assist with the stocktake
3.4	describe what responsibilities are required during the stock check from parts operatives
3.5	identify the resources that are needed to carry out a full stocktake and a perpetual stocktake
3.6	explain when and how to tell colleagues that a full stocktake is to take place and how it is likely to affect the department.

<b>Learning outcome</b>	<b>The learner will:</b>
4.	understand how to plan for contingencies during stocktaking
<b>Assessment criteria</b>	
The learner can:	
4.1	identify the types of situations that can make it difficult to carry out an effective stocktake in the time available
4.2	explain how to anticipate and prevent situations that can make a stocktake difficult to carry out.

<b>Learning outcome</b>	<b>The learner will:</b>
5.	understand how to carry out a stocktake
<b>Assessment criteria</b>	
The learner can:	
5.1	summarise what is being checked for during checks on stock levels and stock inventories (inc. damage and condition)
5.2	explain how to monitor and check on the progress of a major stocktake
5.3	explain how to investigate discrepancies revealed by the results of the stocktake
5.4	describe what action to take when discrepancies are identified during a stocktake.

<b>Learning outcome</b>	<b>The learner will:</b>
6.	understand how to report on a stocktake
<b>Assessment criteria</b>	
The learner can:	
6.1	explain how to report on the results of stocktaking
6.2	describe the type of reports that are used for stocktakes
6.3	summarise organisational procedures for reporting the results of stocktaking, including when and who to report to
6.4	explain how stock checks are audited and by whom

# **Unit 160**      **Knowledge of participating in motor vehicle parts stocktaking activities**

## Supporting information

### **Unit range**

#### **Importance and frequency of stock takes of motor vehicle parts**

- a. Why it is important to check stock levels and stock inventories:
  - i. True reflection of stock level
  - ii. Remove irregularities
  - iii. Prevention of loss of stock – good monitoring tool
- b. How often stocktakes are required by own organisation:
  - i. Company Policy

#### **Stock inventories of motor vehicle parts**

- a. What information is held in the stock inventory:
  - i. Locations
  - ii. Description
  - iii. Quantity
  - iv. Part Number
- b. How to access the stock inventory:
  - i. Company Policy
- c. What a stock inventory can be used for:
  - i. Locating Parts – secondary locations
  - ii. Description – difficult to identify parts
  - iii. Quantity - checking
  - iv. Part Number – lost part numbers
- d. How to:
  - i. Interpret information in the stock inventory
  - ii. Correct mistakes in the stock inventory.

#### **How to prepare for a stocktake of motor vehicle parts**

- a. The preparations needed before a stock check can be carried out:
  - i. 2 months prior
  - ii. 1 month prior
  - iii. 2 weeks prior
  - iv. 1 week prior
- b. How to determine when assistance from others will be required:
  - i. Manual Handling
  - ii. Double Checking
  - iii. Checking Progress on plan
- c. How to choose suitable people to assist with the stocktake:
  - i. Parts Staff
  - ii. Suitably Trained staff

- d. What responsibilities are required during the stock check from parts operatives:
  - i. Meticulous when counting
  - ii. Keeping to timescales
  - iii. Reporting of problems / issues
- e. The resources that are needed to carry out a full stocktake and a perpetual stocktake:
  - i. Staff
  - ii. Time
  - iii. Stationary
- f. When and how to tell colleagues that a full stocktake is to take place and how it is likely to affect the department:
  - i. 2 months prior
  - ii. 1 month prior
  - iii. 2 weeks prior
  - iv. 1 week prior
  - v. Verbally
  - vi. Written / Electronic Forms

### **How to plan for contingencies during stocktaking**

- a. Situations that can make it difficult to carry out an effective stocktake in the time available:
  - i. Shortage of resources (i.e. time, staff)
  - ii. Operational constraints
- b. How to anticipate and prevent situations that can make a stocktake difficult to carry out:
  - i. Awareness of progress prior and during the count.

### **How to carry out a stocktake**

- a. What is being checked for during checks on stock levels and stock inventories:
  - i. Quantity
  - ii. Quality
  - iii. Shelf Life
  - iv. Damage
  - v. Contamination
  - vi. Matches inventory
- b. How to monitor and check on the progress of a major stocktake:
  - i. Check individuals progress
  - ii. Monitor overall plan and its effectiveness in practice
  - iii. Company Policy
- c. How to investigate discrepancies revealed by the results of the stocktake:
  - i. Double Checking
  - ii. Checking inventory (Pre-booking, Set aside, Movement)
  - iii. Company Policy
- d. What action to take when discrepancies are identified during a stocktake:
  - i. Reporting
  - ii. Company Policy

### **How to report on a stocktake**

- a. How to report on the results of stocktaking
  - i. Company Policy (Verbal / Written)
- b. The type of reports that are used for stocktakes.
  - i. Company Procedures
  - ii. Discrepancy Report
- c. Organisational procedures for reporting results of stocktaking, including when and who to report to.
  - i. Company Procedure – normally containing but not limited to:
  - ii. Parts manager
  - iii. Supervisor
  - iv. Parts staff
  - v. Accountant
  - vi. External auditors
- d. How stock checks are audited and by whom.
  - i. Company Procedure – normally containing but not limited to:
  - ii. Accountant
  - iii. External Auditors

## Unit 161

# Knowledge of entering and finding data using information technology within a vehicle parts environment

<b>UAN:</b>	<b>J/502/6084</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to NOS VP11 Enter and Find Data Using Information Technology Within a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge needed to enter and find data using information technology with a given, pre-set system operating in a vehicle parts operation. For example, this system could be about entering and finding vehicle and vehicle parts information or processing sales and orders

<b>Learning outcome</b>	<b>The learner will:</b>
1. know relevant aspects of legislation, regulations, codes of practice and guidelines	
<b>Assessment criteria</b>	
The learner can:	
1.1 summarise the requirements of current relevant legislation, regulations, codes of practice and guidelines relating to entering and retrieving data using information technology, including:	
<ul style="list-style-type: none"><li>• health and safety and data protection</li></ul>	

<b>Learning outcome</b>	<b>The learner will:</b>
2. understand how to comply with organisational policies and procedures relating to the entry and retrieval of data	
<b>Assessment criteria</b>	
The learner can:	
2.1 describe how to comply with organisational procedures, including: <ul style="list-style-type: none"> <li>• how to gain authority from the relevant person to access data and the information system</li> </ul>	
2.2 explain the reasons why access authority is required for certain data	
2.3 explain the importance of conforming to organisational procedures	
2.4 describe the limits of own responsibility for data entry.	

<b>Learning outcome</b>	<b>The learner will:</b>
3. understand how to enter data in to an IT system	
<b>Assessment criteria</b>	
The learner can:	
3.1 explain how to select and use the appropriate programme	
3.2 describe how to enter data on the system in use	
3.3 describe how to save data, if required.	

<b>Learning outcome</b>	<b>The learner will:</b>
4. understand how to use available checking and help facilities	
<b>Assessment criteria</b>	
The learner can:	
4.1 explain the importance of checking data	
4.2 describe the different methods of checking data.	

<b>Learning outcome</b>	<b>The learner will:</b>
5. understand how to find information on an IT system	
<b>Assessment criteria</b>	
The learner can:	
5.1 describe how to locate information on the IT system	
5.2 explain the importance of checking the information is correct	
5.3 explain the importance of correctly handling the information.	

<b>Learning outcome</b>	<b>The learner will:</b>
6. understand how to meet customer needs when entering and finding data on an IT system	
<b>Assessment criteria</b>	
The learner can:	
6.1 explain the importance of meeting the customer's needs	
6.2 explain how to interpret and access the customer's needs	
6.3 describe how to handle the information to satisfy the customer's needs.	



# **Unit 161            Knowledge of entering and finding data using information technology within a vehicle parts environment**

## Supporting information

### **Unit range**

#### **Relevant aspects of legislation, regulations, codes of practice and guidelines**

a. Requirements of current relevant legislation, regulations, codes of practice and guidelines relating to entering and retrieving data using information technology, including:

- i. Health and Safety (Display Screen Equipment) Regulations
- ii. Data Protection Act

#### **Organisational policies and procedures relating to the entry and retrieval of data**

- a. How to comply with organisational procedures, including:
  - i. How to gain authority from the relevant person to access data and the information system
  - ii. Company Policy
- b. The reasons why access authority is required for certain data:
  - i. Data Protection
  - ii. Data of sensitive nature
  - iii. Details of Account Holders
- c. The importance of conforming to organisational procedures:
  - i. Maintain working relationships
  - ii. Trust
- d. The limits of own responsibility for data entry:
  - i. Company Policy

#### **How to enter data in to an IT system**

- a. How to select and use the appropriate programme:
  - i. Input devices
  - ii. Programme specific
- b. How to enter data on the system in use:
  - i. Input devices
  - ii. Accuracy
- c. How to save data, if required:
  - i. Programme specific

#### **How to use available checking and help facilities**

- a. The importance of checking data:
  - i. Accuracy
  - ii. Minimise mistakes

- b. The different methods of checking data:
  - i. Visual
  - ii. Programme specific

### **How to find information on an IT system**

- a. How to locate information on the IT system:
  - i. Input devices
  - ii. Programme specific
- b. The importance of checking the information is correct:
  - i. Accuracy
  - ii. Minimise mistakes
- c. The importance of correctly handling the information:
  - i. Compliance with Data Protection
  - ii. Minimise risk (loss of data)

### **How to meet customer needs when entering and finding data on an IT system**

- a. The importance of meeting the customer's needs:
  - i. Accuracy
  - ii. Limit repeat visits by Customer
  - iii. Customer Retention
- b. How to interpret and access the customer's needs:
  - i. Product knowledge
  - ii. Programme specific
- c. How to handle the information to satisfy the customer's needs:
  - i. Accurate data entry
  - ii. Confirmation of details (Checking)
  - iii. Confirm with the customer needs have been met

## Unit 162

# Knowledge of communicating information electronically within a vehicle parts environment

<b>UAN:</b>	<b>L/502/6085</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to NOS VP12 Communicate Information Electronically Within a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge needed to use information technology to communicate electronically with others within vehicle parts operations. It covers the techniques required for transmitting and retrieving messages electronically and accessing and retrieving information via an electronic information service (for example on the Internet)

<b>Learning outcome</b>	<b>The learner will:</b>
1. know relevant aspects of legislation, regulations, codes of practice and guidelines	
<b>Assessment criteria</b>	
The learner can:	
1.1 summarise the requirements of current relevant legislation, regulations, codes of practice and guidelines relating to communication using information technology, including: a. health and safety and data protection.	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	understand how to comply with organisational policies and procedures relating to messaging and information systems
<b>Assessment criteria</b>	
The learner can:	
2.1	describe organisational requirements for. <ul style="list-style-type: none"> <li>a. sending and receiving electronic messages</li> <li>b. saving messages</li> <li>c. accessing information from remote servers</li> </ul>
2.2	explain the importance of complying with organisational procedures for use of IT systems
2.3	identify the person to whom problems with IT systems should be reported
2.4	identify the person(s) from whom to gain authority to access the information system
2.5	explain the reason why access authority may be required.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	understand how to send electronic messages on behalf of customers
<b>Assessment criteria</b>	
The learner can:	
3.1	explain how to interpret and apply your customer's requirements
3.2	identify the appropriate software to use for electronic messaging
3.3	describe how to transmit attachments with messages for the system in use
3.4	explain the importance of checking that messages are complete
3.5	describe how to check successful transmission.

<b>Learning outcome</b>	<b>The learner will:</b>
4.	understand how to use available checking facilities
<b>Assessment criteria</b>	
The learner can:	
4.1	explain the importance of checking data
4.2	describe the facilities available for automated checking.

<b>Learning outcome</b>	<b>The learner will:</b>
5.	understand how to receive electronic messages on behalf of customers
<b>Assessment criteria</b>	
The learner can:	
5.1	describe how to use software to receive electronic messages
5.2	explain how to process messages to meet customer's requirements
5.3	the importance of regularly checking for incoming messages.

<b>Learning outcome</b>	<b>The learner will:</b>
6. understand how to access information from a remote system on behalf of a customer	
<b>Assessment criteria</b>	
<p>The learner can:</p> <ul style="list-style-type: none"> <li>6.1 describe how to use the available electronic information system</li> <li>6.2 describe how to locate and retrieve information</li> <li>6.3 describe how to process the retrieved information</li> <li>6.4 explain the importance of meeting your customer's requirements for information</li> <li>6.5 identify the costs which may be involved when accessing remote information systems.</li> </ul>	

# **Unit 162 Knowledge of communicating information electronically within a vehicle parts environment**

## Supporting information

### **Unit range**

#### **Relevant aspects of legislation, regulations, codes of practice and guidelines**

- a. Relevant legislation, regulations, codes of practice and guidelines relating to communication using information technology, including:
  - i. Health and Safety (Display Screen Equipment) Regulations
  - ii. Data Protection Act

#### **Organisational policies and procedures relating to messaging and information systems**

- a. Organisational requirements for.
  - i. sending and receiving electronic messages
  - ii. saving messages
  - iii. accessing information from remote servers
- b. Importance of complying with organisational procedures for use of IT systems
  - i. Preserve equipment / software
  - ii. Company Policy
- c. Identify the person to whom problems with IT systems should be reported.
  - i. Supervisor
  - ii. Manager
  - iii. Company Policy
- d. Identify the person(s) from whom to gain authority to access the information system.
  - i. Supervisor
  - ii. Manager
  - iii. Company Policy
- e. Explain the reason why access authority may be required.
  - i. Data Protection
  - ii. Data of sensitive nature
  - iii. Details of Account Holders

#### **How to send electronic messages on behalf of customers**

- a. How to interpret and apply your customer's requirements.
  - i. Checking information
  - ii. Confirmation with customer
  - iii. Company Policy
- b. The appropriate software to use for electronic messaging:

- i. Company specific
- c. How to transmit attachments with messages for the system in use:
  - i. Programme specific
- d. The importance of checking that messages are complete:
  - i. Missing / incomplete / incorrect data
- e. How to check successful transmission:
  - i. Delivery Reports
  - ii. Read Receipts

### **How to use available checking facilities**

- a. The importance of checking data:
  - i. Accuracy
  - ii. Minimise mistakes
- b. The facilities available for automated checking:
  - i. Spell Checkers
  - ii. Help Functions
  - iii. Programme specific

### **How to receive electronic messages on behalf of customers**

- a. How to use software to receive electronic messages:
  - i. Programme specific
- b. How to process messages to meet customer's requirements:
  - i. Programme specific
- c. Importance of regularly checking for incoming messages:
  - i. Customer Service (Efficient)
  - ii. Company Policy

### **How to access information from a remote system on behalf of a customer**

- a. How to use the available electronic information system:
  - i. Programme specific
- b. How to locate and retrieve information:
  - i. Programme specific
- c. How to process the retrieved information:
  - i. Programme specific
- d. Importance of meeting your customer's requirements for information:
  - i. Accuracy
  - ii. Limit repeat visits by Customer
  - iii. Customer Retention
- e. Identify the costs which may be involved when accessing remote information systems:
  - i. Programme specific
  - ii. Company Policy

## Unit 163

# Knowledge of monitoring and solving customer service problems within a vehicle parts environment

<b>UAN:</b>	<b>Y/502/6087</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to NOS VP14 Monitor and Solve Customer Service Problems Within a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge and understanding they need for solving immediate customer service problems effectively and about changing systems to avoid repeated customer service problems within vehicle parts operations

<b>Learning outcome</b>	<b>The learner will:</b>
1. understand the legal requirements, regulations and codes of practice relevant to vehicle parts customer service	
<b>Assessment criteria</b>	
The learner can:	
1.1 summarise the relevant legal and regulatory requirements that affect the way products and services can be delivered to customers, including: <ul style="list-style-type: none"><li>a. health and safety</li><li>b. data protection</li><li>c. equal opportunities</li><li>d. disability discrimination</li></ul>	
1.2 summarise the relevant industry, organisational and professional codes of practice and ethical standards that affect the way the products or services can be delivered to customers	
1.3 explain what the customers' rights are and how these rights affect customer service when the customer has a problem or returned parts for credit	



<b>Learning outcome</b>	<b>The learner will:</b>
2.	understand the organisational context for working with vehicle parts customers
<b>Assessment criteria</b>	
The learner can:	
2.1	describe any contractual agreements that customers may have with the organisation with regards to payment for parts
2.2	identify the products or services offered by the organisation relevant to own customer service role
2.3	explain the limits of own authority and when it is important to seek agreement with or permission from other people in the organisation when dealing with customers service issues/complaints
2.4	identify who to refer to for guidance when customer needs cannot be adequately met
2.5	describe any organisational targets relevant to own job, own role in meeting them and the implications for the organisation if those targets are not met
2.6	explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with the internal customer.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	understand how to solve customer service problems
<b>Assessment criteria</b>	
The learner can:	
3.1	describe how to communicate in a clear, polite, confident way and why this is important
3.2	explain how to negotiate with and reassure customers whilst their problems are being solved
3.3	explain organisational procedures and systems for dealing with customer service problems

# **Unit 163 Knowledge of monitoring and solving customer service problems within a vehicle parts environment**

## Supporting information

### **Unit range**

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

- a. Legal and regulatory requirements that affect the way products and services can be delivered to customers, including:
  - i. health and safety
  - ii. data protection
  - iii. equal opportunities
  - iv. disability discrimination
- b. Industry, organisational and professional codes of practice and ethical standards that affect the way the products or services can be delivered to customers:
- c. customers' rights and how these rights affect customer service when the customer has a problem or returned parts for credit:
  - i. Contract law
  - ii. Product liability
  - iii. The Sale of Goods Act
  - iv. The Trade Description Act
  - v. Satisfactory Quality
  - vi. Fitness For Purpose
  - vii. Distance Selling Regulations

#### **Organisational context for working with vehicle parts customers**

- a. Contractual agreements that customers may have with the organisation with regards to payment for parts:
  - i. account terms
  - ii. returns policy
  - iii. special order policy
- b. Identify the products or services offered by the organisation relevant to own customer service role:
  - i. Parts
  - ii. Accessories
  - iii. Merchandise
  - iv. Customer service
  - v. Parts Warranty
  - vi. Exchange
  - vii. Expert advice
- c. The limits of own authority and when it is important to seek agreement with or permission from other people in the organisation when dealing with customers service issues/complaints:

- i. Supervisor
  - ii. Manager
  - iii. Company Policy
- d. Identify who to refer to for guidance when customer needs cannot be adequately met:
  - i. Colleague
  - ii. Supervisor
  - iii. Manager
  - iv. Company Policy
- e. Organisational targets relevant to own job, own role in meeting them and the implications for the organisation if those targets are not met:
  - i. First Time Fix (Correct Part/Pick)
  - ii. Customer Service (Retention/Advocacy)
- f. How the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with the internal customer:
  - i. Customer retention and advocacy
  - ii. Improved working relationships
  - iii. Improved trust

### **How to solve customer service problems**

- a. How to communicate in a clear, polite, confident way and why this is important.
  - i. Professionalism
  - ii. Adherence at all times
- b. How to negotiate with and reassure customers whilst their problems are being solved.
  - i. Empathy
  - ii. Customers are kept informed
  - iii. Professionalism
- c. Organisational procedures and systems for dealing with customer service problems.
  - i. Specific company complaints procedure

## Unit 164

## Knowledge of customer service improvements within a vehicle parts environment

<b>UAN:</b>	<b>D/502/6088</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to NOS VP15 – Support Customer Service Improvements Within a Vehicle Parts Environment
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge and understanding they need to make a contribution to improving customer service within vehicle parts operations by gathering and using customer feedback to identify improvements, making suggestions for and carrying out changes to customer service systems and assisting with the evaluation of changes to customer service

<b>Learning outcome</b>	<b>The learner will:</b>
1. understand the legal requirements, regulations and codes of practice relevant to vehicle parts customer service	
<b>Assessment criteria</b>	
The learner can:	
1.1 summarise the relevant legal and regulatory requirements that affect the way products and services can be delivered to customers, including: <ol style="list-style-type: none"> <li>a. health and safety</li> <li>b. data protection</li> <li>c. equal opportunities</li> <li>d. disability discrimination</li> </ol>	
1.2 summarise the relevant industry, organisational and professional codes of practice and ethical standards that affect the way the products or services can be delivered to customers	
1.3 explain what the customers' rights are and how these rights affect customer service.	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	understand the organisational context for working with vehicle parts customers
<b>Assessment criteria</b>	
The learner can:	
2.1	describe any contractual agreements that customers may have with the organisation
2.2	identify the products or services of the organisation relevant to own customer service role
2.3	explain the limits of own authority and when it is important to seek agreement with or permission from other people in the organisation when dealing with customers
2.4	identify who to refer to for guidance when customer needs cannot be adequately met
2.5	describe any organisational targets relevant to own job, own role in meeting them and the implications for the organisation if those targets are not met.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	understand how to make improvements to customer service
<b>Assessment criteria</b>	
The learner can:	
3.1	describe how to work with others to identify and support change in the way in which service is delivered
3.2	explain how the customer experience is influenced by the way service is delivered
3.3	describe how customer feedback from customers is obtained.

# **Unit 164                    Knowledge of supporting customer service improvements within a vehicle parts environment**

## Supporting information

### **Unit range**

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

- a. Legal and regulatory requirements that affect the way products and services can be delivered to customers, including:
  - i. health and safety
  - ii. data protection
  - iii. equal opportunities
  - iv. disability discrimination
- b. Industry, organisational and professional codes of practice and ethical standards that affect the way the products or services can be delivered to customers.
- c. What the customers' rights are and how these rights affect customer service:
  - i. Contract law
  - ii. Product liability
  - iii. The Sale of Goods Act
  - iv. The Trade Description Act
  - v. Satisfactory Quality
  - vi. Fitness For Purpose
  - vii. Distance Selling Regulations

#### **Organisational context for working with vehicle parts customers**

- a. Contractual agreements that customers may have with the organisation:
  - i. account terms
  - ii. returns policy
  - iii. special order policy
- b. Identify the products or services of the organisation relevant to own customer service role:
  - i. Parts
  - ii. Accessories
  - iii. Merchandise
  - iv. Customer service
  - v. Parts Warranty
  - vi. Exchange
  - vii. Expert advice
- c. Limits of own authority and when it is important to seek agreement with or permission from other people in the organisation when dealing with customers:

- i. Supervisor
  - ii. Manager
  - iii. Company Policy
- d. Identify who to refer to for guidance when customer needs cannot be adequately met:
- i. Colleague
  - ii. Supervisor
  - iii. Manager
  - iv. Company Policy
- e. Organisational targets relevant to own job, own role in meeting them and the implications for the organisation if those targets are not met:
- i. First Time Fix (Correct Part/Pick)
  - ii. Customer Service (Retention/Advocacy)

### **How to make improvements to customer service**

- a. How to work with others to identify and support change in the way in which service is delivered:
- i. Good working relationships
  - ii. Respect for colleagues and management
  - iii. Take other perspectives
- b. How the customer experience is influenced by the way service is delivered:
- i. First impressions
  - ii. Good and Bad Aftersales experiences
  - iii. Professionalism
- c. How customer feedback from customers is obtained:
- i. Surveys (Paper, Electronic or Telephone based)
  - ii. Verbally
  - iii. Company Policy

## Unit 165

# Knowledge of maximising product sales in a vehicle parts operation

<b>UAN:</b>	<b>Y/502/6090</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to NOS VP17 Maximise Product Sales in a Vehicle Parts
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.
<b>Aim:</b>	This unit will help the learner develop the knowledge and understanding they need to identify opportunities to increase sales of a particular part(s) and carrying out promotional activity which increases sales of the product and retains goodwill. The promotional activity must be a definite campaign that is planned beforehand and evaluated afterwards - it does not mean merely promoting products as a part of normal vehicle parts sales transactions

<b>Learning outcome</b>	<b>The learner will:</b>
1. understand the legal requirements, regulations and codes of practice relevant to selling motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
1.1 summarise current relevant legislation, regulations, codes of practice and guidelines relating to product sales.	

<b>Learning outcome</b>	<b>The learner will:</b>
2. understand how to identify opportunities to maximise motor vehicle parts sales	
<b>Assessment criteria</b>	
The learner can:	
2.1 describe how to identify potential sales opportunities	
2.2 explain how to assess sales opportunities to identify those with the greatest potential to maximise sales and widen the customer base	
2.3 explain how seasonal trends affect opportunities for sales.	



<b>Learning outcome</b>	<b>The learner will:</b>
3. understand how to implement activities to maximise the sales of motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
3.1 describe how to promote the features and benefits of products	
3.2 explain how to promote products in ways that gain and build customer interest	
3.3 compare the difference between a feature of a product and a benefit of a product.	

<b>Learning outcome</b>	<b>The learner will:</b>
4. understand how to evaluate activities to maximise the sales of motor vehicle parts	
<b>Assessment criteria</b>	
The learner can:	
4.1 explain how to evaluate the effectiveness of promotional activities.	

# **Unit 165                    Knowledge of maximising product sales in a vehicle parts operation**

## Supporting information

### **Unit range**

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

- a. Legislation, regulations, codes of practice and guidelines relating to product sales:
  - i. Sale of Goods Act
  - ii. Trade Descriptions Act
  - iii. Contract Law

#### **How to identify opportunities to maximise motor vehicle parts sales**

- a. How to identify potential sales opportunities:
  - i. Body language
  - ii. Tone of voice
  - iii. Related parts selling
  - iv. Up-selling
- b. How to assess sales opportunities to identify those with the greatest potential to maximise sales and widen the customer base:
  - i. Lost sales
  - ii. Niche in market
  - iii. Company Policy
- c. How seasonal trends affect opportunities for sales:
  - i. Spring
  - ii. Summer
  - iii. Autumn
  - iv. Winter

#### **Understand how to implement activities to maximise the sales of motor vehicle parts**

- a. How to promote the features and benefits of products:
  - i. Marketing
  - ii. Verbally
  - iii. Company Policy
- b. How to promote products in ways that gain and build customer interest:
  - i. Impulse buys
  - ii. Hot-Spots
  - iii. Marketing Campaign
  - iv. Advertising types
- c. The difference between a feature of a product and a benefit of a product:

- i. Features tell
- ii. Benefits sell

**How to evaluate activities to maximise the sales of motor vehicle parts**

- a. How to evaluate the effectiveness of promotional activities:
  - i. Sales records
  - ii. Mystery Shop
  - iii. Feedback
  - iv. Company Policy



## Appendix 1 Relationships to other qualifications

### Links to other qualifications

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

These qualifications have connections to the 4150 Level 2 and 3 Diploma in Vehicle Parts Competence.

### Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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